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BASQUE

The Basque language in education in Spain

| 3rd Edition |

| Regional dossiers series |



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Glossary

AEK	Literacy Basque-learning Coordinating Committee (Alfabetatze Euskalduntze Koordinakundea) (Coordinating body for literacy and second language learning, a private organisation grouping together a number of language schools for adults)
BAC	Basque Autonomous Community
BAM	Begoñako Andra Mari Teacher Training University College (Begoñako Andra Mari Irakasleen Unibertsitate Eskola)
CEFR	Common European Framework of Reference for Languages
EIBZ	Centre of Basque Teaching Resources (Euskararen Irakaskuntzarako Baliabide Zentroa). Department of Education, Government of Navarre.
EGA	Certificate of Competence in Basque (Euskararen Gaitasun Agiria)
EHEA	European Higher Education Area
EIFE	Teaching of Basque: Influence of Factors (Euskararen Irakaskuntza: Faktoreen Eragina)
EIMA	Scholar Material Development to Study in Basque (Euskal Ikasmaterialgintza)
ETXEPARE	Etxepare Institute (Etxepare Institutua)
EUSTAT	Basque Statistical Office (Euskal Estatistika Erakundea)
FTE	Framework for a Trilingual Education
HABE	Adult Literacy and Re-Basquisition Organisation (Helduen Alfabetatze eta Berreskalduntzerako Erakundea)
HEZIBERRI	Plan for the improvement of education in the BAC
HINE	Evaluation of Written Language at School (Hizkuntza Idatziaren Neurketa Eskolan)
IKA	Study and practice (Ikas eta ari) (a private organisation grouping together a number of language schools for adults)
IKUSPEGI	Basque Observatory of Immigration (Observatorio Vasco de Inmigración)
INE	Statistic National Institute (Instituto Nacional de Estadística)
IRALE	Teacher Literacy and Learning Basque as a Second Language (Irakasleen Alfabetatze Euskalduntzea)
ISEI-IVEI	Basque Institute for Research and Evaluation in Education (Irakas-sistema Ebaluatu eta Ikertzeko Erakundea-Instituto Vasco de Evaluación y Investigación Educativa)

LOE	Organic Law of Education (Ley Orgánica de Educación)
LOMCE	Organic Law for the Improvement of the Educational Quality (Ley Orgánica para la Mejora de la Calidad Educativa)
LOU	Organic Law of Universities (Ley de Orgánica de Universidades)
MU	Mondragon Unibertsitatea
NASTAT	Navarre's Statistic Organisation (Nafarroako Estatistika Erakundea)
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
UEU	Basque Summer University (Udako Euskal Unibertsitatea)
UNED	National University for Distance Learning (Universidad Nacional de Educación a Distancia)
UNIBASQ	Agency for Quality of the Basque University System (Euskal Unibertsitate Sistemaren Kalitate Agentzia)
UPNA	Public University of Navarre (Universidad Pública de Navarra)
UPV/EHU	University of the Basque Country (Universidad del País Vasco/ Euskal Herriko Unibertsitatea)
UZEI	Basque Institute for University Services (Unibertsitate Zerbitzuetarako Euskal Ikastetxea)

Foreword

background

Regional and minority languages are languages that differ from the official state language. The Mercator Research Centre on Multilingualism and Language Learning uses the definition for these languages defined by the European Charter for Regional or Minority Languages (ECRML):

“Regional and minority languages are languages traditionally used within a given territory of a state by nationals of that state who form a group numerically smaller than the rest of the state’s population; they are different from the official language(s) of that state, and they include neither dialects of the official language(s) of the state nor the languages of migrants”. The Mercator Research Centre aims at the acquisition, application and circulation of knowledge about these regional and minority languages in education. An important means to achieve this goal is the Regional dossiers series: documents that provide the most essential features of the education system of regions with a lesser used regional or minority language.

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aim

The aim of the Regional dossiers series is to provide a concise description of minority languages in education, mainly in Europe but also in other parts of the world. 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. Because of this fixed structure the dossiers in the series are easy to compare.

target group

The dossiers serve several purposes and are relevant for policymakers, researchers, teachers, students and journalists who wish to explore developments in minority language schooling in Europe. They can also serve as a first orientation towards further research, or function as a source of ideas for improving educational provisions.

**link with
Eurydice**

The format of the Regional dossiers follows the format of Eurydice - the information network on education in Europe - in order to link the regional descriptions with those of national education systems. Eurydice provides information on the administration and structure of national education systems in the member states of the European Union.

contents

Every Regional dossier begins with an introduction about the region concerned, followed by six sections that each deal with a specific level of the education system (e.g. primary education). Sections eight and nine cover the main lines of research into education of the concerned minority language, the prospects for the minority language in general and for education in particular. The tenth section (optional) gives a summary of statistics. Lists of regulations, publications and useful addresses concerning the minority language, are given at the end of the dossier.

1 Introduction

language

Basque, or *Euskara*, is a non-Indo-European isolate language. Numerous theories have arisen to account for its ancestry, but none has been proved satisfactory. The area where Basque has traditionally been spoken is called *Euskal Herria*, the Basque Country. Since the late 19th century this name has been applied to an area comprising seven historical provinces: four in Spain Araba/Álava, Bizkaia/Vizcaya (in English, Biscay), Gipuzkoa/Gipuzcoa and Nafarroa/Navarra (in English, Navarre), sometimes collectively called *Hegoalde*, the Southern Basque Country, and three in France (Lapurdi/Labourd, Nafarroa Beherea/Basse Navarre and Zuberoa/Soule), collectively *Iparralde*, the Northern Basque Country. What is called the Basque Autonomous Community (BAC) is made up of the provinces of Araba, Biscay and Gipuzkoa. This dossier will discuss the situation in the southern or peninsular Basque Country. Hegoalde occupies about 17,800km² in northern Spain on the Bay of Biscay.

The present initiative to maintain and spread the Basque language dates back to the late 1950's, its prime motor being precisely the educational sector: efforts to ensure the presence of Basque in education should nevertheless be interpreted in the light of the broader effort to reverse language shift, inserted in turn in a specific sociocultural and socio-political context (Azurmendi, Bachoc & Zabaleta, 2001; Fishman, 1991; Nelde, Strubell & Williams, 1995). A major corpus planning initiative has accompanied the status planning one: since the 1960's a new widely, though not fully, accepted written standard known as *Batua* has spread rapidly. The standard is being developed by the Royal Academy of the Basque Language (Euskaltzaindia), which celebrated its 100th anniversary in 2019. Terminological work has also been done, particularly by Unibertsitate Zerbitzuetarako Euskal Ikastetxea (The Basque Institute for University Services; hereafter: UZEI).

population

According to the Instituto Nacional de Estadística (Statistic National Institute; hereafter: INE), the total population of the Spanish Basque Country was 2,846,642 in January 2018. In the

southern Basque Country, the population has been constantly increasing despite a small drop in 2013. According to the Observatorio Vasco de Inmigración (Basque Observatory of Immigration; hereafter: Ikuspegi) (2019), the number of immigrants arriving in the BAC has been rising to a total of 206,530 immigrants in 2018, eight times bigger than it was 20 years ago (26,334 in 1998), and 58,782 in Navarre (6,395 in 1996) according to Nafarroako Estatistika Erakundea (Navarre's Statistic Organisation; hereafter: Nastat) (2019). This can be translated into a more multilingual environment than in 2011. This also has had a great impact on the education system. According to the data from the Basque Government (Eusko Jaurlaritza, 2018a), the 2017-2018 enrolment data shows that 15.7% of the students in the BAC are of foreign origin (born outside the Spanish state or one of both parents of foreign origin), and at least 8.5% in Navarre.

In terms of the Basque language, 33.9% of the population in the BAC knows Basque in addition to Spanish, and in Navarre 12.9% does (Eusko Jaurlaritza, 2016a). The increase of Spanish-Basque bilinguals has been notorious both in the BAC and in Navarre, even if in Navarre the growth was smaller. The number of Basque speakers in the BAC went from 24.1% in 1991 to 33.9% in 2016; whereas in Navarre this was 9.5% in 1991 and 12.9% in 2016. According to the Euskal Estatistika Erakundea (Basque Statistical Office; hereafter: Eustat) (2019), 21.53% in the BAC were Spanish-Basque bilinguals in 1981. This means the acquisition of Basque has almost doubled in 35 years. The growth in speaker numbers might be due to increasing levels of intergenerational transmission within the family and, above all, to the spread of Basque as a second language via the education system.

Regarding the intergenerational transmission, a sociolinguistic survey indicates that in the BAC, 83.3% of the children learn Basque from their parents when both parents are Basque speakers (Eusko Jaurlaritza, 2016a). The survey also shows that 6.7% of the children in the BAC learn Basque and Spanish and 10% do not learn the Basque language. In the case of Navarre, 69.3% of the children learn Basque at home when both parents are Basque speakers. The results also show that

11.8% of the children in Navarre learn Basque and Spanish, and 18.9% do not learn the Basque language.

Table 1 shows the number of inhabitants in the BAC and Navarre region and what the mother tongue of the inhabitants is.

