

LANGUAGE IN
CATALAN SCHOOLS
A MODEL FOR
SUCCESS



Generalitat de Catalunya
Departament d'Ensenyament

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Language in Catalan schools: a successful model

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Departament d'Ensenyament

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PROLOGUE

The history of schools is by necessity linked to the history of the country. The school as an institution is one of the cornerstones of society in that it forms and prepares the future citizenry. This is undoubtedly its greatest value: a rich and powerful society is an ensemble of well-trained and well-educated individuals. And while it is true that all knowledge is mainly transmitted and built through language —the vehicle that reflects and expresses all peoples' collective personality—, our language, Catalan, is an essential part of our identity. Indeed, Catalan language is the depository of our own world-view, which it conveys idiosyncratically. In this land, visited by many, and where everyone is made to feel welcome, we have turned our language into a tool for cohesion and coexistence, which schools are therefore obliged to preserve and pass on to future generations as part of our common heritage. And they are equally obliged to consolidate and enrich it and make it an instrument of learning for all pupils. The greater the mastery pupils have of the language of the country where they live, the more empowered they will be to continue to embrace lifelong learning, be critical and contribute knowledge to society, and also learn other languages.

Catalan language, like Catalan schools, has encountered great adversity throughout history. Closely linked to the country's political ups and downs, it is a history of steps forward and back, in the course of which the recognition of Catalan (its social use, and more particularly its presence in the educational system) has not

always attained a minimally desirable recognition. Nevertheless, the steadfast loyalty shown by most Catalan speakers to their language has kept it alive. Moreover, the ethos of the cultural Catalan spawned by the *Renaixença* (the Catalan 19th-Century movement), consolidated by the Commonwealth, also made a major contribution to this. For all these reasons, nowadays we enjoy solid language institutions and resources that afford Catalan language an enviable social dynamism and presence, despite efforts to undermine it and a lack of state support, always so necessary in the ongoing process of globalisation.

Indeed, teaching Catalan and in Catalan has not always been easy, and often in the past, not even allowed. Nevertheless, in more recent times, the recovery of democratic institutions and the language policies applied have led to an outstanding improvement of the status of Catalan language in many areas.

The current school model prioritises the use of Catalan as the usual language in order to guarantee that all pupils are equally proficient in both official languages in Catalonia (and Aranese in the Aran Valley), without which they would not enjoy the same academic and professional opportunities. This majority presence of Catalan in schools is ultimately intended to offset language habits in our society, since in many areas, the use of Catalan, the normal language, is still in the minority. This is why we are sure that we would not be

wrong in saying that in Catalonia schools have helped to make all the pupils schooled in the system bilingual.

The book that the reader is now beginning looks back upon the key moments in the building of Catalan schools, and seeks to bring to light the events, facts and circumstances that have shaped our educational model. It constitutes a rigorous and pleasurable overview of the birth of the school as a social institution from the 18th and 19th Centuries through to the definition of the current educational model, which —by preserving and guaranteeing the knowledge and use of Catalan language as elements underpinning the collective identity— promotes multilingualism, regarded as a social asset, and thus benefits in terms of coexistence and competitiveness, because knowing the greatest possible number of languages is indispensable if we wish to access the ever-more globalised cultural, economic and academic circles.

This overview seeks to place particular emphasis on the most transcendental periods in the history of the language. First of all, the *Renaixença*, which halfway through the 19th Century helped to spawn the first organisations that tried to protect and teach Catalan, and the early years of the 20th Century, when the administrative, legal and scientific structures of the Commonwealth were erected, the use of Catalan became standard, and teaching and education spread thanks to the great work carried out in the training of teachers for a new Catalan school.

Secondly, and despite the dark and oppressive nature of the dictatorship of Primo de Rivera, and more particularly of General Franco, it should be mentioned that the beginning of the 1960s witnessed the birth of the expansion of a movement geared towards pedagogical renovation, the summation of the Catalan school tradition, the Catalan and liberal Catholic movement and the development of parties opposing the regime. This drive towards renovation, ultimately accomplished thanks to the invaluable effort made by the educational community in general, achieved definitive recognition in 1983, when, through the enactment of the *Llei de normalització lingüística* [Language Planning Law], Catalan language was recovered for teaching, and the language took on a pivotal role in schools all over Catalonia.

And finally, the last 30 years, when the teaching of Catalan, in Catalan, has become consolidated. The deep-rooted desire to preserve our own language and the country's social cohesion enabled us to overcome the enormous sociolinguistic and sociocultural changes generated by successive migratory waves which have changed the country's physiognomy in a very short time. Catalan schools, by making a huge human and material effort in this regard, have managed to adapt and have played a decisive role in the configuration of the country's current reality. Over these three decades, we have gradually built a linguistic model that has brought outstanding success, also meriting international recognition. Catalan

(and Occitan in the territory of the Aran Valley) is the vehicular language of a system that guarantees knowledge of both Spanish, at the same level as Catalan, and a foreign language. One foreign language at least, because our educational system also promotes the learning of a second foreign language, as well as the consolidation of foreign pupils' family languages. And it does so in the conviction that knowing different languages is indispensable to learning and in entrepreneurship for building a quality professional future.

After a long and complicated path, we may say without any hesitation whatsoever that the current language model of schools in Catalonia is a successful one.

This would not have been possible without the effort of all those who have worked to promote Catalan schools and those who continue to do so. May this book serve as a well-deserved tribute and thanks to them for their dedication, invaluable work and immense service to their country.

Department of Education

9th LANGUAGE
OF THE EUROPEAN
UNION

8th LANGUAGE
WITH GREATEST
INTERNET PENETRATION

17th LANGUAGE
LANGUAGE IN
WIKIPEDIA ARTICLES

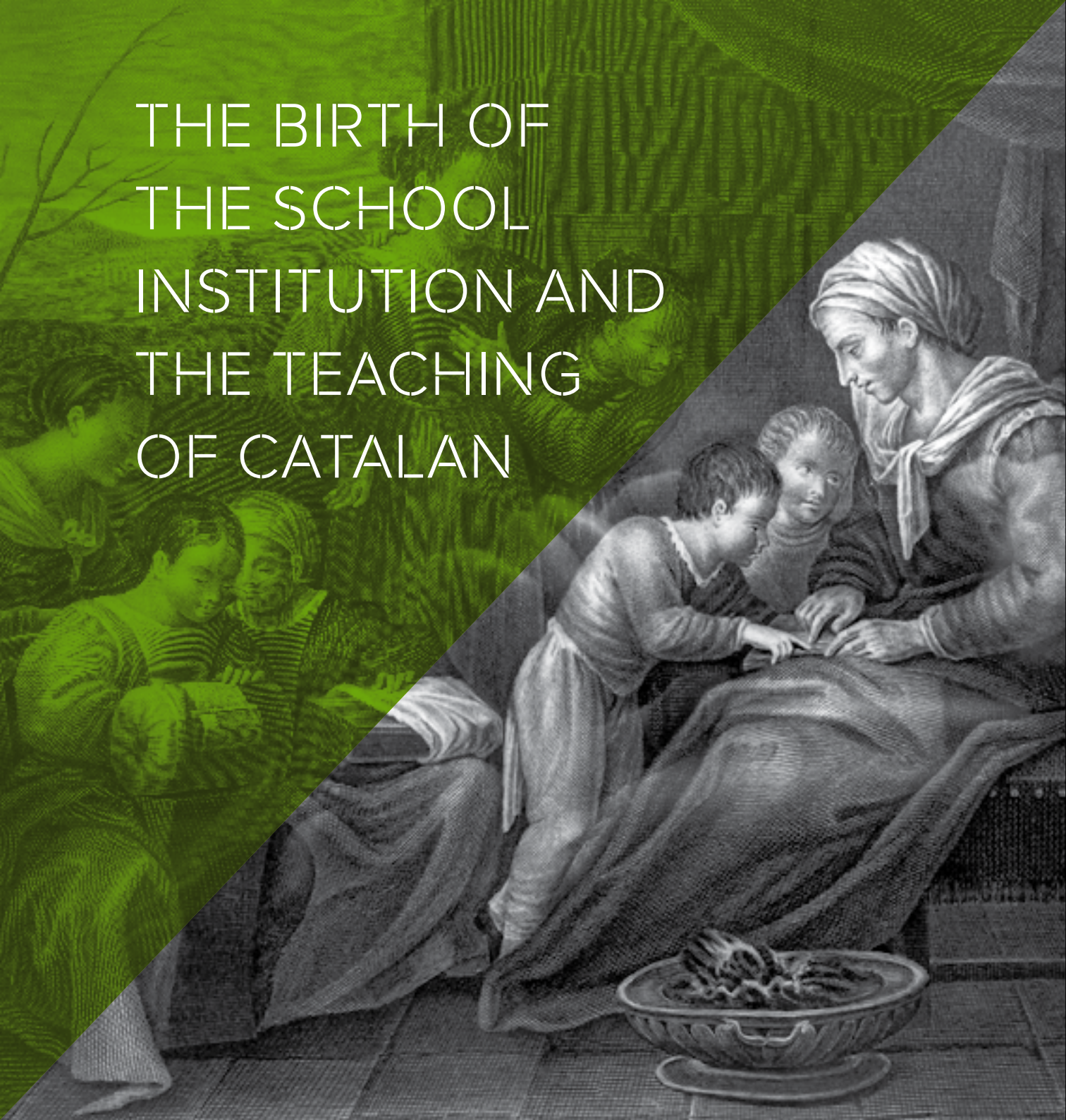
CATALAN
IN FIGURES

26th LANGUAGE
IN NUMBER
OF WEBSITES

162 UNIVERSITIES
ALL OVER THE WORLD
TEACH CATALAN

23rd LANGUAGE
MOST TRANSLATED
LANGUAGE

THE BIRTH OF THE SCHOOL INSTITUTION AND THE TEACHING OF CATALAN



13

During the 18th and 19th Centuries, Europe underwent far-reaching transformations in all regards: major economic, political and, in passing, social changes, took place. The Europe that we know today was shaped over this period, during which some of the linguistic and educational conflicts that still persist were born.

The great states emerged and became aware of their power and strength. France, Spain, the United Kingdom, as well as the new Italy or Germany, began to apply policies to organise their territory and society. The road and railway network, customs and exchange control, the creation of censuses and conscription are but some examples.

In this context, the school as a social institution saw the light. The different states began to regulate schools, how they operated and their contents, and also established the language to be used in the educational system. This is how the language regarded as national in each State eventually becomes the only language used in schools.

In Catalonia, the deployment of educational policies designed by the Spanish state excluded Catalan as a formal language for teaching and learning from schools.

1714 / 1898

THE WAR THAT CHANGED EVERYTHING

The 18th Century began with the outbreak of a war to replace Charles II, the King of the Habsburg Dynasty, who had died without an heir, on the Spanish throne. It was called the War of the Spanish Succession. The conflict impacted the rest of Europe, because pretenders from two different kingdoms vied for the throne. On the one hand, the Archduke Charles of Austria, supported mainly by the kingdoms of the former Catalan-Aragonese crown, and therefore the Catalan institutions. The other contender was Philippe d'Anjou, grandson of Louis XIV of France, of the Bourbon family, who enjoyed the majority support of Castile.

The French candidate's victory led to the application of his centralist view of the State. Centennial Catalan political institutions, such as the Government of Catalonia or the Council of one Hundred, were suppressed. Catalan language was also replaced by Spanish, which became the official and only language of the new Administration.



The *Nova Planta* Decrees were an ensemble of legal actions that the new king enacted on ascending to the throne and which, among other measures, did away with the Catalan institutions and the official use of Catalan language.

When consulted about the wording of the *Nova Planta* Decrees in our territories, some members of the Council of Castile requested that *"Books printed in Catalan language be banned in all Primary and Grammar Schools. It shall be neither spoken nor written in Schools; the Christian doctrine shall be taught in our language which, through these and other gentle means, will eventually prevail in the Principality"*.

1714-1715

BALDIRI REIXAC AND TEACHING CHILDREN

In 1749, Baldiri Reixac, a priest from l'Empordà, produced a manual for rural teachers. With this compendium of techniques and knowledge, written in Catalan, Reixac sought to give teachers tools and improve children's education. The book was titled *Instruccions per l'ensenyança de minyons* [Instructions for teaching children]. Reixac described notions of pedagogy, grammar and spelling. Being a priest, he wrote prolifically in matters of morality and Catholic liturgy. The book also contained a brief summary of classic philosophy and some rules on good behaviour.

