



European Research Centre on  
Multilingualism and Language Learning

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## **ARAGONESE**

**The Aragonese language in education in Spain**

| Regional dossiers series |

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Contact information of the authors of Regional dossiers can be found in the Mercator Database of Experts ([www.mercator-research.eu](http://www.mercator-research.eu)).

From 2015 onwards, Mirjam Terlaak Poot, Rixt van Dongera, Richt Sterk and Ramzië Krol-Hage have been responsible for the publication of this dossier.

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## Glossary

<b>CEFR</b>	Common European Framework of Reference for languages
<b>CEIP</b>	Pre-School and Primary Education School (Colegio de Educación Infantil y Primaria)
<b>CFA</b>	Aragonese Language Council (Consello d'a Fabla Aragonesa)
<b>CIFE</b>	Educational Formation and Innovation Centres (Centros de Innovación y Formación Educativa)
<b>CRA</b>	Grouped Rural School (Colegio Rural Agrupado)
<b>CSLA</b>	Higher Council of the Languages of Aragon (Consejo Superior de las Lenguas de Aragón)
<b>ECTS</b>	European Credit Transfer and accumulation System
<b>EFA-ACAR</b>	Aragonese Philology Study-Academy of Aragonese (Estudio de Filología Aragonesa-Academia de l'Aragonés)
<b>EHEA</b>	European Higher Education Area
<b>ESO</b>	Compulsory Secondary Education (Educación Secundaria Obligatoria)
<b>IES</b>	Secondary Education Institute (Instituto de Educación Secundaria)
<b>LLA-2009</b>	Law on the Use, Protection and Promotion of Aragon's Own Languages (Ley de uso, protección y promoción de las lenguas propias de Aragón)
<b>LLA-2013</b>	Law on the Use, Protection and Promotion of Aragon's Own Languages and Linguistic Modalities (Ley de uso, protección y promoción de las lenguas y modalidades lingüísticas de Aragón)
<b>LOCE</b>	Organic Law on Education Quality (Ley Orgánica de Calidad de la Educación)
<b>LOE</b>	Organic Law on Education (Ley Orgánica de Educación)
<b>LOMCE</b>	Organic Law for the Improvement of the Education Quality (Ley Orgánica para la mejora de la calidad educativa)
<b>LOU</b>	Organic Law on Universities (Ley Orgánica de Universidades)
<b>SLA</b>	Aragonese Linguistic Society (Sociedad de Lingüística Aragonesa)

## 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 European minority languages in education. 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 in their own region.

**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 deals 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 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

Aragonese is a language that belongs to the Romance branch of the Indo-European language family. The Aragonese language has suffered a secular decline and progressive substitution by Spanish in almost the entire Aragon territory since the 15<sup>th</sup> century. Currently, Aragonese is spoken in the northern area of Aragon (the Pyrenean area) and the language is fragmented into several dialects that are closely related to each other.

The most common formal name for the language as it is locally, historically and internationally known, is *aragonés* (Aragonese). Scholars also use the compound *navarro-aragonés* (Navarrese-Aragonese), especially when referring to the medieval stage of the language. *Ansotano*, *cheso*, *belsetán*, *chistabín*, *ribagorzano* and *panticuto* are the Aragonese variants spoken respectively in Ansó, Echo, Bielsa, Chistau and Ribagorza and Panticosa. Just as *patués*, also known as benasqués, and spoken in Benás Valley. *Fabla aragonesa* (Aragonese speech) or just *fabla* are other informal terms that have been popularised in the last quarter of the 20<sup>th</sup> century.

The Glosas Emilianenses (glosses written at the margin of a Latin codex in the 11<sup>th</sup> century) are considered to be the first written manifestation of the Aragonese language (Wolf, 1996). However, it was only at the end of the 12<sup>th</sup> century when Aragonese was found in all kinds of written texts such as notarial documents, legal texts, the protocols of Aragonese Courts (medieval parliament), diplomatic letters and historiographical texts. In the 14<sup>th</sup> century, the humanist Johan Ferrandez d'Heredia promoted the compilation of historiographical works in Aragonese and the translation of several chronicles and antiquity classics into Aragonese (Vicente de Vera, 1992; Nabarro, 2011).

In the 15<sup>th</sup> century, with the accession of a Castilian dynasty (the Trastamaras) to the throne of Aragon, Castilian (Spanish) progressively became the language of social prestige, relegating

Aragonese to the rural areas and the domestic sphere. The written use of Aragonese practically disappeared by the 16<sup>th</sup> century. From that time onwards until the 19<sup>th</sup> century, only some isolated texts in Aragonese have been preserved. The loss of status of Aragonese and its disappearance from written records were followed by a progressive abandonment of the language in favour of Spanish, a process which has continued until today.

In the last third of the 19<sup>th</sup> century, a modest amount of popular literature was developed in different varieties of Aragonese. At the same time, Aragonese was scientifically 'discovered' both by foreign linguists such as Jean-Joseph Saroïhandy (who was followed by, among others, Alwin Kuhn, Gerhard Rohlfs, William D. Elcock, and Rudolf Wilmes) and by Spanish linguists such as Tomás Navarro and Manuel Alvar. However, the number of native speakers dramatically decreased during the 20<sup>th</sup> century. This decrease was mainly due to education and media being exclusively offered in Spanish, the rural flight, the break of intergenerational transmission, the negative impact of improved road accessibility, and tourism. For decades, the Aragonese language had the stigma of seeming to be an uneducated language, a rural language or even just "speaking badly". Many parents did not transmit the language to their children but chose to raise them in Spanish instead, deeming that speaking Aragonese would be a barrier to their progress in life. Consequently, only older people currently use the language in most areas and do so almost exclusively inside their family circle.

The 1970s, especially after the end of Franco's dictatorship, saw the emergence of a movement that aimed to defend and promote Aragonese. This movement took form in cultural associations, such as the *Consello d'a Fabla Aragonesa* (Aragonese Language Council; hereafter: CFA) and language activists of which the majority consisted of non-native speakers. Since then, the literary use of Aragonese has significantly increased, together with attempts for language standardisation

and the definition of more or less consensual spelling rules (Nagore, 1977; Bercero, 2003; Metzeltin, 2004; Segura, 2010; Estudio de Filolochía Aragonesa, 2010). The number of claims for institutional support, promotional measures and the recognition of linguistic rights for speakers of Aragonese and Catalan in Aragon has increased in the last 40 years. Recently, these claims resulted in the adoption of specific legislation by the Aragonese Parliament (see *language status* section, p 12). Although the last decades have shown an increase of self-respect and awareness with regard to the Aragonese language, the institutional support is still poor and the preservation of the historical language still appears to matter little to most Aragonese people.

Regarding language codification and establishment of standards, no public regulatory body has been established until now. In the absence of institutional incentives, social movements promoting the language organised the *I Congreso ta ra Normalización de l'Aragones* (first Congress towards the normalisation of Aragonese) in 1987. This congress approved a quasi-phonetic spelling system for Aragonese, called *Normas Graficas de l'Aragonés* (Aragonese Graphic Norms). This spelling system was already used by some literary authors since the mid-1970s. This norm had an important use in the subsequent years. Nevertheless, most scholars and some speakers' associations refused to use the spelling system, as it broke with previous written tradition of Aragonese (medieval and popular literature) and was visually very different from Spanish spelling.

The *Societat de Lingüística Aragonesa* (Aragonese Linguistic Society; hereafter: SLA), an association established in 2004, published a set of spelling rules (*SLA rules*) in 2006, to be used in the scientific journal *De Lingva Aragonensi* (On the Aragonese Language). These rules were based on the written tradition of Medieval Aragonese and were inspired by the spelling of Catalan and Occitan. In 2005, after years of deferral of an awaited Law on Languages of Aragon, most of the associations promoting the language began a process

called *Chuntos por l'aragonés* (Together for Aragonese). This process led to the *II Congreso de l'Aragonés* (second Congress on Aragonese) in 2006. At this congress the decision was made to create a regulatory body for Aragonese, under the form of a private association, composed of recognised linguists and speakers. This body took the name of *Estudio de Filología Aragonesa – Academia de l'Aragonés* (Aragonese Philology Study - Academy of Aragonese; hereafter: EFA-ACAR), and published in 2010 the *Propuesta Ortográfica de l'Academia de l'Aragonés* (Ortographic Proposal of the Academy of Aragonese). The adopted spelling system is more in accordance with the Aragonese etymology, although in some cases etymology is disregarded in favour of functionality and integration of the different dialects. A survey of 228 Internet users who spoke or were studying Aragonese yielded a rather fragmented picture regarding the spelling used (Paricio & Martínez, 2014): 46% followed the *Propuesta Ortográfica* (Ortographic proposal) of 2010, 29% used the *Normas Gráficas* (Writing rules) of 1987, 2% used the rules of SLA, while 23% followed their own spelling rules (usually adaptations of Spanish spelling).

### population

Currently, Aragonese is predominantly spoken in Spain, more specifically in the northern counties of the Autonomous Community of Aragon, where the language is preserved to greater or lesser extent. Figure 1 shows the situation of the Aragonese language in Spain.

Francho Nagore designed linguistic maps of Aragonese and Catalan in Aragon (Nagore, 2001). The maps were mainly based upon the data of two linguistic atlases: the *Atlas Lingüístico de la Península Ibérica* (Iberian Peninsula Linguistic Atlas) (Navarro & Balbín, 1962) and the *Atlas Lingüístico y Etnográfico de Aragón, Navarra y Rioja* (Aragon, Navarre and Rioja Linguistic and Ethnographic Atlas) (Alvar, Llorente, Buesa & Alvar, 1979). In 2001, the Government of Aragon elaborated and published a Proposal on the Languages of Aragon (which eventually was not submitted to the Parliament), explicitly defining two zones



Figure 1:

Linguistic Map of the Iberian Peninsula (modified from [http://commons.wikimedia.org/wiki/File:Mapa\\_lingüístic\\_de\\_la\\_Península\\_Ibéria.svg](http://commons.wikimedia.org/wiki/File:Mapa_lingüístic_de_la_Península_Ibéria.svg))

