



**Mondragon
Unibertsitatea**

Faculty of Humanities
and Education Sciences

MEMORIA

ANNUAL REPORT 2018/2019

www.mondragon.edu/huhezi





INDEX

1. INTRODUCTION AND HISTORICAL REVIEW **4**

2. ACADEMIC REPORT **14**

- DEGREES 14

- GRADUATE DEGREES AND CONTINUING EDUCATION 17

- RESEARCH AND TRANSFER 19

3. ECONOMIC AND FINANCIAL SITUATION **24**

4. ADMINISTRATIVE BODIES **25**

5. HUHEZI PERSONNEL **26**

INTRODUCTION AND HISTORICAL REVIEW

FACE TO FACE
AND ONLINE
LEARNING.
TOTAL OF
STUDENTS

1.096

Throughout the 2018-2019 academic year, all of us involved in the Faculty of Humanities and Education Sciences (Humanitate eta Hezkuntza Zientzien Fakultatea, HUHEZI) devoted ourselves enthusiastically to our strategy. Once again, we opted for broad and open participation: in order to move forward with our strategy, we launched a number of activities and spaces. New areas were created to allow the communities that make up HUHEZI and different interest groups to participate. Using the key aspects of our strategy as a point of departure, we continued to blaze trails in innovation in teaching activities, both in activities related to professional training and in research and development (R&D). Professional development through the promotion of the cooperative identity was a key aspect in accomplishing this.

Following the milestones established in our strategic plan, in academic year 2018-2019 we began building new spaces in which to experience the university, always remaining faithful to our goals of renewing the campus experience of our students (both on site and virtual) and of guaranteeing the well-being of our personnel.

The following are the most notable facts and events of the 2018-2019 academic year:

Regarding the academic field, in face-to-face degree studies, we had a total of 901 students in Early Childhood Education, Primary Education, and Audiovisual Communication.

In addition to face-to-face or in-person degrees, upgrading courses were again offered in a blended learning format (allowing those holding a diploma to upgrade to a degree). We had a total of 12 students. Additionally, this year we offered the opportunity to earn a second degree or certification or complete a full degree program online. We had a total of 103 students studying online for a second degree or certification and 80 students in an online degree program. Thus, we had a total of 195 students carrying out online studies.

In face-to-face and blended learning degree programs together, we had a total of 1,096 students. With regard to official graduate degrees, three official



Master's degrees were offered during the 2018-2019 academic year: Teaching Habilitation for the Exercise of the Profession of Secondary Education, Vocational Training and Teaching of Languages; Education in Multicultural and Multilingual Contexts (EKOMU); and Development of Methodological Innovation Projects in Educational Institutions (BERRIMET).

We had a total of 231 graduate students (in both official university Master's programs and qualification programs). We offered three official university Master's degrees and five expert qualifications.

Regarding student mobility, 126 students studied or did curricular practical training abroad. Of these, 47 went to Europe, 49 to Latin America, and 30 to locations in the Spanish state.

A total of 19 students from abroad came to us to do mobility programs in English.

In the area of continuing education, considerable work was carried out in Education, Communication and Cooperative Studies. Of particular note is the fact that the LANKI Institute offered cooperative training in the form of 54 training sessions (with 918 partici-

pants). Regarding education, 1,256 people took part in a program provided in response to a request from schools. And, in the area of audiovisual communication, a course on Adobe Premier was organized for the Ulma Handling Systems cooperative.

In research, our researchers showed significant participation in conferences and meetings, and in the area of publication as well, results were abundant this year, with 51 published articles (of which 38 appeared in high- and medium-impact journals), 5 books, 6 book chapters, and 9 outreach articles. We took part in 21 research projects, and 43 transfer initiatives were carried out in public and private institutions. Additionally, 15 research seminars were organized and we participated in 43 social dissemination and outreach activities.

The day-release policy applied in previous years to allow department members to work on their dissertations has yielded good results, and 45 of our current HUHEZI faculty members are PhD holders (49.5% of our teaching and research personnel). Of these 45, 31 (69%) are accredited, and 24 employees are in doctoral programs.

GRADUATE STUDENTS

231



The aim of HUHEZI Koop. E. is to foster the professional development of all the people who together form our community, with the ultimate goal of achieving collaboration and complementation among different people. The framework for this development in HUHEZI is the following:

- 1. We offer a strong welcome and orientation program for new personnel.**
- 2. We have aligned training plans and strategic projects.**
- 3. We have continued to offer a strong program to promote language proficiency.**
- 4. We have increased ad hoc requests for personal development.**
- 5. To foster the development of PhD candidate research staff and research groups, we have carried out a long-term projection and training plan (doctoral program and thesis releases).**
- 6. We have implemented a new Research**

Personnel in Training policy.

2018-19 ikasturtean, HUHEZiko 2016-2020 Plan Estrategikoaren garapenari loturik, hezkuntzaren digitalizatorako laborategiaren proiektua sortu da. Hausnarketa-prozesu anitzetan ikusi da hezkuntzak bizi dituen aldaketen aurrean ezagutza berria garatu eta ikertuko duen taldeak behar direla. Aldaketa horien artean, digitalizazioak indarra azken urteotan hartu du, eta, ondorioz, HUHEZIn, digitalizazioarekin lotutako berrikuntza pedagogikoa eta ikerketa sustatu eta uztartuko dituen espazio baten beharra identifikatu zen. Hezkuntzaz gain, Komunikazioa ere bada gizarte digitaleko giltzarri eta etorkizuneko gako. Hori dela eta, hezkuntzaren eta komunikazioaren laborategi baten forma hartu du KoLaborategiak.

KoLaborategia, beraz, gizartearen (er)aldaketaren barruan digitalizazioak hezkuntzan eta komunikazioan duen rola ikertzen eta esperimendatzen duen laborategia da. Hausnartuz, etorkizuna sortuz eta aukera berriei espazioak irekiz eta berrikuntza-prozesuak azeleratuz (ikertuz eta aholkularitza-formazioa eskainiz). Hezkuntzako zein gizarteko eragileekin

(Ko)In the 2018-2019 academic year, as part of the HUHEZI 2016-2020 Strategic Plan, the laboratory project for the digitalization of education was created. During the course of our many reflection processes, it was noted that, given changes in the field of education, it is essential to develop new knowledge and to create groups to analyze that knowledge. Among the above-mentioned changes, digitalization stands out for its strength in recent years and, as a result, we in HUHEZI have identified the need for a space that will encourage and unite pedagogical innovation and research in the area of digitalization. Both Education and Communication are key in the coming digital society and the future in general. Given this situation, the KoLaborategia laboratory has become a laboratory for education and communication.

