Slide 1 The Basque Country

Good morning ladies and gentlemen,

1. First of all I would like to thank you all for the opportunity which you have given us to come here to talk about the Basque Language and the Basque Language Normalisation process.

2. We love talking about our language to people who may very well understand this, and it is human to enjoy speaking about that what one likes. So we sincerely, thank you very much for wanting to listen to us.

3. In my presentation I will cover three different aspects: First of all I’ll present an overall perspective of the Basque Country in relation to the Basque Language, then I’ll go to the official efforts and programmes developed by the Basque Government (which is the Government of the Basque Autonomous Community) to help in the process of the Normalisation of the Basque Language and to finish with I’ll refer to the HNP (School Programmes for the Normalisation of the Basque Language), which is what I do at the moment, and being my speciality, I
expect that you will only ask me questions about this third section
(¿Wouldn’t it be very embarrassing to come to Wales and not be able to answer your questions?).

Slide 2 The Basque Community

I will refer to the Basque Community whenever I talk about the whole group of the Basques. This Community shares the same language, habits, uses, law (in the past and some peculiarities in the present), although from the geographical and administrative point of view they do not conform a unity.

We find three Basque areas, the IPARRALDEA (or the continental Basque Country) which territorially belongs to the French State, NAVARRA (the Charter Community of Navarra) with its own government and territorially belonging to the Spanish State, and the Basque Autonomous Community BAC, and whenever I refer to the Basque Government I will be talking about the government of the BAC which, at the present day, governs only this area of the Basque Community.
But as you may see, the natural (or unnatural if we take into account what the Spanish and French States have done against/concerning our language) distribution of the Basque Speakers does not understand political or administrative differences. Throughout the Basque Community we may differ three areas: 1. one where the density of Basque Speakers is higher than that of the non Basque speakers, 2. another one where the number of Basque speakers is very low (lower than 5% of the inhabitants) and 3. the one between the previous two, which is called the interlingual area.

Slide 4  **Types of bilingualism in the Basque Community**

But what do we mean when we say that the population is competent in a language?

If we consider the whole population, we may see that 70 % are Spanish or French monolingual, that means that they do not know the Basque Language. Then
we find 1% of the population who is Basque monolingual, which means that they are the only ones who may preserve the purity of the language in its “original” form. And then the remaining 29% are bilinguals, which means that they use Basque together with another language (Spanish and French mostly), and 8% of those are passive, which means that they may understand but do not use it, so we can estimate that 21% of the population are actually bilingual. Among this bilingual group we may find 3 possible bilingual combinations: 40% has the Basque language as a L2, 29% are balanced bilinguals and 32% have had the Basque language as L1 and feel more confident in Basque than in Spanish or French.

Slide 5 The Use the Basque Speakers make of the Basque Language at home and with friends
But even among those who have the Basque language as their mother tongue, and who feel more competent and confident in the Basque language, for different reasons (the language is not normalised) do not use the Basque language all the time, and in this slide we may see the use they make of the language at home and with their friends, which are basically the situations where the language is used most frequently.
**Slide 6** Basque speakers compared to total population

Those are the approximate figures of the Basque speaking population for the whole of the Basque Region.

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**Slide 7** The Basque Autonomous Community

Until now I have been referring to the Basque Community, the 7 provinces or counties, but from now on I will limit my references to the Basque Autonomous Community (BAC) which is located to the southwest of the Pyrenees, to the west of Navarre and is made up of the three provinces: Araba, Biscay and Gipuzkoa which form together the area known as the BAC.

I will limit my references to this area only because I work for the Basque Autonomous Government, which exercises its powers only in this area and
from now on, all the calls for applications and all the official programmes that I may mention (with a few exceptions) are operative in the BAC.

<table>
<thead>
<tr>
<th></th>
<th>Total Population</th>
<th>Nº Basque Speakers</th>
<th>% Basque Speakers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BCA</strong></td>
<td>2,104,041</td>
<td>543,617</td>
<td>26.3</td>
</tr>
<tr>
<td><strong>ARABA</strong></td>
<td>272,447</td>
<td>22,995</td>
<td>8.6</td>
</tr>
<tr>
<td><strong>BISCAY</strong></td>
<td>1,155,106</td>
<td>215,219</td>
<td>18.9</td>
</tr>
<tr>
<td><strong>GIPUZKOA</strong></td>
<td>676,488</td>
<td>105,403</td>
<td>45.9</td>
</tr>
</tbody>
</table>

Here as well we can see big differences between the provinces and from one town or village to the others. The **orange** ones are those where more than **80%** of the population speak Basque, in the **rose areas**, between **50 and 80%**, in the **white** ones between **24 and 50%**, in the **green** ones between **14 and 24 %**, and in the **blue** ones less than **5 %**.