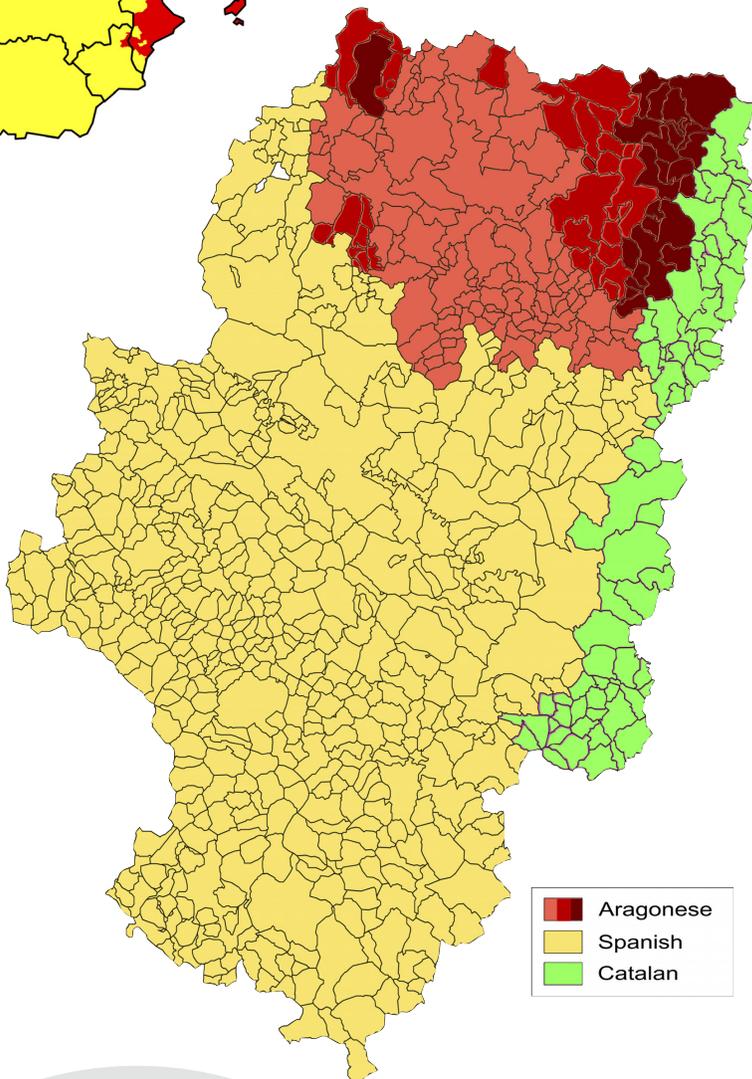


Figure 2: Map of the municipalities of Aragon, indicating the areas for Aragonese (Northern area, in different shades of red) and Catalan (Eastern strip). Note that Spanish is spoken throughout the whole territory.

where Aragonese and Catalan would have an official status and additionally listing the municipalities belonging to each zone. These zones essentially match those proposed by Nagore and are represented in Figure 2.

In the case of Catalan, the map accurately portrays the municipalities as well as where the language is currently used as the main language of communication amongst citizens. In the case of Aragonese, on the other hand, the map rather shows the areas where the language was spoken during the 20<sup>th</sup> century. In some areas (those in lighter red in Figure 2), Aragonese has ceased to be the language of communication for several decades, although it is still possible to find elderly people with native competence in Aragonese. Figure 2 shows in two types of dark red the municipalities where Aragonese is still used as language of communication by some of the citizens in these areas. The Valleys of Echo, Ansó, Bielsa, Chistau, Benás, the western area of Ribagorza, as well as some other villages in the Galliguera and the Tena Valley are amongst these municipalities. Note that after the rural exodus in the 20<sup>th</sup> century, many Aragonese-speaking families moved to other areas of Aragon or other areas in Spain, especially in the communities of Catalonia, Madrid and Valencia. Another noteworthy phenomenon is the emergence of hundreds of new speakers of Aragonese over the last forty years. The majority of these speakers live in urban areas. These people have studied the language as a second language and have acquired different levels of competence. There are no statistical data available on the use of Aragonese by families that moved or by new speakers. The total population of Aragon was 1,317,847 (Instituto Aragonés de Estadística, 2016), but the number of Aragonese speakers has never officially been researched.

In the 1981 census, a question was included on whether the respondent spoke or knew any “original language of the Aragonese region”. The CFA published an analysis of the data (excluding the city of Zaragoza of which data were not available), concluding that there were 11,824 active speakers of

Aragonese and 17,653 passive Aragonese speakers to be found in Aragon (CFA, 1983). The population of Aragon (1,213,099 inhabitants) counted a total of 2.4% speakers (active and passive) in 1981, with 1% of active speakers. By restricting to the area of historical use of Aragonese in the 20<sup>th</sup> century (figure 2), Tomás reports a total of 9,447 active speakers out of 125,550 inhabitants (7.5% of the population) and 16,017 passive speakers (12.8% of the population) (Tomás, 2006).

In 1999, the Aragonese Government commissioned a sociolinguistic survey in the North of Aragon to the team of Prof. Francisco Llera Ramo from the University of the Basque Country. The area under study had 129,964 inhabitants in 2001. The results of that study (Llera, Iraola & San Marín, 2001; Nagore, 2002) show that Aragonese was the first language for 8.4% of the inhabitants and that 1.6% of the inhabitants had both Spanish and Aragonese as their first languages, making a total of 9.9% or 12,866 mother tongue speakers of Aragonese. The study also assessed different linguistic skills. According to the answers, 45.4% (59,004) declared to understand Aragonese, 18.6% (24,173) could speak Aragonese, 8.3% (10,787) could read in Aragonese, while only 4.6% (5,978) responded that they could also write in Aragonese.

In the 2011 *Censo de Población y Viviendas* (Population and Housing Census), the Government of Aragon included several questions regarding the knowledge and use of native languages (Aragonese or Catalan) (table 1). It is noteworthy that, according to the census' answers, there are as many as 8,618 Aragonese speakers residing in the metropolitan area of Zaragoza, which, despite the fact that it is not part of the linguistic area of Aragonese, is home to many families that moved from that area as well as to a number of new Aragonese speakers (Seminario Aragonés de Sociolingüística, 2015).

Population and Housing Census of 2011	can speak	can understand	total population
entire Aragon	1.9% (25,556)	3.3% (44,439)	100% (1,331,189)
area of historical use	5.3% (8,425)	9.4% (14,924)	100% (159,010)
area where it is a language of communication	19.4% (4,457)	28.4% (6,540)	100% (22,999)

Table 1: The distribution of self-declared active and passive speakers in different areas where Aragonese is spoken (source: Government of Aragon, 2011; Seminario Aragonés de Sociolingüística, 2015)

**language status** Since the end of the dictatorship of Franco, during which Spanish was the only language allowed in public and administrative domains, Spanish legislation has allowed an important development in regard to other languages which are natively spoken in its territory. Article 3 of the *Constitución Española* (Spanish Constitution) of 1978 reads:

1. Castilian is the official language of the State. All Spaniards have the duty to know it and the right to use it.
2. The other Spanish languages shall also be official in the respective autonomous communities in accordance with their Statutes.
3. The wealth of the different linguistic forms of Spain is a cultural heritage which shall be specially respected and protected.

There are different interpretations as whether the second paragraph already declares the official status of all Spanish languages or whether an explicit declaration is needed in the Statutes of Autonomy of the affected territories (López & Soro, 2010). In any case, the Statutes of Autonomy of Galicia, the Basque Country, Navarre, Catalonia, the Valencian Community and the Balearic Islands clearly declared Galician, Basque, Catalan/Valencian and Aranese Occitan as co-official languages in (parts of) their territories. In the case of Aragon however, the native languages were not explicitly mentioned in the *Estatuto d'Autonomía d'Aragón* (Statute of Autonomy of Aragon) (Organic Law, 8/1982). Article 7 of the Statute

establishes that: "Aragon's diverse linguistic modalities will be protected, as elements of its historic and cultural heritage".

In 1996, a modification of Aragon's Statute of Autonomy was passed (Organic Law, 5/1996), recognising Aragon as a nationality and increasing the number of areas where Aragonese institutions were competent. The writing of Article 7 was modified to include the term languages and to make reference to language learning and speakers' language: "Aragon's own languages and linguistic modalities will be protected. Speakers' rights as well as their access to language learning in the areas where they are predominantly used, will be ensured in the form established by a Law of the Aragonese Parliament".

The last important reform was passed in 2007 (Organic Law, 5/2007) when a new Statute of Autonomy of Aragon was elaborated upon. Regarding languages, it states:

Own languages and linguistic modalities:

1. Aragon's own languages and linguistic modalities are one of the most prominent manifestations of Aragonese historical and cultural heritage, and a social value of respect, coexistence and understanding.
2. A Law of the Parliament of Aragon shall establish the areas of predominant use of Aragon's own languages and linguistic modalities, shall regulate their legal status, the rights of use of the speakers within those territories, shall foster the protection, recovery, education, promotion and dissemination of Aragon's linguistic heritage, and shall favour, in the areas of predominant use, the use of the own languages in the relations between citizens and Aragonese public administration.
3. No one shall be discriminated against on grounds of language.

The issues on languages received an improved form of recognition in the amended law, as the new text not only refers

to their protection, but also to the promotion, recovery and encouragement of their usage. The amendment also refers to the languages as a social value and introduces the concept of non-discrimination on the basis of language. However, no official status is granted to any of the languages and there is no reference to the names of the languages which this provision aims to protect, promote and favour. The reason for this omission lies in the controversy caused by the refusal of some Aragonese individuals and political parties to consider Catalan as one of the the native languages of Aragon. Hence, the solution for a consensual Statute of Autonomy was to neither “name” Aragonese or Catalan in it.

Although the linguistic provisions of the Statute of Autonomy of Aragon require the elaboration of a Law on the Languages of Aragon since 1996, this Law was not passed until 2009. In the meantime, some laws introduced a certain legal recognition of Aragon’s languages, regulating the use of Aragonese and Catalan in road signs, in writing petitions to the *Justicia de Aragon* (Aragon’s Ombudsman), in writing wills, inheritance or antenuptual contracts or in writing the names of municipalities. A list of these laws can be found in the regulations section, at the end of this dossier.

In 1997, the Aragonese Parliament created a *Comisión Especial de Política Lingüística* (Special Study Commission on Language Policy) in Aragon. The final report (Cortes de Aragón, 1997), which was approved with no negative votes, acknowledged Aragon’s multilingual reality: “Aragon is a multilingual community, where, together with the Spanish majority language, other languages coexist, which are Catalan and Aragonese, with their different modalities”. In addition, the need of equal treatment, legal recognition, respect to the dialects, teaching, use of bilingual signs, dissemination and standardisation were acknowledged. The report required the Parliament of Aragon to pass a law based upon three principles:

- Catalan and Aragonese are Aragon's native languages;
- Catalan and Aragonese are co-official, together with Spanish, in their respective territories, in the levels that will be determined and;
- the culture derived from the respective languages will be protected and enhanced through publications, media, cultural events, etc.

Spain is also one of the signatory countries of the European Charter for Regional or Minority Languages (hereafter: ECRML). Spain signed the Charter in 1992 and the Parliament ratified it in 2001. For the Aragonese language, Spain committed itself to apply the provisions of Part III and Article 7 of the ECRML.

