

EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES

RECURRING REPORT FROM SPAIN 2014 – 2016

ARAGÓN

(Languages concerned: Aragonese and Catalan)

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1.- Judicial frame:

The referential judicial frame in Aragonese internal law is constituted by the Statute of Autonomy of Aragón, according to the Reform approved by Organic Law 5/2007, 20th of April, Law 3/2013, 9th of May, on use, protection and promotion of languages and linguistic varieties of Aragon, and Law 3/1999, 10th of March, on Aragonese Cultural Heritage, as worded in article 32.2 of Law 14/2014, 30th December, on Fiscal and Administrative Measures of the Autonomous Community of Aragon (“B.O.A.” 31st December), in force since the 1st of January, 2015, which recovered scientific and traditional names of both native tongues: Aragonese and Catalan of Aragon, and also adjusted in such way the terminology used by the European Council Expert Committee and the Ministry of the Presidency and for Territorial Administrations of the Government of Spain.

http://www.seat.mpr.gob.es/portales/areas/politica_autonomica/participacion-ccaa-consejo_europa_y_ocde/mpt_consejo_europa.html).



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Organic Law 5/2007, 20th April, on the reform of the Statute of Autonomy of Aragon

Article 7. Regional languages and linguistic varieties

1. The languages and linguistic varieties of Aragon make up one of the most prominent manifestations of Aragonese historic and cultural heritage and a social value of respect, coexistence and understanding.
2. A law from the Aragonese Parliament will establish the areas with a predominant use of the languages and linguistic varieties of Aragon, it will regulate the legal framework and the right to their use by the speakers of those regions, it will promote the protection, recovery, teaching, promotion and broadcasting of Aragon's linguistic heritage, and it will favour, in those areas with a predominant use, the use of their own variety in the relationship between citizens and Aragonese public administrations.
3. No one shall be discriminated against by reason of language.

Article 71. Exclusive competence.



In the field of exclusive competence, the Autonomous Community of Aragon shall exercise legislative powers, regulatory powers, an executive function and the enactment of its own politics, obeying what is set forth in articles 140 and 149.1 of the Constitution. The Autonomous Community shall be responsible for the exclusive competence in the following matters:

4th. Languages and linguistic varieties of Aragon.

Law 3/2013, 9th of May, on use, protection and promotion of languages and linguistic variety of Aragon

Article 1. Aim

1. The aim of this law is to acknowledge linguistic diversity in Aragon and to guarantee the use of regional languages and linguistic varieties by Aragonese people as cultural and historic heritage that must be preserved.
2. It is also the aim of the law to facilitate the conservation, recovery, promotion, teaching, and broadcasting of the languages and linguistic varieties of Aragon in the areas with a prevailing historic use of the aforementioned.

Article 2. Languages and linguistic varieties of Aragon

1. Spanish is the official language and the one used in Aragon. All Aragonese citizens must know it and have the right to use it.
2. Apart from Spanish, Aragon has its own, original and historic Aragonese languages with its linguistic varieties with a prevailing use in the northern and eastern areas of the Autonomous Community.
3. As such, this variety shall be protected; its teaching and recovery shall be promoted and speakers shall be granted its use in areas with a predominant historic use of the aforementioned, and its use shall be favoured in the relationship between citizens and public administrations.

Article 3. Linguistic rights

1. Citizens of Aragon shall be granted the following linguistic rights in the situations established by this law:
 - a) To know the languages and linguistic varieties of Aragon.
 - b) To use the languages and linguistic varieties of Aragon, both orally and on writing, in the areas with a prevailing historic use of the aforementioned.
 - c) To be taught the languages and linguistic varieties of Aragon.
 - d) To have access to publications and radio, television and other social media broadcasting in the languages and linguistic varieties of Aragon.
 - e) To use the languages and linguistic varieties in economic and social life.



2. No one shall be discriminated against by reason of language.

3. Aragonese public authorities shall recognise the exercise of these rights in order for them to be effective and real.

Article 4. Dignifying of languages and linguistic varieties

Public authorities shall take the necessary measures regarding information, dignifying and broadcasting of the languages and linguistic varieties of Aragon, in order to promote a correct knowledge of the Aragon's linguistic reality.