Thus, KoLaborategia is a laboratory that researches and tests the role of digitalization in education and communication within the transformation of society through reflection and by creating the future, opening spaces for new opportunities, and accelerating innovation processes (through research and by offering training and consulting), as well as by collaborating with educational and social agents. KoLaborategia identifies education and communication laboratories working toward a digital society while keeping a finger on the pulse of future trends and nurturing an international perspective.

In the 2018-2019 academic year, in addition to encouraging the participation of our personnel, we have also encouraged the participation of our students. In order to inspire reflection and motivate people regarding the Basque language, a number of cultural initiatives were introduced (events for Basque Language Day, activities for the Txomin Txapel and Buatxabalta festivals, the end-of-year performance, etc.). Additionally, the 12th annual HUHEZINEMA Film Festival was organized and maintained its success of the last several years with respect to the number of films presented and to the number of guests coming to the festival. From the 2nd to the 5th of April, fourth-year Audiovisual Communication students organized a number of events, including screenings, round tables, a poster showcase, and master classes. Media response to these events was again superb.

To promote diffusion and transmit our work to society, a number of events were organized throughout the academic year:

On May 15, the 5th annual Conference on Educational Innovation was held on the Eskoriatza campus, under the title "From teacher to facilitator." The conference examined the role of the "facilitator," a role that is essential in modern education. There were two talks. Expert Carlos Magro spoke on "Collaborative and experiential learning: a reflection on new roles for learning," and HUHEZI researcher Eugenio Astigarraga discussed future challenges in a talk entitled "Education in changing times." Carlos Magro also served as moderator for a participatory reflection together with educational agents from the Basque Country. A total of 90 education professionals registered for the conference.

Interiority was the topic for discussion on May 31 in a meeting on key aspects of the comprehensive development of the human being. Two experts in the field, Xabier Melloni and Berta Menese, joined us in Eskoriatza to discuss how to address interiority in the schools. Xabier Melloni spoke about the importance of interiority in education, and Berta Menese shared her experiences with children and young people over a period of 25 years.

The 7th annual Conference on Cooperativism organized by Mondragon University's LANKI Institute of Cooperative Studies was held in Arantzazu, Oñati, in the Gerediaga meeting hall: "Cooperation among people in organizations". The speakers were University of Zaragoza researcher Héctor Marín Manrique, University of Groningen professor Rafael Wittek, and HUHEZI researcher Ion Lezeta. Systemic facilitator Bugui García also led a participatory workshop.

To promote health and personal care, we continued to offer a wide variety of sports activities. The strategic purpose of the service is to "promote health" through excursions, courses, sports activities, competitions, and leisure activities. HUHEZI sports services welcomed 309 users during the 2018-2019 academic year.

HISTORICAL REVIEW

CHRONOLOGY

✿**1976. The Eskoriatza Teacher Training School was founded.** In order to solve the greatest problem facing schools at this time (no Basque-speaking certified teachers), the Educational Association – that is, the association of educational cooperatives in the Debagoiena region – founded the Eskoriatza Teacher Training School. Classes were initially taught in a classroom associated with the Pontifical University of Salamanca.

✿**1978. Official recognition.** The Ministry of Education approved the academic program of the Eskoriatza Teacher Training School, which then became associated with the University of Bilbao (and later with the University of the Basque Country).

✿**1979. First graduating class.** A total of 39 students graduated this year with teaching certificates.

✿**1980. The cooperative Teacher Training School.** Given its environment, becoming a cooperative school was the logical step to take.

✿**1981. First graduating class of teachers without teaching certificates.** A total of 147 uncertified teachers in Basque elementary schools and public schools earned their certificates this year. In all, 700 uncertified teachers completed their studies at the Eskoriatza Teacher Training School.

✿**1984. Center for documents about children.** The School began to collect, organize, and distribute documents on children up to age 6. Later, the journal *Jakingarriak* was founded to address this topic.

✿**1985. Teacher refresher program.** In cooperation with the Department of Education of the Basque Government, the School started organizing courses for working teachers to update their knowledge.

✿**1988. Educational videos.** “Piti gaztagile” (“Piti, the Cheese Maker”) was produced. This was the first video in a series created for educational purposes.

✿**1990. Normalization of Basque in the Administration.** Special courses were organized to address the linguistic queries most often received from civil servants in the Basque administration.

✿**1992. Textbooks.** Because textbooks were needed in Basque education, a dozen books were published.

✿**1996. Special Education.** A specialty on teaching children with special needs was created. At a time at which there were few students at the School, this specialty attracted many new students.

✿**1997. The Faculty of Humanities at MU.** The Eskoriatza Teacher Training School became the Mondragon University (MU) Faculty of Humanities and Education Sciences, which began to award the Degree in Humanities/Business.

✿**1999. New building.** Because the original building had become too small, the Cizabidea Foundation purchased the 17th century San Viator building next door for the Faculty of Humanities.

First Master's Degree. The Master's degree in "Business Project Management" was established. Some 400 candidates applied, but only 20 survived the strict selection process to enter the program.

✿**2000. Degree in Psychopedagogy.** This was a second cycle degree created to better respond to the problems that may arise in multilingual education and societies. In its first year, 33 students enrolled.

✿**2001. Online studies.** Psychopedagogy Studies and one Master's degree were first offered online.

The first cohort of Humanities/Business students graduated in June.

Two new Master's degrees were offered: Training in Information and Communication Technologies and Educational Management.

LANKI, MU's Institute of Cooperative Studies, was founded. From the beginning, it focused on three main areas: cooperativism, social intervention, and cooperation for development.

"Community Experience Exchange Program": the first time the exchange took place, it was organized between communities in the southern hemisphere and cooperative and self-employed agents from the Basque Country.

The book *Lankidetzta: Arizmendiarrietaren eraldaketa-proiektua* (Cooperation: Arizmendiarrietara's Transformation project) was published. It was the **first publication by the LANKI Institute**; since then, the Institute has brought out a number of publications and teaching materials on cooperativism and social challenges.

