



MERCATOR-EDUCATION  
information  
documentation  
research/recherche

# Galician

## The Galician language in education in Spain



\* numerically small language communities

This document was published by Mercator-Education with financial support from the Fryske Akademy and the European Commission (DG: Culture and Education).

© Mercator-Education, 2001

The content of this publication may be reproduced in print, except for commercial purposes, provided that the extract is preceded by a complete reference to Mercator-Education: European Network for Regional or Minority Languages and Education.

Mercator-Education  
P.O. Box 54  
8900 AB Ljouwert/Leeuwarden  
The Netherlands  
tel: +31-58-2343063  
fax: +31-58-2131409  
e-mail: [mercator@fa.knaw.nl](mailto:mercator@fa.knaw.nl)  
website: [www.mercator-education.org](http://www.mercator-education.org)

This regional dossier was prepared by Xosé-Henrique Costas in 2000 (Universidade de Vigo), in collaboration with Rita Paredes. Data reflect the situation in 1998-2000. Very helpful comments were provided by Carme Fernández Pérez-Sanjulian (AS-PG).

The authors would like to express their gratitude to the *Dirección Xeral de Política Lingüística (DXPL)* da *Xunta de Galicia*, the *Mesa pola Normalización Lingüística (MNL)* and the union *CIG-ensino* for the assistance given.

From 1999 onwards, Alie van der Schaaf has been responsible for the edition of the Mercator regional dossier series.

## Glossary

AS-GP: Asociación Sócio-Pedagóxica Galega  
CAP: Certificado de Aptitude Pedagóxica  
CIG: Confederación Intersindical Galega  
COU: Curso de Orientación Universitaria  
DCB: Diseño Curricular Básico  
DXPL: Dirección Xeral de Política Lingüística  
EOI: Escuela Oficial de Idiomas  
EPA: Educación para Adultos  
FP: Formación Profesional  
ILGA: Instituto da Lingua Galega  
LNL: Lei de Normalización Lingüística  
LOGSE: Ley de Ordenación General del Sistema Educativo  
LRU: Ley Orgánica de Reforma Universitaria  
MNL: Mesa pola Normalización Lingüística  
MSG: Mapa Sociolingüístico de Galicia  
SNL: Servicio de Normalización Lingüística  
UV: Universidade de Vigo  
UC: Universidade de Coruña  
USC: Universidade de Santiago de Compostela

## Contents

Foreword .....	1
1 Introduction .....	2
2 Pre-school education .....	9
3 Primary education .....	10
4 Secondary education .....	14
5 Vocational education .....	15
6 Higher education .....	16
7 Adult education .....	22
8 Educational research .....	24
9 Prospects .....	26
10 Summary statistics .....	26
Educational system in Spain .....	28
References and further reading .....	29
Addresses .....	34
Other websites on minority languages .....	39
What can Mercator-Education offer you? .....	43

## 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 who form a group numerically smaller than the rest of the population.

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, primary education, learning materials and teacher training. In addition there is a need for documents which give a brief outline of the most essential features of the educational system of regions with an autochthonous lesser-used language. With the establishment 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, 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 education in member states of the European Union. 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 being studied, followed by six sections which each deal 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* Galician or *Galego* is a Romance language. It is spoken in the historical nation of Galicia (29,434 Km<sup>2</sup>) in north-western Spain, but also in other areas such as the border regions of Asturias, León and Zamora.<sup>1</sup> Galician was born as a result of the imposition of Latin on the vernacular, supposedly Celtic languages in the 1<sup>st</sup> century BC. Galicia constituted a political unit with the Kingdoms of Asturias and León since the 8<sup>th</sup> century, but that did not prevent it from achieving a certain autonomy which allowed it to mould itself into an independent kingdom. The oldest documents written in Galician date from the end of the 12<sup>th</sup> century. The 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> centuries were the age of Galician's literary splendour. Both Galician and Latin were written languages, but only the former was spoken. In the 14<sup>th</sup> century, the southern part of Galicia established itself as an

independent kingdom, Portugal, and the Galician language was called Portuguese. The rest of Galicia, however, became occupied by the powerful Kingdom of Castille, as was the whole kingdom of León.

Between the 15<sup>th</sup> and 18<sup>th</sup> centuries, the settlement of a foreign aristocracy and administration in the country caused a progressive decline and led to the substitution of Galician by Castilian (or Spanish). These were the so-called “Dark Centuries” which witnessed the total *degaleguisation* of the upper classes and caused Galician to disappear from official use.

In the 19<sup>th</sup> century came the literary and linguistic Enlightenment (*Rexurdimento*). The first Galician grammars, dictionaries, newspapers, novels, etc. appeared. In the 20<sup>th</sup> century, the end of the Civil War and the beginning of Franco’s dictatorship caused the Galician language to disappear from the public scene, and from education and social-economic activities. Spanish centralism firmly repressed any sign of autonomist activity. During this period radio became very popular, TV broadcasting began and compulsory education spread. However, all this took place in Spanish, and Galician suffered incalculable damage. The language has not recovered from this setback, even today.

But a certain recovery has taken place since the Restoration of Democracy (1975) and the promulgation of the Statute of Autonomy (1981) when both Galician and Spanish became joint official languages in Galicia.

#### *population*

The total population of the Autonomous Community of Galicia is 2,740,000. Almost 68 per cent of the population speaks Galician on a daily basis, although 86.4 per cent claims to be able to speak it, and 97.1 per cent understands it.

	<b>MSG (1993)</b>	<b>CIS (1998)</b>	<b>Difference</b>
Understand	97.1 %	98.4 %	+ 1.80 %
Can speak	86.4 %	89.2 %	+ 2.80 %

Speak	67.9 %	(*)	--
Can read	45.9 %	68.4 %	+ 22.50 %
Can write	27.1 %	52.9 %	+ 25.80 %

Table 1: Figures on Galician language skills.

MSG = Mapa Sociolingüístico

CIS = Centro de Investigación Sociológica

(\*) In the Census it is only asked whether a person is able to speak and there is no reference to the actual use of the language.

The *Mapa Sociolingüístico* (1993) and the CIS (1998) have collected different data on the use and knowledge of Galician.<sup>2</sup> All the figures show a recovery of the language skills of Galician, especially reading and writing.

Some information about customary language can be found in the following table.

Age	Only Spanish or mainly Spanish	Only Galician or mainly Galician
From 16 to 25	53.40 %	46.50 %
From 26 to 40	37.60 %	62.40 %
Over 40	19.00 %	81.00 %

Table 2: Figures on language skills per age group

Source: Mapa Sociolingüístico Galego (1993)

People under 26 have studied Galician in the education system and most of them can speak, write and read Galician, although only 46,5 per cent does so every day. People over 40 never studied Galician at school. They have little knowledge of writing their language, but most of them can speak it. School-age children have more ability in writing and reading, but do generally not speak the language, as will be shown in following sections.

