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Catalan

The Catalan language in education in Catalonia, Spain



★ numerically small language communities

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Foreword

background

For several years now, Mercator-Education has made efforts to achieve one of its principal goals: to gather, store and distribute information on minority language education in European regions. Regional or minority languages are languages which differ from the official language of the state where they are spoken and which are traditionally used within a given territory by nationals of that state forming a group numerically smaller than the rest of the state's population.¹

To date, Mercator-Education has been successful in establishing a computerised data bank containing bibliographic data, information about people and organisations involved with minority language issues. It has published data collected during four inventory studies on pre-school education (Goot, Renkema & Stuijt, 1994), primary education (Sikma & Gorter, 1991), learning materials (Tjeerdsma & Sikma, 1994) and teacher training (Dekkers, 1995). In addition there is a need for documents stating briefly the most essential features of the educational system of regions with an autochthonous lesser used language. With the creation of regional dossiers we intend to meet this need.

aim

Regional dossiers aim at providing concise descriptive information and basic educational statistics about minority language education in a specific region of the European Union. This kind of information, such as features of the educational system, recent educational policies, division of responsibilities, main actors, legal arrangements, support structures, and also quantitative information on the number of schools, teachers, pupils and financial investments made, can serve several purposes.

target group

Policy makers, researchers, teachers, students and journalists may use the information provided to assess developments in European minority language schooling. They can also use a regional dossier as a first orientation towards

further research or as a source of ideas for improving educational provision in their own region.

link with Eurydice

In order to link these regional descriptions with those of national educational systems, it was decided to follow the format used by Eurydice, the European education information network in the European Union. Eurydice provides information on the administration and structure of all levels of education in member states of the European Union.² The information provided in the regional dossiers is focussed on language use at the various levels of education.

contents

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

1

Introduction

language

Catalan belongs to the Indo-European (Romance) languages and is spoken in four autonomous communities in Spain: Catalonia, the Balearic Islands, Valencia and also a part of Aragón. Outside Spain, Catalan is spoken in Roussillon and Cerdagne, comparatively small districts in France and the Principality of Andorra. There is also a community of about 12,000 speakers in Alghero in Sardinia in Italy. In this issue we will only refer to the language situation in Catalonia, the major community of Catalan speakers.

From the 11th to the 17th centuries Catalan enjoyed official status. Orders and decrees were published in Catalan by the viceroys - representatives of the Spanish monarch in Catalonia. However, in the 18th century, King Philip V, attempting to erase the national character of Catalonia, intro-

duced Spanish into all Catalan-speaking regions under his sovereignty. In the 20th century, there have been further attempts to eradicate Catalan, the most serious of which occurred after the Spanish Civil War, when the Franco dictatorship not only abolished the official status of Catalan, but completely forbade its use in public. Catalan's government, the Generalitat, had its cultural and educational institutions closed down and the use and teaching of Catalan were forbidden.

The upcoming mass media and education proved to be powerful social instruments in favour of this process of cultural and linguistic homogenisation. Immigration of Spanish-speaking workers from poor Spanish regions, attracted by the Catalan industry, also contributed to the loss of Catalan.

The revival of Catalan only started after Franco's death, in 1975. Important was the Constitution of 1978 and the creation of the autonomous communities in the following years.

population

At this moment Catalan is an official language and it is widely used in many aspects of daily life and education. In 1990, the European Parliament officially recognised the Catalan identity, current validity and use within the context of the European Union through the 'Resolution on the situation of languages in the Community and on the Catalan language.' (www.gencat.es/simbols/allengua.htm)

The largest community of Catalan speakers is Catalonia with about 6,000,000 inhabitants. The language competence is represented in the following table:

	understanding	speaking	writing	reading
1986-census	90,6	64,0	31,5	--
1991-census	93,7	68,3	39,9	67.6
1996-census	94,9	75,3	45,8	72.4
1998 (CIS)	97,3	79,0	--	--

Table 1: Catalan language competence in %

Sources: Institut d'Estadística de Catalunya (IEC)

Centro de Investigaciones Sociológicas (CIS)

The figures of 1986, 1991, 1996 were drawn up on the basis of relevant censuses, in which the Government of Catalonia included a question on active and passive knowledge (not the use) of the Catalan language (Source: *Institut d'Estadística de Catalunya*). The figures of 1998 are the result of a survey carried out by Miquel Siguan Soler on behalf of the CIS (*Centro de Investigaciones Sociológicas*, Madrid).

Despite the general official linguistic policy over the years, there is still the tendency for Spanish to predominate in the metropolitan area of Barcelona. This is the main region of migration of people from other areas of Spain.

status

After centuries of neglect and often outright repression, the Spanish state adopted a more positive stance on its main regional languages in the 1978 Constitution. This establishes Spanish as the official language of the state, but permits the Autonomous Communities or regions of Spain to make other local languages co-official. Nevertheless, the obligation to understand the language as stated in the Constitution refers only to Spanish. There is no such obligation in relation to Catalan or other regional languages in Spain.

The Statute of Autonomy, which was drawn up in 1979, proclaimed Catalan as Catalonia's own language and co-official with Castilian or Spanish. Article 3 reads:

1. Catalonia's own language is Catalan
2. The Catalan language is the official language in Catalonia, as well as Spanish, which is official in the whole of Spain.
3. The *Generalitat* of Catalonia the Autonomous Government is to guarantee the normal, official use of both languages, adopt suitable measures to ensure their knowledge and create conditions to ensure full equality as far as rights and obligations of the citizens of Catalonia are concerned.