✿**2002.** Within the Psychopedagogy degree, a course in **Psychopedagogical Intervention** was laun-





ched, with approximately 30 students.

The LANKI Institute was the driving force behind the development of the **Mundukide intercooperation system**.

✿**2003. The AOI-PBL methodology** was implemented systematically in all classes in Primary Education, as well as in core classes in other specialties.

Physical Education. This new specialty in Teacher Training opened with 32 students.

✿**2004. The Person and Group Development Management Unit** was established.

The **Pedagogical Training** qualification was launched.

Studies on the **Multi-Skilled Teacher** were first offered.

✿**2005.**The degree in **Audiovisual**

Communication was established. The mission and aim of this degree program is to train well-rounded communicators. Regardless of where they may work, they will be able to respond to all kinds of communication needs in their respective organizations. A total of 36 student enrolled in the first year of the program.

“A reflection process on the meaning of the Mondragon Cooperative Experience” was carried out in the cooperatives. LANKI was a key player in the development of this process. Once the diagnosis was ratified by the Cooperative Congress of the MONDRAGON Group in 2007, a number of strategies were implemented to revive the cooperatives.

In the same year, the expert qualification in **“Self-Development and Team Leadership”** was established.

✿**2006.** In teacher training studies, the **first cohort of students involved in the Mendeberry Project** graduated.

A course was offered on **“Interculturality and**



"Multilingualism in the 21st Century."

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

LANKI took part in the creation of the **Garabide Association**, a platform for sharing with indigenous people from the southern hemisphere the strategies for language revival implemented in the Basque Country and the experience gained.

✿**2007.** The graduate-level course on **"Basque Cultural Transmission"** was offered.

The **HUHEZINEMA Film Festival** was held for the first time.

The **first thesis** of the HUHEZI program was submitted.

LANKI, in cooperation with MONDRAGON Social Management, began the design and implementation of the **new Cooperative Education Model**. Since then, extensive processes for cooperative training

have been set in motion in the cooperatives of the MONDRAGON Group.

Together with Mundukide, LANKI began cooperation with Brazil's Landless Workers' Movement (**MST**).

The first Erasmus students came to HUHEZI to study for a semester.

✿**2008.** Graduation of the first cohort of students in the **"Audiovisual Communication"** degree program graduated.

HUHEZI's degrees in **Early Childhood Education, Primary Education, and Audiovisual Communication** were approved by ANECA, the National Agency for Quality Assessment and Accreditation of Spain.

HUHEZI won the **Gold Certificate of Excellence**.

The **expert qualification in "Cooperativism"** was offered for the first time, with the intention of training cooperative agents and influencing strategies

for reviving cooperatives.

✿**2009.** We began to offer Master's degrees **qualifying teachers in Obligatory Secondary Education and High School, Vocational Training and Language Teaching**, as well as a Master's degree in **Solidarity Economics**.

ANECA approved HUHEZI's official Master's degrees in **Education in Multicultural and Multilingual Contexts (EKOMU)** and in the **Development and Management of Methodological Didactic Innovation Projects in Educational Institutions (BERRIMET)**.

Degrees in **Early Childhood Education, Elementary Education, and Audiovisual Communication** were launched in accordance with the Bologna requirements.

LANKI promoted the creation of the **Bagara** process. The purpose of this process is to promote self-sustaining community development in the Debagoiena region.

✿**2010.** We began to offer our official Master's degrees in **Education in Multicultural and Multilingual Contexts (EKOMU)** and in the **Development and Management of Methodological Didactic Innovation Projects in Educational Institutions (BERRIMET)**.

The first year of the **Master's degree in Solidarity Economics** was launched. This degree is aimed at self-sustaining socio-economic development experiences in Latin America.

MU Television was founded.

✿**2011.** The **expert qualification in "The Revival of Indigenous Languages and Identities"** was initiated for indigenous communities around the world.

✿**2012.** The **PhD program in "Innovation and Intervention in Education"** to be offered by HUHEZI in conjunction with the University of Vic was approved by UNIBASQ and ANECA.



Work was begun on the **new campus in Aretxabaleta**.

We started to offer our **expert qualification in Communication in Organizations**.

✳️**2013.** HUHEZI's **new building on the Aretxabaleta campus was inaugurated**.

We started to offer our **doctoral program in "Innovation and Intervention in Education"** in conjunction with the University of Vic.

We began to offer **upgrading courses in a blended learning format** so that people who hold a diploma would be able to upgrade to a degree.

UNIBASQ and ANECA approved our offering of **degree programs in Early Childhood Education and Primary Education in a blended learning format**.

UNIBASQ and ANECA approved our **official university Master's degree in "Social Economics and Cooperativism" (MCOOP)**, which we offer in conjunction with the Oñati Faculty of Business Studies.

✳️**2014.** The opportunity to do a **complete degree or second qualification online** was offered for the first time.

The official Master's degree in **"Social Economics and Cooperativism" (MCOOP)** was offered for the first time.

External accreditation was obtained from UNIBASQ for the Master's degree in **Secondary Education**.

External accreditation was obtained from UNIBASQ for **HUHEZI's internal quality system**.

✳️The appointment at the beginning of the **2014-2015** academic year of a **new dean** brought with it a **new governing council** and a **new organization**.

✳️**In the 2015-2016 academic year**, we designed a **new strategic plan with a participatory process**.

In this Strategic Plan, innovation was reaffirmed in the group, both in the academic sphere and in research and transfer, and 10 projects were identified.

We began to implement **methodological innovation in the Audiovisual Communication degree program**.

External accreditations of the BERRIMET and EKOMU Master's degrees were granted by UNIBASQ.

✳️In the **2016-2017** academic year, accreditations were granted by UNIBASQ to the **Early Childhood Education, Primary Education, and Audiovisual Communication** degree programs.

The Faculty of Humanities and Education Sciences celebrated its **40th anniversary**. Many events were organized throughout the 2016-2017 academic year to celebrate this occasion.

✳️In the **2017-2018** academic year, **we designed a new architectural project**. Faculty staff and students participated in the design of the campus.

✳️The **KoLaborategia project became operational** in the **2018-2019** academic year. In order to promote a digital strategy in education and communication, a work team was formed and the first projects, including an e-bulletin, were launched.

The **HUHEZI 2016-2020 Strategic Plan sets** forth our commitment to design a new degree within the stated period of time. The new degree, **Global Digital Humanities (GDH)**, was established drawing from a number of different sources (visits to foreign universities in recent years, interpretations of society, expert confirmation, HUHEZI's strong points and future directions).

