



**Mondragon  
Unibertsitatea**

**Faculty of Humanities  
and Education Sciences**



**REPORT**  
2016 / 2017



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# INTRODUCTION AND HISTORICAL NOTES

# 01

*During the 2016-2017 academic year the Mondragon University's Faculty of Humanities and Education celebrated its 40<sup>th</sup> anniversary. So it is now four decades since the Teacher Training College of Eskoriatza was set up back in 1976. To mark the occasion we organised numerous events under the slogan **40 Years Impacting upon Basque Society**.*

Over these 40 years we have witnessed the excellent development of an institution. From being a college set up to address the needs of Basque-speaking teachers, to a faculty for studies and research relating to communication, culture, co-operativism and education at its core. On the way we have adapted the degrees to Bologna, offered university Master's degrees, established the PhD pathway and begun to run online degree courses. And all this without forgetting that our most important values include applied research and the close relationship we have with schools.

By strengthening our mission and tackling the challenges in the strategic plan agreed together during the 2015-2016 academic year, we embarked on strategic projects during this academic year.

One significant milestone in our strategic plan was to set up a robust pedagogical project by promoting the development of the Mendeberry 2025 framework. Following the main lines specified in the pedagogical framework and taking the co-operative nature of the university as the basis, we devoted our energies towards transforming the degree courses with the aim of designing a robust education value proposition. In addition, we wanted to bolster people development, and the involvement and commitment of all our members of staff in the designs, and the participatory processes have been key aspects to be able to develop all these processes.

The second milestone is in knowledge transfer and in the framework of research development; we set up projects in education innovation; in addition, various convergences took place in the area of knowledge pertaining to co-operativism in project specification, and we succeeded in specifying robust projects.

All these things take place through networking processes involving internal and external alliances.

In line with the challenges we specified within the strategic plan, we report below on the most salient data and events of the 2016-2017 academic year.

To celebrate this special anniversary we organised many fun and academic events. Firstly, we published the book written by our teacher Iñigo Ramirez de Okariz and released the documentary produced by our Audiovisual Communication students Iñaki de Bilbao and Adrian Alonso. The book and the documentary cover the entire 40-year-history of our faculty.

Among other things, the leading expert Richard Gerver also delivered a lecture entitled *Education: the simple thinking behind a complex future* and Ruper Ordorika gave a concert in the cloister of the Eskoriatza campus. At the end of the academic year the anniversary celebration ended with a meeting of present and past colleagues.

As far as the academic area is concerned, in classroom-based/teacher-led degree studies we had a total of 870 students in Pre-primary Education, Primary Education and Audiovisual Communication.

In addition to the classroom-based/teacher-led degrees, upgrading courses were also offered in blended mode (giving those who had previously obtained a diploma the chance to upgrade to a degree). We had a total of 25 students. Furthermore, the chance to do, online, a second degree or mention and a full degree course were offered during the academic year. We had a total of 151

students doing a second degree / mention course and 44 students doing a degree online. So we had a total of 220 students in the online mode.

We had a total of 1,090 students on the classroom-based/teacher-led and blended mode degree courses.

In the area of official post-graduate degrees, four official Master's degrees were offered in 2016-2017: a University Master's that qualifies teachers in Statutory Secondary Education and the Sixth Form, Vocational Training, and Language Teaching; a University Master's in Education in Multicultural and Multilingual Contexts (EKOMU); a University Master's in the Development of Methodological Innovation Projects in Educational Establishments (BERRIMET); and a University Master's in Social Economy and Cooperative Enterprises (MCOOP), run in collaboration with the Faculty of Business Administration in Oñati.

There were a total of 204 students on the post-graduate courses (doing official Master's degrees and in-house qualifications). Four official university Master's degrees and four expert qualifications were offered: the university expert qualification in Co-operativism, the university expert qualification in the Transmission of Cultural Activity, the university expert qualification for



Sports Educator and the university expert qualification in Strategies to Revive Autochthonous Languages.

And in the area of ongoing training too, a lot of work was carried out in the spheres of Education, Communication and Co-operation. Worthy of mention is the fact that the LANKI Institute of Co-operative Research gave 74 training sessions in cooperative training (with 1,258 participants). Furthermore, the first edition of the “The Co-operative Factory”, the programme to promote social entrepreneurship and social economy, took place within ‘the programme to promote the strengthening of competitiveness of the Business Base’ of the Chartered Provincial Council of Gipuzkoa.

In the field of research, there was significant participation by researchers in seminars and congresses, and we can say that abundant results were also yielded in the area of publications. 18 articles were published (6 of them in impact journals), and so were 2 complete books and 11 book chapters. 39 papers and articles were also presented at conferences across the world and in Spain; we participated in 20 research projects and in 43 transfer initiatives in public and private institutions.

The day-release policy of previous years to work on PhD theses also yielded results, and three HUHEZI teachers

defended their PhD theses. We have 42 PhD holders at the HUHEZI faculty (52.5% of the internal staff).

With respect to student mobility, 134 students went abroad to study or to do curricular teaching practice/work experience. 59 of them went to spend a semester at an international university (in Europe, in particular), 43 did teaching practice/work experience in Europe and 32 in Latin America.

