



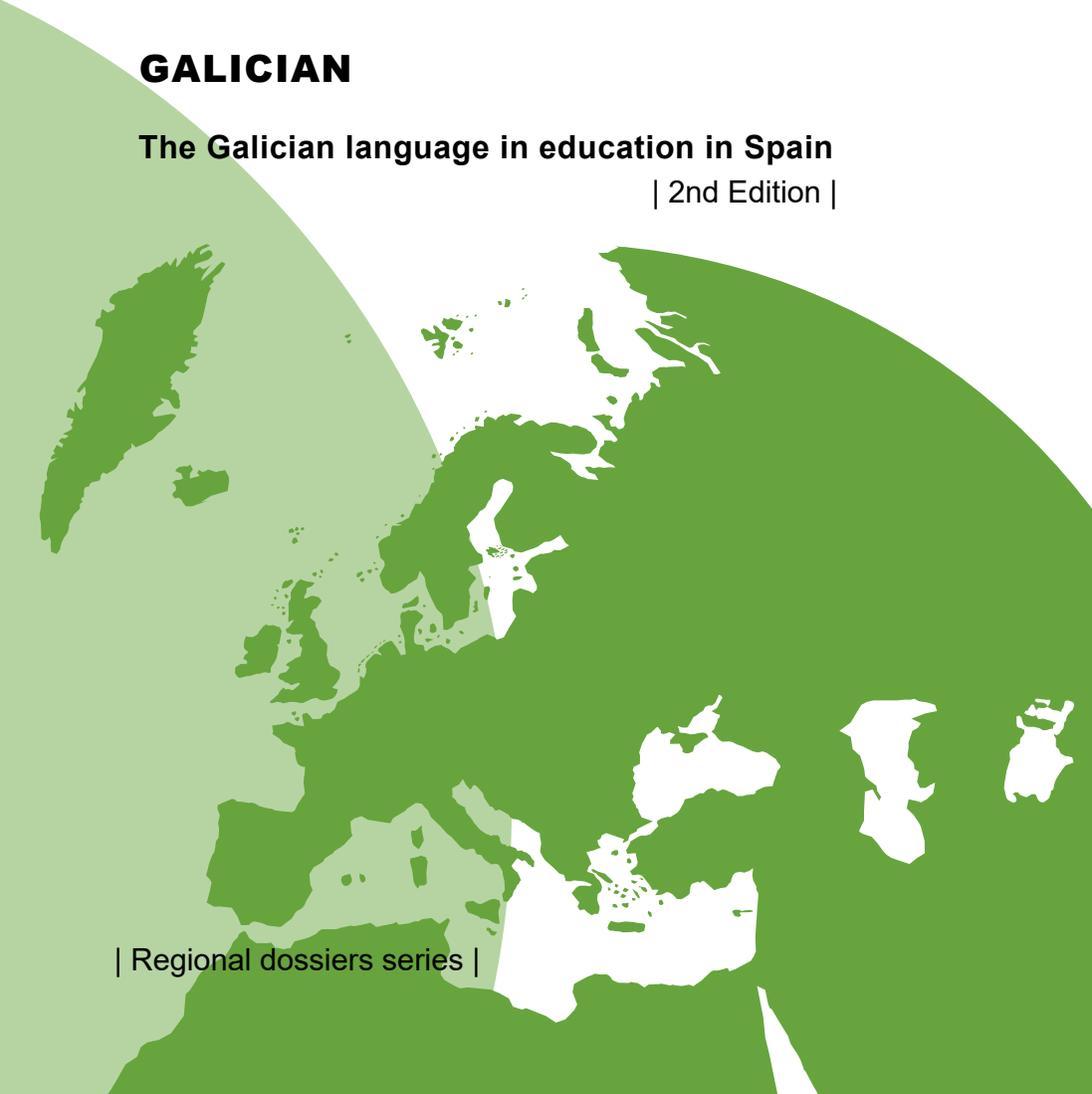
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GALICIAN

The Galician language in education in Spain

| 2nd Edition |

| Regional dossiers series |



This document was published by the Mercator European Research Centre on Multilingualism and Language Learning with financial support from the Fryske Akademy and the Province of Fryslân.

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ISSN: 1570 – 1239
2nd edition

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This Regional dossier was originally compiled in 2001 by Xosé-Henrique Costas (Universidade de Vigo) in collaboration with Rita Paredes. Very helpful comments were provided by Carme Fernández Pérez-Sanjulian (AS-PG).

The second version has been compiled in 2014 by Xosé-Henrique Costas (Universidade de Vigo) and Andrea Expósito-Loureiro. It updates the contents of the first version on the Galician language.

Unless otherwise stated, academic data refer to the 2013/2014 school year.

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From September 2015 onwards, Mirjam Terlaak Poot and Rixt van Dongera have been responsible for the publication of the Mercator Regional dossiers series.

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Glossary

ALLA	Academy of the Asturian Language (Academia de la Llingua Asturiana)
CCG	Galician Cultural Council (Consello da Cultura Galega)
CELGA	Galician Language Certificate (Certificado en Lingua Galega)
CENLG	Galician Organ of Teams for Normalisation and Language Promotion in Galicia (Coordinadora Galega de Equipos de Normalización e Dinamización Lingüística de Galicia)
CIG	Galician Trade Union Confederation (Confederación Intersindical Galega)
ECRML	European Charter for Regional or Minority Languages
EOI	Official Languages School (Escola Oficial de Idiomas)
EPA	Adult Education (Educación para Adultos)
ESO	Compulsory secondary education (Educación Secundaria Obligatoria)
IGE	Galician Institute of Statistics (Instituto Galego de Estatística)
LNL	Linguistic Normalisation Law (Ley Orgánica de Educación)
LOE	Organic Law of Education (Ley Orgánica de Educación)
LOMCE	Organic Law for the Improvement of Educational Quality (Ley Orgánica para la Mejora de la Calidad Educativa)
MNL	Panel for Linguistic Normalisation (Mesa pola Normalización Lingüística)
MSG	Galician Sociolinguistic Map (Mapa Sociolingüístico de Galicia)
PXNLG	General Plan of Normalisation of the Galician Language (Plan Xeral de Normalización da Lingua Galega)
RAG	Royal Academy of the Galician Language (Real Academia Galega)

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 of and basic statistics on 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 concerned, 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

Galician or *Galego* is a Romance language. It is spoken in the historical nation of Galicia (29,434 km²) in northwest Spain. Besides, it is spoken in other areas such as the western border regions of Asturias and in the region of Castile and León (specifically in the provinces of León and Zamora). One variety of old Galician is spoken in the enclave of Ellas. This area lies in the northwest province of Cáceres in the autonomous community of Extremadura. Galicia constituted a united kingdom with Asturias and León since the 8th century. However, that did not prevent Galicia from achieving a certain autonomy which allowed it to mould itself into an independent kingdom.



Figure 1: Galicia and the external territories of Galician language (Source: Costas, 2013).

Galician was born as a result of the imposition of low Latin on the vernacular Celtic languages in the 1st century BC. In the 12th century, the southern part of Galicia became an independent kingdom, Portugal, and here the Galician language was called

Portuguese. The rest of Galicia, however, became occupied by the powerful Kingdom of Castile, turning into part of the Kingdom of León. The oldest documents written in Galician date from the late 12th century. The 13th and 14th centuries were the ages of Galician's literary splendour. Both Galician and Latin were written languages, yet only the former was spoken.

Galician was spoken in zones outside Galicia because of the political separation of former Galician areas from the main territory throughout history. The northeastern part of Galicia, called *Britonia*, happened to belong to Asturias in the 12th century by royal decision. The Bierzo (in the region of Castile and Leon) was separated of Galicia in the 18th century, just as As Portelas and Zamora in the 19th century (in the same region). In the Ellas Valley, in the province of Cáceres, people have been speaking Galician since it was conquered from the Muslims in the 13th century, but this region never belonged to the constitutive territory of the Galician language.

The settlement of a foreign aristocracy and administration in the country between the 15th and 18th century caused a progressive substitution of Galician by Castilian (or Spanish) in all types of documents and also in formal and official acts in Galicia. These were so-called "Dark Centuries" which witnessed the total *degaleguisation*¹ of the upper classes and caused Galician to disappear from official uses.

The 19th century was the time of literary and linguistic *Rexurdimento* (Enlightenment). Although the urban bourgeoisie, the clerical and administrative powers and the nobility only spoke Spanish, 90% of the people usually spoke Galician. The first Galician grammars, dictionaries, newspapers, novels etc. appeared in the second half of this century. In León and Asturias, this *Rexurdimento* was manifested in literary creations (poetry) and articles in magazines and regional newspapers.