**8 The Basque Government**

The Basque Government of the Autonomous Community has got different Departments, but concerning the language policies two of those must be mentioned: the Secretariat-General for Language Policy and the Department of Education.

The Secretariat-General for Language Policy, created in 1983, is integrated into the Department of Culture and is responsible for overseeing both corpus
and status planning aspects of language policy in the BAC. In particular, it is responsible for guidelines for civil servant Basquisation, data collection, funding and monitoring many corpus and status activities, many of which they organize linked to or in coordination with the Dep. of Education.

The Department of Education that has been especially active in reversing the language shift (RLS). Integrated in the Dept. of Education we find the Basque Service, created in 1981 and which has its own subdivisions for the different programmes it carries out: EIMA, NOLEGA, IRALE.

Next I will refer to those and I would like you to remember that they are subdivisions of the Dept. of Education and the Basque Service body).

**Slide 9:**
The Spanish constitution of 1978 declared that Spaniards must know Spanish and that they have the right to use it and it also added that each regional community could declare its local language official, thus implying the right of those communities to regulate its use. In 1979 the BAC (as well as Navarra in 1982) declared Basque to be an official language.

In 1982 the Law for the Normalization of the Basque Language was signed, and among other individual rights it includes the citizen’s right to choose the language in education, in dealings with the administration and with the courts. The administration is obliged to offer bilingual services.

A community that wants to foster the process of normalization of the minority language may use different measures to do it, but we would all agree that education, which is open to the whole population under a certain age, is one of the most democratic measures. Those who have the minority language as their mother tongue can acquire literacy, and those who have a different L1 and want to acquire this L2 have the opportunity to do it.

The Basque Administration offers three bilingual teaching streams: (1) Stream A Spanish medium teaching with Basque language classes. 3-4 hours per week, (2) Stream B Spanish and Basque medium teaching with Spanish and Basque classes, (3) Stream D Basque medium teaching with Spanish language classes.

Although originally these streams were thought to be appropriate for the different sociolinguistic groups, it has been proved that models A and B (if the Basque language is not strengthened) do not offer enough input for the students, who belong
to non Basque families and environments, to acquire the necessary minimal level of competence in the Basque language, and that’s why over time parents have increasingly demanded stream D in the belief that it provides their children with the best opportunity of a level of input which will lead them to master the language. To ensure a suitable level of input I streams A and B, techniques for reinforcing the use of the language are highly desirable.

But for an administration to offer a bilingual education, it needs to have some resources at hand

**Human resources**

A bilingual system had in its origin the problem of the shortage of teachers capable of working in the new school language. At the end of the 70s, only 5% of the primary school teachers felt capable of teaching in Basque. Last year’s estimations talk about 58% (72% of primary school civil servants, and 50% of the teachers that belong to the private sector) of the teachers having met the language requirement (EGA, EH2 or similar). It is obvious that in the last 20 years there has been a substantial evolution in the language skills of the teachers. In this respect the Dept. of Education set up originally the IRALE programme both for the Basquisation of the Spanish civil servant, and for the Basque speaking teachers to acquire the necessary literacy. Nowadays IRALE is still in force and although the number of teachers who may need the language requirement has decreased, it has been adapted to new necessities: post-proficiency levels, technical language, quality, propagating new norms of the Royal Academy of the Basque Language, and so on.
But the language formation of a teacher does not conclude with the knowledge of the language. Teachers need training in Basque and in the topic they are going to teach and this aspect is the aim of the GARATU programme.

**School materials**

Not less important than the Basquisation of the teachers is the necessity for school materials or aids in the Basque language. The EIMA programme to subsidize the publication of school materials in Basque was initially designed only for printed materials (EIMA I). The programme was subsequently expanded to include the publication of audiovisual materials (EIMA II) and of educational software (EIMA III). More recently, a new line of grants for work-groups preparing materials has been set up (EIMA IV).

The volume of production in Basque is limited but enough. Every year 250 textbooks are printed in Basque, 100 audiovisual productions and 50 software materials.