24 students from abroad came to us as part of the mobility programmes: 19 students were studying in the international programme and 5 students were doing teaching practice/work experience.

As every year, this year, too, we organised a host of conferences. The 12<sup>th</sup> edition of the *Komunikaldia* conference was held this year. The conference this academic year was within the context of the 40<sup>th</sup> anniversary events: “Komunikaldia: Sports, Media and Gender”.

And then the 10<sup>th</sup> edition of the *Huhezinema* film festival was organised from 29 to 31 March at the Arkupe hall in Aretxabaleta. The Festival consolidated its success going back many years in terms of the number of films submitted in this edition, the invitees who attended the



festival and the media coverage. Within the space of a decade, 853 short and feature films have been screened during the festival. A total of 95 awards have been presented, and 43,900 euros have been distributed in the form of prizes. A total of 158 students have been involved in organising the festival. As far as sponsors are concerned, the festival has received funding from 68 companies and institutions.

Apart from the screenings in Aretxabaleta, screenings were also organised at the Herri Antzokia in Ordizia and at the Bilbao Innovation Factory (BBF). In addition to the Festival's regular sections –Official Section, Mondragon University Students Section and the Culinary section–, in 2017, for the second time, Huhezinema was a showcase for the latest trends in international filmmaking thanks to the co-operation started with the International Donostia-San Sebastian Film Festival.

To round off this special anniversary, the Spanish Association of the Short Film Industry (AEC) awarded

Huhezinema the Quality Short Film Festival certificate. This recognition was awarded for the support our festival gives to cinema and short films and its distribution work.

The LANKI Institute of Co-operative Research organised the 5<sup>th</sup> Symposium on Co-operativism on the Eskoriatza campus. It was entitled “Challenges of Co-operative Governance” and was attended by about 80 co-operative and social players.

The HUHEZI Sports Service had 326 users and was used over 2,000 times in the 2016-2017 academic year. Compared with the previous years, the participation of HUHEZI students and staff had fallen somewhat. However, “the promoting of health” continued to be the main strategic line of the service, without neglecting excursions, courses, sports, competitions and leisure activities. In the future, too, the main challenge facing the Sports Service will be to increase the number of users and to encourage the participation of women, above all.





## HISTORICAL NOTES. CHRONOLOGICAL PERSPECTIVE

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1976

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

1978

**Official recognition.** The [Spanish] Ministry of Education approved the Eskoriatza Teacher Training College's academic programme, and from then onwards it became attached to the University of Bilbao (later the EHU/UPV-University of the Basque Country).

1979

**The first cohort of students.** That year 39 teachers left armed with their teaching diplomas.

1980

**“Irakasle Eskola” a co-operative.** It was a natural step for the college to become a co-operative, bearing in mind that it was firmly established in its milieu.

1981

**The first cohort of teachers who did not have teaching certificates qualified.** That year, 147 schoolteachers who had been working in the *Ikastolas* (Basque-medium schools) and as Basque

teachers without certificates in public schools obtained their diplomas. A total of 700 school teachers without certificates completed their studies at the Teacher Training College in Eskoriatza.

1984

**Centre for Documents on Children.** The College began to gather, organise and make known documents pertaining to children up to the age of 6. Later on, the journal *Jakingarriak* started to be published on this subject.

1985

**Teachers’ refresher programme.** In conjunction with the Education Department of the Basque Autonomous Community Government, courses began to be organised to keep teachers who were working abreast of developments in their field.

1988

**Educational Videos.** The first in a video series produced for educational purposes. “Piti gaztagile” (Piti, the Cheese Maker), was produced.

1990

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

1992

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

1996

**Special Needs Education.** The teaching speciality aimed at children with special educational needs came into being. At a time when there were few students at the Teacher Training College, this speciality attracted many.

1997

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

1999

**The New Building.** As the original building was no longer big enough, the Gizabidea Foundation purchased the (17th-century) San Viator premises next door for the Faculty of Humanities.

**First Master’s Degree.** The Master’s degree course in “Business Project Management” was set up. There were about 400 applicants but only 20 obtained a place on the course after going through a rigorous selection process.

2000

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

2001

**On-line studies.** Psychopedagogy Studies and one Master’s degree course were made available over the Internet.

**The 1st cohort of Business Humanities students completed their studies in June.**

**The offer of two new Master's Degrees.** One in Training in Information and Communication Technologies, and the other in Educational Management.

**LANKI**, the MU's Institute of Co-operative Research, **was set up**. From the start, it focussed on three areas: co-operativism, intervention in society and collaboration for development.

**"Exchange Programme of Community Experiences":** The first edition was organised between communities in the Southern hemisphere and between the Basque Country's co-operative players and the collectively self-managed ones.

*The book Lankidetza: Arizmendiarrietaren eraldaketa proiektua* (Co-operation: Arizmendiarrieta's Project for Transformation) was published. **It was the first publication of the LANKI Institute of Co-operative Research**; it was followed by many publications and didactic materials on the challenges facing co-operativism and society.

## 2002

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

The LANKI Institute of Co-operative Research was the driving force behind the development of the **Mundukide inter-cooperation system**.

## 2003

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

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

## 2004

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

**The Pedagogical Training** qualification was introduced.

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

## 2005

**A degree course was set up in Media Communication.** The mission or tasks of this course was to train all-round communicators. Although they could work anywhere, they would be in a position to respond to all kinds of communication needs in the specific organisations they worked in. The course started with 36 students in the first year.