Baldiri Reixac defended the use of the mother tongue in early education and of adding other languages as schooling progressed. Besides Catalan, he proposed Latin and French as cultural languages. And Spanish, the language of the king and of the Administration, necessary for social advancement.



Instruccions per l'ensenyança de minyons, a pedagogical manual for the teaching of Catalan, and in Catalan.

1749

THE PEOPLE AND THE GOVERNMENT, TWO DIFFERENT ROADS

The work by Reixac, *Instruccions per l'ensenyança de minyons*, shows how, in the mid-18th Century, a large part of the population of Catalonia continued to live and work using only Catalan, and did not even speak Spanish. While this was happening in the villages and cities of Catalonia, the Central State Administration was gradually shaping a radial and centralised Spain in which Spanish language predominated.

In 1768, the Royal Charter of Aranjuez declared that Spanish was the only language permitted in schools.

CENTRALISM

The radial path structure of Spain was gradually devised and deployed from the 18th Century onwards. In the educational system, the Royal Charter of Aranjuez imposed Spanish.



Publication of the *Royal Charter of Aranjuez*, Imposing education in Spanish.

1762

1768

FRENCH, THE NATIONAL LANGUAGE

The French Revolution was a turning point in Western history. The popular and bourgeois uprising of July 14, 1789, opened up a path towards the spreading of enlightened ideas all over Europe. The French Revolution, together with the Industrial Revolution, paved the way for the great political and social transformations that would affect Europe in the course of the 19th Century.

With regard to the language of schools, in France, as in Spain, harmonisation policies were undertaken that would affect the Catalan speakers of Roussillon, policies which had actually already been initiated in the 17th Century when this part of Catalonia became French.

On peut uniformer le langage d'une grande nation... Cette entreprise qui ne fut pleinement exécutée chez aucun peuple. est digne du peuple français. qui centralise toutes les branches de l'organisation sociale et qui doit être jaloux de consacrer au plus tôt. dans une République une et indivisible. l'usage unique et invariable de la langue de la liberté,

Excerpt from the *Rapport Grégoire*

THE FRENCH CASE

In France, in 1790, only half the population (14 million people) spoke French. The rest (6 million), spoke it with difficulty or were directly unaware of it (a further 6 million), including, naturally, many North-Catalonians.

Regularly spoke French:



With difficulty:



Did not speak it:



Henri Grégoire submitted a report (*Rapport Gregoire*) to the National Convention in June 1794 proposing the universalisation of French in France, defending the need to eradicate all the other languages spoken in the country.

1789

1794

SPANISH, TEACHING LANGUAGE

The modern educational system in Spain during the 19th Century initiated, albeit not quite effectively, the veritable “Castilianisation” process of the educational system in all Catalan-speaking territories under the Spanish state. By way of example, one need only recall that in 1802, when Minorca was reinstated into the Spanish crown following several decades of English and French sovereignty, one of the first measures taken by the Military Command was that the teaching of the Minorcan language is not approved in schools, since, by order of HRH, *teaching should be conducted in Spanish, the General Language of the Nation, in all schools, as in the case of Catalonia and Majorca.*

Every effort will be made to ensure that children pronounce each sound very clearly; any child who is seen to have difficulty pronouncing any sound will be taken aside by the teacher and will strive to overcome any such difficulty, using the same or similar resources as those applied to teach the deaf and dumb to read; for this purpose (...) “little exercises” will be generated in which the vocal organs should be placed to pronounce each letter, and these little exercises will be included in some of the books used for reading in schools; if this method is applied carefully, in time, provincial dialects will disappear, and there will probably come a day when what is now known as Spanish is spoken in all provinces.

Orientations On teaching children how to read. Project for a methodical primary education plan submitted to the General Board of Studies by the committee appointed for this purpose. Presentation of the state of public teaching in the Spanish Parliament by the General Board of Studies (1822).

Excerpt from the Edict of the higher political Government of the Balearic Islands (1837), according to which public schools had to apply a “simple” method that would permit the introduction of Spanish language: the so-called “metal ring” method (the little ring degree).



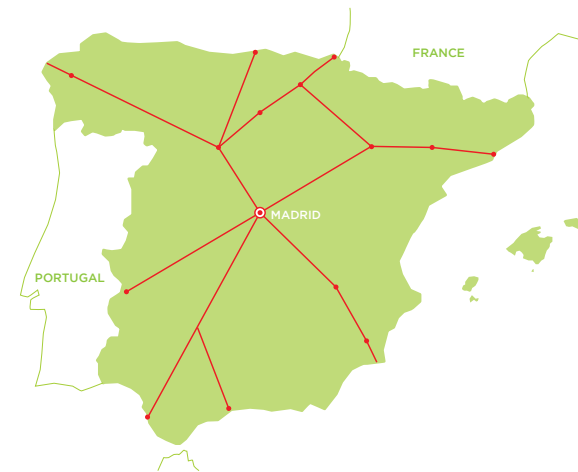
THE FIRST MODERN EDUCATIONAL SYSTEM IN SPAIN

The Public Instruction Law, also known as the Moyano Law, after the name of the Minister that pushed it through, Claudio Moyano, was enacted in 1857. It was the first law in which the Spanish State regulated syllabuses and established compulsory primary education. Clearly inspired by the Enlightenment, the Moyano Law sought to guarantee universal, free and centralised education. This legal framework marked the beginning of the development of a modern educational system in Spain.

In linguistic matters, article 88 stated: *“The Grammar and Spelling Rules of the Spanish Academy will be the compulsory and only text for these subjects in public education”.*

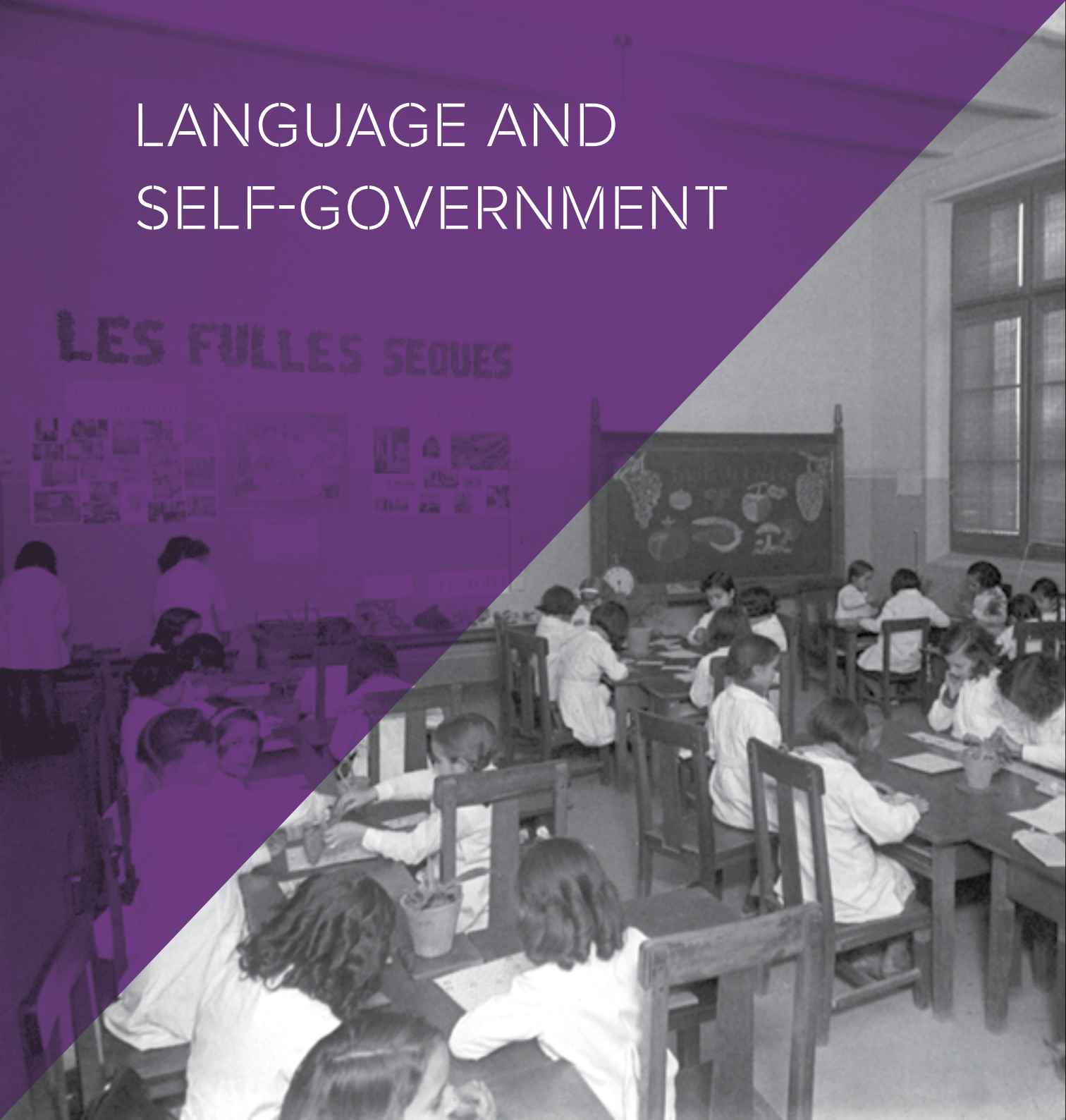
However, the principles underpinning the Public Instruction Law actually persisted until the General Education Law of 1970.

RADIAL SPAIN
The tendency towards centralisation was consolidated in the course of the 19th Century. The new train lines approved are an example of this. Infrastructures, education included, were conceived in Castile, which generated and built them in its own image.



Claudio Moyano, author of the Public Instruction Law.

LANGUAGE AND SELF-GOVERNMENT



21

As of the mid-19th Century, a national resurgence movement, the “Renaissance”, began to take shape in Catalonia. As occurred in Italy or in Germany, highly influenced by the liberal manifestations that were crossing Europe, the Catalans began to devise new forms of social and political relationship with the State. In parallel, the Renaissance also constituted a major cultural explosion and a strong reassertion of Catalan language as an expression of identity.

The end of the 19th Century witnessed the advent of the first organisations for the protection and teaching of Catalan, such as the *Associació Protectora de l'Ensenyança Catalana* (Catalan Association for the Protection of Education). However, it was not until the first few decades of the 20th Century that the administrative, legal and scientific structures that rendered it possible to harmonise Catalan and extend the teaching of the language were deployed. As Catalonia recovered degrees of self-government, language and education became a priority.

These were years of key figures, such as Pompeu Fabra or Enric Prat de la Riba. It was also a time when pivotal institutions in the history of Catalan, such as the Institute of Catalan Studies or the Commonwealth of Catalonia, were created. This process culminated in the restoration of the Government of Catalonia in the course of the Second Spanish Republic.

1898 / 1939

FRANCESC FLOS I CALCAT AND THE ASSOCIACIÓ PROTECTORA DE L'ENSENYANÇA CATALANA

Francesc Flos i Calcat founded the first Catalan school, in terms of language and contents, the Col·legi Sant Jordi. This teacher and pedagogue worked towards an education with roots in the country and dedicated a great part of his efforts to consolidating and expanding it. He wrote pedagogical manuals, textbooks, treatises on geography and collections of popular culture and songbooks.

Flos i Calcat also promoted the Associació Protectora de l'Ensenyança Catalana, an institution that promoted education in Catalan, the edition of school textbooks and the opening of centres. The Association's work lasted until 1959, and in the course of these years it made

a definitive contribution to enriching Catalan culture. Historians such as Vicens Vives and Ferran Soldevila, the pedagogues Rosa Sensat, Alexandre Galí and Pau Romeva, or Pompeu Fabra, the planner of modern Catalan, published some of their works thanks to the Associació Protectora de l'Ensenyança Catalana.



Foundation of the Associació Protectora de l'Ensenyança Catalana.



Francesc Flos i Calcat.

1898-1899

ENRIC PRAT DE LA RIBA: THE INSTITUTIONALISATION OF CATALAN

In 1907, Enric Prat de la Riba became president of the County Council of Barcelona. That very same year, he spearheaded the creation of the Institute of Catalan Studies and asked Pompeu Fabra to take charge of the orthographic normalisation of Catalan.

