



**MONDRAGON  
UNIBERTSATEA**

HUMANITATE ETA  
HEZKUNTZA ZIENTZIEN  
FAKULTATEA

FACULTY OF  
HUMANITIES AND  
EDUCATION SCIENCES



Report 2007-2008





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# 1. Introduction and historical notes

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The 2007-2008 academic year was a prosperous one in all areas of the faculty.

In the academic area, student numbers rose throughout the branches of studies, not only in diploma and degree level studies, but also in postgraduate studies. Two departments deserve a special mention: Teacher Training, owing to the particularly large increase; and the postgraduate course in Basque Culture Transmission, offered for the first time and successful, as far as the number of applicants is concerned.

This year, as every year, we organised numerous conferences and meetings. Some were in line with past ones, but there were some innovations. In keeping with the tradition of previous years, for example, we had the *Komunikaldiak* conference on the subject of "Future Communicators", and the 10th Literature Week dealing with "Poetry in the PlayStation Generation".

As pointed out already, there were some innovations. One example was the Psychology conference we organised on the subject: "Looking at Education through the Eyes of Psychology"; we also presented a conference on Physical Education focussing on "No Education without Physical Education". And the first General Assembly on Solidary Economy was held at the HUHEZI.

In addition, two international conferences were held at the faculty: one was entitled "Teaching Science in Schools through Project-based Teaching"; and the other, on the "Lifepace Learning" project.

HUHEZINEMA deserves a special mention. It was a film festival organised by 4th year audio-visual students and teachers. This first edition was hailed a success with a total of 41 short films and documentaries presented in the competition.

We have made internationalization our own, an indicator of this being the fact that for the first time we are due to have seven students on Erasmus study periods at the faculty on international courses. Furthermore, we have joined NETT (Network for the Education and Training of Teachers), which comprises 32 faculties of education in 20 European Union countries.

This report also includes much more information about the activities in the HUHEZI faculty during the 2007-2008 academic year. For example, we have had visits by teachers from Valencia, Ireland and Flanders; the first thesis in the HUHEZI doctoral programme was presented in the faculty. It was entitled: "Development and Schooling of 0-3-year-olds".



Finally, mention must be made of the tribute paid to Fagor and the HUHEZI faculty during the event organised by EMUN to mark its 10<sup>th</sup> anniversary, because we have been fellow travellers throughout this ten-year journey.

## Historical notes Chronological perspective

### **1976. The founding of the Teacher Training College in Eskoriatza.**

In an endeavour to solve the grave problem the "Ikastolas" or Basque-medium schools were facing at that time (caused by the lack of qualified, Basque-speaking teachers), "Hezibide Elkartea", the body that brought together the educational cooperatives in the Upper Deba area, set up the Teacher Training College of Eskoriatza. Initially, lectures began to be given as a classroom attached to the Pontifical University of Salamanca.

### **1978. Official Recognition.**

The Ministry of Education approved the Eskoriatza Teacher Training College's academic programme and from then onwards it became linked to the University of Bilbao (later the EHU/UPV or University of the Basque Country).

### **1979. The first batch of students qualified.**

That year 39 teachers left armed with their teaching diplomas.

### **1980. "Irakasle Eskola" a cooperative.**

It was a natural step for the college to become a cooperative, bearing in mind that it was firmly established in its milieu.

### **1981. The first batch of teachers who did not have teaching certificates qualified.**

That year, 147 schoolteachers who had been working in the "Ikastolas" and as Basque teachers without certificates in public schools obtained their diplomas. A total of 700 schoolteachers without certificates completed their studies at the Teacher Training College in Eskoriatza.

### **1984. Centre for Documents on children.**

The College began to gather, organise and spread documents pertaining to children up to the age of 6. Later on, the journal *Jakingarriak* started to be published on this subject.

### **1985. Teachers' refresher programme.**

In conjunction with the Education Department of the Basque



Autonomous Community Government, courses began to be organised to keep teachers who were working abreast of developments in their field.

#### 1988. Educational Videos.

This year saw the first in a video collection produced for educational purposes. It was called "Piti gaztagile" (Piti, the Cheese Maker).

#### 1990. Basque language normalisation in the administration.

Special courses were run to enable civil servants in the Basque administration to attain the highest language competences.

#### 1992. Text book production.

As there was a need for textbooks in Basque-medium education, about a dozen books were published.

#### 1996. Special Needs Education.

The teaching speciality aimed at children with special educational needs came into being. That was a time when there were few students at the Teacher Training College and this speciality attracted many.

#### 1997. The MU Faculty of Humanities.

The Teacher Training College in Eskoriatza became the Faculty of Humanities and Education of **Mondragon University** (MU). It began to award **Degrees in Business Humanities**.

#### 1999. The New Building.

As the original building was no longer big enough, the Gizabidea Foundation purchased the (17<sup>th</sup> century) San Viator premises next door for the Faculty of Humanities.

#### First Master's Degree.

The Master's degree course in "Business Project Management" was offered. There were about 400 candidates but only 20 obtained a place on the course after going through a rigorous selection process.

#### 2000. Degree in Psychopedagogy.

This Honours Degree Course came about in order to respond more effectively to the problems arising out of multilingual education and societies. 33 students enrolled in the first year.

#### 2001. On-line studies.

Psychopedagogy Studies and one Master's degree course were made available over the Internet.



**The first batch of Business Humanities students** completed their studies in June.

#### Two new Master's Degrees offered.

One in Training in Information and Communication Technologies, and the other in Educational Management.

**2002.** Within Psychopedagogy, the **Psychopedagogical Intervention** course was started with about 30 students.

**2003. AOI-PBL (Problem-Based Learning) Methodology** started being applied systematically during the 1<sup>st</sup> year throughout Pre-primary Education, and to core subjects only in other specialities.

#### Physical Education.

The new speciality in Teacher Training kicked off with 32 students.

**2004. The Person and Group Development Management Unit** was set up.

The **Pedagogical Training** qualification was introduced.

**Multi-skilled Teacher** studies began to be offered.

**2005.** The **Audiovisual Communication** degree course was set up. The aim of this course is to train all-round communicators. Although they can work anywhere, they will be in a position to respond to all kinds of communication needs of the specific organisations they work for. The course started with 36 students in the first year.

The same year saw the introduction of the Expert degree course entitled, **"Self- development and team leadership"**.

**2006.** In teacher training studies the **1<sup>st</sup> batch of students in the Mendeberry Project** completed their studies.

The course in **"Interculturality and Multilingualism in the 21<sup>st</sup> Century"** was offered.

The **Basque Language Scheme** and the **Multimedia Centre** were **launched**.

**2007.** Postgraduate course in **"Basque Culture Transmission"** was offered.

The first edition of the **HUHEZINEMA** film festival was held.

The **first thesis** within the HUHEZI programme was submitted.

## 2. Degree studies

### Branch of Education

During the 2007-2008 academic year we had 749 students throughout the branch of Education: 655 in Teacher Training, and 109 in Psychopedagogy. This meant an increase of 56 students compared with the number of enrolments in 2006-2007. Enrolment data seem to indicate that the Branch of Education is going from strength to strength thanks to Teacher Training Studies. Within these studies Pre-primary Education and Physical Education are the most sought after specialties and account for 46.7% and 25.3% of teacher training studies, respectively. As regards the students who completed their studies, 205 students graduated during the academic year, 180 in Teacher Training and 25 in Psychopedagogy.

We have begun to produce a report on the new DEGREE qualifications and at the beginning of the 2008-2009 academic year we will be required to send reports on the new Degrees to ANECA (National Agency for Quality Assessment and Accreditation) and UNIQUAL (Uniquel Quality Evaluation and Accreditation Agency of the Basque University System). That is in fact the biggest challenge we are facing right now. We already know that there will be two qualifications in Education Studies: the Degree in Pre-primary Education and the Degree in Primary Education. Right now we are on the threshold of new, university-level studies, and in connection with this we are participating in several forums: in the Spanish forum for the Branch of Education and in the forum organised by the Government of the Basque Autonomous Community.

Degree studies and Postgraduate degree studies will be part of the University's new qualifications, and as far as our activity is concerned, this will constitute a sea change in the Branch of Education. Firstly, Teacher Training studies will have the same academic level as the rest of the studies, because they will be degree studies; secondly, the three-year course of studies will be extended to four years. As far as the planning of the studies is concerned, this will enable the training practice period to be extended, and therefore for practice-based training to be intensified. Many teachers have been participating in the design of the new degree studies and the response has been very fruitful.

As regards the map of studies in the branch of education, the following decisions have been taken at HUHEZI: two Teaching Degrees will be offered: one in Pre-primary Education and one in Primary Education. Each degree course will offer itineraries worth 30 ECTS (European Credit and Transfer Accumulation System points). The Pre-primary Education degree will have two itineraries: one for Pre-primary Education and the other for Foreign Language. Six itineraries will be designed for the Primary Education Degree: Primary Education, Physical Education, Special Needs Education, Foreign Language, Hearing and Locution, and Artistic Education. Artistic Education will be new for us. When taking these decisions we bore in mind the guidelines approved by the Forum of the Education Department of the Basque Autonomous Community Government.



We have become aware that the "Mendeberri" Education Project and the Degree studies have much in common. This has been borne out by curricular, methodological, organisational and other aspects. They have all be reformulated, completed and adapted. On the other hand, we have taken advantage of this moment in which new studies are being designed to implement new plans for cross-curricular competences, languages and the incorporating of ICTs transversally into the curriculum. That is in fact one of the biggest challenges we are facing.

With respect to the degree in Psychopedagogy, even though final decisions have yet to be taken, it looks as if it will come under Postgraduate studies. What we do know is that anyone wishing to become a Statutory Secondary Education Adviser will need to do an itinerary within the Secondary Education Master. We will be setting up this itinerary along with the others at the HUHEZI faculty (see Secondary Education Master). However, existing students about to complete their Teacher Training studies (Diploma holders) will not be able to apply right away, because they will not have completed studies worth 240 credit points<sup>1</sup>. This is why we have decided to allow Psychopedagogy studies to continue as they are up until 2010 to allow diploma students to go on to higher studies.