In 2009, the "Law on the Languages of Aragon" was discussed and approved by a narrow majority in the Parliament of Aragon as *Ley 10/2009 de uso, protección y promoción de las lenguas propias de Aragón* (2009) (Law on the use, protection and promotion of Aragon's own languages; hereafter: LLA-2009). However, some of the Aragonese political parties disagreed with the consideration of Catalan as one of Aragon's native languages, assuming positions of linguistic secessionism. They stated that they would repeal or significantly modify the law if they had the opportunity in the next legislative period. The LLA-2009 recognised the existence of three languages in Aragon and referred to Aragonese and Catalan as the original and historic languages of Aragon. However, it did not establish any official status for these languages, since this status is only reserved for Castilian. The law also proposed a zoning plan of Aragon into four distinct linguistic areas: a) the area of predominant historical use of Aragonese, b) the area of predominant historical use of Catalan, c) a mixed area of historical use of Aragonese and Catalan, and d) the area of exclusive use of Castilian. Moreover, it allowed for the definition of transition areas, in which some educational provisions would be applied.

The law recognised a number of rights for speakers of Aragonese and Catalan. It included the right to use and receive an answer

in Aragonese or Catalan in the written and oral communication with Aragonese institutions, as well as with local administrations within the areas where Aragonese is predominantly historically used. This right gave the languages a quasi-official status. Regarding education, the law guaranteed the citizens living in the areas of predominant historical use of Aragonese or Catalan, the right to be taught in their own language at school as a voluntary subject. Other provisions consisted of the use of the own languages in notarial instruments, in names and surnames, the use of traditional toponyms, street names, the promotion of Aragonese and Catalan in public radio stations and televisions, the encouragement of the production and dissemination of audio-visual works in these languages as well as the regular publication of newspaper articles. Other activities to be promoted in the regional language were literature production, audio-visual dubbing and subtitling, collection, research, and archival of works produced in Aragonese, development of terminology for different fields, and the awareness of native languages outside the areas of predominant use.

A consultative organ, the *Consejo Superior de las Lenguas de Aragón* (Higher Council of the Languages of Aragon; hereafter: CSLA) was created to advise the government with respect to linguistic issues. The law also entailed the creation of two linguistic regulatory bodies, the *Academia de la Lengua Aragonesa* (Aragonese Language Academy) and the *Academia Aragonesa del Catalán* (Aragonese Academy of Catalan). The bylaws of both academies were approved and the CSLA issued a report to the government proposing the first ten members of each of the Academies.

However, since the elections in Aragon in May 2011, the development of the implementation of this law was stopped.

In short, the LLA-2009 nominally granted Aragonese and Catalan a significant level of protection, giving the speakers some linguistic rights in the areas of predominant use. However, in real terms the development and accomplishment of its provisions was limited in some aspects and non-existent in most cases, in

the three and a half years (from February 2010 to June 2013) that the law was in force.

The conservative Aragonese Government submitted a new bill to the parliament repealing the LLA-2009. It was passed, again by a narrow majority, as *Ley 3/2013 de uso, protección y promoción de las lenguas y modalidades lingüísticas propias de Aragón* (2013) (Law on the use, protection and promotion of Aragon's own languages and linguistic modalities; hereafter: LLA-2013). This law is currently effective.

The LLA-2013 presents a structure similar to the LLA-2009, but lowers the level of protection granted by the previous one. An important difference between both laws is that, intending to avoid the controversy on the name of the Catalan language in Aragon, the LLA-2013 does not name the languages that are supposedly promoted and protected. It states that Castilian is the official language of Aragon and that Aragon's native, original and historical languages are "the Aragonese languages, with their linguistic modalities, used predominantly in the northern and eastern areas of Aragon".

The law proposes again a zoning of the region, stating the existence of two linguistic areas (to be later defined by the government). The first zone is defined as the area of predominant historical use of the Aragonese language, inherent from the Pyrenean and Prepyrenean areas of Aragon (referring to the Aragonese-speaking area). The second zone is described as an area of predominant historical use of the Aragonese language inherent to the eastern area of Aragon (referring to the Catalan-speaking area).

The general linguistic rights that all Aragonese citizens can claim by the LLA-2013 are essentially the same as in the LLA-2009. However, the wording of the new law tones down the duties of the public administration. For instance, speakers of Aragon's native languages have the right to use their language in written and oral communications with Aragonese institutions, but these

are not required to answer in that language. The LLA-2013 still recognises the right of children in the speaking areas to be taught their own language at school, as a voluntary subject (see section *status of language education*, see below). The provisions about the use of own languages in notarial instruments, in names and surnames, the use of traditional toponymy, street names (now allowing bilingual denominations), in public mass media and in newspapers are kept in the LLA-2013. The law also keeps the statements to the promotion of cultural activities, literary and audio-visual productions, collection, research and archival of works produced in Aragonese, but eliminates provisions such as the promotion of audio-visual dubbing and subtitling, development of terminology or linguistic awareness promotion outside the areas of predominant use.

The CSLA disappears in the present law, since LLA-2013 determines the establishment of a single regulatory body for both languages: the Aragonese Language Academy. The Academy's first ten members are appointed, five are appointed by Aragon's Government and five by Aragon's Parliament. At the time of writing this dossier, the Academia has not been yet established.

In May 2015, a new left-wing government was elected. The new government announced that a new Law on Languages will soon be submitted to the Aragonese Parliament. A relevant step has been the creation of a specific Directorate-General for Language Policy.

**status of  
language  
education**

The responsibility of legislation and management of education in Spain is shared between the State Administration and the Autonomous Communities, according to the Constitution and the Statutes of Autonomy. In the case of Aragon, the responsibility, functions and services of higher education were devolved to the Aragonese administration in 1996, under the *Real Decreto 96/1996 sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de Aragón en materia de universidades* (1996) (Royal Decree 96/1996 on the devolution of functions and services in university

education from the State Administration to the Autonomous Community of Aragon). In 1998, non-university education was devolved under the *Real Decreto 1982/1998 sobre traspaso de funciones y servicios de la Administración del Estado a la Comunidad Autónoma de Aragón en materia de enseñanza no universitaria* (1998) (Royal Decree 1982/1998 on the devolution of functions and services in non-university education from the State Administration to the Autonomous Community of Aragon). In both levels of education, the State Administration retains the responsibility for basic legislation, the issuance of academic degrees and the higher inspection.

The Aragonese activist movement began to demand a place for Aragonese in education in the seventies (for example the *L'aragonés t'a escuela* campaign, promoted by the CFA). The presence of Aragonese in the education system dates back to the academic year 1997/1998, before the first Law on Languages was approved. This was possible thanks to an agreement between Aragon's Government and the councils of L'Aínsa (Aínsa), Benás (Benasque), Biescas and Chaca (Jaca), as an extra-curricular, non-evaluable voluntary subject. It started slowly, only in four schools in the towns Benasque, Aínsa, Biescas and Jaca. In these towns Aragonese got allocated a small amount of time as an extra-curricular activity. The teaching of this course was assigned to four half-time interim teachers. In that year, fifty students took the subject. In the academic year 1984/1985, seventeen councils and fourteen schools had formally asked for teaching Aragonese, but was not implemented at that time.

The next major step took place in 2005, when the Aragon Government's Orders, which establish the curriculum to be implemented in Aragon at the different educational stages, were published, according to the *Ley Orgánica 10/2002 de Calidad de la Educación* (Organic Law 10/2002 on Education Quality; hereafter: LOCE). These Orders enabled educational centres in the Aragonese and Catalan language regions to offer these subjects by elaborating a linguistic project with a view

to enhancing the learning of the own language. The Orders also permitted the use of the native language as a medium of instruction in the different educational stages.

The following year, a new Law on education was passed in Spain, after a change of government: the *Ley Orgánica 2/2006 de Educación* (2006) (Organic Law 2/2006 on Education; hereafter: LOE). Subsequently, Aragon's Government again published the Orders which established the curriculum to be implemented in the different stages: primary and secondary education in 2007, infant education and post-compulsory education in 2008. These orders allowed the inclusion of Aragonese and Catalan classes during regular school hours. Additionally, these Orders allowed primary and secondary schools as well as post-compulsory education to approve and develop linguistic projects that aim to improve the functional learning of native languages, using them as the language of instruction for other subjects. However, in the case of Aragonese, no school implemented this provision.

In October 2007, in the absence of a curriculum for Aragonese, the *Dirección General de Política Educativa* (Directorate-General for Education Policy), a section of the Department of Education, Culture and Sport, designed curricular guidelines for the languages of Aragon.

The LLA-2009 ensures citizens who are living in the areas of predominant historical use of Aragonese or Catalan the right to have their own language taught (voluntarily) at the school, taking into account the local linguistic modalities. The Government of Aragon is obligated to ensure this right by offering the subject in the schools of those areas and boost the production of Aragonese teaching materials. Aragonese has to be included within the curriculum of different educative levels as a subject, and adequate training has to be made available for teachers. Provisions were also made to promote Aragonese and Catalan learning in adult education and to promote their use within the University of Zaragoza, where degrees with specialisation in Catalan and Aragonese philology

should be offered. The LLA-2013, closely follows the provisions of the previous educational legislation, although there are some differences in the wording. For example, the right to be taught the languages of Aragon within the areas of historical use is now “recognised” instead of “ensured” and there is no provision to teach Aragonese languages outside those areas. The other relevant difference is that the LLA-2013 does not have any article regarding the university education.

In 2013, a new law modifying the educative system was passed in Spain: *Ley Orgánica 8/2013 para la mejora de la calidad educativa* (2013) (Organic Law 8/2013 for the improvement of education quality; hereafter: LOMCE). LOMCE contains a set of changes and additions to the previous LOE. These changes imply that the Aragonese Government must approve and publish a new curriculum for each of the educational stages. The curriculum for primary education was established in 2014 (*Orden de 16 de junio de 2014, de la Consejera de Educación, Universidad, Cultura y Deporte, por la que se aprueba el currículo de la Educación Primaria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón*). The curriculum makes it possible to include the native languages as an elective examinable subject within the regular school time and allows schools to elaborate linguistic projects to use the own languages for teaching other subjects. The new curriculum also establishes the Area of Aragon's Native Languages, and, for the first time, develops a complete programme with detailed contents, evaluation items and competences to be achieved within each course in the subject of Aragonese.

In 2015, the curriculum for *Educación Secundaria Obligatoria* (compulsory secondary education; hereafter: ESO) was published (*Orden de 15 de mayo de 2015, de la Consejera de Educación, Universidad, Cultura y Deporte, por la que se aprueba el currículo de la Educación Secundaria Obligatoria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón*). It created a new field of

study on “Aragon’s Native Languages”, which was considered as an elective field of study with an allocation of two hours per week. Within this field, the curriculum developed the complete programme, competences and evaluation items for the four courses in the subject of Aragonese (but not for Catalan, which continues to be regulated by Catalonia’s curriculum, according to the agreement between the Aragonese and Catalan governments). The curriculum should have been applied from the school year 2015/2016, but the new Aragonese government elected after May 2015 suspended the application of all LOMCE-based curricula of both compulsory and non-compulsory secondary education.