In the 20th century, Galician personalities in favour of the language established the *Irmandades da Fala* (Fraternities

of the Language) and the Real Academia Galega (Royal Academy of the Galician language; hereafter: RAG). They also founded several magazines and newspapers which included literary and scientific publications. They even established a nationalist political party, the *Partido Galeguista*, that obtained representation in the Spanish Parliament. In 1936, the Galician Statute of Autonomy was approved in Madrid.

The outbreak of the Spanish Civil War, caused by the coup d'état of General Franco in 1936, nullified all the nationalist processes that had developed until this moment. The end of this war and the beginning of Franco's dictatorship caused the disappearance of the Galician language, not only from the public scene, but also from educational and socio-economic activities. The Spanish centralism firmly repressed any sign of autonomist activity. During this period the radio became very popular, TV broadcasting began and compulsory education was implemented. However, in all these developments Spanish was used as language and Galician suffered incalculable damage. Even today, the language has not recovered from this setback.

Nevertheless, since the restoration of democracy in 1975 a certain recovery has taken place with the promulgation of the Constitución Española (1978) (Spanish Constitution) and the Estatuto de Autonomía de Galicia (1981) (Statute of Autonomy of Galicia) in 1981 when both Galician and Spanish became joint official languages in Galicia. The statute involved three important changes: the introduction of Galician as a compulsory subject in all levels of non-university education, the introduction of Galician in the administration and the creation of the Compañía de Radio/Televisión de Galicia (Public radio and television of Galicia) which issues completely in Galician.

Outside the administrative territory of Galicia, the Galician language did not recover as much as it had in Galicia in the democratic period. Galician was not recognised as a co-official language and a strong process of replacement by Spanish is still taking place. The autonomic governments of Asturias,

Castile and León and Extremadura do not apply the European Charter for Regional or Minority Languages (hereafter: ECRML) to Galician in these zones, signed by Spain in 2001 and ratified in 2002. The successive periodic reports of the Committee of Experts of the Council of Europe still reveal that the undertakings of the ECRML are not entirely implemented.

population

The total population of Galicia is 2,747,559 people (Instituto Galego de Estatística, 2013). According to data from the *Instituto Galego de Estatística* (Galician Institute of Statistics; hereafter: IGE) in 2013, almost 50% of the population spoke Galician on a daily basis (which is 12% less than 2004), 88% claimed to be able to speak it and 97% understood it. Concerning the number of Galician speakers outside of Galicia, the authorities do not offer data. Nevertheless, non-governmental organisations (NGOs) that work with Iberian linguistic minorities provide some information (cf table 1).

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region or city outside Galicia	number of Galician speakers*	total population	percentage of Galician speakers
west Asturias	25,000	38,000	66%
west León	21,000	135,000	16%
northwest Zamora	1,300	1,400	93%
Cáceres	4,300	4,500	96%
total	51,600	178,000	29%

Table 1: Use of Galician outside the borders of Galicia (Source: Instituto Nacional de Estadística, 2014).

* Data about language speakers are estimations, based on information provided by NGOs.

Table 2 shows that the linguistic use of Galician gradually decreased in the last thirty years. Although people under the age of 30 studied several subjects with Galician as medium of instruction along primary and secondary education, Galician primary and secondary school pupils and also university students use the Galician language less and less. Despite of the fact that they can read and write in Galician without excessive difficulties and understand it perfectly, many of them are unable to express themselves in Galician fluently.

	MSG (1992)	CIS (1998)	IGE (2013)	difference
understand	96.9%	98.4%	97.4%	+ 0.5%
can speak	85.6%	89.2%	88.1%	+ 2.5%
speaking	61.0%	- - -	50.9%	- 10,1%
can read	46.6%	68.4%	84.7%	+ 38.1%
can write	24.5%	52.9%	59.1%	+ 34.6%

Table 2: Evolution of the linguistic competences in Galicia from 1992 to 2013 (Sources: Mapa Sociolingüístico de Galicia [Galician Socio-linguistic Map; hereafter: MSG], 1992; Centro de Investigaciones Sociológicas/CIS, 1998, and IGE, 2013).

The school continues to be a decisive factor in the *degaleguisation* among Galician-speaking students. As a consequence, there is a lack of adoption of Galician by children that usually speak Spanish. A lot of Galician-speaking children that enter pre-school already give up on speaking Galician after a short period of time, due to the strong influence of Spanish.

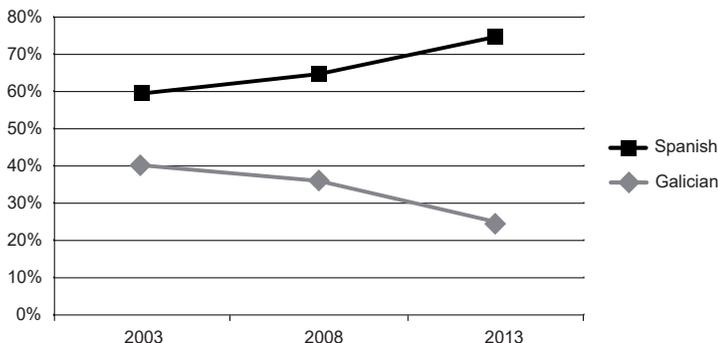


Figure 2: Evolution of the main or exclusive use of Galician or Spanish between 5-14 years (Source: IGE, 2013).

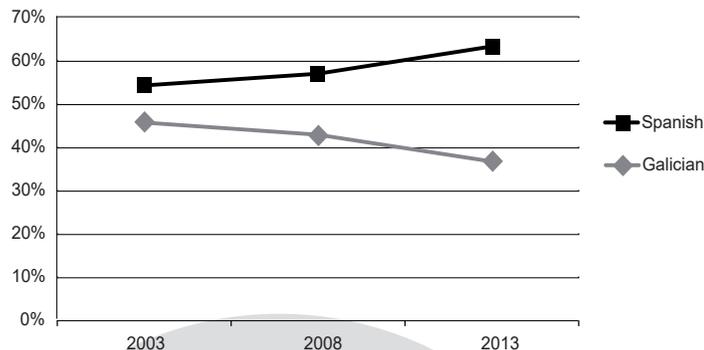


Figure 3: Evolution of the main use or exclusive of Galician or Spanish between 15-29 years (Source: IGE, 2013).

IGE-data of 2013 show that the number of children between 5-14 years that only speak Galician went down from 27% in 2003 to 13% in 2013. Children that only speak Spanish went up from 34% in 2003 to 47% in 2013. In the year 2008 (cf figure 4), a decrease of the group “always Spanish” was observed because the number of bilinguals increased at first, but this trend changed in the last five years.

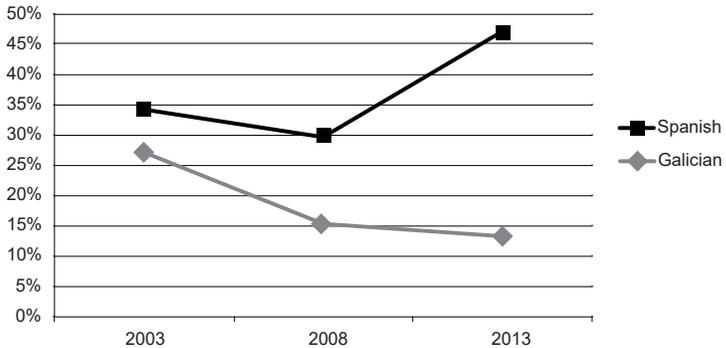


Figure 4: Evolution of the exclusive use of Galician or Spanish between 5-14 years (Source: IGE, 2013).

The pupils, who in theory are in a bilingual school system, use less and less Galician and increasingly more Spanish. The use of Galician, both in pre-school and primary education, decreased with nearly 15% (percentage point) in only ten years. At first, during the educational politics of the government of 2005-2009 and implementation of Decree 124/2007 polo que se regula o uso e a promoción do galego no sistema educativo de Galicia (2007) (Decree on the regulation of the use and promotion of Galician in the education system), the decrease of the main or exclusive use of Galician was slow (3-4%). However, due to the measures of elimination of Galician in pre-school education and a great part of primary and secondary education carried out by the new government with Decreto 79/2010 para o plurilingüismo no ensino non universitario de Galicia (Decree on multilingualism in non-academic education in Galicia; hereafter called ‘Decree of Multilingualism’), the use of Galician among youth is decreasing.

language status After five centuries of linguistic repression of the Galician community, it was stated in the Spanish Constitution of 1978 that Spain is a multilingual nation. The constitution established Spanish as the only official language in Spain, but allowed the autonomous communities to make other local languages co-official. In the Galician Statute of Autonomy of 1981 it was declared that both Galician and Spanish are official languages. In 1983, the Galician parliament approved the Ley de Normalización Lingüística (Linguistic Normalisation Law; hereafter: LNL) to make this joint official status real and effective. This law was created to ratify and monitor the citizen's right to use Galician, especially in education, administration and the media.