In 1914, Enric Prat de la Riba became the first president of the Commonwealth of Catalonia, the institution which united the four Catalan County Councils and represented the first organ of self-government since 1714. The Commonwealth made Catalan its common language.

While it lacked competencies and resources, the Commonwealth concentrated on training teachers for a

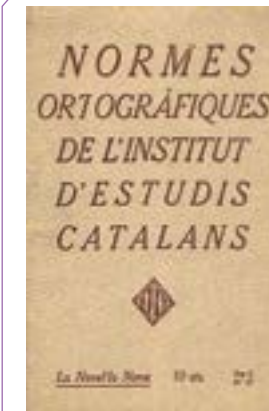
new Catalan school: it created the first Summer School and the Teacher Training discipline in order to guarantee knowledge of Catalan language, history, geography and culture. The Commonwealth of Catalonia also introduced new pedagogical techniques, such as the Montessori method, into the schools of the Casa de la Maternitat in 1914. In state schools, where education was in Spanish, Catalan was not used in any department.

In the wake of the *coup d'état* by General Primo de Rivera in 1923, an educational model with Spanish as the sole language was reinstated. The Commonwealth of Catalonia was definitively suppressed on March 20, 1925.



Creation of the Philology Section of the Institute of Catalan Studies.

1911



Publication of the *Normes ortogràfiques* by Pompeu Fabra.

1913



First Summer School.

1914



Creation of Teacher Training.

1918-1920

THE SECOND REPUBLIC, THE SECOND ATTEMPT

With the advent of the Republic (1931), the Government of Catalonia was restored as an institution of self-government. At the same time, the laws that prohibited Catalan in schools were repealed. The state continued to operate its own schools, but the Government of Catalonia, while it did not receive any special allowance for this purpose, created its own network of schools, in which Catalan became, once again, the vehicular language.

Education became a priority for the new Republican government. Centres and institutions for teacher training and for improving education were created in Catalonia.

Teacher Training and the summer schools were resumed in order to train the teachers that were to feed the school network of Catalonia.

The Institute-School was founded to promote a renovation in secondary education.

The Pedagogy Seminar was created.



The president of the Government of Catalonia, Francesc Macià, visited the teachers participating in the 1931 summer school. This demonstrated the importance attached to education and teacher training by the Government.

1931-1935

LANGUAGE IN REPUBLICAN SCHOOLS

Leveraging the bilingualism degree of April 1931, the Government of Catalonia created the Language Committee, a body entrusted with the normalisation of teaching in Catalan through the publication and dissemination of schoolbooks and language training for teachers. A department for didactic resources and methodology of Catalan language was set up in each one of the four teacher training schools in Catalonia.

Some pedagogical activities were interrupted following the military uprising headed by General Franco that triggered the outbreak of a three-year Civil War. One example of this were the summer schools: the 1935

school was the last one. The victory of the national troops put an end to the Republican period, Catalonia's institutions of self-government were suppressed and Catalan was forbidden, yet again, in schools.



Pompeu Fabra.



Publication of the *Diccionari General de la Llengua Catalana* of Pompeu Fabra.

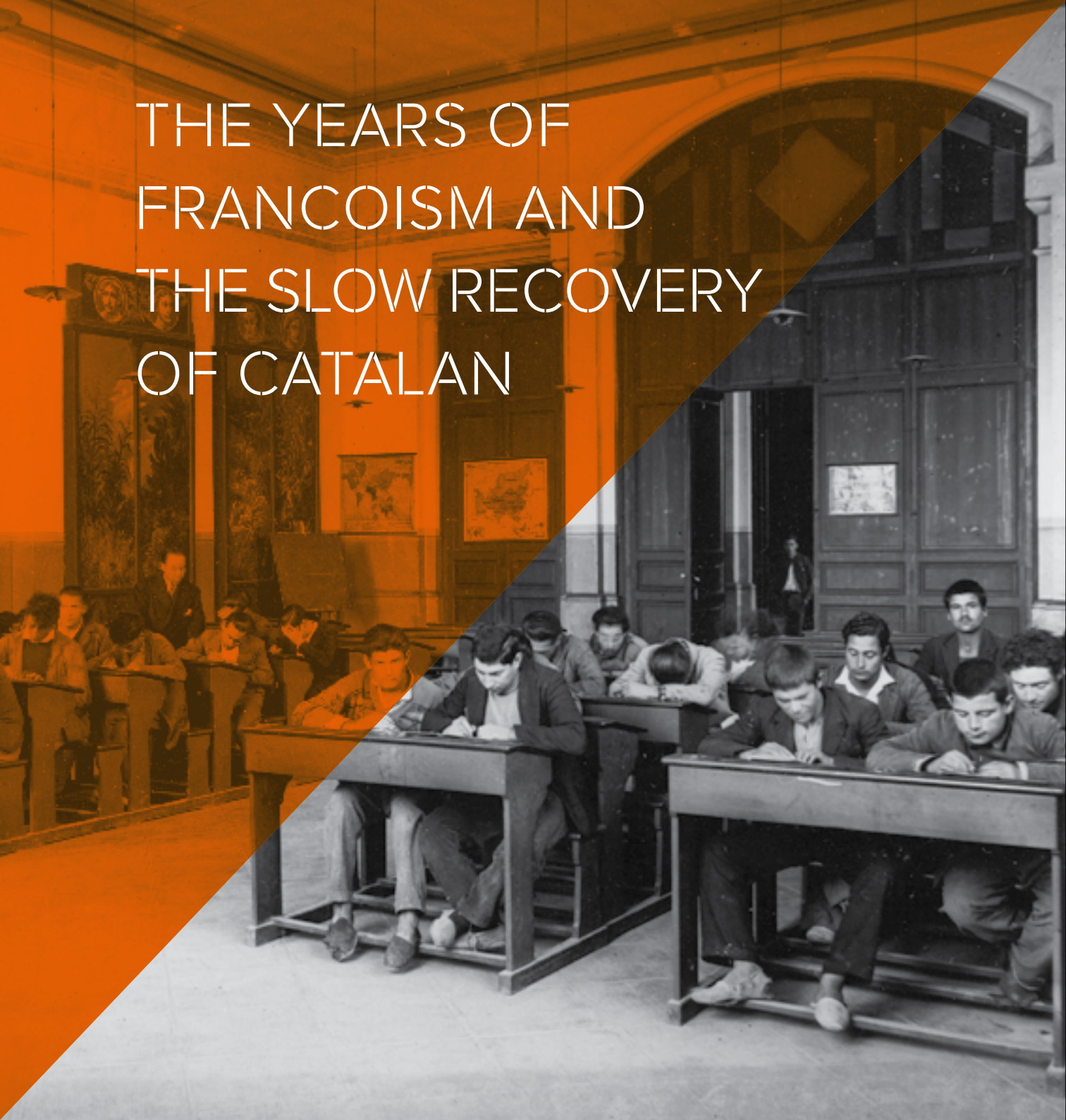


1939 heralded the beginning of a period of repression that was to last almost 40 years.

1932

1936-1939

THE YEARS OF FRANCOISM AND THE SLOW RECOVERY OF CATALAN



▼27

Franco's dictatorship was one of the harshest and longest periods of repression of Catalan language. Despite the unprecedented impositions, prohibitions and sociolinguistic upheavals that took place in Francoist Catalonia, the teaching of the language was slowly but surely resumed, sometimes in secret.

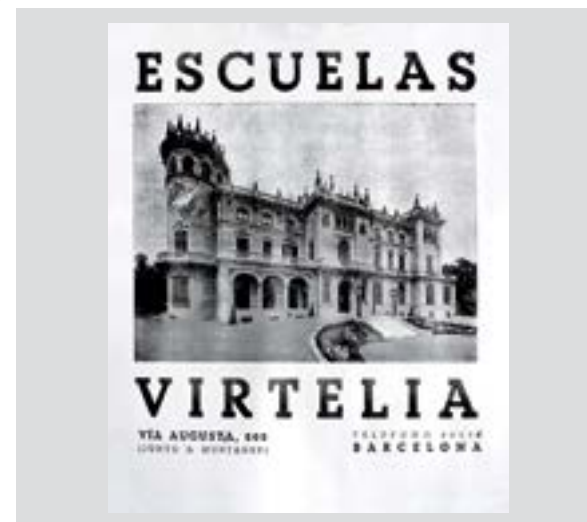
The cultural and educational sectors began to get organised, and at the end of Franco's regime the pedagogical renovation and the work of organisations that promoted teaching in and of Catalan paved the way for the eventual change in Catalan schools.

1939 / 1975

A LONG POST-WAR PERIOD

Following the Civil War, the new Francoist authorities prohibited Catalan in schools. Nevertheless, some focal points of resistance remained: in some schools, Catalan was taught in secret, as in the Cultural Institution of the CICF (Centre d'Influència Catòlica Femenina), created in 1950.

Parallel to this, and very gradually, a pedagogical renovation movement expanded, the summation of the Catalan schooling tradition, the Catalan and liberal Catholic movement and the development of parties that opposed the regime.



A pedagogical renovation movement emerged at the beginning of the 1940s. It was comprised of the Virtèlia, Nausica and Betània (1941), Andersen (1946), de la Molina (1950), Laietània, Santa Anna and Costa i Llobera (1953), Sant Gregori (1955), Talitha (1956), Thau and Ton i Guida (1963) schools.

1941

REFERENCE INSTITUTIONS IN TEACHER TRAINING

In the 1960s, initiatives emerged to overcome the impoverished and alienated state of Catalan schools. Albeit with different approaches, Òmnium Cultural, with the Delegate Commission for Education and the Rosa Sensat Teacher Training School, heralded a landmark in the recovery of education with roots in the country.

Both organisations had two common goals:

1. Pupils could not be separated in education for reasons of language.
2. All children had to be proficient in Catalan and Spanish on finishing compulsory education.

FIRST QUALIFICATIONS
The Junta Assessoria per als Estudis de Català [Catalan Studies Advisory Board] (JAEC) was created with the mission of evaluating future language teachers by means of examinations, issuing the corresponding certificates, in two grades: elementary and medium. After two years of existence, the JAEC had 77 qualified teachers working throughout the Principality.



Palau Dalmases, the first headquarters of Òmnium Cultural.



The Rosa Sensat Teacher Training School was created in 1965. It organised summer schools like this one in 1968.

1961

1962

1965

ÒMNIUM CULTURAL AND ROSA SENSAT

In 1968, the Delegate Commission for Education of Òmnium Cultural became the DEC, the Delegate for the Teaching of Catalan. The DEC defended the use of Catalan language and contents in Catalan schools for all pupils, regardless of their family language.

With regard to language, the Rosa Sensat Teacher Training School proposed bilingualism in schools: each child had to be educated and taught in their family language and in the same class. It was actually the continuation of what had been established in the times of the Republic.

FABRA YEAR

On the anniversary of 100 years of the birth of Pompeu Fabra, different acts and events were organised to pay tribute to him and acknowledge his contribution to the planning of modern Catalan.



Birth of the Delegation for the Teaching of Catalan, Òmnium Cultural.



The driving force of the Rosa Sensat Teacher Training School was the pedagogue Marta Mata.

1968

THE CAMPAIGN FOR CATALAN IN SCHOOLS

Leveraging Fabra Year, celebrated in 1968, Òmnium Cultural Organised the Catalan in Schools campaign. The aim of this undertaking was to create awareness in society and to lobby the authorities to include Catalan language teaching in public and private schools all over Catalonia. Precisely at that time, the Bill of the General Education Law, which was supposed to modernise the Spanish educational system, was being debated.

Despite the campaign's social success, the General Education Law (LGA) failed to cater to the claims of the Catalan in Schools campaign. However, the new

regulations did initiate a period of tolerance, in the form of article 1.3, which talked about *"The inclusion of regional particularities and the cultivation of the native languages"*. It thus put an end to the total prohibition on the teaching of Catalan in schools imposed by the existing laws.



The Catalan in Schools campaign began. More than 2500 corporations and associations supported it.

1969



Approval of the General Education Law (LGE).

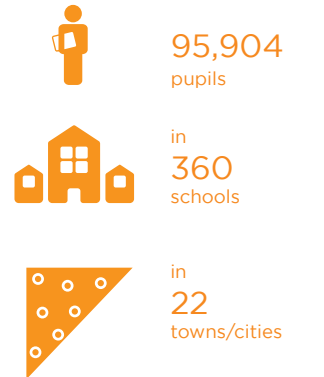
1970



More than 10,000 pupils were learning the language in the Principality.