**"A Reflection Process on the meaning of the Mondragon Co-operative Experience"** was conducted in the co-operatives. LANKI was a key player in the development of this process. Taking the diagnosis, which had been ratified by the Co-operative Congress of the MONDRAGON Group in 2007, as the starting point, strategies designed to revive the co-operatives had been implemented over the previous few years. The same year saw the introduction of the Expert Degree course entitled, **"Self-development and Team Leadership"**.

## 2006

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

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

**The Basque Language Scheme and the Multimedia Centre** were launched. LANKI participated in the setting up of the **Garabide association**. It is the plat-

form to share strategies for language revival implemented in the Basque Country with the indigenous peoples of the Southern hemisphere.

## 2007

The postgraduate course in **"Basque Culture Transmission"** was offered.

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

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

In collaboration with MONDRAGON Social Management, LANKI embarked on the design and implementation of the **New Co-operative Education Model**. Since then, comprehensive processes in the area of co-operative training have been taking place in the co-operatives of the MONDRAGON Group.

In collaboration with Mundukide, LANKI began co-operation with the Landless Workers' Movement of Brazil (**MST**).

The first Erasmus students came to study at HUHEZI for six months.

## 2008

The first cohort of students on the **"Media Communication"** degree course graduated.

HUHEZI received approval from ANECA (the National Agency for the Evaluation of Quality and Accreditation) for its **Pre-primary Education, Primary Education, and Audiovisual Communication Degrees**.

HUHEZI obtained the **Bikain Gold** Certificate of Excellence.

The first edition of the **expert qualification in "Co-operativism"** was offered with the aim of preparing Co-operative players and influencing the strategies to revive the co-operatives.

## 2009

**A university Master's degree qualifying people to work as teachers in Statutory Secondary Education and the Sixth Form, Vocational Training and Language Teaching, and a Master's degree in Solidarity Economics** began to be offered.

HUHEZI received ANECA approval for the official university Master's in **Education in Multicultural and Multilingual Contexts (EKOMU)** and for the official university Master's in the **Development of Didactic Methodological Innovation Projects in Educational Establishments (BERRIMET)**.

The degrees in **Pre-school Education, Primary Education and Audiovisual Communication** were launched in line with the Bologna requirements.

LANKI promoted the creation of the **Bagara** process. This process aims to promote the collectively self-managed development community in the Upper Deba area.

## 2010

The official university Master's in **Education in Multicultural and Multilingual Contexts (EKOMU)** and the official university Master's in the **Development of Didactic Methodological Innovation Projects in Educational Establishments (BERRIMET)** began to be offered.

The first edition of the **Master's in Solidarity Economics** came into being; it is geared towards collectively self-managed, socio-economic development experiences in Latin America.

The **MU Telebista** TV station was set up.

## 2011

**The expert qualification in "The**

**Revival of Indigenous Languages and Identities"** was started for indigenous communities worldwide.

## 2012

The **PhD programme on "Innovation and Intervention in Education"** to be offered by the University of VIC and the HUHEZI faculty obtained approval from UNIBASQ and ANECA.

Work commenced on the **new campus in Aretxabaleta**.

The **Expert Qualification in Communication in Organisations** began to be offered.

## 2013

The building of the **new HUHEZI campus in Aretxabaleta** was inaugurated.

In collaboration with the University of VIC, the **PhD programme on "Innovation and Intervention in Education"** began to be offered.

**Upgrading courses in blended mode** began to be offered so that diploma-holders could upgrade their qualifications to degrees.

**The offering of degree courses in Pre-primary Education and Primary Education in blended mode** were approved by UNIBASQ and ANECA.

The **official university Master's in "Social Economy and Co-operative Enterprises" (MCOOP)** that we are offering in collaboration with the Faculty of Business Administration in Oñati was approved by the UNIBASQ and ANECA accreditation bodies.

## 2014

The opportunity to do a **complete degree or a second qualification on-line** was offered for the first time.

The official Master's in **"Social Economy**

**and Co-operative Enterprises" (MCOOP)** in collaboration with the Faculty of Business Administration was offered for the first time.

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

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

## 2014-2015

The appointing of a **new dean** at the start of the 2014-2015 academic year has also brought with it a **new governing board** and the implementing of a **new set-up**.

## 2015-2016

**During the 2015-2016 academic year** we designed a **new strategic plan using a participatory process**. In the Strategic Plan the need for innovation was confirmed in the group, in the academic sphere as well as in research and transfer, and 10 projects were identified.

We began to implement **methodological innovation in the Audiovisual Communication Degree course**.

**The external accreditations of the BERRIMET and EKOMU Master's degrees** were obtained from UNIBASQ.

## 2016-2017

During the 2016-2017 academic year accreditations were obtained from UNIBASQ for the **Primary Education, Pre-Primary Education and Audiovisual Communication** degrees.

During the 2016-2017 academic year the Mondragon University's Faculty of Humanities and Education celebrated its **40<sup>th</sup> anniversary**. Many events were organised during the 2016-2017 academic year to mark the occasion.



