



Mondragon
Unibertsitatea

Faculty of Humanities
and Education Sciences



ANNUAL
RE
PORT
2019/2020



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INTRODUCTION AND HISTORICAL REVIEW

The 2019-2020 academic year was a very unusual one: the year of the Covid-19 pandemic. Coronavirus has had a unprecedented impact not only on us but also worldwide. First, in March, together with other universities, we cancelled all face-to-face meetings and closed all face-to-face schools. This unusual situation led us to work together as a group while at the same time working remotely; we also had to quickly adapt all the methodologies and tools used in the teaching and learning processes. At the same time, we began to take measures against Covid-19.



The pandemic had a profound effect not only on work models and academic offerings, but also in the area of research and transfer. Specifically, several projects with which we were associated were delayed or cancelled in the 2019-2020 academic year. However, the Covid-19 year was also a year of solidarity and teamwork: by working as a team, we were able to delve deeper into digitalization, strengthen new educational models, and create new online spaces for conversation. Together, working from home and thinking as a team, we achieved a stronger and safer start to the 2020-2021 academic year.

The communities that comprise HUHEZI, together with various interest groups, cultivated spaces for participation based on key strategic issues. Thus, we have continued to innovate in teaching activities, as well as in professional training activities and in research and transfer. To achieve this, it was essential to pave the way toward each individual's professional development and foster that development. All of this has helped us to strengthen our cooperative identity. Thus, in the 2019-2020 academic year, we completed one strategic plan and established a new one, defining the activities that will be opportunities and milestones in the future.

The following are the most notable facts and events of the 2019-2020 academic year:

Regarding the academic field, in face-to-face degree studies, we had a total of 939 students in Early Childhood Education, Primary Education, and Audiovisual Communication. Additionally, we made progress toward launching the degree in Global Digital Humanities (GDH).

In addition to face-to-face or in-person degrees, upgrading courses were offered in the Early Childhood Education and Primary Education degree programs in a blended learning format. Additionally, this year we again offered the opportunity to earn a second degree or certification, or complete a full

degree program online. We had a total of 111 students studying for a second degree or certification, and 92 students in an online degree program. We had a total of 207 blended-learning students.

In all degrees and modalities offered by HUHEZI, we had a total of 1,146 students in the 2019-2020 academic year.

With regard to official graduate degrees, two official Master's degrees were offered during the 2019-2020 academic year: Teacher Training for Compulsory Secondary Education and High School, Vocational Training and Language Teaching (in both the dual and blended learning formats), and for the first time we offered a Master's degree in Learning Facilitation and Innovation (Lit) in conjunction with TeamLabs.

Four expert qualifications were offered this academic year: the expert course on Cooperativism; KoopFabrika: the expert course on Cooperative Social Entrepreneurship and Social Economics; the expert course on Innovation in City Planning; and the specialist certification in Cooperative Education. We had a total of 230 graduate students (in both official Master's degree programs and qualification programs).

Regarding student mobility, in this unusual year, 116 students studied or did curricular internships abroad. Of these students, 45 went to Europe, 40 to Latin America, and 31 to locations in the Spanish state. A total of 17 students from abroad came to study in our mobility programs in English.

In the area of continuing education, considerable work was carried out in Education, Communication and Cooperative Studies. Of particular note is the fact that the LANKI Institute of Cooperative Studies offered cooperative training in the form of 40 training sessions (with 680 participants). Regarding education, 2,564 people took part in a program provided in response to a request from schools.

FACE TO FACE AND ONLINE LEARNING. TOTAL OF STUDENTS

1.146

GRADUATE STUDENTS

230



In research, the 2019-2020 academic year saw many publications by our researchers: 74 articles were published (of which 20 appeared in high- and medium-impact journals), 11 books, 22 book chapters, and 11 outreach articles. We took part in 21 research projects, and 63 transfer initiatives were carried out in public and private institutions. Additionally, 47 research seminars were organized. While our participation in conferences and symposia was necessarily less than in other years, our researchers nevertheless reported on their activities through webinars and articles.

The leave policy applied in previous years to allow department members to work on their dissertations has yielded good results, and 50 of our current HUHEZI faculty members (54% of our teaching and research personnel) now hold PhDs; of these 50, 31 (62%) are accredited. Additionally, 18 employees are currently in doctoral programs.

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

- **We offer a strong welcome program for new personnel.**
- **We have aligned training plans and strategic projects; we had high participation in our notable Pedagogical Action and Research Days.**
- **We have continued to offer a strong program to promote language proficiency.**
- **We have increased ad hoc requests for personal development.**
- **To foster the development of PhD candidate research staff and research groups, we have carried out a long-term training plan (doctoral program and dissertation leaves, and research seminars were organized).**

In the 2019-2020 academic year, in addition to encouraging the participation of our personnel, we also encouraged our students to participate. In order to inspire reflection and motivate people regarding the Basque language, a number of cultural initiatives

were carried out (events for Basque Language Day and an online Faculty festival, among other things). Additionally, on February 20 on the Aretxabaleta campus, the 13th annual Komunikaldia conference was held under the theme *Youth and journalism. Why the rift?* Due to the ongoing pandemic, the 12th annual HUHEZINEMA Film Festival was held online. Even with the changed format, the festival maintained the success of past years in terms of the number of films submitted to or associated with it. During the three days of the festival (March 25, 26 and 27), 4th-year Audiovisual Communication students held many events, including screenings, roundtables and master classes. Media coverage was once again excellent. We also held the 8th annual Euspot competition, a competition of audiovisual publicity in Basque, on May 28, online.

To promote diffusion and transmit our work to society, given the impossibility of organizing face-to-face meetings, 25 webinars were organized by different activities and groups, beginning in March. Additionally, on December 18 and 19, we organized an international conference in Bilbao entitled *Univercity: educating for and with the city*. We also organized a conference entitled Queer pedagogies in Bilbao on January 25.