The first point of the article, in which Catalan is recognised as Catalonia's own language constitutes an important dif-

ference between Catalonia and the other autonomous communities with regional languages, because it provides the Catalan language with a specific legal status related to its recognition as the language of the country.

The creation by the *Generalitat* of Catalonia of the Catalan Teaching Service in 1978, for education, and the General Directorate of Linguistic Policy in 1980, in the service of society as a whole, was the first step in the process of linguistic normalisation of the Catalan language. These linguistic normalisation bodies have made major achievements through sensitisation and normalisation campaigns, courses, grants, agreements with companies and so on, for the recovery of the Catalan language in other areas.

The passing of the Law of Linguistic Normalisation of Catalonia in 1983 saw the definitive release of the Catalan language for the normalisation and extension of the social use. This law, a landmark in the history of Catalan language policy, set out norms and grants to facilitate and implant the Catalan language in public administration, teaching, media and cultural life in general to guarantee its social promotion. As a result of these actions, comprehension and use of the Catalan language have increased considerably, both in absolute and relative figures (see table 1).

As far as European policies are concerned, Spain has signed the European Charter for Regional or Minority Languages and is expected to ratify it, but it is not sure whether this will bring greater support to the language.

In the following section the development of language policy will be treated, focussing on education.

*history of
Catalan teaching*

Catalan had been banned from the school system during the Franco period and it was not until 1970-71 that a few hours of *native languages* were permitted to be taught, although Catalan did not become obligatory until 1978. In that year a Royal Decree introduced the Catalan language into pre-school study plans, primary school and secondary levels.

With the 1979 Statute of Autonomy passed, and especially after the transfer from central government of all competencies in the field of education in 1980, major steps were taken

in terms of regulation of standards to ensure not only the teaching of Catalan, but also the use of Catalan as a vehicular language for teaching.

The 1983 Law of Linguistic Normalisation stated the following on education:

- Catalan, as Catalonia's own language, is also the language of education at all levels;
- Nursery school children have the right to receive early education in their usual language, whether Catalan or Spanish. The administration must guarantee this right;
- Catalan and Spanish are to be obligatory subjects at non-university levels and for degrees;
- In keeping with the demands of their teaching work, teachers must command both official languages;
- The language of education administration shall be Catalan.

The second principle only affects children of Spanish-speaking homes, and the parents or tutors are the ones who demand this right, as all children go to the same schools.

After passing the Law, the Generalitat introduced the Linguistic Immersion Programme to the example of immersion schools in Canada, to guarantee competence in both languages also for the children of Spanish speakers. This pedagogical programme, planned by the school authorities, is meant for Spanish-speaking students and applied to schools with over 75% non-Catalan speaking children. Therefore, it is mainly implanted in immigrant areas. In 1994, over 130,000 children were following this programme, particularly in schools located in predominantly Spanish-speaking areas (mainly the Barcelona conurbation). The programme was originally meant for children from 3 to 7 years of age, but has been extended to 12 years. Currently it starts at pre-primary level for 3-4 year olds and continues until the sixth grade of primary level, at the age of 12. Early total immersion implies that all instruction, including learning to read and write, is provided in Catalan, whereas Spanish is not introduced before grade 3. According to Artigal (1993:175) and the evaluations carried out by SEDEC, the

number of students enrolled in immersion schools has grown significantly and the pupils have shown good results.

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

In the academic year 1992-1993 a new educational system was applied in Catalonia for non-university levels. This reform represented a far-reaching change in education, above all as far as language is concerned. The legal framework surrounding it was provided by a Decree (75/1992), on the general organisation of teaching for nursery school children (from 0 to 5 years old), primary (from 6 to 12 years old) and obligatory secondary education (from 13 to 16 years old) in Catalonia. Article 3 of this Decree stipulates that the Catalan language is to be used normally as a vehicular, language in infants' and compulsory education.

The Decree established Catalan as the normal language of instruction and put an end to the gradual character of the introduction of Catalan in the schools. Before 1992, the legislation established to enact the Law of Linguistic Normalisation which allowed the schools to use Catalan as a medium of instruction progressively. That is the cause of the development of different types of schools, according to the number of subjects taught in Catalan. The regulations in the Decree were also officialised by the Catalan law of Language Policy (1/98).

education system

The Spanish parliament has established the basic co-ordinates of the education system through the *LOGSE* law. According to this law, school attendance is compulsory and free from 6 to 16; basic objectives of the Spanish education system include full development of the student's personality, learning respect for fundamental rights and freedoms, the acquisition of intellectual habits and respect for the linguistic and cultural plurality of Spain. University education is

the object of a separate law. Universities in Spain are largely self-governing.

public and private

The majority of public schools in Catalonia fall under the responsibility of the Department of Education of the *Generalitat*, but there are also public schools run by municipal councils and other public bodies. This dependence on Administration is reflected in the more homogeneous character of the public schools, also in terms of language policy. It also explains the effect of faster change in the language policy concerning these schools after the promulgation of the 1983 Normalisation Law.