Law 3/1999, 10th of March, on Aragonese Cultural Heritage

Article 4. Languages and linguistic varieties of Aragon.

1. Aragonese and Catalan of Aragon, in which their dialect varieties are included, are the language and linguistic variety referred to in article 7 of the Statute of Autonomy of Aragon from 2007, and by law 3/2013, 9th of May, on use, protection and promotion of the languages and linguistic varieties of Aragon.

2. The linguistic heritage of Aragon comprises all linguistically significant tangible and intangible assets related to the history and culture of Aragon's languages and linguistic varieties.

2. Compliance with the obligations of the European Charter for Regional or Minority Languages.

According to what is set forth in the Instrument of ratification of the European Charter for Regional or Minority Languages, 2nd of February of 2001, all the provisions from part III of the Charter that may be applied within reason shall be applied to the languages mentioned in the second paragraph ("those which are protected and supported by the Statutes of Autonomy in the areas where they are traditionally spoken"), according to the principles established in article 7.

On the 24th of June of 2013, Law 3/2013, 9th of May, on use, protection and promotion of the languages and linguistic varieties of Aragon became effective after being passed in the Aragonese Parliament with the votes of both parties which held the Government in that moment. This law was the substitute for abolished Law 10/2009, 22nd of December, on use, protection and promotion of the regional languages of Aragon, which had had a short life and development.

Regional elections took place in May 2015, followed by a change in government. Therefore, it is appropriate to subdivide this section of Compliance with the Charter in two, due to the new situation created in July of 2015, as we shall see later on:

1. PERIOD A) January 2014 – July 2015
2. PERIOD B) August 2015 – December 2016



PERIOD A)

1.- ORGANIZATIONAL STRUCTURES OF THE COMPETENT DEPARTMENT IN THE GOVERNMENT OF ARAGON

In the structure of the Government of Aragon in the term 2011-2015, The General Directorate of Cultural Heritage, within the Department of Education, Universities, Culture and Sports, is the body competent in the matter of languages and linguistic varieties, according to Law 336/2011, 6th of October, of the Government of Aragon, through which the organizational structure of the Department of Education, Universities, Culture and Sports is approved (Official Bulletin of Aragon – BOA- 14th of October of 2011), of which article 27 states:

1. It is the duty of the General Directorate of Cultural Heritage to program, execute, follow up and analyse the results of the competences of the Department in matters of Aragonese Cultural Heritage and, specifically, to manage the competences of the Autonomous Community in relation to Cultural Interest Assets, as well as Catalogued Assets and Inventory Assets, and to archaeological and paleontological sites; to promote, protect and broadcast the documentary, ethnological and industrial heritage of the Autonomous Community, as well as to protect, broadcast and promote Aragonese linguistic heritage...” and, specifically, within the General Administration, to the Cultural Heritage Research and Broadcast Department which, under direct management of the General Director of Cultural Heritage “Coordinates and executes research, conservation and broadcasting actions of Aragonese ethnographic, musical and linguistic heritage...”

The following appears in the Autonomous Community of Aragon Budget Law for the fiscal year 2014 (Law 1/2014, 23rd of January, - BOA of 25th of January of 2014) in the explanation of the expenses referred to this General Directorate:

Objective 0.3, Research and Broadcast of Cultural Heritage, is mainly developed through Chapters II and IV of the budget. Research and study of Aragonese Cultural Heritage is developed through the General Research Plan. It is planned to organise the first competitive concurrence grant call for research projects about Cultural Heritage in fields like Archaeology, Palaeontology, Ethnology, Music or Linguistic Heritage in 2014. Broadcasting of Cultural Heritage is carried out through several actions (publications, conferences, concerts, other events, collaboration with other entities). It is mainly executed with the budget in chapter II...

In the budgets for 2014 and 2015 there was only one budget line under the heading Linguistic Heritage (code 480379 91002) with an allocation of 10.000 and 15.000 Euros, respectively, which are not reported to have been executed.