The Global Digital Humanities degree will be offered in Bilbao, in Zorrotzaurre, in the 2020-2021 academic year.

Construction began on Dorleta in May.

ACADEMIC REPORT

DEGREES

In the 2018-2019 academic year, we welcomed 193 new face-to-face students to our degree program in Education, 66 in Early Childhood Education and 127 in Primary Education (there were two groups in Early Childhood Education and four in Primary Education). Additionally, 46 new first-year students joined the Audiovisual Communication (IKO) degree program (and the groups were divided into different work sequences). At the same time, the sixth cohort of teachers and communicators trained through the degree studies plan graduated from HUHEZI.

The process to renew degrees continued. In Early Childhood Education and Primary Education, the second year of study has been implemented in the face-to-face format, while in the blended learning format, we have reached the fourth year of study. Regarding IKO, after launching the fourth year of study in the 2017-2018 academic year, during the 2018-2019 academic year we worked on the design and implementation of the Mendeberry 2025 (MDB2025) model.

This was an important year for the MDB2025 model, whose momentum was greatly boosted by the formation of four groups, led by the university rectorate and including representatives from the four MU faculties. The groups were created with the goal of establishing the macrocommon elements of the MDB project. The four groups are the following:

- Evaluation framework group
- New systems group
- Framework for curricular structure group
- Framework for skills and outcomes of studies group

The HUHEZI Task Group, formed by representatives from IKO and Education, has initiated the appropriation and implementation of these frameworks, both with reference to the Faculty and in conjunction with the MDB2025 group, to advance collaboration and confirmation of results. The members of the Task Group also participated in the four MDB2025 groups.

We have continued to work on personal characteristics in HUHEZI. From the beginning of the academic year and throughout December, we examined the "curricular characteristics" needed to achieve the desired personal characteristics, and a total of 10 curricular characteristics were identified. Additionally, we completed the mapping of these personal and curricular characteristics and have moved to incorporate them into plans of study, creating a comprehensive design for new plans of study in both IKO and Education. A new linguistic project was also created, based on the individual.

In order to implement a new degree prototype, the design stage was initiated with the Module 1 (third year) group in Education and with the Module 1 (first year) group in IKO. Within the new prototype,

both a new framework for evaluation and the new personal characteristics were launched. For this purpose, design groups were set in motion as part of the design model previously created by the Task Group. These design groups will also oversee the socialization and management of innovation.

Regarding teacher training, a number of professors have undergone effective training on tutoring, as well as on different ways to work on creativity, evaluation, and interdisciplinarity.

It is important to mention the evaluation of the first and second years of study in Education carried out at the end of the academic year in Marketing and Commercial Management fora. Both the positive aspects of innovation and its challenges were identified. Additionally, Xavier Carrera conducted an analysis of the evaluation model that included, among other things, interviews with 18 instructors. The evaluation model was adjusted accordingly.

Furthermore, through the ChangeMakerLab project, greater opportunities were available to MU students from the different faculties to interact and share interdisciplinary study experiences. Two IKO students from HUHEZI took part.

Regarding the student entrance exam, the exam was given for the third year and was given 3 times during the year. A number of new elements were added. As part of the entrance examination process, candidates now have the opportunity to try out HUHEZI's educational model before enrolling, which we believe helps the student to reach a firm decision.

Interest in the mobility program continues to grow and in the 2018-2019 academic year, 145 students either went abroad from HUHEZI (126) or came to HUHEZI from abroad (19) to study or do their curricular practical training. Of the students who went abroad, 46 went to another university to study and

80 went to schools and institutions. With respect to location, 47 students went to Europe, 49 went to Latin America, and 30 to placements in the Spanish State. To support all this mobility, we have agreements with 65 universities and 26 schools in Europe, and with 3 universities and various schools and institutions in Latin America. Regarding placements in the Spanish State, in the 2018-2019 academic year, 27 students went to do their curricular practical training, primarily in Andalusia, Catalonia, Madrid, and the Canary Islands. Additionally, 3 students went to the University of Vic to participate in the SICUE program. Finally, 19 students came to HUHEZI through the international programs we offer in our three degree programs to do a 30-ECTS semester in English with our students.

To generate reflection on the Basque language and motivate people to use it, a number of cultural initiatives were carried out (Basque Language Day activities, the Txomin Txapel festival). The now classic "HUHEZINEMA" film festival was also held and, as every year, a number of well-known individuals took part in the event.

Our students participated in the Euspot competition and took part in the 6th Basque Debate Competition, in which Audiovisual Communication graduate students won first prize.

Student guidance holds an important position, especially in the fourth year of studies. Various sessions were offered with an eye to job placement, both here and worldwide, or to continuing to study. For this purpose, the Faculty hosted several of the Basque Country's agents in education and experts in communication.

EDUCATION DEGREES (BLENDED LEARNING)

In the 2018-2019 academic year, we had 84 new stu-

dents in our blended learning programs.

Three types of courses were offered this year:

1. UPGRADING COURSES

The 2018-2019 academic year was the sixth year in which the upgrading courses were offered. The aim was to give people who had already earned a diploma the opportunity to upgrade to a degree. Degree studies allow people to go on to graduate-level studies and then to doctoral studies. They also open more doors in the job market. The recipients of these studies are teachers. News about offers is made available on various forums: websites, social networks, radio, open houses, etc.

2. SECOND DEGREE/MENTION

This offer is available to graduates in Early Childhood Education and Primary Education. Different possibilities are available depending on the student's goals:

To earn a Second Degree	ECE - PE	PE - ECE
To earn a Second Mention	ECE - ECE ECE - Foreign Language	PE - PE PE - Foreign Language PE - Special Education LH - Physical Education

3. ONLINE EDUCATION DEGREES

The purpose of this modality is to offer degrees in Education (Early Childhood and Primary) online and in Basque.

This offer is aimed at various groups:

- Those who have completed advanced studies (holders of diplomas or certificates, engineers, architects).

- Those who have passed the university entrance exam for mature students.
- Those with Advanced Vocational Training (in Education) + 5 years' experience.
- Advanced-level athletes.