Outside the Galician administration, there are 50,000 speakers in the 18 western border municipalities of Asturias and 25,000 in Castilla-León (11 municipalities in the Leonese Western Bierzo and 4 in the west of Zamora). Lastly, 1,500,000 Galician emigrants still continue to speak Galician in other areas in Spain and communities in Argentina, Venezuela, Brazil, Mexico, Panama, Uruguay, the

USA, Switzerland, France, Germany, England and Australia.

*legal status*

After five centuries of repression of the Galician community, the Spanish Kingdom stated in the Magna Carta of 1978 that it was a multilingual nation. This established Spanish as the official language of Spain, but allowed the Autonomous Communities to make other local languages co-official. The 1981 Galician Statute of Autonomy declared both Galician and Spanish as official languages.

In 1983, the Galician Parliament approved the Linguistic Normalisation Law (*Lei de Normalización Lingüística* –LNL) to make joint official status real and effective. This law was created to ratify and monitor the citizen's right to use Galician, especially in administration, education and the media. Even though the law has been in effect for twenty years, the use of Galician in these fields is not satisfactory at present.

Although Galician is co-official in Galicia, between 80,000 and 100,000 speakers of this language in the other Autonomous Communities of Asturias, Castilla-León and Extremadura have no linguistic rights. Their Statutes have just promulgated Spanish as the official language. As a consequence of the pressure of cultural and political sectors, the *Consello da Xunta de Galicia* and the *Consejería Educación da Junta de Castilla y León*, have announced that an agreement would be signed in May 2001 to promote Galician education (as an optional subject in primary education) in Bierzo Occidental (provinces of León and Zamora).

The Spanish Kingdom signed the European Charter for Lesser Used Languages in 1992 and ratified it in april 2001. The Charter refers to languages which are official in each territory according to the Statute of Autonomy, but does not mention them by name.

*legislation on education*

In 1981 the Galician language and Galician literature became compulsory subjects at all educational levels (except in higher education). The Linguistic Normalisation Law of

1983 also addresses the area of education, although the law only establishes the compulsory use of the Galician language in pre- and primary education. The Law of Linguistic Normalisation was later expanded by a Decree entitled "The incorporation of the Galician language in Education". Currently Galician is the official language of all educational institutions. All children have the right to receive instruction in their mother tongue (Galician or Spanish) at pre-school and the first two years of primary school. According to the law, each student between 8 and 16 must have the Galician Language as a subject and two to four subjects with Galician as language of instruction. About the other subjects nothing is regulated.

*education system*

The Spanish Parliament has established the basic coordinates of the education system through the LOGSE law. According to this law, school attendance is compulsory and free from 6 to 16 years. The LOGSE law is identical for all schools, private or public. There are only six complete private schools in Galicia, while the majority is private but receives important subsidies from the Galician government. Most of the private schools are religious. The autonomous government subsidies for private education have resulted in a decrease in the funds earmarked for public education.

The basic objectives of the Spanish education system include full development of the student's personality, learning respect for fundamental rights and freedoms, the acquisition of intellectual habits and respect for linguistic and cultural plurality. Between the ages of 16 and 18, pupils can choose between the courses of Bacharelato (Non-compulsory Secondary Education) or Professional Training. The aim of the Bacharelato is the pupil's training and guidance for higher education (university), whereas Professional Training is geared towards helping young people to enter the labour market.

University education falls under a separate law, the LRU. The three Galician universities, A Coruña, Santiago and Vigo, are largely self-governing, though as they are public, they depend on the autonomous government for finance.

*falling rolls*

The birth-rate has fallen over the past quarter of the 20<sup>th</sup> century. In fact, although emigration to America, Europe and other areas of Spain has ceased, and some emigrants are coming back, Galicia has negative demographic growth nowadays. Galicia loses about 0.4 per cent of its population every year. This has numerous consequences for the education system. The administration's response to this decline in numbers of pupils has been to close down rural schools, leading to pupils being re-grouped in other schools.

*administration*

Legislation on education is shared between the autonomous authorities and the national ones.

There are four basic administrative levels in Spain: local council, province, autonomous community and state. The division of responsibilities in education varies somewhat from region to region. Galicia does not have full competence in education. The Spanish government defines the basic educational parameters (system design, duration and segmentation of compulsory education, basic subject options, most of the curriculum including minimum teaching of Spanish, basic rights and functions of state school teachers, confirmation of studies, etc.). There is a DBC (*Diseño Básico Curricular*) which is common to the whole State. This general DBC helps Spanish pupils gain access to a number of subjects. The autonomous communities with competences in education can add to the DBC with new subjects and material. The Galician autonomous government is responsible for language policy, construction of buildings, private sector funding, the rest of the curriculum, supervision of materials used in schools. Provincial governments have no educational responsibilities, while local councils are usually involved in maintaining and cleaning the centres.

Most of the administration's proposals to promote the Galician language have incomplete and to a certain degree, contradictory results, causing its decrease. Major part of the documentation is written in Galician and on the whole, civil servants are Galician and know the language, while the oral

use of the language is not being promoted. Documents in Galician make not much sense if the language used by the civil servants is Spanish.

Recent data (1998) given by the *Dirección Xeral de Política Lingüística*, DXPL (General Office of Linguistic Policy) state that 82.5 per cent of educational centres use Galician in their administrative functions, 15.4 per cent work partially in Galician and 1.6 per cent totally in Spanish. Relations between centres, pupils and other institutions are in Galician in 66 per cent of cases, in Galician and Spanish in 23.5 per cent and totally in Spanish in 1.7 per cent of centres. This information seems to be contradictory to the former data, but this is due to the fact that the DXPL analyses the formal use of the language, e.g. in administration, while the real use of Galician in teaching is not being revealed.

*inspection*

The state maintains an inspectorate in Galicia which provides the national government in Madrid with basic information on the development of the Galician education system. This inspection is carried out by a group of inspectors, usually appointed by subject and educational level. This group is responsible for correct implementation of the general regulations and for advising teachers about teaching. Inspectors who are from Galicia know enough about the Galician language to carry out their tasks, but competence in that language is not required. Each province has one inspector assigned to monitor adherence to the legislation about the Galician language in education, but no objections are issued against schools which do not respect this legislation, despite the complaints of citizens and associations in defence of the language.

*support structure*

There are several institutions working with Galician in education. The *Real Academia Galega* is co-author of the official normative the same as the *Instituto da Lingua Galega* (ILGA, co-author of the official normative). The *Dirección Xeral de Política Lingüística* (DXPL) is the department of the autonomous government in charge of the promotion of the Galician language in education. The *Mesa*

*pola Normalización Lingüística* is a civil and independent organisation which strives to extend the use of Galician mainly in education, but also in society at large. The *Asociación Socio-Pedagóxica Galega* (AS-PG) and *Nova Escola Galega* are movements for pedagogical renovation of Galician education. They also carry out normalisation campaigns. At last, there are teams of teachers and voluntary students for the linguistic normalisation. In theory there are many, because they receive subsidies from the DXPL, but in practice no more than twenty to thirty actually work. Their exact number is not known and there is no coordination in their activities.

## 2

### Pre-school education

#### *target group*

Pre-school education is voluntary and is defined as covering the period from 0 to 6 years of age. Practically all children commence pre-school by the age of 3. This type of education takes place within the school system. Children aged under three are catered for by the family, child-minders hired by individual families or nurseries, which are mostly privately owned.