The private sector of education has always had a very special position throughout Spain, although its rights to government aid was only officialised in the 1978 Constitution. Catalan education entered first in the private sector (Siguan, 1993: 159), a situation created in the 1970s in the latter years of Franco's regime. Also after the 1983 Normalisation Law, more private than public schools introduced Catalan as a main medium of instruction. The School Association for Catalan Public Schools, CEPEC (*Collectiu d'Escoles per a l'Escola Pública Catalana*), a network of private, Catalan-medium schools, joined the public sector in the 1980s. Even so, half of the school age population attends private schools at the moment, which constitute 40 per cent of all primary schools in Catalonia. The private schools have very different ideologies, but the majority are related to the Catholic Church. Funding for the private schools comes from families and entities. Most of them are subsidised by the authorities and they are called *centres concertats*.

language use

Until 1992, about one-third of private schools applied Catalan as the main medium of instruction. Although private schools were subordinated to a common policy, and the Law allowed use of Catalan as a medium of instruction progressively, language choice was a result of the management of the schools and the parents, which left room for more variety in language policy (Siguan, 1993: 157). Nowadays,

after the 1992 Decree and 1998 Law, all schools, private and public, must use Catalan as a normal medium of instruction, respecting always the right of nursery school children to receive early education in their usual language, whether Catalan or Spanish.

The Department of Education in Catalonia requires an education plan of all centres (*Projecte Educatiu de Centre*) which defines the general framework within which the educational activity of the centres is to be performed. They must include a specific section, the linguistic plan, which will establish the general criteria for the treatment and use of languages in the centre. Thus, the linguistic plan will determine the function (the status) of the languages present in the centre (Catalan, Spanish and, at least, one foreign language), in accordance with the regulations. Although Catalan is the normal language of instruction, Spanish is used also in one subject at minimum, according to the background of the students and staff. The staff is responsible for implementing this plan.

administration

Throughout Spain, the Central Government has to guarantee the right and the duty to learn Spanish in the communities along with their own language.

The 'full authorisation' mentioned in the State Constitution of 1978 meant in practice a decentralisation of responsibilities among the several political levels. On the enactment of the Constitution the administration of education was also decentralised, as was the rest of Spanish public administration. But not all the Autonomous Communities obtained the same level of autonomy in regard to education. At present, in 2000, there are different degrees of political authority for the autonomous communities. Catalonia, the Basque Country and Galicia are among the communities which are fully autonomous in regard to education. But always within the legal framework for education defined by the legislation applying to the state as a whole, which determines the general organisation of the education system and the minimum content of the curriculum. In other communities,

the educational responsibilities lay either with the central government or the authorities of the communities. The other communities are run by the central Ministry of Education in Madrid (MEC).

In Catalonia the Department of Education of the *Generalitat* is responsible for education administration at all levels. It has to take care of the education institutions, teaching staff, technical inspection services, administration and implementation of state provisions for the planning and regulation of levels of education, option streams, sections and specialisations (CEDEFOP, 1995:6).

At local level, the municipal authorities are responsible for the maintenance of centres of infant and primary education and offer pedagogical and technical services, especially in the students' registration period. Some of them have a Municipal Education Institute to offer pedagogical aid. They also promote the creation of centres for children from 0-3 years old. These institutes generally have a research area. The municipal school councils are the local social participation bodies, together with the *Generalitat*.

*curriculum and
assessment*

In Catalonia, the native and official language of instruction is Catalan, while Spanish is the second school language. In society at large, the language situation is different. According to SEDEC, in 1995-96, 36% of the children spoke only Catalan at home; 47% were from Spanish-speaking homes and 15% spoke both languages with their families. 1% of the children were bilingual in Catalan and another language different from Spanish, while the same proportion only spoke the other language at home and not Catalan or Spanish.

The early learners have the right to receive schooling in their mother tongue, but after this level, education continues in Catalan. At schools with more than 75% of Spanish pupils the Linguistic Immersion Programme can be applied. At the end of compulsory secondary education pupils should attain a full oral and written competence in both languages. The education authorities provide schools with support and

resources in order to ensure that students who enter the education system late and with deficient knowledge of the two official languages can attain to objectives relating to a command of the Catalan and Spanish languages.

*trilingual
experiments*

Since the beginning of the 1990s, experiments have been conducted with immersion courses and a foreign language. So far, these experiments show promising results, as children hold to the same level of the first language and the second language or surpass students in equivalent courses. This means that trilingual education affects the learning or acquisition of other languages positively. An important precondition is quality and a threshold level of teacher proficiency in the target language (Artigal, 1995:178). The Department of Education's policy for the academic year 2000-2001 is to promote the learning of English from the first year of primary education (6 year-old students). Until now pupils had to start learning a foreign language in the middle cycle of primary education, so two years later.

*education for
immigrants*

An increasing number of foreign pupils, the vast majority from Third World countries, are coming to compulsory education in Catalonia without being familiar with the Catalan language.

Bearing in mind this new social and cultural reality, the Department of Education of the autonomous government stresses in its guidance to schools that every effort must be made to ensure that these pupils feel welcome, and that strategies are devised to facilitate rapid communication in Catalan in order to further their active participation in the school's programmes and to communicate with their environment.

To see that pupils new to Catalonia's education system, who do not know Catalan, develop their identities in the framework of the Catalan language, the SEDEC provides consultation for teachers with a team of experts. This consultation treats about the pedagogical and teaching requirements for attending to these pupils.

For secondary school immigrants there are also oral and written language courses which are organised with a strong emphasis on grouping together pupils in the same area. They were set up as a pilot scheme last year and are aimed exclusively at pupils who do not speak Spanish.

inspection

Like the other fully autonomous communities, Catalonia has set up territorial state inspection services. This kind of inspection is responsible for checking if the education system is in line with requirements determined by the *Generalitat*. There is also one inspector who represents the higher inspectors of the Spanish state.

support structure

The linguistic policy of the Catalan government itself, as we have seen, is to promote a 'normalisation' of the Catalan language. This applies to the Department of Culture for the whole population as well as to the Department of Education for non-university education levels. A specific organisation within the latter department exists, called SEDEC, *Service for Catalan Teaching*, which promotes Catalan and deals with everything related to Catalan in education. This service runs the *Programme for Linguistic Immersion* (PIL) which, while recognising the varied sociolinguistic situation of the country, tries to put into practice the government's final aim of Catalan being the language of instruction.