Data on the three modes:

	New students (PE; ECE)
Upgrading	PE: 5; ECE: 1
Second Degree/Mention	PE: 43; ECE: 16
Online degrees	PE: 9; ECE: 10

The aims of these offers throughout the academic year were the following: to further teacher training, to implement the MDB2025 project in an online format, and to continue expanding our offerings. New catalogs have been published and information sessions in the webinar format were organized.

New student orientation plans have moved forward with a "0 challenge" entrance format. This orientation program aims to include the student in HUHEZI's education project, to guide them toward online studies, to help them become familiar with plans of study, and to help them become skilled in the use of platforms.

With the teachers, training activities were carried out to help them improve subject design and become skilled in the use of Web 2.0 tools by designing individual training plans in a number of cases.

Regarding mobility, students had the opportunity in the final year of their degree program to do their practicum in Europe or America through the Erasmus program. We had a total of 4 students in America and 3 in Europe.



UNIVERSITY MASTER'S DEGREES

In the 2018-2019 academic year, we had 85 Master's students in HUHEZI.

UNIVERSITY MASTER'S DEGREE IN THE DEVELOPMENT AND MANAGEMENT OF METHODOLOGICAL DIDACTIC INNOVATION PROJECTS IN EDUCATIONAL INSTITUTIONS (BERRIMET) (OFFERED ENTIRELY ONLINE)

Our numbers of students remained essentially the same and we maintained our two groups (a total of 39 students enrolled: 21 first-year students and 18 second-year students). This was the 9th year in which this Master's degree was offered. A total of 17 students chose the research track and 22 chose the professional track. A total of 11 Master's theses were submitted. Regarding student origins, 9 new students were our own graduates.

UNIVERSITY MASTER'S DEGREE IN EDUCATION IN MULTICULTURAL AND MULTILINGUAL CONTEXTS (EKOMU)

This 9th year of the EKOMU Master's program saw a total of 15 students (11 second-year students and 4 first-year students): 9 chose the professional track and 6 chose the research track. This year, 6 students completed their Master's degrees, 1 of whom did a practicum and Master's Thesis abroad (in Peru). All Master's theses were submitted in Basque. Additionally, relationships with both students and school tutors became closer. Furthermore, we collaborated with the Doctoral Committee to organize orientation sessions and to publicize information on our strategic projects among our Master's students. This resulted in two of our Master's students each being awarded a strategic project.

UNIVERSITY MASTER'S DEGREE QUALIFYING TEACHERS IN OBLIGATORY SECONDARY EDUCATION AND HIGH SCHOOL, VOCATIONAL TRAINING AND LANGUAGE TEACHING

The 10th year of this Master's program was conducted in face-to-face learning with a total of 31 students

(30 new students and 1 returning student) in four specialties (Language and Literature, Technology, Natural Sciences and Mathematics, and Humanities and Social Sciences).

Progress was made in the Master's innovation process by working on challenges identified in previous years. For this purpose, we set two parallel processes in motion. First, the specialization in the face-to-face format was implemented in the dual model and general materials were redesigned for implementation in the 2019-2020 academic year, focusing on a challenge-based methodology. And second, steps were taken to create a blended learning modality by establishing the design of the platform, defining the structure of the plan of study, and designing work proposals.

In the 2018-2019 academic year, coordination spaces, the task group, and tutor seminars were used to envision, plan, design, implement, analyze, and evaluate new modalities. Regarding these actions, a research grant was offered to examine the dual experience of the specialization and the integration materials and to identify areas for improvement. Additionally, in order to expand the network of schools needed for the new model, meetings were held with schools from the three different branches (public schools, Basque schools, Christian schools).

Master's degree coordinators and members of the task group received advice on designing and structuring offerings in the blended learning model.

In the face-to-face model, a conference was held on November 6, 2018, to train academic and school tutors in their role as tutors, and a course was created on the Moodle platform. On June 12, another conference was held both to close the academic year and to provide further training. Participants included not only HUHEZI tutors, but also HUHEZI students, and instructors, tutors and students from the University of Lleida.



Finally, we worked on the construction of the new model in conjunction with the University of Lleida and the University of Andorra, taking part in conferences organized by the University of Lleida, in which we introduced our face-to-face model and discussed the strengths identified through our experience with this model as well as its challenges in order to be able to meet them in the Master's program in Secondary Education.

EXPERT QUALIFICATIONS

Five expert qualifications were offered this academic year: the university expert qualification in Cooperativism; the KoopFabrika university expert qualification in Cooperative Social Entrepreneurship and Social Economics; the university expert qualification on the Instructor in Innovation in Early Childhood Education; the university expert qualification in Transmission of the Basque Culture; and the university expert qualification in Linguistic Revitalization Strategies.

UNIVERSITY EXPERT QUALIFICATION IN COOPERATIVISM

This was the 11th year of the university expert qualification in Cooperativism and a total of 26 students took part, all representatives from cooperatives. This is a training program aimed at promoting cooperativism and transmitting cooperative ideas. Its purpose is to provide the students with a strong theoretical and practical knowledge base to help them to understand the cooperative situation and to strengthen and promote cooperative environments. This program is the fruit of the collaboration between the Mondragon Group's Social Management Committee and HUEZI's Lanki Institute.

KOOPFABRIKA: UNIVERSITY EXPERT QUALIFICATION IN COOPERATIVE SOCIAL ENTREPRENEURSHIP AND SOCIAL ECONOMICS

The 3rd year of the Kooperatiba Fabrika program took place with the sponsorship of the Provincial Government of Gipuzkoa. The project is organized by Mondragon University's LANKI Institute together with Olatukoop, and aims to foster cooperative social entrepreneurship and social economics.

In the 2018-2019 academic year, there were a total of 66 participants. This training resulted in a total of 40 cooperative social entrepreneurship and community development projects, and a group with 21 members was created.

UNIVERSITY EXPERT QUALIFICATION ON THE INSTRUCTOR IN INNOVATION IN EARLY CHILDHOOD EDUCATION

A total of 10 students attended classes on weekends and enjoyed highly beneficial stays in rural houses, where they were able to study the course contents in depth and have a more meaningful experience. Both instructors and students agreed that the experience was highly effective: they have seen changes and transformations in their practice, they feel that they were enriched both personally and professionally, and they have contributed to their schools through their participation.