As far as the Education Project is concerned, "Mendeberri" was fleshed out considerably during the academic year. Indicators of this evolution are as follows: firstly, we have enhanced the curriculum; secondly, the number of teacher-tutors we have prepared for working in the new aspects has grown; thirdly, we have improved and intensified the reflection and training of the group of tutors as a whole; and, finally, we have transformed the way the Education Project is run.

As far as enhancing the curriculum is concerned, we began to work on "cross-curricular competences" in the second year; the projects in the third year were structured and shaped; and ICTs occupied more space than ever in some second-year modules.

In the area of training new teacher-tutors, a considerable effort was made to offer initial training to new teachers and to monitor them once the module had started. For the initial training of new tutors, HEZI organised the customary basic courses for using the new methodologies; on the other hand, the monitoring of the new tutors was undertaken by the module coordinator. This is because the module coordinator also has the task of tutoring new teachers.

As for the reflection and training of the group of tutors as a whole, the profile and tasks of the tutor have been dealt with in greater depth. For this purpose we endeavoured to identify the tutor's task and intervention in a range of methodologies and, as a result, we have improved the methodologies we use.

<sup>1</sup> Teacher Training Studies have 180 credit points while 240 credit points are required to go on to a Postgraduate Course in Secondary Education.



Finally, the setup for managing the Education Project has also settled down. During the academic year we strengthened and structured the organisation: mainly the organs: the IKBTT (the Education Project's Technical Group) and the MKT (Committee of Module Coordinators). This has had a positive impact on the coordination and coherence of the Education Project.

## Teacher training studies: first diploma

The "Mendeberri" Education Project has been implemented step by step in Teacher Training Studies. We started in the first year during the 2003-2004 academic year, and the third batch of students to complete their studies did so in 2007-2008. The paths that have been trodden enable us to compare results in our Education Project.

The satisfaction level of the students continues to be very high. Every year we have been introducing continuous improvements, thanks to the coordination referred to above, and by taking notice of the students' observations and contributions.

Looking at the specialties within Teacher Training Studies, during the 2007-2008 academic year the third batch of students in Physical Education finished their studies, as did the first batch of students in the "Multi-skilled Teacher" option. The implementing of this specialty and the expanding of the "Multi-skilled Teacher" option has been a fruitful experience. This project provides an excellent opportunity to work in cooperation with other organisations, with Athlon and Arizmendi, in particular. On the other hand, bearing in mind that many of the students who apply to do this specialty are men, we have been able to show that teaching work is men's work, too, and to balance our group of students from the gender perspective, naturally.

As far as the curriculum is concerned, external Teaching Practice is crucial for training in this profession. That is why it has a key position in the Education Project and why we have paid particular attention to the methodology and organisation. The students do teaching practice in two academic years: in the 2nd and 3rd years. These two slots of teaching practice have been given distinct functions in the curriculum. In the second year teaching practice "case-based methodology" is used, while in the third year teaching practice has been given a new direction with the use of "project-based methodology". This year we set out to consolidate the second slot and a number of things were done to achieve this. Students are provided with a catalogue of projects and, in groups, they agree in the school on the project they were going to develop. Tutors (of the Faculty and of the school) undertake to supervise the students. That way, the teaching practice does not



constitute an isolated moment in training; on the contrary, it is a training activity that is incorporated into an extended learning process. In this process there are many training moments: prior to, during and after teaching practice. The follow-up work should be highlighted, because the students give presentations among themselves and this provides an unparalleled opportunity for them to exchange what they have learnt.

One of our main lines is Innovation, and this is the sphere in which we put the aspects we are renewing on the methodological side. One of these is the Project-Based Methodology of the third year, and the tool that the students make use of in the course of it: the work notebook. This tool fulfils two main functions: it is a learning opportunity, because it is a tool among three students that fulfils many roles and because of the reflection on the learning process that the students conduct with the tutor; and it is a tool for evaluation at the same time. The tool has thus become an indicator and guide in a range of competences. The student receives feedback on different aspects that are included in it from the tutor, and at the same time, the student has to defend what has been recorded in it. What is recorded in this tool indicates what the student has learnt as well as the process he or she has been through.

### Teaching Practice

During the 2007-2008 academic year 397 students did their slots of external teaching practice, 43 more than in the previous year. 10% of 3rd year students did their practice abroad. A third of them went to England and Wales and the rest to South America (Nicaragua, Guatemala and Venezuela). We should like to highlight a number of aspects with regard to this teaching practice. Firstly, in view of the positive effect practice done abroad has on the students, our offer has to be made increasingly broader, so we are working on that. Secondly, with respect to the teaching practice done in South America, we feel we need to go on making efforts to organise it better.

Teaching practice is an important sphere of training in the Education Project, and that is why special attention has been paid to it, and will go on being paid to it in the new Degrees as well: both from the programming perspective (how to link it with the modules, etc.) as well as from the organisational perspective (relations with schools and teachers, the identifying of good practices in our education system, the identifying of good practices in schools abroad, the effect on our school projects, the sharing of projects, the sharing of projects with schools in developing countries, etc.).

### Student mobility

Two Teacher Training students went to study abroad on the Erasmus programme: one to Norway and the other to Denmark.

## 2. Degree studies

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### Careers guidance

The students finishing their Teacher Training Studies had, as every year, a "Careers Guidance Week". In these sessions two kinds of guidance are offered: opportunities for going on studying and opportunities for work. The students received information on the needs expected to arise and on the procedure for applying for work from the three main employers from among the job opportunities (Public School, Confederation of Ikastolas-Basque-medium Schools, and Schools run by Christian orders). The students also had the chance to find out about employment linked to Basque language activity and voluntary initiatives. Finally, they were given information for becoming self-employed.

### Looking Ahead to the New Degrees

During the 2007-2008 academic year we examined all the current modules that have become subjects and reformulated them in order to build up a Degree syllabus. We have to build the first year of the new studies with our sights on the 2008-2009 academic year. For this purpose a plan was outlined, and subject coordinators were appointed. At the same time people responsible for the cross-curricular content (Languages, Cross-curricular Competences and ICTs) were appointed, and their tasks were specified.

## Teacher training studies: second diploma

During the 2007-2008 academic year we had 156 students in the second diploma programme and 78 of them finished their studies.

As this is a second diploma, it has to be remembered that all the students have already studied something else. Most of them have come from Teacher Training studies and want to add another specialty to their careers and another job opportunity. All the others have studied Psychology, Pedagogy, and Civic and Social Education and have come to do a career in teaching. Many of them are working and this is why we offer specially organised studies: on two afternoons per week from 17.00 to 21.00 hours. As we regard class attendance and participation in the dynamics of the class as vitally important, we have to offer a practicable set-up so that those who are working are also given the chance to pursue their training further. In this respect, we have committed ourselves to adapting services as well as teaching practice venues and periods to suit these students, and we have been trying to improve this commitment from one year to the next.

This year, too, we had a student participating in the ERASMUS programme. The student was in Denmark doing a course in Investigating Practices. All the students who have participated in it say that it is an



enriching, insightful experience and that is why we feel that participating in this programme makes a significant contribution towards Teacher Training Studies.

## Psychopedagogy degree

The 2007-2008 academic year was the eighth year for the Psychopedagogy Degree: the eighth year for the Psychopedagogy of Languages itinerary and the sixth for the Psychopedagogical Intervention itinerary. These studies continue to be on-line and semi teacher-led with the classes once a week between 17.00 and 21.00 hours. With on-line teaching, the students receive training in the virtual classroom before they commence their studies. Afterwards, they are offered an attention service (by telephone and e-mail).

A total of 42 new students enrolled for the Psychopedagogy Degree. 36 students in the Intervention itinerary (25 in Eskoriatza and 11 in Bilbao) and 6 in the Languages itinerary. As the Bilbao group was not very big, we continued with restricted teacher-led classes during the academic year, too. As in previous academic years student satisfaction was high.

During the year Teacher Training students were offered the subject: "Social Psychology" of Psychopedagogy as a free choice subject.

During this academic year the following improvements were made to the psychopedagogy degree:

- Face-to-face sessions and a lecture on entrepreneurship were organised to encourage reflection on and to foster this attitude.
- A reflection process on the subjects to ensure the monitoring and improvement of them was implemented. At the end of every four-month period the teacher is asked to fill in an evaluation form.
- In the Bilbao group, in the subjects which had two face-to-face classes, an additional class was offered in the second four-month period.

It was the second year in which Psychopedagogy students had the chance to take part in the Erasmus programmes.

This year we also offered the University Expert Qualification in Language Management, and 2 students enrolled for it.

### Work Experience

Before the students embark on their work experience, they undergo several training sessions on the knowledge (profile, functions...) and competences they need to enable them to perform the functions of a Psychopedagogue. The session on competences was on active listening and the students found it very interesting. Furthermore, when doing their work experience, the students were grouped according to their anticipated fields of work (guidance in formal education and informal education,



interculturality, language management, and innovation). The students shared the characteristics of the work of the Psychopedagogue in each field of work and produced a work experience report in groups.

The number of students who participated in each field was as follows:

- Guidance in Formal Education: 23
- Guidance in Informal Education: 5
- Interculturality: 3
- Language Management: 5
- Innovation: 2

The above description corresponds to the work experience of first year students. With respect to the second year students, no classification is made because they are not required to do group work due to the fact that many of them link their work experience with their End-of-Course Project.

We signed agreements with 18 organisations and asked the teachers of the organisations to monitor the students more closely. When the work experience is over, the tutors in the organisations are required to complete an evaluation report on the students.

### End-of-Course Projects (KAP)

During the 2007-2008 academic year there were three submission dates for the End-of-Course Projects and a total of 24 projects were presented.

With the reform of University studies looming, we have been trying to encourage the students to present their KAP projects as soon as possible. For this purpose the students who presented their End-of-Course Projects in July had been assigned a HUHEZI tutor from January onwards.

This year's projects covered a range of subjects: immigrant children, parental participation, languages, leisure, evaluation, technology and didactics, the special needs area, emotional intelligence, attachment, and inclusive school.