**Use of language/ NOLEGA programmes**

After the Law for the Normalization of the Use of the Basque Language came into force in 1984, the Dept. of Education promoted the NOLEGA programme with two aims:

(1) The Basquisation of the educational administration and (2) the Basquisation of the school environment. The present activities of this programme include:

1. short stay residential centres for primary and the first two years for compulsory secondary school pupils of Basque –EGE, EGB
2. grants to schools to promote theatre, choral singing, the performance of sung verse in the traditional style (which is an interesting piece of our culture –optional Bertsolaritza CD).- KANTAGINTZA, BERTSOGINTZA, ANTZERKIGINTZA, IRRATIGINTZA (All those very useful to promote the use and quality of colloquial language).

3. visits by authors of Basque books to schools

4. use of Basque language films in teaching activities -TINKO

5. other extra-curricular and out of school activities, including short stay residential centres, exchanges between schools from different sociolinguistic areas…

6. annual prize contests for prose, poetry (URRUZUNO) and elocution (BARRIOLA)

7. promotion of the normalization of the use of Basque language within schools- I will return later to this programme.

**Slide 10: Measures to Foster the use of Basque, and statistics of the participants.**

This very varied group of activities mobilizes large numbers of schoolchildren. It is important to know that schools take part voluntarily in these activities. The financial help or the grants that they get are by no means enough to carry out the whole activity, they may be enough for 50 % or less in some cases, the rest of the money is paid by other means or with the help from other institutions like Town Halls, Parents Associations, etc.
We are conscious that the Basque input a child gets in the school is very important for the Basquisation of the child, but it would be naïve to think that that is enough when talking about a minority language. Many of our school children do not have any other contact with the Basque language apart from what they get in the school setting. So there are many other local official and unofficial efforts to amplify the Basquisation process after school hours: Parents association activities and activities promoted by the town halls (UEMA), AEK, HABE…

As school teachers come to realise that these initiatives pursue the same objectives as themselves with regard to the Basquisation of the children, there is an increasing number of connections and relationships between school teachers and the local associations.

**HNP. School projects for the Normalization of the use of Basque Language.**

After 14 years of experience with all those different activities and with different partial school initiatives, the Dept. of Education in 1996 called for an experiment with comprehensive normalization plans in schools. Originally 23 schools took part in this pilot programme, and seeing the values of those comprehensive plans, the next school year 1997/98 there was an open call for schools to participate, in the so called ULIBARRI programme. In this following year, 246 schools took part in the project, and in the next school year a further call was made and another 109 schools were added to the previous number.
At the present time, 305 schools with 128,763 students participate in this initiative.

Let me explain now how a school Ulibarri programme works, from the very beginning until the utopic target of complete normalization.

**Slide 11: Ulibarri Programme**

The school projects for the Normalization of the use of the Basque Language, received originally the name of HNP, but this name was changed and nowadays they are the ULIBARRI programmes.

**Slide 12: An Ulibarri Programme**

The aim of any Ulibarri programme is the normalization of the Basque Language within the school setting.

- A school takes part voluntarily in this programme when the whole community are willing to participate.
- It may include all the calls and resources promoted by NOLEGA.
- All Ulibarri programmes begin with a diagnosis of the components in which it is desired to intervene.

**Slide 13: General Information**
The different components of the programme are the various school sections connected to the Language Normalization

Where the school community chooses to participate in this programme, a specific teacher is made responsible for the overall coordination and promotion of the use of Basque

A team of area coordinators provide support and guidelines to that teacher, together with the personnel of NOLEGA and the University of the Basque Country.

In compensation his/her class-load is reduced (3, 6 or 9 hours) depending on the size of the school.

Slide 14: The Diagnosis of the School

All Ulibarri programmes begin with a diagnosis of the school situation in relation to the Basque Language Normalization

The components under diagnosis are:

✓ The school administration-linguistic scenery

✓ The teachers –knowledge/use

✓ The students –knowledge/use

✓ The parents –knowledge/use

✓ The library

✓ After school activities
Slide 15: After the diagnosis

- The results are analysed by a group of teachers together with the coordinator or HN technician.
- Once they have reached some decisions, they prepare an individualized programme to intervene in some of the components which have been diagnosed and analysed.
- This individualized programme conforms with the Normalization Programme of the School or the Ulibarri Programme which will be revised every year, but which will be in force for 5 or 6 years.

Slide 16: Iñaki Arruti’s graph

This graph done by Iñaki Arruti, a Basque Technician at a Town Hall, represents the effects of different elements in the life of a person.

We must look at this before making any plan or programme, because it shows that education is very important, and can do a good job, but it is only 1/3 of the lives of the students.