UNIVERSITY EXPERT QUALIFICATION IN TRANSMISSION OF THE BASQUE CULTURE

We had a total of 26 students in this 7th year of the Transmission of the Basque Culture qualification. Classes met once a month, on weekends, from Saturday morning to midday Sunday. As in previous years, this year's program was new, as it is updated every year. The challenge lies in finding a balance among creators, genders, researchers, thinkers, and cultural managers. Furthermore, the core of the program is not only in classroom work, but in the participation of the student as speakers and presenters. The weekend dynamic also lends a touch of internship with its greater intensity. One of the innovations this year was examining what has been done in Catalonia and incorporating experiences from a different cultural system. Former students were also invited to

participate to increase continuity in the network of relationships. Work continued with the media (Goiena and Basque Radio), and a commitment was arranged for the materials used in the Transmission of the Basque Culture program to be available through Nahieran.

UNIVERSITY EXPERT QUALIFICATION IN LINGUISTIC REVITALIZATION STRATEGIES

The 4th year of this qualification took place in the fall of 2018, with 18 participants representing 12 minority languages, from Ecuador, Guatemala, Mexico, Colombia, Brazil, Chile, Bolivia, and Morocco. This qualification is organized in conjunction with Garabide with the aim of achieving linguistic cooperation. In this year as in previous years, training was provided to the agents of these 12 minority linguistic commu-

nities, primarily to train them in general strategies for linguistic revitalization based on the strategies we developed in our experiences in recovering the Basque language. They came to listen and learn, as well as to share their own experiences with local agents and residents. The final works for the expert qualification were projects through which the participants would influence their own countries. Indeed, the participants served as agents of the linguistic environment in their countries of origin, able to have a multiplying effect on linguistic projects upon their return to their home contexts. Our participants included representatives of social and indigenous organizations working toward linguistics revitalization, as well as people working in education, in the media, in linguistic immersion programs, and as language promoters.

CONTINUING EDUCATION

The LANKI Institute offers **training sessions on Cooperativism** in collaboration with the Mondragon Group's Social Management Committee. These sessions are aimed at many different participants from cooperatives: members of the various bodies (the Governing Council, the Social Council, or the Management Council), as well as all cooperative members. In general, its aims are to examine in depth the characteristics of cooperativism and to promote cooperativism.

Throughout the 2018-2019 academic year, 54 training sessions were held (a total of 432 training hours with 918 participants). Of particular note were cooperative reflection meetings held with members of the RPK cooperative.

We organized a course entitled "Training program in Basque culture and cooperativism" that was attended

by 14 students from The Evergreen State College, who joined us from May 15 to June 4, 2019. The purpose of this personalized course was twofold: first, to share the basic characteristics of the Basque Country and of Basque cooperativism; and second, to offer an in-depth look at the distinguishing characteristics of the Mondragon Cooperative Experience.

With respect to **Education**, responses were made to requests from schools related to various subjects: intercultural education, coeducation and gender, linguistic work, and vocational training. A total of 1,256 people participated in these programs.

And in the area of **Audiovisual Communication**, we organized a course on Adobe Premier for the Ulma Handling Systems cooperative.



RESEARCH AND TRANSFER

Approximately 17.80% of faculty income during the 2018-2019 academic year, a total of €1,671,667, came from their research and transfer activities. It must be pointed out, however, that HUHEZI's research and transfer activities increased by 17.28% from the previous academic year to 2018-2019. To improve the organization and communication of this work, we instituted the Center for Educational Innovation during the academic year. The **Center for Educational Innovation** is a multidisciplinary center whose purpose is to offer a variety of services to help schools, organizations, and the general public carry out transformation and innovation processes. The center responds in a systematic and personalized way to new modalities and needs with regard to teaching and learning, to the development of educator profiles, to new challenges in digitalization, and to innovation processes and projects in organizations. The Center for Educational Innovation is thus responsible for adapting creative and innovative proposals to the needs of each organization, while focusing on the individual. The center provides the following:

- Training and counseling according to the needs of each organization: teacher training and counseling on new perspectives on teaching and learning.
- New responses: development of new perspectives on teacher and learning in line with social change. We offer counseling, thoughtful training based on an analysis of the individual's professional practice, a video-assisted platform, MOOCs, assistance with the design of teaching materials, etc.
- Open debates: seminars, workshops and activities to spread new knowledge about new perspectives on teaching and learning and on social issues.
- Research and evaluation: an analysis of the impact of processes and projects, including a report to the organization.
- Collaboration with international networks: references regarding the best practices worldwide, and opportunities for schools to participate in international networks, depending on the topic in question.

Areas of work

HUHEZI's research and transfer can be placed on a continuum that goes in two directions, from the creation of knowledge to technological transfer. The objectives of research and transfer activities are thus to create and spread knowledge, to promote innovation, and to influence society. For this purpose, we believe that collaboration between university researchers and professionals from organizations, such that all play a leading role in the quest for new responses, is essential. The areas of work of the research and transfer projects that we are currently developing are based in Education, Communication, and Cooperativism. The primary lines of work can be summarized as follows:

- Cooperativism, self-structuring, and sustainable human development.
- Innovation and intervention in multicultural and multilingual societies.
- Innovation and intervention in inclusive education.

We are developing these lines of work through **numerous projects**. We were involved in 21 **research projects** in the 2018-2019 academic year, funded by public administrations and private organizations. Of these, 7 were won in competitions and the remaining 14 were obtained through agreements or contracts. The following deserve special mention:

Europe

- Promoting Gender Balance and Inclusion in Research, Innovation and Training (PLOTINA) (H2020, 2016-2020). MU project.
- Mainstreaming Procedures for Quality Apprenticeships in Educational Organizations and Enterprises (ApprenticeshipsQ) (Erasmus +). MU project.

Basque Government

- Perceptions of culture and language and the

construction of identity: the case of HUHEZI students.

- Research on and development of cooperative education (Aid for training in social economics).

Provincial Government of Gipuzkoa

- Framework of cooperative governance based on individual participation and its implementation. The research/action process ("Program to encourage individual participation in companies in Gipuzkoa," 2018).
- Kooperatiba Fabrika: a program to foster cooperative social entrepreneurship and social economics in Gipuzkoa ("Program to encourage individual participation in companies in Gipuzkoa" and "Program to promote individual talent and learning in companies," 2018).
- KOOPHEZI, measurement of the cooperative profile of young people and adults in educational organizations and companies ("Program to promote individual talent and learning in companies," 2018).
- Research-action-participation project for the renovation of talent in cooperative individuals and territorial commitment ("Program to promote individual talent and learning in companies," 2018).
- Research on and systematization of learning and empowerment processes for the development of cooperative talent ("Program to promote individual talent and learning in companies," 2018).
- Debagoiena social innovation platform: community listening (call for submissions to the 2018 GipuzkoaLab, Building the Future program).
- UNIFICATION 18/19: Fostering cooperative-constructive values and behaviors to improve organizational outcomes ("Program to promote individual talent and learning in companies," 2018).