## DEGREES

During the 2016-2017 academic year we had 192 new students on the classroom-based/teacher-led Education Degree courses; 68 of them on the Pre-primary and 124 on the Primary Education Degree courses (there were two groups in Pre-primary Education and four groups in Primary Education). On the Audiovisual Communication (IKO) Degree course we had 52 new students in the 1st year (and the groups were divided for specific work sequences). At the same time, the fifth cohort of teachers and communicators trained within the Degree studies plan left HUHEZI.

The process to renew the degrees continued: IKO set up the 3<sup>rd</sup> year of the pedagogical model based on learning outcomes and interdisciplinary work sequences. At the same time, the first year of the Online Degree was implemented “in challenges” in line with the IKO model, and a pilot project was run in the 2<sup>nd</sup> year. We embarked on work to implement this model in the Classroom-based Pre-Primary and Primary Education degrees: we specified the learning outcomes in the module-based unit, organised working groups, provided training in active methodologies and received feedback on the designs. Work was also started to transform the assessment system of the classroom-based/teacher-led degrees. Two pieces of research were conducted to feed this innovation: in the online degree and in IKO.

Teacher preparation is crucial in these processes. Pedagogical Seminars and Research days were used to feed the innovation of the degrees. In addition, the timetable of the Education degrees was changed so as to complete the academic processes in June and be able to work on innovation in July. Many sessions were held with all the members of staff to share the lines of innovation (that was how innovation in the IKO and online degree was made known and monitored).

The Degrees Steering Group (set up in the 2015-2016 academic year) continued its work to facilitate the bases, synergies and shared work to oversee the degrees.

Interest in the mobility programme is growing and during the 2016-2017 academic year 158 students headed in two directions to pursue their studies

or do their work experience/teaching practice: from HUHEZI 134 students headed abroad and 24 students came from abroad to HUHEZI. Of the students who went abroad, 59 went to other universities and 75 to schools and institutions. With respect to location, 64 students went to Europe on the Erasmus programme, 32 to Latin America and 38 to placements in the Spanish State. To support all this mobility, we have agreements with 60 universities and 23 schools in Europe; and with 3 universities and many schools and institutions in Latin America. 34 students did their teaching practice/work experience in Spain during the 2016-2017 academic year, mainly in Andalusia, Catalonia, Madrid and the Canary Islands. In addition, four students went to the University of Vic (Barcelona) to do the SICUE programme. Finally, 19 students came through the international programmes we offer in the three degree courses to do a 30-ECTS semester in English together with our students, and 5 students from the United States came to our schools to do their teaching practice.

Various initiatives were undertaken with students: they participated in the Edit programme (the project shared by universities in Austria, Germany, Finland, Scotland and Romania and the Mondragon University). 1st-year Education students together with 2nd-year Audiovisual students produced a short video on the subject of "education". The prizes were awarded by an international panel of judges. We also launched the

"Break" project with students in the third year of Primary Education in which students ran a project combining Art, Physical Education and Foreign Language. Various cultural initiatives were undertaken to encourage reflection and motivation with respect to the Basque language (a play on the Day of the Basque Language, the "Txomin Txapel Eguneko Tobera" ["Tobera"=popular theatre genre in the Continental Basque Country]). The "Literature Forum" and the "Komunikaldiak", which have become regular events, were also held; the former took advantage of the fact that this year the Faculty of Humanities and Education was celebrating its 40th anniversary and focussed on the work that has emerged out of the Faculty throughout these years, and the latter was on "Sports, Media and Gender".

Student careers guidance has a significant place, in the fourth year in particular. Various Careers Guidance Sessions with a view to finding jobs –both here and worldwide– or to go on studying were given. For this purpose, we invited several of the Basque Country's players in education and experts in communication to the Faculty; the in-house post-graduate courses were opened up to the students; the steps that need to be taken to work either here or abroad were explained to them. They also had the chance to speak to former students about their professional careers (the path they had taken, their current situation, etc.). Alongside that, the students also had the help and advice of



members of MU's Employment Service throughout the year. The "Careers Guidance Service" set up at HUHEZI itself during the 2015-2016 academic year is going from strength to strength in order to provide the students completing their courses in the Education and IKO departments assistance in this area.

### EDUCATION DEGREES (BLENDED TEACHER-LED/ CLASSROOM-BASED AND ON-LINE MODE)

Three types of courses were run during the academic year:

#### 1. UPGRADING COURSES

The fourth edition of the upgrading courses took place during the 2016-2017 academic year. The aim was to offer people who were already diploma holders the chance to upgrade to degrees. Degree studies enable people to go on to postgraduate and eventually to PhD studies. There are also more options as far as the job market is concerned. The teacher takes centre stage in these studies. News about the offers is made available on a range of forums: website, social networks, radio, open days, etc.

#### 2. SECOND DEGREE / MENTION

This offer is geared towards graduates in Pre-primary Education and Primary Education.

The offer varies depending on the student's aims:

To obtain a Second Degree	From PPE → to PE	From PPE → to PE
To obtain a Second Mention	PPE - PPE PPE – Foreign Language	PE – PE PE – Foreign Language PE – Special Needs PE – Special Needs

#### 3. EDUCATION DEGREES ONLINE

This mode aims to offer the chance to obtain Education Degrees (Pre-primary and Primary Education) online and in Basque.