In 2004, the Galician Parliament unanimously approved the Plan Xeral de Normalización da Lingua Galega (General Plan of Normalisation of the Galician Language; hereafter: PXNLG), a legal text that was developed in Galicia in order to adopt the measures that appear in the ECRML to the Galician language context.

With regard to Asturias, in the Llei Orgánica d'estatutu d'autonomía del principáu d'Asturies (1981) (Statute of Autonomy of the Principality of Asturias), Galician was not recognised as an official language because Asturian/Bable was the only language recognised (art. 4). Officially, the Asturian government recognised "Galician-Asturian" in the Ley de Uso y Promoción del Bable/Asturiano (1988) (Law on the Use and Promotion of Asturian). In this quasi-official legal regulation it is expressed that "Asturian is the traditional language of Asturias" and that all the measures that apply to Asturian will also be applied to Galician.

In Castile and León, the Galician language is fully recognised in article 5.3 of the Statute of Autonomy (1999), but it does not have any official status. In Extremadura, the Galician language is designated *A Fala* (the speech) and is recognised as "Heritage of Cultural Interest" according to Decreto 45/2001 da Consejería de Educación da Junta de Extremadura polo que se declara "A Fala" Bien de Interés Cultural (2001) (Decree

of the Junta de Extremadura designating “A Fala” Cultural Heritage of Interest), an honorary consideration that does not suppose the adoption of any measure of protection.

**status of
language
education**

As told before, thanks to the PXNLG, the government of 2005 approved Decree 124/2007 on the regulation of the use and promotion of Galician in the education system in Galicia. This decree promoted that non-university teaching in Galicia would have to teach at least 50% of the subjects in Galician. This new government also created a network of Galician *Galescolas* (pre-schools) and some 40 public education centres with monolingual education in Galician.

Unfortunately, with the approval of the Decree on Multilingualism by the government elected in 2009, monolingual education in Galician ended, Galician in pre-school education in the cities disappeared and Galician in the technical and scientific subjects was prohibited. This decree received a lot of protest by teacher unions, pedagogical organisations and the Galician school council.

Even though the LNL has been in force for over thirty years, the use of Galician is currently not satisfactory. The different governments did not apply most parts of the articles in practice, except for the brief period when the progressive government was in power in 2005-2009 in which they applied effective measures in education. At the same time, the budgets for Galician language promotion in education in Galicia decreased from €800,000 in 2010 until €43,000 in 2015. This is a reflection of the decrease of the general budget allocated to promotion of the Galician language: 20 million euros in 2010 compared to 6,5 million in 2013.

In Asturias, the Law on the Use and Promotion of Asturian has not produced notable results in the increase of education in Galician. The only changes as effect of this law were the introduction of Galician (officially called *Gallego-Asturiano*, but called *Lengua Asturiana* at the educational centre programs)

in some schools as an optional subject and without didactic materials. It also legalised some bilingual topography.

In 2001, the autonomous governments of Galicia and Castile and León signed the Acordo de Cooperación entre Xunta de Galicia e Junta de Castilla-León para a promoción do ensino da lingua galega, ampliado e ratificado no Protocolo de Colaboración de 2006 (2001) (Agreement between the governments of Galicia and Castile-León to encourage the teaching of the Galician Language). It entailed the introduction of Galician as an optional subject in public compulsory education in Castile and León. As a result, primary education subjects concerning knowledge about nature and art are given in Galician for one hour per week. In secondary education, Galician language and culture is an optional subject of three hours per week. Thanks to this agreement, more than 1,000 pupils can currently study one or three weekly hours of Galician in Castile and León's public schools and almost another 100 pupils study the Galician language in the Escola Oficial de Idiomas (Official School of Languages; hereafter: EOI) of Ponferrada.

In December 2013, the Spanish parliament passed a new educational law: the Ley Orgánica de Mejora de la Calidad Educativa (2013) (Organic Law for the Improvement of Educational Quality; hereafter: LOMCE). This law compels regional and autonomous governments to follow the same curriculum structure in every community, including the role and status of regional languages. This law still has not been applied in Spain because some autonomous governments have declared themselves as against this law and have presented complaints to the Constitutional Court of Spain. These governments claim a “conflict of competences”, as the LOMCE invades autonomic competences.

education system

The Spanish Parliament has established the basic principles of the education system through the Ley Orgánica de Educación (2006) (Organic Law on Education; hereafter: LOE). According to this law, school attendance is compulsory and free from 6 to 16 years. The basic objectives of the Spanish education

system include the full development of the student's personality, learning respect for fundamental rights and freedoms, the acquisition of intellectual habits and respect for linguistic and cultural plurality. Between the ages of 16 and 18, pupils can choose between the courses of *bacharelato* (baccalaureate) or professional training. The aim of the baccalaureate is the pupil's training and guidance for higher education (university), whereas professional training is geared towards helping young people to enter the labour market. University education falls under a separate law, the Ley Orgánica de Universidades (2001) (Organic Law on Universities). The three Galician universities in A Coruna, Santiago and Vigo are largely self-governing, although they are public, they financially depend on the autonomous government

**private
and public**

14

Both public, private and semi-private schools exist in Galicia and the rest of Spain. The subsidised schools are of private ownership, yet they are financed by the regional government. This dossier considers them as private schools.

There are 1,428 schools (pre-school, primary, secondary, baccalaureate, vocational education, adult education and special education) and three public universities in Galicia. From all of these schools, 75% is public and 25% private. Of the total of privates centres, 60% are private schools that provide both primary and secondary education and 97% receives subsidies and support by the government, although the government does not have some kind of control in the selection of their teaching staff. The other 3% of the private schools, which corresponds to 0.6% of all schools in Galicia, receives no governmental support. While public education teachers have to pass public examinations, private education teachers are hired according to the school-owners' judgement, even though their wages are also paid out of the state funds.

In spite of a relatively high percentage of private primary and secondary schools, 70% of the pupils (from all educational levels) go to public schools. As far as university is concerned,

99.2% of the Galician students attend public universities and only 0.8% attend private universities.

Theoretically, the study of Galician, or its use in other subjects, has to be the same both in public and private education. In practice, however, it has been verified that in private schools the fulfilment of these rules is irregular and depends fundamentally on the school administration. It can be said that in private pre-school education, the Galician language is totally absent. The language is partially absent in public ones. In other levels of education, the degree of compliance with the current decree in the private centres depends on diverse factors, but is low in general (MNL, 2012; CIG, 2012).

In Castile and León, private schools are excluded from the Xunta de Galicia (Galician Government) agreement of 2001 for the introduction of the Galician language in the classrooms. There are no private schools in the Galician-speaking areas of Asturias, Zamora and Extremadura.

bilingual

education forms

Pre-schools and primary schools with monolingual education in Galician only existed in Galicia between 2007 and 2009. This period demonstrated that when monolingual education is only in Galician (the system of immersion) or when the majority of the subjects is taught in Galician, it ensures the maintenance of Galician for Galician speakers and provides Galician oral competence for Spanish speakers. These schools were suppressed, however, by the government of 2010. Before 2007 and after 2009, education in the Galician language was not guaranteed and it showed that bilingual education neither balanced the linguistic uses nor produced oral competence in Galician to children from Spanish-speaking families. The educational decrees that were implemented before 2010, in order to progressively establish Galician in the school system, were never completely fulfilled.

The current educational model in Galicia is unique. In 2010, the Galician government adopted the Decree on Multilingualism.

It establishes the conditions for teaching Galician Language and Literature and also for teaching some subjects in different education levels in the Galician language. After the adoption of this decree, there are three vehicular languages in the Galician classrooms: Galician, Spanish and English. In this decree it is laid down that a third part of the non-linguistic subjects of the school curriculum could be taught in a foreign language, preferably English. The official regional languages must be given in the same percentage of the weekly school schedule as Spanish. This decree also establishes that the primary education subject 'knowledge of the natural, social and cultural environment' (which is an introduction to biology, geography, physics and history) will have to be taught in Galician and maths in Spanish.

Concerning secondary education, the Galician government decides in this Decree on Multilingualism that subjects like social sciences, geography, history, natural science, biology and geology will be given in Galician, while maths, technology, physics and chemistry will be taught in Spanish. This decision turned out to be very controversial, owing to the fact that the removal of the Galician language from the type of subjects that involve technology contradicts the establishments of the PXNLG, which says exactly:

(...) languages that do not get to develop basic speech technology tools will miss the boat of modernity, as other languages on its day missed the boat of the printing press, and will find serious problems for being considered useful by its speakers, owing to the fact that they will not respond to the requests demanded by the citizen's needs (Galician government, 2006, p. 122).