2.- PROMOTION AND BROADCAST

Additionally, the following budget lines were assigned for Editing Assistance and the educational Program *Luzía Dueso* for Aragonese language (throughout terms 2013-14 and



2014-15 the educational Program *Jesús Moncada* for Catalan broadcasting in schools was not held).

PROGRAMME	AMOUNT 2014	AMOUNT 2015
EDITING GRANTS	Consello d'a Fabla Aragonesa: 800 € Xordica Editorial: 900 € Sociedad Cultural Aladrada: 1.600 € 3.300 €	Sociedad Cultural Aladrada (2): 1.720 € 1.720 €
LUZÍA DUESO	6.000 €	6.000 ¹ €
TOTAL	9.300 €	7.720 €

Literary awards *Arnal Cervero* (Aragonese) and *Guillem Nicolau* (Catalan) were joined together in 2012 and were left without budgetary allocation.

No works were submitted to the calls for the aforementioned Award in 2014 and 2015 (just one award was left).

3.- EDUCATION

3.1.- ARAGONESE

	ARAGONESE LANGUAGE. YEAR 2014-15. TOTAL ARAGÓN	
	PUPILS	(*) TEACHERS
PRE-SCHOOL AND PRIMARY	597	6 ²
SECONDARY AND HIGH SCHOOL	15	1 ³
ADULTS EDUCATION	54	2
TOTAL	666	9

¹ Budget line not executed due to an error on its denomination in the Order calling. Activities had to be defrayed with the Budget for year 2016, which was therefore reduced by 6000€.

² 1 in CRA Cinca Cinqueta, full-time.

1 in CRA Alto Ara, full-time.

1 in CEIP Asunción Pañart in Aínsa, part time (but with just 2 hours dedicated to Aragonese).

1 in CRA Alto Gállego and the schools (one-room) in Senegüé and Caldearenas, part time.

1 in CEIP in Monte Oroel and CEIP San Juan de la Peña in Jaca, 3/4 of the day.

1 in CRA Río Aragón (only in the schools in Echo and Ansó), ½ of the day.

TOTAL: 6 teachers (4,25 days)

³ 1 in IES in L'Aínsa, where Aragonese was taught as part of the Spanish language.

1 in IES Castejón de Sos, part time.



3.2- CATALAN

CATALAN LANGUAGE. YEAR 2014-15		TOTAL ARAGÓN
	PUPILS	(*) TEACHERS
PRE-SCHOOL AND PRIMARY	3231	40

SECONDARY AND HIGH SCHOOL	1376	8
OFFICIAL COLLEGE OF LANGUAGES	134	5
ADULTS EDUCATION	12	2
TOTAL	4753	55

4.- IMPLEMENTATION OF LAW 3/2013

The Autonomous Community Administration carried on implementing the language policy derived from Law 3/2013, 9th of May, on use, protection and promotion of the languages and linguistic varieties of Aragon throughout 2014.

It did so using 3 legal instruments:

- 1.- The set of resolutions of the General Directorate of Personnel Management, who called the Aragonese teacher positions.
- 2.- The Order that approved the Primary Education Syllabus.
- 3.- The modification of the Aragonese Cultural Heritage Law.

- CALL FOR ARAGONESE TEACHER POSITIONS

It concerns five resolutions from the General Directorate of Personnel Management from the 14th of April of 2014, by which there was a call in the first four cases for “the creation procedure of a wait list of applicants for the performance of positions on a temporary arrangement as part of the Teacher Staff with the following profiles”:

“Aragonese Language Profile, *Ansontano* variety”

“Aragonese Language Profile, *Sobrarbe* Aragonese variety”

“Aragonese Language Profile, *Cheso* variety”

“Aragonese Language Profile, *Bajorribagorzano* variety”

In the fifth case, “call for an extension procedure of the waiting list of applicants for the performance of positions on a temporary arrangement as part of the Teacher Staff with:

“Aragonese Language Profile”



Once the selection process had been carried out a few irregularities were found by trade unions *Confederación General del Trabajo* (General Confederation of Labour) and *Sindicato de Trabajadores de la Enseñanza de Aragón* (Union of Education Workers of Aragón). Two appeals were called through the administrative channel (for the recusal of 2 jury members and the inadequacy of the questions in the exam to the contents of the call) of which no resolution is known.