Table 1. *The number of inhabitants and their mother tongue, by region in percentages in 2016.*

	Number of inhabitants	Basque as a mother tongue	Basque and a mother tongue different from Basque	A mother tongue different from Basque
BAC	1,864,000	17.5%	6.0%	76.4%
Navarre	534,000	6.2%	3.1%	90.8%

Note. Adapted from Eusko Jaurlaritz, 2016a.

According to Eusko Jaurlaritz (2016a), most of the Basque-Spanish bilinguals are younger than 35; 71.4% of those bilingual youngsters are between 16 and 24 years old and live in the BAC, 25.8% lives in Navarre. A big number of these bilinguals achieve their oral and written comprehension and expression skills through the bilingual school system. Despite that, if we equally take into account the ease to communicate in both languages, the highest percentage of balanced bilinguals (35%) is in the age range between 35 and 64 years old.

Figure 1 shows the Basque language competence in the BAC and Navarre region in Spain.

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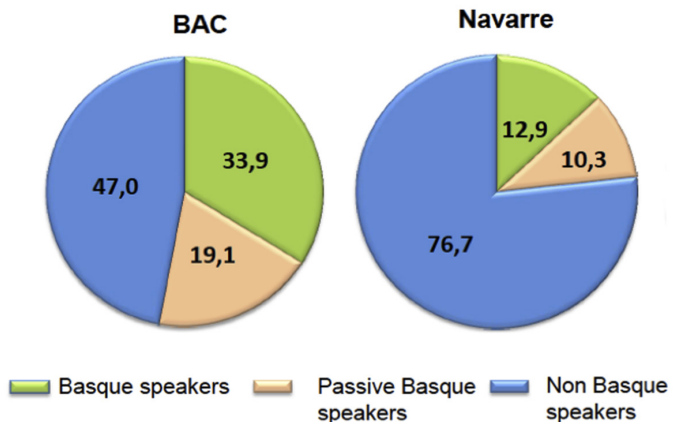


Figure 1. *Language competence by region, in percentages. From Eusko Jaurlaritz, 2016a.*

However, the use of Basque is much more limited compared to the knowledge people have of the language; the population making strong use of Basque is 20.1% in the BAC and 6.6% in Navarre (Eusko Jaurlaritza, 2016a). Street use measurements show that the use of the Basque language in society has its ups and downs depending on the geographical context and the age range (Altuna, 2017). There seems to be a small regression in the last ten years. Given that virtually all Basque speakers are bilingual, it is not surprising that use of the language is substantially more limited than the figures on language competence suggest. Individual competence in the language and the number of Basque speakers in one's network seem to be the primary determinants of use.

Figure 2 shows the percentage of the population in the BAC who speak Basque and how this develops over time.

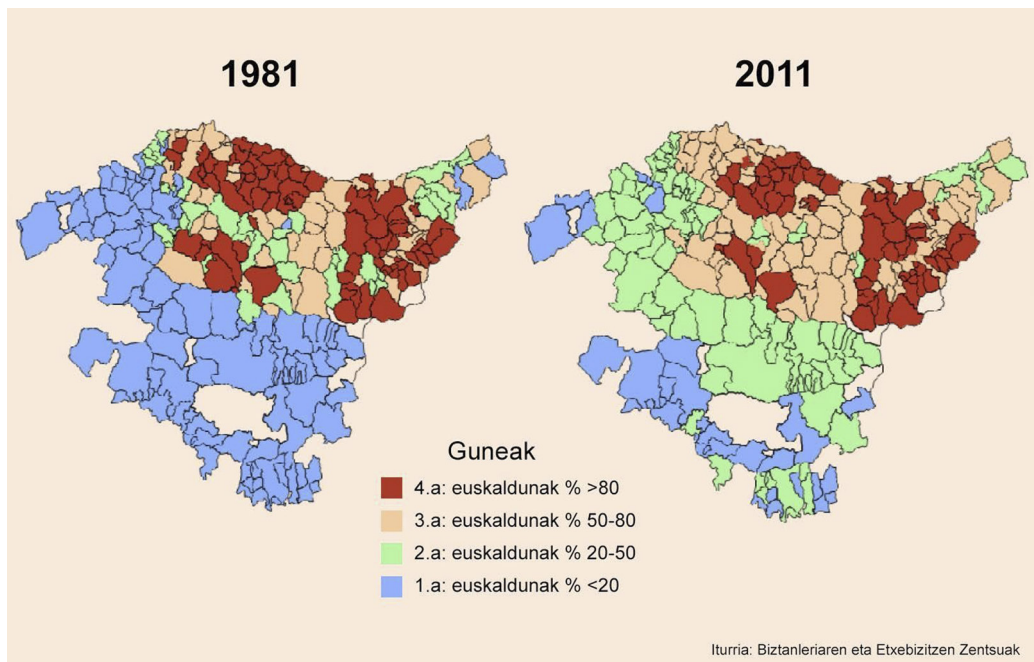


Figure 2. Development of sociolinguistic areas in the BAC between 1981 and 2011, in percentages. Data has decennial periodicity. From Eusko Jaurlaritza, 2011.

language status After centuries of neglect and often outright repression, the Spanish state adopted a more positive stance on its minority languages in the 1978 constitution. This establishes Spanish as the official language of the state but permits the Autonomous Communities or regions of Spain to make other local languages co-official. Basque is spoken natively in both the BAC and Navarre, though in both absolute numbers and percentage terms, the BAC minority is substantially larger. The language has since been made co-official throughout the BAC and in part of Navarre, a separate region. Both regions have subsequently passed language laws to spell out the effects of co-officiality of Basque; they contain major stipulations on the availability of the Basque language as both subject and medium in the educational system. Spain signed the European Charter for Regional or Minority Languages in 1992 and ratified it in 2001, but it seems unlikely that this will be a major source of greater support for the language. In the Government of the Charter Community of Navarre, the official support to the Basque language is being subject to a certain degree of litigation and social tension.

**status of
language
education**

In the BAC relevant educational legislation takes as its starting point the Community's founding statute: the brief references to the language in that document were developed in the Euskararen Erabilpena Arauzkutzazko Legea (Basic Law of Standardisation of the Use of Basque) (1982):

- the right of students or their parents to choose the medium of instruction is established;
- pre-university students must receive language classes in the official language not used as a medium of instruction;
- the Basque Government is to define the bilingual teaching models to be offered to parents;
- the Basque Government will take measures concerning teachers' language competence, plans of study and teacher training colleges in order to be able to satisfy parental demand for Basque-medium and language teaching.

Current developments of that law are largely dependent on the Basque Parliament laws: Euskal Eskola Publikoaren Legea

(1993) (Basque State Schooling Law) and *Irakasleen Kidegoen Legea* (1993) (School Staff Law). The more specific legislations are mentioned below, in the corresponding section of each of the different educational levels. As for university education, the Spanish *Ley Orgánica de Universidades* law (2002) (Organic Law of Universities; hereafter: LOU) lays down the basic framework. In applying that law to the BAC, the Basque Parliament notes amongst the services to be provided to society by the universities that of fostering the defence, study and promotion of the Basque cultural heritage in general and of the Basque language in particular with the *Euskal Unibertsitate Sistemaren Legea* (Basque University System Law) (2004). It further declares that one of the objectives of the university system is the introduction of Basque in all areas of knowledge to contribute to the normalisation of the use of Basque. Article 11 of the text develops these ideas in some detail.

Similarly, in Navarre relevant educational legislation takes as its starting point a very brief reference in the Community's founding statute: this was developed in the *Ley Foral del Euskera* (1986) (Charter Law on Basque). Further details are available in Aldasoro (2001, p. 594-597). In the traditionally Basque-speaking areas, arrangements are similar to those in the BAC; more limited options are available to students and their parents in the rest of Navarre.

Any discussion of Basque in primary and secondary schooling in Spain has to deal with the so-called bilingual teaching models; all based on regional government laws. Each class group in each school is assigned one of these models that determine the use of the two official languages for teaching purposes (Table 2).

Table 2. *Names and definitions of bilingual teaching models*

Definition of model	Name in the BAC	Name in Navarre
Spanish as teaching medium, Basque as a subject	Model A	Model A
Basque as teaching medium, Spanish as a subject	Model D	Model D
Both Spanish and Basque as subject and medium	Model B (approximately half and half)	Model B (Basque predominant; volume of students negligible)
Spanish as teaching medium, no presence of Basque	Model X (not official, marginally present)	Model G (numerically dominant)

Note. Adapted from Eustat (2019) and the Government of Navarre (2019).

The percentages of participating students in each model vary by age, geographical location, level of schooling and whether the school is in the public or private sector. A single school may contain streams of different models. The tendency is towards relative growth in models B and D in the BAC and, in Navarre, A and D, whilst other models are decreasing in both relative and absolute terms. As the percentages of students in the initial levels of the B and D models grow year after year, it seems likely that the relative weight of Basque within the education system in the BAC and Navarre will continue to increase for the time being. The Basquisition process has been much more intense in the BAC than in Navarre, reflecting the different position and relative size of the Basque-speaking minorities in the two regions.