Moreover we must be aware of another factor: there are two axis: a dynamic axis (students and parents who after a certain number of years leave the school) and a stable axis (administration, official documents, teachers, combination of languages…, which stay in
force longer). All the interventions made in the dynamic axis are only temporary for the school (in a sense) and all the interventions made in the stable axis are fixed for longer.

**Slide 17: In an Ulibarri Programme we specify:**

Objectives /Activities / Methodology/ Responsibilities

/Assessment: When/how

Administration / Teachers / StudentsParents / Combination of Languages/ After school activities / Town and environment

**Slide 18: Administration**

Possible activities:

- To write all the papers and reports in the Basque Language
- To do financial accounts in Basque
- To change all the software of the computers so that they are in the Basque Language.
- To write letters to parents or other associations only in Basque and bilingually for those who do not understand it
- To write all school documents in Basque.
- To present bilingual signs: toilets, way out…
Slide 19: Teachers

- To use the Basque language in their formal and non-formal relationships between colleagues and with students and parents.
- To show interest in the Basque language and culture
- To take part in different post-proficiency courses
- To introduce Basque culture in their curricula
- To be a member of the Ulibarri Programme
- To motivate the students towards the Basque culture
- To be active in any of the NOLEGA activities

Slide 20: Students

Most of the activities in schools concentrate on this component and they are usually those offered by NOLEGA.

There are six sorts of activities: MOTIVATION / KNOWLEDGE / USE

Slide 21: Parents
Activities with parents vary in relation to the area where the school may be located

- **Motivation**: Explain the importance of their help in the Basque learning process of their children

- **Use**:
  - Send them all reports and letters in Basque
  - Ask them to motivate their children to take part in activities that promote the Basque language.
  - Ask for their help in controlling the TV-channels they watch more often....

- **Knowledge**: Take part in Basque lessons.
  
  Use the Basque language at home.
  
  Take part in some school activities

**Slide 22: Combination of Languages**

- **The law for the normalization of the use of Basque** (1982), states in the 15th article:
  
  The right of all students to be taught either in Basque or Spanish at the different educational levels is recognised. To this effect, the parliament and the government will adopt those measures necessary which will tend towards the progressive generalisation of bilingualism in the educational system of the ACBC.
The law establishes that students have the right to be bilingual at the end of their secondary education. To ensure this in the Basic Curricular Decree (1986), the Dept. of Education establishes the **minimum number of lessons in Basque and Spanish** each student has the right to get in either of the previously mentioned models (A, B, D).

Apart from both official languages, students learn a **third** (and sometimes fourth) language, beginning at the **early age of 4**. And students must acquire a certain level of competence.

If a school wishes to teach 3 or 4 languages, then it is necessary to plan the progressive introduction of each one, and to combine them appropriately to fulfil the **minimum objectives** the Dpt. of Education establishes as compulsory.

### Slide 23: After School activities

Nowadays it is very common to see students participating in some extra after school activities which take place, very often, in the rooms, sport-halls and playgrounds of the school.

**Sports and music** are the most common activities and they are very often done in Spanish. Not on purpose but because of the lack of sensitivity to the Basque normalization process and could be easily changed into Basque.

In these after school activities it is very appropriate to use the **non-formal language**, which is often out of place in the classroom, and as the students feel very motivated with the
activity, this enthusiasm may also be transmitted to the language in which it is taught.

**Slide 24: Town/Village/ Environment**

Educational measures, schools do not guarantee the continuity of their work. We can nor expect solutions that come only from education. Schools need the help of the family-neighbourhood-environment. The Reversal of the threatened language shift can not be done only with educational measures... (Joshua Fishman)

**VARIABLES WITH MORE WEIGHT OVER THE USE OF THE LANGUAGE**

1. The density of Basque speakers in the own relationship-net
2. The competence one has to talk in Basque and in other languages
3. The density of Basque speakers in the village or town where one lives
4. Interest, motivation and attitudes towards the Basque language and culture

**COOPERATION AMONG THE DIFFERENT LOCAL ASSOCIATIONS**

- UEMA
- Sport clubs /cultural associations/ Town Hall / School /...
Slide 25: Possible Structure of a Town/Village

This could be the possible structure of a town /village cooperation among all the local associations that are involved or show interest in the normalization of the Basque Language in the town/village.

Here we may include The Town Hall / the schools / the parents associations / cultural associations / sport clubs / other schools or academies where Basque is taught / the local shops/ the local library /…