The regulations of the three Galician universities clearly outline a need for the co-official status of Galician and Spanish on administrative and educative levels, with a preference for Galician. Each university has a department devoted to linguistic planning, which advises the university community in terms of vocabulary, linguistic rights and translations. The linguistic

department is also responsible for planning campaigns that serve to educate students, professors and public employees.

In 2007, the Asturian government adopted Decree 74/2007 de establecemento do curriculum da Educación Secundaria obrigatoria en Asturias (2007) (Decree for establishing the curriculum in compulsory secondary education in Asturias) in order to establish optional teaching conditions for Asturian and Galician-Asturian (the official name of the Galician language in Asturias) in the different stages of education. That same year, the government of Castile and León established the school curriculum for primary and secondary education. The introduction of the study of Galician depends on the agreement of the Galician government of 2001 which was renewed in 2006. The Galician language was introduced in primary education of Castile and León as an elective hour a week in the subject of “Knowledge of the social and natural environment” from 2001 onwards and has remained so ever since. In secondary education it is an elective subject of three hours a week.

In 2007, the government of Extremadura published the Decreto 83/2007 por el que se establece el Currículo de Educación Secundaria Obligatoria para la Comunidad Autónoma de Extremadura (2007) (Curriculum Decree for primary and secondary education in Extremadura), prioritising the teaching of Portuguese as second foreign language in the autonomous community.

administration There are four administrative levels in the Spanish state: the city or town council, the provincial government, the autonomous community and the state itself.

The management of the education system is shared among the autonomous authorities and the Spanish government, because Galicia does not have sole control of education. The Spanish Ministry of Education and Culture provides the framework for the design of the curriculum, the duration and division of each school phase, compulsory and elective subjects and

ultimately makes the use of Spanish mandatory by setting a minimum amount of time dedicated to teaching in Spanish. This curriculum, designed by the Spanish state, is compulsory for all students and is common in all communities. The autonomous communities can add new subjects and new material to the curriculum.

The Historic Nationality of Galicia, as well as the autonomous communities of Asturias, Castile and León and Extremadura, are fully competent in educational matters, so they can manage the entire educational system. The Spanish ministry of education sets the general guidelines and each autonomous community adapts them. The autonomous governments of Galicia, Asturias, Castile and León and Extremadura are responsible for their own language policies, the construction of school buildings, private sector funding, the aspects of the curriculum that are not defined by the state and the analysis of the quality of educational materials. The provincial governments have no control of educational policy, while local councils are responsible for the maintenance and cleanliness of the schools.

inspection

The state maintains an investigative body in Galicia that is responsible for the inspection of the Galician education system and its development. The state is also in charge of enforcing educational policies and helping teachers to instruct correctly according to the state model. The inspectors are specialised, focusing on specific levels and subjects.

Inspectors who are from Galicia know enough about the Galician language to carry out their tasks. Each province has one inspector assigned to monitor the adherence to the legislation pertaining to the Galician language in education. However, schools are never sanctioned when they do not respect this legislation, in despite of the complaints of citizens and associations dedicated to the preservation and popularisation of the Galician language.

In the province of León, in Castile and León, there is an inspector commissioned to monitor the compliance with the legislation in reference to Galician. In Asturias, Zamora and Cáceres there is an inspector assigned for each zone. These provincial inspectors observe the compliance with the general educational legislation.

**support
structure**

There are several institutions and citizen associations that are specialised in Galician education. The RAG is the co-author of the official language standards along with the Instituto da Lingua Galega (Institute of the Galician Language). The RAG is the official institution that makes normative changes, outlines the official grammar, approves new words and oversees sociolinguistic and lexical works. The Secretaría Xeral de Política Lingüística (General Secretary of Language Policy) is the branch of the autonomous government in charge of the promotion of the Galician language in society and education. The Consello da Cultura Galega (Galician Cultural Council; hereafter: CCG) is an official institution in charge of the promotion of Galician culture. It has a branch, the Arquivo de Planificación Lingüística (Archive of Linguistic Planning), that works in sociolinguistics and publishes a lot of books and materials on the Galician language.

The Mesa pola Normalización Lingüística (Panel for Linguistic Normalisation; hereafter: MNL) and Pro-Lingua (Pro Language) are independent civil organisations that strive to popularise the use of Galician not only in education, but also in society. The Asociación Socio-Pedagóxica Galega (Galician Social-Educational Association) and Nova Escola Galega (New Galician School) are movements for the pedagogical renovation in Galician education. They also carry out linguistic normalisation campaigns, publish materials and magazines and organise conferences and workshops on using Galician as language of instruction. The Coordinadora Galega de Equipos de Normalización e Dinamización Lingüística de Galicia (Galician Organ of Teams for Normalisation and Language Promotion in Galicia; hereafter: CENLG) is an independent civil organisation formed

by teams of teachers and student volunteers that collaborate in order to disseminate the Galician language and increase its use among Galician students below university level. In the last few years, the amount of money given in the form of regional subsidies for extracurricular activities in Galician has decreased from €800,000 to €43,000. This negatively affects all Galician schools and hinders these CENLG-teams to function.

2 Pre-school education

target group Pre-school education covers the period between the age of three months (as far as public nurseries are concerned) and six years. This period is divided into two stages: the first one includes children from 0-3 year, whereas the second stage includes children from 3-6 year old. Even though pre-school education is not compulsory, most children start their scholar education in the second pre-scholar stage (from 3-6 year old).

structure According to the LOE of 2006, the educational law currently in force, pre-school education has the following objective: contributing to the physical, emotional, social and intellectual development of the pupils. When it comes to the education of children younger than 3 years old, the Galician government created the Galician network of *Galescolas* (pre-schools) in 2007, designed for boys and girls between 3 months and 3 years. Since 2009, after the arrival of the new government, these nurseries are designated *Galiña azul* (Blue chicken) and nowadays comprise 148 centres distributed across the Galician territory. *Galescola* means school (immersion) in Galician. The government of 2009 eliminated the *Galescolas* and instead founded the school network *Galiña azul* which are pre-schools with a Galician-Castilian bilingual model. The name changed because the philosophy had changed: the possibility of studying only in Galician was removed and a bilingual model was installed which is actually monolingual with only Spanish (MNL, 2014).

Almost all preschools are incorporated into primary schools, which together form a *Consejo de Educación Inicial y Primaria* (pre-primary and primary education centre; hereafter: CEIP). Along with public pre-school education, there are also private pre-schools, specifically for children from 3 months to 3 years.

legislation In relation to the linguistic issue, there are some laws and decrees that regulate the use of Galician in the pre-school cycle. The first one is the LNL of 1983. This law indicates in

article 13.1 that “Children have the right to receive the first teaching in their mother language. The Galician government will mediate the measures required for giving effect to this right”, and adds in article 14.1 that “ the Galician language is a compulsory subject in every level of non-university studies”.

As a result of the LNL, the PXNLG was designed in 2004, in which the measures created to promote Galician language use are gathered. The specific measures indicated for pre-school education are situated in group 2.1.G:

- 2.1.22. Establishing an educational offer in Galician in pre-school education (0-3 and 3-6 years) for all Galician-speaking boys and girls.
- 2.1.23. Setting, at least, a third part of the school schedule in the Galician language for contexts in these educational stages in which the principal language is Spanish, with the intention for the percentage to increase progressively.
- 2.1.24. Developing experimental programs in the Galician language for Spanish-speaking children, making sure both their education rigour as well as their tracking and examination.
- 2.1.25. Encouraging the progressive acquisition of reading and writing in Galician, with the prospect of turning it into the supporting language of the school learning.

On the basis of the LNL and PXNLG, the Galician government prepared two educational decrees. It should be mentioned that these are based on the LOE too, since it expresses in chapter I, article 2, that one of the aims of education is “G) Training on respect and recognition of linguistic and cultural plurality of Spain and multiculturalism as an enriching element of society”.