1972

The DEC gave Catalan classes to:



1975-1976



THE YEARS OF TRANSITION. THE INTRODUCTION OF THE TEACHING OF CATALAN

▼33

After 1975, when the dictator Francisco Franco died, a period of democratic recovery began in Spain. Catalonia's self-government institutions were reinstated and Catalan was officially recognised.

Slowly but surely, the path towards reintroducing Catalan into school opened up: it would now be possible to teach Catalan and in Catalan once again. Nevertheless, following decades of prohibitions and persecution, this was no easy task in view of the shortage of both teachers and resources. Despite everything, the new Administration enjoyed the support and commitment of the people and the results of the work already undertaken by associations and institutions a decade before.

1975/1983

FIRST RECOVERY ACTIONS

The 1433/1975 Decree opened up of a path towards introducing Catalan in schools, albeit still voluntarily, and only with the essential objective of *“guaranteeing easy access to Spanish, the national and official language, of pupils that have received another Spanish language as their mother tongue”*. Teachers needed to be trained, a task initially entrusted to the Institutes of the Sciences of Education (ICE) of the Central University (UB) and the Autonomous University (UAB). The first retraining courses were officially organised in that same academic year, 1975-1976.

As soon as self-government had been restored through the reinstatement of the Government of Catalonia,

teaching the language became a priority. This was made possible thanks to the work and the drive of numerous social sectors, many of which had already embraced this task during the dictatorship. The pedagogical renovation initiated by the Rosa Sensat Teacher Training Association, the links created with Town and City Councils and families, the teachers and lecturers of the Junta Assessora per als Estudis de Català (Catalan Studies Advisory Board) —trained and qualified before 1978—, and the promotion of the Catalan school concept implemented by the Delegation for the Teaching of Catalan of Òmnium Cultural were all decisive in introducing the language into schools.

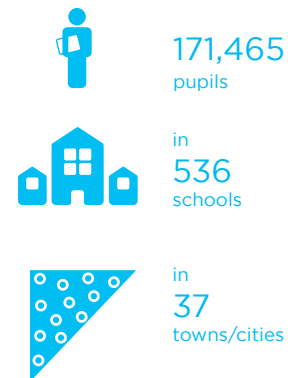
NEW LAWS

Catalan entered schools legally again thanks to the enactment of the Decree 1433/1975, *“regulating the inclusion of the native languages in the syllabuses of Preschool and General Basic Education Centres”*.



Restoration of the Government of Catalonia. Josep Tarradellas headed the Provisional Government (1977-1980).

In 1977, Catalan classes were given to:



THE SEED OF THE FUTURE

Based on the experience of Quebec, the lecturer of the University of Barcelona Miquel Siguan promoted the idea of educating pupils in the minority language as a more valid model for guaranteeing normalisation.

This model, applied in Catalonia, signified a commitment to teaching in Catalan, even in schools where most pupils were Spanish speakers.



The Pau Casals school of Sant Joan Despí, with a very high index of Spanish-speaking pupils, pioneered education in Catalan in the public sector.



The Rosselló-Pòrcel school in Santa Coloma de Gramenet was to become a reference in the application of language immersion as of 1983.

A LOT TO BE DONE

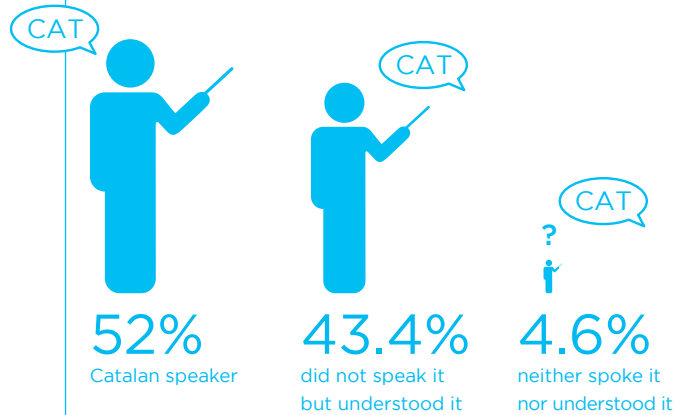
One of the greatest problems facing the introduction of the teaching of Catalan in schools was teacher training: many teachers did not even speak Catalan, and most Catalan-speaking teachers could not teach the language because they had been educated in Spanish and did not know how to write Catalan.

In order to tackle these major challenges, the Catalan Education Service was conceived, the first service provided by the provisional Government of Catalonia, and which was entrusted with promoting the use of Catalan language and with teaching it at non-university formal education levels.

Consideration of the Spanish linguistic reality, which is multiple and varied, imposes the need to establish legal channels that include the teaching of the different languages spoken in Spain into the educational system, within their territorial frameworks, with a flexible and consistent orientation that makes room for all the real assumptions and guarantees pupils' rights to learn their mother tongue, and also to be taught in it; the foregoing without prejudice to the full dominion of Spanish, the official language of the State, as a common medium of communication for all Spaniards.

Royal Decree 2092/1970, of June 23, regulating the incorporation of Catalan language into the education system in Catalonia.

The level of proficiency in Catalan language of primary school professionals was:



As of 1975, the situation of Catalan in schools had changed a great deal. Although there was still a lot of work to be done, slowly but surely, the situation was righted. Institutional measures were taken and practices for the definitive harmonisation of Catalan language were implemented.



OFFICIAL RECOGNITION AND THE CATALAN SPECIALISTS

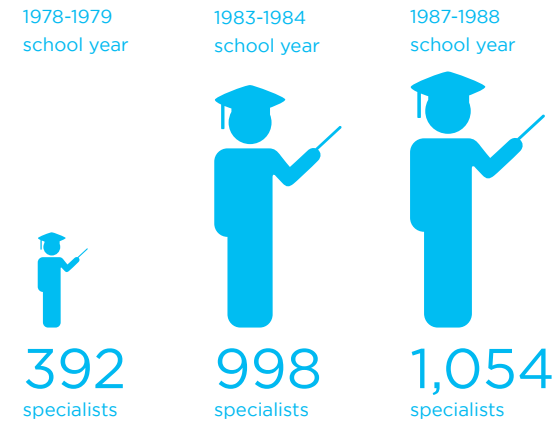
Royal Decree 2092/1978, of June 23 definitively regulated the incorporation of Catalan language into teaching. At the same time, it formally acknowledged the courses provided by other organisations and institutions. This detail afforded legal validity to, among others, the Catalan teacher qualifications awarded by the Republican Government of Catalonia and by private institutions.

In order to make up for the shortage of teachers that could give classes in Catalan, and making the most of the recognition of existing qualifications that had been provided for by Royal Decree 2092/1978, the figure of

the Catalan specialist was created. These people were teachers who held the Catalan Teacher qualification, and for ten years were essential in spreading and consolidating the teaching of the language.

When the educational system was reformed in 1990, through the LOGSE, the figure of the Catalan specialist began to disappear, since by then schools had enough qualified Catalan teachers who could teach the language in the language.

The Catalan specialists played a very important role in the early years of harmonisation.



The Catalan Teacher qualifications issued by the University of Barcelona and by other institutions were officially recognised in the 1978-1979 school year.

THE GOVERNMENT OF CATALONIA, EDUCATIONAL AUTHORITY

Following the approval of the Statute of Autonomy (1979), the Spanish State transferred powers in education to the Government of Catalonia. The Government of Catalonia thus became the educational authority in Catalonia.

Parallel to this, it was legally established that proficiency in Catalan had to be substantiated in order to be a teacher and lecturer in Catalonia. These provisions were applied in the state examinations for primary and secondary teachers.

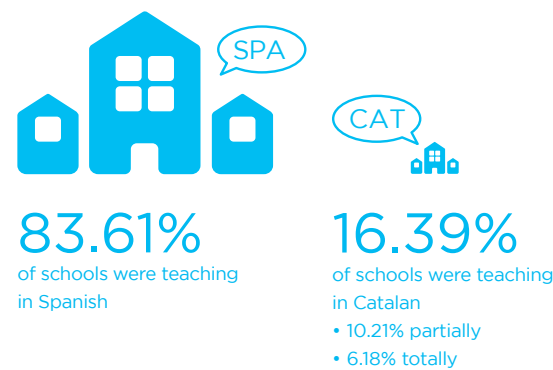
THE TEACHING OF CATALAN IN THE OTHER CATALAN-SPEAKING TERRITORIES

Royal Decree 2092/1978 initiated the deployment of a legal framework that permitted the introduction of Catalan into schools in the Community of Valencia and the Balearic Islands.

In the Community of Valencia, in 1979, through the Royal Decree that regulates the inclusion of Valencian into the education system. However, some schools were already teaching in Catalan: Tramuntana (1970), la Nostra Escola Comarcal (1973), Gavina (1975), el Rogle (1976) and the Sant Jaume d'Almoines (1978) public school.

In the Balearic Islands, also in 1979, through the Royal Decree that permitted the inclusion of the insular forms

By 1981, schools teaching in Spanish were still in the majority.



of Catalan language in education. However, there were also experiences before that, such as the Escola Mata de Jonc, which provided education totally in Catalan as of the 1974-1975 academic year.

Until 1984, there was no resolution by the Spanish Ministry of Education and Culture that permitted the teaching of Catalan as an optional subject in the schools and towns of "Franja de Ponent" (Aragon) that had requested it. The first line of Catalan/Spanish bilingual teaching began in the 2005-2006 academic year.

In Northern Catalonia, the first Catalan school in modern times clearly based on linguistic immersion emerged

in May 1976, in Perpignan. The public lines of bilingual Catalan/French education saw the light in 1994.

In Alghero, the first minimally-organised initiative to bring the teaching of Catalan into schools did not arrive until the 1999 academic year through the Palomba Project. The first (children's) school to use Catalan as a vehicular language, la Costura, was officially opened in 2004.



In Andorra, Catalan had been introduced as a subject in 1951 in French schools and in 1972 in Spanish schools. In 1985, the Andorran public system began to give classes in which Catalan was the reference language, even although the system was one of multilingual education.



THE MAINSTREAMING OF THE TEACHING OF CATALAN AND IN CATALAN

▼41

All the efforts made by the teaching community overall to recover Catalan for teaching in the early years following the restoration of democracy achieved definitive recognition as of 1983. In this year, the Language Planning Law was enacted, establishing the predominant role of Catalan in all the country's schools. The process of re-Catalanisation of schools was evident, first of all in primary teaching, and it spread, slowly but surely, until Catalan became the reference language in all non-university formal education stages in Catalonia.

This period was also characterised by a teacher-training system in Catalonia that yielded spectacular results that would be hard to find anywhere else in the world.

The teaching of Catalan and in Catalan has been consolidated over an almost 20-year period: the expression of the desire to preserve our own language and to guarantee the country's social cohesion.

1983 / 1998

THE LANGUAGE PLANNING LAW

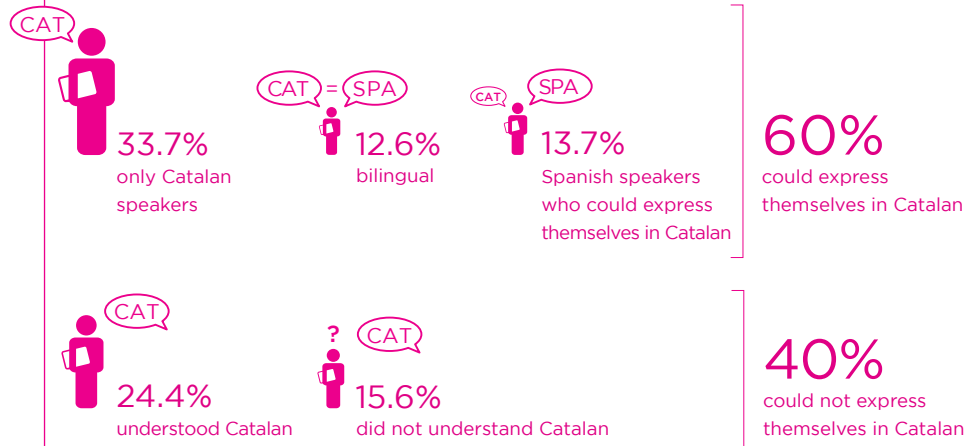
When democracy was recovered, the teaching community had begun to reintroduce Catalan into schools with the support of political and university organisations and institutions. It had been a gradual process that was not homogeneous all over the country.