- APPROVAL OF THE SYLLABUS FOR PRIMARY EDUCATION

The Order of 16th of June of 2014, passed by the Minister of Education, Universities, Culture and Sports, approved the syllabus for Primary Education and authorised its implementation in teaching centres in the Autonomous Community of Aragón (BOA 119 of 20th of June of 2014).

The Order includes “the elements that constitute the syllabus: stage objectives, key competences, contents, educational methods, the evaluation criteria of the degree of acquisition of key competences and the achievement of objectives and assessable learning standards, which have been defined in Royal Decree 126/2014, of 28th of February. Through the aforementioned there is a manifestation of the purpose of the syllabus which, in the framework of educational laws, the teaching staff shall develop in their teaching programs and teaching practice, taking into account the needs and characteristics of the student body, as well as the guidelines and decisions about adaptation and settlement of objectives and contents of the syllabus for the educational intervention, included in *the school's Stage Curricular Project*. “Our linguistic reality, recognised by the aforementioned Law, is settled by the addition of the area of Aragonese Regional Languages developed in said syllabus with the intention of favouring, in the areas of predominant use, the learning of regional languages”.

This is developed in article 19 and annex II:

Article 19. Teaching of Languages and Linguistic varieties of Aragón

1. Schools that teach languages and linguistic varieties of Aragón may do so with the schedule planned in annex III-B under the conditions set out in article 10.3 of this order. To do so they shall prepare a weekly schedule proposal that respects, in any case, minimal education in each knowledge area. Said proposal, justified by a project, shall be approved according to what is established in articles 127 and 132 in Organic Law 2/2006, 3rd of May, on Education, in the wording given in Organic Law 8/2013, 9th of December, for the improvement of educational quality, and reported by the Provincial Service of the competent Department regarding education before its approval.

2. Additionally, those schools that teach languages and linguistic varieties of the Autonomous Region of Aragón may carry out linguistic projects that make its functional learning easier, by using them as the working language to teach other knowledge areas. Said projects will have to be approved, according to what is established in articles 127 and 132 of Organic Law 2/2006, 3rd of May, On Education, in the wording given in Organic Law 8/2013, 9th of December, for the improvement of educational quality, and shall have to be reported by the Provincial Service of the competent Department regarding education before its approval.

The schools may use the schedule planned in annex III-B under the conditions set out in article 10.3 of this order.



3. Article 5 of Law 3/2013, 9th of May, on use, protection and promotion of languages and linguistic varieties of Aragon establishes two areas: area of predominant historical use of the Aragonese language of Pyrenean and Pre-Pyrenean areas of the Autonomous Region, with its linguistic variety, and area of predominant historical use of the Aragonese language of the oriental area of the Autonomous Region, with its linguistic variety. The syllabus developed in annex II of this order refers, exclusively, to the Aragonese language of the Pyrenean and Pre-Pyrenean areas.

4. When teaching the Aragonese language of the area of predominant historical use of the Aragonese language of Pyrenean and Pre-Pyrenean areas of the Autonomous Region, with its linguistic varieties mentioned in the previous point, only one spelling norm shall be used, which will be established by the Aragonese Language Academy. As long as the Academy doesn't determine this norm, the spelling norm that shall be used to teach Aragonese is the Spelling Proposal of Aragonese Philology Studies.

However, the Order, in the opinion of many entities, had serious educational and legal defects.

In the allegations, the Administration was warned about several mistakes that had been made, such as Annex II being copied from the foreign language syllabus of other Regions such as the Canary Islands and Andalusia (which was also confirmed in the area of literature where students were required to "Obj. LCL7. Use reading as a source of learning, pleasure and personal enrichment, and to approach relevant works of literary heritage, including samples of **literature from the Canary Islands**, in order to develop reading skills and reading habits...") and also that said "cut and paste" could be clearly seen in the denomination "new language" which was given to the language in Annex II.

