



Mondragon
Unibertsitatea

Faculty of Humanities
and Education Sciences



ANNUAL REPORT 2021-2022



www.mondragon.edu/huhezi



**Mondragon
Unibertsitatea**

**Humanitate eta Hezkuntza
Zientzien Fakultatea**





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INTRODUCTION AND HISTORICAL REVIEW





This report is a summary of the 2021-2022 academic year. We say summary because we know that we do much more than what is covered here. And, in addition to gathering together this information, it is important to us why and how we do what we do. The passion, involvement and commitment that we who make up the Faculty of Humanities and Education Sciences (Humanitate eta Hezkuntza Zientzien Fakultatea, HUHEZI) of Mondragon University show on a daily basis is reflected not only in the academic year, but also from one academic year to the next and, thanks to this, the fruits of this year were many! Therefore, and first of all, congratulations and thank you to all members of HUHEZI!

Turning now to the summary, the following includes the most significant events in various areas of the 2021-2022 academic year.

Regarding academics, in in-person undergraduate studies, this year saw the very first group of students in the Digital Innovation track in our Primary Education degree program, at Bilbao AS Fabrik. We had a total of 1,025 students in Early Childhood Education, Primary Education, Audiovisual Communication and Global Digital Humanities. This year too, the opportunity to earn a second degree or qualification was offered in the Early Childhood Education and Primary Education degree programs, as was the option of completing the entire degree online. We had a total of 220 students studying in the hybrid format.

<u>UNDERGRADUATE STUDENTS IN ALL MODALITIES</u>	<u>HYBRID LEARNING STUDENTS</u>
1.025	220

Regarding our Master's degrees, in the 2021-2022 academic year, we had 217 students in the three Master's programs offered by the Faculty of Humanities and Education Sciences. This was our 13th year offering our Master's degree program in Teacher Training for Compulsory Secondary Education, High School, Vocational Training and Language Teaching, which is offered in both the dual and hybrid formats. We also launched the 3rd year in which we have offered our Master's program in Learning Facilitation and Innovation (Lit), which we offer in conjunction with TeamLabs, as well as our 2nd year offering the Master's degree in Cooperative Enterprise and Social Business Management (MCOOP).

In continuing education, we are offering more and more programs in the Faculty. In the 2021-2022 academic year, we offered 7 programs joined by 174 professionals. Furthermore, several of the programs we offered were offered in collaboration with OlatuKoop, the Basque Culinary Center, the Mondragon Higher Polytechnic School, the Reimagine Education Lab or TeamLabs. The following are the programs offered during the 2021-2022 academic year: Expert qualification in Cooperativism (14th year available), Expert qualification in City Planning (3rd year available), KoopFabrika: Expert qualification in Cooperative Social Entrepreneurship and the Social Economy (6th year available), Expert qualification in Cooperative Education (as part of the Brazilian Conexão Mundo program) (2nd year available), Expert qualification in Pedagogical Training for Vocational Education Teachers in Gastronomy and Hospitality (as part of the Brazilian Conexão Mundo program) (1st year available), Expert qualification in Pedagogical Training for Vocational Education Teachers in the areas of the Environment, Sustainability, and Energy (as part of the Brazilian Conexão Mundo program) (1st year available), and Specialist diploma in Chief Learning Officer (CLO) (2nd year available). Additionally, regarding cooperativism, a total of 82 training sessions were held and 1,280 students participated. With respect to education, several short courses were offered, and we led several training sessions requested by schools and other organizations. We had a total of 4,138 participants in these events.

Turning now to our 3rd-cycle program, we are pleased to report that we offered basic research training within the doctoral program for the first time and 3 doctoral students took part. A total of 24 doctoral students were enrolled in the 2021-2022 academic year, and two dissertations were defended.

Our student mobility program returned to its pre-pandemic numbers: in the 2021-2022 academic year, 77 students went abroad and 16 went elsewhere in Spain. Regarding internships, 85 students did their internships elsewhere in Spain, and 19 abroad. Additionally, 5 students did their end-of-degree projects abroad. Regarding incoming students, 13 foreign students joined our international programs.