This offer is geared towards various groups:

- For people who have completed advanced

education studies (diploma holders, graduates, engineers or architects).

- For people who have passed the university entrance examination for mature students.
- For those with Advanced Vocational Training Qualifications (in the area of Education) + 5 years' experience.
- For high-level sports people.

Details of the three modes:

	Number of students (PE / PPE)
Upgrading	PE: 15. PPE: 10
Second Degree / Mention	PE: 95. PPE: 56
Online degrees	PE: 22. PPE: 22

The aims of these offers throughout the academic year were as follows: to go on furthering teacher preparation, to implement the first steps in online innovation and to consolidate the expansion of the offers.

The training activities undertaken with the students were included in the induction plan. The aims were as follows: to situate the students within the HUHEZI education project, to guide them towards on-line studies, to help them become familiar with the syllabuses and acquire skills in platform use.

And with the teachers, training activities were conducted with the aim of improving subject design and acquiring skills in the appropriate use of Web 2.0 tools by designing individual training plans in some cases.



The tutor seminar was held with teachers and in it the ongoing pilot project was presented. What was learnt from the pilot project was also shared with all the tutors. On the basis of it, steps were proposed to pursue innovation with the future in mind.

In internationalisation, the students were given the opportunity during the final year of their Degree courses to do their teaching practice in Europe or Latin America through the Erasmus programme. We had 2 students in Latin America and 5 in Europe, in all.

## UNIVERSITY MASTER'S DEGREES

In the 2016-2017 academic year we had 127 students at HUHEZI doing university Master's degrees.

**UNIVERSITY MASTER'S IN THE DEVELOPMENT AND MANAGEMENT OF DIDACTIC METHODOLOGICAL INNOVATION PROJECTS IN EDUCATIONAL ESTABLISHMENTS (BERRIMET)** (*offered totally online*).

We had a record number of students, making it necessary to form two groups (a total of 47 students enrolled: 23 first-year students and 24 second-year students). The 7<sup>th</sup> edition of this Master's was run. 17 students opted for the research pathway and 30 for the professional pathway. A total of 17 Master's Dissertations were submitted. As far as the origin of the students was concerned, 12 new

students had been students on our Degree courses. Steps were taken to encourage the internationalisation of the students with one of them doing their work experience abroad (in Italy).

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

The 7<sup>th</sup> edition of the EKOMU Master's was run with 21 students (14 second-year students and 7 first-year students). 15 students had opted for the professional pathway and 6 for the research pathway. In this edition 8 students completed their Master's degrees and 3 of them did their practicums, Master's Dissertations and presentations in English. So these students obtained the 30 ECTS offered in EKOMU in English because during the previous academic year they had had another two subjects in English. In addition, one Master's student did ERASMUS+ practice at a school in Wales and various strategies were opened up to further internationalisation. The subjects were also adapted in order to incorporate the proposals for improvement that emerged during the tutor seminars of the final year. Likewise, a special tutor seminar was organised to offer the teachers a whole range of digital assessment tools. Thanks to that, during the coming academic year the teachers will be using many new tools to give the Master's students feedback. Apart from these, the processes to manage the practice were enriched and relations with the class tutors in the





schools were intensified. So in the future it will be easier for us to run more institutional projects.

#### A UNIVERSITY MASTER'S DEGREE QUALIFYING TEACHERS TO WORK IN STATUTORY SECONDARY EDUCATION AND THE SIXTH FORM, VOCATIONAL TRAINING AND LANGUAGE TEACHING.

The 8<sup>th</sup> edition of the Master's was run in classroom-based/teacher-led mode; two groups totalling 48 students worked on four specialisations: *Language and Literature, Technology, Natural Sciences and Mathematics, Humanities and Social Sciences*. During the 2016-2017 academic year there was an increase in the number of enrolments and that has prompted us to set up two groups. As a result, this Master's can be regarded as consolidated.

We made progress in the Master's innovation process by looking into the challenges that this Master's could be facing, and analysing models to address these challenges. So the Pedagogical Commission and the group of tutors identified the strengths, weaknesses and opportunities of the Master's, and proposals designed to improve the latter two areas were put forward. Among other things, equipping people professionally was put at the centre, and the need to strengthen the students' teaching practice, be it through mentoring, or links between subjects, or links between the periods of teaching practice.

#### MCOOP. UNIVERSITY MASTER'S IN THE SOCIAL ECONOMY AND CO-OPERATIVE ENTERPRISES

This official university Master's offered online in conjunction with the Mondragon University's Faculty of



Business Administration had 11 new students during the 2016-2017 academic year. As every year, the students varied greatly in terms of profile and origin (there were students from the Basque Country, Catalonia and some Latin American countries).

The main aim of the Master's is to develop competences for managing co-operative enterprises and social economy enterprises in general. To achieve this, knowledge in a range of disciplines, such as company management, participation, and innovation, was worked on, but always with the aim of combining the economic and social sphere of co-operativism.

### EXPERT QUALIFICATIONS

Four expert qualifications were offered during the academic year: the university expert qualification in Co-operativism; the university expert qualifications in the Transmission of Basque Cultural Activity, for Sports Educator and in Strategies to Revive Autochthonous Languages. And the 3<sup>rd</sup> edition of the MOOC on co-operativism was also offered.