Between the school years 2003-2004 and 2006-2007 there were 12 schools offering trilingual education. From the 2010-2011 school year, the Framework for a Trilingual Education (FTE) (2010) was established in the BAC as an experiment for the early Basque-Spanish-English trilingual education. This framework suggested a dedication of 5 to 6 hours minimum for each language. The Irakas Sistema Ebaluatu eta Ikertzeko Erakundea (Basque Institute for Research and Evaluation in Education; hereafter: ISEI-IVEI) has been responsible for the evaluation of this model. In the evaluation conducted between 2010 and 2013, reading comprehension results were compared

between the students in the FTE programme and the students in other programmes. The evaluation showed that Basque and Spanish reading comprehension skills of the students were not negatively affected by the trilingual education model. The students' results were very similar in both groups. However, the evaluation results did show that the FTE group scored better on English communication skills in comparison to the control group. Navarre also implemented a trilingual education model, and the enrolment numbers provided by the Government of Navarre (2018) show that it is becoming more and more popular. The number of students joining the trilingual model increased from 30% in the school year 2017-2018 to 34.1% in 2018-2019. Students in model A are more likely to join the option offering to learn in a foreign language as 51.9% of the students were in the trilingual model in the school year 2017-2018 and 58.8% in 2018-2019. Looking at the differences between public and private schools, in 2018-2019, 38.4% of public school students and 26.5% of private school students joined the trilingual model. It is worth mentioning though, that even A and G models are treated as trilingual, the place and time given to the Basque language is insignificant.

**education
system**

The Spanish parliament has established the basics of the education system through different laws. The last one from 2013, is the controversial Ley Orgánica para la Mejora de la Calidad Educativa (Organic Law for the Improvement of the Educational Quality, hereafter: LOMCE), which modifies the previous law, the Ley Orgánica de Educación (Organic Law of Education, hereafter: LOE) from 2006. According to the LOMCE law, as for the LOE law, school attendance is compulsory and free from 6 to 16 years old. Basic objectives of the Spanish education system include full development of the student's personality, learning to have respect for fundamental rights and freedoms, the acquisition of intellectual habits and having respect for the linguistic and cultural plurality of Spain. Primary changes include the segregation of students at the age of 13 based on their academic results, the addition of final exams at the end of every secondary school cycle, and

school management changes. Due to strong protests, these measures have been implemented unevenly amongst the different regions and they probably will be revised by the new government.

University education is the object of a separate law. Universities in the Basque Country, as in the rest of Spain, are largely self-governing, though the public ones are dependent on the two regional governments for finance. There is also a flourishing modern language learning provision for adults, including both Basque and major international languages.

Whether the education laws are applied in a particular region by central state authorities or by the regional authorities depends on the distribution of powers in education, which varies from region to region. In both the BAC (since 1981) and Navarre (since 1990), broad powers have been devolved on the regional authorities. Where the regions with the power to do so have not developed specific local educational regulations, statewide regulations are applied. In the BAC, the latest regulation dates back to 2015 where curricular decrees are specified.

**private and
public**

Schools in the peninsular Basque Country are either state or private schools. In total, 52% of the students attended state schools in the school year 2018-2019 (Eustat, 2018). Private sector schools, which are largely state-financed at least in the age range of compulsory schooling, are frequently owned by Roman Catholic organisations. Until 1993 there was a third *Ikastola School* sector in the BAC: this will be discussed separately in the section on bilingual education forms. The inclusion of Basque as both subject and teaching medium has affected both state and private schools, though the development of Basque-medium class groups has, overall, been relatively slower in the private sector, as can be deduced from tables 3 and 4, particularly in Navarre.

Table 3. *School enrolments for the 2018-2019 school year in the BAC (including vocational education and adult education) by education model and ownership*

BAC	A model	B model	D model	X model	Total
Private	31,060	58,019	94,248	2,268	185,595
Public	29,526	11,540	159,629	-	200,695
Total	60,586	69,559	253,877	2,268	386,290

Note. Adapted from Eustat, 2018.

Table 4. *School enrolments for 2018-2019 school year in Navarre (not including adult education) by educational model and ownership*

Navarre	A model	B model	D model	G model	total
Private	4,248	157	6,159	28,530	39,094
Public	10,784	17	20,335	37,619	68,755
Total	15,032	174	26,494	66,149	107,849

Note. Adapted from Navarre's Education Department, 2018.

According to data from Eustat (2016), 16.6% of the students in the BAC study in the medium of a foreign language (0.3% in German, 0.1% in French, and 16.3% in English).

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bilingual

education forms

The Spanish Civil War (1936-1939) brought previous educational experiments in Basque subject and medium teaching to an abrupt end. It was not until the sixties that the first clandestine attempts by parents to ensure Basque language education for their children got underway again. These new, initially very modest institutions were known as *ikastola* schools. Most eventually adopted cooperative status, but a few were established and owned by town or provincial councils. They grew gradually, coming to constitute about 10% of the primary system in the BAC and even less in Navarre by the time of Franco's death in 1975. The establishment of regional governments led to a considerable increase in the public funds made available for minority language schooling throughout Spain.

From then on, the *ikastola* sector constituted a clearly defined separate school network in the BAC, private in ownership but better financed than other private schools. This was regarded as an anomalous situation and in 1993, the private *ikastola* schools were forced to opt either to join the state system or to

operate on the same criteria as other private schools. On the whole, smaller, weaker schools joined the state system, while larger, financially viable ones joined the private sector. Many of this latter group continue to belong to the *ikastola* coordinating body. Such schools retain the name of *ikastola* and often have a Basque-er atmosphere than ordinary private schools, but are legally simply private schools. In the school year 2018-2019, there were 110 *ikastola* schools in the whole Basque Country. Seventeen of those *ikastola* schools are in Navarre, where they are treated on a par with private schools if they have been officially recognised. A number of *ikastola* schools in the southern part of Navarre have not achieved such recognition and as a result do not have access to standard regional government-private school funding, though they do receive some funds from the government's language policy section. *Ikastola* schools throughout the peninsular Basque Country continue to organise highly successful mass fundraising events in the form of annual sponsored walks, one in each of the four provinces, in order to assist funding their building and other programmes.

administration

There are four basic administrative levels in Spain: state, region, province and local council level, but in Navarre, region and province coincide. The division of responsibilities in education varies somewhat from region to region: the BAC, for example, has held more and longer powers than Navarre. The present division of responsibilities in these two regions is as follows: the state government continues to define the basic parameters of the education system (design of system, duration and segmentation of compulsory education, basic subject options, most of the curriculum including minimum teaching of Spanish, basic rights of state school teachers, convalidation of studies abroad); the regional governments are responsible for language policy, construction of buildings, hiring state school teachers, paying them and organising in-service training, private sector funding, rest of curriculum, control of materials used in schools, etc. Provincial councils have virtually no educational responsibilities, while local councils are usually involved

in maintenance, sometimes in educational provision (under-threes, early dropouts, etc.) and often in the organisation of extracurricular activities.

Under the plans for augmenting the use of Basque in the administration of the BAC, some effort has been expended in ensuring that at least some of the civil servants working in educational administration are able to deal with schools wishing to communicate in Basque with the administration. Provision has however been somewhat haphazard. Spanish is the dominant language of the Department of Education of the BAC, but probably more Basque is used there than in any other regional government department except the Department of Culture. In Navarre, a number of civil servants are also capable of providing services through the medium of Basque. Relevant local council officials may also be able to provide Basque medium service.

The Education Departments of the BAC and Navarre state through orders which regulate the educational curriculum that planification of all aspects related to education and language use need to be specified in a Linguistic Project by each educational centre. Its objective is to reinforce students' skills in Basque and Spanish, as well as to achieve certain knowledge in at least one foreign language. Based on the regional regulation (EHAA, 141), each centre is responsible for developing its own Linguistic Project (Eusko Jaurlaritz, 2016b) implying all school community.

inspection

The state maintains a high inspectorate in both the BAC and Navarre, which provides Madrid with information on the evolution of the regional education systems. Basic inspection work is carried out by regional government inspectors, usually appointed by subject and educational level. They are responsible for the correct implementation of the general regulations and for advising teachers on pedagogical matters.

support structure

The BAC has a well-developed system of teacher support centres called Berritzegune. According to data from 2019, there are 18 centres in total, covering all three provinces. There are 2 centres in Araba, 10 in Biscay, and 6 in Gipuzkoa. Each centre contains

experts by curriculum subject or group of subjects. One person in each centre is responsible for coordinating language planning within those schools, both public and private. Those people have expressed an interest in working towards the increase of the Basqueness of the school ambience, which is done in collaboration with the Department of Education. Each school has a teacher on partial release from teaching duties, who is responsible for the execution of the language plan and trained and funded by the Department of Education. Representatives of such schools sometimes coordinate their Basque language promotion activities with people working at the local council level. A specific departmental unit, called the Basque Service, oversees Basquisition activities in general, like teacher in-service language training (see details in the section on teacher training) and certification, authorisation and subsidy of Basque language teaching/learning materials (see details in next section), the coordination of the Basquisition plans mentioned above, and the organisation of numerous activities open to all schools (subsidies for drama, choirs and traditional improvised sung verse; short-stay residential centres for class groups to work intensively on their Basque in a less academic atmosphere; poetry and essay contests to promote excellence, etc.). Further details are available on the BAC Department of Education website.