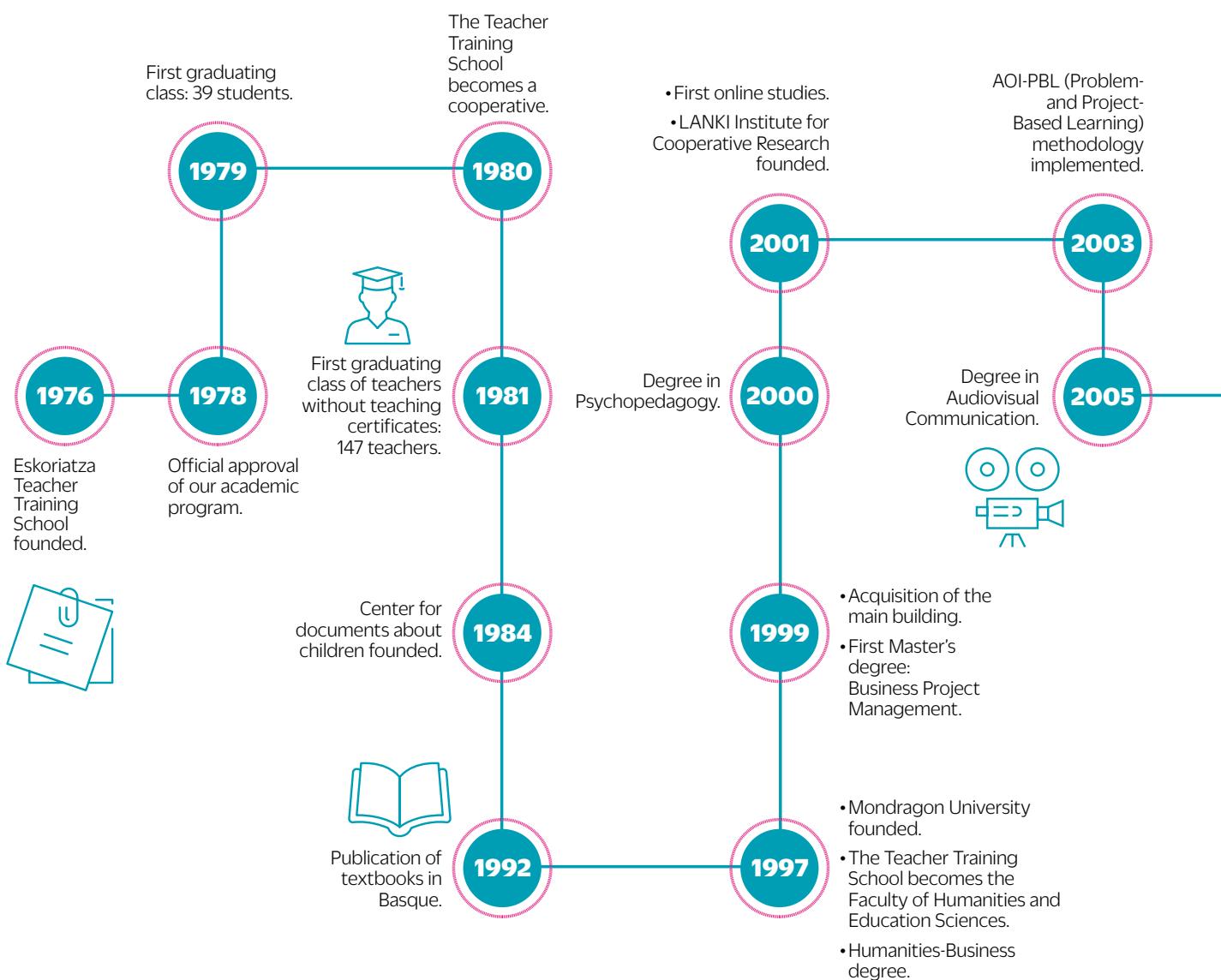
In the area of research, the number of projects obtained by Faculty researchers in various competitive calls is noteworthy (calls from the European Commission, MINECO, the Provincial Council of Gipuzkoa, the Basque Government...), in the areas of both education and cooperativism. Furthermore, it is worth mentioning that, in the 2021-2022 academic year, the Basque Government adopted the IKERHEZI group as a consolidated research group in its system, focused on educational innovation. In the 2021-2022 academic year, we published a total of 61 works, including 23 articles, 3 books and 6 book chapters published in high and medium impact journals or with high and medium impact publishing houses; 24 of these were released in Basque.