On January 27 and 28, we organized a conference entitled *Training of tutors to work in dual mode: what role and what training objectives to develop students* in conjunction with the University of Lleida and the University of Andorra. The conference was held in Eskoriatza.

To promote health and personal care, we continued to offer a wide variety of sports activities. The primary strategic purpose of the service is to "promote health" through excursions, courses, sports activities, competitions, and leisure activities. HUHEZI sports services welcomed 323 users during the 2019-2020 academic year.

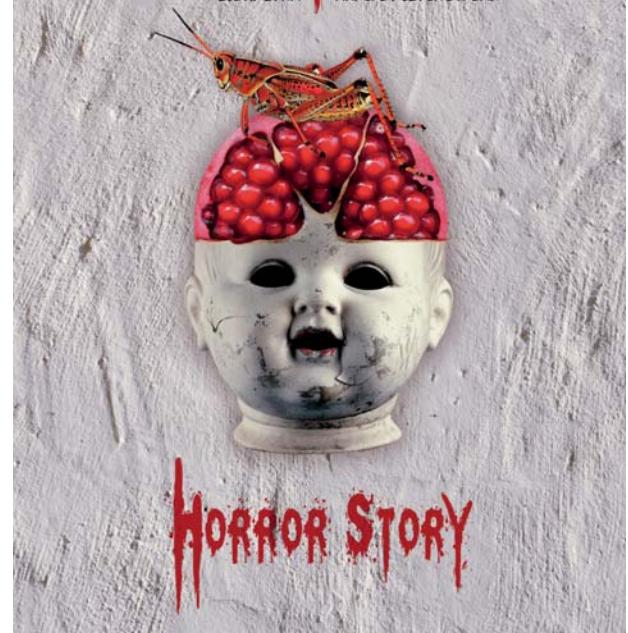
In addition to the above, the Dorleta building was under construction throughout the academic year. The project was a key point of HUHEZI's Education project.

HUHEZINEMA XIII

EUSKAL FILM LABURREN JAIALDIA

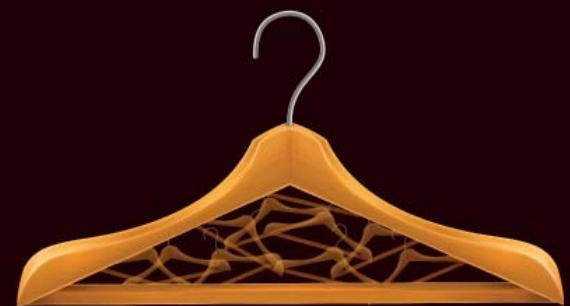
2020KO MARTXOAREN
25ETIK 27RA

ARETXABALETAKO
ARKUPE KULTUR ETXEAN



euspot^{IX.}

EUSKARAZKO SPOT
LEHIAKETA 2020



GAIA ZER DAGO JANZTEN DUGUNAREN ATZEAN?

Kontzentziazio
kampaña baterako
spota sortu beharko
da, moda azkarrak
eragiten dituen
ondorio negatiboak
ikusarazteko.

20-30 segundo

EPEA
2020ko maiatzaren 13a

SARIAK
Spot onena: 1.000€
OINARRIAK
euspot.eus

Spot onena: 1.000€

Mondragón Unibertsitateko
ikasleen spot onena: 500€
Publikoaren saria: 500€
Musika sinkronizazio onenaren saria: 300€
Bildio saria: 250€



HISTORICAL REVIEW

CHRONOLOGY

1976

THE ESKORIATZA TEACHER TRAINING SCHOOL WAS FOUNDED.

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

1978

OFFICIAL RECOGNITION.

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

1979

FIRST GRADUATING CLASS.

A total of 39 students graduated this year with teaching certificates.

1980

THE COOPERATIVE TEACHER TRAINING SCHOOL.

Given its environment, becoming a cooperative school was the logical step to take.

1981

FIRST GRADUATING CLASS OF TEACHERS WITHOUT TEACHING CERTIFICATES.

A total of 147 uncertified teachers in Basque elementary schools and public schools earned their certificates this year. In all, 700 uncertified teachers completed their studies at the Eskoriatza Teacher Training School.

1984

CENTER FOR DOCUMENTS ABOUT CHILDREN.

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

1985

TEACHER REFRESHER PROGRAM.

In cooperation with the Department of Education of the Basque Government, the School started organizing courses for working teachers to update their knowledge.

1988

EDUCATIONAL VIDEOS.

"Piti gaztagile" ("Piti, the Cheese Maker") was produced. This was the first video in a series created for educational purposes.

1990

NORMALIZATION OF BASQUE IN THE ADMINISTRATION.

Special courses were organized to address the linguistic queries most often received from civil servants in the Basque administration.

1992

TEXTBOOKS.

Because textbooks were needed in Basque education, a dozen books were published.

1996

SPECIAL EDUCATION.

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

1997

THE FACULTY OF HUMANITIES AT MU. The Eskoriatza Teacher Training School became the Mondragon University (MU) Faculty of Humanities and Education Sciences, which began to award the **Degree in Humanities/Business**.

1999

NEW BUILDING.

Because the original building had become too small, the Gizabidea Foundation purchased the 17th-century San Viator building next door for the Faculty of Humanities.

FIRST MASTER'S DEGREE.

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

2000

DEGREE IN PSYCHOEDAGOGY.

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

2001

ONLINE STUDIES.

Psychopedagogy Studies and one Master's degree were first offered online.

THE FIRST COHORT OF HUMANITIES/ BUSINESS STUDENTS

graduated in June.

TWO NEW MASTER'S DEGREES WERE

OFFERED: Training in Information and Communication Technologies and Educational Management.

LANKI, MU'S INSTITUTE OF COOPERATIVE

STUDIES, WAS FOUNDED. From the beginning, it focused on three main areas: cooperativism, social intervention, and cooperation for development.