The students were given the chance to do their End-of-Course Projects (KAP) in groups, after making it clear to them that they would be required to follow certain specific criteria. Four students took up this opportunity. In other words, we had two KAPs, each one done by two people.

Finally, during the last few academic years monitoring was conducted on the students who only had their end-of-course projects pending to be able to graduate. As in the previous academic year, they were contacted by phone in order to encourage them to finish.

### Fellowships in the Psychopedagogy Degree

We have established the possibility of fellowships mainly in organisations and schools in the Upper Deba Valley. As most of the students work,

we had to make a great effort to find a person for all the requests. So six students were on fellowships during the 2007-2008 academic year. And the tasks involved in these jobs were linked to the curriculum of the Psychopedagogue.

## Human and social sciences

The map of Human Sciences studies was as follows during the 2007-2008 academic year:

- *In Business Humanities* (HUEN) the students completed their second cycle of studies: 10 enrolled for the 3<sup>rd</sup> year (9 of them were doing the joint IKO<sup>2</sup>-HUEN degree) and 22 in the 4<sup>th</sup> year (6 were doing the joint degree; the rest were members of the 8<sup>th</sup> batch of students).
- As far as the *Humanities & Communication* studies were concerned, there were 4 students in the 4<sup>th</sup> year.
- *Audio-visual Communication*
  - 4<sup>th</sup> year of IKO (the first batch of students in these studies): 32 people
  - 3<sup>rd</sup> year: 41 people (4 of whom had joined the 2<sup>nd</sup> cycle of IKO from other courses).
  - IKO 2: 33 people
  - IKO 1: 34 people
- As regards the joint degree, administrative problems meant that it was offered for the last time to the 2<sup>nd</sup> year students (because they had specifically requested this possibility) and with a view to subsequent academic years a decision was taken to discontinue this option (we undertook to look into the possibility of introducing a post-graduate qualification in Corporative Communication or an expert qualification instead).
- We had a total of 172 students, in other words, throughout the branch of Human Sciences (140 in IKO and 32 in Humanities).

As regards the main focuses of the academic year, three that stand out above all the rest could be highlighted:

- 1) To finish building IKO.
- 2) The process to introduce Mendeberry into IKO + pedagogical training (5 full-morning sessions).
- 3) The design of a European audiovisual communications degree.

- 1) During the previous year, in IKO as well as in InfoKom, the fourth year was given for the first time on the basis of an important new project in each four-month period (short film and HUHEZINEMA). Furthermore, as it was felt that studio floor practice was essential (and as we have no studio floor at the HUHEZI faculty) we signed an agreement with Goiena media in order to use one of their studio floors and technicians for classes for € 8,000. At the same time, a further

<sup>2</sup> Audio-Visual Communications

## 2. Degree studies

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two steps aimed at consolidating this course of studies should not be forgotten. They were:

- a) the appointing of new teachers
- b) the organisation of and establishing of norms governing the multimedia area, and the purchase of audio-visual equipment.

2) During the 07/08 academic year the following steps were taken to incorporate Mendeberrri into IKO:

- A special 2-day welcome using an active methodology for 1<sup>st</sup> year students to enable them to get to know the HUHEZI faculty, parts of it, tutors, and the competences and professional profile of their studies (Maider Egues was invited to come along and speak).
- **During the first four-month period:**
  - *In the 1<sup>st</sup> year:* a joint project bringing together four subjects (Theory of Communication I, Graphic Communication I, History, Written Communication and Information I): preparation of a print magazine.
  - *In the 2<sup>nd</sup> year:* visits to media: Goiena<sup>3</sup> (local media), the EITB<sup>4</sup> in Miramon (audio-visual fiction) and the EITB in Bilbao (news bulletins).
- **During the second four-month period,** two interdisciplinary projects:
  - *In the 1<sup>st</sup> year,* preparation of a specialised website bringing together 5 subjects (English I, Spanish Language, Written Communication and Information I, Theory of Communication I and Web 2.0).
  - *In the 2<sup>nd</sup> year,* preparation of the TV news bulletin (Theory of Communication II, and Audio-visual Communication and Information II).
- **Training** from HEZI (Institute of Education) on Mendeberrri: 5 full-morning sessions with a view to designing the new degree.

3) Besides receiving these training sessions, the GIBK (Gratu Ikasketa Berriak: Komunikazioa = New Degree Studies: Communication) committee was set up. The participants: people from the three departments that supply communications studies: the Head of HEZI, the academic secretary and secretaries (8 people in all). The GIBK considered and designed, among other things, the name of the new degree, the professional profile, competences, structure, etc. It also established criteria for designing files for subjects. The departments were responsible for putting together the subjects and producing the files for them. The GIBK received all the files by the summer of 2008.



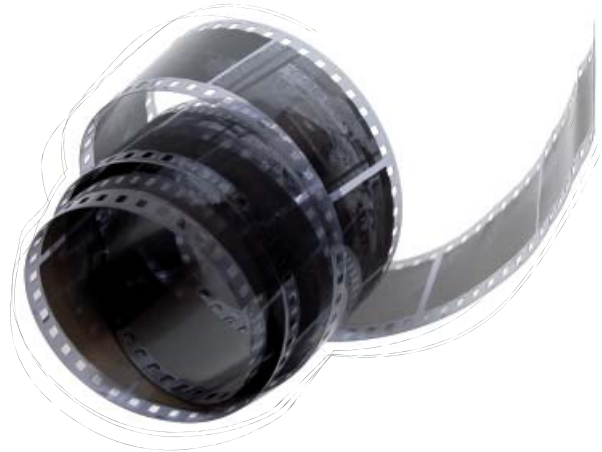
Other matters:

- The new **language policy** implemented during the previous academic year was maintained. The aim is to ensure that Basque remains central, while at the same time making sure that the natural relationship with English and Spanish is not lost. As a result, most of the subjects offered in IKO are in Basque, but
    - English and Spanish have been present throughout the year in the first two years of the first cycle, through the subjects *English I and II*, *Spanish Language*, *Written Information and Communication II* and *Language Workshop*. The language itself rather than content was worked on in these subjects.
    - English and Spanish have been present during the second cycle, too.
      - *In the 3<sup>rd</sup> year:* The part (1<sup>st</sup> four-month period) corresponding to production in the subject *Audio-visual Production and Broadcasting I* was given in English. Whereas *Teoría de la comunicación audiovisual* (Theory of audiovisual communication): a subject for the whole year was given in Spanish.
      - *In the 4<sup>th</sup> year:* the subject *Emprendizaje* (Entrepreneurship): 1<sup>st</sup> four-month period) was in Spanish and *International Communication* (1<sup>st</sup> four-month period) in English.
- So, in the second cycle (2<sup>nd</sup> two years of study) English and Spanish were used in Communications Studies to work on content from the world of communication. In the 3<sup>rd</sup> and 4<sup>th</sup> years of HUEN (Business Humanities), on the other hand, Spanish was used in the subjects *Gestión de Personas* (People Management) and *Gestión de Procesos* (Process Management), each with a duration of four months, and throughout the 4<sup>th</sup> year in the subject *Viabilidad de proyectos empresariales* (Feasibility of Business Projects), but English was not.
- **Academic Consultancy** was consolidated: the figure of the tutors was strengthened, monitoring groups were maintained, work experience was guaranteed for all students, and, for the first time the planning of the End-of-Course Projects (KAPs) of students in the field of Communication was carried out. In February, June and September 43 projects (KAP) were read (9 in IKO and 14 in HUEN).
  - **Link with the professional world:**
    - Bingen Zupiria, Director of the ETB<sup>5</sup>, and Jaime Otamendi, head of ETB news, gave the 4<sup>th</sup>-year subject Quality: other professionals were also among the teachers (Andu Lertxundi, Eneko OIasgasti, Jasone Agirre, Iñaki Guridi, Garikoitz Udabe, and others).

<sup>3</sup> Media group of the Upper Deba area

<sup>4</sup> TV and Radio Broadcasting Authority of the Basque Autonomous Community

<sup>5</sup> TV network of the EITB-TV and Radio Broadcasting Authority of the Basque Autonomous Community.



- A meeting was held with the general secretary of EIKEN, the Basque Autonomous Community's Audiovisual Cluster, to provide information about our studies. Furthermore, EIKEN's EIKEN-Bank project was presented in the university (some of our students participated in the project) and we took part in the award-giving event in its ideas competition.
- A meeting was held with people in charge of the *Tabakalera*<sup>6</sup> project to learn about the project and inform them about our studies.
- A meeting was held with people in charge of the *Zinealdea*<sup>7</sup> project to learn about the project and inform them about our studies.
- The *Komunikaldiak* 2008 edition was also organised bearing in mind careers guidance for the first batch of students in communications studies about to graduate. The title: *Etorkizuneko komunikatzaileak* (Communicators of the Future).

### Careers Guidance

Last year's edition of the *Komunikaldiak* conference was, as pointed out above, organised around careers guidance for Communications students.

For the Business Humanities students who were finishing their studies, on the other hand, special talks and excursions were offered to them throughout the academic year:

- Visits: they visited the coach-building company Irizar to gather information on its innovative ways of organising work.
- Talks:
  - Joxe Aranzabal, Head of Communications at the HUHEZI faculty (on how to produce an e-curriculum).
  - Amaia Madina, of the consulting company Ingroup (on what needs to be taken into consideration when taking one's first steps in the world of work).
  - Carlos Sarabia, Head of Communications at the company Ulma (in-company communication).
  - Olaia Elkor, head of marketing at the company CVL (on marketing work).
  - Javier Marcos, editor of the magazine *TU-Lankide* (external communication in the company).