**education  
system**

The framework and legal basis for the Spanish education system has changed several times in recent decades according to the vision on education of successive political parties. Therefore, in the past two decades, four different laws have been adopted: *Ley Orgánica 1/1990 de Ordenación General del Sistema Educativo* (1990-2002, but continued until 2006) (Organic Law 1/1990 on the general organisation of the education system), LOCE (2002-2004, approved but not developed), LOE (2006-2013) and the last one: LOMCE (since 2013). Each of these laws has developed a particular set of contents, subjects, educational objectives and criteria that in one way or another forces to adapt and change the methodology and textbooks. In fact, as a result of the application of the LOMCE, each Autonomous Community with responsibility in education was required to develop new curricula for the different educational stages.

In the Spanish education system four stages can be defined before higher education:

1. *Educación Infantil* (pre-school education): first cycle: age 0-3; second cycle: age 3-6;
2. *Educación Primaria* (primary education): age 6-12;
3. *Educación Secundaria Obligatoria* (compulsory secondary education): age 12-16;

4. *Bachillerato* (baccalaureate or post-compulsory education): age 16-18.

In addition, there are other educational stages consisting of vocational education (in three levels), arts and music education (both in specific centres) and adult education.

University education falls under a separate law. Universities in Spain are largely self-governing institutions, funded by the Autonomous Communities, but with a general framework defined by the State. The *Ley de Reforma Universitaria* (1983-2002) (Law on University Reform) approved the principle of university autonomy. After that, the *Ley Orgánica de Universidades* (2002-2007) (Organic Law on Universities; hereafter: LOU) focused on the university governing bodies and established a new form of assessment and accreditation done by accreditation agencies, such as the national-level *Agencia Nacional de Evaluación de la Calidad y Acreditación* (National Agency for Quality Assessment and Accreditation of Spain) or the *Agencia de Calidad y Prospectiva Universitaria de Aragón* (Aragon Agency for Quality Assurance in Higher Education). Finally, the *Ley Orgánica 4/2007 por la que se modifica la Ley Orgánica de Universidades* (2007) (Organic Law modifying the Organic Law on Universities) was approved in order to modify some dysfunctional aspects of the previous law and adapt to the university system that has been established under the Bologna Agreements. The Bologna Process created the European Higher Education Area in 1999, in particular under the Lisbon Recognition Convention, and has changed the framework of Spanish university studies.

**private and  
public and  
state**

Education in Spain is funded by both state and private funds. The majority of public schools are funded by the Ministries of Education of the Autonomous Governments. This dependency on the government is reflected in the more homogeneous character of the state schools, also in terms of language policy.

The private education sector has always had an important position in Spain. The 1978 Spanish Constitution established the right for private schools to receive state funding if several

conditions are met. Most private schools are related to the Catholic Church. There are also some private schools for linguistic immersion. Most private schools are subsidised by the authorities (known as *Educación Concertada*) and, as a consequence, have some regulations in common with the state system (e.g. student admission). Public schools represent a majority of the total of primary and secondary schools. In Aragon, more than 68% of the children attend public schools for compulsory education, 29% go to subsidised private centres and 3% to private schools.

Formal teaching of Aragonese, which began in the year 1997/1998, only takes place in public schools. Neither public nor private schools, however, (with a few exceptions) in Aragon have shown special interest in promoting the language. Some schools have had particular initiatives to promote Aragonese, initiated by teaching staff. It must be noted that the *Luzía Dueso* programme, named after an Aragonese writer, allows the organisation of Aragonese activities in public and subsidised private schools. In the year 2013/2014, 17 schools (15 state and 2 subsidised) organised activities under this program.

**bilingual  
education  
forms**

There is no educational centre offering an Aragonese language class as part of a bilingual or immersive programme.

In accordance with Aragon's educational curricula of 2007 and 2014, individual schools may approve and submit a linguistic project to use Aragonese or Catalan as the medium of instruction. However, no educational centre has made use of this possibility in the case of Aragonese.

**administration**

The Spanish Ministry of Education, Culture and Sports regulates the basic structure of the educational system. The stages of education and common grades for all the autonomous communities are established by Organic Laws approved by the Spanish parliament. However, the management and administration of schools are regulated by the autonomous governments. Consequently, in Aragon, the funding and

organisation of the public network of schools, the funding of concerted private schools, the elaboration of the curriculum, the management of teaching staff, etc., fall within the responsibility of the Aragonese Ministry of Education, University, Culture and Sports. A similar distribution of responsibilities exists for higher education, although universities have a high degree of autonomy regarding their own management.

**inspection**

All autonomous communities have their own *Inspección Educativa* (Inspectorate of Education) for educational matters. The *Cuerpo de Inspectores de Educación* (Body of Education Inspectors) consists of civil servants who perform their duties mainly in schools, but also in individual adult courses with public funding. This body is responsible for checking if the education system is in line with the requirements determined by each Autonomous Government.

There is also a State-level Higher Inspection Service, which is the responsibility of the Spanish Government and has one or more specific inspectors in each Autonomous Community.

**support  
structure**

The Government of Aragon, within the Department of Education, Culture and Sport, has established an association of professionals who advise on education and organise and coordinate activities, courses and seminars. This includes the *Luzía Dueso* programme which offers public-funded schools a catalogue of activities related to the Aragonese language and also provides guidance and resources in order for schools to be able to organise similar activities. Such an activity concerns the invitation of a person linked to different cultural areas (musicians, writers, teachers, etc.) who uses the Aragonese language in order to do some activities. Each activity has one session per group. Additionally, there is a *Luzía Dueso* seminar which aims at regulating the implementation of the cultural activities related to Aragonese at schools as well as giving general information about Aragonese and its introduction in education at these schools. This programme was established in the academic year 2006/2007 and is also open to schools where Aragonese

is not taught as a subject. In the academic year 2013/2014, 40 activities about the Aragonese language were organised with help of this programme, in 17 educational centres. The programme also includes an annual seminar specifically designed for teachers of Aragonese.

The *Centros de Innovación y Formación Educativa* (Educational Formation and Innovation Centres; hereafter: CIFE) are educational centres that organise and provide training and courses for teachers. There are currently three of these centres in Aragon, one in each province. The most important centre for Aragonese is called CIFE *Ana Abarca de Bolea* (after a writer who wrote several texts in Aragonese in the 17<sup>th</sup> century) and is located in Huesca.

In addition, the University of Zaragoza offers a non-official course called *Diploma de Especialización en Filología Aragonesa* (Specialisation Diploma in Aragonese Philology), that may be useful for future teachers. It also has promoted several courses and seminars, organised by the Department of Hispanic and General Linguistics and the Department of Psychology and Sociology. There are also several research groups studying different aspects of the Aragonese language.

Finally, in the absence of public institutions devoted to it, private associations have also committed themselves to language codification, teaching and promotion. As an example, the Orthographic Proposal (2010) of the EFA-ACAR was adopted in 2014 in the last primary education curriculum as the official spelling system to be used in education until the Aragonese Language Academy is created.

## 2 Pre-school education

**target group** Pre-school education is aimed at children up to six years old and is non-compulsory. It is divided into two stages or cycles: the first cycle is for the ages 0-3, and the second cycle for the ages 3-6. Although none of the stages are compulsory, almost all the children, more than 95%, attend school in the second stage.

**structure** The second cycle is very often at the same schools as primary education is offered. The centres are called *Colegio de Educación Infantil y Primaria* (pre-school and primary education school; hereafter: CEIP) or *Colegio Rural Agrupado* (grouped rural school; hereafter: CRA). The latter are educational centres including rural schools in different villages. On the other hand, schools for the first cycle are called *escuelas infantiles* (infant schools), or generally called *guarderías* (nurseries) or *jardines de infancia* (kindergarten).

The current pre-school curriculum in Aragon, approved in the *Orden por la que se aprueba el currículo de la Educación infantil* (Decree which approves the curriculum of infant education) of 2008, states that “given the linguistic reality of Aragon, it is necessary to enhance, in the areas where Aragonese or Catalan are spoken, the learning of the languages and linguistic modalities, since the earliest ages, through teaching or linguistic projects, which will be elaborated by the educational centres”. It also provides (article 19) for the possibility that educational centres teaching Aragonese or Catalan in the second cycle may develop linguistic projects which facilitate the functional learning of both languages (including their use as a medium of communication).

**legislation** Pre-school education is regulated by the LOE (2006) and LOMCE (2013), both established by the Spanish Parliament. In these laws, pre-school education is considered as an educational stage designed to contribute to the physical, emotional, social and intellectual development of pupils. Close co-operation with parents is stressed (LOE, 2006, Title I, Chapter I, Article 12).

In reference to languages, LOMCE establishes that “the Government will establish the foundations of multilingual education from the second cycle of infant education to the baccalaureate, in consultation with the Autonomous Communities” (LOMCE, 2013, final provision 7 bis).

**language use**

At pre-school level, language is included in one of the three wider learning areas defined in the curriculum: “Language: Communication and Representation”. The other two learning areas are: “Self-knowledge and personal autonomy” and “Knowledge of the environment” (*Orden por la que se aprueba el currículo de la Educación infantil* ).

In the description of the area for the first cycle, the curriculum states that in the areas where Aragonese or Catalan are spoken alongside with Spanish, those languages will be used as a medium of communication and will receive a similar treatment as Spanish. In the second cycle, a similar statement is included, but the use of the language as an instrument of communication must be done according to a project designed in the educational centres.

Practically speaking, however, the language of instruction is Spanish in all cases, as no bilingual project has been proposed by schools. Some primary schools that include the second cycle of pre-school offer Aragonese lessons, given by the same teachers as in primary education. Aragonese lessons are given in regular school time, ranging from 30 minutes to 1 hour and 45 min per week.

**teaching material**

There is no official teaching material for this stage. The only published didactic material for pre-school education is *Carlons y Carmeta* (Aragonés & Seira, 1997), intended for the educational development of children between 0 and 6 years. Teachers do not use this material, though, as they rather use material created by themselves.

## statistics

<b>school</b>	<b>students (2014/2015)</b>
CRA Cinca – Cinqueta (Plan, Saravillo, Gistaín, Bielsa, San Juan de Plan, Laspuña)	12
CRA Alto Gállego (Biescas, Sallent, Panticosa, Tramacastilla)	89
CEIP Vírgen de los Ríos (Caldearenas)	5
CEIP Miguel Servet (Senegüé)	3
CRA Alta Ribagorza (Benasque, Sarllé (Cerler), Castilló de Sos (Castejón de Sos), Laspauls (Las Paúles), Saúnc (Sahún)	37
CEIP San Juan de la Peña (Jaca)	17
CEIP Monte Oroel (Jaca)	20
CRA Río Aragón (Echo, Ansó)	18
CRA Alto Ara (Boltaña, Fiscal, Torla, Broto)	61
<b>total</b>	<b>262</b>

*Table 2: Number of students receiving Aragonese lessons in pre-school education (aged 3-6) by school (source: Department of Education, Government of Aragon).*

### 3 Primary Education

**target group** Primary education is the first compulsory stage of education in Spain. It is aimed at children from 6-12 years old.