On the other hand, the inadequacy of the Syllabus to the Common European Framework of Reference for Languages, and the disparity of demands between what was demanded in Spanish and in Aragonese was highlighted (for example, in 1st course of Primary Education - 6 year old children- in Spanish: "vowels, consonants, alphabet, syllable", and in Aragonese: "verbal inflection, conjugation of the most frequent regular and irregular verbs"), taking into account, also, that the latter language has one educational hour a week.

It was also shown that using instruments like Wikipedia was not appropriate, since its contents haven't got a minimal scientific control.

On the other hand, it was shown the inclusion of Aragonese in the syllabus was done so competing with other subjects the families had to choose from, such as Spanish reinforcement, Maths reinforcement, or Second Foreign Language, which, since Aragonese is useless in the current Law Regulation, made it very hard for it to be selected.

According to a document from the General Directorate of Educational Policy, none of the editors of the Syllabus is a Primary Education teacher, even the external consultant hired is neither a Primary nor a Secondary Education teacher.

Finally, from the legal point of view, the violation of articles 7 and 8 of Law 3/2013, 9th of May, on use, protection and promotion of languages and linguistic varieties of Aragon was criticised, since it gave the linguistic authority to a private entity.

The Administration did not consider appropriate to fix the obvious mistakes, nor to modify the rest of matters stated, and they approved the Order in the terms explained above.



This led to an Administrative Appeal being filed before the High Court of Aragon, based exclusively on the last of the matters mentioned, the infraction of articles 7 and 8 in Law 3/2013, requesting the suspension of article 19 of the Order as a precautionary measure, which did not imply that Aragonese could not be taught. The appeal was admitted and the precautionary measures were given.

The Diputación General de Aragón (Government of Aragon) appealed the cautionary measures and the High Court of Aragon kept the suspension of paragraph 4 of article 19 of the Order, that is, the implementation of the spelling proposal by Aragonese Philology Studies.

- MODIFICATION OF THE ARAGONESE CULTURAL HERITAGE LAW

Parties that held the Government Popular Party – Regional Aragonese Party (PP-PAR) introduced the modification of article 4 of Law 3/1999, 10th of March, of Aragonese Cultural Heritage in Law 14/2014, 30th of December, on Fiscal and Administrative Measures of the Autonomous Region of Aragon (BOA nr 256, 31st of December of 2014) in order to erase references to Aragonese and Catalan, which left article 32.2 being edited as follows:

Article 4. Languages and Linguistic Varieties of Aragon.

1. Apart from Spanish, Aragon has as regional, original and historical, Aragonese languages with its linguistic varieties with predominant use in northern and eastern areas of the Autonomous Region.

2. The linguistic heritage of Aragon comprises all linguistically significant tangible and intangible assets related to the history and culture of Aragon's language and linguistic varieties

This modification came into effect on the 1st of January of 2015.

PERIOD B)

Period B) begins with the publication of Decree 108/2015, 7th of July, by the Government of Aragon, through which the basic organic structure of the Administration of the Autonomous Region of Aragon is organised, of which article 2, and in the Education, Culture and Sports Department, a General Directorate of Language Policy is incorporated for the first time.

This General Directorate, according to Decree 314/2015, 15th of December, through which the organic structure of the Department of Education, Culture and Sports is approved (art. 28), is in charge of:

Planning and executing the necessary programs to guarantee and socially normalize the use of Aragonese languages, in this case, as well as to dignify, recover, protect, promote and broadcast, among others, said languages in the educational field, media and social, cultural and institutional life of Aragon, as well as to coordinate with other administrations for the same purposes, according to what is stated in the Statute of Autonomy of Aragon in its writing given by Organic Law 5/2007, 20th of April, on the reform of the Statute of Autonomy of Aragon and in Law 3/2013, 9th of May, on use, protection and promotion of the languages and linguistic varieties of Aragon.