Another institution that deals with the linguistic normalisation of Catalan is the *Institute of Catalan Studies* (IEC), which is involved with studying the language, setting the norms and making sure that the process of normalisation is coherent.

The *Rosa Sensat Teachers Association* was founded in 1966. Created basically by a group of private teachers, it took over the Catalan pedagogical tradition of the pre-Franco years and adapted it to the current circumstances.

In 1977, a group of schools integrated into Rosa Sensat was set up as the autonomous association CEPEC (*Collectiu d'Escoles per a l'Escola Pública Catalana*), the School Association for Catalan Public Schools, along with other

schools and they joined the public sector in the 1980s. There are still other associations and organisations for the support of Catalan at all levels of education.

The *Omnium Cultural* and the GAEC (*Grup d'Acció Escolar de Catalunya*) are organisations that have always co-operated in the support of Catalan and which today, among other things, run retraining courses in Catalan for teachers, since the level of Catalan required of teachers is higher every year.

Nowadays, the most important part of retraining courses for teachers are organised by the Department of Education and by the ICE (*Instituts de Ciències de l'Educació-Scientific Education Institutes*). All the courses are in Catalan, no matter the subject. SEDEC and ICE organise courses aimed at learning Catalan or at improving knowledge of this language.

2 Pre-school education

<i>target group</i>	All provisions for children below the compulsory age of five are considered pre-school education.
<i>structure</i>	The structure of the educational system divides pre-primary education into two levels, age 0-3 and age 4-6, which in Catalonia are called respectively <i>Llar d'Infants</i> and <i>Parvulari</i> . Under the Law of Educational Reform (LOGSE, 1990), 3-year-olds are allowed to enter public <i>Parvularis</i> .
<i>legislation</i>	In Chapter I of the <i>LOGSE</i> law, pre-school education is designed to contribute to the physical, intellectual, emotional, social and moral development of pupils; close co-operation with parents is stressed.
<i>language use</i>	The Catalan medium of instruction starts in the early years and so does the Catalan immersion programme, with the understanding that, in any case, the individual linguistic rights of the student will be respected in accordance with

current legislation. At the end of the stage, non-Catalan-speaking pupils must have oral competence in Catalan.

teacher training

Pre-primary teachers, just as primary teachers, must have teaching qualifications, which are granted after a three-year university course. Official certificates for Catalan teaching are also required for teachers on all levels.

statistics

There are no separate statistics available for the pre-primary level. They are included in the statistics of the primary schools stated below.

3

Primary education

target group

Primary education consists of several levels. The lower cycle is for children aged 6 to 8; the intermediate cycle for children 8 to 10 and the upper cycle for 11 to 12 year-olds.

legislation

In Chapter II of the *LOGSE* law it is written that the objective at this level is to facilitate the acquisition of basic cultural elements, receptive and productive oral and written skills, arithmetic and an increasing autonomy of action.

language use

While Catalan language is to be used as the medium of instruction in primary education, the teaching of Spanish language begins at the first compulsory stage. According to the immersion programme, children start learning to read and write Catalan at six years of age, following on their active oral production of the language, acquired at pre-primary level.

The learning of Catalan throughout the primary education period is defined as the acquisition of an instrument which is to serve both for communication and learning. Priority is thus given to its functional, oral and written uses, and it is considered that the teaching of both Catalan and Spanish must be of a general nature, facilitating the transfer of knowledge without the need to repeat the contents for each of the official languages.

statistics

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

School year	in Catalan	in Catalan and Spanish	in Spanish	total
1986-1987	42.5%	33.0%	24.5%	945 771
1989-1990	56.5%	33.6%	9.9%	827 974
1992-1993	72.9%	23.6%	3.4%	767 117
1995-1996	81.5%	18.0%	0.5%	681 811

Table 2: Evolution of students 1986-1996

Source: SEDEC, 1998

The number of children with Catalan instruction almost doubled in ten year's time (1986-1996) from 42.5% to 81.5% in 1996. These percentages were reflected in the loss of students in bilingual and Spanish education, due to the progressive increase of the number of subjects taught in Catalan after the 1/83 law and, after 1992-1993, as a result of the implementation of the new educational system.

The total number of students in 1996 was almost one-third less than the number in 1986. This is due to a decreasing birth rate registered throughout Spain.

teacher training

Teacher training and pedagogical support for teaching staff form an important part of the language policy of the *Generalitat* (see higher education). In the beginning of the implementation of the Normalisation Law, the training of existing staff was very important, as more than 75% did not know Catalan (Siguan,1993:159). During the first years of obligatory teaching of the language, to make up for the lack of qualified teachers, a system of Teacher Recycling was set up (regulated in 1981, in two cycles), taught at Educational Science Institutes, which were dependent on the universities of Catalonia. This entitlement ceased to exist in 1987, when the *Generalitat* considered it had already fulfilled its function of filling in for the university, whose responsibility

it was, of course, to issue qualifications to teach the language. So, as of 1986, teachers specialising in Catalan graduated from teacher training schools, qualified to teach this subject in primary education.

instruction material

The tremendous increase of Catalan education led to a similar demand for instruction material. The availability of material for the teaching of the language has made very positive progress since 1978, when a Royal Decree included Catalan in the study plans up to the present date. Today, with the exception of some specific branches of Vocational Training, the publication of materials for language teaching is normalised both in terms of teaching *of* the language and teaching *in* the language at all levels of education.