**structure** Until the academic year 2013/2014, primary education was divided into three levels or cycles of two years each. The lower cycle is for children aged 6-8, the intermediate for children aged 8-10, and the upper cycle for 11-12 year old children. However, this concept disappeared when the LOMCE came into force. Public primary schools are usually CEIPs and CRAs (in rural areas) and in both cases contain the second cycle of pre-school education. Many private centres allow students to attend secondary education within the same centre.

The newest curriculum for primary education in Aragon, approved in 2014, created a new subject area for Aragon's regional languages. A complete curriculum<sup>1</sup> (objectives, contents, basic skills and learning standards) for each of the six years was developed for the Aragonese language only, since Catalan is still offered according to a previous agreement with the Government of Catalonia. Before this new curriculum, curricular guidelines for the subject of Aragonese in primary education, such as the appendix of the Aragonese LOE Curriculum for primary education of 2007, had been used. The curriculum of 2014 is considered insufficient by different parts of society. Therefore, there is still a need for ongoing curriculum development.

The curriculum of primary education states that in all areas, learnings related to Aragonese territory and natural, social and cultural heritage (including both regional languages Aragonese and Catalan) will be incorporated within a global context. The curriculum allows, in Article 19, primary schools the possibility to teach their own regional languages during school time and to develop linguistic projects facilitating the functional learning of these languages, by using them as language of instruction for other subjects.

The decree also establishes that a single orthography will be

used for the teaching of Aragonese, to be set by the *Academia Aragonesa de la Lengua*, and that in the meantime, EFA-ACAR's *Propuesta Ortografica* would be provisionally used. This particular point was appealed by a political foundation, and is currently suspended until the Court decides on the appeal.

**legislation** Primary education is regulated by the LOE (2006) and the LOMCE (2013). The application of the provisions of the LOMCE and the new curricula started in the academic year 2014/2015 for the first, third and fifth grades of primary education and progressively attains all levels. According to the law, the purpose of primary education is to educate students in speaking, listening, reading, writing, numeracy, acquisition of basic cultural concepts, the habit of living together as well as of studying and working, artistic sense, creativity and affectivity. These aims are there in order to ensure that pupils receive comprehensive education that contributes to the full development of their personality and prepares them to take full use of compulsory secondary education (LOMCE, 2013, Title I, chapter II, Article 16).

**language use** Although Aragonese could theoretically be the language of instruction, according to the primary education curriculum of Aragon, no school in the Aragonese-speaking area has exercised this option. As contrast, two schools in the Catalan-speaking areas of Aragon use Catalan as medium of instruction.

Since the application of the new primary education curriculum in 2014/2015, Aragonese is a full part of the curriculum and can be offered as an elective examinational subject within the portion of school time freely allotted by each school board (to at most one hour and a half per week). However, all schools where Aragonese is taught have decided up to now to keep it as a non-examinative subject outside school hours.

Each school is supposed to teach the dialect of the area. This is a difficulty as teachers of Aragonese do not have permanent positions and could need to move to another school, with

different linguistic features. This situation was managed in the last years by creating a list of candidates with competence in each of the main dialects, as well as another list for the standard language.

Generally speaking, it can be said that the current situation of Aragonese in pre-school and primary education is still the same as noted by authors such as Huguet et al. (2008). It is characterised by precarious job contracts, the lack of teaching materials, the difficulties for pupils living in a different town to take Aragonese (as it is offered after school time) and the low professional status of Aragonese teachers.

The situation of Aragonese teachers is quite problematic. Even after the opening of two new teacher positions in the last two years, there are only seven Aragonese teachers in pre-primary and primary education. Two of them hold full-time positions, while the rest holds part-time positions. Moreover, none of the Aragonese teacher positions is permanent.

**teaching  
material**

There is no official material published that aims to teach Aragonese in primary education, but there are several books, didactic units and resources, as well as collections of materials that could be used for that purpose. However, most of the materials used in Aragonese classes are created or adapted by the teachers themselves. Some examples of teaching material are *Lizions de Fabla Aragonesa*, *Alasets ta la mainada*, *Chugar e charrar*, *China chana*, *Dizionario breu de a luenga aragonesa*, *Un borguil de parolas*, *O bideochuego de Lorién e Marieta*, *Ixo ye una estrela?* and *L'Aragonés ta primaria*. In addition, recommendations and materials are published every week in the regional newspaper *Heraldo de Aragón* in an education section, some of which are intended for primary education.

statistics

school	students (2012/2013)	students (2013/2014)	students (2014/2015)*
CRA Cinca – Cinqueta (Plan, Saravillo, Gistaín, Bielsa, San Juan de Plan, Laspuña)	65	71	42 (30 in primary education)
CRA Alto Gállego (Biescas, Sallent, Panticosa, Tramacastilla)	109	119	89 (0 primary education)
CEIP Virgen de los Ríos Caldearenas	6	4	9 (4 in primary education)
CEIP Miguel Servet Senegüé	6	6	4
CRA Alta Ribagorza (Benasque, Sarllé (Cerler), Castejón de Sos, Las Paúles, Sahún)	131	135	152 (115 in primary education)
CEIP San Juan de la Peña Jaca CEIP Monte Oroel Jaca	45	47	74 (37 in primary education)
CEIP Asunción Pañart Montaner Aínsa	25	35	62 (all in primary education)
CRA Río Aragón** (Echo, Ansó)	-	38	31 (13 in primary education)
CRA Alto Ara** (Boltaña, Fiscal, Torla, Broto)	-	-	116 (55 in primary education)
<b>total</b>	<b>387</b>	<b>455</b>	<b>582</b> <b>(320 in primary education)</b>

Table 3: Number of students receiving Aragonese lessons at school in CEIPs and CRAs (aggregated data for pre-primary and primary education; source: Government of Aragon).

\* Available data for 2014/2015 allows to distinguish between pre-school and primary education, but the table includes also the aggregated numbers for the sake of comparison with previous years.

\*\*Aragonese lessons in CRA Río Aragón (Ansó and Echo) and CRA Alto Ara (Boltaña, Fiscal, Torla and Broto) were established in 2013/2014 and 2014/2015 respectively.

It is not possible to find out the total number of students that have received Aragonese lessons since its implementation in 1997/1998. Adding the yearly numbers of students taking Aragonese as a subject up to the 2014/2015 cohort, gives the number 4,030.

## 4 Secondary education

**target group** Secondary education includes the compulsory stage ESO, aimed at students from 12-16 years old, non-compulsory secondary education, which is the baccalaureate, and *formación profesional de grado medio* (intermediate level of vocational training, to be discussed in section 5) for students older than 16. With the new framework established by the LOMCE, there is one more level for students older than 15 who cannot satisfactorily reach the ESO level, named *formación profesional básica* (basic vocational training).

**structure** Public centres of compulsory and non-compulsory secondary education are called *Institutos de Educación Secundaria* (secondary education institutes; hereafter: IES). Students who completed compulsory secondary education have achieved the basic competences and the objectives of the stage and will be awarded a certificate, allowing them to proceed to the baccalaureate and intermediate level vocational training. Post-compulsory secondary education (upper secondary education) starts at the age of 16 and lasts two years. Students can choose between a university oriented education, baccalaureate, which enables them to access higher education or superior vocational training, and an intermediate vocational training branch. After this intermediate vocational training, students can also enter the superior vocational training if they do not directly want to enter the labour market.

**legislation** According to the LOMCE, the aim of compulsory secondary education is to ensure that students who are educated in the basic cultural elements, are able to develop and consolidate study and work habits and prepare for their incorporation into higher education or the labour market (Title I, Chapter III).

As stated in the LOMCE, the aim of the baccalaureate is to provide pupils with training, human- and intellectual maturity, knowledge and skills to enable them to develop social functions and to allow them to access higher education (Title I, Chapter IV).

**language use** Aragonese is a voluntary subject in secondary education but has been insufficiently deployed. In recent years, Aragonese has been taught as a non-curricular subject outside school time in two high schools: IES Sobrarbe in Aínsa and IES Pirineos in Jaca. In the school year 2013/2014, a specialist teacher in secondary education was incorporated for the first time (including the baccalaureate), so that students registered in Aragonese received two hours per week of language lessons. Previously, this class was taught by a primary school teacher. In the school year 2014/2015, Aragonese has been introduced for the first time in CRA Alto Ara, which includes the first two years of secondary education.

In the current curriculum for secondary education, established in 2007, it is possible to use Aragonese as a language of instruction for multiple courses, but this has not been done yet. The curriculum does not detail the content and pedagogical aspects of the Aragonese subject. These aspects were developed in a new ESO-level curriculum, adapted to the LOMCE (*Orden de 15 de mayo de 2015, de la Consejera de Educación, Universidad, Cultura y Deporte* (Minister of Education, University, Culture and Sports) who establishes the curriculum of the compulsory secondary education and authorizes their implementation in the schools of the autonomous community of Aragon. However, this has not been applied, as the new Aragonese government elected in May 2015 suspended the application of all the LOMCE curricula in compulsory and non-compulsory secondary education.

**teaching material** There is no officially approved teaching material for this level. Teachers have to create their own materials or adapt them from other languages. Nevertheless, there are two books for learning Aragonese in secondary education. In 2007, the county Alto Gállego published the book *Pos ixo... Materials ta aprender aragonés* (Benítez, 2007), intended to serve as material for teachers as well as self-learning material in the second cycle of Secondary Education, Baccalaureate and Adult Education. Secondly, the text book *Aragonés ta Secundaria*

(Campos, 2014), has been published recently, and is adapted to the B1 level of the Common European Framework of Reference for Languages (hereafter: CEFR). In addition, every week recommendations and materials are published in the regional newspaper called *Heraldo de Aragón*, in an education section, some of which are intended for secondary education.

**statistics**

<b>school</b>	<b>students (2013/2014)</b>	<b>students (2014/2015)</b>
CRA Alto Ara (Broto)	-	6
IES Sobrarbe (Aínsa)	9	8
<b>total</b>	<b>9</b>	<b>14</b>

*Table 4: Number of students receiving Aragonese lessons in secondary education (source: Department of Education, Government of Aragón).*

## 5 Vocational Education

**target group** *Formación Profesional de Grado Medio and Grado Superior* (vocational education) is non-compulsory and addressed to students from 16 years old who want to enter the labour market. It provides them with professional qualifications, gives them access to employment and prepares them for active participation in social, cultural and economic life.

**structure** After compulsory secondary education, students can choose for a two-year course of specific vocational education at *Grado Medio* (Intermediate Level or Intermediate Vocational Training). This type of education is mainly provided at secondary schools.

There is also a higher cycle of vocational education, which is specific vocational education at an advanced level called *Grado Superior* (Advanced Vocational Training). The latter requires prior completion of the Baccalaureate or an equivalent and gives students the opportunity to access the labour market or university.