The BAC Department of Education has established the Euskal Ikasmaterialgintza (Scholar Material Development to Study in Basque; hereafter: EIMA) programme for pre-university education, whereby the department subsidises the publication of printed and digital school materials. This is done to ensure that parents who choose Basque as a medium of instruction for the education of their children do not have to spend more on learning materials as a result of the smaller market. School materials subsidised in 2018 include 116 books, and other printed materials such as workbooks and wallcharts, 4 projects with Creative Commons rights and 9 projects with private ownership. Catalogues of available materials are updated regularly. To promote quality, the Department of Education makes annual awards for the best materials which are chosen by an

independent tribunal. Most materials are in *batua*, though the department also subsidises materials in standard Biscayan dialect.

There are five teacher support centres in Navarre. The Basque Service of the Department of Education performs similar functions to those of the administrative unit of the same name in the BAC on a more modest scale. In particular, it organises a number of courses to improve teachers' language and language teaching skills. See the relevant website for further details.

2 Pre-school education

- 20
- target group** Pre-school education is covering the period from zero to six years of age. Practically all children in *Hegoalde* commence pre-school by the age of three, with some beginning a year earlier, often in buildings attached to a primary school. This type of education almost invariably takes place within the school system. Other under-threes are catered for by family, by nurseries that are mostly privately owned, or by childminders hired by individual families.
- structure** Pre-school education is subdivided into two cycles or phases, the first from 0-3 and the second from 3-6. It is based on general life skills rather than content and therefore it is not divided into subjects. However, in both the LOE as well as in the LOMCE, it is specified that the Education Administration has to encourage a first contact with the foreign language in the second cycle, as well as an approximation to reading and writing, numbers, basic information and communication technologies, and visual and musical expression.
- legislation** The law established that pre-school education is designed to contribute to the physical, intellectual, emotional, social and moral development of pupils; close cooperation with parents is stressed. According to the LOMCE, the Government is the one in charge of the objectives, competencies, content and the evaluation of the basic curriculum for the second cycle of pre-school education. The Basque Government is in charge of 55% of the school hours in the BAC. The regional government is in charge of regulating this educational cycle through different educational decrees. More in-depth information can be found in the published decrees of the BAC and Navarre.
- language use** Students are taught in Basque and in Spanish. All models mentioned above are available from ages 3 to 6, though not necessarily in all areas. Model A, B and D also include the teaching of English from the age of four. As there are no subject areas at this age it is impossible to say how much time is spent

on developing language skills. Figure 3 displays the extent to which the Basque language is used per model, in percentages.

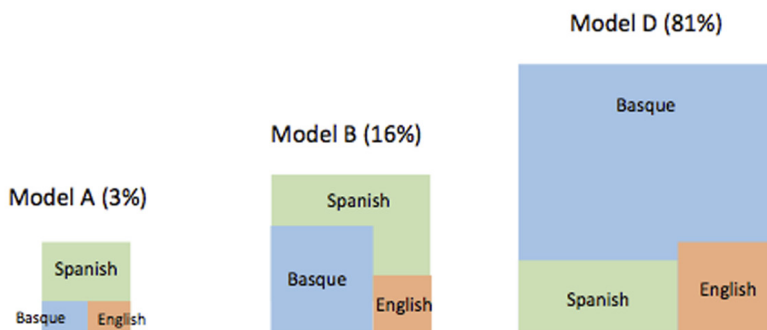


Figure 3. Language use per model. The use of Basque is displayed in percentages. From Eusko Jauriaritza, 2019b.

teaching material

A complete set of teacher manuals is available. In the EIMA's catalogue of the BAC, there are 773 available materials. Among those materials, we can find, for instance, a mathematics workbook edited by Edebé or a video about a singing-game by Ahotsak.

statistics

Table 5 and 6 display the number of schools and the number of pre-school students attending the different models in the BAC and the Navarre region in the school year 2018-2019.

Table 5 Number of schools and pre-school students in the BAC by educational model in the school year 2018-2019.

BAC	Number of schools	Model A	Model B	Model D	Model X	Total
public	580	403	1,186	42,964	-	44,553
private	295	2,076	13,005	25,904	420	41,405
total	875	2,479	14,191	68,868	420	85,958

Note. Adapted from Eusko Jauriaritza, 2019.

Table 6. *Number of pre-school students in Navarre by educational model in the school year 2018-2019.*

Navarre	Number of schools	model A	model B	model D	model G	total
public	169	3,015	0	4,266	4,966	12,247
private	51	910	42	1,282	4,768	7,002
total	220	3,925	42	5,548	9,734	19,249

Note. Adapted from the Government of Navarre, 2019.

3 Primary education

target group	Primary education lasts from six to twelve years of age.
structure	<p>Primary education is subdivided into three cycles or phases, each lasting for two years (see LOE and LOMCE laws).</p> <p>The objective at this level is to facilitate the acquisition of basic cultural elements, receptive and productive oral and written skills, arithmetic, basic science and technology competencies and increasing autonomy of action.</p>
legislation	<p>Inside the framework of the LOMCE law, the regional Education Administration through the curricular decrees establishes the general premises and provides the centres with resources to fulfil the objectives. In the case of Navarre, the last curricular decrees were published in 2014 and in the BAC in 2016. The Education Department of the BAC is developing the new basic education curriculum for the Heziberri 2020 plan.</p>
language use	<p>All models mentioned above are available, though not necessarily in all areas. The use of languages depends on the model and each centre's Linguistic Project. Basque is taught as a subject between 245 and 280 hours per school year, or three and a half to four hours per week. Both in the BAC and Navarre, centres with a trilingual model have also included English as a language of instruction besides Basque and Spanish.</p>
teaching material	<p>Several publishing houses offer a complete set of teaching materials for primary education. Complementary reference materials are also available. The EIMA programme is there to produce and promote these materials. Among those materials, we can find a mathematics workbook edited by Ibaizabal and a didactic game by Erein.</p>
statistics	<p>Tables 7 and 8 display the number of schools and the number of primary school students in the BAC and the Navarre region in the school year 2018-2019.</p>

Table 7. *Number of schools and primary school students in the BAC by educational model in the school year 2018-2019.*

BAC	Number of schools	model A	model B	model D	model X	total
public	330	1,130	4,055	62,784	-	67,969
private	208	3,741	22,843	35,291	1,088	62,963
total	538	4,871	26,898	98,075	1,088	130,932

Note. Adapted from Eusko Jaurlaritza, 2019.

Table 8. *Number of primary school student in Navarre by the educational model in the school year 2018-2019*

Navarre	Number of schools	model A	model B	model D	model G	total
public	170	6,224	3	8,411	13,290	27,928
private	50	2,158	115	2,757	10,060	15,090
total	220	8,382	118	11,168	23,350	43,018

Note. Adapted from Government of Navarre, 2019.

4 Secondary education

- target group** Secondary education covers the period between the end of primary schooling and entry to a university or the labour market. Minimum exit age is sixteen, though the majority of students continue studying thereafter.
- structure** Compulsory secondary education begins at age twelve and ends at age sixteen, thus lasting for four school years. Students who complete this stage obtain the Compulsory Secondary Education Certificate. Post-compulsory university oriented secondary education begins at age 16 and lasts for two years. After completing these two additional years, students get the Post-compulsory Secondary Education Certificate. In spite of some Technical and Vocational Secondary Education options offering ever-improving possibilities of employment, this more academic option, usually leading to university studies, is preferred by many parents. Post compulsory education has become increasingly specialised, with three main types of baccalaureate on offer: Arts, Sciences, and Human and Social Sciences. Some of these include a number of further options.
- legislation** In addition to transmitting the basic elements of culture to students, the aim of compulsory secondary education is to prepare them to take on responsibilities and exercise their rights, as well as to train them for the labour market or a further study. Post compulsory secondary education has the human and intellectual maturity of its students as its goal, as well as providing them with the knowledge and skills to function competently and responsibly in society. For more information, see the corresponding curricular decrees in BAC -EHAA, 2016- and in Navarre -BON, 2015-.
- language use** In the BAC, all three official models are offered to students undergoing compulsory and post-compulsory secondary education. Basque is taught as a subject at least for three or four hours a week in compulsory secondary education and for at least three hours a week at the post-compulsory stage.

teaching material Several publishing houses offer a complete set of teaching materials for compulsory secondary education. Complementary reference materials are also available. The situation is more complex at the post-compulsory stage due to increasing specialisation. Widely taught core subjects tend to be well provided for, whilst some more specialist subjects (noticeably technology, art, philosophy and psychology) still lack some suitable materials. To remedy this deficit the BAC government is extending the programme described in vocational education below to these specialist subjects.

statistics Tables 9 and 10 display the number of compulsory and post-compulsory secondary schools and the number of students in those schools in the BAC and the Navarre region in the school year 2018-2019.

Table 9. *Number of compulsory and post-compulsory secondary school students in the BAC by educational model in the school year 2018-2019.*

BAC	Number of schools	model A	model B	model D	model X	total
public	223	4,298	2,456	47,184	-	53,938
private	319	11,018	19,111	30,759	553	61,441
total	542	15,316	21,567	77,943	553	115,379

Note. Adapted from Eusko Jaurlaritz, 2019.