#### *legislation*

Pre-school education is designed to contribute to the physical, intellectual, emotional, social and moral development of pupils. It is divided into two cycles: from 0 to 2 and from 3 to 5 years of age (See chapter I of the LOGSE law). The LNL has established the following parameters for pre-school and first cycle of primary education: *“teachers will use the language that prevails among the pupils in a class. They will take the environmental language into account and will make sure that they learn the other official language of Galicia orally -and in writing-, within the appropriate limits of the term or course”* (Decree 247/95).

#### *language use*

In most urban centres the teaching language is Spanish because the majority of the pupils are Spanish-speaking. In rural centres both languages are used, but Galician is

predominant. Data given by the General Office of Linguistic Policy state that 39 per cent of the centres never use Galician, and that 15 hours per week are taught in Galician in 40 per cent of schools (1998).<sup>3</sup> The other 21 are educational centres that have not responded the DXPL questionnaire and seem to show no interest in the language policy.

*statistics*

In the school year 2000-2001 there were 52,238 pupils in pre-school education in Galicia. For the language situation see 'statistics primary education'.

### 3

### Primary education

*target group*

Primary education lasts from 6-12 years of age. It is divided into three cycles: 1° from 6-8 years; 2° from 8-10 years and 3° from 10-12 years.

*legislation*

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 (See chapter II of the LOGSE LAW).

The law requires the teaching of Galician as a compulsory subject for four hours per week (the same as Spanish) and the use as a language of instruction in the area of natural, social and cultural knowledge.

*language use*

In many schools this area is covered in Spanish. There is no linguistic teaching model for Galician. When Galician is used as a language of instruction it is mainly in environmental studies. The use of the Galician language in other subjects depends on several factors which are directly related to the teachers' efforts and dedication (the pupil's language, the teachers' linguistic competence, the existence of teaching materials, the rural or urban location of the school, etc.).

We should point out that at private schools, favoured by the educational administration, Decree 247/95 is even less

respected because Spanish is the language of instruction at all levels. This is mainly the case in urban and semi-urban centres.

The following table shows the percentages of the students' mother tongue and the first language in which the pupils write and read in urban areas and in general (Data taken from the MSG, MNL and CIG-ensino):

	<b>Galician</b>	<b>Galician/Spanish</b>	<b>Spanish</b>
Students under 25 (general)	39 %	17 %	44 %
Students under 25 (in urban areas)	12 %	19 %	69 %
First language they write and read in (general)	17 %	15 %	68 %
First language they write and read in (in urban areas)	0 %	4%	96 %

Table 3: Figures on pupils and their first learning language in urban areas and in general.

It seems that in urban areas students do not start their education in Galician since in these areas Galician mother tongue speakers are less numerous than those whose mother tongue is Spanish. The consequence is that the prevailing language is Spanish, and consequently, the lessons will be given through this language. As a result, the less numerous Galician speakers suffer an immediate language shift. The percentages of use of the Galician language for starting to read and write are very similar to those subjects that do not have to be taught in Galician at the other educational levels. In rural areas the situation is different, the speakers who have Galician as mother tongue are more numerous and the teaching will be carried out in Galician in many cases. But also the worst public centres in terms of infrastructure and qualification are located in rural areas. As the Galician language is absent in many urban areas and private schools, parents' associations are calling for their children to be taught Galician.

This leads to a situation in which learning of both languages is not balanced for all students. All Galician students are able to understand, speak, read and write Spanish (they become active bilinguals), but the situation changes in the

case of Galician. School helps to develop writing and reading skills, but does not contribute to the normal use of the language as a result of the insufficient normalisation efforts in Galicia. The only bilingual children are those who have Galician as their mother tongue and who have been educated initially in Galician or in Galician and Spanish in equal measure. Children who have Spanish as their mother tongue have more difficulty becoming bilingual, because only 20-25 per cent of their education is carried out in Galician. Thus, school transforms Galician speakers into active bilinguals and Spanish speakers into passive bilinguals. (Data obtained from the following sources: MSG, MNL, CIG-ensino and some of the centres' normalisation groups.).

	Mother tongue Galician		Mother tongue Spanish	
	Galician	Spanish	Galician	Spanish
Understand	99.3 %	100 %	83.5 %	100 %
Can speak	97.9 %	100 %	30.3 %	100 %
Can read	40.1 %	100 %	45.1 %	100 %
Can write	22.2 %	100 %	24.3 %	100 %

Table 4: Figure on the language skills and the pupils' mother tongue.  
 source: Study of the University of Vigo (1997-1999) in which 11 teams of Linguistic Normalization in different zones in Galicia were investigated.

From this table we can see that the compulsory introduction of the Galician language into the education system encourages Spanish speakers to acquire a greater knowledge of passive linguistic skills (reading and writing), but they do not acquire oral skills. A strange fact is that their reading and writing skills of Galician are higher than for native speakers. Researchers appoint two reasons for this. In the first place, Galician speakers are concentrated in rural areas and they seem to be confident in speaking their Galician dialect, while they are less interested in writing. This has probably to do with the low status of Galician in comparison to Spanish, as the last one seems to offer better perspectives at the labour market. Another reason to explain the better dominance of Galician of the not natives is that these students want to compensate their lack of oral competence in Galician and are not confused by their dialects. Nevertheless, this strange phenomenon has not been studied in detail.

#### *statistics*

In 2000-2001, 137,286 pupils were studying at primary level in Galicia. All students have Galician as a subject, but no exact number of students is known to receive instruction in Galician. According to a survey of the *Confederación Intersindical Galega do Ensino* (CIG-Ensino) and the *Asociación Sócio-Pedagógica Galega* (AS-PG), only 8,5 per cent of the pre-primary and primary centres included in their research meets the requirements stated in the decree. See for further information the section 'research'.

## 4 Secondary education

<i>target group</i>	Compulsory secondary education (ESO) begins at age 12 and ends at age 16. After this educational period, students can choose between post-compulsory university-oriented secondary education or Professional Training.
<i>legislation</i>	<p>Besides 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. (See chapter III of the LOGSE LAW). Post-compulsory secondary education strives to contribute to the human and intellectual maturity of its students and to provide them with the knowledge and necessary skills to function in a competent and responsible way in society. Many parents and students prefer that academic option, although some Professional Training education offers ever improving possibilities for employment. (See chapter III of the LOGSE LAW).</p> <p>In regards to the language policy, as said, the law stipulates that four subjects must be taught in Galician: two obligatory subjects (social and natural sciences) and two optional subjects. About the rest of the subjects nothing is determined.</p>
<i>language use</i>	<p>In practice, the centres do not meet the legal requirements and there is neither a bilingual model (50%) nor a monolingual model in Galician. In private centres only the Galician language itself is taught in Galician. There are no official data about teachers' language use during this educational period. Apart from a number of teachers who do not teach in Galician, there is always a proportion of teachers who are willing to do so. The <i>Mesa pela Normalización Lingüística</i>, parents' associations and unions file complaints about the non-observance of the law on the use of the Galician language.</p>

In Post-compulsory secondary education Philosophy is taught in the Galician language, as a common subject and one of the specific subjects in every modality in the 1<sup>st</sup> year. In the 2<sup>nd</sup> year, history and Galician are common subjects and some of the specific subjects in every modality are taught in the Galician language. Galician continues to be a compulsory subject for 3 hours per week.