### Student and Teacher Mobility

- Four IKO students in their third year spent the first four-month period at two European universities taking advantage of the Erasmus programme (two went to Tallinn University in Estonia and the other two went to Windesheim University in the Netherlands).
- Taking advantage of their summer holidays, six IKO students in their third year did their work experience abroad:

- USA: 2
- Cuba: 2
- Nicaragua: 2

- Two IKO students spent time in Bollywood (Mumbai, India) to do their KAPs.
- A collaboration agreement was signed with the Theatre, Film and Television Studies Department of Aberystwyth University in Wales so that HUHEZI teachers could go to Aberystwyth as visiting researchers. It was agreed that during the 08-09 academic year a teacher from that department would come to the HUHEZI faculty to deliver a lecture.
- An agreement was reached with a lecturer at the Howest University of Flanders to come on an Erasmus visit to the HUHEZI faculty during the next academic year.
- We attended the yearly general meeting of the EJTA (European Journalism Training Association) network.
- An International Course entirely in English was given. It was attended by one student from Estonia and another from the Netherlands.
- The second edition of the international course for 08-09 was designed. An agreement was reached with the EITB for Erasmus students to do their work experience there.

### Conferences

- The third *Komunikaldiak* took place on March 5 under the title *Etorkizuneko komunikatzaileak* (Communicators of the Future). The following professionals came to the HUHEZI faculty that day: Martxelo Otamendi (Berria daily), Aritz Agirre (Euskadi Irratia radio station), Joseba Iriondo (ETB), Luis Fernandez (CodeSyntax), Izaskun Ellakuriaga (Gerediaga-Durango Basque and Disc Fair), Itxaso Atutxa (3Koma), Arri Granados (K2000), Itziar Mena (EIKEN) and Asier Altuna (screenplay writer and film director).
- On May 6, 7 and 9 the first HUHEZINEMA short fictional film, and documentary competition was held. It was organised by 4th year IKO students and teachers in the IK (Information & Communication) department. During it there were two seminars at the HUHEZI faculty led by Aizpea Goenaga, and Jon Garaño and Aitor Arregi of Moriarti Produksioak; moreover, of the 41 works presented, 15 were selected for the competition by the panel of judges. These works were screened at the KulturAte hall in Arrasate (Mondragon) on May 6 and 7; on May 9, the award-winning films were screened at the same venue.
- Throughout the academic year 8 film showings were offered at the faculty led by the teacher Andres Gostin.

<sup>6</sup> International Centre for Visual Culture in Donostia-San Sebastian.

<sup>7</sup> Services and infrastructure devoted to audio-visual production located in Oiartzun (Gipuzkoa).

# 3. Ongoing training and services offered to companies and organisations

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## Post-graduate studies

### University expert qualification in pedagogical training

*Training to be able to teach in Statutory Secondary Education, 6th Form Education and Vocational Training.*

The aim of the Pedagogical Training Course is to give basic training in the fields of didactics and psychopedagogy to graduates who want to work in secondary education.

This course is obligatory for anyone wishing to obtain the Certificate Specialising in Didactics, because it is required in order to teach in Statutory Secondary Education, 6<sup>th</sup> Form Education and Vocational Training.

This course is in line with the Regulations laid down by Decree 250/2002 of the Government of the Basque Autonomous Community and has the approval of the said Government.

#### *Aims*

- To become familiar with the sphere of work of secondary education teachers and to acquire the basic skills that need to be developed to work as a professional in this sphere.
- To become familiar with the characteristics of secondary school students and the situations in which they are immersed.
- To get to know and use the tools that need to be developed in the teaching profession: curriculum organisation, classroom management and dealing with diversity.
- In addition to understanding the learning-teaching process, to develop suitable strategies needed for optimising it.
- To become familiar with and design resources for achieving the aforementioned aims.
- To develop teachers' skills in managing classroom dynamics and the learning-teaching process.

#### *Syllabus*

The length of the course is 60 credits and is divided into two blocks: practical and theoretical subjects, plus practicum.

The theoretical-practical subjects are divided into two sections: core subjects (the required ones for all the specialties) and specific didactics (organised according to areas of work).

### University expert qualification in basque culture transmission

Looking at 21<sup>st</sup> century issues from 20<sup>th</sup> century experience we created a training offer at HUHEZI for the first time during the 2007-2008 academic year. Its aim: to transmit Basque Culture. We have organised the transmission of the experience built up by the protagonists —experts and people with experience— of our modern cultural output. 60 students participated in this expert qualification and 45 of them have completed their end-of-course projects.

#### *Aims*

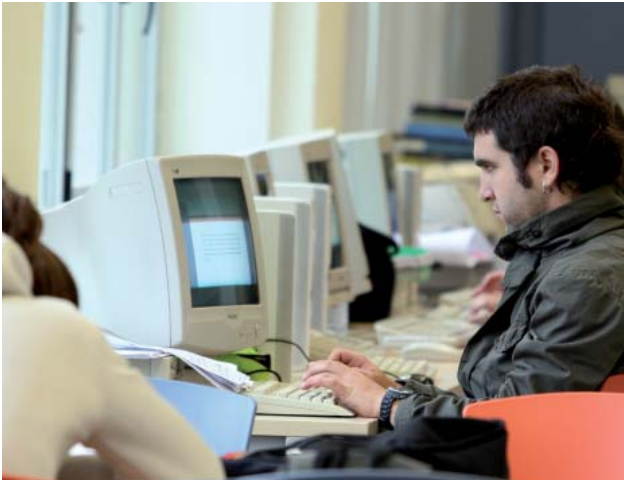
- To gather together knowledge on Basque culture that is spread around different places into a corpus, and transmit it through dialogic training. Within this to make known to a new generation the concerns, perspectives, difficulties, commitments and experiences of creators of Basque culture over the last few decades.
- By providing the players with knowledge tools, to carry out multi-focal, practical training when faced with the horizons and challenges that our cultural output has.
- To make available to people in other fields the partial strategies and experiences that have existed in Basque culture transmission.
- To do everything referred to above (creation of a corpus, multi-focal reflection on the challenges, transmission of experiences) by bringing together two blocks of people: the experts and people with experience together with the present and future players who want to be prepared in this subject.

#### *Syllabus*

This expert qualification has a duration of 15 ECTS points (350 hours) and 4 blocks:

#### 1. Theoretical Training: the voice of experts

- Dynamics of speech communities. Bases for contextualising cultural output.
- Changes in current society and cultural output.
- Changes in current technology and cultural output.
- Reflection on the Basque way of being in the 21<sup>st</sup> century situation.
- Different discourses on culture in the history of the Basque community.



- Basque culture transmission and looking ahead:
  - Transmission of Basque culture through education.
  - Cultural output synergies when referring to towns and regions.
  - Cultural output, the media and communication technologies.
  - Strategies for creativity and expansion.

#### 2. Training through testimonies: the voice of experience

- Songs. Ways and Directions.
- Literature. Creation and projection.
- *Bertsolaritza* (Extempore Basque verse making). A consolidated twenty-year strategy.
- Other cultural channels. Experiences and horizons.
- Forming bases. Framework experiences.
- Education. Evaluation and ways forward.
- Cultural output in the vicinity. Model experiences.

#### 3. Tutor seminar: the voice of the students

- Getting the most out of the teaching of experts and people with experience.
- Adapting the lessons to each one's own spheres of interest.
- Exchanging reflections and experiences. In two directions: a) the education system (general education, Basquization of adults, informal education), and b) model local initiatives (creation, cooperation, relations).

#### 4. Reflection and Production: the voice of everyone

- Means of developing Basque cultural output: horizons, transmission through education and expansion strategies.
- Project, in groups of three, under the guidance of the tutor chosen by each group.

Of particular interest was the fact that the teachers were the protagonists in Basque cultural output. For many of them it was the first time that they were at university informing about their reflections and experiences, transmitting the conclusions of their experience.

#### **University expert qualification in cooperativism**

On May 16 2008 we began the first edition of the University Expert Qualification in Cooperativism. This post-graduate course of studies sets out to move in two directions: on the one

hand, to make available elements for conducting reflection on cooperativism from ideological and social perspectives, and to breathe new life into cooperativism; and on the other hand, to offer resources for preparing people who will be involved in the work of driving forward and spreading the cooperative ideal in our cooperatives.

The general aims that the University Expert Qualification in Cooperativism sets out to achieve are broadly as follows:

- To offer broad, in-depth knowledge about the features of the Mondragon Cooperative Experience.
- To offer an updated interpretation of today's society as the starting point for reflecting on cooperativism.
- As far as the internal dimension of cooperativism is concerned, to train the student in the sphere of participation and company democracy.
- To interpret cooperative organisations and individuals from the perspective of collaborative psychology.
- To train the participants in the running of cooperative education.
- To encourage reflection on the questions and challenges of cooperativism with the future in mind, and to offer resources for outlining possible solutions.

In all, there were 28 students, representatives of the cooperatives in the Mondragon group. The first edition will end in February 2009 with the presentation of projects.

## Ongoing training and services offered to companies and organisations

#### **Training sessions on cooperativism**

The Lanki Research Centre offered 16 hours of training sessions on cooperativism in conjunction with the Otorala management centre. These are training programmes for cooperative organs (Board, Social Council and Management Council). They are dialogical and participative; and they aim to work mainly on Mondragon cooperativism's deep philosophy, meaning, sense and essential features, and to encourage reflection on cooperativism.

This training work increased considerably throughout the 2007-2008 academic year, but for Lanki it meant a stable dynamic of

### 3. Ongoing training and services offered to companies and organisations

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weekly work. A total of 55 sessions were held and over 700 cooperative members took part.

#### **HAAE-IVAP-Public Administration Institute of the Basque Autonomous Community**

As in previous years, we organised the course for the 4th Language Competence Profile in collaboration with the HAAE-IVAP (Public Administration Institute of the Basque Autonomous Community). During the 2007-2008 academic year there were 15 groups (13 had face-to-face sessions, and two on-line tuition) with approximately 150 students. The courses were given in Bilbao, Donostia-San Sebastian, Vitoria-Gasteiz, and Gernika. Those who worked in an on-line group, apart from on-line sessions, also had teacher-led sessions every two weeks in Eibar. One student was based in Brussels and received teacher-led sessions through video-conferencing.

The aim of the course is to train the students in administrative language to enable them to produce administrative texts. The course generally starts in October and goes on until June and is aimed at employees in public administrations. It is divided into three modules, and the four skills –speaking, writing, reading and oral comprehension– are worked on, so that the students can attain the highest possible competence in producing administrative texts. These tasks are undertaken by Faculty teachers and other teachers (all with extensive experience in language teaching) under contract. We set up the online classroom on the Moodle platform and that was the most important innovation during the academic year; in fact, in previous years we had offered the course through the “virtual classroom” platform, but the Moodle platform enabled numerous innovations and improvements to be made. The main challenge for the years ahead is the production and publishing of a textbook for the students.