Table 10. *Number of compulsory and post-compulsory secondary school students in Navarre by educational model in the school year 2018-2019.*

Navarre	Number of schools	model A	model B	model D	model G	total
public	87	1,545	14	7,125	13,162	21,846
private	67	1,180	-	2,120	11,228	14,528
total	154	2,725	14	9,245	24,390	36,374

Note. Adapted from the Government of Navarre, 2019.

5 Vocational education

- target group** Vocational education is aimed at students of all levels. The object here is to facilitate the entry of young people into the labour market.
- structure** Vocational Education in the BAC is organised in three cycles. The first cycle (Basic Vocational Training) is for students who have not completed their compulsory secondary education. By completing the first cycle, these students can get a compulsory secondary education qualification. Students who complete the second cycle (Intermediate Level Training Cycle), receive a technician qualification. This allows them to access the third cycle (Advanced Level Training Cycle). Each cycle usually takes two years to complete. This includes 2000 hours of professional work and 400-600 hours that have to be spent on a compulsory internship. Besides, there are specific programmes which focus on the needs of companies. In the BAC, these programmes are regulated by the Lanbide Heziketaren Legea (2018) (Vocational Education Law). The principles and strategic fields of vocational education are included in the Lanbide Heziketako V. Euskal Plana 2019-2021 (Fifth Basque Plan for Vocational Education 2019-2021). This plan takes into account the European 2020 strategy objectives and the 2030 Agenda for Sustainable Development. The aim is to reinforce relations with companies. Additionally, it focuses on the adaptation to challenges and technological changes and it pays special attention to creativity and digital skills.
- legislation** The State regulates vocational education with the Ley Orgánica de las Cualificaciones y de la Formación Profesional (2002) (Organic Law of Qualifications and Vocational Education), and the LOE (2006), the Ley de Economía Sostenible (2011) (Sustainable Economy Law), the LOMCE (2013), and the Real Decreto Legislativo de la Ley de Empleo (2015) (Real Legislative Decree of Employment Law). When it concerns the BAC, it should be taken into account that the Status of Autonomy of the Basque Country's General Administration,

gives them the right to implement work-related legislation. The Bizialdi Osoko Ikaskuntzari Buruzko Legea law (Learning Throughout Life Law) was implemented in 2013, and in 2018, the Lanbide Heziketaren Legea (Vocational Education Law) has been implemented. According to the Vocational Education Law, the Basque Country's General Administration (in the BAC) will create a Coordination Superior Authority for vocational education. This authority should become responsible for the coordination of the Fifth Basque Plan of Vocational Education.

language use

Little progress has been made in offering the Basque-er models in this sector. The substantial number of options available to students makes it difficult to establish groups which will study in Basque and the market for learning materials is often not commercially viable. Nevertheless, there seems to be both a demand and a sufficient number of Basque-speaking teachers in some subject areas. Basque is not always taught as a subject. However, the recent Vocational Education law (2018) in the BAC includes a compromise to increase the offer of Basque models. Another main objective of that law is to train students in foreign languages.

**teaching
material**

Due to the small size of the market for specific materials, these are often made available on the internet, rather than in print. The Department of Education of the BAC has introduced a specific programme within its Irakasleen Alfabetatze Euskalduntzea (Teacher Literacy and Learning Basque as a Second Language; hereafter: IRALE) framework to respond to this problem: the formula consists in offering an approximately three-month release from normal teaching duties to teachers working in specific subject areas. Successful candidates are offered a three- or four-week intensive refresher course in Basque and are then expected to prepare materials for classroom use under the guidance of IRALE teachers. These materials are edited by IRALE teachers and made available to all interested teachers by the Department of Education. The new law of 2018 explicitly mentions the will to increase the number of available materials in Basque.

statistics Tables 11 and 12 display the number of vocational schools and the number of students in those schools in the BAC and the Navarre region in the school year 2018-2019.

Table 11. *Number of vocational education students in the BAC by educational model in the school year 2018-2019.*

BAC	model A	model B	model D	model X	total
public	13,112	3,793	6,230	-	23,135
private	13,455	2,940	2,235	-	18,630
total	26,567	6,733	8,465	-	41,765

Note. Adapted from Eusko Jaurlaritza, 2019.

Table 12. *Number of vocational education students in Navarre by educational model in the school year 2018-2019.*

Navarre	model A	model B	model D	model G	total
public	-	-	533	6,201	6,734
private	-	-	-	2,474	2,474
total	-	-	533	8,675	9,208

Note. Adapted from the Government of Navarre, 2019.

6 Higher education

structure

There are five universities based in the southern Basque Country: two public Euskal Herriko Unibertsitatea/Universidad del País Vasco (the University of the Basque Country; hereafter: UPV/EHU) in the BAC, and the Universidad Pública de Navarra (Public University of Navarra; hereafter: UPNA) in Navarre. Besides, there are three private universities: the Jesuit University of Deusto (hereafter: Deusto), the Opus Dei University of Navarre, and the new, small cooperative-owned University of Mondragón (hereafter: MU). With over 60,000 students, the UPV/EHU is by far the largest. The Madrid based distance-learning Universidad Nacional de Educación a Distancia (National University for Distance Learning; hereafter: UNED) also operates several centres within the area. Universities offer degree courses adapted to the European Higher Education Area (EHEA) and postgraduate courses.

Before any of these universities offered courses in Basque, a group of language loyalists set up Udako Euskal Unibertsitatea (Basque Summer University; hereafter: UEU), a summer school functioning entirely in Basque, which has at times acted as a catalyst for subsequent activities in the universities and which continues to offer university-level short courses and some masters in Basque.

legislation

Within the general framework of the LOU law, the BAC develops its own university regulations through the Euskal Unibertsitate Sistemaren legea Law (Basque University System Law) (2004). In the same year, the Euskal Unibertsitate Sistemaren Kalitate Agentzia (Agency for Quality of the Basque University System; hereafter: Unibasq) was created following the European guidelines of the EHEA. Unibasq works on the development of criteria, procedures and guidelines to guarantee the quality of the Basque university system.

It was in 2010 when all universities started to offer four-year university degrees (with a few exceptions of longer degrees) adapted to the EHEA, regulated by the Real Decreto de

Ordenación de las Enseñanzas Universitarias (2010) (Real Decree of University Teaching Ordinance).

language use

Basque Philology, a degree including both literature and linguistics, can be studied at the UPV/EHU and Deusto. A degree in Basque studies is available at the Opus Dei University.

In the BAC's university system, Basque and Spanish are official languages. Nevertheless, the degree of presence of Basque varies considerably, depending on the university and the specialisation. In the Deusto and Opus Dei University, the presence of Basque is limited. In the UPNA two of the twenty-five degree courses can be studied in Basque, and the offer in Basque is progressively increasing; since the adaptation of the EHEA, the number of subjects taught in Basque has increased in all specialities, but mostly in the Economy and Business Administration Science degrees (30% according to the Euskararen Plan Gidaria (2017) (Guiding Plan of Basque). At MU Basque is dominant in Art subjects, but not in Science. Greatest effort has been made in the UPV/EHU, where the majority of compulsory subjects within degree courses are now available in Basque as well as Spanish. The percentage is expected to continue to rise, as students who coursed pre-university studies in Basque demand Basque medium classes at university.

Currently, all disciplines can be followed in the Basque language. The UPV/EHU provides funds for the translation and publication of some university-level textbooks in Basque each year. The UEU also encourages university publications in Basque. On the other hand, in recent years, intending to become more international, universities are encouraging trilingual education by adding some subjects in English in both undergraduate and graduate studies.

teacher training

Teacher training through the medium of Basque has been available since the late 1970s. The number of teachers prepared to teach in Basque is increasing both at the pre-university level and university level. To be able to teach at secondary education in the Basque schooling system, teachers must demonstrate a C1 level in the Basque language.

pre-school training

By studying the Pre-school Education or the Primary Education university degrees, students are trained to be pre-school or primary school teachers; both degrees can be completed in four school-years. These university studies can be entirely done in Basque at public universities (UPV/EHU and UPNA), at the MU, Deusto and Begoñako Andra Mari Irakasleen Unibertsitate Eskola (Teacher School of Begoñako Andra Mari; hereafter: BAM). This teacher school is dependent on the diocese of Bilbao. During the training, university students have to do two internships at schools.

primary training

See pre-school training.

secondary training

In the case of secondary education, teacher training is achieved through an undergraduate degree in a specialised area (Art and Humanities, Philosophy, Engineering, Mathematics, etc.), which can be completed in four years. This is followed by a one year master specifically for teacher training, which enables students to teach at compulsory and post-compulsory secondary education as well as at official language schools, in subjects related to their specialisation. The master offers the students training of didactical, psycho-pedagogical, educational and academic nature. It is composed of 60 ECTS credits and has a duration of a school year. Students can choose among eight different specialities: dance and scenic arts, language and literature, humanities and social sciences, natural sciences and mathematics, artistic education, musical education, physical education, and educative orientation and technology. Students of this master also need to do an internship in an educational centre. In order to enrol in the master programme, students have to demonstrate a B1 level in a foreign language and B2 in Basque according to the Common European Framework of Reference for Languages (CEFR). There is another specific master for those who complete Superior Technical Studies or the third cycle of Vocational Education (see Vocational Education structure above).