*statistics*

In the academic year 2000-2001 there were 173,788 students at this education level in Galicia. All of them have Galician as a subject, but it is not known how many of them receive the necessary instruction in Galician.

According to the survey of the *Confederación Intersindical Galega do Ensino* (CIG-Ensino) and the *Asociación Sócio-Pedagógica Galega* (AS-PG), the proportion of schools that meets the legal requirements is 22,9 per cent in compulsory secondary education.

## 5

### Vocational education

*target group*

There are basically two types of vocational education or professional training: a lower cycle starting at the age of 16 and finishing at 18 and a higher cycle from 18 years onwards. The first cycle leads in principle to the labour market or gives access to secondary academic education, whereas the second option requires previous completion of general secondary education and leads to the labour market or university.

*legislation*

The aim expressed in legislation is to facilitate the entry of young people into the labour market and to respond to the requirements of the production system.(See chapter IV of the LOGSE LAW).

Legislation in regards to Galician at vocational level is quite ambiguous, as there are no areas specified: "*In medium and advanced professional training, pupils will be educated in the Galician language in areas of theoretical- practical*

*knowledge which helps their integration into work and society” (Decree 247/95).*

*language use*

In practice, Galician is taught as a subject in vocational education. There are no linguistic models and the teaching and learning materials market is not commercially viable because there is an enormous proliferation of options available to students. Each Galician publication for a small group of students has to compete with a much bigger group in the case of a Spanish publication.

There are no official data about teaching in Galician in vocational education, so the only way to find out about the use of the language is by observing the number of textbooks in Galician sold for this level. The educational authorities recognise that in only 33 per cent of the centres Galician is used as an instruction language.<sup>4</sup>

*statistics*

There were 39,133 pupils at this level in the year 2000-2001. All students have Galician as a subject, but it is supposed that in only 33 per cent of the schools Galician is used as language of instruction in accordance with the legal requirements.

## 6

## Higher education

*structure*

Since 1990 there have been three public universities in Galicia: the University of Vigo (UV), the University of A Coruña (UC) and the University of Santiago de Compostela (USC). The national distance-learning university UNED also operates in several centres in the region (Pontevedra, A Coruña and Ourense). Universities offer diploma courses (three years), degree courses (traditionally lasting five years) and postgraduate courses. At present, 100,000 students are studying at the three universities.

There are also some private colleges for the health sector, labour relations and teacher training which are attached to the public universities.

*legislation*

The Spanish law “LRU”, taking its cue from the Constitution, establishes that universities are self-governing bodies. They are autonomous but depend on the Galician government for financial support.

The statutes of the three universities state that Galician is their own language and the official one, together with Spanish, according to the Spanish Constitution and to the Galician Statute of Autonomy.

Since 1988 a test on the Galician language has been included in the entrance examinations for university. It has the same weight as the test on the Spanish language.

*administration*

All administrative documents are written in Galician: certificates, forms, payrolls, etc., but at lower or internal levels the use of Galician or Spanish depends on teachers, managers and civil servants. Spanish is used orally more than Galician.

Civil Servants have to pass several examinations to work in public universities. These examinations include written tests on the Galician language which are not compulsory. The DXPL in conjunction with the universities offers courses on Galician administrative language for their civil servants.

*language use*

Galician studies at the university started after the creation of the Philological Subsection of Galician-Portuguese at the USC in 1976. Since 1979/80 Galician has been taught as a subject at the teacher-training colleges. A little later it became possible to take a degree in Galician Philology at the USC, and today (2001) it can be studied at any of the three public universities.

Since 1974 the Institute of Galician Language (*Instituto da Lingua Galega*, ILGA) has been housed at the USC. It is a centre for language research which sets the current official standard, in force since 1980, together with the Royal Academy of Galicia (*Real Academia Galega*). In 1984 the Linguistic Normalisation Service (SNL) of the USC was set up as an office to promote Galician in the administrative, teaching and research fields of the USC. In 1991, the newly formed universities of Vigo and A Coruña also created their

own SNLs. These offices prepare campaigns to promote Galician, collect data, supply free translations, give advice about terminology to teachers and civil servants, among others.

The promotion and normalisation of the Galician language has been executed by very diverse sectors, not always linked to the academic or institutional world. Labour unions as well as cultural, neighbourhood or professional associations have developed many projects in this field.

The attendance rate for Galician is different at each university and for each degree. In technical, scientific and law degrees the use of the Galician language by professors is insignificant. The percentage of use is higher in social and humanities degrees.

Several investigations have approached the situation of the language at the universities of Vigo and Santiago. The following data can be taken from these studies:

	<b>Administration</b>	<b>Students</b>	<b>Teachers</b>
Understand	100 %	99 %	92 %
Can Read	100 %	92 %	90 %
Can Write	81 %	62 %	47 %
Can Speak	79 %	75 %	63 %
Habitual speakers	31 %	27 %	22 %
Speak at work	36 %	19 %	20 %

Table 5: Figures on language skills and use at universities

Source: Data presented in the studies of Lorenzo A. (1996) and Rodríguez Neira, M. (1998a and 1998b) for the universities of Vigo and Santiago de Compostela respectively.

Teachers have a large influence on the choice of the language of communication, and their knowledge of Galician can considerably enhance the use of the language in education. If the teacher speaks Spanish, communication is established in Spanish in 95-100 per cent of cases. If the teacher uses Galician, 45-50 per cent of oral interaction and about 35-45 per cent of writing are in Galician.<sup>5</sup>

*teaching / learning materials*

Galician universities promote the production, translation (if necessary) and publication of university level textbooks and

exercise books, among others. They also provide funds for translation and linguistic and terminological advice on producing essays and theses in Galician.

### ***teacher training***

#### *primary teaching*

In order to become a primary school teacher candidates must complete three years of studies, a '*diplomatura*', at a *Escola Universitaria de Formación do Profesorado*. At these university colleges for teacher training, only the first cycles of a university career are studied. In Galicia there are six public university colleges and faculties of education, and one private one. Student teachers take a three year course, including teaching practice in schools in the third year.

The current curricula (2001) include only 40 compulsory hours of Galician (the total hours of study are 300) and only 20 per cent of lessons are taught in Galician.

Future teachers who want to take the Civil Service examination will have to complete an examination on the Galician language, but teachers who have studied Galician in Secondary Non-Compulsory Education are exempt from this. Although the Decree 489/97 (BOE) states that knowledge of the Galician language is a determining requirement for becoming a Civil Servant, in practice, the knowledge of the Galician language is a merit and not a *sine-qua-non* requirement. Moreover, the Autonomous government is studying the elimination of the test on Galician because it is considered discriminatory against candidates who come from other parts of Spain.