The first Decree 124/2007 on the regulation of the use and promotion of Galician in the education system in Galicia was drawn up during the bipartite government made up of the Partido Socialista de Galicia (Socialist Party of Galicia) and the Bloque Nacionalista Galego (Galician Nationalist Bloc). According to this decree, the presence of the Galician language in pre-school classrooms must represent at least 50% of the teaching hours. In article 7.1 it is said that “teachers will use the

predominant mother language amongst the student body”, and it specifies that “in case of Spanish-speaking environments, the use of Galician in this stage as common and teaching language will be, at least, the same as the Spanish language use”. In 2010, the new Galician government (made up of members of the Partido Popular (Popular Party) carried out the Decree on Multilingualism in which all previous regulations were modified. In this decree, the following is indicated in article 5.1: “Teachers will use the prevailing mother language in the classroom amongst the students, although they will have to take into account the regional language and will try to let students acquire both oral and writing knowledge of the other Galician official language within the limits of the stage”. The status of the Galician language changed significantly, since it reduced its presence in classroom activities and interactions from at least 50% to a percentage decided by teachers. Therefore, Galician stopped having a determined use on the daily practice of the educative centres.

Likewise, it is necessary to emphasise that the mother language of the students was determined according to an enquiry to parents before the start of the school year, such as the Decree on Multilingualism states in article 5.2. These enquiries were also conducted in primary and secondary education and the baccalaureate. After the appeals brought by the Confederación Intersindical Galega (Galician Trade Union Confederation; hereafter: CIG), Queremos Galego (We want Galician), MNL, the RAG and the Tribunal Superior de Xustiza de Galicia (High Court of Justice of Galicia) annulled not only article 5.2, but also article 12.3², because these articles did not promote the progressive use of the Galician language. The RAG denounced this decree in front of the Spanish supreme court, but their concerns were not taken seriously and the court gave no response.

language use

Unfortunately, official data on the use of Galician in the pre-school stage are not available. Also regarding Asturias, Castile and León and the Ellas, information about the use of Galician in schools is not available.

**teaching
material**

The main materials used by pre-schools in order to teach Galician, are textbooks and other materials, such as activity books or digital resources designed by several publishing houses. Besides that, on the web page of *Espazo Abalar*³ there are different educational resources in Galician which can be used within this digital platform. Espazo Alabar is created to encourage the use of ICT in teaching. The resources are free and, even though they were set aside for centres included in the *Proxecto Abalar* (Abalar Project), anyone can download them. In addition to these resources, it is very common that institutions, social organisations and social and cultural foundations prepare some teaching proposals in the Galician language. This teaching material is related to the research areas of each institution. It is however not purely made for research purposes, but rather for didactic application

In the Galician-speaking territories outside of Galicia we can find different situations. In Asturias, the classes of *Fala* or *Galego-Asturiano* are based on photocopies or paper materials created by teachers. In Castile and León, Galician teachers are provided with textbooks sent to them from Galicia. The most worrisome case is that of the Ellas Valley, because students and teachers suffer from the lack of proper teaching material.

statistics

All the statistical data are presented in the section *summary statistics* (p. 46) owing to the fact that the IGE shows her statistics in only two different target groups: the former one includes people from 5 to 16 years old, whereas the second group shows the results of the studies including people from 17 years and older.

According to the Galician government, 46.6% of the pre-school classes are taught in Galician and 53.4% in Spanish. However, some unions say that in urban zones only 10% of pre-school classes are taught in Galician. According to Galician education publishers only 15% of the textbooks and materials for this level are in Galician. With respect to Asturias, Castile and León and the Ellas Valley, as indicated before, data is not available.

3 Primary education

target group Primary education covers six academic years divided into three cycles of two years. The lower cycle is for children aged 6 to 8, the intermediate cycle for children aged 8 to 10 and the upper cycle is for children from 10 to 12 years old.

structure The main objective of primary education is, as the LOE states, to “provide children education which allows them to consolidate both their personal development and welfare, acquire the basic cultural abilities relating to oral expression and comprehension, reading, writing and calculus (...)”.

legislation The parts of the LOE and LNL dedicated to learning the Galician language in primary education are the same as mentioned in the pre-school chapter. Regarding the PXNLG, there are some specific mentions for this stage in item 2.1.H:

2.1.26. In primary education we must guarantee that students will at least receive 50% of the teaching in Galician. Apart from the area of natural, social and cultural environment knowledge, which are already legally established, core subjects, such as maths, will be encouraged to be taught in Galician in this whole stage.

2.1.30. We must carry out a tracking and an annual evaluation of the presence of the Galician language in the school curriculum in all the study centres and of its efficiency along the lines indicated in item 2.1.13⁴.

In accordance with the directives of the PXNLG, the bipartite government prepared the aforementioned Decree on the use and the promotion of Galician in the education system. This decree gathered the same advices given in the PXNLG, thus its aim is to guarantee “the linguistic competence belonging to this level of education in both official languages of the autonomous community”.

Based on its regulations, monolingual experiences in Galician in primary classrooms emerged, especially in Spanish-speaking environments where the school was the unique space where

children came into contact with this language. Around 40 primary schools were assigned to this project, but they closed when the Galician government eliminated the project in 2010.

In the Decree on Multilingualism, the individuals responsible for education resolved the following in articles 6.1 and 6.3:

6.1 The linguistic competence of both Galician and Spain, established for each cycle of primary education, will be guaranteed.

6.3 The subject 'natural, social and cultural environment knowledge' will be given in Galician, as long as maths will be taught in Spanish.

Moreover, it also indicates that the language of instruction of the other subjects are chosen by the schools themselves, provided that subjects which are taught in Galician and in Spanish have an equal number of hours per week (article 6.4). Even so, as we noted before (see *bilingual education forms* on p. 15), the number of classes taught in Galician was reduced from 50% to 33%, due to the introduction of a foreign language as a medium of instruction for up to one third of the subjects. Article 21.1 says: Educative administration will encourage the teaching of subjects in one or more foreign languages, mainly English, with the goal that the educative centres, progressively and voluntary, could get to offer the third part of their school schedule in the foreign language.

language use

Concerning the different autonomous communities of Asturias, Castile and León and the Eilas Valley, we can say the following. In Asturias, 79 pupils study the subject Galician-Asturian, named "Asturian language" (*Llingua Asturiana* in the school programs), for three hours per week. In the Bierzo and in As Portelas, thanks to the agreement of collaboration between the governments of Galicia and Castilia-León, 843 pupils attend the subject 'environmental knowledge' in Galician for one weekly hour (Secretaria Xeral de Política Lingüística, 2014). In the Eilas Valley in Extremadura, there are 116 primary school students, but none of them is instructed in Galician (data is requested from the teachers, 2014). The reason for this is that their language is not recognised by the autonomous community.

As stated in the pre-school chapter, official data on the use of Galician at schools are not available. Neither in Asturias, Castile and León nor the Ellas Valley do the respective governments publish information about this subject. Only the Galician government showed some brief data: 50.9 % of the classes are given in Galician, 47.5% in Spanish and 1.6% in English (2014).

**teaching
material**

Similar to teaching material used by pre-school teachers, the main resources in primary education are textbooks, instruction books, digital books and DVDs, created by Galician publishing houses as well as Spanish publishers with delegations in Galicia. Similarly, in the *Espazo Abalar* we could find interactive proposals in Galician. Also as noted in pre-school education, diverse foundations and organisations produce didactic resources set aside for primary school students and their teachers to give access to several web pages with a lot of material related to the Galician language, such as exercises and study notes.

The situation of primary education teaching material in Asturias, Castile and León and the Ellas Valley is the same as in the pre-school stage: there is no material available in Galician.

statistics

There is no statistical data available.



4 Secondary education

target group Secondary education consists of an obligatory level of education for students aged 12 to 16. They access secondary school after getting the primary education certificate. After the obligatory level, students can follow the *bacharelato* (baccalaureate: non-compulsory secondary education), which takes two academic years and grants access to the university after passing an entrance examination.

structure Educación secundaria obligatoria (compulsory secondary education; hereafter: ESO) is composed of two academic stages: the first and second cycle. Each of them lasts two academic years. These stages are the same for all pupils. The teaching areas are the following: a) social sciences, geography and history, b) natural sciences, c) gymnastic, d) arts education, e) Galician language and literature, f) Spanish language and literature, g) foreign language, h) mathematics, i) music and j) technology. When students complete the two academic stages, they receive the Spanish Secondary Education Certificate.

Baccalaureate students can choose between humanity, social sciences or nature and health branches. The baccalaureate and secondary education are bundled in most of the high schools.

legislation In addition to the already mentioned LNL, the Decree on Multilingualism of 2010 establishes that the subjects social sciences, geography, history and natural sciences shall be given in Galician, whereas mathematics and technology (computing etc.) shall be taught only in Spanish (the previous Decree of 2007 established that all these subjects should be given in Galician). According to this new law, each school shall decide the language in which they will teach the rest of the subjects (physical education, arts, music etc.), guaranteeing a balanced distribution of weekly hours between Galician and Spanish.