#### **Course to train education project consultants**

This course is for the group of Christian Schools and its first edition was in response to a specific request made to the HUHEZI faculty.

Aim: To be well versed in the importance, nature and process of the School’s Language Project and to be able to act as a leader in the process to build it.

Participants: 13 people from 11 schools.

Background: schools will be required to respond to the frameworks being handed down to us from Europe, and the requirements established by the Government of the Basque Autonomous Community on the teaching of languages; according to them, students will need to achieve certain communicative competences by the time they complete their Statutory Secondary Education. Faced with this reality, the school has to get to grips with the new situation by, among other things, designing a language project that can be adapted in order to achieve these objectives. So each school will have to have its own language project. And our aim will in fact be to train the professionals who will be dealing with this. In other words, the aspects worked on in the schools throughout this Course and all the activities are directed towards the project. The participants will have to adapt the process and aims to the reality of their own schools. Alongside building the language project, the participant will gradually specify the strategies and procedures (methodology) that he or she will need to spread it throughout his or her school.

#### *Syllabus*

The course lasts one year and is organised as follows:

- 1) Training in theory and practice: 120 hours (70 hours devoted to direct training and 50 hours to group and individual work).  
Fourteen direct sessions are held. In tandem with them, the participants devote 2 hours per week to reading, essays, reflections and field work. In addition, they carry out tasks with a school group.
- 2) Project: the students have 30 hours to devote to individual work under the guidance of the tutor. Together with theoretical and practical training, the participants do a practical consultation project to be implemented in their schools eventually. For this they have the tutorship of the organisation running the course.

#### **Training in innovation methodology**

At the request of organisations and/or specific schools, consulting and training is given on the following subjects:

- Guidance/Counselling
- Guidance/Counselling Service in Schools
- Problem-based Teaching
- Development and Assessment of Cross-curricular Competences
- Group Dynamics



# 4. Research

## PhD STUDIES

### **Doctorate programme: *humanities and education in future institutions.***

Five years ago we launched the HUHEZI Doctoral Programme, and in 2007-2008 we had a total of twenty-two people enrolled for it. It should be pointed out that during this academic year the first thesis was read at the HUHEZI faculty; another ten theses were registered in the second level of the course; three students obtained their certificates qualifying them to conduct research; and eight students enrolled for the first year. Moreover, many colleagues are doing their theses or their PhD courses outside the HUHEZI Doctoral Programme.

### **Research**

The **Lanki** research centre focuses its research activity on cooperativism. It is currently developing three lines of research:

- The Social Perspective of Cooperatives.
- Research into Collaborative Education.
- The HEKI<sup>8</sup> line.

All the initiatives conducted in these lines of research are fully explained in the section of this report devoted to the Lanki research centre.

In the **area of Education**, within this line of research which aims to respond to educational innovation and diversity, a decision was taken to consolidate and stabilize a number of projects during the 2007-2008 academic year. This line of research is aimed at responding to the needs of schools from a broad perspective of education, always from an interdisciplinary perspective. This line of research covers four broad areas:

#### *1) Multilingualism and Interculturality:*

Seminar for tackling Interculturality (ELEA group). This group has been working since the 2001-2002 academic year. From the start, the aim of the seminar has been diverse, in other words, the interculturality phenomenon has been viewed from several perspectives: from the sphere of the teaching-learning of a second language at school; motivation and attitudes; and interculturality in itself (inclusive school). The seminar is fulfilling three functions: the training of teachers;



creating new knowledge using research activity methodology; and publications to inform people about the experiences that have taken place.

Joint language management in the little-used language context. This group has developed many pieces of work taking the learning and teaching of language as the focus. Its main task has been to encourage reflection on what is happening with respect to the Basque language and other languages, so that, at the end of the day, a better idea of what is going on in our multilingual Education System can be gained, and effective intervention can be thus achieved. This group has participated in a research network on a Spanish State level, together with participants of other autonomous communities having two official languages.

Development of oral Basque in statutory education. This project is conducting research into orality and the following aspects are being worked on: training teachers in oral teaching-learning taking as the basis their reflections on their teaching practice, teaching priorities, principles of progression between the stages of primary education and pre-primary education, and strategies for cooperation and intervention among teachers. This research project, which bases the research activity on methodology, seeks to improve the oral language teaching-learning process. Cooperation between researchers and teachers facilitates communication, reflection, improvement and innovation.

#### *2) Pre-Primary Education (0-3 years):*

Hazitegi. The aim of this project is to design, apply and monitor a new model of pre-primary education (for 0-3-year-olds) that will guarantee the healthy development of the children. The project has the collaboration of the network of "Ikastolas" (Basque-medium schools), so a study has been carried out in the pre-primary schools of the "Ikastola" network (28 Ikastolas). It is expected to show what effect pre-primary schools have on children's development. In this respect, a piece of comparative research is being conducted with researchers from the University of Leiden (Netherlands).

MacArthur project. After adapting the Communicative Development Inventories to Basque (the handbook was due out in December, 2008), the research activity of the group focussed on the effect of language input on communicative development. Researchers from different universities are taking part in this research (HUHEZI, University of the Basque

<sup>8</sup> Inter-cooperation with Cooperatives of Popular Economies.



Country, Public University of Navarre and the University of Salamanca).

### 3) *Skills and Values Development:*

Research project into values in children's literature. As children's literature is an effective tool for moral education, the aim of this group is to conduct an analysis of ethical values in books of children's literature of different cultures and languages, and to put forward uses of the appropriate books.

### 4) *Justifying methodological innovation, putting it into practice and assessing it:*

School Science Teaching by Project Orientation: this project has brought together researchers from several countries (Germany, Denmark, the Czech Republic, Finland, Romania and the Basque Country) to reflect on and conduct research into the teaching of sciences. PBL –Problem-Based Learning– is used as a teaching strategy in this project.

E-lemma project: Free software that links knowledge management with the Basque language. This tool offers numerous resources for facilitating and enabling team work, in other words, it makes a series of virtual sites available to the user, in order, among other things, to communicate, manage information and manage shared work.

Conditions for the learning of written language: representatives from eight Autonomous Communities (Andalusia, Asturias, Cantabria, Castile-Leon, Catalonia, Community of Valencia, the Basque Autonomous Community and Madrid) are participating in this research. The aim of the work is to identify the relations between the knowledge that the students themselves bring with them and what they learn at school, and to detect the best conditions for achieving successful learning. During the 2007-2008 academic year classroom observations were conducted and the aim of the observations was to analyse the activity of the teachers and the response of the students (in terms of reading and writing ability).

On the other hand, as other projects are being developed in HEZI, the Institute of Education, they are specified in detail in the section of this report devoted to the HEZI. However, the

projects HEZI is running are as follows:

- LifeLearn Project
- Inquiry: analysis of tutor-teacher interaction
- Evaluation of the Mendeberrri project

Grants received: in order to pursue our research we have to obtain external funding, and in the 07-08 academic year we secured the following grants:

- Marco Programme (society and science): School Science Teaching by Project Orientation – Improving the Transition to University and the Labour market for Boys and Girls. LifeLearn Project.
- The Science, Technology and Innovation network of the Provincial Council of Gipuzkoa: E-lemma project.
- Provincial Council of Gipuzkoa: Inquiry project.
- Basic and/or Applied Research projects of the Department for Education, Universities and Research of the Government of the Basque Autonomous Community: Project for the oral development of Basque in statutory education.
- MEC-Spanish Ministry of Education and Science: Project for the oral development of Basque in statutory education, and the Mac Arthur project.

We also made a number of other applications and are currently awaiting the decisions on them:

- Funding for Basic and/or Applied Research projects of the Department for Education, Universities and Research of the Government of the Basque Autonomous Community, for Collaborative projects, and for the projects on Human and Social Sciences (2009-2011) 5 projects.
- Provincial Council of Gipuzkoa. 5 projects.

The challenges for the coming years are in three areas: firstly, the stabilising and consolidating of the research teams (by increasing the time devoted to research); secondly, the securing of external funding; and lastly, the feeding of our education offer by using knowledge from our research activity.

# 5. Institutes

## HEZI Institute for Education

The activity of the Institute is divided into two spheres (the University sphere and other spheres of Education) and around three blocks of activity (Research, Training and Dissemination). The initiatives developed in each sphere and block of activities were as follows during the 2007-2008 academic year.

### University sphere

#### 1. Research

##### 1.1. "LifeLearn" Project

The main aims of this project are as follows:

- To systematise knowledge developed in non-formal spheres of life and to credit this knowledge.
- To prepare the tools and strategies needed to develop and formalise this non-formal knowledge.

Five countries and universities are involved in the project: University of Jyväskylä (Finland); University of Tartu (Estonia); Hochschule Wismar, University of Technology, Business and Design (Germany), Glasgow Caledonian University (Scotland) and the HUHEZI faculty of the Mondragon University.

Different responsibilities were assigned to each participant, as follows:

- Glasgow Caledonian University (Scotland): in charge of coordinating the project (research, dissemination, management assessment).
- Hochschule Wismar, University of Technology, Business and Design (Germany): coordination of the development of the pilot programmes.
- University of Tartu (Estonia): coordination of the guides published.
- University of Jyväskylä (Finland): coordinator for steering of the project.
- Mondragon University HUHEZI faculty: pilot programmes audit and assessment coordination.

The project had a duration of two years, from 1 October, 2006 to 30 September, 2008. The final report is due to be presented in Brussels on 31 January 2009. In the period covered by this report, the initiatives developed by the Mondragon University's HUHEZI faculty during the 2007-2008 academic year were as follows:

- Development of tools for channelling the sustainability assessment of the students, tutors (facilitators) and pilot programmes (September-October).
- Presentation of the tools for channelling the assessment to members of the project in a meeting organised at the HUHEZI faculty (19-20



November, 2007).