About 23,000 teachers from all levels of education (except university level) have already attended these courses which are promoted by the DXPL. Although 80 per cent of them considered themselves able to give instruction in Galician, there are no available data on how many teachers are actually using Galician as a teaching medium.

#### *secondary teaching and professional training*

Secondary school teachers have to obtain a university degree in their specialist subject. To become teachers in state schools they must undergo a 350 hour course of post-

graduate teacher training known as *CAP* (*Certificado de Aptitude Pedagógica*.) provided by university institutes. Most *CAP* subjects are taught in Spanish, but the students have the right to use Galician in class and their works. Again, the use of Galician language depends on the teachers' free will. When the subject is a language, the course is given in that language. So Galician Philology is given in Galician. The *CAP* does not give guidance on socio-linguistic reality in Galicia.

Those who aim to become secondary school teachers in the public education system have to prove their knowledge of the Galician language. The conditions are identical to those explained above for primary school teachers.

*university teaching*

Knowledge of Galician is not required for a university teacher. The rate of non-Galician teachers at the university level is higher than at other educational levels.

In recent years, the arrival of foreign students (through Erasmus, etc.) has led to increased use of Spanish in lessons. Some teachers also recommend students to use Spanish because they claim not to understand Galician.

*in-service training*

This training is offered for teachers at all levels of education, from primary to higher education. Until recently there was also a third level of specialisation for teachers at primary level who preferred to teach Galician language and literature.

The number of teachers attending Galician language courses organised by the DXLP has fallen in recent years. These 75 hour courses offer two different levels: courses for beginners/intermediate learners and advanced learners. Some years ago, teachers who had not studied the Galician language before attended those courses in large numbers, to make up for the neglect of the language during Franco's dictatorship. The teachers on these courses mainly come from other communities, as, nowadays, young Galician teachers have studied the Galician language at school.

At university level the courses are not very successful because they are too general. University teachers complain that

they do not know enough specific terminology in Galician to be able to teach in this language. To improve this situation, some specialised language courses on science, technology and economy have been organised recently. Most teachers are from Galicia and a large proportion of them have attended Galician language courses. Nevertheless, it is hard to check how many teachers started using Galician as a teaching language after taking the course. The courses have increased knowledge of the language, but attitudes towards it in the education system do not seem to have changed substantially.

The majority of the permanent training courses is organised by non-official entities, although the responsibility lies with the Education Department. For example, the AS-PG organises courses and pedagogical meetings, involving about 3,000 teachers on an annual base. Apart from language knowledge these courses put emphasis on aspects of our socio-cultural reality or other aspects linked to education in Galicia.

*training for foreign students*

For several years the DXPL and the USC have been conducting Galician language courses for foreigners which are usually given in the summer. About one hundred students attend these courses (beginners and intermediate learners) every year.

Galician language, literature and culture are also taught through around 30 lectureships at universities around Europe, and in America and Australia.

*teaching-learning materials for non-university levels*

The DXPL subsidises publishers which publish textbooks and other teaching-learning materials in the Galician language for non-university levels. The DXPL publishes teaching units, books, CD-ROMs, videotapes, and audiotapes about the authors who have been honoured on the annual "*Día das Letras Galegas*" (Galician Literature Day). They also publish a comic called *Elipse*.

There are a large number of textbooks for primary and secondary teaching (mathematics, history, philosophy, natural science, geography, geology, music, statistics,

economy, etc.) and teaching guides for the teacher. There are still insufficient teaching-learning materials for Professional Training.

In addition to textbooks, there are audiovisual teaching methods for learning English (e.g. the method *I can* by AS-PG-A Nosa Terra) interactive CD-ROMs for learning Galician (*Galingua* method), dictionaries (*Diccionario de Diccionarios, Ir Indo* and others) as well as proofreaders for PC, videotapes on the arts, history, natural sciences, music, language, literature, etc., published by associations, research centres, publishing houses and some Galician government departments.

## 7

### Adult education

*target group and structure*

In the EPA (*Educación para Adultos*) people over 18 can register, while in an EOI (*Escuela Oficial de Idiomas* - Official Language School), 16 is the minimum age. This is another type of state school, where adults can enrol in modern language courses, including both major international languages and Galician. They exist throughout Spain and are a unique way of making language courses accessible to a wide audience.

*Educación para Adultos (EPA)*

The EPA tries to guarantee the acquisition, updating and broadening of the knowledge and skills needed for personal and professional development. Systematic education, training for the labour market and socio-cultural education are included in the EPA. There are two modalities:

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

*Escuela Oficial de Idiomas (EOI)*

The EOIs train pupils in linguistic skills and competence in the language being studied. The EOIs are official language

schools recognised by Spain's Department of Education, and in Galicia, by the *Consellería de Educación* (Education Council). The diploma obtained from these centres does not qualify people to exercise a profession, but it complements a diploma degree and it is highly regarded in the business community. A diploma of the EOI, together with a university degree gives a person the ability and capacity to teach the language in medium regular education. To become a teacher in an EOI the person has to be a graduate of the corresponding Philology and to pass an examination which includes a test on Galician. The examination on Galician is not a determining factor in becoming a teacher, but it is assessed as a merit. If a candidate does not pass the examination on the Galician language but has successfully completed the Civil Servants' examinations, the future teacher has to attend Galician language courses for the following two years.

The first EOI in Galicia was set up in A Coruña 25 years ago, but in the last 10 years many EOIs have been established. Nowadays, there are centres in Pontevedra, Vigo, Ourense, Lugo, A Coruña and Ferrol. To enrol in these schools it is necessary to have finished compulsory education.

The studies comprise five courses (five years) divided into two cycles: Elementary (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>) and advanced (4<sup>th</sup> and 5<sup>th</sup>). Studies can be followed both with personal attendance and by distance-learning. Another option is to take only the cycle examinations: two examinations, one at elementary level and another at advanced level without classes. At Galician EOIs students can choose between English, French, German, Italian, Galician and Portuguese. At the EOI of A Coruña people can also study Russian and Spanish.

*language use*

The two modalities of the EPA are in a similar situation to that of secondary education in the use of Galician and also in their non-observance of the law. The EOIs use Galician to a greater extent.

*statistics*

In Galicia, 4,881 pupils are registered in the EPA modality

and approximately 15,000 students are involved in the EOI.

## 8 Educational research

Several studies have shown that the Galician education system, without linguistic models, does not encourage balanced learning of the two languages because, in practice, their use is not distributed on an equal basis. The learning of Spanish and Galician to the same extent is therefore not guaranteed. The linguistic skills in Spanish set down in legislation are guaranteed for Galician speaking and Spanish speaking pupils. However, the acquisition of Galician linguistic skills is not complete for Spanish speaking students because they do not become active bilingual speakers.

Several bodies investigate the linguistic situation in the education system in Galicia. The first of these is the Seminar of Socio-Linguistics of the Galician Royal Academy, which prepared the *Mapa Sociolingüístico Galego* (Galician Socio-linguistic Map). This Map analysed the situation of Galician language in society in 1993. Data referred to the initial language, literacy language, skills, linguistic uses, and the attitudes of the pupils can be deduced from observing the percentages reflected in the 16 to 25 age-range.