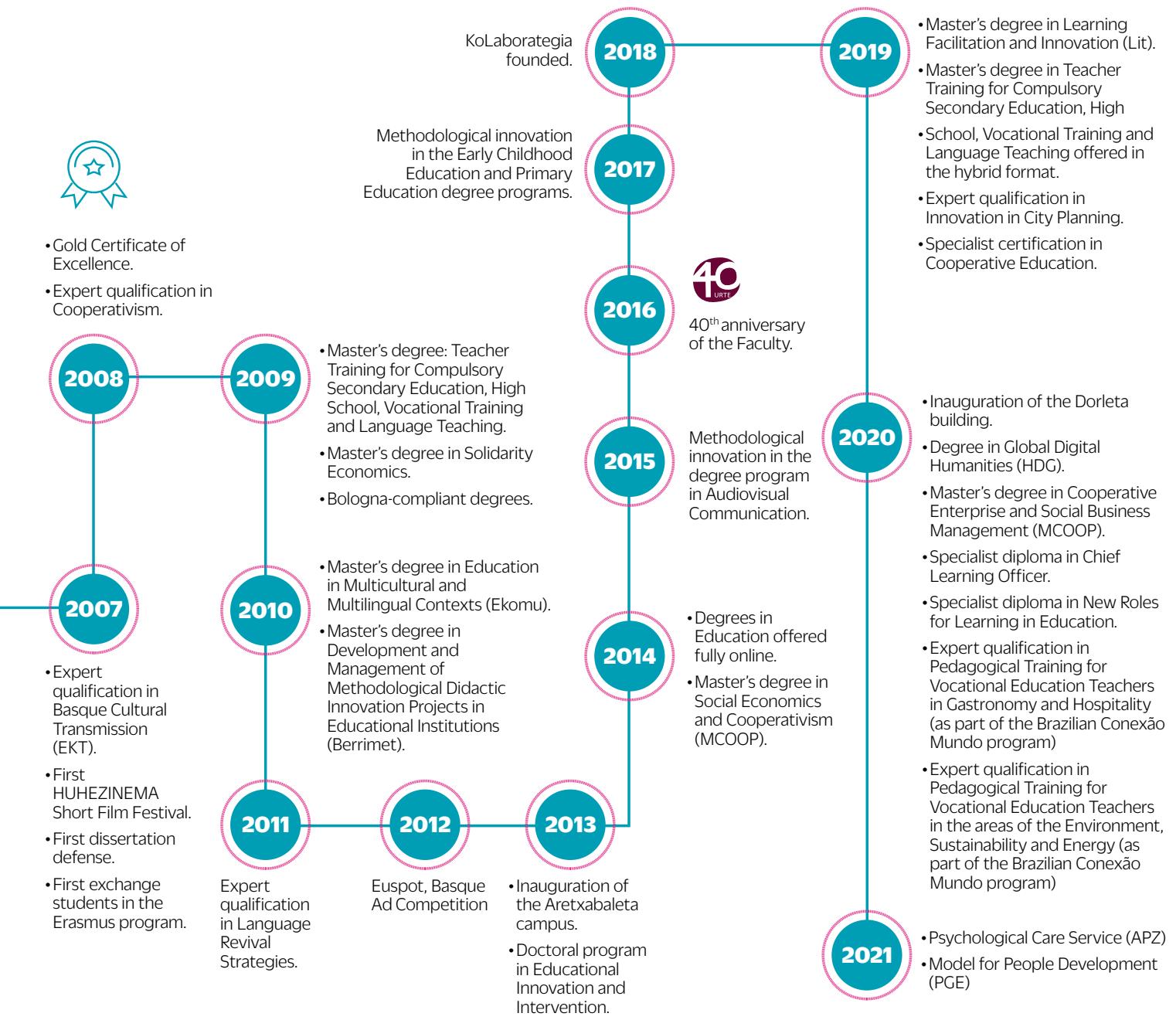
In transfer as well, we carried out many projects in the 2021-2022 academic year, 61, to be precise. These projects were carried out in the fields of education and cooperative knowledge. In the area of education, we have contributed at all stages; that is, we have contributed to Early Childhood Education, Primary Education, Compulsory Secondary Education, Vocational Education and University-level education. In the field of Cooperative Development, on the other hand, projects were carried out in social innovation, cooperative education and social transformation, among other areas. Furthermore, the purpose of the HUHEZI Cooperative Association is to guarantee the professional development of all the people who make up our community. For this purpose, we have conducted a pilot test of a framework for people's development, we have improved our orientation plan and offered a training plan, we have maintained our strong offer to encourage language skills, and finally, we have strengthened ad hoc requests for personal development. We have continued to promote university life, considering the students in particular, in order to make the Faculty of Humanities and Education Sciences a meaningful space. Thus, among other things, we have promoted cultural initiatives to creation reflection and motivation about the Basque language, we organized the 15th annual Huhezinema Basque Short Film Festival, and we have increased our range of sports offerings.