"COMMUNITY EXPERIENCE EXCHANGE

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

The book **LANKIDETZA:**

ARIZMENDIARRIETAREN ERALEDA-

KETA-PROIEKTUA (Cooperation:

Arizmendiarieta's Transformation Project) was published. It was the **first publication by the LANKI Institute**; since then, the Institute has brought out a number of publications and teaching materials on cooperativism and social challenges.

2002

Within the Psychopedagogy degree, a course in **PSYCHOEDAGOGICAL INTERVENTION** was launched, with approximately 30 students.

The LANKI Institute was the driving force behind the development of the **MUNDUKIDE INTERCOOPERATION SYSTEM**.

2003

THE A0I-PBL METHODOLOGY was implemented systematically in all classes in Primary Education, as well as in core classes in other specialties.

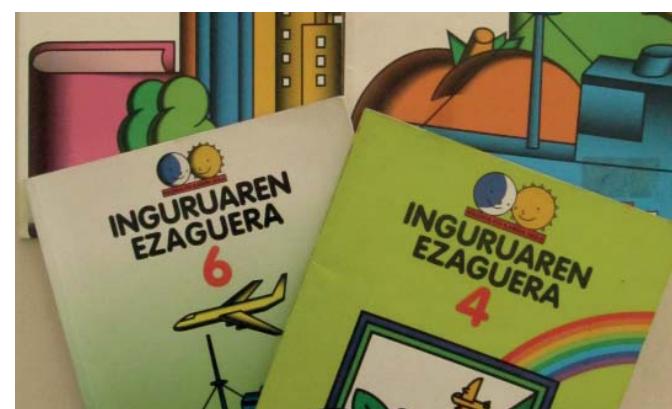
PHYSICAL EDUCATION. This new specialty in Teacher Training opened with 32 students.

2004

THE PERSON AND GROUP DEVELOPMENT MANAGEMENT UNIT was established.

The **PEDAGOGICAL TRAINING** qualification was launched.

Studies on the **MULTI-SKILLED TEACHER** were first offered.





2005

The degree in **AUDIOVISUAL COMMUNICATION** was established. The mission and aim of this degree program is to train well-rounded communicators. Regardless of where they may work, they will be able to respond to all kinds of communication needs in their respective organizations. A total of 36 students enrolled in the first year of the program. **"A REFLECTION PROCESS ON THE MEANING OF THE MONDRAGON COOPERATIVE EXPERIENCE"** was carried out in the cooperatives. LANKI was a key player in the development of this process. Once the diagnosis was ratified by the Cooperative Congress of the MONDRAGON Group in 2007, a number of strategies were implemented to revive the cooperatives. In the same year, the expert qualification in **"SELF-DEVELOPMENT AND TEAM LEADERSHIP"** was established.

2006

In teacher training studies, the **FIRST COHORT OF STUDENTS INVOLVED IN THE MENDEBERRI PROJECT** graduated. A course was offered on **"INTERCULTURALITY AND MULTILINGUALISM IN THE 21ST CENTURY."** The **BASQUE LANGUAGE SCHEME** and the **MULTIMEDIA CENTER** were launched. LANKI took part in the creation of the

GARABIDE ASSOCIATION, a platform for sharing with indigenous people from the southern hemisphere the strategies for language revival implemented in the Basque Country and the experience gained.

2007

The graduate-level course on **"BASQUE CULTURAL TRANSMISSION"** was offered. The **HUHEZINEMA FILM FESTIVAL** was held for the first time. The **FIRST THESIS** of the HUHEZI program was submitted. LANKI, in cooperation with MONDRAGON Social Management, began the design and implementation of the **NEW COOPERATIVE EDUCATION MODEL**. Since then, extensive processes for cooperative training have been set in motion in the cooperatives of the MONDRAGON Group. Together with Mundukide, LANKI began cooperation with Brazil's Landless Workers' Movement (**MST**).

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

2008

Graduation of the first cohort of students in the **"AUDIOVISUAL COMMUNICATION"** degree program. HUHEZI's degrees in **EARLY CHILDHOOD EDUCATION, PRIMARY EDUCATION, AND AUDIOVISUAL COMMUNICATION** were

approved by ANECA, the National Agency for Quality Assessment and Accreditation of Spain.

HUHEZI won the **GOLD CERTIFICATE OF EXCELLENCE**.

The **EXPERT QUALIFICATION IN "COOPERATIVISM"** was offered for the first time, with the intention of training cooperative agents and influencing strategies for reviving cooperatives.

2009

We began to offer Master's degrees **QUALIFYING TEACHERS IN OBLIGATORY SECONDARY EDUCATION AND HIGH SCHOOL, VOCATIONAL TRAINING AND LANGUAGE TEACHING**, as well as a Master's degree in **SOLIDARITY ECONOMICS**. ANECA approved HUHEZI's official Master's degrees in **EDUCATION IN MULTICULTURAL AND MULTILINGUAL CONTEXTS (EKOMU)** and in the **DEVELOPMENT AND MANAGEMENT OF METHODOLOGICAL DIDACTIC INNOVATION PROJECTS IN EDUCATIONAL INSTITUTIONS (BERRIMET)**. Degrees in **EARLY CHILDHOOD EDUCATION, ELEMENTARY EDUCATION, AND AUDIOVISUAL COMMUNICATION** were launched in accordance with the Bologna requirements. LANKI promoted the creation of the **BAGARA** process. The purpose of this process is to promote self-sustaining community development in the Debagoiena region.

2010

We began to offer our official Master's degrees in **EDUCATION IN MULTICULTURAL AND MULTILINGUAL CONTEXTS (EKOMU)** and in the **DEVELOPMENT AND MANAGEMENT OF METHODOLOGICAL DIDACTIC INNOVATION PROJECTS IN EDUCATIONAL INSTITUTIONS (BERRIMET)**. The first year of the **MASTER'S DEGREE IN SOLIDARITY ECONOMICS** was launched. This degree is aimed at self-sustaining socio-economic development experiences in Latin America. **MU TELEVISION** was founded.