In 1983, the Parliament of Catalonia approved, almost unanimously, Law 7/1983 of April 18, known as the Language Planning Law in Catalonia. This new legal framework established the principles that were to guide the institutional and social use of Catalan, and also in the educational system. The Language Planning Law laid the foundations for the mainstreaming of the teaching of Catalan and in Catalan.

The principles of Law 7/1983, of 18 April, on Language Planning in Catalonia are:

- a) to declare Catalan the specific teaching language at all educational levels,
- b) to establish that children are entitled to receive their early education in their own language, be it Catalan or Spanish,
- c) to prevent pupils from being sent to different centres or classes on account of their usual language,
- d) to guarantee that all pupils, regardless of what their usual language is on beginning their education, can substantiate sufficient proficiency in both official languages (they must be able to use them normally and fluently) by the end of compulsory education.

With regard to knowledge of Catalan in 1982, children aged between 6 and 14 years (EGB) were:



1982



Norma became the image of the Language Planning Law of 1983.

1983

LINGUISTIC IMMERSION

In order to guarantee general proficiency in Catalan and Spanish, and to avoid separating pupils into groups depending on their family language, the Language Planning Law provided for a model of immersion in Catalan that was applied in schools where Catalan was not the language of most of the pupils.

Whenever we talk about immersion, we are referring to a system of education in which a language other than the pupils' mother tongue is used as a teaching vehicle.

Miquel Siguan

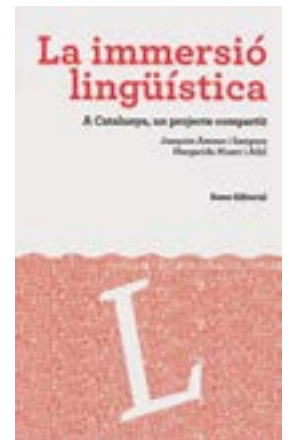
The Linguistic Immersion Programme was based on:

- the experience of teachers who taught Catalan to non-Catalan speakers;
- the expertise of international theoreticians;
- the new legal framework;
- the cooperation of parents, teachers and political and trade union forces.



The Les Palmeres de Santa Coloma de Gramenet school was one of the 12 schools in the city where the Linguistic Immersion Programme was applied in the 1983-1984 academic year.

The predisposal of the staff, families, the Town Council and the Casal del Mestre of Santa Coloma made it possible to implement this learning method in a population of mainly Spanish-speaking pupils.



1983-1984

INTENSIVE PLANS AND LANGUAGE PLANNING PROJECTS

The introduction of Catalan was conceived as a global objective that was carried on inside and outside the schools. In places where the non-Catalan-speaking population was greater than 60%, the Intensive Language Planning Plans (PINL) were implemented with a view to optimising resources and coordinating institutional efforts to ensure that Catalan language and culture were the school's language and culture.

Some years later, in 1986, the Language Planning Projects in primary education were conceived. In schools where Catalan was not yet generally used in teaching (in internal and external documentation or on signs, in faculty rooms, etc.), the School Council had

to draft a language planning project in which special attention was to be paid to the way Catalan was taught in the early education levels, within the framework of a global educational project.

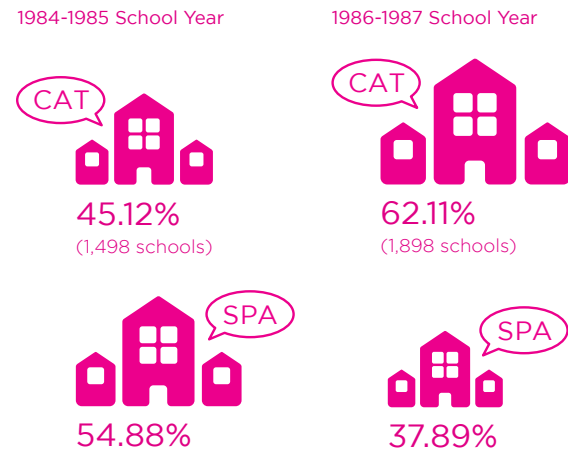


The Intensive Language Planning Plans (PINL) were implemented in Barcelona and its conurbation, in the counties of Baix Llobregat, Vallès Occidental and Vallès Oriental, and in the cities of Tarragona, Lleida and their industrial areas.

THE PNL

Thanks to the Language Planning Projects (PNL), Catalan became the reference language in schools. In 1986, their use spread to primary education. As of 1988, the Language Planning Projects were implemented in secondary education.

Primary schools that taught in Catalan.



1983-1984

1986

TEACHERS AND CATALAN

As of the second half of the 1980s, teacher training schools trained graduates that specialised in Catalan language, thus qualifying them to teach this subject in primary education. The Government of Catalonia thus considered that by then Teacher Re-training had fulfilled its provisional function of replacing the University.

Teaching Staff immersion programs (PIP) were organised for Spanish-speaking teachers to help them to acquire linguistic communication skills. The ultimate aim of the courses was for the teaching staff to commit to teaching in Catalan when they returned to schools, where the use of Catalan was becoming widespread.



The end of Teacher Retraining.

1988-1989



Beginning of the immersion programs for Teaching Staff (PIP).

1989

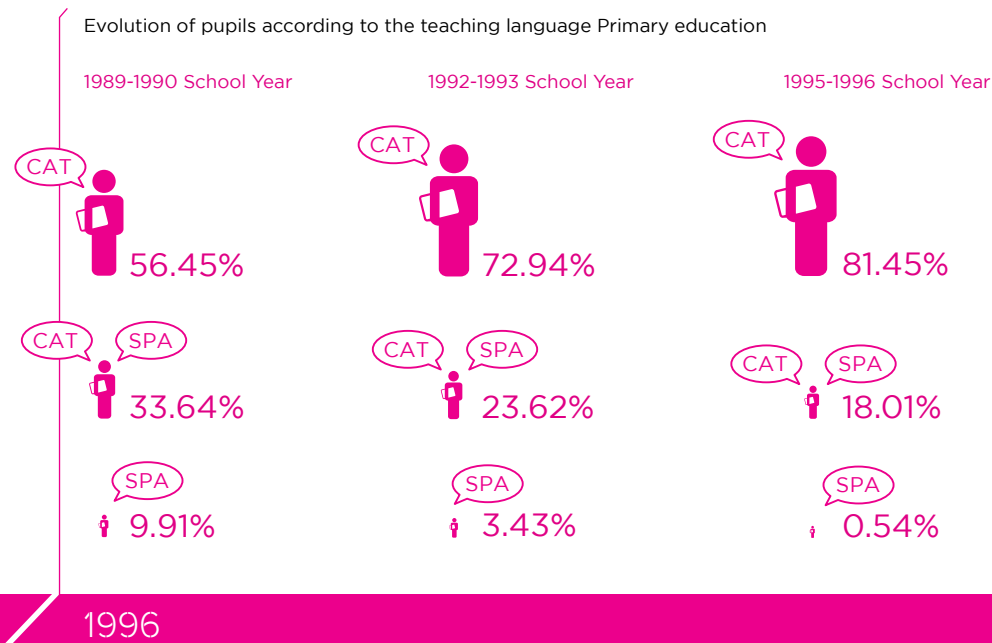
THE 1990s: TEACHING IN CATALAN BECOMES WIDESPREAD

Within the framework of the educational reform (LOGSE) promoted by the Spanish government, decrees were enacted at all educational levels to permit the mainstreaming of Catalan as the language of education and learning in all schools in Catalonia.

Catalan became definitively consolidated as a reference language in schools. Its pre-eminent use was ratified by Law 1/1998 of January 7, on language policy, which reaffirmed and updated the principles of the 1983 Language Planning Law that opened this chapter.

1. Catalan must be used normally as a vehicular language and for learning in non-university education.
2. Children are entitled to receive their early education in their own language, be it Catalan or Spanish. The Administration must guarantee this right and assign the necessary resources to enforce it. Parents or legal guardians can exercise this right on behalf of their children.
3. The teaching of Catalan and Spanish must have a proper guaranteed presence in syllabuses so that all children, irrespective of their usual language on beginning education, must be able to use both official languages normally and fluently by the end of compulsory education.

Act 1/1998 of 7 January on language policy. Article 21.



FOREIGN LANGUAGES

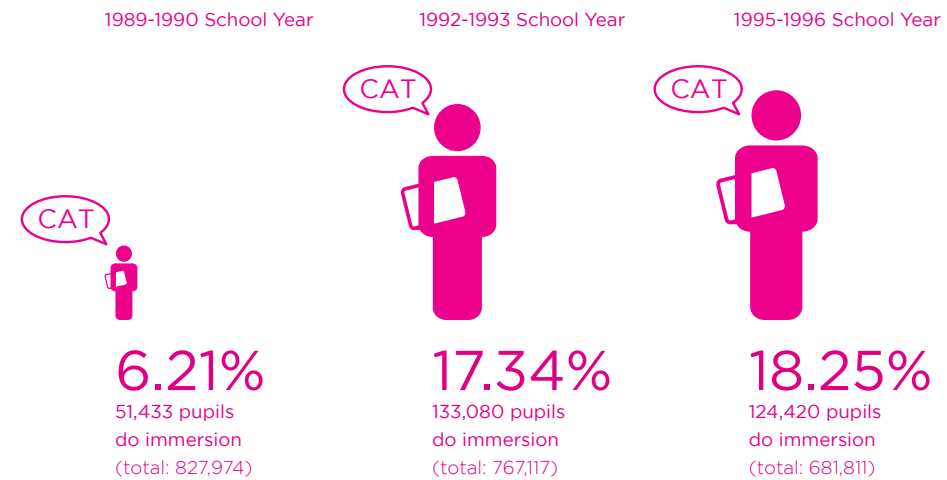
The Centre de Recursos de Llengües Estrangeres [Foreign Language Resource Centre] (CRLE) was created in 1986 to guarantee shared learning by foreign language teachers in Catalonia. The CRLE was entrusted particularly with updating and innovating methodologies and proposals, and operated until 2008.

One of the main demands evinced by foreign language-teaching professionals with a view to catering to heavy social pressure was to make headway in the introduction of a foreign language.

In order to satisfy this demand, and based on the legal framework of the LOGSE, the introduction of English was extended to cover the mid-cycle of primary education.

Between the decade of the 1980s until the present day, different foreign language programs have been developed, particularly in English, in order to attend to a growing need in society.

Linguistic immersion spread and was consolidated.



THE TEACHING OF CATALAN TO NEWCOMERS

49

At the end of the 90s, foreign pupils who did not speak the language of the Catalan educational system began to arrive very slowly. However, this phenomenon became more intense during the first decade of the 21st Century. Tens of thousands of people reached Catalonia in a huge migratory process that constantly modified social structures, particularly the educational system.

Catalan schools, by dint of a major human and material effort, adapted to the new reality in which pupils from more than 170 states coexisted, and had to be attended to in order to facilitate their linguistic, academic and emotional and social integration into the host country.

Similarly, this period witnessed the consolidation of the teaching of a foreign language, mainly English, at all levels of learning. And not only English, since the progressive introduction of a second foreign language also began to prevail.

Preserving the pre-eminence of Catalan while driving forward to multilingualism were very important challenges facing an increasingly more multicultural society. As occurred in the 1980s, once again the school was decisive in the configuration of the country's reality.