HISTORICAL REVIEW

CHRONOLOGY





ACADEMIC REPORT



4 QUALITY EDUCATION



5 GENDER EQUALITY



8 DECENT WORK AND
ECONOMIC GROWTH



11 SUSTAINABLE CITIES
AND COMMUNITIES



17 PARTNERSHIPS
FOR THE GOALS



UNDERGRADUATE DEGREES

During the 2021-2022 academic year, after moving beyond the COVID-19 situation, we undertook the following projects in our four undergraduate degree programs:

- In the Early Childhood Education and Primary Education degree programs, we implemented new plans of study at all four levels.
- In the Audiovisual Communication degree program, we implemented a new plan of study for the third year of study, with two tracks: Audiovisual Creation and Digital Communication, the latter offered in the DUAL format.
- In the Global Digital Humanities (GDH) degree program, we expanded our second year of study. Students in their second year of study made a trip to Brussels.

Looking now at the numbers, in the 2021-2022 academic year, counting all different formats of study, we had a total of 1,245 undergraduate students in degree programs in the Faculty of Humanities and Education Sciences. Of these, 430 were incoming first-year students. Our students had the following distribution:

Degree	1,245 students 812 women 433 men
Early Childhood Education	332
Primary Education	686
Audiovisual Communication	190
Global Digital Humanities (HDG)	37

Regarding undergraduate curricular internships, a total of 1,191 internships were completed during the 2021-2022 academic year, in schools, companies and other organizations. Our students also completed a total of 72 extracurricular internships this year.

Regarding our mobility program, we returned, in the 2021-2022 academic year, to our pre-pandemic numbers: 77 students went abroad (16 thanks to the SICUE program); 85 students did internships elsewhere in Spain, and 19 abroad; 5 students did their end-of-degree projects abroad. Regarding incoming students, 13 foreign students joined our international programs.

Regarding orientation events for new students, this academic year, open houses for our four degree programs were held on the Aretxabaleta, Eskoriatza and Bilbao campuses as in-person events. We had a total of 1,043 participants. Additionally, 569 students took part in the admissions tests we offered.

Various events associated with our degree programs were also carried out in person; for example, the Huhezinema Basque Short Film Festival, the Euspot Basque Ad Competition, the distribution of graduation photos, and other public events.



MASTER'S DEGREES

In the 2021-2022 academic year, we had a total of 217 students in the three Master's programs offered by the Faculty of Humanities and Education Sciences. Regarding gender, 122 of those students were women and 95 were men.

In the 2021-2022 academic year, we offered three Master's degree programs:

- Teacher Training for Compulsory Secondary Education, High School, Vocational Training and Language Teaching (13th year available)
- Learning Facilitation and Innovation (Lit) (3rd year available)
- Cooperative Enterprise and Social Business Management (MCOOP) (2nd year available)

Master's degrees	217 students 122 women 95 men
Teacher Training for Compulsory Secondary Education, High School, Vocational Training and Language Teaching	172 students
Learning Facilitation and Innovation (Lit)	15 students
Cooperative Enterprise and Social Business Management (MCOOP)	30 students



POSTGRADUATE STUDIES: EXPERT QUALIFICATIONS AND SPECIALIST DIPLOMAS

This year, the Faculty offered seven postgraduate certifications aimed at professionals:

- Expert qualification in Cooperativism (14th year available)
- Expert qualification in City Planning (3rd year available)
- KoopFabrika: Expert qualification in Cooperative Social Entrepreneurship and the Social Economy (6th year available)
- Expert qualification in Cooperative Education (as part of the Brazilian Conexão Mundo program) (2nd year available)
- Expert qualification in Pedagogical Training for Vocational Education Teachers in Gastronomy and Hospitality (as part of the Brazilian Conexão Mundo program) (1st year available)
- Expert qualification in Pedagogical Training for Vocational Education Teachers in the areas of the Environment, Sustainability, and Energy (as part of the Brazilian Conexão Mundo program) (1st year available)
- Specialist diploma in Chief Learning Officer (CLO) (2nd year available)

Some of these postgraduate programs were implemented in collaboration with other entities. Thus, Mondragon University Faculties worked together on the expert certifications in Pedagogical Training for Vocational Education Teachers; the Basque Culinary Center was involved in the qualification in Gastronomy and Hospitality; and the Mondragon Higher Polytechnic School collaborated in the qualification in the Environment, Sustainability, and Energy. Finally, we offered the specialist diploma in CLO in conjunction with the TeamLabs educational laboratory.