Students receive the corresponding certificate of intermediate or advanced level in the chosen field after each cycle of vocational education.

Each cycle has a specific curriculum, so there is no general curriculum such as the ones in primary or secondary education. No reference to Aragonese appears in any of the curricula for vocational education.

**legislation** According to the LOMCE, the aim of vocational training is to provide the students with the basic tools and knowledge for their incorporation into the labour market (Title I, Chapter V).

**language use** Aragonese is not taught in this type of education.

**teaching material** There is no teaching material for this stage.

**statistics** There are no statistics available for this stage.

## 6 Higher education

### structure

Students can access university after having successfully completed their compulsory and non-compulsory secondary education or having finished higher-level vocational education. In order to be admitted to a public university, students must pass an university entrance exam.

Since the adaptation of the Spanish university system to the European Higher Education Area (EHEA), official university education encompasses three levels which all have their specific training objectives. After each level, students receive a degree with academic value, which is recognised within the whole EHEA: the *Grado* (Bachelor's degree) with 240 credits, *Máster* (Master's degree) with additional 60 to 120 credits and *Doctorado* (doctoral degree), which finishes with the defence of the doctoral thesis with a nominal duration of three years. Note that in all EHEA universities, the credit count is homogeneous, using the so-called ECTS credit system (European Credit Transfer and Accumulation System), where a full-time academic year is equivalent to 60 credits. The new structure of university education adapted to the EHEA has been fully implemented since the academic year 2010/2011.

The University of Zaragoza, established in 1542, is the main university in Aragon. It is a public university with campuses in Zaragoza, Huesca and Teruel, the largest cities in Aragon. It offers a wide range of official studies awarding Bachelor's, Master's and doctoral degrees. The University of Zaragoza, like other universities, also awards non-official degrees for so-called *estudios propios* (own degrees). These degrees are specialisation studies in very specific fields, usually intended for postgraduate students. In contrast to official degrees, these degrees do not have subsidised prices and are not recognised as official studies by other EHEA universities. However, they can be very much appreciated in the labor market.

The *Universidad Nacional de Educación a Distancia* (National University for Distance Education) is a public, state-level,

distance learning university. It has a number of centres throughout the entire Spanish territory, including three centres in Aragon: Teruel, Calatayud and Barbastro. At these centres students can take exams and interact with professors. This university is funded by the Spanish Government.

The Universidad San Jorge is a private university established in 2005. It has faculties in Villanueva de Gállego and offers official Bachelor's degrees as well as "own degrees" in the areas of engineering, architecture, business administration, communication and health sciences.

#### legislation

The basic law regulating the university system in Spain is the LOU, which was modified in 2007 in order to improve some aspects in the structure. It was also modified in order to improve some aspects of the access to teaching positions, and adapt the degree's structure to the provisions of the EHEA. An important decree regulating the new structure of official degrees is the *Real Decreto 1393/2007 por el que se establece la ordenación de las enseñanzas universitarias oficiales* (Royal Decree which establishes the organisation of official university teaching).

Public universities in Spain have a high degree of autonomy. Autonomous governments are responsible for funding the public universities, except for the National University for Distance Education which is directly funded by the Spanish Government.

Aragon's parliament also passed the *Ley 5/2005 de Ordenación del Sistema Universitario de Aragón* (Law on the Organisation of Aragon's University System), which develops the state-level Organic Law and defines the framework of the relationship between Aragon's government and the University of Zaragoza and private universities. Especially in regard to the procedure to create new universities, the procedure to implement new studies, the inspection, the funding of the public university, etc. It also creates an Aragonese Agency for University Quality Evaluation.

**language use** The LLA-2009 included a provision stating “At the university and higher-education centres of Aragon, the knowledge of the regional languages is encouraged, as well as the specialisation of teachers and the adoption of the necessary measures for the effective incorporation of the specialties of Catalan and Aragonese Philology”. However, this article is absent in the LLA-2013.

Currently, it is not possible to study Aragonese (understood as a modern language) in any official degree. Aragonese is also not used as a medium of instruction. An important milestone was the implementation of *Filología Aragonesa* (Aragonese Philology) as voluntary subject at university campus Huesca of the University of Zaragoza within the official learning programme for primary education teachers in the academic year 1986/1987.

Since 1994/1995, this subject gained the status of an elective subject within the Bachelor’s degree for primary school teachers. However, this happened only for those studying in Huesca’s campus and not in Zaragoza or Teruel. Nevertheless, the subject disappeared since the approval of the new programmes adapted to the EHEA in 2011/2012.

Within the Bachelor’s degree in Hispanic Philology, two elective subjects related to Aragonese are offered: Aragonese Philology with 6 ECTS and *El Aragonés Medieval* (Medieval Aragonese) of 2.5 ECTS. The first one focuses on dialectal variation in Aragon, including Aragonese-, Catalan- and Castilian-speaking areas and the second course on the study of the medieval language.

A recent milestone at the University of Zaragoza, was the establishment of a non-official specialised course on Aragonese with a duration of 32 ECTS in the 2011/2012 academic year. Its objectives are training Aragonese teachers for non-university education and providing general linguistic training for any postgraduate, as well as providing

advanced knowledge of Aragonese for people who are generally interested in the language. Within the course, some lecturers use Aragonese as the medium of instruction.

Besides official and non-official degrees, some research groups and departments have organised specific courses on Aragonese related topics. For instance, in 2010 the research group SYLEX (Syntax and Lexic) from the Faculty of Philosophy organised a two-credit course on “Languages in Danger and Linguistic Revitalisation Processes” in which the situation of Aragonese played an important role. The same group also organised a 4-hour linguistic seminar on the Aragonese Language intended for philology students in 2013.

Another example is the 50-hour summer course entitled “Managing Aragon’s linguistic diversity” organised by the Department of Sociology and the Department General and Hispanic Linguistics in 2014 and 2015, with some lectures given in Aragonese. Finally, some University departments, faculties and student associations organise regular or occasional courses, expositions, conferences, round-tables or documentary-viewing sessions.

Some research groups of the University of Zaragoza focus on Aragonese. Some relevant groups are, for example, on “Aragonese Philology” led by Dr. Jesús Vázquez Obrador, the group on “Syntax and Lexic”, headed by Dr. José M. Mendivil, the group on “Aragon’s lexic”, headed by Dr. José M. Enguita, and the group “Reading education. Infant and Youth Literature and Identity Construction”, headed by Dr. Rosa Tabernero, which has a specific research group focused on Aragonese at pre-school and primary education. Other groups and scholars have also published research studies about other aspects of the Aragonese language, such as sociology, language technologies or its use on the Internet.

There are two scientific journals that, amongst other languages, also publish in Aragonese and are edited by associations

*Luenga & Fablas* and *De Lingva Aragonensi*. Other scientific journals, such as *Alazet*, edited by the *Instituto de Estudios Altoaragoneses* (Institute of High Aragon's Studies) also publish papers written in Aragonese.

**teacher training** According to article 15 of the current LLA-2013, the government must ensure adequate initial and permanent training and, specifically, teacher training needed for the teaching of regional languages. To access regional language teaching positions, teachers shall prove their knowledge of the language in the form that will be established by the regulation, taking into account the local varieties.

#### **Pre-school and primary training**

The University of Zaragoza offers the possibility to study the Bachelor's degree in *Magisterio* (teaching) both for pre-primary and primary education, which is the required degree to become a teacher in these educational stages. These degrees can be done in Huesca, Zaragoza and Teruel.

As indicated before, these degrees do not include specific training on Aragonese or Catalan. Hence, if teachers are not native speakers, they need to obtain the competence in regular adult courses. Additionally, they can take the Specialisation Diploma Course at the University of Zaragoza. As there is no official way to prove one's level of Aragonese, candidates for Aragonese teaching positions must pass an Aragonese exam.

#### **Secondary training**

In order to teach in secondary education, teachers must have a Bachelor's degree (or equivalent) and they must also complete the *Máster de Profesorado en Educación Secundaria* (Master's degree programme in secondary education teaching). This official master is offered by the University of Zaragoza in the campuses of Zaragoza, Huesca and Teruel.

Similar to primary education, no initial training in Aragonese is offered for teachers taking the Master's degree in secondary

education teaching. They need to obtain the competence in Aragonese by other means. Since there is no official way to certify one's level of Aragonese, candidates for Aragonese teaching positions must pass an adhoc Aragonese exam that proves that they know enough of the language to teach it.

Since February 2016, a group of experts called by the Aragonese government prepares the adaptation of the Common European Framework of Reference to Aragonese in order to create official exams.

#### **In-service training**

The number of CIFEs has been reduced to three in Huesca, Zaragoza and Teruel. The main CIFE responsible for the Aragonese language is the CIFE Ana Abarca de Bolea in Huesca. This is the central entity responsible for the Luzía Dueso programme and its seminar.

Beyond the courses promoted directly for CIFEs, a regional group of teachers can also request the establishment of working groups, which can assist them in developing their Aragonese skills (literature, linguistics, pedagogy, etc.). In 2005/2006 the *Seminario ta Profesors/as de Luenga Aragonesa* (seminar for professors of the Aragonese language) was created with very positive results. Since then, this seminar was organised annually, allowing Aragonese language teachers as well as other teachers interested in Aragonese to share experiences and materials, and to modernize their knowledge on different aspects of language teaching

In Spain, there is also a network of public *Escuelas Oficiales de Idiomas* (Official Language Schools), whose diplomas are connected to the CEFR levels and have official recognition. However, the teaching and examination of Aragonese is not implemented in them, unlike other regional languages such as Catalan.

As mentioned before, the University of Zaragoza develops different programmes related to Aragonese: summer courses, seminars, diplomas and special subjects, which are intended for teachers. A number of teachers also attends Aragonese courses organised by associations.

	2012/2013	2013/2014	2014/2015
pre-school and primary education	5	6	7
secondary education	0	1	1

*Table 5: Number of Aragonese teachers (source: Department of Education, Government of Aragon)*

#### statistics

The elective subject Aragonese Philology within the Bachelor's degree in Hispanic Philology is taken by an average of 25 students every year (University of Zaragoza, 2014).

The following table shows the number of registered students in the Specialisation Diploma Course on Aragonese Philology, offered as an own, non-official degree by the University of Zaragoza.

2011/2012	2012/2013	2013/2014	2014/2015
23 (20)	6 (6)	12 (2)	15

*Table 6: Students registered and graduated (in parenthesis) in the Specialisation Diploma Course of Aragonese Philology (University of Zaragoza) (source: University of Zaragoza and Francho Nagore, director of the course. Available at: <http://wzar.unizar.es/servicios/epropios/estad/evmtes.pdf>)*

## 7 Adult education

### structure and language courses

According to the LOMCE, the aim of adult education is to offer people older than 18 years the possibility to acquire, update, supplement or expand their knowledge and skills for professional and personal development (Title I Chapter IX, Article 66).