In western Asturias, Galician is an optional subject. It is not taught by specialists. There are no suitable textbooks and the language

lacks social prestige. In the Bierzo, due to the agreement of collaboration of the Galician and Castilian governments, the optional subject of Galician Language can be studied in four institutes. In practice, however, students choose other optional subjects with more social prestige. The majority of the secondary schools do not offer the possibility to study Galician. In the Ellas Valley, it is not possible to study the Galician language, in the only institute of the area.

language use

In practice, a lot of Galician education centres do not meet the legal requirements of the linguistic law and do not balance the use of Galician and Spanish (50%). Moreover, the Galician monolingual model does not exist anymore. In most private education centres, the use of Galician as a language of instruction is not enforced and the corresponding laws are not followed. The Galician government expects educators to voluntarily follow the legislation.

In accordance with the government (2013), in less than half of the secondary schools, 47.6% of the subjects are given in Galician. However this does not correspond with the data obtained from students (IGE, 2013) or from the Association of Publishers, which affirm that even though the books were written in this languages, students receive few classes in Galician. Diverse unions of education and associations in defence of Galician have reported this situation.

If we observe the information published by the IGE in 2013, 32% (60,197) of a total of 186,576 pupils who studied in Galicia affirm that they have received a small part of their classes in Galician (of which 3% completely in Galician), whereas they have received the majority (68%) of their classes in Spanish (of which 7% completely in Spanish). According to previous data in 2008, 61% of the classes was mostly taught in Galician (of which 14% completely in Galician), while 39% of the classes was mostly taught in Spanish (of which 6% completely in Spanish) (IGE, 2013). The declining use of Galician is evident from this numbers.

The Committee of Experts of the Council of Europe described in their third periodic report the disappearance of the monolingual education lines in Galician in all the levels of non-university education since the Decree of 2010. The decree states that “The Galician government will evaluate the results of the application of this decree annually”. According to the Galician government, these annual evaluations have been done, but have never been made public.

**teaching
material**

Teaching material, such as textbooks, dictionaries, reference books and audiovisual tools, is produced by private publishers throughout Galicia and Spain. Published material covers the specific needs of students regarding Galician at this educational stage. Textbooks are published by publishers, such as Xerais, Galaxia, Bahía, Ir Indo, Rodeira, Anaya, Santillana and SM. Although the use of Galician is not permitted in mathematics, physics, chemistry and technology and in practice is not used either as a language of instruction for other subjects, due to economic and ecological reasons, some continue to use Galician textbooks (MNL, 2014; MNL, 2015). These books were created in the period when the use of Galician was not vetoed in these subjects.

The publishers association calculated that in 2010/2011, 190,000 textbooks for mathematics, chemistry, technology, physics and other subjects were removed from the schools, because they had been written in Galician (AELG, 2012).

statistics

In Galicia there were 87,990 secondary school students in the academic year of 2013/2014 (Consellería de Cultura, Educación e Ordenación Universitaria, 2013). All of them have Galician as a main subject and some other subjects are taught in Galician. Specific percentages are missing, because a lot of private centres stimulate the teaching of various subjects in English. Therefore, we cannot precisely tell the percentage of subjects taught in Galician, Spanish and English. We only know that the scientific (mathematics, physics and chemistry) and technological (computing etc.) subjects are not allowed to be taught in Galician.

Despite the fact that there is no official data available on how many students study Galician in the western part of Asturias, according to information provided by NGOs, there were approximately 95 students in 2013/2014. In the Bierzo (Castile and León) 183 students study Galician. In the Valley of the Ellas students cannot study Galician.

5 Vocational education

target group Vocational education entails a non-obligatory level of education for students aged 16 to 18 and higher.

structure Vocational education consists of *Formación Profesional* (professional education), which takes one or two academic years and grants access to a technical and labour-related environment. Students can get access when they have completed the ESO.

Professional training offers numerous courses of all types of future professions. The professional training courses are divided in two cycles: *grado medio* (intermediate degree), which you can access with the ESO, and the *grado superior* (upper degree), for the baccalaureate graduate. With the title of upper degree, students can get access to the university without passing any entrance exam.

Vocational education is offered in the polytechnic high schools or in the non-compulsory secondary education schools, which can be public or private.

legislation The Decree on Multilingualism theoretically establishes that each school shall offer the same percentage of subjects in Galician and in Spanish. Whether this is achieved, is reviewed every four years. The Decree of 2007 established that at least 50% of the classes should be taught in Galician (although this was not the case in practice).

In western Asturias and in the Bierzo, the educational legislation concerning Galician is the same as in secondary education.

language use There is no data available on percentages of the use of Galician in vocational education. According to the Galician government, 50.5% of the subjects within the baccalaureate are given in Galician. No corresponding official information regarding professional training is available. Nonetheless, according to the Galician Association of Publishers only 30% of the subjects

is taught in Galician (2014). The legislation does not fulfil the ECRML, because there is neither a balanced offer nor the possibility to study all subjects in Galician.

**teaching
material**

It is very difficult to have Galician teaching material for the entire range of studies within vocational education. Material is only available for the most requested studies (mechanical, electricity, electronics etc.). In vocational education the majority of the material is in Spanish.

statistics

In the academic year of 2013/2014 there were 30,652 baccalaureate students and 34,522 professional training students. All baccalaureate students have Galician as a core subject and other subjects are taught in Galician. However, the percentage of subjects taught in Galician, Spanish and English is unknown because a lot of private schools propelled the use of English in various subjects. Scientific (mathematics, physics, chemistry) and technological (computing) studies are not permitted to be taught in Galician. Asturias, Castile and León and Extremadura offer Galician neither in baccalaureate nor in professional training.

6 Higher education

structure

Students enter higher education with the baccalaureate degree and after passing an access exam that includes a Galician language test. They can also directly access the baccalaureate from the upper level of professional training. Since 1990, there are three public universities in Galicia: the University of A Coruña, the University of Santiago de Compostela and the University of Vigo. The Universidad Nacional de Educación a Distancia (National Spanish distance-learning university) also operates in several schools in the community, for example, Pontevedra, A Coruña, Ourense and Vigo.

Universities offer Bachelor's degree studies (four years) and postgraduate studies (one or two additional years). Nowadays, more than 60,000 students are studying at the three public Galician universities. There are also some private colleges that offer a medical degree and a degree in teacher training which is attached to the public universities. The Galician universities also provide PhD programmes that have been adapted to the European Higher Education Area.

In Asturias, there is a public university, which is called Oviedo University. Lion has the Lion University with its campus in Ponferrada. Zamora has a campus which forms part of the Salamanca University and Extremadura has the Extremadura University in Cáceres. The universities in Cáceres and Salamanca offer some elective subjects of Galician Language and Literature for language and linguistics students, but this is not the case for teaching staff students and health science students. Outside of Galicia and besides these mentioned universities (Cáceres and Salamanca), the Galician language can be studied as an elective subject in the two public universities of Catalonia, in the Basque Country (two universities), in Madrid (one university), in Valencia (two universities) and in Andalusia (one university).

legislation

All the universities in Spain are governed by the Organic Law on Universities of 2001, reformed in 2007. The three Galician universities promote the teaching, use and research of the Galician language. Some articles of the statutes of the Universities of A Coruña, Santiago de Compostela and Vigo, establish the Galician language as the first language of the institution. Each Galician university has its own regulation for the use of Galician: Regulamento do uso do Galego da Universidade de Santiago de Compostela (1995) (Regulation on the use of Galician by the University of Santiago de Compostela), Regulamento de usos da Lingua Galega da Universidade da Coruña (2004) (Regulation on the uses of the Galician language by the University of Coruña) and Regulamento do uso da Lingua Galega da Universidade de Vigo (2015) (Regulation on the use of the Galician language by the University of Vigo).

language use

University level is the only level of education in which it is not required to teach Galician. Students who want to enter the university of Galicia have to make a language test on their knowledge of Galician. This test is not necessary for students coming from outside of Galicia.

All administrative documents (such as certificates, forms and payrolls) are written in Galician. However, at lower or internal levels, the use of Galician or Spanish depends on teachers, managers and civil servants. Spoken Spanish is used more than Galician. Until 2009, civil servants had to pass several examinations to work at public universities. The Lei 4/1988 da Función Pública de Galicia (1988) (Public function law of Galicia) established the need for a Galician test for civil servants, but the new Galician government withdrew this law in 2007. Knowledge about Galician is therefore not a requisite for civil servants anymore. The universities, in collaboration with the Secretaría Xeral de Política Lingüística (General Office of Language Planning), offer administrative language courses for civil servants and Galician courses for teaching staff and foreign students.