The SEDEC has attempted to cover more specific needs left unattended by the publishing houses. So, for the linguistic immersion programme and the late incoming students, SEDEC has gradually drawn up materials, mainly dealing with the didactics of spoken language, which are used in training seminars (*Seminaris d'assessorament*): including didactic dossiers which are given to the teachers in attendance, videos about the language immersion programme methodology, language games and story cassettes.

special education

In general, children with learning difficulties for any reason are placed at normal schools. Children with severe problems and in need of resources not available at the normal schools are sent to special schools. It is also possible to participate at a normal school for some activities, while for others children receive attention at a special centre.

4

Secondary education

structure

Compulsory secondary education begins at age 12 and ends at age 16. Post-compulsory university oriented secondary education begins at age 16 and lasts for two years. This level of education consists of the Higher Secondary Education, *Batxillerat* (Integrated Upper Secondary Education).

Batxillerat lasts two years and prepares students in the age of 16-18 for university and Specific Vocational Education.

legislation

In Chapter III of the *LOGSE* law, it is stated that in addition to transmitting the basic elements of culture to students, the aim of compulsory secondary education is to prepare them to take on responsibilities and exercise their rights, as well as to train them for the labour market or further study. Post compulsory secondary education has as its goal the human and intellectual maturity of its students, as well as providing them with the knowledge and skills necessary to function competently and responsibly in society.

language use

The linguistic normalisation of the Catalan language at secondary level has been more difficult to carry out. SEDEC has appointed teacher-training as an important point of attention as there is still a percentage of teachers not competent in Catalan. Moreover, there are teachers who obtained the language competence, but do not use Catalan at school. This problem is more present in post-compulsory secondary education, where the teachers are divided per subject and where the barrier to speaking Catalan is stronger due to the higher level.

But in spite of these difficulties, also at this level there has been an increase in Catalan use.

statistics

School year	in Catalan	in Catalan and Spanish	in Spanish	total
1990-1991	31.0%	62.0%	7.0%	298 648
1992-1993	46.0%	52.0%	3.0%	323 046
1995-1996	50.0%	48.0%	2.0%	379 716

Table 3: Evolution of students 1991-1996

Source: SEDEC.

Between 1990 and 1996, the number of students receiving instruction in Catalan grew by 19%, as opposed to a decrease of 5% in Spanish instruction. Bilingual instruction showed a decrease of 14%. Also included in these figures

are technical and vocational secondary education (see below).

teachers

To be able to teach Catalan as a subject at secondary level, the teachers need a university degree. As this degree does not offer any specific training in pedagogy or didactics, students have to do a follow-up course of one year, CAP, *Certificat d'Aptitud Pedagògica*.

Teachers in any other subject who need to use Catalan as a medium of instruction have to prove their written and oral competence. For teachers already in the system, the administration has made in-service training plans. Teachers can participate in language courses organised by the Department of Education of the *Generalitat* or by the ICES (see higher education).

instruction material

There exists a considerable quantity of teaching material and the situation is similar to primary education. Publishing houses have a normal production of materials for teaching Catalan and for teaching other subjects in Catalan. Apart from normal materials, the programme for teachers of Catalan language and literature in secondary schools, *El gust per la lectura*, offers dossiers which contain proposals to work with a specific author or about a current literary subject addressed to ESO and to Batxillerat. Part of this instructional material can be found on the SEDEC website: www.xtec.es/sedec.

5

Secondary Vocational education

structure

After Compulsory Secondary Education, students can choose for a two-year course of Specific Vocational Education: intermediate level (*Cicles formatius*). There is also a higher cycle of vocational education: Specific Vocational Education: advanced level, requiring prior completion of higher secondary education (*Batxillerat*) or the equivalent, and intended as preparation for labour market or university.

legislation

In Chapter IV of the *LOGSE* law it is stated that the object

with vocational education is to facilitate the entry of young people into the labour market and to respond to the requirements of the system of production.

language use

There are even more difficulties in carrying out linguistic normalisation than at the compulsory secondary level. The reasons appointed before are stronger, due to the higher level and the specificity of the vocabulary.

Statistics do not show the current situation because they all refer to the old structure of the education system. Relatively the use of Catalan grew more than in *Batxillerat* but the use of Catalan continues to be more widespread in *Batxillerat*.

statistics

See above.

As the 1992 Law started with pre-primary education, the separate figure for the number of students receiving Catalan education in professional schools is still not known. At the moment, the majority of the professional schools are bilingual, while monolingual Spanish schools represent a very low percentage of all the schools.

6

Higher education

structure

Students can access the university by successfully completing their secondary education and passing a university entrance examination, in which students are free to write in Catalan or in Spanish. Tests in both the Catalan and Spanish languages are included. The average mark decides whether they will be admitted to the degree course of their first choice. According to official sources (*Comissionat per a Universitats i Recerca*; recently promoted to the status of a regional ministry), the proportion of tests taken in Catalan continued to rise in the 1990s, from 52% in 1991 to 73% in 1998.