2011

The **EXPERT QUALIFICATION IN "THE REVIVAL OF INDIGENOUS LANGUAGES AND IDENTITIES"** was initiated for indigenous communities around the world.

2012

The **PHD PROGRAM IN "EDUCATIONAL INNOVATION AND INTERVENTION"** to be offered by HUHEZI in conjunction with

the University of Vic was approved by UNIBASQ and ANECA.

Work was begun on the **NEW CAMPUS IN ARETXABAleta**.

We started to offer our **EXPERT QUALIFICATION IN COMMUNICATION IN ORGANIZATIONS**.

2013

HUHEZI's **NEW BUILDING ON THE ARETXABAleta CAMPUS WAS INAUGURATED**.

We started to offer our **DOCTORAL PROGRAM IN "EDUCATIONAL INNOVATION AND INTERVENTION"** in conjunction with the University of Vic.

We began to offer **UPGRADING COURSES IN A BLENDED LEARNING FORMAT** so that people who hold a diploma would be able to upgrade to a degree.

UNIBASQ and ANECA approved our offering of **DEGREE PROGRAMS IN EARLY CHILDHOOD EDUCATION AND PRIMARY EDUCATION IN A BLENDED LEARNING FORMAT**.

UNIBASQ and ANECA approved our **OFFICIAL UNIVERSITY MASTER'S DEGREE IN "SOCIAL ECONOMICS AND COOPERATIVISM" (MCOOP)**, which we offer in conjunction with the Oñati Faculty of Business Studies.

2014

The opportunity to do a **COMPLETE DEGREE OR SECOND QUALIFICATION ONLINE** was offered for the first time.

The official Master's degree in **"SOCIAL ECONOMICS AND COOPERATIVISM" (MCOOP)** was offered for the first time, in conjunction with the Faculty of Business Studies.

EXTERNAL ACCREDITATION was obtained from UNIBASQ for the **MASTER'S DEGREE IN SECONDARY EDUCATION**. **EXTERNAL ACCREDITATION** was obtained from UNIBASQ for **HUHEZI'S INTERNAL QUALITY SYSTEM**.

2014-2015

The appointment at the beginning of the 2014-2015 academic year of a **NEW DEAN** brought with it a **NEW GOVERNING COUNCIL** and a **NEW ORGANIZATION**.

2015-2016

IN THE 2015-2016 ACADEMIC YEAR, we designed a **NEW STRATEGIC PLAN WITH A PARTICIPATORY PROCESS**. In this Strategic Plan, innovation was reaffirmed in the group, both in the academic sphere and in research and transfer, and 10 projects were identified.

40 URTEAN EUSKAL GIZARTEAN ERAGITEN



We began to implement **METHODOLOGICAL INNOVATION IN THE AUDIOVISUAL COMMUNICATION DEGREE PROGRAM. EXTERNAL ACCREDITATIONS OF THE BERRIMET AND EKOMU MASTER'S DEGREES** were granted by UNIBASQ.

2016
2017

In the 2016-2017 academic year, accreditations were granted by UNIBASQ to the **EARLY CHILDHOOD EDUCATION, PRIMARY EDUCATION, AND AUDIOVISUAL COMMUNICATION** degree programs. The Faculty of Humanities and Education Sciences celebrated its **40TH ANNIVERSARY**. Many events were organized throughout the 2016-2017 academic year to celebrate this occasion.

2017
2018

We designed a new architectural project. Faculty staff and students participated in the design of the campus.

2018
2019

The **KOLABORATEGIA PROJECT** became operational in the 2018-2019 academic year. In order to promote a digital strategy in education and communication, a work team was formed and the first projects, including an e-bulletin, were launched. The **HUHEZI 2016-2020 STRATEGIC PLAN** sets forth our commitment to design a new degree within the stated period of time. The new degree, Global Digital Humanities (GDH), was established drawing from a number of different sources (visits to foreign universities in recent years, interpretations of society, expert confirmation, HUHEZI's strong points and future directions).

2019
2020

A new Strategic Plan (2021-2024) was established. As a key point in HUHEZI's Education project, construction was carried out on the Dorleta building. The **MASTER'S DEGREE IN LEARNING FACILITATION AND INNOVATION (LIT)** was offered for the first time. The **MASTER'S DEGREE IN TEACHER TRAINING FOR COMPULSORY SECONDARY EDUCATION AND HIGH SCHOOL, VOCATIONAL TRAINING AND LANGUAGE TEACHING** was offered for the first time in the blended learning format. The first year of the expert course on **INNOVATION IN CITY PLANNING** was launched. The first year of the specialist certification in **COOPERATIVE EDUCATION** was launched.



ACADEMIC REPORT



DEGREES

In the 2019-2020 academic year, we welcomed 203 new face-to-face students to our degree program in Education: 66 in Early Childhood Education and 137 in Primary Education (there were two groups in Early Childhood Education and four in Primary Education). Additionally, 52 new first-year students joined the Audiovisual Communication (IKO) degree program (and the groups were divided into different work sequences). At the same time, the seventh cohort of teachers and communicators trained through the degree studies plan graduated from HUHEZI.

Due to Covid-19, we made many adaptations, both in the sequence of the modules and in our teaching and learning processes, in order to move the three degrees to a remote learning format while providing our students with the richest possible contexts.

Although this was an unusual academic year, we continued the degree innovation process. In Early Childhood Education and Primary Education, the third year of study has been implemented in the face-to-face format, while in the blended learning format, we have reached the fourth year of study. In the 2019-2020 academic year, IKO was implemented at the first level.

Regarding external internships, a total of 986 visits were completed. Most were completed at a school, company, or organization, but some had to be finished remotely.