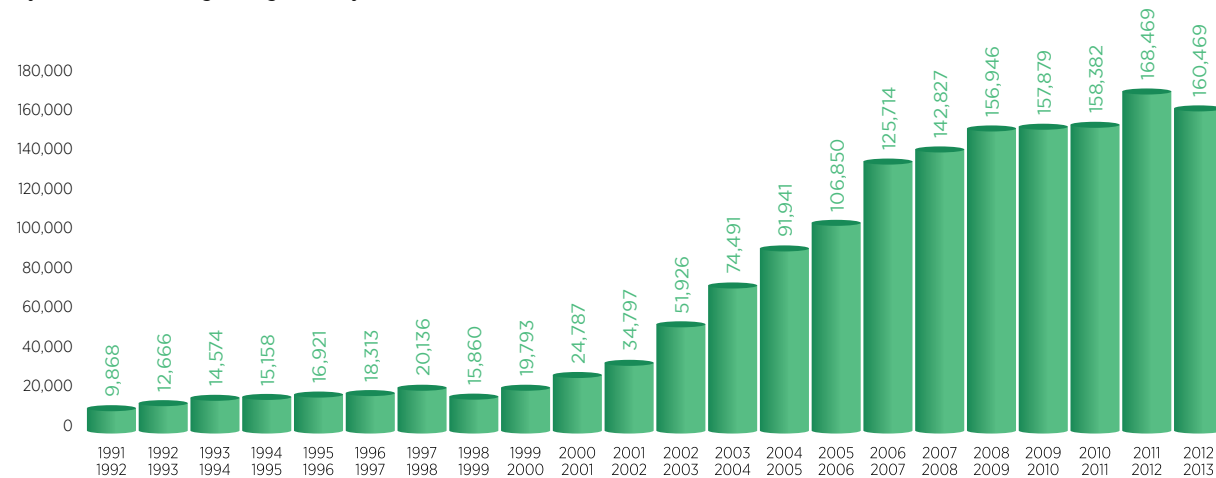
1998 / 2010

THE BEGINNING OF THE MIGRATORY TREND

New foreign pupils had already begun to arrive in the 1990s. Although since 1995-1996 the Catalan Teaching Service had already organised language-learning courses for foreign secondary education pupils that did not speak Catalan, in 1997 the Anselm Turmeda Project was undertaken due to the presence of non-Catalan-speaking pupils and of other nationalities that joined the Catalan educational system in advanced courses, mainly secondary education. The intensive teaching of Catalan was proposed by means of courses, workshops, activities and assessment so that new arrivals could attend classes in Catalan with the utmost normality. The School Adaptation and Basic Instrumental Learning

Workshops (TAE) were also organised. These units temporarily accommodated pupils reaching secondary education late with no knowledge of either one of the official languages. The objective was to bring them closer to the educational system and introduce them to the teaching language for them to attain a basic level (never more than one year).

The number of foreign national pupils in the educational system in Catalonia grew significantly as of 2001.



SOCIAL AND LINGUISTIC COHESION

In view of the magnitude of the migratory process, different plans were implemented to guarantee the integration of the population of foreign pupils, whose numbers were growing exponentially, into the Catalan educational system. Catalan also had to be secured as a reference language, and in parallel cultural diversity had to be included as an element of coexistence.

The Plan for Language and Social Cohesion (LIC), approved in 2004, was comprised of three lines of action:

- The “aula d’acollida” [welcome classroom], to provide a quality service to cover new pupils’ initial needs in terms of emotional, curricular and vehicular language-learning requirements - Catalan.

- The host school, which had to be consistent in terms of language uses, was to provide an intercultural education and to work to ensure the academic success of all pupils.

- The local educational plans, the continuation of the Intensive Language Planning Plans of the 1980s. They were an open initiative and a cooperation effort that were designed to provide an integrated and community response to the educational needs of young children and young people by coordinating and dynamising the educational action of an area that transcends the school setting.

Work was undertaken to prepare interactive learning material for language-learning by new arrivals, and the School Adaptation and Basic Instrumental Learning Workshops (TAE) were organised.

PLAN OF ACTION

The new situation required rapid responses by the administrations. The Pla d’Actuació per a l’Alumnat de Nacionalitat Estrangera [Action Plan for Foreign Pupils] (PAANE) was approved to integrate all the actions implemented by schools for new arrivals.

THE LIC PLAN

The Pla per a la Llengua i la Cohesió Social [Plan for Language and Social Cohesion] (LIC) was designed and approved for the teaching of Catalan. The general objective of this new framework of action was to promote and consolidate social cohesion, intercultural education and Catalan language in a multilingual setting.



“Consolidate Catalan language and Aranese, as applicable, as an underpinning axis of a multilingual project. Promote intercultural education based on equality, solidarity and respect for cultural diversity in a framework of dialogue and coexistence. Promote equal opportunities in order to avoid any type of exclusion”.

Excerpt from the Plan for Language and Social Cohesion (LIC).

1998-1999

2003

2004

THE ORGANIC EDUCATION LAW AND FOREIGN LANGUAGES

Following the same procedure as the LOGSE in the 1990s, the Organic Education Law (LOE) brought the compulsory learning of the first foreign language forward to the first year of the initial primary education cycle.

In order to implement the aforementioned laws, the Department of Education started up different projects: ORATOR (1999-2006) and the PELEs (Experimental Foreign Language Plans) (2005-2013). Both of them emphasised the necessary link between actions targeting pupils, teaching staff and schools within the framework of a centre-specific language project.

The Organic Education Law (LOE) brought the learning of a first foreign language forward to the first academic year of the initial primary education cycle.



2006

TRAINING PROGRAMMES

One of the Department of Education's priorities has always been teacher training. Foreign language training has always held a privileged position. An organised and systematic response to this need was provided by the training lines to guarantee sufficient teaching staff with the required language proficiency to teach English in primary and secondary education. Two actions were implemented and consolidated over time, and have proven their efficacy: the annual scholarships for foreign language teachers and cooperation with official language schools to provide language training to teaching staff.

The 2006-2007 school year came as an important change in foreign-language learning and in the training of

teaching staff related to this area. The English Promotion Plan was implemented and was subsequently extended to other languages. It was eventually renamed the Third Language Promotion Plan.

The Promotion Plan made it possible to establish training, linguistic and methodological itineraries. The teaching staff and management teams of schools with foreign language projects planned the necessary attendance at the training in order to carry out their projects successfully. The number of teachers trained in foreign languages increased substantially, and the introduction of English into kindergarten and work on projects in different areas was brought forward.

The English Promotion Plan was started up in the 2006-2007 academic year, and was subsequently renamed the Third Language Promotion Plan.



2006

EXPERIMENTAL FOREIGN LANGUAGE PLAN

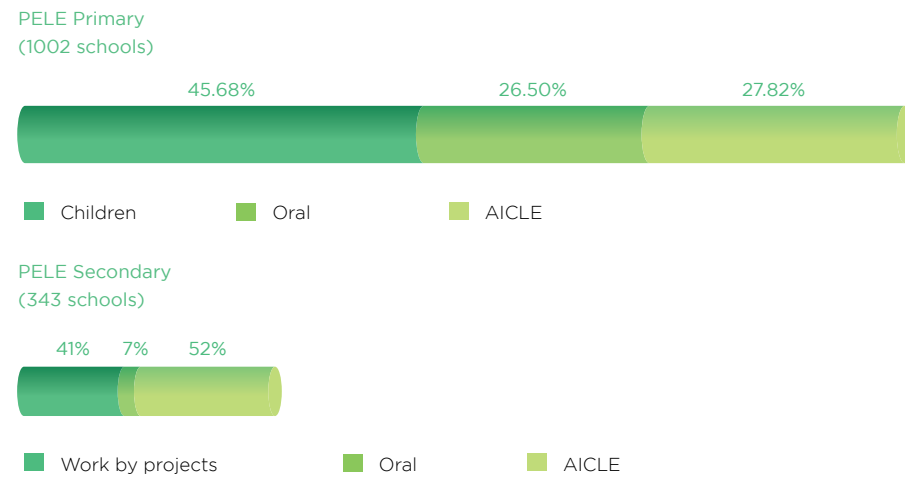
By the 2010-2011 school year, a total of 1345 schools had rolled out an experimental foreign-language plan (PELE) with a view to dynamising the teaching and learning of foreign languages by pupils.

The plan's priority objective was to increase language skills by developing a methodology that would increase pupils' contact with the target language. The PELE were deployed at different educational levels: Children's and Primary Education Centres and Secondary Education Centres (CSE and Vocational Training).

The PELE featured multiple participation modalities and allowed many schools in Catalonia to expand and diversify their foreign language teaching offer. These modalities consisted of bringing the teaching of English for children forward, the oral teaching of a foreign language, the inclusion of integrated language and content learning (AICLE) and the introduction of a second language as of the third primary education cycle.

The graphics denote the interest shown by primary education centres in bringing the introduction of English into children's education forward and, in secondary education, the interest in promoting the oral aspect of the language. Both graphics show that the participation rate of schools interested in teaching one or more subjects of the syllabus in English (AICLE) is very considerable.

PARTICIPATION RATE OF SCHOOLS BY MODALITIES (2005-2011)



UPDATING LINGUISTIC IMMERSION

The country's new reality also called for an update of the linguistic immersion model to adapt it to the new circumstances. The diversity of the languages and cultural backgrounds in classrooms, different to the single Spanish-language scenario that had characterised the 1980s, had to be catered to.

To this end, the Plan for the Renovation of the Linguistic Immersion Programme was conceived.

Update of the Linguistic Immersion Programme.



Adapt the linguistic immersion methodology to the new reality of classrooms with linguistic and cultural diversity.

Adapt the teaching of the language and cognitive and linguistic skills to the pupils' new reality.

Improve the use of Catalan language and the methodology for the teaching and learning of language skills by pupils.

Improve basic skills in all curricular languages.

Promote the use of Catalan language in schools as a shared value and collective enrichment.

Guarantee the continuity of linguistic immersion in secondary education by means of an all-encompassing approach to language and contents.

Excerpt of the Plan for the Renovation of the Linguistic Immersion Programme.



LANGUAGE IN SCHOOLS TODAY

57

Over the last thirty years, Catalan schools have gradually built their own language model, with noteworthy success stories and international recognition. Catalan —or the Occitan of Aran in the Aran Valley— is the reference vehicular teaching language of a system that guarantees knowledge of Spanish on an equal footing with Catalan. The objective pursued is multilingualism, for which purpose the teaching of at least one foreign language is guaranteed, while proficiency in a second language is also encouraged. The consolidation of foreign pupils' family languages is also fostered.

This Catalan school language model is based on the idea that in a global and changing world like our own, the mastery of different languages and their communicative, academic and professional use is not only necessary, but virtually indispensable. Catalan society, and more particularly its educational system, must meet these new demands, without forgetting that they must also guarantee the knowledge and the use of Catalan (and Occitan in the Aran Valley) as a way of guaranteeing the continuity of the language and the rights of all citizens to understand and use it.

The singularity of the language model in Catalan schools, unique in a context of a Stateless language, has been internationally acknowledged for its all-inclusive and integrating values and its contribution to the social cohesion of Catalonia and to equal opportunities for pupils, irrespective of their origin and family language.



CATALAN. THE LANGUAGE OF REFERENCE

The linguistic model of Catalan schools ratified by the Statute of Autonomy of 2006 and the Education Law of Catalonia (2009) establishes Catalan as the vehicular language for learning, a reference and pre-eminent instrument and a pivotal element in social equity and cohesion.

The Catalan linguistic immersion system, which has gradually spread and been fine-tuned over the last three decades, has guaranteed widespread knowledge of the language, social cohesion, equal opportunities and, at the same time, avoided the segregation of pupils into two communities. The results are endorsed by different international organisations, such as the High Level Group on Multilingualism, as well as the European Union Commission, which points to Catalonia and its educational model as an example of multilingualism



The representatives of the political forces that supported the Education Law of Catalonia.

management and as an exportable model to other European territories with languages in situations similar to Catalonia's.

1. Catalan, as the language of Catalonia, is the tongue normally used as the vehicular and learning language in the educational system.
2. Educational activities, both oral and written, didactic material and textbooks, as well as activities for the assessment of areas, subjects and syllabus modules, must normally be carried out or produced in Catalan, except for subjects pertaining to Spanish language and literature and foreign languages, and without prejudice to the provisions of articles 12 and 14.
3. Pupils cannot be sent to different schools or classes on account of their usual language.
4. In the academic year in which pupils begin their initial education, the mothers, fathers or tutors of the pupils whose usual language is Spanish may demand, when registering their children at the school, and as provided for by the Department, that their children be provided with individualised linguistic attention in this language.

Excerpt of the Education Law of Catalonia



The media echo the Education Law of Catalonia.