Postgraduate studies: expert qualifications and specialist diplomas	174 students 108 women 66 men
Expert qualification in Cooperativism	19 students
Expert qualification in Innovation in City Planning	12 students
KoopFabrika: Expert qualification in Cooperative Social Entrepreneurship and the Social Economy	54 students
Specialist diploma in Cooperative Education	30 students
Expert qualification in Pedagogical Training for Vocational Education Teachers in Gastronomy and Hospitality	15 students
Expert qualification in Pedagogical Training for Vocational Education Teachers in the areas of the Environment, Sustainability, and Energy	15 students
Specialist diploma in Chief Learning Officer (CLO)	9 students
Expert qualification in Basque Cultural Transmission (EKT) (No courses were offered, but the students were working on projects from the previous year)	20 students



CONTINUING EDUCATION

In the 2021-2022 academic year, the Faculty of Humanities and Education Sciences offered training in the knowledge areas of cooperativism and educational innovation.

The LANKI Institute of Cooperative Studies provided cooperative training to various cooperative agents: to new members, to social bodies that were new members, and to members/worker groups of several cooperatives. In the 2021-2022 academic year, training was provided to the following cooperatives: the Danobat Group, GSR, the Ulma Group, the Mondragon Higher Polytechnic School, Ampo, Lagun Aro, and ULMA Embedded Solutions, as well as to the members of social bodies of various cooperatives. In total, we provided 82 training sessions and had a total of 1,280 participants.

With respect to education, several short courses were offered, and we led several training sessions requested by schools and other organizations. First, in the short courses, we had 103 students in the following 5 courses: «Dynamization strategies to practice children's social skills», «Experience through co-teaching in the classroom», «Facilitatorship as leadership», «Student exit profiles as a basis for transforming education» and «Immersion of new students». We also responded to some 60 requests from schools and other institutions. We had a total of 4,138 participants in these events. The requests were related to a variety of issues, such as the following:

- Interculturality and social change: intercultural education, the Basque language and interculturality, co-education and gender equality...
- Language projects and multilingualism: language project design, language assessment, reading comprehension and love of reading, the integrated and comprehensive treatment of languages, classroom interaction, orality, teaching English...
- Science, technology and digitalization: the technopedagogical approach, digital guidance, interdisciplinarity...
- Methodological aspects of educational innovation: project-based learning, assessment, skills, co-teaching and shared teaching, educational contexts and the role of the teacher...

Through these training sessions, we delved into processes and strategies to influence innovation at schools and at different stages.



RESEARCH AND TRANSFER

In the 2021-2022 academic year, compared to the previous academic year, there was a 6.24% increase in income from research and transfer activities.

The following is a summary of the year's 24 research projects, together with highlights of our 61 transfer initiatives.

RESEARCH

The research activity of the 2021-2022 academic year falls in the fields of education and cooperativism, and the humanities. In these areas of work, the following lines were predominant:

- Languages and cultures in school and society
- Social sciences, challenges and gaps.
- STEM and digitalization
- Educational processes
- Cooperativism, self-management and sustainable human development
- The humanities and social innovation

The following is a list of the most noteworthy research of the 2021-2022 academic year stemming from competitive calls and agreements.

Project	Organization	Description
<i>Personalized digital learning paths to foster social-cooperative entrepreneurship (MyDigiCoop)</i>	Europe	Aims to enrich the skills and tools of university professionals to promote student cooperative social entrepreneurship
<i>Unfolding Collaborative Online International Learning Didactics (UCOILD)</i>	Europe	Aims to promote other internationalization experiences for undergraduate students
<i>Engagement of Non-Traditional Students in Professional Higher Education - InclusiPHE</i>	Europe	Aims to help the university environment become more inclusive through interventions that encourage the participation of all students
<i>The potential of area-specific literacy to encourage deeper learning in Secondary Education withing the Pluriliteracies Teaching for Learning framework (PID2019-111655RA-I00) (ALPHA)</i>	Spanish Ministry of Education	Aims to encourage deep learning in students in Compulsory Secondary Education by influencing literacy in the field
<i>#FP21. Challenge-based learning for an open Industry 4.0</i>	Spanish Ministry of Education	Aims to promote initiatives based on learning through challenges in vocational training centers
<i>Are young teachers in training agents of the Basque language? In what way?</i>	Basque Government	This project examines the role of future teachers in the promotion of the Basque language
<i>The effects of cooperative education and training on members and their cooperative businesses</i>	Higher Council of Cooperatives of the Basque Country (Euskadiko Kooperatiben Goren Kontseilua, EKCK)	The aim of this project is to analyze the effects of cooperative education and training on members and cooperatives