The *Arquivo de Planificación e Normalización Lingüística of the Consello da Cultura Galega* regularly publishes series of studies about the situation of the Galician language in everyday life. Specially relevant to the language in education are the studies of Rodríguez Neira, M. (1998b), Rubal, X. (1987 and 1992).

The *Servicios de Normalización Lingüística* (SNLs) of the Universities of Vigo with the study of Lorenzo, A. (1996) and Santiago de Compostela with the investigation of Rodríguez Neira, M. (1998a) have promoted their own studies on the situation of the Galician language at university. Researchers from the departments of Galician Philology and the faculties of education coordinate and promote research projects about Galician socio-linguistics at Galician schools.

The most recent research about the use of Galician in education has been carried out by the AS-PG, *Asociación Sócio-Pedagógica Galega* and the CIG, *Confederación Intersidical Galega do Ensino*. The aim of this research, which was concluded in 2001, was to study the level of linguistic normalisation in public education centres and so the accomplishment of the Decree 247/95. In the research were involved: 100 public educational centres with pre-primary and primary education; 34 with pre-primary, primary and compulsory secondary education and 127 with compulsory - and Post-compulsory secondary education, a total of 261 centres. These centres have 101,672 students and represent 4,611 unities. A total of 9,715 teachers work at these centres.

The results of this research show that only 8,5 per cent of the pre- and primary schools meets the legal requirements for Galician teaching. This proportion is 22,9 per cent in compulsory secondary education; 29,6 per cent in *Curso de Orientación Universitaria*, COU; 31,0 per cent in vocational education and 12,5 per cent in *Bacharelato*.

## 9

### Prospects

The DXLP reacted against the non-observance of the law by “*convincing and supporting*”, avoiding the use of “*pressure or coercion*” at centres that did not meet the legal requirements.<sup>6</sup> It took some steps to inform teachers of the advantages of Decree 247/95, organising specific seminars, preparing campaigns to increase awareness of pupils’ parents associations, etc.

These measures cannot be enough if courses and programmes to promote favourable attitudes towards the Galician language among teachers, the managements of centres and parents’ associations are not organised. Some “corrective” measures should be imposed on centres which do not respect the legislation concerning language.

Education cannot stop the process of the substitution of Galician, but it is a valuable instrument to achieve its urgent

recovery, a task schools are not fulfilling nowadays. It would therefore be necessary to create monolingual and bilingual teaching models in pre-school and primary education, to avoid Galician-speaking children coming through a process of language shift and speak the language of the majority, i.e., Spanish.

## 10 Summary statistics

Type of education	Enrolment
Pre-primary	52.238
Primary	137.286
Secondary	173.788
Vocational	39.133

Table 6: Students enrolled in education in 2000-2001

## Endnotes

- <sup>1</sup> Some linguists, among others, the author, consider ‘Fala’ to be an archaic variety of Galician, but other linguists do not share this position, nor do all speakers. ‘Fala’ is a language spoken by about 5,000 people in three municipalities of north-western Cáceres in the Autonomous Community of Extremadura.
- <sup>2</sup> Statistics taken from the dossier “Galicia’s own Language(1998)”, published by the DXPL –Xunta de Galicia.
- <sup>3</sup> The Dirección Xeral de Política Lingüística (DXPL) admits in a letter dated 17<sup>th</sup> of August (1999) that some sections of Decree 247/95 have not been fulfilled: “*There are a number of urban educational centres which do not respect the decree on the minimum number of subjects which must be taught in Galician*” The letter also says that the presence of the Galician language in those centres is “*negligible or non-existent*”. This information comes from a letter/report which was sent to the Mesa pola Normalización Lingüística (MNL) by Valedor do Pobo. Information was required through this channel, since an official request for information of the MNL to the autonomous government was ignored.
- <sup>4</sup> Statistics taken from the dossier “Galicia’s own Language(1998)”, published by the DXPL –Xunta de Galicia.
- <sup>5</sup> Costas González, X.H (1991) “Usos e actitudes dos alumnos de Maxisterio de Pontevedra durante os cursos 1987-1990”, in *Seminario de Planificación Lingüística*. Santiago de Compostela: Consello da cultura Galega.  
 -(1991) “Usos e actitudes no ensino galego”, in *Curso de formación de coordinadores docentes de galego*. Santiago de Compostela: Consellería de Educación. (Unpublished)  
 -(1992) “Lingua, sociedade e escola”, in *Xornadas de formación do profesorado*. Santiago

de Compostela: DXPL (unpublished).

- <sup>6</sup> The Dirección Xeral de Política Lingüística (DXPL) admits in a letter dated 17<sup>th</sup> of August (1999) that some sections of Decree 247/95 have not been fulfilled: *“There are a number of urban educational centres which do not respect the decree on the minimum number of subjects which must be taught in Galician”*. The letter also says that the presence of the Galician language in those centres is *“negligible or non-existent”*

**The education system in Spain**  
(Eurydice)

## References and further reading

*main official texts  
regulating the  
teaching of Galician*

### **1.- General laws**

*Constitución Española de 1978, Estatuto de Autonomía de Galicia de 1981*

*Lei de Normalización Lingüística de Galicia de 1983, °*

*Ley de Ordenación General del Sistema Educativo (LOGSE law) (Boletín Oficial del Estado- BOE: 4/10/1990)*

*Ley Orgánica de Reforma Universitaria (LRU) (BOE: 1/9/1983)*

### **2.- Specific legislation on education**

*Lei 3/1983 de Normalización Lingüística (LNL), Art. 12°, 13°, 14°, 15°, 17°.*

*Decreto 173 de 17/11/1982 sobre a normativización da Lingua Galega.*

*Decreto 135 de 8/9/1983 de desenvolvemento da LNL, Art. 1°, 2°.*

*Real Decreto 1056 de 17 de xullo de 1987: the inclusion of Galician in the entrance exams for university.*

*Orde de 1/3/1988 de desenvolvemento do Decreto 135/83, Art. 1°, 3°, 6°, 7°, 8°.*

*Decreto 247 de setembro de 1995 de desenvolvemento da LNL*

*Lei 1/1998 do Principado de Asturias, de 23 de marzo, about the use and promotion of the Bable/Asturian. In its 2nd point says: "The rules of protection, respect, tutelage and development established in this Law for the Bable/Asturian, will extend also by means of specific*

*regulations to Galician/Asturian in the areas in which this language is the proper linguistic modality".*

*Agreement on 02/24/2001* unanimously approved by the Town Council of A Veiga de Valcarce (CCAA of Castilla y León): the Galician language is recognised as co-official together with Spanish in the limits of the local area.

### **3.- Galician outside Galicia (first steps)**

*Resolución do Congreso dos Deputados de España de 8/5/97* encouraging the study of the Galician language in El Bierzo (León).

*Declaración da Comunidad Autónoma de Extremadura de 28/10/00* where the languages spoken in the Val do Río Ellas are declared to be "Of good cultural interest" [They allow third languages to be studied in the schools of the Valley as a non-compulsory subject].