Regarding mobility programs, in the 2019-2020 academic year, 133 students traveled one direction or the other to study or do a practicum: 116 students from HUHEZI went to study abroad, and 17 students came to HUHEZI from abroad. Of the student who went abroad, 47 went to another university to study, and 69 went to schools and organizations. Regarding destination, 45 students went to Europe, 40 to Latin America, and 31 to placements in the Spanish state. To support this mobility, we have agreements with 65 universities and 26 schools in Europe, and with 3 universities and various schools and organiza-

tions in Latin America. Regarding placements in the Spanish State, in the 2018-2019 academic year, 27 students went to do their curricular practical training, primarily in Andalusia, Catalonia, Madrid, and the Canary Islands. Additionally, 3 students went to the University of Vic to participate in the SICUE program, and 1 went to the University of Granada. Finally, 19 students came to HUHEZI through the international programs we offer in our three degree programs to do a 30-ECTS semester in English with our students.

Interaction between MU faculty and students was expanded through the ChangeMaker Lab project, as were opportunities for interdisciplinary learning experiences. Five HUHEZI students took part, 2 in Education and 3 in Audiovisual Communication.

During this academic year, the Txomin Txapel festival and the HUHEZINEMA Film Festival were held online.

From March on, open houses and admissions tests were conducted online. A total of 598 people attended open houses and 465 students took different admissions tests.

New study plans were submitted to UNIBASQ in written reports on the three degrees.

DEGREES IN EDUCATION (ONLINE AND BLENDED LEARNING)

In the 2019-2020 academic year, we had 132 new students in our blended learning programs.

Three types of courses were offered this year:

1. UPGRADING COURSES

The 2019-2020 academic year was the seventh year in which the upgrading courses were offered. The aim was to give people who had already earned a diploma the opportunity to upgrade to a degree. Degree studies allow people to go on to graduate-level studies and then to doctoral studies. They also open more

doors in the job market. The students are typically teachers.

2. SECOND DEGREE / CERTIFICATION

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

To earn a Second Degree	ECE → PE	PE → ECE
		PE – PE
To earn a Second Certification	ECE – ECE ECE – Foreign Language	PE – Foreign Language PE – Special Education PE – Physical Education PE – Hearing and Language

This is the first time we have offered the Hearing and Language certification for the Primary Education degree. A total of 12 students completed this certification.

3. ONLINE EDUCATION DEGREES

The purpose of this modality is to offer degrees in Education (Early Childhood and Primary) online and in Basque. This offer is aimed at various groups:

- Those who have completed advanced studies (holders of diplomas or certificates, engineers, architects).
- Those who have passed the university entrance exam for mature students.
- Those with Advanced Vocational Training (in Education) + 5 years' experience.
- Advanced-level athletes.

Information about these opportunities is made available on websites and social networks, on the radio, at open houses, etc., and this has been reflected in the number of students. A total of 132 new students enrolled in the 2019-2020 academic year.

	New students (PE/ECE)
Upgrading courses	PE: 1; ECE: 4
Second degree / certification	PE: 75; ECE: 13
Online degrees	PE: 27; ECE: 12





UNIVERSITY MASTER'S DEGREES

In the 2019-2020 academic year, we had a total of 132 students in the four university Master's degree programs offered by HUHEZI.

UNIVERSITY MASTER'S DEGREE IN THE DEVELOPMENT OF METHODOLOGICAL INNOVATION PROJECTS IN EDUCATIONAL INSTITUTIONS (BERRIMET) and UNIVERSITY MASTER'S DEGREE IN EDUCATION IN MULTICULTURAL AND MULTILINGUAL CONTEXTS (EKOMU). No new students were accepted into these programs. We had a total of 28 students in the 2019-2020 academic year.

UNIVERSITY MASTER'S DEGREE IN LEARNING FACILITATION AND INNOVATION (LIT). We offered this degree for the first time this year. This Master's degree, offered by the Faculty of Humanities and Education Sciences in conjunction with TEAMLABS learning laboratories, opened with 16 students. The general objective of this Master's degree is to train graduates to promote, manage and research the processes of educational transformation, in a variety of training contexts that provide ways to learn from innovative proposals and in collaborative professional environments, by creating networks. This is a blended learning Master's program, and the

face-to-face meetings were held at the BBF building in Bilbao and at the TeamLabs headquarters in Madrid.

UNIVERSITY MASTER'S DEGREE IN TEACHER TRAINING FOR COMPULSORY SECONDARY EDUCATION AND HIGH SCHOOL, VOCATIONAL TRAINING AND LANGUAGE TEACHING.

The 11th year of this Master's program was conducted in two formats: face-to-face learning and blended learning. In the face-to-face format, we had a total of 37 students in four specialties (Language and Literature, Technology, Natural Sciences and Mathematics, and Humanities and Social Sciences). As mentioned above, this is the first time this Master's degree has been offered in the blended learning format, and we had 53 new students in the same four specialties. Spaces for coordination, the working group, and tutor seminars were used in the 2019-2020 academic year to plan, design, implement, research and evaluate the new format.

The **UNIVERSITY MASTER'S DEGREE IN COOPERATIVE ENTERPRISE AND SOCIAL BUSINESS MANAGEMENT** was approved by Unibasq. The design process for this degree, which is managed by the LANKI Institute of Cooperative Studies, was completed in the 2019-2020 academic year.

EXPERT QUALIFICATIONS

Four expert qualifications were offered this academic year: the university expert qualification in Cooperativism; the KoopFabrika university expert qualification in Cooperative Social Entrepreneurship and Social Economics; the university expert qualification in Innovation in City Planning; and the specialist certification in Cooperative Education.

UNIVERSITY EXPERT QUALIFICATION IN COOPERATIVISM

This was the 12th year of the university expert qualification in Cooperativism and a total of 24 students took part, all representatives from cooperatives. This is a training program aimed at promoting cooperativism and transmitting cooperative ideas. Its purpose is to provide the students with a strong theoretical and practical knowledge base to help them to understand the cooperative situation and to strengthen and promote cooperative environments. This program is the fruit of the collaboration between the Mondragon Group's Social Management Committee and HUHEZI's Lanki Institute.