Project	Organization	Description
Arantzazulab research: democracy	Arantzazu Gaur Foundation	As part of a reflection on society, this project deepens the conceptualization of democracy
Be[dij]girada – A proposal to integrate the work of the digital human and of human digitalization into education	Basque Summer University (Udako Euskal Unibertsitatea, UEU)	Aims to study in depth the connection between education and digitalization, promoting meaningful work for this purpose
Fostering cultural participation and community development to build a school and town for all	Provincial Council of Gipuzkoa	Aims to influence times of great impact on students through participatory research action to provide a quality response to all students and reduce any and all types of discrimination
Sustainable Development Goals (SDGs) in cooperative governance: responsibility and comprehensive participation	Provincial Council of Gipuzkoa	The main purpose of this project was to help the cooperatives of the Mondragon Cooperative Experience (MCE) integrate SDGs into the heart of their socio-business project through comprehensive participation by further developing their governance model based on co-responsibility
STEMotiv: Igniting student STEM motivation through artificial intelligence and data intelligence: a tool to strengthen the business and scientific-technological network of Gipuzkoa	Provincial Council of Gipuzkoa	The main goal of this project is to ignite student STEM motivation through the use of artificial intelligence and data intelligence
LanHezi: The creation of knowledge through cooperation between companies and Vocational Education schools to influence the socioeconomic system of Gipuzkoa and the quality of future employment	Provincial Council of Gipuzkoa	Aims to identify the needs of companies and schools and, from this point of departure, to develop the skills of people, students and workers by establishing a framework for personal development and building a culture
ERAGIN: a platform for education, quality employment, and transforming workplaces and employment	Provincial Council of Gipuzkoa	The main objective of this project is to promote quality employment in educational institutions and initiatives to transform the workplace and employment
The responsible person in the cooperative enterprise: identification and development of organizational factors	Provincial Council of Gipuzkoa	Through a research action plan, this project aims to promote intervention proposals to develop a widespread culture of responsibility in cooperatives
AUZOLANGIN(L)TZA. In the construction of 21st-century Gipuzkoa, is community work a thing of the past or the key to the future? The case of Tolosa	Provincial Council of Gipuzkoa	In this project developed by Tolomendi and Eusko Ikaskuntza, community work is the focus for study and intervention
Innovation in the schools of Gipuzkoa	Provincial Council of Gipuzkoa	A project to investigate innovation plans in schools in Gipuzkoa

On the topic of research, it is worth mentioning that, in the 2021-2022 academic year, the Basque Government adopted the IKERHEZI group as a consolidated research group in its system, focused on educational innovation.

TRANSFER

Regarding consultancy and transfer projects, we carried out 61 projects in the Faculty, in the areas of education and cooperative knowledge.

In the area of education, we have contributed at all stages; that is, we have contributed to Early Childhood Education, Primary Education, Compulsory Secondary Education, Vocational Education and University-level education. The consultancy and transfer projects were based on educational innovation and addressed a wide range of issues: teaching-learning methodologies, digital transformation, integrated language treatment, deep learning, participation, co-education, assessment and competency frameworks, among other things. Furthermore, moving beyond schools, we have addressed the relationship between education and the community in various transfer initiatives.

In the area of cooperative development, we have carried out numerous transfer initiatives: consulting in the field of social innovation, design and implementation of cooperative training for cooperatives, the process of reflection on social transformation in cooperative companies, and cooperative training for new members and social bodies. It is also worth mentioning the work we have done in relation to sustainable development goals and social-cooperative entrepreneurship.

The following are some of our noteworthy consultancy and transfer initiatives related to cooperativism:

Project	Organization	Description
<i>Strengthening educational and cooperative development ties between The Evolution Institute and MONDRAGON</i>	Evolution Institute	Initiatives to promote cooperative nature and culture
Project to develop the "Networking the Educational Community of Ordizia" process	City Council of Ordizia	An initiative to promote the networking of the educational community of Ordizia in a responsible manner
The Basque language and interculturality in Zestoa	City Council of Zestoa	An initiative to promote the Basque language and interculturality
The use of the Basque language and interculturality in the educational community of Zaldibia	Lardizabal Public School	An initiative to promote the Basque language and interculturality
Project for the development of a co-responsibility strengthening process by networking the educational community of Erreteria	City Council of Erreteria	A process for strengthening the co-responsibility of the educational community of Erreteria
From the reading plan to the unified and comprehensive treatment of languages	MINAS High School	An initiative to promote the unified and comprehensive treatment of languages
Language project; Reading comprehension; Lessons in English	Christian schools	Initiatives to address language projects, promote reading comprehension, and teach lessons in English in a meaningful way
Language Project development to influence students' language use and quality	Association of Basque Schools (Euskal Herriko Ikastolen Elkartea, EHI)	Development of the Language Project in various schools