CATALAN AND SPANISH, EQUAL PROFICIENCY

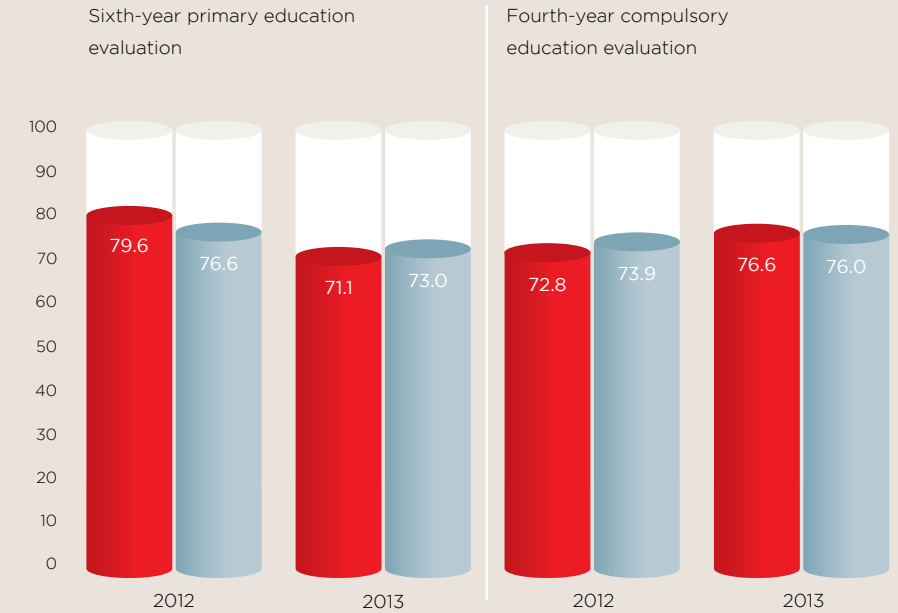
The linguistic model in Catalan schools has been designed to adapt to the country's sociolinguistic reality. There are educational centres where most pupils are Catalan speakers, and there are others where Spanish is the family language of most students, and there are also schools with a major diversity of languages, a result of the different migratory processes that Catalonia has witnessed in the last few decades. In all cases, education in Catalan has also guaranteed the learning of Spanish, the official language in Catalonia.



All the objective studies performed in Catalonia and in the State show that when they finish compulsory education, the new generations of citizens of Catalonia are equally proficient in Catalan and can express themselves, orally and in writing, in both official languages, and also in Aranese in the Aran Valley, where Occitan is the vehicular language in educational centres.

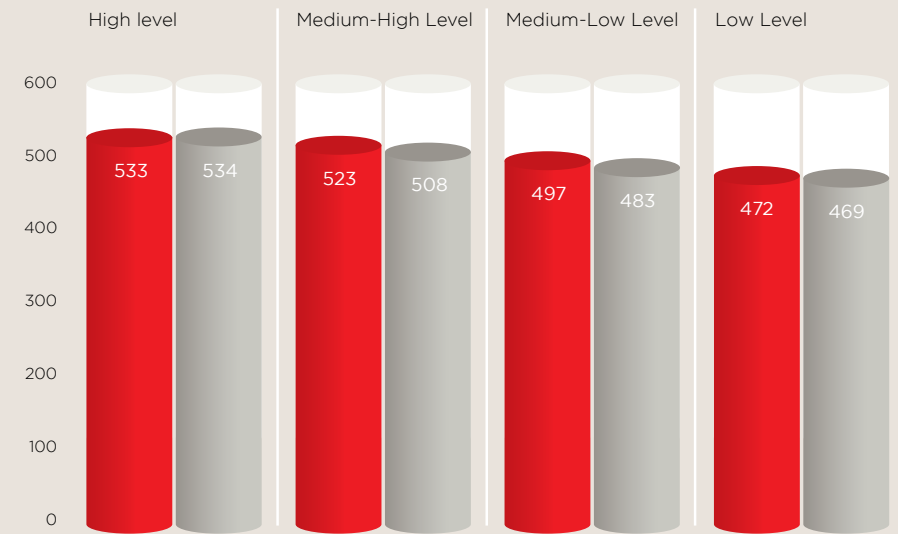
In fact, according to the 2009 PISA study, the difference in reading comprehension performance would not be caused by the language spoken by the pupils at home but rather by their families' socio-economic and cultural level.

The comparison of the language proficiency test examinations in Catalan and Spanish of the Higher Board of Evaluation of Catalonia yields similar results in both primary and secondary education.



■ Catalan language
■ Spanish language

The Pisa 2009 study proves that the differences in results and reading comprehension are more related to the family's socio-economic and cultural level than to the language spoken at home.



■ Catalan language
■ Other languages

ATTACKS ON THE LANGUAGE, A TWOFOLD LEGAL AND LEGISLATIVE PRESSURE

Despite the results, the sentence issued in 2010 by the Spanish Constitutional Court regarding the appeal of unconstitutionality brought against the Statute of Autonomy of Catalonia of 2006 triggered a veritable legal (and media) battle to introduce Spanish as vehicular language. *“The Constitution requires that both jointly-official languages be acknowledged by the public powers as vehicular languages, in which terms individuals have the right to be taught in either one of them”.*

In parallel, the Organic Law (8/2013, of December 9), on the Improvement of Educational Quality, establishes that education must be offered in Spanish state-wide. While it acknowledges the possibility of teaching all “non-language subjects” exclusively in the jointly-official language, it warns that in such an eventuality the “educational Administration must guarantee a sustained educational offer with public funds in which Spanish is used as a vehicular language in a reasonable proportion”.

As a consequence of the thirty-eighth additional provision of the Organic Law 8/2013, of December 9, on the Improvement of Educational Quality, Minister Wert announced that families that cannot send their children to a public school in which Spanish is the vehicular language in a reasonable proportion will receive €6057 per year, ultimately payable by the Government of Catalonia, in order to be able to attend a private school where this option is guaranteed. (Ministry of Education).



2014, the Spanish Minister for Education, José Ignacio Wert, and the Minister of Education of the Autonomous Government of Catalonia, Irene Rigau.

Catalan must therefore be the vehicular language and the language of learning in education, but not the only one that enjoys such a condition, and should be on equal footing with Spanish, also an official language in Catalonia. (...) But as of now, our reasoning must also make it clear that in principle Spanish cannot cease to be a vehicular language and a language of learning in education.

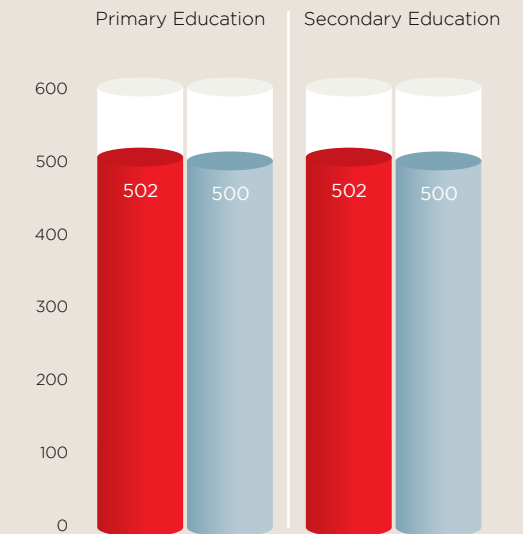
Excerpt from the sentence of the Spanish Constitutional Court in the appeal of unconstitutionality submitted by more than 50 state members of Parliament against the Statute of Autonomy of Catalonia of 2006.



EVALUATIONS BY THE MINISTRY OF EDUCATION

The language communication results (2009-2010) obtained in the examinations by the Spanish Ministry of Education prove that Catalan pupils have an even higher level of Spanish than the State average.

■ Catalonia
■ Average Spain



AN OWN MULTILINGUAL EDUCATION MODEL

Understanding and speaking several languages enriches our culture and coexistence. Catalonia is an example of this. However, in today's world, multilingualism is also a need. Speaking different languages to different degrees increases our capacity to interact in global environments or in complex linguistic and cultural contexts. Multilingualism is a key concept in international employability indicators, endorsing the fact that speaking languages facilitates successful access to the job market. Moreover, it fosters the expansion and internationalisation of economies: a multilingual society is more efficient in international relationships.

In Catalonia, learning a first foreign language is obligatory throughout the schooling process, and schools must offer at least a second language. In the sphere of Vocational Training, and with a view to providing pupils with training cycles in the language skills and abilities required by our society and to include and standardise the use of foreign languages in common professional situations and in employment-related decision-making, the teaching of English has been included in all training cycles in order to drive towards an increasingly more multilingual model. Moreover, appreciating and promoting the consolidation of the languages brought to Catalonia by the different groups that have settled here increases our capacity to interact with the rest of the world and facilitates the integration of these groups.

Therefore, education syllabuses promote respect for linguistic diversity, the desire to learn any language and culture, and encourage positive values and attitudes to all languages and the people that speak them.

Pupils will have to obtain level B1 of the Common European Framework of Reference for Languages in the first foreign language by the end of compulsory education, and at least 70% of pupils from the first cycle of secondary education should be learning at least two foreign languages.

Rethinking Education, approved by the European Commission in November 2012.

NATIVE LANGUAGES THAT CAN BE LEARNT IN SCHOOLS IN CATALONIA AN OWN MULTILINGUAL LANGUAGE EDUCATION

Since...	Language
2004-2005	Arabic
2005-2006	Chinese
	Berber languages
2006-2007	Dutch
2007-2008	Romanian
	Ukrainian
2008-2009	Portuguese
2009-2010	Bengali
	Urdu
2012-2013	Quechuan



KNOWLEDGE OF LANGUAGES

In Catalonia, the language objectives to be accomplished are established in the educational services in accordance with the European standards established in the Common European Framework of Reference For Languages.

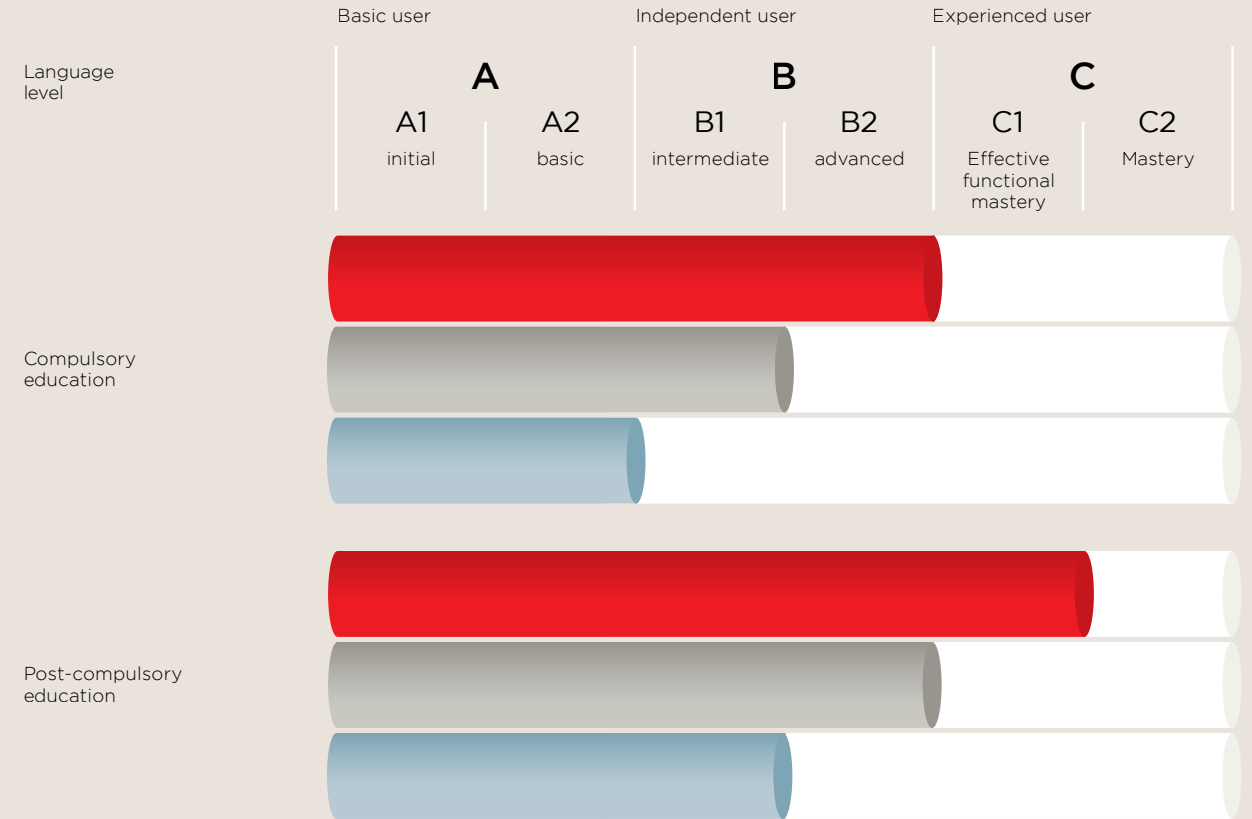
At the end of compulsory education, the educational system must guarantee that all pupils, irrespective of their family linguistic origin, have achieved full proficiency in both official languages and knowledge of at least one foreign language, and potentially knowledge of a second language. However, above all, it seeks to ensure that pupils have strategies that will help them to learn other languages in the future.