The number of universities has grown steadily over the past fifteen years. From the three original universities (Universitat de Barcelona, Universitat Autònoma de Barcelona and Universitat Politècnica de Catalunya) the regional university colleges broke away to become the universities 'Rovira i

Virgili' (in Tarragona and Reus), Lleida and Girona. A further public university was established in Barcelona, the 'Pompeu Fabra'. Several private colleges joined together to form the 'Ramon Llull' university, and two further private universities (Universitat Internacional de Catalunya and Vic) were founded recently.

In 1995 the Universitat Oberta de Catalunya was founded with core public funding but run by a foundation. This is a digital university: it has a virtual campus on the Internet, all the learning material for the degree courses is in Catalan, and its 12,500 undergraduate students are free to relate electronically with their tutors in either language, though a large majority do so in Catalan.

Nearly all of these universities have an office charged with promoting the use of Catalan, often under the direction of a deputy vice-chancellor (vice-rector). Though these offices produce statistics on the use of Catalan, Spanish and other languages in a wide range of aspects of university life, the most valuable data, of course, relate to the use of language as a medium of instruction.

legislation

Universities are self-governing bodies. Professors and lecturers in public universities throughout Spain generally win their place thanks to a public examination (*oposiciones*). Student fees are very low, for they are heavily subsidised. The Catalan authorities (Generalitat de Catalunya) are responsible for founding and funding the public universities in Catalonia, in the framework of an overarching Spanish law. Language use is guaranteed by the Catalan laws of 1983 and 1998: in order for staff and students to respect each other's right to use both Catalan and Spanish, all staff are expected to have at least passive proficiency in Catalan. General information is issued in Catalan, though Spanish versions are usually available as well.

language use

The largest university by far is the Universitat de Barcelona. The latest published information on language use refers to the 1995-96 year. Overall, 62.3% of the first-degree classes

were taught through the medium of Catalan. However, this percentage was much higher in the Departments of Educational Science (80.2%) and Experimental Science and Mathematics (76.5%), whereas it was much lower in Legal, Economic and Social Sciences (37.4%).

A 1995 survey at the Universitat Rovira i Virgili (Tarragona and Reus) found that about 85% of all university teaching staff could speak Catalan, and that 66% claimed to do all their teaching through Catalan. This latter figure was slightly lower at the Universitat de Lleida, where in 1993-1994 60% of staff taught all their classes through Catalan, and a further 15% used both Catalan and Spanish. The figures are probably lower at the Universitat Politècnica de Catalunya. Among other things, there is a considerably greater proportion of non-Catalan students. In all other cases, upwards of 85-90% of undergraduates can speak and read Catalan (see Siguan 1993: 161).

The case of the Universitat Pompeu Fabra, in Barcelona, merits special attention. Despite being named after the linguist who modernised Catalan at the beginning of the 20th century, and being a very modern university, press reports say that the amount of Catalan used for teaching is on the decline. It may, according to some reports, be under 40% in several faculties.

There are hundreds of university manuals in Catalan, though they amount to only a small proportion of the total, Spanish and English predominating. The use of Catalan gradually declines in postgraduate and doctoral courses, and especially in the doctoral theses and research, where English is rapidly increasing.

Degrees in Catalan Language and Literature (Filologia Catalana) are offered at all the public universities in Catalonia, except for the Universitat Politècnica de Catalunya, for obvious reasons, and the Universitat Pompeu Fabra, which includes Catalan in its degree in Interpretation and Translation.

The Catalan government also offers universities outside the Catalan-speaking lands financial support in order to guar-

antee the presence of the language in Romance Philology departments. It is currently taught at least 17 universities in Germany, 20 in Great Britain, 10 in Italy, and 5 in Spain, among others³.

A growing number of students from abroad, and from the rest of Spain, attend Catalan universities for at least part of their degree course. At all universities they are offered intensive or extensive language courses so that they can follow lectures in Catalan, and this is not usually a problem for those with a good command of other Romance languages, unless their stay is short, as is often the case with Erasmus (Socrates) students. In the largest universities where demands for some subjects leads to multiple groups being formed, alternative classes taught through Catalan and Spanish are often available. Many postgraduate courses are given in Spanish and, increasingly, in English. This internationalisation is putting pressure on Catalan in a similar way to that being experienced in many medium-sized countries in Europe.

initial teacher-training

To obtain the certificate of the aptitude course for secondary school teachers the future teachers must attend a number of courses organised by the Institutes of Educational Science which are off-shoots of the universities. These courses (only in Catalan) include both theoretical and practical sessions, with attention to the specialisation, including Catalan. These periods consist of class observation, planning classes which they give themselves under the guidance of a tutor.

in-service training

In-service training in Catalan is provided by SEDEC, by professional colleges, by the Rosa Sensat Association, the leader of the didactic movements for educational renewal. There is a difference between SEDEC and the other institutions. SEDEC is a part of the Department of Education and it carries out official training in Catalan language and didactics. The other institutions are focussed on didactics in general. In some cases their courses are recognised by the Department. They organise courses for teachers, especially

summer courses.

Teachers who have no official certificate for Catalan cannot ask for school transfer in Catalonia, nor for being promoted in their jobs at school. The Valencian certificate is also valid in Catalonia while the Catalan certificate is not valid in Valencia.

7

Adult education

structure

Adult education is directed at qualifications for students over compulsory school age which are not held at a university or teacher training college. This can be Catalan courses, but also refer to courses of primary instruction for adults who do not have their primary school certificate.