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

The 4th year of the Kooperatiba Fabrika program took place with the sponsorship of the Provincial Government of Gipuzkoa. The project is organized by Mondragon University's LANKI Institute together with Olatukoop, and aims to foster cooperative social entrepreneurship and social economics.

In the 2019-2020 academic year, there were a total of 49 participants and 25 group projects were created. More than 50 organizations networked during the process, including 7 during organization, 25 throughout the training, and 10 that visited or shared successful experiences. A working group with 24 members was formed through the companion school and a number of research and systematization works were carried out.

UNIVERSITY EXPERT QUALIFICATION IN INNOVATION IN CITY PLANNING

The first year of the university expert qualification in Innovation in City Planning was launched in the 2019-2020 academic year, with support from the Provincial Council of Gipuzkoa. The aims of this qualification are to strengthen the knowledge and ability of people working in city plan-

ning to respond to the current and future challenges of our people and to create the greatest possible public value. Thus, the purpose of this expert qualification is to empower students to make their city planning as transformative and effective as possible. The qualification therefore helps students to understand global transformations, inasmuch as they have implications for Basque city planning. Students are encouraged to keep our own distinctive traits in mind while identifying our own challenges so that those challenges can be successfully met.

One goal of the expert qualification is to be able in the medium term to influence the network of agents who share the current framework of Basque city planning. Thus, we will create a shared space among actors who will work in key areas that will be strategic in the near future. In this first year, we had 11 students, including municipal political representatives, political representatives from the Provincial Council of Gipuzkoa, representatives of Basque political parties, and representatives of the actors that comprise organized civil society.

SPECIALIST CERTIFICATION IN COOPERATIVE EDUCATION

The first year of the specialist certification in Cooperative Education was launched in the 2019-2020 academic year. The certification is offered as part of the Brazilian *Giramundo* program. The *Giramundo* program offers scholarships through the Paraíba State Secretariat of Education, Science and Technology for teachers from Paraíba schools to receive training in a number of subjects at international universities. They came to HUHEZI because of our cooperative movement and in that context to learn about the pedagogical innovation we are working on and become familiar with our educational experiences. The aim of this certification is to train working teachers in cooperative and pedagogical strategies so that they can take proposals for pedagogical and social innovation back to their own contexts through their end-of-diploma projects. It also seeks to have an impact on networking between the teachers who came to HUHEZI and their schools. In this first year, we had 14 students, all secondary school teachers. Additionally, relationships were strengthened after we hosted 3 technicians from the Paraíba State Secretariat of Education, Science and Technology because they were able to see for themselves the contributions of this specialist certification.

CONTINUING EDUCATION

The LANKI Institute offers **training sessions on Cooperativism** in collaboration with the Mondragon Group's Social Management Committee. These sessions are aimed at many different participants from cooperatives: members of the various bodies (the Governing Council, the Social Council, or the Management Council), as well as all cooperative members. In general, its aims are to examine in depth the characteristics of cooperativism and to promote cooperativism. Throughout the 2019-2020 academic

year, 40 training sessions were held (a total of 320 training hours with 680 participants).

With respect to **Education**, responses were made to requests from schools related to various subjects: intercultural education, co-education, gender equality, non-sexist language, language development and multilingualism, oral language development, educational innovation, and methodological aspects. A total of 2,564 people participated in these programs.



RESEARCH AND TRANSFER

Approximately 17.58% of faculty income during the 2019-2020 academic year, a total of €1,787,134, came from their research and transfer activities. It must be pointed out, however, that HUHEZI's research and transfer activities increased by 7% from the previous academic year to 2019-2020.

AREAS OF WORK

HUHEZI's research and transfer can be placed on a continuum that goes in two directions, from the creation of knowledge to technological transfer, and from transfer to research. The objectives of research and transfer activities are to create and spread knowl-

edge, to promote innovation, and to influence society. For this purpose, we believe that collaboration is essential between university researchers and professionals from organizations, all of whom play a leading role in the quest for new responses. The areas of work of the research and transfer projects that we are currently developing are based in Education, Communication, and Cooperativism, with three primary lines of work:

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

We are developing these lines of work through **numerous projects**. We were involved in 21 **research projects** in the 2019-2020 academic year, funded by public administrations and private organizations (15 won in competitions and the remaining 6 obtained through agreements or contracts). The following deserve special mention:

Europa

- *Promoting gender Balance and Inclusion in research, innovation and training (PLOTINA) (H2020, 2016-2020). MU project.*
- *Mainstreaming Procedures for Quality Apprenticeships in Educational Organisations and Enterprises (ApprenticeshipsQ) (Erasmus+). MU project.*

Basque Government

- Evaluation of the HUHEZI Language Tutoring program: views of students and tutors.
- Research on and development of cooperative education (aid for training in social economics)

Provincial Government of Gipuzkoa

- Implementation of the updated framework of cooperative governance: comprehensive participation and research-action for co-responsibility ("Program to encourage individual participation in companies in Gipuzkoa," 2019).
- Cooperative governance and intercooperation: research-action on ecosystems of cooperative groups ("Program to encourage individual participation in companies in Gipuzkoa," 2019).
- Kooperatiba Fabrika: a program to foster cooperative social entrepreneurship and social economics in Gipuzkoa. Training and Research - systematization ("Program to promote individual talent and learning in companies," 2019).
- ERAGIN: dynamics for the analysis and promotion of talent in Gipuzkoa ("Program to promote individual talent and learning in companies," 2019).
- Personalized Education: measuring and improving student competencies using

Big Data and AI, leverage to improve the socio-economic situation in Gipuzkoa ("Program to promote individual talent and learning in companies," 2019).

- Gipuzkoa Youth Social Network Factory (Gazte-RIA) (2019 call for the Gipuzkoalab Building the Future program).
- UNIFICATION 2019/2020: Fostering cooperative-constructive values and behaviors to improve organizational outcomes ("Program to promote individual talent and learning in companies," 2019).
- City planning: historical evolution and new challenges (direct funding by Provincial Decree).