Each of the three Galician universities has a department dealing with linguistic normalisation that provides terminology, solves doubts on linguistic matters, translates and organises awareness campaigns. Galician universities promote the editing and translation (if necessary) of textbooks and exercise books in Galician. They also provide funds for translation and give linguistic and terminological advice on essays and theses written in Galician.

The attendance rate for Galician is different at each university and for each degree. In technical, scientific and law degrees the use of the Galician language by professors is insignificant. Galician is used more in social and humanities degrees. There are no recent and exhaustive data of the linguistic use of Galician at the classes in Galician universities, but altogether, the percentage of classes taught in Galician does not surpass 15% of the total amount. Teachers have a large influence on the language choice of communication and their knowledge of Galician can considerably enhance the use of the language in education.

The increasing presence of exchange students coming from everywhere from the five continents in the Galician university classrooms, results in a boost for classes to be taught in English. The presence of English in the classrooms is increasing, whereas the presence of Galician and Spanish diminishes.

	students	professors	civil servants
University of Coruña (UDC)	18,031	1,423	747
University of Santiago de Compostela (USC)	23,835	2,094	1,235
University of Vigo (UVigo)	18,725	1,415	680
total	60,591	4,932	2,762

Table 3: The number of students, professors and civil servants at the Galician universities in 2013 (Source: data are requested from the respective universities' administrations).

teacher training In Galicia, teacher training for all levels is provided by the three Galician universities. In 2013 there were 2,851 students in teacher training degrees of pre-school and primary education

and 396 master students of secondary education (data is requested from the universities). In these Galician universities, there are five teacher training specialties: degrees in pre-school education, primary education, special education, foreign languages and musical education. Those who want to study for secondary teacher, need to finish the corresponding Master's degree.

In order to become a teacher, the candidates can use the language of their preference in the public examinations. They do not have to make any test in Galician, because it was only mandatory until 2009. If a person comes from outside of Galicia and lacks the right amount of knowledge about Galician, that individual can still take the public examinations in any level. However, while being a teacher, he or she has to attend a Galician language course.

The majority of the pupils that study the degree for pre-school, primary and secondary teacher, attended compulsory education in Galician and surpassed a proof of Galician language to access the university, hence they are supposed to possess active and passive competences of the Galician language (all students that attended primary and secondary education in Galicia receive a homologation of the *Certificado en Lingua Galega* (Galician Language Certificate; hereafter: CELGA) at level 4.

pre-school training

In order to become a pre-school teacher or a primary school teacher, students have to take a course about the Galician language in the first year and can optionally study a second course in Galician language and literature. In the faculties of education of Galicia, there is the degree of 'Specialist in Pre-School Education'. It consists of four courses, equal to the rest of Spain.

primary training

As with pre-school teacher training, students have to take a course in Galician language and can optionally choose a second course in Galician language and literature.

In Asturias, primary school teachers that teach Galician-Asturian are usually graduated in teacher training (for primary education) and have passed a small course of 60 hours given by the *Academia de la Llingua Asturiana* (Academy of Asturian Language; hereafter: ALLA).

secondary training

In order to become a secondary education teacher, you have to complete the Master's degree in Secondary Education with a specialisation in Lenguas Oficiales (official languages). In this specialisation, Galician and/or Spanish language is a compulsory subject.

A degree in Galician Philology (obtained in Galicia) is not needed for secondary education teachers to teach Galician-Asturian. The ALLA course of 60 hours, given without material or manuals, is sufficient. On the contrary, in order to become an Asturian language teacher, candidates have to take a 300 hours course given by the University of Oviedo.

In Castile and León, Galician language teachers in secondary education have a Bachelor's degree in Galician Philology. They can also have a Bachelor's degree in the Galician Language at the Official School of Languages (which consists of five courses) or have taken one of the courses of the General Secretary's Office of Linguistic Politics of the Galician government on CELGA-4 level. On a Master's level, there is only a course on Didactics of Galician Philology. In Extremadura there are not any classes of this variety concerning Galician.

in-service training

There are several programmes intended to provide continuous training for university graduates (primary and secondary education teachers) developed by pedagogical associations, educational unions, universities and the Galician government. The government has distributed Centros de Formación y Recursos (in-service training centres) throughout Galicia where teachers

regularly come to receive new methodologies and retraining courses, for example, about applied technologies, language courses and diversity outreach.

statistics

Teacher training in Galicia for all levels is provided by the Galician universities. In 2013, there were 2,851 students of the degrees of teacher training of pre-primary and primary education and 396 secondary education master students attending the three universities. There are no data available about the number of people that take courses of Gallego-Asturiano given by the ALLA.

7 Adult education

structure and language courses

About 70,000 people are registered in adult education (Consellería de Cultura, Educación e Ordenación Universitaria, 2013). The Escola Oficiais de Idiomas (Official Languages School; hereafter: EOI) and Arts and Sports studies are two types of specialised adult education for students older than 16 years (with courses such as languages, theatre, music, dance, sports and design). Students must have passed compulsory secondary education in order to start adult education. Only music education is available for students younger than 16 years.

Educación para Adultos (adult education; hereafter: EPA) aims to guarantee the acquisition, updating and broadening of the knowledge and skills needed for personal and professional development. Systematic education, training for the labour market and socio-cultural education are included in the EPA. There are two modalities:

- a) Physical attendance: for adults who want to graduate in secondary education and who can attend classes.
- b) Distance learning: people who cannot attend lessons regularly can graduate in secondary education by taking examinations. They can be tutored to overcome difficulties.

The EPA is structured in level I, level II, ESO for adults, baccalaureate for adults and vocational formation for adults. Levels I and II constitute the second stage of adult basic education and they are organised in three fields: scientific and technological, communicative and social. Currently, 28,378 adults study in the Galician EPAs (Consellería de Cultura, Educación e Ordenación Universitaria, 2013).

In 2013, the Galician government offered 74 CELGA courses, both in person and online (levels I to IV), around Galicia, with a view to encouraging adults to acquire and improve their Galician knowledge. CELGA certificates are regulated by the Marco Común Europeo de Referencia para las Lenguas

(Common European Framework of Reference for Languages). Just by attending secondary education and baccalaureate in Galicia, a student is already in possession of level IV. If a university student demonstrates that he or she has studied 16 ECTS on the Galician language at the university, the student will receive CELGA V, the Galician upper certificate.

The government offers studies on topics, such as plastic arts, design, preservation and restoration of cultural objects, dramatic art, music, dance and physical education in upper schools and music at upper conservatoire level. Usually, these studies consist of four academic stages (240 ECTS in total), apart from music, which has three stages: elementary (four years), professional (six years) and upper (four years). Hence, music students can initiate their career with the age of 8 years, whereas the remaining studies can only begin at 16 years when secondary education is finished

The EOI is another type of state school where adults can enrol in modern language courses, including both major international languages and Galician. These schools can be found throughout Spain and are a unique way of making language courses accessible to a wide audience. The EOIs train pupils in linguistics skills and competence in the language being studied. The EOIs are official language schools recognised by Spain's Department of Education and in Galicia by the Consellería de Cultura, Educación e Ordenación Universitaria (Culture, Education and University Department of the Galician Government).

The diploma obtained in these centres does not qualify people to exercise a profession, but it complements a diploma degree and is highly regarded in the business community. An EOI diploma together with a university degree gives a person the ability and capacity to teach the language in regular education (secondary education and baccalaureate).

To become an EOI teacher, the person has to have graduated in the corresponding language and pass an examination which

includes a test on Galician. The examination on Galician is not a determining factor in becoming a teacher, but it is assessed as a merit. If a candidate does not pass the Galician language examination, but has successfully completed the civil servant's examinations, the future teacher has to attend Galician language courses for the following two years. These courses are given in Galician EOIs in A Coruña, Pontevedra, Ourense, Vigo, Lugo, Santiago and Ferrol. To enrol in these schools it is necessary to have finished compulsory education.

The EOI language studies consist of five courses and can be followed both by personal attendance and by distance-learning. Another option is just to take the cycle examinations: one examination at elementary level and another at advanced level without classes. At Galician EOIs, students can choose between twelve international languages and the Galician language.

language use

According to article 10 of the Decree on Multilingualism, each school should seek a balanced distribution of the use of both official languages. The Galician government does not provide data, but teaching unions state that in practice, the teaching materials and language of instruction are mainly or exclusively in Spanish.

statistics

In Galicia, 21,792 pupils are studying in the EPAs and approximately 36,000 students are enrolled in the eleven EOIs (Consellería de Cultura, Educación e Ordenación Universitaria, 2013). In the EPAs, a total number of 10,896 students are enrolled in arts and sports, 8,328 are studying music, 865 study 'cultural heritage restoration', 745 study design, 437 study sport studies, 362 study dance and 159 students study dramatic arts. In Asturias (with eight EOIs), Castilla-León (with fourteen EOIs), and Extremadura (with nine EOIs), the only possibility to study the Galician language is in Castilla-León in the EOI of Ponferrada, where there are 62 pupils that study Galician (Secretaría Xeral de Política Lingüística de la Xunta de Galicia, 2013).