#### UNIVERSITY EXPERT QUALIFICATION IN CO-OPERATIVISM

The 9<sup>th</sup> edition of the university Expert Qualification in Co-operativism was run during this academic year. 25 students participated in it, all of them representatives of the co-operatives in the Mondragon Group. This is a training offer geared towards promoting co-operativism and transmitting the co-operative idea; it sets out to provide the students with firm theoretical and practical knowledge to understand the co-operative reality and to strengthen and promote co-operative environments. It is the result of the collaboration between the Mondragon Group's Social Management and the Lanki Institute of Co-operative Research of the HUHEZI faculty.

#### UNIVERSITY EXPERT QUALIFICATION IN THE TRANSMISSION OF CULTURAL ACTIVITY

We had 27 students in the 6th edition of the EKT. The sessions were held once a month at the weekend, from Saturday morning until Sunday midday.

The approach of the EKT is not just classroom work; indeed, students, too, become speakers and the weekend dynamics also provides the touch of a residential or intensive course. All the editions are different, in each one a decision is made as to which perspectives and subjects have the potential to develop cultural activity, and what to ask of each thinker. The profile of this year's speakers was diverse: they were creators and involved in production, but also researchers, young people and women who had been exploring cultural activity from the world of the arts and sociology.

As in the previous edition, work with the media continued. This year journalists from the Goiena media group, Bilbo Hiria radio station and berria newspaper visited the classroom, and shared and developed the materials gathered in the classroom sessions with their own media. This helped to expand on problematic issues and disseminate in society the words of the speakers who participated in the sessions, as well as the subjects worked on. One example was a series of interviews produced and broadcast by Goiena. (<https://goiena.eu/telebista/ekt>).

#### UNIVERSITY EXPERT QUALIFICATION FOR SPORTS EDUCATOR

With innovation in sports education as the goal, a large space for exerting an influence on the sports sphere has been perceived. There are many training offers in the sphere of sports, but nobody has come up with any proposals that combine sports with social revitalisation. This new expert qualification brings together these two dimensions organised in collaboration with the Athlon organisation.

This year the 1st edition was run and there were 8 students. It is an offer comprising six modules and the following subjects are developed: the dimension of the reflecting professional, inclusion and people

development, didactic and methodological innovations, the dimension of cultural diversity and gender, and the normalisation of the Basque language in sport. Work experience placements were arranged in exemplary sports activities or institutions and interesting proposals for innovation in each participant's professional field were made through the final dissertation. According to the students' feedback, it was highly enriching for them both personally and professionally and exerted a great influence on their practice.

#### UNIVERSITY EXPERT QUALIFICATION IN STRATEGIES TO REVIVE AUTOCHTHONOUS LANGUAGES

This is a qualification organised in collaboration with Garabide and aims to develop linguistic co-operation: training is offered to players in minority speech communities across the world to acquire training in the general strategies for reviving languages, particularly on the basis of the experiences developed in the strategies to revive Basque. They come to learn and observe and also to share their experiences here. And the final expert qualification dissertations are planned so as to exert an influence in their own countries.

The participants were key players in the languages of their native countries, and had the potential to exert a multiplying influence when returning to their own contexts: the participants who came were



representatives of social and indigenous institutions that exert an influence on language revival; they work in education, the media, residential language learning centres and language promotion. This year was the 3rd edition and 18 indigenous representatives from Ecuador, Guatemala, Mexico, Colombia, Chile, Bolivia and Benin were involved.

#### MOOC COURSE. CORE ASPECTS IN MANAGING CO-OPERATIVES: THE MONDRAGON EXPERIENCE

The 3<sup>rd</sup> edition of this MOOC course on 'Core aspects in managing co-operatives: the Mondragon Experience' was run this academic year in Spanish in response to its previous success. A total of 158 people participated in this MOOC course on co-operativism run by the Mondragon University.

### ONGOING TRAINING

The LANKI Institute of Co-operative Research **offers training sessions on Co-operativism** in collaboration with the MONDRAGON Group's Department of Social Management. These are sessions geared towards all kinds of participants from co-operatives: members of the various bodies (Governing Council, Social Council and Management Council), and co-operative members. On the whole, the aims are to take an in-depth look at the characteristics of co-operativism and to foster co-operativism.

74 training sessions (a total of 592 training hours with 1,258 participants) were held during the 2016-2017 academic year. Worthy of mention are the sessions on co-operative reflection conducted with members of Maier Koop. E., Ulma eraikuntza Koop. E., and Fagor Industrial Koop. E.

After two editions of the *Berrekin, berregin* programme, the first edition of the "Co-operative Factory: programme to encourage social entrepreneurship and social economy" was run during the 2016-2017 academic year. It is part of 'the programme to promote the strengthening of the competitiveness of the Business Base' of the Chartered Provincial Council of Gipuzkoa. This is a programme organised by the Mondragon University's LANKI Institute of Co-operative Research and Olatukoop with the collaboration of Bagara herrigintzan, Talaios and Hiritik At and funding by the Debagoiena Development Agency, Beterrri-Buruntza Town Council and the Oarsoaldea Development Agency.