Table 13. *Ways to access teaching professional possibilities*

Basic degree	Complementary studies	Professional possibility
Pre-school Education university degree	No master needed	Pre-school education teacher
Primary Education university degree	No master needed	Primary education teacher
Any other university degree (Art and Humanities, Mathematics, Physics, Engineering...)	Teacher Training Master for Compulsory and Post-compulsory Secondary Education, Vocational Education and Language Teaching	Secondary school teacher Language school teacher Vocational education teacher
Advanced Level Training Cycle (and also Superior Technical Studies not included in the titles mentioned above)	Technical Teacher Training Diploma for Vocational Education	Vocational Education technical teacher

Note. Adapted from information published by the Educational Department of the Basque Government and the University of the UPV/EHU.

in-service training

To become an in-service teacher in the BAC, candidates must have at least level B2 in the Basque language, because the objective is to be able to communicate in Basque with students and with others in the centre. C1 level is at least required for teachers who will teach Basque or who will use the language as a medium of instruction.

Teachers who complete the Basque Philology degree or the Pre-school or Primary Education degree, are in most cases awarded the Euskararen Gaitasun Agiria (EGA) certificate of language competence (disappeared in 2019 and equivalent to C1) without further examination by the corresponding Department of Education. On the other hand, there is a decree in the BAC (*Euskaraz egindako ikasketak euskara mailarekin baliokidetzea* [Recognition of studies in Basque with the Basque level]) (EHAA, 2012) which establishes an alternative to accrediting a linguistic profile depending on the studies completed in Basque during university and pre-university education.

Regional Government's educational authorities offer training

for teachers through continuous training and innovation programmes. Those programmes include linguistic training as well for both teachers and the school community. Among the programmes, centres can participate in a specific course on linguistic project development.

The Basque Service of the Department of Education in the BAC runs a programme called IRALE, intended for teaching literacy in Basque (in the case of native speakers) and language training for non-speakers. In the 40 years it has been running, about 90% of the teachers participating in this programme obtained a C1 accreditation in Basque. Many teachers had the opportunity to take full-time release on full pay for up to three years' to learn Basque. Nowadays the linguistic profile of in-service teachers has shifted notoriously (about 85% have the required linguistic profile) and most teachers get in the education system with the required linguistic profile. Adapting to new needs and demands, on top of the linguistic capacitation courses, IRALE is offering courses to all non-university teachers to improve their oral and written linguistic competences, courses about Basque teaching didactics and methodology, and socio-cultural training on the Basque dimension of the curriculum. The Department of Education and Culture of the Government of Navarre runs a very similar service, the Euskararen Irakaskuntzarako Baliabide Zentroa (Centre of Basque Teaching Resources; hereafter: EIBZ), but the number of teachers and options involved is much smaller as we can see in the information available at their website.

Based on the EHEA adaptations, universities are encouraging the use of information technologies and active learning methodologies among teachers. In order to train the teachers in the use of those methodologies, there are continuous training courses organised by the universities themselves. In some cases, they also offer training courses to improve the teachers' and university staff's linguistic skills in Basque or English. University teachers at the UPV/EHU wishing to teach in Basque, or a foreign language, are required to pass a specific university examination in the corresponding language to prove their ability to teach in the language. The UPV/EHU also runs an in-service

training programme. One of the weaknesses of Basque in education is precisely its considerable degree of dependence on non-native speakers, who have not always attained or maintained the required level of competence.

statistics

The number of bilingual teachers in the UPV/EHU in 2018 was 2,508. In 2018-2019, 52% of students signed up to study in Basque. More detailed statistics on the teaching and learning of Basque in the UPV/EHU are available on the university's website. Absolute numbers at other universities are much more modest.

7 Adult education

legislation

Adult education is established in the LOE law (2006). The BAC develops its own adult education regulation through the *Pertsona Helduen Oinarrizko Hezkuntzaren Berariazko Curriculum* law (Adult Basic Education Law) (2008). Navarre regulates the Adult Education Curriculum through the *Helduentzatko Bigarren Hezkuntzako Irakaskuntzen Curriculum* Decree (Secondary Education Curriculum for Adults Decree) (2018).

structure and language courses

The education system offers regulated teaching courses for adults who want to carry out basic education courses or obtain a compulsory secondary education title. Spanish is the language that is used in these courses. For the learning of Basque, there are specific centres, both public and private.

Native speakers who have not been schooled in Basque and who wish to develop their literacy skills in the language and second language learners can attend one of the official language schools of the Department of Education, or visit one of the *euskaltegi* language schools in the area. Second language learners now constitute the bulk of the students. In the BAC both town council and private *euskaltegi* schools are subsidised by *Helduen Alfabetatze eta Berreskalduntzerako Erakundea* (Adult Literacy and Re-Basquisition Organisation; hereafter: HABE), the Department of Culture organisation, which is responsible for overseeing such schools. It establishes the curriculum and promotes the professionalisation of teachers through courses and translations of relevant books. Besides, it establishes standards, carries out inspections, produces learning materials, and it publishes a magazine for learners and teachers. Some of the larger private school bodies have also carried out some of these activities. Courses may be residential, particularly in the summer months. In Navarre, language schools are the responsibility of the Basque Service of the Department of Education. In both the BAC and Navarre one school is specifically directed at civil servants.

The Basque language can also be studied at the Central Official School of Languages in Madrid and Barcelona. It is

occasionally offered elsewhere outside the Basque Country, even outside Spain, particularly in North and South America, where there are considerable numbers of residents of Basque origin. In 2007 the Etxepare Institutua (Etxepare Institute) was created to promote the teaching, learning and use of Basque and the Basque culture all around the world. Etxepare also has a Basque language programme through which the Basque language and culture is being taught in 34 universities in 18 countries.

language use

Adults who sign up for a course to learn the Basque language, usually do this to obtain a title which acknowledges that they have reached C1 level. However, civil servants intending to occupy vacancies in the BAC for which Basque is required may have to achieve other lower or higher levels established by the administration and complete a specific examination. Except for education department-owned official language schools, which usually function in Spanish and offer several languages, almost all other language schools offer Basque language courses only and therefore function in Basque. Depending on location, they can choose between language schools that are run by the Department of Education; publicly owned language schools or private schools; many of these are coordinated by privately owned organisations such as Alfabetatze Euskalduntze Koordinakundea (Literacy Basque-learning Coordinating Committee; hereafter: AEK), and Ikas eta ari (Study and practise; hereafter: IKA). There is also the possibility to enrol in online programmes offered by different language schools. All language schools, public and private, have received regional government funding to varying degrees. AEK schools also benefit from the mass sponsored running event they organise every two years. A broad selection of learning materials (printed, digital) is now available, including self-study materials through the medium of Spanish, French and English. Learning materials are also available via the internet. It is unusual to find other formal adult education courses being provided in Basque.

statistics

Table 14. *Level and number of students in the Euskaltegis in Biscay, Gipuzkoa, Araba and the BAC in the school year 2017-2018*

	Biscay	Gipuzkoa	Araba	BAC (total)
A1	2,273	2,053	755	5,081
A2	2,174	1,322	815	4,311
B1	2,822	1,710	1,016	5,548
B2	5,160	2,264	1,475	8,899
C1	5,563	3,268	1,398	10,229
C2	261	345	85	691
Z	294	11	75	380
Total	18,547	10,973	5,619	35,139

Note. Adapted from Eustat, 2018. Courses for teaching Basque that can not be included in the curriculum from A1 to C2 level, are included in the Z category, such as courses on dialect or the last Euskaltzaindia rules.

8 Educational research

In general, regional education departments encourage educational innovation projects for education centres, but they also promote research and specific research projects.

In the BAC, one of the research fields being developed has been the one related to language proficiency and the influence of the medium of instruction on academic achievement in other subjects. Some examples of research done in the field are: Euskararen Irakaskuntza: Faktoreen Eragina (Teaching of Basque: Influence of Factors; hereafter: EIFE), Hizkuntza Idatziaren Neurketa Eskolan (Evaluation of Written Language at School; hereafter: HINE) and, most recently, the ISEI-IVEI studies. These suggest that students studying in Basque generally do so without loss of competence in Spanish. Cenoz (2009) analyses these evaluations and points out that Basque-Spanish bilingualism favours the learning of a third language. Studies by ISEI-IVEI complement the international educative evaluations such as PISA (Programme for International Student Assessment). The PISA evaluations checks reading, mathematical, and science performances of 15-year-old students. The PIRLS (Progress in International Reading Literacy Study) evaluates the reading competence in the 4th year of primary school. Since its beginning, the Basque education system has resulted in good results on those tests. This has contributed to a progressive increase in enrolment numbers in the D model (Figure 4). Nevertheless, data from the last evaluations (PISA, 2015; PIRLS, 2016; Evaluación diagnóstica, 2017) show that this evolution might have had an impact on the last evaluation, as the results have not been as good as they used to be.