All courses are run by two main institutions: the Generalitat's Department of Social Welfare, which offers general education and an organisation specialised in teaching Catalan to adults and the Consortium for Language Normalisation (*Consorti per a la Normalització Lingüística*). This is a public consortium set up in 1988 by the Generalitat and most of the major local authorities in Catalonia, primarily to offer Catalan courses for both Catalan-speaking and non-Catalan-speaking adults. The Department of Social Welfare runs the local *Escoles de Formació d'Adults* (Schools for adult education) in most of the larger towns.

Other language courses are run by the School of Public Administration (*Escola d'Administració Pública de Catalunya*), for civil servants.

The General Directorate for Language Policy organises exams through its *Junta Permanent de Català* (Permanent Catalan Board), a body founded in 1981 but based on an institution created in 1934, although banned in 1939 by the Franco regime. There are similar certificate-awarding organisations in Valencia and the Balearic Islands, whose certificates are also valid in Catalonia. There are four certif-

icates for general linguistic attainment: A (Basic oral knowledge of the Catalan language); B (Elementary oral and written knowledge); C (Intermediate oral and written knowledge); and D (Advanced oral and written knowledge). There are also three certificates for a specific nature: (Satisfactory knowledge of administrative Catalan); K (Qualification for correcting oral and written texts); and M (Satisfactory knowledge of commercial Catalan).

statistics

Course	Number of courses	Number of students
1992-93	1,604	37.069
1993-94	1,553	39.07
1994-95	2,019	48.853
1995-96	2,115	51.173
1996-97	2,099	48.903

Table 4: Number of students enrolled, by year

Source: Consorci per a la Normalització Lingüística, 1998

The numbers of people sitting for these exams increased sharply in the early 1990s when the Spanish Constitutional court dismissed the Spanish government's claim that a Catalan Parliament Act, requiring proficiency in Catalan to be part of the requirement for those wishing to enter the Catalan civil service, was unconstitutional. Numbers rose from 10,372 in 1991 to 24,342, 36,621 and 43,630 in the next three years. Since then the figure has stabilised at around the 1998 level (37,078).

The Directorate General, which is a member of the Association of Language Testers in Europe (ALTE)⁴, also offers a *Certificat internacional de Català*⁵ to non-native learners of the language. It was established in 1990 and has three levels: basic, threshold and advanced. Exams are held in May every year in dozens of centres round the world.

language use
general adult
education

At the Centres of Adult Education where general education is offered, language use shows the following pattern:

	Catalan	bilingual >Catalan	bilingual >Spanish	Spanish
Centres for Adult Education	32%	34%	20%	14%

Table 5: Use of Catalan as the medium of instruction in Centres for Adult Education

Source: Departament de Benestar Social/Direcció General de Formació d'Adults

At the centres where Catalan is used as language of in-

struction, only Spanish and foreign language are not taught in Catalan. At the Spanish centres 4% do everything in Spanish, including Catalan classes and foreign language. The percentage of adult instructors who have the language proficiency qualification to teach through the medium of Catalan constitute 90% of the total number of instructors.

8 Educational research

A considerable amount of research has been done since the early 1970s, when the first experimental bilingual programmes since the Spanish Civil War (1936-39) were allowed by the Franco regime. These were designed and monitored by a team led by Professor Miquel Siguán at the University of Barcelona Institute of Educational Science, where most of the research since then has been centred.

The research has mainly focussed, as might be expected, on measuring the levels of academic attainment of Spanish-speaking pupils taking part in immersion programmes. The concerns have been threefold: (a) attainment in Catalan (b) attainment in Spanish and (c) general intellectual development and academic achievement.

As regards Catalan attainment, according to research by Arnau, Vila, Ribes, Serra and others over the years, levels are very good and approach native competency, usually well before the compulsory school-leaving age. This is of course one of the main aims of these programmes, so the outcome is no surprise. Spanish attainment does not seem to suffer, and indeed remains higher than Catalan attainment among most of these pupils.

Perhaps the crux of the matter is whether education taught through a second language is as effective as through the child's first language. The above-mentioned researchers, and others such as Forns and Gómez, have published inconclusive results. Some research projects find no significant differences. Cases where pupils seem to fall slightly behind in attainment in academic subjects are probably due to the greater time devoted in the curriculum to learning two

languages, at the expense of time for other subjects. There is some evidence that greater cognitive development can be observed among the intellectually weaker pupils attending immersion programmes.

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

It remains to be seen whether in future the Catalan acquired by these Spanish-speaking pupils, mostly of them of second-generation (but increasingly of third-generation) immigrant origin, will incorporate Catalan into their active linguistic repertoire as young adults. There is some evidence that it is hard to find adults who, having achieved fluency in Catalan, never use it orally.

As far as Catalan-speaking pupils are concerned, research in the mid-1980s showed that their level of Spanish attainment was independent of the language model applied in each school, whereas Catalan attainment plummeted in schools where Catalan was not the main medium of instruction. These results were replicated in the mid-1990s.

Apart from statistical studies, also language attitudes in relation to Spanish and Catalan were studied from a more qualitative point of view.

Finally, research has begun to focus on the integration of young immigrant children from the Third World countries; and also on the success of trilingual immersion programmes.

9

Prospects

Despite the great advance of Catalan language in the education system during the last 20 years, the use of Catalan within the schools is still not optimal. Language politics are directed to finding new ways to involve everyone in the process of normalising the use of Catalan. If this is possible, one can expect a complete Catalanisation of all the schools, meaning that Catalan will be the first language at the school as a normal medium of instruction, while Spanish will be the

second language. However, students must have the same command of both languages at the end of compulsory education.