Various outcomes were achieved in this first edition of 'Ko-op Factory'. A university-level intensive training course (200 hours) was offered on social entrepreneurship. Three districts of Gipuzkoa were networked: Debagoiena, Beterrri-Buruntza and Oarsoaldea. 42 people in all participated in the training programme and 23 projects were collectively created



in the areas of social entrepreneurship and community development. In addition, a specific training course was run for project tutors and 28 people participated: they received 40 hours of training, and 16 organisations were networked. A total of 38 organisations were networked throughout this process (8 organisations in the organising of the project, 18 throughout the training, and 12 successful experiences were explored and visited).

**With respect to Education**, requests from schools were attended to. The requests were linked to various subjects: intercultural education, coeducation and gender, innovative methodology, the need to identify lines for future transformation and methodological strategies to address diversity. 867 people participated in these programmes.

And the second edition of the course on Communication in organisations was offered in the area of audiovisual communication. 30 students participated in it.

With respect to internal training, an Internal Training Plan was implemented with 14 courses; the most salient were English on various levels and courses to go further into research.

## RESEARCH AND TRANSFER

At the HUHEZI Faculty, Research and Transfer are developed in three areas: Education, Communication and Co-operation. In these areas, three main lines of research have been identified:

- Co-operativism, self-management and ongoing human development.
- Innovation and intervention in multicultural and multilingual societies.
- Innovation and intervention in inclusive education.

So we have divided these three basic areas of knowledge into five specific areas: University, Vocational Training, Communication, Formal Education, Co-operativism and Social Innovation, and among them we focussed in particular on current social challenges. In other words, the culture and internal processes of organisations, processing relating to innovation, and methodological approach.

A number of research groups fall within these three lines of research and in the course of the 2016-2017 academic year a total of 18 papers (6 of them in impact-ranked journals), 2 complete books and 11 book chapters were published. 39 papers were also presented at international and national conferences; we participated in 20 research projects (11 of them



came about through competitive calls and 9 were run through agreements) and there were 43 transfer initiatives in public and private organisations. In addition, 6 research seminars were organised and we participated in 29 events for the purposes of dissemination in society.

## PhD STUDIES

### DOCTORAL PROGRAMMES

During the 2016-2017 academic year, there were 22 people enrolled on the two HUHEZI doctorate programmes.

- Doctoral programme on ENTREPRENEURSHIP, CO-OPERATIVISM AND INNOVATION MANAGEMENT: one PhD student enrolled on the doctoral programme entitled "*Entrepreneurship, Co-operativism and Innovation Management*" and run in collaboration with Mondragon University's Faculty of Business Administration.
- Doctoral programme on INNOVATION AND INTERVENTION IN EDUCATION: together with the Universitat de Vic - Universitat Central de Catalunya (UVic-UCC) we are running the PhD programme on "*Innovation and Intervention in Education*". 22 PhD students were enrolled on this programme and

during this period 3 PhD students –Idoia Astigarraga, Nekane Miranda and Maite Lopez (with international mention)– defended their theses. As a special initiative within the PhD programme, the MU and the University of Vic organised a research conference with the following aims:

- To promote the PhD students' oral and written communication skills to ensure that they are capable of bringing the results of their research to the notice of the scientific community and society.
- To provide a channel for the PhD students and the members of the research groups linked to the PhD programme to share their research experiences, and enrich them by means of critical analysis with the contributions of all the participants.
- To promote research projects developed in collaboration by research groups from the two universities.

4 papers and 19 posters were submitted during this research conference.

In addition, 3 HUHEZI members of staff defended their theses during this academic year. So we now have 42 PhD holders at HUHEZI (52.5% of the staff), of whom 28 have been accredited. In addition, 28 members of staff are working on their PhDs.





# ECONOMIC AND FINANCIAL SITUATION 03

Revenue for the 2016-2017 academic year amounted to 8,974.82 thousand euros and expenditure 8,692.18 thousand euros. So there was a profit of 281.64 thousand euros.

During this academic year the ordinary investments made amounted to 134.91 thousand euros, and funding was received from the Mondragon Group's FEPI (Inter-Cooperative Promotion and Education Fund) and to a lesser extent from in-house funds.

As regards the balance, the Assets and Liabilities of the Balance of Payments was 9,288.91 thousand euros as of 31-08-2017.

HUHEZI IN FIGURES	2016-2017
<b>Students on teacher-led/classroom-based degree courses</b>	<b>870</b>
• Primary Education	422
• Pre-primary Education	250
• Audiovisual Communication	198
<b>Students in blended mode</b>	<b>220</b>
<b>Post-graduate students</b>	<b>127</b>
<b>Students on expert qualification courses</b>	<b>77</b>
<b>PhD students</b>	<b>22</b>
<b>International mobility students</b>	<b>158</b>
• HUHEZI students who went abroad	134
• Students who came to HUHEZI from abroad	24
<b>Sustainment budget (*)</b>	<b>8,974.82</b>
<b>Ordinary investments (*)</b>	<b>134.91</b>
<b>Members of staff</b>	<b>115</b>

(\*) in thousands of euros





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Samuel Garcia  
Goiatz Zalakain  
Peio Manterola  
Amaia Araico



All this would not be possible without the firm commitment of all these people who are involved in and participate in this project.