Adult education trains students for skills that are not offered at university or teacher training college. Adult education and training is structured into two main branches: adult education programmes planned by public administrations including the official *Centros Públicos de Educación de Personas Adultas* (Public Educational Centres for Adults) and courses addressed to adults, developed by various social agencies such as cultural associations. In the school year 2014/2015, 53 people took Aragonese lessons through public educational centres for adults.

There are many cultural associations and local groups in Aragon that provide Aragonese language learning. In general, there are introductory lessons, a first level of learning (initiation) and a second level of learning (intermediate). Some of the main associations offering Aragonese courses are the CFA, *Ligallo de Fablans de l'Aragonés* and *Nogará-Religada*. It is noteworthy that the certificates given by cultural associations to students passing the examination have no legal validity for certifying the competence in Aragonese, although some of them are considered as a regular training courses for teachers.

So far, the official language schools do not offer the possibility of studying Aragonese. These schools are the only entities that can give official and valid certificates.

### language use

The Aragonese language is taught in several adult courses throughout Aragon and not exclusively in the actual territory of the language. Therefore, in areas of central and southern Aragon like Tarazona, Calatayud, Andorra and Teruel, cultural associations teach the standard variety. The standard variety

is also taught in other towns near the Pyrenees where the language has been lost. Huesca, Barbastro or Monzón, among other important cities, have introductory courses. Finally, in villages where Aragonese is still actively used, there are courses in the local variety.

Zaragoza is the central and main city of Aragon with a population of 700,000 people. Throughout history migration took place from the rural areas to Zaragoza. The number of courses given and the numbers of students following Aragonese language courses are the highest in Zaragoza.

**statistics**

<b>province</b>	<b>students (2011/2012)</b>	<b>students (2012/2013)</b>	<b>students (2013/2014)</b>
Huesca	n.a.	106	117
Zaragoza	n.a.	265	213 (29 advanced)
Teruel	n.a.	8	56
Barcelona*	n.a.	26	26 (12 advanced)
<b>total</b>	<b>338</b>	<b>405</b>	<b>412</b>

*Table 7: Number of attendants to adult courses in Aragonese\* (source: Data collection made and published by Chesús Agustín Mirón).*

Data must be taken as a lower bound, since some courses have not been reported.

\* Note that Barcelona is located in Catalonia (outside Aragon). Classes are provided by the Centro Aragonés de Barcelona (Aragonese Centre in Barcelona).

Towns where the Aragonese language was taught in 2012/2013: Andorra, Barbastro, Barcelona, Biscarrués, Ejea, Huesca, Jaca, Aínsa, Luesia, Monzón, Pinsoro, Plan, Tarazona, Utebo, Uncastillo and Zaragoza.

Towns where the Aragonese language was taught in 2013/2014: Andorra, Ansó, Barbastro, Barcelona, Biscarrués, Buera, Calamocha, Calatayud, Canfranc, Cuarte de Huerva, Ejea, Huesca, Jaca, Aínsa, Luesia, Monreal del Campo, Monzón, Pinsoro, Plan, Tarazona, Utebo, Uncastillo and Zaragoza.

## 8 Educational research

The first research on Aragonese dates back to the beginning of the 20<sup>th</sup> century, with the works of Jean Joseph Saroihandy. Other international scholars who participated in the scientific discovery of Aragonese were George Wallace Umphrey (1913), Alwin Kuhn (1935, published in Spanish in 2008), Rudolf Wilmes (1996) and William Dennis Elcock (1938, published in Spanish in 2005). Since then, an important corpus of linguistic research has been done, including PhD dissertations and monographies describing local varieties of Aragonese.

Some important examples of scientific work from the last two decades are the complete descriptions of the Aragonese variants spoken in la Baja Ribagorza (la Baja Ribagorza) (Arnal Purroy, 1998), Val d'Echo (Echo Valley) (Lera, 2006), Val d'Ansó (Ansó Valley) (Benítez, 2001 and Barcos, 2007), Vall de Benás (Benasque Valley) (Saura, 2003), Panticosa (Nagore, 1986), Sobrarbe (Tomás, 1999), Tella (Lozano, 2010), Bielsa (Lozano and Saludas, 2005) as well as the dictionaries of the Aragonese of the Val de Chistau (Mott, 2000 and 2015; Blas & Romanos, 2008) and vocabulary compilations by Mostolay (2007). Another study of great relevance is the study of the historical phonetics of Aragonese by Vázquez (2011) and the compilation and study of dialects of Aragonese conducted by Nagore (2013). A recent PhD thesis addressed the gradual disappearance of Aragonese in the Benasque Valley from the public sphere, to the point of being relegated to a familiar use, by analysing the attitudes of their speakers from a sociological point of view (Coutado, 2009).

Only a few research studies have been conducted on bilingualism and education in Aragon's minority languages. Juan Martínez Ferrer published an analysis of the reading/writing performance of children in bilingual areas in 1995 (Martínez Ferrer, 1995), showing that Aragonese bilingual children presented inferior skills in both Spanish and their mother tongue compared to Spanish monolingual children.

Huguet analysed the linguistic attitudes of Aragonese students towards Aragon's languages (Aragonese, Catalan and Spanish) as well as towards English and French, the two foreign languages preferably studied in Aragon among secondary education students (Huguet, 2006). He concludes that students' most favourable attitudes were towards Spanish and Aragonese. Following a similar questionnaire as the one of Huguet, Campos (2013, 2014b) studied the linguistic attitudes of current students of the University of Zaragoza's Bachelor's degree in primary education in the campuses of Zaragoza and Huesca (future teachers of primary education in Aragon). Results showed slightly positive attitudes towards Aragonese, although not significantly different than the attitudes towards other languages.

Regarding the impact of Aragonese teaching, the linguistic competence of 10-12 year old children having Aragonese classes at schools was assessed in Campos (2015). Although all children showed good results in reading and listening comprehension, those from areas where the language is still in use presented significantly better grammar and writing skills. Interestingly, children who learnt Aragonese during school time performed better at all skills than those having classes outside school time.

In the framework of her PhD project, Campos' current research is focused on the present and future of Aragonese language teaching in primary schools located in the traditional Aragonese-speaking area, with special interest in the linguistic attitudes of the whole educative community. Some partial data from her research project have already been published (Campos 2015a, Campos 2015b).

The research group "Reading education. Infant and Youth Literature and Identity Construction" from the University of Zaragoza is currently working on a research project focused on the introduction of Aragonese as a language of instruction in a pilot study at some primary schools. The research is being conducted in collaboration with the Aragonese Government.

## 9 Prospects

The prospects for the Aragonese language are not very positive. The main challenges for Aragonese are shrinkage of the population of the traditional areas, lack of transfer from parents to children, insufficient support from the political and economic environment, lack of awareness by speakers and the rest of the society and the situation of asymmetric diglossia (the use of various languages or dialects in different delimited situations). The limited presence of Aragonese in education and traditional media (radio, television and press), together with the lack of a clear language policy have made Aragonese an almost invisible language, facing difficulties for survival. UN-ESCO considers Aragonese as a "definitely endangered" language in its Interactive World Atlas of Endangered Languages (Moseley, 2010). The scarce programmes and activities developed by local authorities to promote the use of the language are clearly insufficient to revert this situation.

On the positive side, Aragonese is still alive and the last 30 years showed a certain growth of people enthusiastic to recover and revitalise the language. This even occurs in areas where Aragonese is already "lost" as a native language. Cultural associations and language activists are playing a very important role in language revitalisation, including the provision of adult education, publications, spreading the language and making it visible. They are also the driving force of the use of Aragonese in the Information and Communication Technologies, creating new opportunities for Aragonese (Paricio & Martínez Cortés, 2010). Corpus planning tasks are also being initiated by private entities as EFA-ACAR, CFA or SLA. Besides, an increasing trend in the presence of Aragonese on television, newspapers and the Internet can be observed, although it continues to be anecdotal.

As for language education, the current status of the language in education is largely insufficient in absolute terms. In relative terms, there has been an increase in the number of students, teachers and towns where the language is taught in the last

years. In addition, the curriculum for primary education in Aragon, approved in 2014, establishes a legal framework for the teaching of Aragonese as an examination subject, with a similar status as other elective subjects, and provides teachers with the legal and educational foundations to organise their lessons. Lastly, creating an official Directorate-General for Language Policy in 2015 could also have positive effects on the status of Aragonese in education.

However, there are still a number of important problems to solve, such as the adoption of an official and fully accepted standard for the language, the creation of stable positions for teachers of Aragonese, the elaboration of good-quality materials, the creation of official qualifications for adult learners, the improvement of Aragonese teachers' training and the increase of the number of students at all levels.

**10 Summary statistics**

<b>school</b>	<b>students (2012/2013)</b>	<b>students (2013/2014)</b>	<b>students (2014/2015)*</b>
CRA Cinca – Cinqueta (Plan, Saravillo, Gistaín, Bielsa, San Juan de Plan, Laspuña)	65	71	42 (30 in primary education)
CRA Alto Gállego (Biescas, Sallent, Panticosa, Tramacastilla)	109	119	89 (0 in primary education)
CEIP Virgen de los Ríos Caldearenas	6	4	9 (4 in primary education)
CEIP Miguel Servet Senegüé	6	6	7 (4 in primary education)
CRA Alta Ribagorza (Benasque, Sarllé (Cerler), Castejón de Sos, Las Paúles, Sahún)	131	135	152 (115 in primary education)
CEIP San Juan de la Peña Jaca CEIP Monte Oroel Jaca	45	47	74 (37 in primary education)
CEIP Asunción Pañart Montaner Aínsa	25	35	62 (all in primary education)
CRA Río Aragón** (Echo, Ansó)	-	38	31 (13 in primary education)
CRA Alto Ara** (Boltaña, Fiscal, Torla, Broto)	-	-	116 (55 in primary education)
<b>total</b>	<b>387</b>	<b>455</b>	<b>582</b> <b>(320 in primary education)</b>

*Table 8: Number of students receiving Aragonese lessons at school in CEIPs and CRAs (aggregated data for pre-primary and primary education; source: Government of Aragon).*

\* Available data for 2014/2015 allows to distinguish between pre-school and primary education, but the table includes also the aggregated numbers for the sake of comparison with previous years.

\*\*Aragonese lessons in CRA Río Aragón (Ansó and Echo) and CRA Alto Ara (Boltaña, Fiscal, Torla and Broto) were established in 2013/2014 and 2014/2015 respectively.

<b>school</b>	<b>students (2013/2014)</b>	<b>students (2014/2015)</b>
CRA Alto Ara (Broto)	-	6
IES Sobrarbe (Aínsa)	9	8
<b>total</b>	<b>9</b>	<b>14</b>

*Table 9: Number of students receiving Aragonese lessons in secondary education (source: Department of Education, Government of Aragon).*

province	students (2011/2012)	students (2012/2013)	students (2013/2014)
Huesca	n.a.	106	117
Zaragoza	n.a.	265	213 (29 advanced)
Teruel	n.a.	8	56
Barcelona	n.a.	26	26 (12 advanced)
<b>total</b>	<b>338</b>	<b>405</b>	<b>412</b>

Table 10: Number of attendants to adult courses in Aragonese\* (source: Data collection made and published by Chesús Agustín Mirón).