Project	Organization	Description
Language project implementation	Government of Navarre	Transfer initiatives to implement language projects in schools
Redesign and construction of the assessment system	Urkide	Basics of assessment and development of tools
Evaluation of the ETHAZI innovation model in Vocational Education Centers in the Basque Autonomous Community	TKNIKA	An initiative to evaluate the ETHAZI innovation model in vocational training
Reflective training for the teaching personnel of the Association of the Friends of Bertsolaritza based on the analysis of classroom practices	Association of the Friends of Bertsolaritza	Reflective training for bertsolaritza teachers
Service to set the stage for the "Ordizia, an educational city" project and to develop the structure and conditions to promote collaboration and working relationships among educational agents	City Council of Ordizia	A process to strengthen the educational nature of the city
Design, implementation and monitoring of education and language projects	Larrun High School	Development of methodologies to promote oral skills
Focus on skills	La Inmaculada	An initiative to promote educational innovation based on a competence framework
"Governance of cooperative enterprises under pressure: A multilevel and holistic approach" (2019-2022)	Saint Mary's University	An initiative to improve the governance of cooperatives
The status of the Basque language	Royal Academy of the Basque Language	An initiative to analyze the situation of the Basque language and influence it
The Debagoiena GB Platform: coordinating and fostering NORAGUNEA	Gizabidea Foundation	Coordination and fostering of NORAGUNEA as part of the Debagoiena 2030 plan
Chatterbox. Methodological development to improve oral skills	Sociolinguistics Cluster	A transfer initiative that seeks methodological development to promote oral competence
Co-teaching in primary and secondary education	Bihotz Gaztea School	An initiative to implement co-teaching
A service to launch territorial cooperative schools	Provincial Council of Gipuzkoa	An initiative to launch territorial cooperative schools
Analysis of the profile of Mondragon Higher Polytechnic School Master's students	Mondragon Higher Polytechnic School	Analysis of the profile of Master's students and definition of strategies to promote that profile
KoopFabrika: 2021-2022 program	KoopFabrika	An initiative to promote cooperative entrepreneurship



PUBLICATIONS AND OUTREACH

In the 2021-2022 academic year, we published a total of 61 works, including 23 articles, 3 books and 6 book chapters published in high and medium impact journals or with high and medium impact publishing houses. Approximately 40% of our publications were released in Basque.

Scientific publications	61
Scientific articles	23
JCR, SJR, CiteScore, CIRC A or B, CARHUS+ A or B	10
CIRC C or D, CARHUS+, INRECS, LATINDEX, MIAR...	13
Books	6
SPI	3
Book chapters	20
SPI	17
Conference presentations	8
Conference proceedings (published)	1
Unpublished	7
Outreach publications	2
Dissertations	2
Publications in Basque	24
In MU's eBiltegia digital repository	11
Linked to sustainable development goals 	6

In addition to publications, this academic year, we organized 31 events related to research projects. We also held 16 training seminars on research through the academic year.

THE THIRD CYCLE: DOCTORAL PROGRAMS

In the 2021-2022 academic year, 24 students were enrolled in the Educational Innovation and Intervention doctoral program that we offer in conjunction with the University of Vic - Central University of Catalonia (UVic-CUC). This year, together with the Catalonian university, we also held the 9th annual meeting of the doctoral program.

Furthermore, in the 2021-2022 academic year, first, three doctoral students completed basic research training in the doctoral program. It should be noted that these doctoral students are involved in the development of various research projects related to education: STEM education, digitalization, methodological innovation, interculturality, dual education and the treatment of languages in schools, among other things. Finally, we would like to add that two doctoral candidates defended their dissertations in the 2021-2022 academic year.

ECONOMIC AND FINANCIAL SITUATION

8 DECENT WORK AND ECONOMIC GROWTH



11 SUSTAINABLE CITIES AND COMMUNITIES



Turning now to our economic and financial situation, our revenue for the 2021-2022 academic year totaled 11,913,000 euros, and expenditures totaled 11,805,000 euros. Thus, we ended the year with a positive balance of 108,000 euros.

Investments of 151,000 euros were made during this academic year, and were devoted to ordinary annual investments. Financing was provided by the Intercooperative Education and Promotion Fund of the Mondragon Group, and from in-house funds.

Regarding the balance, the Balance Sheet of Assets and Liabilities showed a balance of 14,345,000 euros as of August 31, 2022.