- Gathering and processing of the data collected in the pilot programmes that the rest of the participants implemented. (April-May).
- Development and drawing up of the assessment report (June-July).
- Paper written on the assessment presented in Wismar (Germany) at the 1<sup>st</sup> International Conference on Engineering and Business Education (ICEBE) (14-17 September).
- Contributions to the project's web site <http://www.icll.gcal.ac.uk/lifelearn/index.html> and dissemination of the project in the local media: in *Goienkaria* (21-11-2007), in *Tu Lankide* (November 2007 issue).

##### a) "Inquiry analysis of tutor-student interaction."

This research was started during the 2005-2006 academic year. The main aim of this research consists of identifying the most suitable teacher-tutor strategies and, to be precise, of conducting an analysis of the strategies involved in teacher-tutor discourse, taking into consideration always the nature and aims of the different methodologies the tutors participate in.

So, on the basis of the contributions in the training sessions offered by the above-mentioned experts to the members of the Inquiry Seminar, and on the other hand, following the new lines of research arising out of the research conducted during the previous academic year, a tool was designed to observe and analyse the tutor's functions in each methodology, by linking together the subjects for analysis that had emerged so far. In this academic year 2007-2008, the tool for observing the tutor referred to above has been completed by the tutors who are working on different methodologies, and to do this the following procedure has been used.

Individual reflection → group reflection → comparing and contrasting with what the experts say → conclusions.

In order to carry out this research, we formed a research network with two external experts during the 2006-2007 academic year: with Dr. Olga Esteve of the Pompeu Fabra University of Barcelona, and Dr. Lise Busk of the University of Aalborg (Denmark).

##### b) Evaluation in the Mendeberry Project

Many pieces of research point to the importance of evaluation in the learning process, in other words, that the students should develop a range of strategies for learning to learn. Through this research started in 2007-2008 there is a desire to see the effect of the forms of evaluation used in the Mendeberry project. A diagnosis of the situation was made during the 2007-2008 academic year.

## 5. Istitutuak

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### 2. Training

Training sessions on subjects to do with methodological innovation in education were given at the following universities University del Mar, Valparaiso in Chile, University de los Lagos, Osorno, Arturo Prat University in Iquique, UPV/EHU-University of the Basque Country, the Ramón Llull University and the University of Comillas.

### 3. Dissemination

#### 3.1. Publications

Publication of the **Mendeberriak** journal.

This academic year two issues (one a double one) were published and dealt with the following monographic subjects:

- 10<sup>th</sup> issue: Cross-curricular competences
- 11<sup>th</sup> & 12<sup>th</sup> issue: Moodle moot Euskadi 08 conference at the MU (Mondragon University)

#### 3.2. Papers

The 2007-2008 academic year saw the publication of papers given during different conferences in the field of methodological innovation.

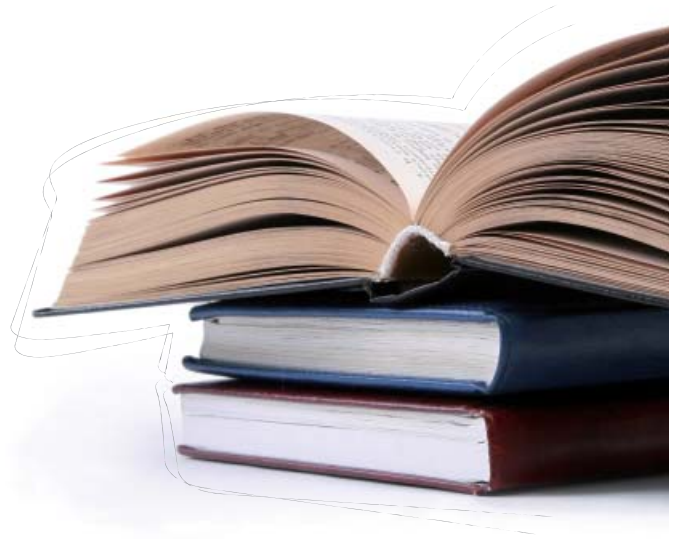
### Non-university sphere

#### 1. Research

In collaboration with the Education Processes Department, the HEZI Institute has promoted and participated in the Hazitegi Project.

##### 1.1. Hazitegi project

The basis of the this project is as follows: to draw attention to the important role played by pre-primary schools (for 0 to 3-year-old children) in the healthy mental development of the children, and analyse the features of these schools. With respect to the 2007-2008 academic year, it is necessary to highlight the continuation of the comparative research begun the previous year in conjunction with the University of Leiden in the Netherlands to examine the elements that exert an influence on the children, and that a paper and a poster will be presented at the world congress organised by the Society for Research in Child Development. As a result of this research, one PhD has been submitted and another is about to be completed. Furthermore, the results of the research conducted with the Confederation of Ikastolas (Basque-medium schools) was also presented to them and will soon be made public in journals and congresses.



### 2. Training

The HEZI Institute is responsible for running ongoing training in the sphere of education. Depending on the training content, the training is carried out with the participation of various Faculty Departments. Alongside this the HEZI Institute has its own sphere of training, in other words, training that is linked to methodological innovation. Information about these courses is provided in the Ongoing Training section.

### 3. Dissemination

3.1. The HAZITEGI project is working on a model of pre-primary school that will address the healthy development of the child (education project-organisation of space) in an appropriate way, and has launched an initiative to publish a series of books that will gather together all the contributions. The 2007-2008 academic year saw the first publication of this project: Rafael Cristobal's "*Fundamentos del ser humano. Una psicología para educadores*" ("Fundamentals of the Human Being. A psychology for educators").

#### Conference

On 14 December 2007 a conference entitled "HEZKUNTZARI BEGIRADA PSIKOLOGIAREN ESKUTIK" (Looking at Education through Psychology) was organised to present the book "*Fundamentos del ser humano. Una psicología para educadores*" ("Fundamentals of the Human Being. A psychology for educators"). It was attended by 60 educators and many psychology experts.

#### 3.2. Jakingarriak

The *Jakingarriak* journal was created 21 years ago with the aim of being a tool for communication. During this period it has progressed from providing exclusively bibliographical information to offering in-depth monographic subjects that are of interest to educators.

Today, the *Jakingarriak* journal includes in each of its issues experiences in the field of Pre-primary and Primary Education and theoretical contributions by experts. Thus, it informs about experiences going on in schools and has become an appropriate tool to guarantee a systematic presentation of this knowledge, and deal in depth with these classroom experiences.

Three issues were published during the 2007-2008 academic year:

- Issue no. 62: "Heziketa Fisikoa Eskolan (I)" [Physical Education at School (I)].
- Issue no. 63: "Heziketa Fisikoa Eskolan (II): Eskola-Kirola" [Physical Education at School (II): School Sport].
- Issue no. 64: "Landa-eremuko eskolak, eskola txikiak" [Rural Village Schools, small schools].



### Conference

On 11 April 2008 a conference entitled "HEZKUNTZARIK EZ, HEZIKETA FISIKORIK GABE" (No Education without Physical Education) was organised to present the monographic issues on Physical Education. It was attended by 80 teachers.

### 3.3. Children's books seminar and reading guides

The "Children's Books" Seminar is a reading group made up of teachers and librarians who read books of literature for children and teenagers. From our point of view, it is necessary to get to know the books in order to encourage reading; there is no encouragement without knowing the book. This is why the reading seminars and the guides that are published on the basis of them are important for encouraging a love of reading.

## LANKI

The mission of the research centre is to conduct research into cooperative reality and self-management from a range of disciplines, and on that basis to offer a reflection and training service to the cooperatives and other agents. Among its characteristics the following can be highlighted: its interdisciplinarity when examining cooperation from the human sciences perspective; the combination of the bond and autonomy with respect to the cooperative agents; multilingualism based on Basque; and its openness, mainly with respect to agents in the Southern Hemisphere.

The team was made up of eleven researchers during the academic year; most of them are teachers at the same time, and there is also a collaborator network made up of HUHEZI teachers, students, cooperative agents and colleagues from other universities.

The priorities of the Research Centre's lines of research have to be put into the context of reflections on the needs and shortcomings of Cooperatives with the future in mind. In line with our mission, Lanki focuses mainly on the social and educational sides of cooperativism. In addition, it conducts research into intercooperation flow with respect to popular cooperativism in the Southern hemisphere. So its three lines of research are as follows:

1. The Social dimensions of Cooperatives
2. Research and development in the area of cooperative education.
3. The HEKI line. Intercooperation with Cooperatives of Popular Economies.

The Lanki Research Centre has moved forward in four main directions during the academic year:

- After working for many years in the area of cooperative education or cooperative training, the new era of Mondragon cooperative

education has got off to a strong start. The Lanki Research Centre is turning out to be an indispensable agent in this process, in conjunction with the Otorora Management Centre. There were two important milestones during the 07-08 academic year: firstly, cooperative training programmes for the management and social organs of the cooperatives of the group (a total of 55 training sessions having a duration of 16 hours each); secondly, we launched the university expert course in cooperativism to create trainers and social cadres for the cooperatives.

- In the field of research we have to distinguish between basic research and applied research. Firstly, we made progress in doctoral theses: one PhD thesis on cooperative identity among the staff at Fagor Arrasate, another on Cooperative Subjectivity, a further one on Comparative Cooperative Law and lastly, one on the Flow of Collaboration with respect to Third World Cooperatives. Secondly, we conducted applied research as requested by the Mondragon Group's Social Management: social changes and cooperativism, institutional participation of cooperatives and research in cooperation psychology. Finally, in collaboration with other players in the valley, we established the bases for a joint integral development project for the area.
- As regards the HEKI line of research, in the autumn of 2007 in collaboration with the Garabide association, the first exchange programme between Languages and People was organised. In March, following the dynamic of the previous years, in collaboration with the Mundukide Foundation the seminar entitled "Ekonomia solidarioko autoeraketa esperientziei jarraipena" [Continuing the experiences of the self-organisation of the solidary economy] and the conference "Ekonomia solidarioa, autoeraketa eta kooperatibismoa" [Solidary Economy, Self-organisation and Cooperativism] were held. Furthermore, from the start of the academic year, in collaboration with Mundukide and the Landless Workers' Movement, a project focussing on cooperative activity launched in the state of Parana in Brazil has been ongoing.
- Many more everyday pieces of research and networks were also carried out during the academic year. The setting up of the Cooperative Forum, the Mundukide network on intercooperation and participation in the MC-AC research network.
- In publishing, the second volume of the Lanki booklet entitled *Mondragón ante la globalización* [Mondragón facing Globalisation] was published, and the writing of the book *La experiencia Cooperativa de Mondragón. Una síntesis general* [The Mondragon Cooperative Experience. A general synthesis] was also completed.