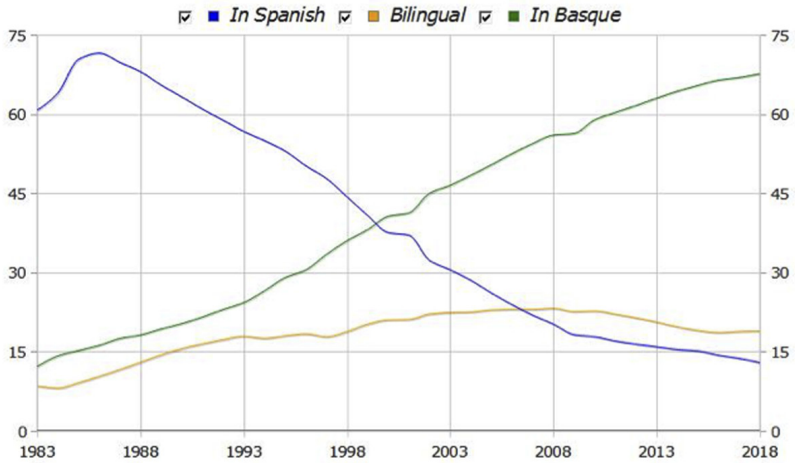


Figure 4. Students enrolled by language model in non-university general education in the Basque Country, in percentages. From Eustat, 2019.

Another important research line carried out in the BAC is related to the use of Basque in the school setting (Uranga, 2011). Between 2003 and 2015, a longitudinal study (the Arrue Project) was conducted in collaboration with the Education Department, the Sociolinguistic Cluster (Soziolinguistika Klusterra), and ISEI-IVEI. The study analyses the language use of students. The data shows that the use of Basque in the school setting tends to decrease when students are between 10 and 14 years old (for more detailed results, check the report). The factors affecting the active use of Basque are extremely complex. In any case, it is clear that education in the Basque language provides all students with the knowledge of this language besides Spanish and a foreign language.

In research groups from different universities, they are also developing projects related to education in the Basque language. Even with the risk of leaving other as-important research topics aside, we would like to underline some of the research done in the last years:

- Research about the evolution of Basque in Navarre (Al-dasoro, 2001)
- A study that shows the revitalisation of Basque in Navarre thanks to plurilingual education (Kasares, 2014)
- Projects which study the communicative capacities of bilingual students (Manterola, 2011; Manterola, Almgren & Idiazabal, 2013; Idiazabal & Garcia-Azkoaga, 2015; Diaz de Gereñu & Garcia-Azkoaga, 2016; Garcia-Azkoaga, 2018)
- Research which verifies the efficiency of didactic devices to teach languages (Zabala & Aierza, 2010; Aldekoa, 2018; Leonet, Cenoz & Gorter, 2017)
- Research that focuses on the multilingual curriculum and that analyses the textbooks and didactic devices used to teach the minoritised language (Garcia-Azkoaga et al., 2010; Sainz, 2012; Elorza, 2013)
- Research that confirms the transference or permeability between languages (Larringan, Idiazabal & Garcia-Azkoaga, 2015; Garcia-Azkoaga & Zabala 2015)
- Research about the challenges of educational policies and language use at school (Idiazabal et al. 2008; Cenoz & Gorter, 2017; Sagasta et al., 2017)
- Research focusing on language attitudes (Badiola & Ruiz, 2013; Arocena, Cenoz & Gorter, 2015; Urla et al., 2017); or on the linguistic project (Perez & Garro, 2018);
- Research focusing on teacher training (Perez et al., 2018; Ocio, Ibarra & Lauzirika, 2015).

In the last years, the Sociolinguistic Cluster has also been carrying out different research projects and training courses in some schools with the help of the Education Department and other provincial and local administrations, such as the UPV/EHU and MU.

The student profile studying model D, as well as the Basque medium teacher profile, has changed noticeably throughout all these years. Also, the increase of foreign students who have a different mother tongue than Basque or Spanish is noticeable. The new situation comes with challenges for a multilingual education system that has a minority language at its core. On

the one hand, this demands in-depth research to be able to understand the situation and to be able to develop innovative didactic and pedagogical designs which lead to good student results. On the other hand, in the view of the new Basque speaker profiles (Urla et al., 2017), it is necessary to explore strategies which allow influencing the active use at school and beyond school.

9 Prospects

After more than thirty-five years of legally established schooling in Basque, the Basque language education system may seem well established. Further expansion in relative terms seems likely on the short term. On the long term, however, the expansion of the Basque language is linked to nationalist politics, and a decline in nationalist strength could eventually lead to stagnation or some decline in the offer of Basque language teaching. As the demand for Basque language teaching depends on parental choice, there is no guarantee that demand will continue to grow and therefore, it is necessary to keep working on the promotion of Basque. Nevertheless, whatever the volume, the continuance of Basque-subject and -medium teaching seems assured for the foreseeable future.

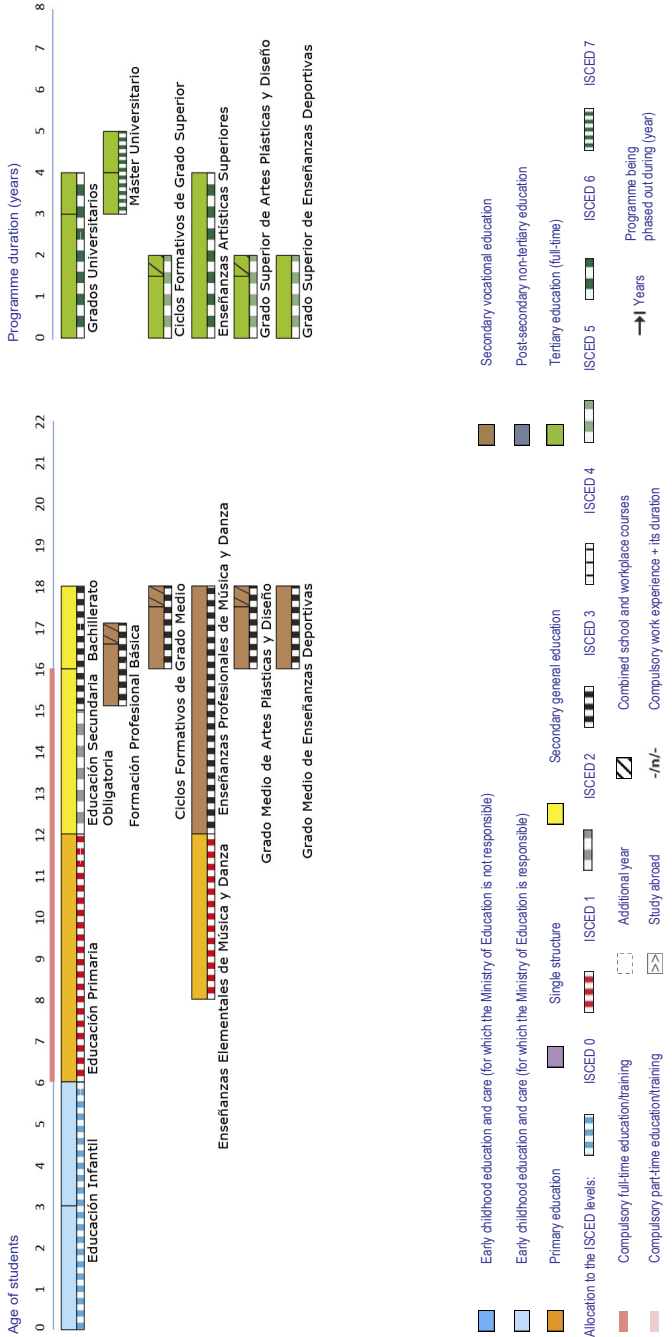
There is scope to improve what the regional governments offer: in the BAC the education department has had modest success in introducing Basque-medium teaching in secondary vocational training; a full Basque dimension to the curriculum is still being developed; the Linguistic Project management needs to be reinforced from the centres; the Basquisition of ancillary services has often lagged behind the demand. Developing a quality provision in Basque to meet the demand is an objective that has to compete alongside others within the education system. In Navarre, both the rhythm and volume of Basquisition are more modest and more controversial: the demand is not fully being met.

Most children with Basque as a mother tongue now complete their primary and compulsory secondary education in B and D Basque-medium streams; a fair number also complete their non-compulsory secondary education in similar streams; rather few carry out their studies in higher education in Basque, often only partially, and even fewer do vocational training in Basque. Children from non-Basque speaking homes have joined them at all levels of education. Two questions must be asked: how far will this translate into increased use of the language and will these adults of the future transmit it in turn to their offspring? All these children have mother tongue or quasi-mother tongue

competence in Spanish: particularly where Basque is not (co-) mother tongue, the maintenance of the language after schooling depends on the Basqueness of relationship networks and these, in many cases, are predominantly Spanish speaking. Basque is not required for most jobs. As for language transmission within the family, this seems assured where both parents are native speakers of Basque, but the percentage drops in mixed language marriages. Nevertheless, the prospects for further improvement in self-reported transmission of the language are upbeat, but observers claim that the quality of command of the language among the younger generations is weakening and is increasingly being influenced by Spanish. It is necessary to work on Basque language sensibilisation with all school community agents in order to counterbalance the strong influence of the majority language (Spanish) on the use of the minority language (Basque). The Basque language revitalisation and the multilingual management in the school community should be an urgent research field for researchers and Basque university institutions involved in teacher training for multilingual schools who have a minoritised official language at its core.