\*Data must be taken as a lower bound, since some courses have not been reported.

	2012/2013	2013/2014	2014/2015
pre-school and primary education	5	6	7
secondary education	0	1	1

Table 11: Number of Aragonese teachers (source: Department of Education, Government of Aragon).

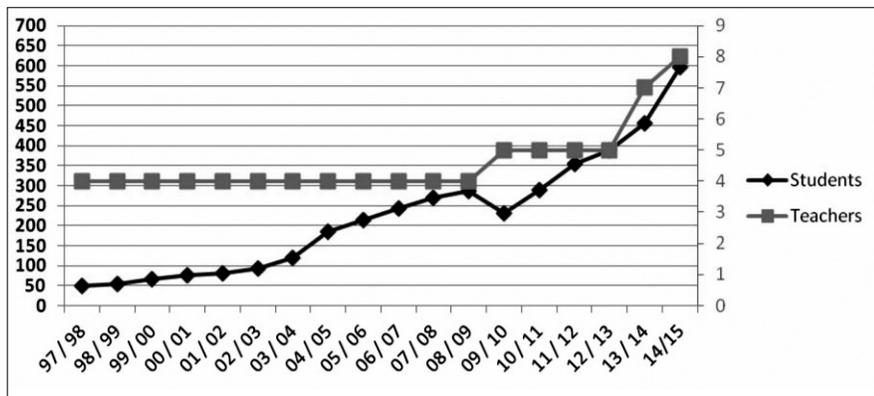
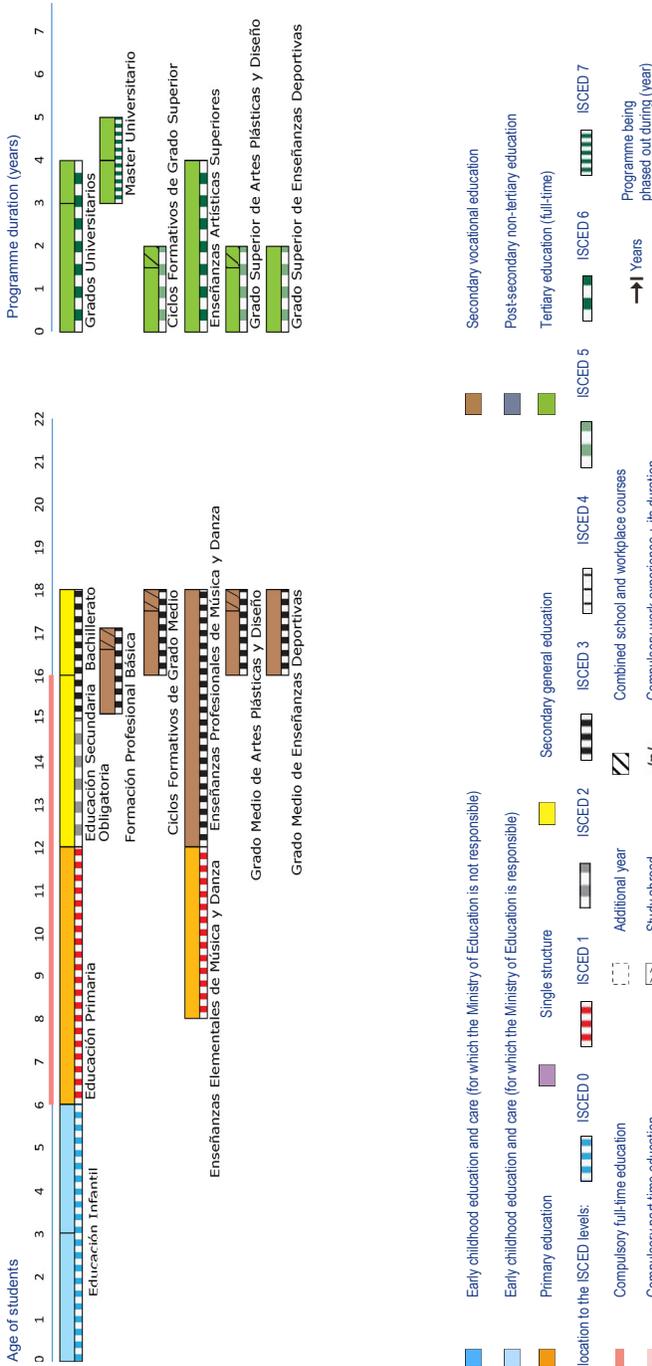


Figure 3: Evolution in the number of Aragonese teachers (in squares) and students (in diamonds) in pre-school, primary and secondary education since 1997/1998 (source: Department of Education Government of Aragon).

The structure of the education system in Spain 2015/2016



Source: Eurydice (2016)

## Endnotes

1

The subject at this stage aims that children a) understand and express themselves adequately, orally and in written, in different communicative contexts; b) use the language to interact and express themselves in social and cultural activities, adopting a respectful attitude and awareness of own or others' ideas and feelings and, controlling their own behaviour; c) use social media and Information and Communication Technologies to obtain, interpret and evaluate information and different opinions; d) use language effectively in school activities, both to search, collect and process information, and to write their own texts, e) use reading as a source of pleasure and personal enrichment and approach relevant works of Aragonese literary tradition, both oral and written; and f) be aware of the reality of Aragonese and value linguistic diversity as a sample of cultural wealth (*Orden de 16 de junio de 2014, de la Consejera de Educación, Universidad, Cultura y Deporte, por la que se aprueba el currículo de la Educación Primaria y se autoriza su aplicación en los centros docentes de la Comunidad Autónoma de Aragón*) [Order which approves the curriculum in primary education and allows its application in the education centers] (2014).

## References and further reading

### regulations

#### general regulations applicable to the whole of Spain

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*Ley Orgánica 2/2006, de 3 de mayo, de Educación* [Organic Law 2/2006, of May 3<sup>rd</sup>, on Education, known as LOE] (2006). Available at: <https://www.boe.es/buscar/doc.php?id=BOE-A-2006-7899> [accessed September 2014].

*Ley Orgánica 4/2007, de 12 de abril, por la que se modifica la Ley Orgánica 6/2001, de 21 de diciembre, de Universidades* [Organic Law 4/2007, of April 12<sup>th</sup>, modifying the Organic Law on Universities, known as LOMLOU] (2007). Available at: <https://www.boe.es/buscar/doc.php?id=BOE-A-2007-7786> [accessed September 2014].

*Real Decreto 1393/2007, de 29 de octubre, por el que se establece la ordenación de las enseñanzas universitarias oficiales* [Royal Decree 1393/2007, of October 29<sup>th</sup>, which establishes the organisation of official university studies] (2007). Available at: <https://www.boe.es/buscar/doc.php?id=BOE-A-2007-18770> [accessed September 2014].

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**regulations  
applicable  
to Aragon**

*Ley Orgánica 8/1982, de 10 de agosto, de Estatuto de Autonomía de Aragón* [Organic Law 8/1982, of August 10<sup>th</sup>, on the Statute of Autonomy of Aragon] (1982). Available at: <http://www.boe.es/buscar/doc.php?id=BOE-A-1982-20819> [accessed September 2014].

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**CIFE Ana Abarca de Bolea**  
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W [www.cortesaragon.es](http://www.cortesaragon.es)

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W [www.mecd.gob.es/portada-mecd](http://www.mecd.gob.es/portada-mecd)

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**private bodies,  
cultural  
associations  
and publishers**

**Asociación Cultural Nogará-Religada**

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**Consello d'a Fabla Aragonesa**

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**Edicions Transiberiano** (Publisher in Aragonese)

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**Estudio de Filolochía Aragonesa (Academia de l'Aragonés)**

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W [www.academiadelaragones.org](http://www.academiadelaragones.org)

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W [www.garadedizions.com](http://www.garadedizions.com)

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T +34976762000

E semarasoc@gmail.com

W <http://www.aragonsociologia.org/10.html>

W <http://semarasoc.wix.com/blog>

**Sociedad Cultural Aladrada**

(Cultural Association, publisher in and about Aragonese)

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

**Societat de Lingüística Aragonesa**

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T +34 628 68 33 84

E correu.sla@gmail.com

W <https://sites.google.com/site/societat>

**Xordica Editorial** (Publisher in Spanish and Aragonese)

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T +34 608 033949

F +34 976 180295

E correu@xordica.com

W <https://xordica.com>

**other relevant  
websites**

**Ambistas/Anvistas** (Documentary film and web-doc about Aragonese)

W <http://ambistas.com/>

**Archivo Audiovisual de l'Aragonés** (Audiovisual Archive of Aragonese: repository of videos of native Aragonese speakers)

W [www.acparola.com/aaa/?section=2](http://www.acparola.com/aaa/?section=2)

**Arredol.com** (A digital newspaper in Aragonese)

E [info@arredol.com](mailto:info@arredol.com)

W [www.arredol.com](http://www.arredol.com)

**Charrando.com**

(A webpage compiling resources on Aragonese, not updated)

W [www.charrando.com](http://www.charrando.com)

**Softaragonés** (Repository of software in Aragonese)

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

**Wikipedia en Aragonés**

(Biquipedia) (Aragonese edition of the free encyclopedia Wikipedia)

W <http://an.wikipedia.org>

## Other websites on minority languages

**Mercator** [www.mercator-research.eu](http://www.mercator-research.eu)

**Research Centre** 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** [www.mercator-network.eu](http://www.mercator-network.eu)

**Network** 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** <http://ec.europa.eu/languages>

**Commission** The website of the European Commission gives information about the EU's support for language diversity.

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**Council of** <http://conventions.coe.int>

**Europe** 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.

## 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 endeavours to promote linguistic diversity within Europe. The centre focuses on research, policy, and practice in the field of multilingualism and language learning. Through the creation, circulation and application of knowledge in the field of language learning at school, at home and through cultural participation, the Mercator Research Centre aims to provide for the increasing need of language communities to exchange experiences and to cooperate in an European context. Though the main focus lies in the field of regional and minority languages, immigrant languages are topic of study as well.

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**research** The research activities of the Mercator Research Centre focus on various aspects of bilingual and trilingual education such as language proficiency in different languages, interaction in the multilingual classroom, and teachers' qualifications for working in a multilingual classroom. Latest developments look at how educational models for minority languages can also cater for immigrant pupils. Whenever possible, research is carried out in a comparative European perspective. Results are disseminated

through publications, conferences and publications in collaboration with European partners.

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

**q&a** If you have any questions, please contact us at [mercator@fryske-akademy.nl](mailto:mercator@fryske-akademy.nl).





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