# 6. Internationalisation

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The 2007/2008 academic year was particularly fruitful in the development of the International Relations Department.

## Participating in networks

In a meeting held in Linz (Austria) in June the HUHEZI faculty was accepted as a formal member of the Network for the Education and Training of Teachers [NETT]. This network is made up of 32 European Faculties of Education and its aim is to encourage mobility among students and teachers as well as promote cooperation among Faculties of Education. The Faculty is also a member of the following three networks: ETEN (European Teacher Education Network), EJTA (European Journalism Training Association) and Euroschool Net 2000. This academic year, too, has seen the gradual consolidation of the Faculty's participation in these networks, in student mobility in particular.

## Mobility

The Erasmus Programme is gradually being incorporated into the Faculty and 7 students embarked on Erasmus periods. Two students on the Communications course went to the University of Windesheim in the Netherlands, and another two to the University of Tallinn in Estonia. Two teacher training students went to the CVU-Midt Vest University in Denmark, and another to Oslo University College in Norway. Our students were able to choose from international programmes run by 19 universities to do Erasmus periods abroad: 16 in the Education area and 3 in the area of Communications studies. All the programmes are high quality ones, all in English and in European countries with strong education models. Throughout the academic year HUHEZI members went abroad on 20 occasions attending conferences or courses, spending time abroad or going on working visits.

## Agreements

Bilateral Erasmus agreements were renewed and consolidated with the following European Universities to channel the mobility of students and teachers:

Saint Patrick's College, Ireland; Saint Mary's University College, Northern Ireland; Mustafa Kemal University, Turkey; CVU-Midt Vest University College, Denmark; KHL Limburg, Flanders, Belgium; University College West Flanders (Howest), Flanders, Belgium; Fontys University, the Netherlands; The Hague

University College, the Netherlands; Rotterdam Hogeschool, the Netherlands; Windesheim University of Applied Sciences, the Netherlands; Hanze University Groningen, the Netherlands; HAN University, the Netherlands; Oslo University College, Norway; Tallinn University, Estonia.

## Internationalizing the faculty

Two international courses were organised during the 2007-2008 academic year. They were both offered in English during the first semester of the academic year and were attended by seven Erasmus students from Turkey (Mustafa Kemal University), the Netherlands (Windesheim University and the Groningen Applied Science University), Belgium (KHL Limburg University) and Estonia (Tallinn University).

Each course had 30 ECTS credits distributed among five subjects. These were also linked to work experience and the students did a project that had to do with their work experience. In three of the subjects they worked in class in English with students of the Faculty, and this helped to strengthen the multilingual curriculum at the Faculty.

The courses were organised following the models established by the small countries of Northern Europe (Norway, Denmark, Finland and the Netherlands).

The two international courses were as follows:

- "Media and Minority Languages", aimed at Communications students, and
- "Education and Minority Languages", aimed at students in the area of education.

During this academic year the Faculty hosted working visits or stays by 15 teachers and researchers from abroad.

# 7. Extracurricular activities

## Literature week

The 10<sup>th</sup> edition of the Literature Week took place in 2008. To mark this special year we devoted the week to a genre that is a minority one in the field of literature: POETRY. So we put poetry in the context of the 21<sup>st</sup> century and of today's youngsters. The title: "PlayStationaren belaunaldia? XXI. mendeko gazteak eta poesia" [The Playstation Generation: 21<sup>st</sup> century youngsters and poetry]. So the subject approached thus was as follows: whether poetry is possible in the era of the new technologies and what kind of poetry can be done.

We were joined by young poets: Angel Erro (with the "Poematrix" performance); Anari ("Kantuan poHesia"-Poetry in Song); Beñat Sarasola ("PlayStationaren ondoren, apokalipsia ala emantzipazioa?"-After Playstation, apocalypse or emancipation?). There was also a concert performed by the Gose band in the Cloister. The last part was put on by HUHEZI students as usual.

The sessions took place in the mornings and afternoons, not only with HUHEZI students in mind, but also the town of Eskoriatza and the Upper Deba valley area. The literature week is now an established event.

## Sports service

The most important areas during this academic year were as follows:

- We specified a number of strategies for **improving communication**; the ones achieved were: having the sports service included on the **HUHEZI web site** by providing news and reporting on what is done; having a suitable **computer program** and means and contacts to develop it; having more direct contact with the **Erasmus** programme by offering information in English. We secured **representatives** at the start of the academic year, but as time went by they disappeared. In June the Sports Service launched its **web page** and it was hoped that it would become an effective means of communication.
- **To approach sports facilities** we had a couple of meetings with the head of Eskoriatza town council and the town councillor responsible for sports to achieve a number of aims: to present the HUHEZI sports service, to get a closer idea of Eskoriatza's sports policy, and to reach agreement on the



sports facilities. As a pilot experience it was agreed that a 50% reduction be applied to staff when they use the sports facilities. In addition, students received a 30% discount when they took out the **comprehensive sports card** at Eskoriatza town hall. Seven students made use of this.

- We tried to produce an **adapted programme** by promoting the MU sports teams, by proposing new projects under the name of Munkana, by publishing a second hand sports equipment market on the web page and promoting the cycling project.
- Our **strategic plan** has to be brought into line with the university sports activities plan in the BAC (Basque Autonomous Community), which the BAC Government and the universities are currently working on. So once this plan has been developed, it will be adapted to our university, and the lines of work expected to shape our future Sports Service will come out of it.
- For the first time HUHEZI organised a **conference on physical education**. The Sports Service was fully involved in it, not only in terms of people but also economically, too. It was a success bearing in mind attendance, the excellent standard of the speakers and the organisation.

### Sports activities for students

#### Tournaments

**In internal tournaments** a total of 65 students were involved in indoor football, 11 in football and in "mus" (card game).

**In the Mondragon University sports tournaments** HUHEZI made a very good showing entering a total of 93 students (29 girls and 64 boys). As far as the results were concerned, HUHEZI won in football, seven-a-side football, basketball, and indoor football for women. Splendid results!

**The Inter-University Sports Championships of the Basque Autonomous Community** were organised by the UPV/EHU-University of the Basque Country in Bilbao and Donostia-San Sebastian. The MU entered 115 students of whom 68 belonged to the HUHEZI faculty, 46 boys and 22 girls.

A record number of people were entered by the MU in the **(Spanish) State University Sports Championships**; out of a total of 29 sports people, 10 were from the HUHEZI faculty. They



participated mostly in arc throwing, badminton, karate, triathlon and handball.

The MU entered two teams for the final of the **Inter-University Rural Sports Championships of Gipuzkoa** (one from the MU Faculty of Engineering and the other from HUHEZI) who went to play on 16 May at the Atano III Basque pelota court in Donostia-San Sebastian. In the final, Tecnum, Deusto and the MU competed against each other; the two MU teams tied in first position, and in the last event HUHEZI won for the fourth time in a row. Their prize: 6,000 euros to be spent on a trip.

#### *Trips and courses*

61 students were involved throughout the academic year in massage, sailing, surfing and skiing, among other things.

#### *Working out section*

23 students, almost three times as many as during the previous year, attended two gyms in Arrasate-Mondragon doing spinning, aerobics and body-building.

#### *Complementary activities*

- Twice we went to see **Tau Baskonia** basketball matches. Once on 29 November against C.S.K. of Moscow and the other time on 3 June, for the ACB final against Barcelona.
- We held the seventh edition of the **Photo Competition**. This year's slogan was: "Kirola mugimenduan" (Sport in movement). Even though there was only one entry from HUHEZI, its author won the best photo prize.
- **Medical Sports check up:** two HUHEZI students made use of the service.
- A **Football match between Real Sociedad veterans and MU students and staff** was organised to mark the 10<sup>th</sup> anniversary of the Mondragon University. 6 HUHEZI students played.

#### *Sports activities for staff*

Members of staff also participated in the programme: two members went to see the **Tau Bakonia** basketball match, four members put their names down for the **health programme**, 13 for **contemporary dance**, five for **belly dancing** and 15 members of staff applied for **membership cards** to use the Eskoriatza sports centre.

# 8. Basque at the Huhezi faculty

## Basque language commission

HUHEZI set up the Basque Language Commission two academic years ago. In order to understand the need and reason for this one has to go back to the language policy that HUHEZI established for itself. And this language policy has been built on two pillars: the kind of education model we want and what our language for communication is.

As far as our education model is concerned, we know that nowadays that model has to be a multilingual one. We want to use three languages to channel education. But what kind of multilingualism do we want for our university? It is evident that we will not be developing Basque, Spanish and English to the same level. The educational project of each qualification will have to specify what place will be assigned to each language within the curriculum, bearing in mind always that more time and greater intensity will be devoted to training in Basque.

We are clear about the language that is used for communications among us: we want Basque to be HUHEZI's language of communication. It is clear that Basque predominates as far as oral and written language is concerned in communication in HUHEZI. As most of the teachers and all the students are Basque speakers, many of us regard our faculty as a sphere in which the use of Basque has been largely normalised. Nevertheless, we still see many gaps and cannot turn a deaf ear to them.

In 2006 the cooperative Emun was asked to make an exact diagnosis of HUHEZI and help design a suitable plan for Basque. The diagnosis carried out shows that knowledge of Basque in the faculty was 100% and use was 82%. And it was seen that there were areas that we needed to work on especially. So the Basque Language Commission was set up to remedy these shortcomings.

### Participants

When the commission was set up, it was clear that the participants had to represent the faculty in some way, so it was decided that the Management, Staff Committee, Languages Department and students had to be represented.