In terms of the human and financial resources involved, Basque language planning has been directed above all at the educational sector and the achievements have been remarkable, though they have yet to be consolidated. Planners are now paying attention to the need for planning for other sectors, as they have come to realise that the school is a necessary but insufficient part of any successful revising language shift programme. Nonetheless, it should not be forgotten that for language revitalisation, it is important to develop strategies to help new speakers take a step forward from having knowledge of the Basque language, to using the language.

The structure of the education system in Spain in 2018/2019



Source: Eurydice (2018/2019).

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Addresses

official bodies

Department of Education

Basque Government/Eusko Jauriaritza

E-01010 GASTEIZ

Spain

T: 00 34 945 018000

W: www.euskadi.eus

(this website contains relevant information on the education system in the BAC and the place of Basque within it. Materials relevant to school language plans can be found at www.ulibarri.info)

Department of Culture and Language Policy

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E-01010 GASTEIZ

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T: 00 34 945 018000

W: www.euskadi.eus/eusko-jauriaritza/hizkuntza-politika/

(this part of the Basque Government website contains a considerable amount of general information on the situation of the Basque language, including statistics under the name of EAS (<https://www.euskadi.eus/web01-apeusadi/eu/eusadierazle/temasV1.apl?idioma=e&ambito=1>))

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W: www.educacion.navarra.es/web/dpto

EIBZ – Euskararen Irakaskuntzarako Baliabide Zentroa (Centre of Basque Teaching Resources)

Department of Education

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Euskarabidea - Euskararen Nafar Institutua (Basque Institute of the Basque language)

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W: www.euskarabidea.es

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Asturias 9 - 3.a

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T: 0034 94 4760604

E: info@isei-ivei.net

W: www.isei-ivei.hezkuntza.net/web/guest (the website contains BAC educational statistics in Spanish and Basque)

HABE (Basque Government organisation that oversees the teaching of Basque to adults)

Gasteiz, 3

E-20009 DONOSTIA

Spain

T: 0034 943 022600

W: www.habe.eus

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**(Vice-Rector's Office for Basque Language and Lifelong Learning;
Vice-rectorate for Scientific Development and Transfer)**

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W: <https://www.ehu.eus/eu/web/euskara/home>

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Plaza barria, 15

E-48005 BILBAO

Spain

T: 0034 944158155

E: info@euskaltzaindia.eus

W: www.euskaltzaindia.eus

journals

Ekaia (UPV/EHU Science and Technology Journal)

(ISSN 0214-9001)

For address see university above

Hik Hasi (Journal on educational topics)

(ISSN 1135-4690)

Errekalde hiribidea, 59

Aguila eraikina, 1

E-20018 DONOSTIA

Spain

T: +34-943371408

E: hikhasi@hikhasi.eus

W: www.hikhasi.eus

Tantak (UPV/EHU academic journal in Basque on education related topics)

(ISSN: 0214-9753)

Euskal Herriko Unibertsitatea

W: <http://www.ehu.es/ojs/index.php/Tantak>

Uztaro (Academic journal in Basque on different topics)

(ISSN: 1130-57)

Udako Euskal Unibertsitatea

W: <https://www.uztaro.eus/>

e-Hizpide (Journal for teaching Basque as a second language and literacy to native speakers)

Vitoria-Gasteiz, 3

E-20018 Donostia

T: 0034 943 022 600

E: prestakuntz@habe.eus

W: www.ikasten.ikasbil.eus/mod/habecms/view.php/irakasbil/e-hizpide-aldizkariak

Ihiza (Bulletin of Environmental Education)

CEIDA

Ondarroa, 2

E- 48004 BILBAO

Spain

T: 0034 94 4114999

E: ihiza@ej-gv.eus

W: <http://www.euskadi.eus/ihiza/>

Ikastaria / Cuadernos de Educación (Academic journal on education related topics)

(ISSN 0212-7016)

See Eusko Ikaskuntza below

<http://www.euskoikaskuntza.org/eu/publicaciones/colecciones/cuadernos/coleccion.php?o=715>

publishers Euskal Editoreen Elkarte

(Basque publishers' association)

Zurriola hiribidea, 14-1 ezk

E-20002 DONOSTIA

Spain

T: 0034 943 292349

Jakingarriak (Journal by the Humanities and Educational Science Department about education related topics)

Mondragon Unibertsitatea

Loramendi, 4. Apartado 23

E- 20500 Arrasate - Mondragón

T: +34 943 712 185

E: info@mondragon.edu

W: www.mondragon.edu/es/revistas-publicaciones/jakingarriak

BAT Soziolinguistika aldizkaria (Journal of sociolinguistics)

(ISSN 2659-5176 / ISSN-L 1130-8435)

Martin Ugalde Kultur Parkea

E-20140 Andoain (Gipuzkoa)

T: +34 943 592 556

E: kluster@soziolinguistika.eus

W: <http://www.soziolinguistika.eus/en/node/7085>

Institutions working for the Basque language

Euskararen Gizarte Erakundearen Kontseilua (Coordinating body for private sector Basque language loyalist organisations)

Martin Ugalde Kultur Parkea

E-20140 Andoain

Spain

T: +34-943-591200

W: www.kontseilua.eus

EHIE (Coordinating body for ikastola schools)

Txiki Otaegi 2 bis - 9. bulegoa

E-48340 Zornotza

Spain

T: +34-94-6300569

E: ehie@ikastola.net

W: www.ikastola.net

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Eusko Ikaskuntza (Society for Basque Studies: as its name suggests it has a broader remit, but often works on educational matters too)

Miramar Jauregia

Miraconcha 48

E-20007 Donostia

Spain

T: +34 943 310855

E: ei-sev@eusko-ikaskuntza.org

W: <http://www.eusko-ikaskuntza.eus>

UEU (Association promoting the use of Basque at university level)

Otaola hiribidea 1

Markeskoa jauregia

E-20600 Eibar

Spain

T: +943 82 14 26

E: markeskoa@ueu.org

W: www.ueu.org

UNESCO Chair on World Language Heritage of the University of the Basque Country (UPV/EHU) (Chair working in the promotion of linguistic diversity and indigenous and minoritized languages)

Zubiria Etxea - UPV/EHU,

Agirre Lehendakariaren Etorbidea 81,

48015 Bilbao

W: <https://www.ehu.eus/mho-unesco-katedra/>

UZEI (Centre for terminological development)

Aldapeta, 20
E-20009 Donostia
Spain
T: +34-943-473377
E: uzei@uzei.com
W: www.uzei.com

Soziolinguistika Klusterra (Association that develops sociolinguistic knowledge for the normalisation of the Basque language)

Martin Ugalde Kultur Parkea, z/g
E-20140 Andoain
T: 943 592 556
E: kluster@soziolinguistika.eus
W: <http://www.soziolinguistika.eus/>

ELHUYAR (Institution creating technology and knowledge / the popularisation of science in the Basque language).

Zelai Haundi, 3
Osinalde industrialdea
20170 Usurbil (Gipuzkoa)
T: (+0034) 943 363 040
E: elhuyar@elhuyar.eus
W: <https://www.elhuyar.eus/eu/site/komunitatea/nor-gara/taldea>

Azkue Fundazioa (Encourages Basque Language and Culture and especially technology-related training activities in Basque)

Agoitz plaza 1
E-48015 Bilbao (Bizkaia)
T: 94 402 80 81
E: info@azkuefundazioa.org
W: <http://www.azkuefundazioa.eus/es>

Other websites on minority languages

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.

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.

European Commission <http://ec.europa.eu/languages>
The website of the European Commission gives information about the EU's support for language diversity.

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>
Eurydice is the information network on education in Europe. The site provides information on all European education systems and education policies.

European Parliament Committee – supporting analyses database

<http://www.europarl.europa.eu/committees/en/supporting-analyses-search.html>.

In this database you will find research papers produced by the European Parliament's research service. A study for the CULT Committee, conducted by Mercator, is published in 2017: *Minority Languages and Education: Best Practices and Pitfalls*.

NPLD

<http://www.npld.eu/>

The Network to Promote Linguistic Diversity (NPLD) is a European wide network working in the field of language policy & planning for Constitutional, Regional and Small-State Languages (CRSS) across Europe.

FUEN

<https://www.fuen.org/>

The Federal Union of European Nationalities is the umbrella organisation of the autochthonous, national minorities/ethnic groups in Europe and represents the interests of European minorities on regional, national and European level.

ELEN

<https://elen.ngo/>

The European Language Equality Network (ELEN) is a non-governmental organisation that has as its goal to promote and protect European lesser-used languages, (RMLs), to work towards linguistic equality for these languages, and multilingualism, under the broader framework of human rights, and to be a voice for the speakers of these languages at all levels.

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q&a

If you have any questions, please contact us at:
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