10 Summary statistics

School level		Catalan	bilingual	Spanish	total
pre-primary and primary		81.5%	18%	0.5%	681811
secondary	SO (compulsory secondary education)	77%	23%	0%	46.235
	BUP (old batxillerat)	53%	45%	2%	177669
	FP (old Vocational Education)	40%	59%	1%	156812
	Total secondary	50%	48%	2%	379716

Table 6: Proportion of students according to language of instruction, 1995-1996

Source: SEDEC.

Endnotes

All statistical data on compulsory education were provided by SEDEC.

1. Source: European Charter for regional or minority languages. Strasbourg: Council of Europe. November 1992. European Treaty Series/Série des traités européens 148. It can be viewed through <http://conventions.coe.int/treaty/EN/>
2. This document called '*Structures of the education and the initial training systems in the European Union*' has been prepared jointly by EURYDICE and CEDEFOP. Address: Eurydice European Unit, Rue d'Arlon 15, 1050 Brussels, Belgium. tel: +32-2-238 3011, fax: +32-2-230 6562, <http://www.eurydice.org>
3. <http://cultura.gencat.es/llengcat/siat/svcerca.asp>
4. <http://www.alte.org>
5. <http://cultura.gencat.es/llengcat/certific/cic.htm>

Education system Spain
Eurydice

SPAIN (POST-REFORM)

		UNIVERSITY LEVEL EDUCATION	NON-UNIVERSITY LEVEL EDUCATION	HIGHER VOCATIONAL TRAINING (2)	(3)	
COMPULSORY EDUCATION ↑ ↓	18					
	17	<i>BACHILLERATO</i> (1)	INTERMEDIATE VOCATIONAL TRAINING (2)			
	16	SECONDARY EDUCATION				
	15	2ND CYCLE				
	14	COMPULSORY SECONDARY EDUCATION				
	13	1ST CYCLE				
	12	3RD CYCLE				
	11	2ND CYCLE				
	10	PRIMARY EDUCATION				
	9	1ST CYCLE				
8	2ND CYCLE					
7	1ST CYCLE					
6	2ND CYCLE					
5	INFANT EDUCATION					
4	1ST CYCLE					
3	2ND CYCLE					
2	1ST CYCLE					
1	2ND CYCLE					
0	1ST CYCLE					

1. *Bachillerato* comprises general education at upper secondary level providing access to higher education and to employment.
2. Intermediate and Higher Vocational Training comprises specific vocational training for employment. The diploma obtained at the end of Higher Vocational Training will also give direct access to certain related university courses.
3. These training courses can be entered at any age between 16 and 25. The occupational training programmes (*FPD*) last 800 hours, training in the workshop schools lasts 1 to 3 years, and in skilled craft centres 6 to 12 months.

..... = division in the level / type of education.

..... = alternative beginning or end of level / type of education.

*main official texts
regulating teaching
in Catalan*

References and further reading

- 1978 Royal Decree (re)introducing the teaching of Catalan in schools.
- 1983 Linguistic Normalisation Law (Law 7/1983)
- 1991 Decree 244/1991 establishing the requirement of knowledge of both official languages to teach in public centres of Catalonia
- 1992 General Organisation of Pre-school, Primary and Compulsory Secondary Education in Catalonia (Decree 75/1992, of 9th March)
Syllabus of Pre-school Education (Decree 94/1992, of 28th April)

Syllabus of Primary Education (Decree 95/1992, of 28th April)

Syllabus of Compulsory Secondary Education (Decree 96/1992, of 28th April)
- 1994 General Organisation of Specific Vocational Training (Decree 332/1994)
- 1996 General Organisation of Batxillerat (Decree 82/1996)

Organic rules of public schools (Reglament orgànic dels centres docents públics) (Decreets 198/1996 and 199/1996)
- 1998 Linguistic Policy Law 1/1998

Catalan legal texts may be consulted at:

<http://www.gencat.es/diari/>

<http://cultura.gencat.es/llengcat/legis/recull.htm>

The following texts involve the whole of Spain. They were drawn up by the Spanish Parliament or Government and are not specific for the Catalan language

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*pedagogical
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articles

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Other websites on minority languages

- Mercator* **www.troc.es/mercator**
General site of the Mercator-project. It will lead you to the three specialized centres:
- Mercator-Education* **www.fa.knaw.nl/mercator**
Homepage of Mercator-Education: European Network for regional or minority languages and education. The site contains the series of regional dossiers, a database with organisations and bibliography and links to minority languages.
- Mercator-Media* **www.aber.ac.uk/~merc/**
Homepage of Mercator-Media. It offers background information, publications, an overview of languages and media, links to other sites, a database on minority languages and media, a bibliography of minority languages and an events diary of minority languages.
- Mercator-Legislation* **www.troc.es/ciemen/mercator**
Homepage of Mercator-Legislation. It describes the activities of the centre and provides information on minority languages and legislation.
- European Union* **<http://europa.eu.int/comm/education/langmin.html>**
At the website of the European Union an explanation is given of its support for regional or minority languages.
- Eurydice* **www.eurydice.org**
Eurydice is the information network on education in Europe. The site provides detailed and comparable information on all education systems and education policies in Europe through a community database, comparable studies and a European Education Thesaurus.
- EBLUL* **www.eblul.org/**
Homepage of the European Bureau for Lesser Used Languages. This site provides information on lesser used languages as well as on relevant structures, projects, publications and events.

Euromosaic

<http://www.uoc.es/euromosaic>

On this website, data from the Euromosaic study about the situation of various language groups in Europe are available.

What can Mercator-Education offer you?

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