### Aims

Bearing in mind the diagnosis, the Basque language commission put forward a number of aims in the management plan



and implemented projects on the basis of them. The following are some of the more prominent ones:

1. To involve staff and students in the normalisation of Basque: the commission was presented and Xamar was brought along to give a talk.
2. To improve the language level of staff: training courses were organised for staff.
3. To guarantee language quality in the faculty: the staff have been offered a correction and translation service.
4. To reach consensus on and develop a framework for Basque plans for the MU: the commission took part in the MU's Basque Language Commission.
5. To obtain funding to run the Basque plan: the Commission was included in the funding for Basque plans of the Sub-Ministry for Language Planning of the Government of the Basque Autonomous Community.

We noticed that as we progressed, the opportunities, ideas and working spheres increased and were fleshed out. The work continues.

### Basque protocol

We launched the Basque protocol during the 2007-2008 academic year. In view of the fact that the sociolinguistic profile of our students has changed somewhat and seeing that there are a number of students in need of language resources, the Basque Protocol is an initiative aimed at them.

The language needs of those who complete Teacher Training and those who complete Information and Communications Studies differ of course. Both groups are required to have a level that is correct and cultured; nevertheless, language will be the main tool of those involved in the area of communication. So goals are established for the students on the basis of their studies.

TEACHER TRAINING: the goals established for level C1 of the European Language Portfolio.

IKO: Hizkuntzen Portfolio Europarrean C2 mailarako ezartzen diren helburuak.

IKO (Information and Communications Studies): the goals established for level C2 of the European Language Portfolio. After determining the level of Basque the student has, he or she is asked to make a commitment and sign a contract as proof of it. The contract will specify the plan, in other words, the aims



and deadlines that he or she has to meet. The tutor will monitor the plan and from time to time will inform the teachers about the results.

It is considered to be a good idea for the student to open a portfolio (either on paper or in electronic form) and use it as a dossier. He or she will use it as a "document store" for all the work he or she does, and it can also be a suitable tool for assessment (for the tutor or student him- or herself).

On the other hand, we have prepared a template so that the students can conduct self-appraisals, and the tutor can do his or her own. This template will record how the student as well as the tutor and teachers see the student's progress, whether the aims and deadlines, etc. are being met.

And the medium for all this is the 'course' created on the *Moodle* platform. That is where the "document store", exercises, help tools, resources and places for learning Basque can be found.

### **Translation and correction service**

HUHEZI has a text translation and correction service. It is run by one of the organisation's teachers, who is also assisted by an external translator. All kinds of texts are handled: academic ones, in other words, ones for classes, articles due to be published, articles for the *Jakingarriak* and *Mendeberri* journals, as well as the usual texts for the administrative and management services.

# 9. General running of the organisation and services

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## Administration and general services

The Administration and the General Services Department assists the management units in the following areas:

- Teaching
- Documentation
- Economy and Finances
- Maintenance
- Technology Services

In addition, it works on matters that have to do with the department itself, in the area of quality relating to management, adapting technologies to the services and many others. The most salient points for the 2008-2009 academic year are as follows:

- Assisting in the design of new qualifications.
- Developing the virtual secretary's office.
- Improvements in facilities and equipment.
- Turning the library, which is an ongoing supplier of information on knowledge, into a comprehensive, university level service.
- Handling administrative and financial assistance for the HUHEZI structure and infrastructure.

## Governing bodies

### Management Council:

Dean: NEKANE ARRATIBEL  
 Head of Human Sciences: AITOR ZUBEROGOITIA  
 Head of the Branch of Education: MATILDE SAINZ  
 PhD Research: IÑAKI GARCÍA  
 Head of the HEZI Institute of Education: MARIAM BILBATUA  
 Head of the Lanki Research Centre: JON SARASUA  
 Head of Administration and Finance: AINHOA LETURIAGA

### Governing Board:

Chairman: JOSE ANTONIO ALUSTIZA  
 Deputy Chairman: JOSEBA AZKARRAGA  
 Secretary: ANE URIZAR  
 Members: ELENA ERRASTI  
 BELEN KORTABARRIA  
 MAIDER OTAMENDI  
 PILI SAGASTA  
 AGURTZANE MARTINEZ  
 AGURTZANE BIKUÑA  
 JOKIN LENIZ  
 AMAIA ETXEBERRIA  
 MADDI ELORZA

# 10. Collaborating companies and organisations

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- ...Eta Kitto! Euskara Elkarte (Basque language association)  
 Abandoko Berritzegunea (innovation centre for school teachers)  
 ADSIS Fundazioa  
 Aita Menni Ospitalea (psychiatric hospital)  
 Aita Orbiso Ikastetxea (school)  
 Alejandro Altuna JMA (company)  
 Alfa Lan S.A. (company)  
 Alzaga Ikastola (Basque-medium school)  
 Ampo, S.Coop (industrial cooperative)  
 Aransgi (association of families of the hearing-impaired)  
 Arizmendi Koop. E. (Basque-medium school)  
 Armentia Ikastola (Basque-medium school)  
 Arrasate Herri Eskola (public school)  
 Arteman Komunikazioa S.L. (company)  
 ASPACE (cerebral palsy association)  
 Ategi S.Coop. (cooperative company)  
 Athlon Koop. E. (health & fitness cooperative)  
 Auzo Lagun S.Coop (catering cooperative)  
 Baikara Guraso Elkarte (parents' association)  
 Baleuko S.L. (company)  
 Barakaldoko Berritzegunea (innovation centre for school teachers)  
 Berbaro Euskera Elkarte (Basque language association)  
 Bermeo Ospitalea (hospital)  
 Bertsozale Elkarte (extempore Basque verse makers association)  
 Bihotz Gaztea Ikastola (Basque-medium school)  
 Bizkaiko Ikastolen Elkarte (Association of Basque-medium schools of Bizkaia)  
 Boluntzarreta Elkarte (association)  
 Busturialdeko Irrati Telebista (local media)  
 Debagoieneko Mankomunitatea (association of town councils)  
 Deprozak S.L. (company)  
 Dikar S. Coop (industrial cooperative)  
 Domingo Agirre Eskola (school)  
 EIZIE (Association of Basque Translators, Correctors & Interpreters)  
 Elgoibarko Ikastola (Basque-medium school)  
 Emun Koop.E. (company devoted to promoting the Basque language)  
 Eroski Koop.e. (supermarket chain cooperative)  
 Etxaurren Ikastola (Basque-medium school)  
 Euskal Irrati Telebista (broadcasting authority of the Basque Autonomous Community)  
 Euskaltel (telecom company)  
 Ezai Fundazioa  
 Fagor Arrasate (industrial cooperative)  
 Fagor Ederlan (industrial cooperative)  
 Fagor Electrodomésticos S. Coop (industrial cooperative)  
 Fagor Industrial S. Coop (industrial cooperative)  
 Gautena (autism association)  
 Gerediaga Elkarte (cultural association)  
 Gernikako Berritzegunea (innovation centre for school teachers)  
 Goiena Komunikazio Zerbitzuak (media services)  
 Goierriko Ikuskari S.L. (company)  
 Grupo Proyección-Cambio de Imagen S.L. (company)  
 Hostoil Produzioak S.L. (company)  
 Ibaiondo Eskola Publikoa (public school)  
 IES Gernika BHI (high school)  
 Ikasbidea Ikastola (Basque-medium school)  
 Jakintza Ikastola (Basque-medium school)  
 Komunikazio Biziagoa S.A.L. (company)  
 Lasalle Legazpi (school run by La Salle order)  
 Lekeitioko Eskola Publikoa (public school)  
 Leonardo da Vinci  
 Marianistas Ikastetxea (school run by Marianistas)  
 MCC (Mondragon Cooperative Corporation)  
 Mundu Solidarioa Helburu  
 Mundukide Fundazioa  
 Mungialde Partzuegoa (consortium)  
 Munitibat LHI Ikastetxea (primary school)  
 Nuevas Clases Educativas Fundazioa  
 Olabide Ikastola (Basque-medium school)  
 Orkli S.Coop (industrial cooperative)  
 Ortzadar Zentroa (association of parents of people with special needs)  
 Pausoka Productions S.L. (company)  
 Ramon Bajo Eskola Publikoa (public school)  
 Residencia Calzada Fundazioa  
 San Jose de Calasanz  
 San Patricio Eskola (school)  
 Seaska (association of Basque-medium schools in the Northern Basque Country-France)  
 Segura Irratia S.A. (radio station)  
 Sociedad de la Promoción de la Economía Social S.A.  
 Suministros Ugarte (industrial supplies company)  
 Txantxiku Ikastola (Basque-medium school)  
 Txurdinagako Berritzegunea (innovation centre for school teachers)  
 Ulma Forja S.Coop. (cooperative company)  
 Universidade Federal do Paraná  
 Urolako Ikastola (Basque-medium school)  
 Urretxu-Zumarraga Ikastola (Basque-medium school)  
 Zornotza Institutua (high school)  
 Euskadiko Kooperatiben Goren Kontseilua (Supreme Council of Basque Cooperatives)  
 Gizabidea Fundazioa



## Public bodies

ESKORIATZA TOWN COUNCIL  
 ELGOIBAR TOWN COUNCIL  
 ARRASATE-MONDRAGON TOWN COUNCIL  
 BERGARA TOWN COUNCIL  
 IGORRE TOWN COUNCIL  
 IRUN TOWN COUNCIL

PROVINCIAL GOVERNMENT OF GIPUZKOA  
 - Office for Culture

GOVERNMENT OF THE BASQUE AUTONOMOUS COMMUNITY  
 - Department for Education, Universities and Research  
 - Department for Justice, Employment and Social Security  
 - Department for Housing and Social Affairs  
 - Department for Culture  
 - Public Administration Institute of the Basque Autonomous Community (HAEE-IVAP)

CENTRAL GOVERNMENT OF SPAIN  
 - Ministry for Education and Culture

EUROPEAN COMMISSION



**MONDRAGON  
UNIBERTSITATEA**

HUMANITATE ETA  
HEZKUNTZA ZIENTZIEN  
FAKULTATEA

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Entitate laguntzailea  
Entidad patrocinadora