ADMINISTRATIVE BODIES



ORGANIZATIONAL STRUCTURE

DEAN: Nagore Ipiña

BOARD OF DIRECTORS

Nagore Ipiña: Dean of the Faculty

Aitziber Arregi: Academic Director

Iñaki Larrea: Director of Research and Transfer

Ainara Artetxe: Director of Educational Innovation

Goio Arana: Director of Communication

Ainara Udaondo: Director of the LANKI Institute of Cooperative Studies

Karmele Perez: Director of Professional Training

Ainhoa Leturiaga: Director of Administration and Finance

GOVERNING COUNCIL

Amaia Agirre: Chair

Nekane Arratibel: Vice Chair

Nagore Iñurrategi: Secretary

MEMBERS:

Oihana Otaduy

Igor Ortega

Miren Erdozia

Javier Marcos

Jose Ramon Zubizarreta

Amaia Macias

Carmen Espinoza

Nora Garcia

Ane Urresti

FACULTY 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:

- Aginaga Inza, Itsaso
- Agirre Garcia, Nerea
- Alberdi Ruiz De Alegria, Amaia
- Aldabaldetrekua Gonzalez De Txabarri, Rita
- Alonso Ameza, Idurre
- Altuna Morcillo, Saioa
- Alvarez Huerta, Paula
- Anton Ustaritz, Eneko
- Apraiz Ansola, Mari Carmen
- Apraiz Larruzea, Itxaso
- Arana Arrieta, Goio
- Arebiotorre Landeta, Eunate
- Arias Hermoso, Roberto
- Aristi Narbaiza, Jon
- Arratibel Insauti, Nekane
- Arregi Iribecampos, Aitziber
- Arregi Landa, Itziar
- Arregi Murguiondo, Xabier
- Arrese Errasti, Gotzone
- Arriaran Olalde, Iñigo
- Arroyo Sagasta, Amaia
- Artetxe Aranaz, Ainara
- Astigarraga Agirre, Idoia
- Azkarate Iturbe, Oxel
- Azkue Lete, Iker
- Azpeitia Eizagirre, Agurtzane
- Barandiaran Arteaga, Alexander
- Barnes Julia, Diana
- Barquin Lopez, Amelia
- Bartzan Miguel, Asier
- Beitia Sasiain, Loredi
- Belategi Unzueta, Onintza
- Bergara Eguren, Jokin
- Blain Bidarte, Amaia
- Bidegain Aire, Eneko
- Bikuña Munduate, Agurtzane
- Bilbao Eraña, Ainara
- Bonilla Bermejo, Mari Carmen
- Caballero Ramirez, Izaskun
- Cabezon Virto, Marina
- Carmona Igartua, Unai
- Carpintero Martin, Ana
- De La Iglesia Gamboa, Egoitz
- Echaburu Osa, Mikel
- Egaña Osa, Txema
- Egizabal Ollokiegi, Diego
- Eizagirre, Andoni
- Elortegi Garcia, Naroa
- Elorza Gogenola, Eztzen
- Elustondo Astigarraga, Izar
- Errazkin Vicente, Aitor
- Escandon Lucea, Eunate
- Esquibel Montero, Nagore
- Etxebeste Liras, Onintza
- Fallon Mary, Sinead
- Flores Puga, Benat
- Galindez Nafarrate, Edurne
- Gallardo Bolaños, Entxo
- Galparsoro Garcia, Rosa Maria
- Garcia Fernandez, Letizia
- Garitano Laka, Paulo
- Garro Larrañaga, Eneritz
- Gastañazatorre Gorrotxategui, Idurre
- Goikoetxea Agirre, Nekane
- Gonzalez Arenaza, Ainhoa
- Gonzalez Atucha Patricia, Aranzazu
- Gorospe Arzubiaga, Ane
- Gorroño Viteri, Naiara
- Gorrotxategi Alberdi, Julene
- Gostin Elorza, Andres
- Higuero Fuentes, Andrea
- Ibarrondo Del Canto, Asier
- Igoa Eriz, Xabier
- Imaz Aguirre, Ainara
- Imaz Alias, Oier
- Imaz Ganzarain, Itziar
- Iñurrategi Irizar, Nagore
- Ipiña Larrañaga, Nagore
- Iribas Pardo, Haritz
- Irizar Mezo, Asier
- Jimenez Arrieta, Olaia
- Juaristi Olaechea, Itxaro
- Kanpandegi Berrotaran, Aritz
- Karea Irazabalbeitia, Ariane
- Kortabarria Urain, Iñigo
- Lahidalga Baglieto, Idoia
- Laparra Guillen, Iker
- Larrañaga Elorza, Ainhoa
- Larrea Arana, Mireia
- Larrea Hermida, Iñaki
- Larreategi Alday, Ane
- Lasa Zuzuarregi, Gurutze
- Laskurain Bidaburu, Leire
- Lauzurika Arrondo, Asier
- Lersundi Perez, Amaia
- Leturiaga Letona, Ainhoa
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- Lopez Salas, Nerea
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