TRANSFER

Transfer was highly effective in the 2019-2020 academic year. First, the *Center for Educational Innovation (CEI)* was created, to stimulate the innovation we want to promote in the field of education and the collaboration we want to cultivate with educational institutions. Additionally, we had a variety of transfer projects and a large working group was brought together to work on those projects. We developed 63 transfer projects during this academic year, in many different companies, educational institutions, and networks. The following are the topics addressed in 2019-2020:

In Education: innovation processes in Early Childhood Education; methodological innovation in Secondary Education and Vocational Training; transformation of school outdoor spaces; digital transformation in schools; criteria and tools for designing the School Language Project; processes for reviving language learning and teaching; language development in areas to influence in-depth learning; participatory educational processes in organizations; co-education in schools; beginning reading and writing in the transition from Early Childhood Education to Primary Education; design of the school assessment system; criteria and exercises for working on reading comprehension; integrated language treatment; methodological development and interaction to influence oral competencies; project-based learning; mindfulness protocol and practice in schools; peer affiliation in



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schools; student motivation and cross-curricular competencies at the university; methodological innovation in informal education.

In Communication: 2DEO project consultancy and in the EITB group, definition of the work processes of various groups.

In Cooperativism: social innovation consultancy; design and implementation of cooperative training for cooperatives; process of reflection on social transformation in the cooperative enterprise; cooperative training for new members and social bodies.

PUBLICATIONS AND OUTREACH

In the 2019-2020 academic year, we had a total of 74 publications, of which 20 were articles published in high- and medium-impact journals, and 13 were books and book chapters published by prestigious publishing houses. Our researchers published 21 articles, 11 books, 22 book chapters, and 11 outreach articles this year. Of all of these, 38 were published in Basque and 45 allow open access and can be found in eBiltegia, Mondragon University's digital repository. The following topics were addressed in these publications: innovation processes, digitalization, multilingualism, methodologies, Early Childhood Education processes, teaching and learning processes, cooperativism, communication, and the Basque media. The 9 presentations given in international and domestic conferences also served to enrich faculty lines of research.

Additionally, we organized a total of **47 conferences and events** throughout the academic year. The conferences we organized included open webinars (25), conferences (13), and pedagogical activities and research days related to educational innovation (9).

THIRD CYCLE

Doctoral programs

In the 2019-2020 academic year, we had 24 students enrolled in HUHEZI's doctoral program.

- Doctoral program in EDUCATIONAL INNOVATION AND INTERVENTION: The implementation of the doctoral program in Educational Innovation and Intervention is being developed in collaboration with the University of Vic – Central University of Catalonia (UVic-CUC). A total of 24 doctoral students were enrolled in this program, 1 of whom defended her dissertation during this period: Itziar Arregi, who earned the Summa Cum Laude designation.

In order to foster the training of doctoral students, biweekly research seminars were organized to help them with their profiles as researchers. A total of 50 members of the HUHEZI personnel now hold PhDs (54% of the teaching and research staff); of these, 31 (62%) are accredited. Eighteen members are currently pursuing PhD studies.

ECONOMIC AND FINANCIAL SITUATION

Revenue for the 2019-2020 academic year totaled 10.165,36 thousand euros, and expenditure totaled 9.927,30 thousand euros. Thus, we ended the year with a positive balance of 238,06 thousand euros.

Investments of 2.699,26 thousand euros were made during this academic year, with 2.628,03 thousand euros devoted to building extensions and remodeling of the Dorleta building, and the remaining 71,23 thousand euros to ordinary investments. Financing was provided by the Intercooperative Education and

Promotion Fund of the Mondragon Group, from the Gizabidea Foundation, and from in-house funds.

Regarding the balance, the Balance Sheet of Assets and Liabilities shows a balance of 13.273 thousand euros as of August 31, 2020.

HUHEZI IN NUMBERS (*) in thousands of euros	2019/2020
Students in face-to-face degree programs	939
- Early Childhood Education	481
- Primary Education	263
- Audiovisual Communication	195
Students in blended learning programs	207
Master's students	132
Students in expert qualification programs	98
Doctoral students	24
International mobility students	133
- HUHEZI students studying abroad	116
- Foreign students in HUHEZI	17
Maintenance budget (*)	10,165.36
Ordinary investments (*)	71.23
Personnel	119
Researchers in training	9

ADMINISTRATIVE BODIES

ORGANIZATIONAL STRUCTURE

DEAN

Begoña Pedrosa

BOARD OF DIRECTORS

Begoña Pedrosa: Dean of the Faculty

Aitziber Arregi: Academic Director

Nagore Ipiña: Director of Research and Transfer

Eneritz Garro: Director of Educational Innovation

Ainara Artetxe: Director of Educational Innovation

Goio Arana: Director of Communication

Ainara Udaondo: Director of LANKI and Professional Training

Ainhoa Leturiaga: Director of Administration and Finance

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Amaia Pavon: Vice-Chair

Nagore Iñurrategi: Secretary

Members:

Oihana Otaduy

Amelia Barquín

Miren Erdozia

Javier Marcos

Jose Ramon Zubizarreta

Xabier Iturralde

Iñaki Tejedor

Uxue Zarandona

Naroa Aljostes



HUHEZI PERSONNEL

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

AGIRRE GARCIA **NEREA** ALONSO AMEZUA **IDURRE** ALVAREZ HUERTA **PAULA** ANTON USTARITZ **ENEKO** APRAIZ ANSOLA **MARIKARMEN** ARANA ARRIETA **GOIO** AREBIOTORRE LANDETA **EUNATE** AREXOLALEIBA BITERI **JULEN** ARISTI NARBAIZA **JON** ARRATIBEL INSAUSTI **NEKANE** ARREGI LANDA **ITZIAR** ARREGI IRIBECAMPOS **AITZIBER** ARREGI MURGIONDO **XABIER** ARRESE ERRASTI **GOTZONE** ARRIARAN OLALDE **IÑIGO** ARROYO SAGASTA **AMAIA** ARTETXE ARANAZ **AINARA** ASTIGARRAGA AGIRRE **IDOIA** ASTIGARRAGA ETXEBARRIA **EUGENIO** AZKARATE ITURBE **OXEL** AZKUE LETE **IKER** AZPEITIA EIZAGIRRE **AGURTZANE** AZURMENDI PEREZ DE ARENAZA **HAIZEA** BARANDIARAN ARTEAGA **ALEXANDER** BARANGUAN YARZA **MIREN** BARNES **JULIA** **DIANA** BARQUIN LOPEZ **AMELIA** BAZTAN MIGUEL **ASIER** BEITIA SASIAIN **LOREDI** BELATEGI UNZUETA **ONINTZA** BERGARA EGUREN **JOKIN** BIAIN BIDARTE **AMAIA** BIKUÑA MUNDUATE **AGURTZANE** BONILLA BERMEJO **MARI CARMEN** CABALLERO RAMIREZ **IZASKUN** CARMONA IGARTUA **UNAI** CARPINTERO MARTIN **ANA** DIAZ BIZKARGUENAGA **KOLDO** DOMINGUEZ OLABIDE **PERU** EGAÑA CASAS **IRATXE** EGAÑA OSA **TXEMA** EGIZABAL OLLOKIEGI **DIEGO** EIZAGIRRE **IÑAKI** ANDONI ERRAZKIN VICENTE **AITOR** ESCANDON LUCEA **EUNATE** ESKIBEL MONTERO **NAGORE** ESNAOLA ILLARRETA **LARRAITZ** ETXABURU OSA **MIKEL** FALCON **SINEAD** FERNANDEZ BUENO **AMAIA** FLORES PUGA **BEÑAT** GALAR PEREZ DE ONRAITA **LAURA** GALINDEZ NAFARRATE **EDURNE** GALLARDO BOLAÑOS **ENTXO** GALPARSORO GARCIA **ROSA MARIA** GARCIA BLAZQUEZ **ITZIAR** GARCIA FERNANDEZ **LETICIA** GARRO LARRAÑAGA **ENERITZ** GASTAÑAZATORRE GORROTXATEGI **IDURRE** GOIKOETXEA AGIRRE **NEKANE** GONZALEZ ARENAZA **AINHOA** GONZALEZ ATUCHA **PATRICIA** ARANAZU GOSTIN ELORZA **ANDRES** HERRAN GARCIA **MAIALEN** HERNANDEZ LLONA **XABIER** IBARRONDO DEL CANTO **ASIER** ILLARRAMENDI BEITIA **MALEN** IMAZ AGIRRE **AINARA** IMAZ ALIAS **OIER** IMAZ GANZARAIN **ITZIAR** IMAZ REKONDO **OIHANA** INSAUSTI AMIANO **ARIANE** IÑURRATEGI IRIZAR **NAGORE** IÑURRITEGI LEON **NEKANE** IPIÑA LARRAÑAGA **NAGORE** IRIBAS PARDO **HARITZ** IRIZAR MEZO **ASIER** JIMENEZ ARRIETA **OLAIA** KANPANDEGI BERRROTARAN **ARITZ** KAREAGA IRAZABALBEITIA **ARIANE** LARRAÑAGA ELORZA **AINHOA** LARREA ARANA, **MIREIA** LARREA HERMIDA **IÑAKI** LASKURAIN BIDABURU **LEIRE** LAZURRIKA ARRONDO **ASIER** LERSUNDI PEREZ **AMAIA** LETURIAGA LETONA **AINHOA** LEZETA RUIZ DE ALEGRIA **ION** LOPEZ DE PARZA MARTINEZ DE SALINAS **ANDREA** LOPEZ SALAS **NEREA** LOYOLA IDIAKEZ **AITZOL** MADINABEITIA MEDRANO **MONIKA** MAGUREGI SANCHEZ **ZURIÑE** MARTIN RETEGI **JURDANA** MARTINEZ DE LAGOS MENIQUE **AITZIBER** MARTINEZ GORROTXATEGI **AGURTZANE** MATA OYANGUREN **OIHANA** MENTXAKATORRE ODRIOSOLA **JON** MONGELOS GARCIA **ARANTZA** ORTEGA SUNSUNDEGI **IGOR** OTADUY MARAURI **OIHANA** OZAETA ELORZA **ARANTZA** PAVON ARRIZABALAGA **AMAIA** PEDROSA LOBATO **BEGOÑA** PEREZ LIZARRALDE **KARMELE** PORTILLA ZALDIBAR **UNAI** QUINTAS QUINTAS **MARTA** RAMIREZ DE OKARIZ TELLERIA **IÑIGO** RODRIGUEZ GARITANO **JONE** ROZAS ELIZALDE **IXIAR** RUIZ DE AZUA GALDOS **EDURNE** SALEGI ARRUTI **EIDER** SANCHEZ MORAN **YERA** SANCHEZ MURUETA **ARITZ** SANTA CRUZ ELORZA **SIRATS** SARASUA MARITXALAR **JON** SAROBE EGUREN **AITZIBER** TORREALDAY GALLARRETA **AMAIA** TORRES LETE **MAIALEN** UDAONDO ALBERDI **AINARA** URIARTE ZABALA **LEIRE** URIZAR ZUGAZAGOITIA **ANE** **MIREN** VITORIA GALLARTEGI **JOSE RAMON** ZABALA IBARRA **ANE** **MIREN** ZAPIRAIN RETEGI **XABIER** ZUBEROGOITIA ESPILLA **AITOR** ZUBIA MUXIKA **JUAN JOSE** ZUBIA ZUBIZARRETA **NEREA** ZUFIAURRE ASTIGARRAGA **MIRENE**



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