*Acordo da Comisión de Educación das Cortes da Comunidad Autónoma de Castilla-León de 30/11/00* defends the possibility of studying Galician as a non-compulsory subject in the areas of Zamora and León where that language is spoken.

06/30/2001: the plenary session of Valcarce unanimously rejected the request from the autonomous government of Castilla e León to consider the co-officiality of the Galician language invalid that was declared on 02/24/2001. The Council of Lubián (Zamora) has also declared the co-officiality of Galician, but has not (yet) received notification from the autonomous government about any possible invalidation.

06/14/2001: three deputies from the Galician speaking areas proposed the regional parliament of Castilla y León to introduce the Galician language in the *Escuela Oficial de Idiomas* (EIO) of Ponferrada (León) for 2001-2002.

## publications

Arza, N.; Rubal, X.; Veiga, D. (1992): *Aproximación á situación da lingua no ensino non universitario*. Santiago de Compostela: Dirección Xeral de Política Lingüística (DXPL), Xunta de Galicia.

Bouzada, X; Lorenzo, A. (1997): *O futuro da lingua. Elementos sociolingüísticos para un achegamento prospectivo da lingua*. Santiago de Compostela: Consello da Cultura Galega.

Costas González, X.H (1991) “Usos e actitudes dos alumnos de Maxisterio de Pontevedra durante os cursos 1987-1990”, in *Seminario de Planificación Lingüística*. Santiago de Compostela: Consello da cultura Galega.

Dekkers, A. (1995). *Teacher Training: of minority languages in primary and secondary education*. Ljouwert/ Leeuwarden: Fryske Akademy/ Mercator-Education. Vol. 3.

EURYDICE and CEDEFOP (1995) *Structures of the Education and initial training systems in the European Union*. Office for Official Publications of the European Community, Bruxelles/ Brussel.

Fernández Rei, F. (1999): “A situación do galego en Galicia e no Occidente de Asturias, de León e de Zamora”, en F. Fernández Rei & A. Santamarina: *Estudios de Sociolingüística Románica. Linguas e variedades minorizadas*. Santiago de Compostela: Universidade.

Goot, A.Sj.van der, W.J.T.Renkema and M.B.Stuijt (eds.) (1994) *Pre-primary Education*. Leeuwarden: Fryske Akademy, The Netherlands.

García Negro, P. (1991): *O galego e as leis*. Pontevedra : Edicións do Cumio.

- (1993): *Sempre en galego*. Santiago de Compostela: Laiovento.

Lorenzo, A. et alii (1996): *Estudio sociolingüístico da Universidade de Vigo: Profesores, PAS e Estudiantes*. Vigo: Universidade de Vigo.

Maure Rivas, X. (1987): *Galicia sen libros: informe sobre o libro galego 1986*. Santiago de Compostela: Consello da Cultura Galega.

Portas, M. (1999): *Língua e sociedade na Galiza*. A Coruña: Bahía. (2º edición)

Rodríguez, F. (1991): *Conflito lingüístico e ideoloxía*. Santiago de Compostela: Laiovento. (3ª edición)

Rodríguez Neira, M. et alii (1998<sup>a</sup>): *O idioma na universidade de Santiago de Compostela*. Santiago de Compostela: Universidade.

Rodríguez Neira, M.; López, M<sup>a</sup> Sol (1998b): *O galego na universidade*. Santiago de Compostela: Consello da Cultura Galega.

Rubal, X.; Rodríguez Neira, M. (1987): *O galego no ensino público non universitario*. Santiago de Compostela: Consello da Cultura Galega.

Rubal, X.; Veiga, D.; Arza, N. (1992): *A lingua do alumnado e do profesorado nas franxas occidentais de Asturias, León e Zamora*. Santiago de Compostela: Consello da Cultura Galega.

Seminario de Sociolingüística da Real Academia Galega (1996): *Mapa sociolingüístico de Galicia. Vol. I. Lingua inicial e competencia lingüística en Galicia*. A Coruña.

Seminario de Sociolingüística da Real Academia Galega (1996): *Mapa sociolingüístico de Galicia. Vol. II. Usos sociolingüísticos en Galicia*. A Coruña.

Seminario de Sociolingüística da Real Academia Galega (1996): *Mapa sociolingüístico de Galicia. Vol. III. Actitudes lingüísticas en Galicia*. A Coruña.

Tjeerdsma, R. and Sikma, J. *Provision of Learning Materials for Primary and Pre-primary Education*. Leeuwarden: Fryske Akademy, The Netherlands.

## Addresses

*official bodies*

**Xunta de Galicia**

Edificio Administrativo de San Caetano.  
15704 Santiago de Compostela (A Coruña).  
tel: +34-981545400  
e-mail; gabinete@xunta.es  
www.xunta.es/

**Lingua Galega**

Xunta de Galicia  
The Autonomous Government issues information about the situation of the language.

**Educación**

Xunta de Galicia  
The Autonomous Government issues information about language in education.

**Consellería de Educación e Ordenación Universitaria**

Xunta de Galicia

**Dirección Xeral de Política Lingüística (DXPL)**

Xunta de Galicia  
Autonomous Government office whose functions are linguistic planning, aimed at education and the promotion of the language.

**Consello da Cultura Galega**

Pazo de Raxoi, 2º, Praza do Obradoiro.  
15705 Santiago de Compostela (A Coruña).  
tel: +34-981588699  
apnl@ccga.redestb.es  
Autonomous body which offers bibliographical resources on linguistic themes

*universities*

**Universidade de Santiago de Compostela**

Servicio de Normalización Lingüística  
Pazo de San Xerome. Praza do Obradoiro.  
15705 Santiago de Compostela (A Coruña).  
Tel: +34-981-563470  
[www.usc.es/sn/lus](http://www.usc.es/sn/lus)

**Universidade de Vigo**  
Rúa da Cidade do Porto 1  
36201 Vigo (Pontevedra).  
tel: +34-986-813799  
[www.uvigo.es](http://www.uvigo.es)

**Universidade da Coruña**  
A Maestranza  
15001 A Coruña  
tel: +34-981-167000  
[www.udc.es](http://www.udc.es)

*Academy and  
Research Institutes*

**Real Academia Galega**  
Rúa de Tabernas 11  
15001 A Coruña  
tel: +34-981207308  
The RAG is the institution responsible for standardising the language.

**Instituto da Lingua Galega**  
Praza da Universidade 4  
15705 Santiago de Compostela (A Coruña)  
tel: +34-981563100, extension 12815  
[www.usc.es/~ilgas](http://www.usc.es/~ilgas) [also in English]  
Institution within the USC which has been working in the areas of phonetics, phonology, grammar and socio-linguistics for 25 years.

**Centro Ramón Piñeiro para a Investigación en Humanidades**  
Estrada Santiago-Noia, km 3-A Barcia

15896 Santiago de Compostela (A Coruña)  
tel: +34-981-542536  
www.cirp.es  
Institute run by the Autonomous Government which focuses research on literary and linguistic themes.