On the other hand, increased language proficiency –Catalan and Spanish– required to access children’s and primary education, and the compulsory nature of having language skills to enter teaching, as well as the definition of positions for teachers with a language profile, also contributes to improving the language quality of the teaching staff that act as models and transmitters of language skills.



LINGUISTIC OBJECTIVES IN CATALONIA RELATED TO THE LEVELS OF THE COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES

- Catalan/Spanish Language
- First Foreign Language
- Second Foreign Language



LANGUAGE, A TOOL FOR LEARNING

The process of building an own multilingual educational model explored the idea that language communication skills lie at the heart of all learning. Therefore, the development of such skills is the responsibility of all the areas and subjects of the syllabus, since language is used in all of them to access and manage information in order to construct and transmit knowledge, to represent, interpret and understand reality and to organise and self-regulate thought, emotions and behaviour.

For this reason, transversal linguistic programs have been developed, such as Reading Promotion (ILEC) which, as part of the National Reading Plan, establishes the strategic objective of improving the educational excellence of all pupils by promoting systematic reading in all the areas and subjects of the syllabus throughout basic education by means of the systematisation of reading strategies.

SCHOOLS THAT PARTICIPATE IN READING PROMOTION

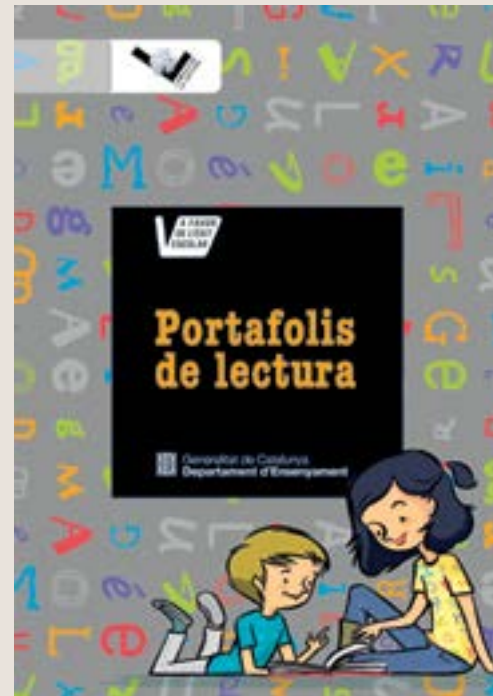
2011-2012 School Year



2012-2013 School Year



2013-2014 School Year



FROM THE WELCOME CLASSROOM TO LANGUAGE SUPPORT

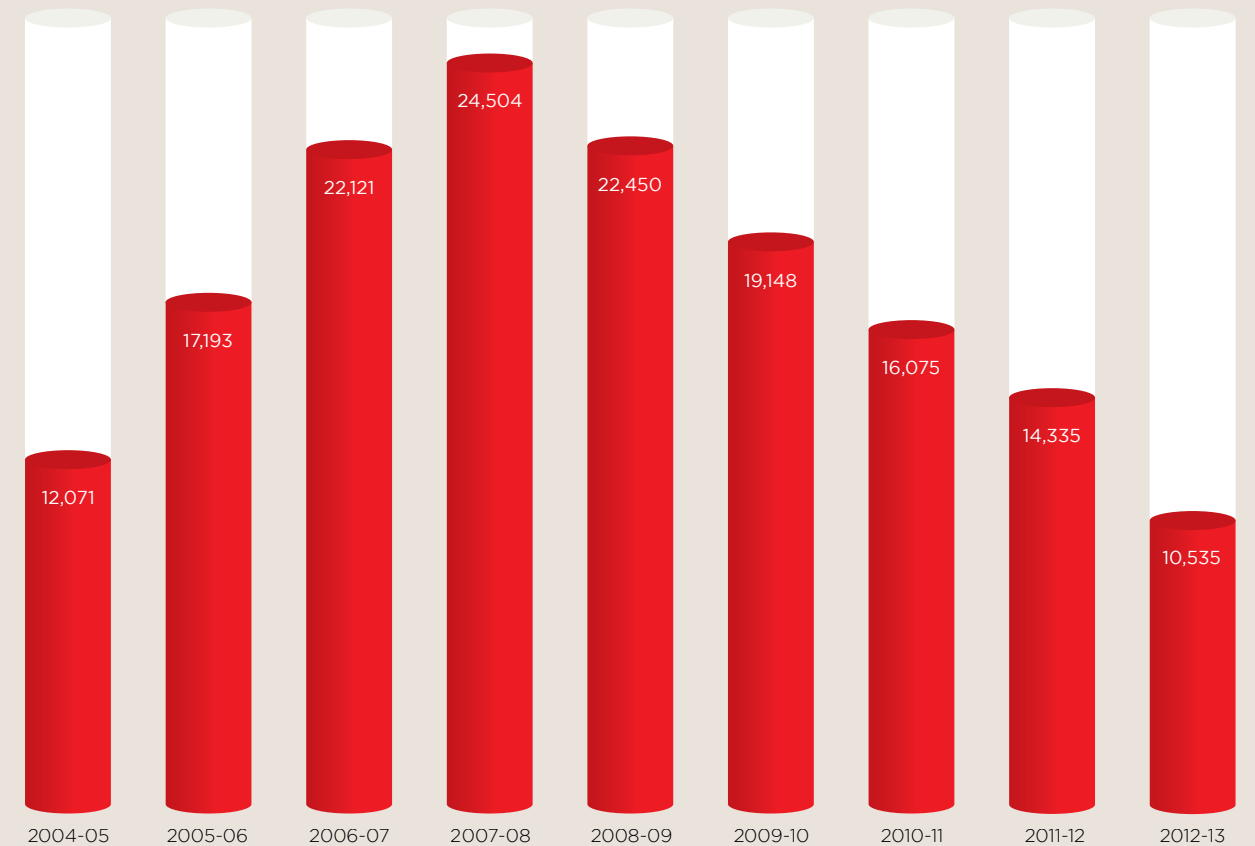
The end of the migratory cycle that brought 170,000 new pupils into the system calls for a replanning of the welcome classroom.

Without overlooking the resource of the welcome classroom for foreign students who come into our educational system, language support should be extended and reinforced for pupils who, having been through an initial welcoming period, need to achieve proficiency in the academic language in order to access the ordinary syllabus. This support, accompanied by the promotion of inter-cultural education and professional or vocational guidance, is necessary in order to provide them with access to post-compulsory studies (secondary education and training cycles) and for their total integration in school and in society.

In terms of language proficiency, one of the great challenges facing the educational system is to guarantee the transition of students from the welcome classroom to the ordinary classroom, remembering that they must be empowered to learn and use the academic language, which is linguistically highly demanding. The welcome classroom has facilitated immediate communication, and now access must be provided to curricular contents, guarantee academic success and social and occupational integration.



PUPILS ATTENDED TO IN THE WELCOME CLASSROOMS



EXPERIMENTING WITH MULTILINGUALISM

The objective of the system is to provide pupils with sound and consistent skills in as many languages as possible, facilitating the transfer of learning from one language to the others, promoting respect for linguistic diversity, fostering the desire to learn any language and culture, and promoting positive values and attitudes towards all the people that speak these languages.

This model, based on a holistic approach to language and language learning, is embodied in a teaching practice that pivots around the integrated management of languages on the one hand and around languages and contents on the other, and is suited both to the learning of languages and to the building of knowledge through different languages. The schools establish processes and actions that facilitate the transfer of learning from one language to the others and between languages and the contents conveyed through them.

Thus, as of the 2011-2012 academic year, the EUROMANIA Programme targets multi-lingual reading proficiency in different languages with a view to developing inter-comprehension skills.

A multilingual experimentation programme was initiated in the 2013-2014 school year, featuring innovative actions in the areas of school organisation, syllabus design and methodological application in the classroom that emphasise transversal work in the basic skills and collaboration in conflict-solving, based on OECD assessment approaches, and help to develop the school's independence and the consolidation of the Language Project.



UNDERSTANDING, ASSESSING AND COMMUNICATING. A COMPETENCIAL APPROACH

The knowledge and use of different languages has become a pivotal need and a right for citizens in a global society like ours. Knowing one or more foreign languages, besides the official and/or one's own languages, guarantees the acquisition of learning processes and the learner's ongoing improvement.

Hence, the Catalan multilingual and multicultural educational model is geared towards increasing the efficacy and the quality of language teaching. At the same time, it provides pupils with learning strategies, develops their creative curiosity, personal growth, active participation and social engagement and entrepreneurship.

In other words, it empowers pupils to do the greatest possible number of things with the languages that they know or study, since the use of different languages to access knowledge is a skill that individuals must develop from school age in order to establish the foundations that will enable them to learn any language efficiently. Therefore, in classrooms, the contents of the different areas must be addressed by means of varied types of texts, using different sources and resources, culled, moreover, from different languages.



Documents that deploy guidelines for the development of basic skills for the syllabuses of the different areas and the subjects of the different languages are a highly useful instrument for working in classes from this standpoint.

LEARNING LANGUAGES AND CONTENTS: AN ALL-EMBRACING APPROACH

Learning in a language other than one's family language is one of the most important educational proposals of the 20th Century. The increasingly more widespread application of this strategy is to be found in immersion programs, one of the best-studied and most-evaluated bilingual programme modalities whose effectiveness has been broadly demonstrated.

In Catalonia, the application of the immersion programme has been and is capable of generating very high and similar proficiency in both official languages, not to mention an academic performance that improves progressively in the different non-language-related areas, as well as good sociocultural integration. Therefore, the extension of this methodology to other languages through the Integrated Learning of Language and Contents (AICLE) should also lead to a major increase in proficiency in foreign languages.

The Integrated Foreign Language Plan (PILE) was implemented in the 2012-2013 academic year. This plan provided schools with methodological guidance to expand pupils' exposure time to the foreign language in significant and transversal settings.

Teaching certain subjects or doing different activities in a foreign language makes it possible to work on the language and contents in an integrated fashion.

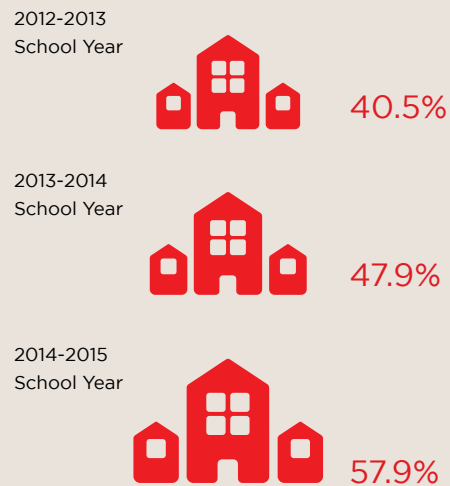
This methodology is fostered beginning in primary education, as well as in the different levels of secondary education.

Participation by schools in projects geared towards improving the teaching and learning of foreign languages,

as well as specific training to teachers for this purpose, have had a significant impact on pupil learning.



PERCENTAGE OF CENTRES WHERE SOME AREA OR SUBJECT IS TAUGHT PARTIALLY OR TOTALLY IN A LANGUAGE OTHER THAN CATALAN



DEFINITION IN SCHOOLS: THE LANGUAGE PROJECT

Using a skills-based approach and integrated work on languages and contents, which constitutes the backbone of the educational system, each school must define the project in accordance with their singularity, the reality of their environment and each pupil's specific language baggage.

In this way, each school can define a curricular, methodological and organisational option to work on the different languages that meet their needs and thus guarantee optimal results for pupils.

This specific option, which structures all language-related actions in each teaching centre, is embodied and systematised in the Language Project.



TOWARDS A MULTILINGUAL FUTURE DEVISED IN CATALAN

This multilingual education model enables pupils to learn different languages to communicate with each other, continue to learn throughout their life and successfully access the job market. However, first and foremost, it consolidates Catalan as a common language, of identity and coexistence in society, the depository of our world-view, an instrument to reflect and express our collective personality.



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