AGIRRE GARCIA Nerea • AGIRREURRETA SERNA Ane • ALFAGEME PEREZ DE MENDIGUREN Ainhoa • ALKORTA ALDAZABAL Eneritz • ALONSO AMEZUA Idurre • ALTUNA MORCILLO Saioa • ALZOLA MAIZTEGI Nerea • APRAIZ ANSOLA Mari Karmen • ARANA ARRIETA Goio • AREBIOTORRE LANDETA Eunate • AREXOLALEIBA BITERI Julen • ARISTI NARBAIZA Jon • ARNEDO GAZTELURRUTIA Maialen • ARRATIBEL INSAUSTI Nekane • ARREGI LANDA Itziar • ARREGI IRIBECAMPOS Aitziber • ARREGI MURGIONDO Xabier • ARRESE ERRASTI Gotzone • ARRIARAN OLALDE Iñigo • ARRUTI ETXEBERRIA Nerea • ARTETXE ARANAZ Ainara • ARTETXE LAZKANO Meltxor • ASTIGARRAGA AGIRRE Idoia • ASTIGARRAGA ETXEBARRIA Eugenio • AZKARATE ITURBE Oxel • AZKUE LETE Iker • AZPEITIA EIZAGIRRE Agurtzane • BARANDIARAN ARTEAGA Alexander • BARNES Julia Diana • BARQUIN LOPEZ Amelia • BASTERRETXE URKIRI Ihintza • BEITIA SASIAIN Loredi • BELATEGI UNZUETA Onintza • BIDEGAIN AIRE Eneko • BIKUÑA MUNDUATE Agurtzane • BOLIBAR ZABALA Ander • BONILLA BERMEJO Mari Carmen • CABALLERO RAMIREZ Izaskun • CARPINTERO MARTIN Ana • CORANTI GABILONDO Iker • DIAZ DE ARANGIZ LOPEZ DE URALDE Yanira • EGAÑA CASAS Iratxe • EGAÑA OSA Txema • EGIZABAL OLLOKIEGI Diego • EIZAGIRRE EIZAGIRRE Andoni • ESCANDON LUCEA Eunate • ESKIBEL MONTERO Nagore • FLORES PUGA Beñat • GALINDEZ NAFARRATE Edurne • GALLETEBEITIA GABIOLA Iban • GARAGARZA LEKUBE Garbiñe • GARCIA MARTIN Maite • GARRO LARRAÑAGA Eneritz • GASTAÑAZATORRE GORROTXATEGI Idurre • GOIKOETXEA AGIRRE Nekane • GOÑI EIZMENDI Maite • GOSTIN ELORZA Andres • IBARRONDO DEL CANTO Asier • IMAZ AGIRRE Ainara • IÑURRATEGI IRIZAR Nagore • IPIÑA LARRAÑAGA Nagore • IRIARTE LEGARDON Mainer • IRIZAR MEZO Asier • JIMENEZ ARRIETA Olaia • KANPANDEGI BERROTARAN Aritz • KAREAGA IRAZABALBEITIA Ariane • KOPINSKA Marta • LARRAÑAGA ELORZA Ainhoa • LARREA ARANA Mireia • LARREA HERMIDA Iñaki • LASKURAIN BIDABURU Leire • LAUZURIKA ARRONDO Asier • LERSUNDI PEREZ Amaia • LETURIAGA LETONA Ainhoa • LEZETA RUIZ DE ALEGRIA, Ion • LOPEZ SALAS Nerea • LOYOLA IDIAQUEZ Aitzol • MADINABEITIA MEDRANO Monika • MARTIARTU ZUGASTI Amaia • MARTINEZ GORROTXATEGI Agurtzane • MATA OYANGUREN Oihana • MONGELOS GARCIA Arantza • ORMAZABAL GORRIA Miren • ORTEGA SUNSUNDEGI Igor • OTADUY MARAURI Ohiana • OZAETA ELORZA Arantza • OZERINJAUREGI BELDARRAIN Nagore • PAGALDAY TRICIO Eneritz • PAVON ARRIZABALAGA Amaya • PEDROSA LOBATO Begoña • PEREZ LIZARRALDE Karmele • PEREZ RODRIGUEZ Ana • PUEBLA AGIRRE Maitane • RAMIREZ DE OKARIZ TELLERIA Iñigo • RAMIREZ ROJO Iratxe • RIBAGUDA EGURROLA Ana • RODRIGUEZ GARITANO Jone • RUIZ DE AZUA GALDOS Edurne • SAGASTA ERRASTI Pili • SALEGI ARRUTI Eider • SANCHEZ MORAN Yera • SANTAMARIA GOIKURIA Imanol • SARASUA MARITXALAR Jon • SAROBE EGIGUREN Aitziber • UDAONDO ALBERDI Ainara • URBIETA GURRUTXAGA Jaione • URIARTE ZABALA Leire • URIZAR ZUGAZAGOITIA Ane Miren • VICENTE ZIGANDA Nora • VITORIA GALLASTEGI Jose Ramon • ZABALA IBARRA Ane Miren • ZIA SOTO Naiara • ZUBEROGOITIA ESPILLA Aitor • ZUBIA ZUBIZARRETA Nerea • ZUFIAURRE ASTIGARRAGA Miren



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