8 Educational research

Several studies have shown that the Galician education system, without different linguistic models like in the Basque Country, does not encourage balanced learning of the two languages, because in practice, their use is not distributed on an equal basis. Therefore, learning Spanish and Galician to the same extent is not guaranteed.

Recent research (Silva, 2010) has shown that the Spanish linguistic skills as set down in legislation are guaranteed for both Galician speaking and Spanish speaking pupils. Spanish speaking children, however, do not receive the necessary amount of lessons to get used to speaking Galician.

Several bodies investigate the linguistic situation in the Galician educational system. The first of these is the Seminar of Sociolinguistics of the RAG, which prepared the MSG. This map analysed the situation of Galician in society in 1993 and in 2004. Data referring to the mother language, literacy, skills, linguistic uses and the attitudes of the pupils can be deduced from observing the percentages reflected in the 16 to 25 age-range.

The *Arquivo de Planificación Lingüística* (Archive of Linguistic Planning) of the CCG regularly publishes studies on the situation of the Galician language in daily life. The most recent and also very interesting publication of the CCG is *Linguas, sociedade e política. Un debate multidisciplinar* (Monteagudo, 2012).

The *Servizos de Normalización Lingüística* (Linguistic Planning Offices) of the Galician universities have promoted their own studies on the situation of the Galician language at university. Researchers from the Galician Philology's departments and the faculties of education coordinate and promote research about Galician sociolinguistics at Galician schools. At the University of Santiago de Compostela we can find two research groups that focus on Galician: *EsCULcA* and *Ensinanza de linguas e culturas e ciencias sociais* (Language, Culture and Social Sciences Teaching).

Nowadays, neither official nor university studies are being conducted on the Galician situation. The Galician government does give some figures about legal fulfilment. It affirms that roughly 50% of the classes of the pre-primary and primary education are given in Galician, while the associations of editors affirm that not more than 15% of the books and scholar materials are in Galician.

9 Prospects

It is assumed that the elimination of the Decree on the regulation of the use and promotion of Galician in the education system and the introduction of the Decree on Multilingualism would cause a setback in terms of the teaching of Galician due to the disappearance of monolingual schools and the reduction of time spent on teaching subjects in the language. This systematic reduction of the use of Galician was accompanied by another policy which adversely affects Galician, namely the abolition of Galician comprehension exams for teaching candidates.

The measures and regulations that are implemented nowadays will not be enough until courses and programs are formed which promote favourable attitudes towards the Galician language among teachers and until the managements of centres and parents associations are organised. Some "corrective" measures should be imposed on centres that do not respect the legislation.

Education alone cannot stop the substitution of Galician by Spanish, but it is a valuable instrument to achieve its urgent recovery. This is a task that schools are not fulfilling nowadays. It would therefore be necessary to create monolingual and bilingual teaching models in pre-school and primary education. This would avoid the situation of Galician-speaking children going through a process of language shift and speaking the majority language, namely, Spanish.

According to the Galician government, above tasks are already fulfilled: the percentage of pupils that know how to read and write in Galician has increased, while only the percentage of children that always or almost always speak Galician went down. Also according to the Galician government, the percentage of Spanish speaking children that sometimes speak Galician has increased. The Galician government states that it has already fulfilled the task of creating competence in the Galician language. However, there is a lack of measuring Galician speaking abilities at the end of each educational cycle. Hence, this task has not come to an end yet.

10 Summary statistics

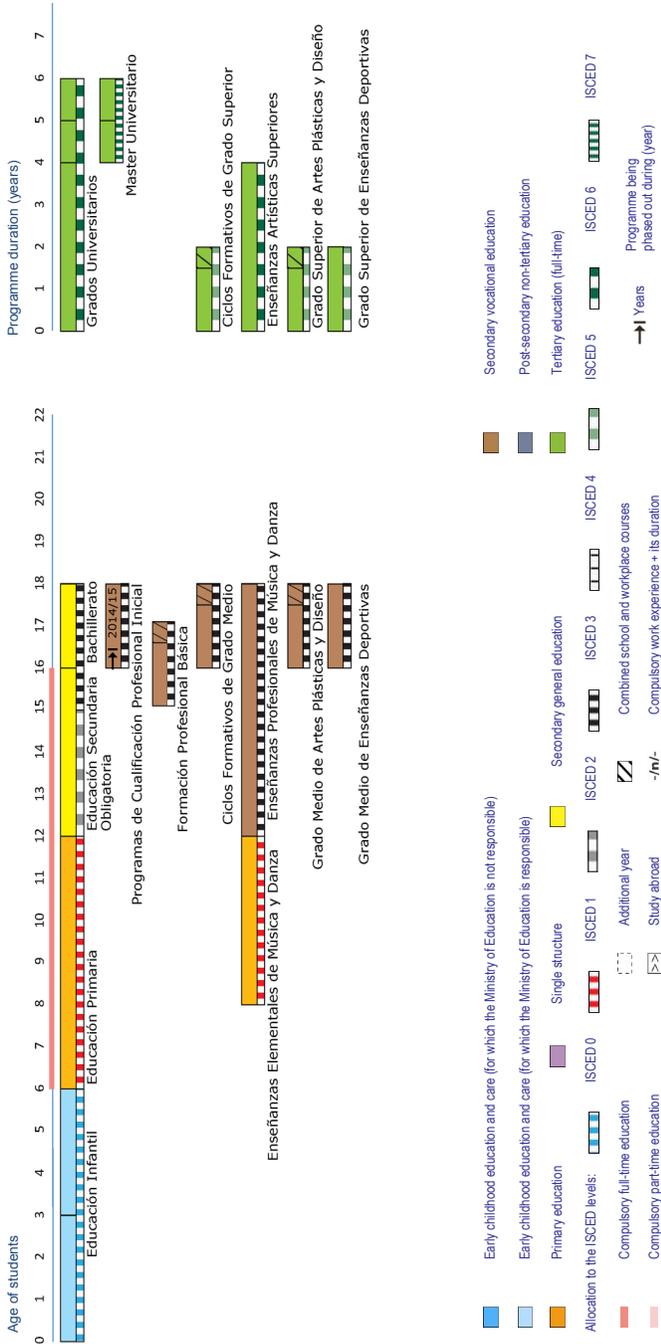
	pre-school and primary	secondary education	bacca-laureate	professional training	adult education
Galicia	200,676	87,990	30,652	34,332	28,768
Castile-León	843	183	0 (****)	0 (*)	62
Asturias	79 (**)	95 (**)	0 (***)	0 (*)	0 (*)
Extremadura	0 (*)	0 (*)	0 (*)	0 (*)	0 (*)

Table 4: The number of pupils studying Galician language in 2013/2014 (Source: Galician government, Castile-León, University of Vigo and NGOs).

- (*) No possibility to study Galician as a subject or language of instruction.
- (**) Approximate data facilitated by NGOs.
- (***) Although theoretically the possibility to study Galician exists, none of the students makes use of this opportunity, because in some schools Galician is not offered as a subject or because parents would prefer their children to choose other optional subjects, due to the discredit of the Galician language.
- (****) In May 2015, the Junta of Castile and Leon approved a new baccalaureate regulation that pushes the Galician language into the background as an extra-school subject outside of the regular school curriculum.

Education system in Spain

The structure of the education system in Spain 2014/2015



Source: Eurydice (2014/2015)

Endnotes

- 1 The gradual renounce of Galician.
- 2 *“...students can use the language of their preference in oral and written productions. However, it will be ensured that students use the language in which a knowledge area, a subject or a module is taught.”*
- 3 *Espazo Abalar* is a project promoted by the Government of Galicia and destined for incorporating ICT technologies in educational practices and for modernising the Galician Educational System, apart from boosting the digital literacy of Galician teachers and students and increasing the educational quality.
- 4 The mentioned paragraph states: “An evaluation of the state of the language planning of each centre must be included in the report of each school year in which it will be held responsible to address the following issues:
 - Number of subjects and classes in which Galician is used has increased;
 - Subjects in which the Galician language is not present;
 - Repercussion of the changes in Galician competence and use as far as students are concerned.”

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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.

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 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 for Languages. 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.

q&a Through the Question and Answer service available on our website (www.mercator-research.eu), we can inform you on any subject related to education in minority or regional languages in Europe. The specialists in our extensive database of experts can also provide relevant information.

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