Regarding **transfer projects**, during this academic year we developed 43 transfer projects in diffe-

rent companies and educational organizations and networks. In 2018-2019, we worked on the following topics: innovation processes in Early Childhood Education, Primary Education, Secondary Education and Vocational Education; digital transformation in the schools; STEAM projects; the school linguistic project and revitalization processes in language teaching and learning; language development in different fields to influence in-depth learning; development of the cooperative profile of students, instructors, and other personnel; participatory educational processes and management of interculturality and socio-economic diversity in schools.

PUBLICATIONS AND DIFFUSION

In the 2018-2019 academic year, we had a total of 51 publications, of which 38 were articles published in high- and medium-impact journals. Our researchers also published 5 books, 6 book chapters, and 9 outreach articles. Of all of these, 24 were published in Basque. The following topics were addressed in these publications: innovation processes, digitalization, multilingualism, methodologies, Early Childhood Education processes, teaching and learning processes, communication, and the Basque media. The 28 presentations given in international and domestic conferences also served to enrich faculty lines of research.

Additionally, we organized a total of **15 conferences and events** throughout the academic year, and participated in 43 social dissemination and outreach initiatives. The conferences we organized included the KoLaborategi conference, a conference on spirituality, and our Conference on Educational Innovation.

THIRD CYCLE

Doctoral programs

In the 2018-2019 academic year, we had 27 students enrolled in HUHEZI's two doctoral programs.

- **Doctoral program in ENTREPRENEURSHIP, COOPERATIVISM, AND INNOVATION MANAGEMENT:** one doctoral student was enrolled in the "Entrepreneurship, Cooperativism, and Innovation Management" doctoral program run in conjunction with Mondragon University's Faculty of Business Science.

- **Doctoral program in INNOVATION AND INTERVENTION IN EDUCATION:** The implementation of the doctoral program in "Innovation and Intervention in Education" is being developed in collaboration with the University of Vic – Central University of Catalonia (UVic-CUC). A total of 26 doctoral students were enrolled in this program, 3 of whom defended their dissertations this year: Nagore Iñurrategi, Haizea Galarraga, and Aroa Murciano (with international mention). In all three cases, the students earned the Summa Cum Laude designation.

As a special initiative within the doctoral program, MU and the University of Vic organized a research conference with the following aims: to foster the oral and written communication skills of doctoral students to ensure that they will be able to transmit the results of their research to the scientific community and to society; to provide a way for doctoral students and the members of research groups associated with the doctoral program to share their research experiences and enrich them through critical analysis and the contributions of the participants; and to foster research projects developed in collaboration among research groups from the two universities. During this research conference, 2 papers and 14 posters were presented.

Additionally, in order to foster the training of doctoral students, weekly meetings were organized to help them with their profiles as researchers. A total of 45 members of the HUHEZI personnel now hold PhDs (48,39% of the teaching and research staff), 28 (62,22%) of whom are accredited; 24 members are currently working on their PhDs.

15
CONFERENCE
AND EVENTS

ECONOMIC AND FINANCIAL SITUATION

Revenue for the 2018-2019 academic year totaled 9,392.26 thousand euros, and expenditure totaled 9,267.52 thousand. Thus, we ended the year with a positive balance of 124.74 thousand euros.

Ordinary investments of 75 thousand euros were made during this academic year, with financing provided by the Intercooperative Education and Promotion Fund of the Mondragon Group and, to a lesser extent, from in-house funds.

Regarding the balance, the Balance Sheet of Assets and Liabilities shows a balance of 10,580.75 thousand euros as of August 31, 2019.

(*) in thousands of euros

HUHEZI IN NUMBERS	2018/2019
Students in face-to-face degree programs	901
- Early Childhood Education	440
- Primary Education	270
- Audiovisual Communication	191
Students in blended learning programs	195
Master's students	85
Students in expert qualification programs	146
Doctoral students	27
International mobility students	145
- HUHEZI students studying abroad	126
- Foreign students in HUHEZI	19
Maintenance budget (*)	9,392,26
Ordinary investments (*)	75
Personnel	113
Full time PHD students	10

ADMINISTRATIVE BODIES

ORGANIZATIONAL STRUCTURE

DEAN

Begoña Pedrosa

BOARD OF DIRECTORS

Begoña Pedrosa: Dean of the Faculty

Arantza Ozaeta: Academic Director

Nagore Ipiña: Director of Research and Transfer

Eneritz Garro: Director of Educational Innovation

Ainara Artetxe: Director of Educational Innovation

Goio Arana: Director of Communication

Ainara Udaondo: Director of LANKI and Professional Training

Ainhoa Leturiaga: Director of Administration and Finance

BOARD OF DIRECTORS

Amaia Agirre: Chair

Amaia Pavon: Vice-Chair

Nagore Iñurrategi: secretary

Members:

Oihana Otaduy

Amelia Barquín

Miren Erdozia

Javier Marcos

Jose Ramon Zubizarreta

Xabier Iturralde

Ane Irazabal

Iñaki Tejedor

Oihane Gartzia

PERSONNEL

None of this would be possible without the firm commitment of the following people, who consistently demonstrate their involvement and participation in this project:

AGIRRE GARCIA **NEREA** AGIRREURRETA SERNA **ANE** ALONSO AMEZUA **IDURRE** ALVAREZ HUERTA **PAULA** ALZOLA MAIZTEGI **NEREA** AMEZUA VALERA **NAIARA** APRAIZ ANSOLA **MARIKARMEN** ARANA ARRIETA **GOIO** ARANBURU ETXEGOEN **LEIRE** AREBIOTORRE LANDETA **EUNATE** AREXOLALEIBA BITERI **JULEN** ARISTI NARBAIZA **JON** ARMENTIA GARITAONANDIA **IONE** ARRATIBEL INSAUSTI **NEKANE** ARREGI LANDA **ITZIAR** ARREGI IRIBECAMPOS **AITZIBER** ARREGI MURGIONDO **JAVIER** ARRESE ERRASTI **GOTZONE** ARRIARAN OLALDE **IÑIGO** ARRUTI ETXEBERRIA **NEREA** ARTETXE ARANAZ **AINARA** ARTETXE LAZKANO **MELTXOR** ASTIGARRAGA AGIRRE **IDOIA** ASTIGARRAGA ETXEBARRIA **EUGENIO** AZKARATE ITURBE **OXEL** AZKUE LETE **IKER** AZPEITIA EIZAGIRRE **AGURTZANE** AZURMENDI PEREZ DE ARENAZA **HAIZEA** BARANDIARAN ARTEAGA **ALEXANDER** BARANGUAN YARZA **MIREN** BARNES **JULIA DIANA** BARQUIN LOPEZ **AMELIA** BEITIA SASIAIN **LOREDI** BELATEGI UNZUETA **ONINTZA** BERGARA EGUREN **JOKIN** BIAIN BIDARTE **AMAIA** BIDEGAIN **ENKO** BIKUÑA MUNDUATE **AGURTZANE** BOLIBAR ZABALA **ANDER** BONILLA BERMEJO **MARI CARMEN** CABALLERO RAMIREZ **IZASKUN** CARPINTERO MARTIN **ANA** DIAZ BIZKARGUENAGA **KOLDO** EGAÑA CASAS **IRATXE** EGAÑA OSA **TXEMA** EGIZABAL OLLOKIEGI **DIEGO** EIZAGIRRE EIZAGIRRE **ANDONI** ESCANDON LUCEA **EUNATE** ESKIBEL MONTERO **NAGORE** ETXABURU OSA **MIKEL** FALLON **SINEAD** FERNANDEZ BUENO **AMAIA** FLORES PUGA **BEÑAT** GALARRAGA ARRIZABALAGA **HAIZEA** GALINDEZ NAFARRATE **EDURNE** GALLARDO BOLAÑOS **ENTXO** GALLETEBEITIA GABIOLA **IBAN** GALPARSORO GARCIA **ROSA MARIA** GARAGARZA LEKUBE **GARBIÑE** GARCIA BLAZQUEZ **ITZIAR** GARCIA FERNANDEZ **LETICIA** GARRO LARRAÑAGA **ENERITZ** GASTAÑAZATORRE GORROTXATEGI **IDURRE** GOIKOETXEA AGIRRE **NEKANE** GONZALEZ ARENAZA **AINHOA** GOSTIN ELORZA **ANDRES** HERNANDEZ LLONA **XABIER** IBARRONDO DEL CANTO **ASIER** IMAZ AGIRRE **AINARA** IMAZ ALIAS **OIER** IMAZ GANZARAIN **ITZIAR** IMAZ REKONDO **OIHANA** INSAUSTI AMIANO **ARIANE** IÑURRATEGI IRIZAR **NAGORE** IÑURRATEGI LEON **NEKANE** IPIÑA LARRAÑAGA **NAGORE** IRIBAS PARDO **HARITZ** IRIZAR MEZO **ASIER** JIMENEZ ARRIETA **OLAIA** KANPANDEGI BERROTARAN **ARITZ** KAREAGA IRAZABALBEITIA **ARIANE** LARRAÑAGA ELORZA **AINHOA** LARREA ARANA, **MIREIA** LARREA HERMIDA **IÑAKI** LASKURAIN BIDABURU **LEIRE** LAUZURIKA ARRONDO **ASIER** LERSUNDI PEREZ **AMAIA** LETURIAGA LETONA **AINHOA** LEZETA RUIZ DE ALEGRIA **ION** LOPEZ DE PARIZA MARTINEZ DE SALINAS **ANDREA** LOPEZ SALAS **NEREA** LOYOLA IDIAKEZ **AITZOL** MADINABEITIA MEDRANO **MONIKA** MAGUREGI SANCHEZ **ZURIÑE** MARTIARTU ZUGASTI **AMAIA** MARTIN HERNANDEZ **ALAZNE** MARTINEZ GORROTXATEGI **AGURTZANE** MATA OYANGUREN **OIHANA** MONGELOS GARCIA **ARANTZA** MUÑOZ GOIKOETXEA **MAITANE** MURCIANO EIZAGIRRE **ARO** ORTEGA SUNSUNDEGI **IGOR** OTADUY DIEZ **HEIDI** OTADUY MARAURI **OIHANA** OZAETA ELORZA **ARANTZA** PAVON ARRIZABALAGA **AMAIA** PEDROSA LOBATO **BEGOÑA** PEREZ LIZARRALDE **KARMELE** PEREZ RODRIGUEZ **ANA** PUEBLA AGIRRE **MAITANE** QUINTAS QUINTAS **MARTA** RAMIREZ DE OKARIZ TELLERIA **IÑIGO** RAMIREZ ROJO **IRATXE** RODRIGUEZ GARITANO **JONE** ROZAS ELIZALDE **IXIAR** RUIZ DE AZUA GALDOS **EDURNE** SAGASTA ERRASTI **PILI** SALEGI ARRUTI **EIDER** SANCHEZ MORAN **YERA** SANCHEZ MURUETA **ARITZ** SANTA CRUZ ELORZA **SIRATS** SARASUA MARITXALAR **JON** SAROBE EGIGUREN **AITZIBER** TORREALDAY GALLARRETA **AMAIA** UDAONDO ALBERDI **AINARA** URIARTE ZABALA **LEIRE** URIZAR ZUGAZAGOITIA **ANE** MIREN VITORIA GALLASTEGI **JOSE RAMON** ZABALA IBARRA **ANE** MIREN ZIA SOTO **NAIARA** ZUBEROGOITIA ESPILLA **AITOR** ZUBIA MUXIKA **JUAN JOSE** ZUBIA ZUBIZARRETA **NEREA** ZUFIAURRE ASTIGARRAGA **MIRENE**



**Mondragon
Unibertsitatea**

Faculty of Humanities
and Education Sciences

Dorleta, z/g
20540 ESKORIATZA
Gipuzkoa
Tel. 943 71 41 57
harrera.huhezi@mondragon.edu

Otalora 31
20550 ARETXABALETA
Gipuzkoa
Tel. 943 71 31 40

harrera.huhezi@mondragon.edu

www.mondragon.edu/huhezi

PARTNER