*organisations for the Galician language in education*

**Mesa pola Normalización Lingüística (MNL)**  
Rúa do Vilar 68-3º  
15705 Santiago de Compostela (A Coruña)  
tel: +34-981-563885  
www.amesanl.org [also in English and French]  
Civic organisation which works for the normalisation of the language in several fields.

**CIG-Ensino**

www.cig-ensino.org  
The education section of the nationalist trade union. It is the most widespread in education in Galicia. This website gives information about legislation, language standardisation, etc.

**Pais e Nais polo Ensino en Galego**

website: perso.wanadoo.es/minhoca/npeg  
Parents' organisation for mono-lingualism in Galician in education.

*movements for educational renewal*

**Asociación Socio-Pedagóxica Galega (ASPG)**

Rúa de Laracha 9, baixo  
15010 A Coruña.  
tel: +34-981-278259  
www.as-pg.com  
A very active educational organisation. They publish teaching-learning materials and organise courses, seminars, etc.

**Nova Escola Galega**

Organisation which publishes its own magazine: Revista Galega de Educación.

**Revista Galega de Educación**

*pedagogical  
magazines*

[www.xerais.es/html/colecciones/revista-galega-de-educacion](http://www.xerais.es/html/colecciones/revista-galega-de-educacion)  
An excellent review promoted by Nova Escola Galega which has been published for 15 years. It confronts educational problems from a very advanced point of view.

**Revista Galega do Ensino**

[www.xunta.es/conselle/ceoug/dxpl/temas.html](http://www.xunta.es/conselle/ceoug/dxpl/temas.html)  
Magazine published by the DXPL which reports on educational experiments conducted in Galicia.

**Adaxe. Revista de Estudios e Experiencias Educativas**

[www.oei.es/na1201.htm](http://www.oei.es/na1201.htm)  
This is the review of the Teacher Training College of the University of Santiagode Compostela (USC).

*publishing houses  
for teaching-  
learning materials*

**Bahía Edicións**

Polígono de Pocomaco (Parcela G – Nave 18)  
15190 A Coruña  
[www.baiaedicions.com](http://www.baiaedicions.com)

**Editorial Galaxia**

Rúa da Reconquista 1  
36201 Vigo (Pontevedra)  
[www.editorialgalaxia.es](http://www.editorialgalaxia.es)

**Edicións Laiovento**

Rúa do Hórreo, 60 / Apto 1072  
Santiago de Compostela (A Coruña)  
[www.laiovento.com](http://www.laiovento.com)

**Edicións Xerais de Galicia**

Dr. Marañón 12  
36211 Vigo (Pontevedra)  
[www.xerais.es](http://www.xerais.es)

**Edicións Sotelo Blanco**

S. Marcos s/n  
15820 Santiago de Compostela (A Coruña)  
[www.corevia.com/~sotelo](http://www.corevia.com/~sotelo)

**Edicións do Cumio**  
Travesía de Vigo 156, 1º-D  
36206 Vigo (Pontevedra)  
[www.cumio.com](http://www.cumio.com)

**Ir Indo Edicións**  
Avda. Florida, 30  
36210 Vigo (Pontevedra)

**A Nosa Terra**  
Príncipe 22, baixo  
36201 Vigo (Pontevedra)  
[www.anosaterra.com](http://www.anosaterra.com)

**Asociación galega de editores**  
[www.editoresgalegos.org/ed](http://www.editoresgalegos.org/ed)  
This website gives a complete list of Galician publishers.

**General information**  
**[www.vieiros.com](http://www.vieiros.com)**, the Galician district on the Internet  
Website related to language. It gives the most relevant data  
offered in the Mapa Sociolingüístico Galego (Galician  
Sociolinguistic Map): use of the language, mother tongue,  
linguistic attitudes and others.

## Other websites on minority languages

- Mercator*                    **[www.troc.es/mercator](http://www.troc.es/mercator)**  
General site of the Mercator-project. It will lead you to the three specialized centres:
- Mercator-Education      **[www.mercator-education.org](http://www.mercator-education.org)**  
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/](http://www.aber.ac.uk/~merc/)**  
Homepage of Mercator-Media. It provides information on media and minority languages in the EU.
- Mercator-Legislation*      **[www.troc.es/ciemen/mercator](http://www.troc.es/ciemen/mercator)**  
Homepage of Mercator-Legislation. It provides information on minority languages and legislation in the EU.
- 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.
- Council of Europe*        **<http://conventions.coe.int/>**  
*European Charter for Regional or Minority Languages*. (1992) and *Framework Convention for the Protection of National Minorities* (1995) European Treaty Series/Série des traités européens 148+157, Strasbourg.
- Eurydice*                    **[www.eurydice.org](http://www.eurydice.org)**  
Eurydice is the information network on education in Europe. The site provides information on all European education systems and education policies.
- EBLUL*                      **[www.eblul.org/](http://www.eblul.org/)**  
Homepage of the European Bureau for Lesser Used Languages. This site provides general information on lesser used languages as well as on projects, publications and events.







## What can Mercator-Education offer you?

*website*

[www.mercator-education.org](http://www.mercator-education.org)

*network*

Mercator-Education is part of an information service and research network of three centres. They provide reliable and in-depth information on regional or minority languages in co-operation with many experts throughout Europe. *Mercator-Education* is hosted at the Fryske Akademy, Leeuwarden. *Mercator-Media* resides at the University of Wales (Aberystwyth) and *Mercator-Legislation* at Ciemen (Barcelona).

*newsletter*

An electronic or printed newsletter with current developments concerning regional or minority languages in education is distributed to individuals and organisations.

*Q&A*

Through the Question and Answer Service we can inform you about any subject related to education in minority or regional languages in the European Union.

*publications*

Regional dossiers are published on a regular base to provide basic information on schooling in minority language regions in the European Union.

The latest *Mercator Guide to Organisations* (MGO) was published in 1998. It contains about 500 relevant addresses of institutes and services.

During the years we have published our extended studies on pre-primary education, primary education, teacher training and learning materials. Topical case studies and a selective bibliography have also been published. A list of all our publications is available.

*Available dossiers in this series*

Basque; the Basque Language in Education in France  
Basque; the Basque Language in Education in Spain  
Breton; the Breton Language in Education in France  
Catalan; the Catalan Language in Education in Spain  
Corsican; the Corsican Language in Education in France  
Croatian; the Croatian Language in Education in Austria  
Frisian; the Frisian Language in Education in The Netherlands  
German; the German Language in Education in Alsace, France (2nd)  
Irish; the Irish Language in Education in Northern Ireland  
Irish; the Irish Language in Education in the Republic of Ireland  
Ladin, the Ladin Language in Education in Italy  
Meänkieli and Sweden Finnish, the Finnic Languages in Education in Sweden  
North-Frisian; the North Frisian Language in Education in Germany  
Occitan; the Occitan Language in Education in France  
Sami; the Sami Language in Education in Sweden  
Slovenian; the Slovenian Language in Education in Austria  
Sorbian, the Sorbian Language in Education in Germany  
Swedish; the Swedish Language in Education in Finland

## Regional Dossiers Series