And, in particular, the exercise of the following roles corresponds to them:

a) To protect and recover languages of Aragon.



b) To promote research of Aragonese linguistic heritage, and recover, in this case, the tangible assets that make it up and to record the intangible assets currently existing in different support media in order to guarantee its passing on.

c) To develop the teaching of languages of Aragon on all levels and stages, even in education for adults, respecting the willingness to learn it, together with other General Directorates of the Department and to boost the creation of educational material.

d) To promote and spread the languages of Aragon in media, in cultural, artistic and sports manifestations, as well as through publishing productions in any kind of support media, and phonographic, audiovisual and cinematographic productions.

e) To promote literary creations in the languages of Aragon, through the call for literary awards and the boost of cultural activities.

f) To coordinate and collaborate with local entities and other administrations, entities and institutions in order to implement specific programs and plans for the effective use and social normalization of the languages of Aragon in areas with a predominant use of said languages.

g) To determine the toponyms of areas with a predominant use of languages of Aragon.

Based on this, a report adapted to what the European Charter planned can be made, so the sections that correspond to it shall gradually be brought to light.

1.- LEGISLATION

(Article 7.a)

The most interesting judicial milestone during the studied period is, for Aragon, the modification of article 4 of Law 3/1999, 10th of March, on Aragonese Cultural Heritage, managed by Number 1 of article 4 and written by article 35 of Law 2/2016, 28th of January, on Fiscal and Administrative Measures for the Autonomous Region of Aragon (“B.O.A.”, 3rd of February), in force since the next day, of which the current wording is:

Article 4. Languages and linguistic varieties of Aragon

1. Aragonese and Catalan in Aragon, in which their dialect variety is included, and languages and linguistic varieties of Aragon to which article 7 of the Statute of Autonomy of Aragon of 2007 and Law 3/2013, 9th of May, on use, protection and promotion of languages and linguistic varieties of Aragon refer to.

2. All tangible and intangible assets with linguistic significance related to the history and culture of the language and linguistic variety of Aragon are part of the linguistic heritage of Aragon.

With this modification, traditional and scientific denominations of Aragonese languages are recovered: Aragonese and Catalan.

Additionally, Law 4/2016, 19th of May, which modifies Law 8/1987, 15th of April, on creation, organization and parliamentary control of the Aragonese Radio and Television Corporation (*Corporación Aragonesa de Radio y Televisión*), adds an additional provision in order to encourage the use of Aragonese languages, within the promotion of Aragonese culture. With



this in mind, the sixth additional Provision is approved, which establishes a promotion and support plan for independent Aragonese productions, with the following wording:

The program contract signed between the Government of Aragon and the Aragonese Radio and Television Corporation and its partners shall include a promotion and support plan for Aragonese independent productions, with the involvement of the Aragonese Development Institute (*Instituto Aragonés de Fomento*) and competent departments in matters of culture and industry, which shall be, at least, between 1% and 3% of the budget of the Aragonese Radio and Television Corporation, and shall have the promotion of culture, the territory, traditions and languages among its objectives.

2.- BUDGET

The budget of the General Directorate of Language Policy for 2016, the first one, that is, approved on the 3rd of February of said year, has a budgetary provision in Chapter I (Staff costs) of 321.513,49€; in Chapter II it amounts to 120.500€ (Broadcast and promotion costs); in Chapter IV (Transfers to other entities) it is 85.000€ and in Chapter VI (Investments) it is 5.000€.

EUROS

GOBIERNO DE ARAGÓN
DIRECCIÓN GENERAL DE PRESUPUESTOS, FINANCIACIÓN Y TESORERÍA

SECCION 18 EDUCACIÓN, CULTURA Y DEPORTE
SERVICIO 020 D.G. DE POLÍTICA LINGÜÍSTICA
PROGRAMA 4551 FOMENTO Y PROMOCIÓN DE LAS LENGUAS PROPIAS

CÓDIGO	DESCRIPCIÓN	CAPÍTULO	ARTÍCULO	CONCEPTO	SUBCONCEPTO
1	Gastos de Personal	321.513,49			
12	FUNCIONARIOS		280.035,44	111.239,72	
130	REMUNERACIONES BÁSICAS DE PERSONAL FUNCIONARIO			66.005,00	
130000	91000 Sueldos de Personal Funcionario			21.132,00	
130005	91000 Trámites de Personal Funcionario			22.101,00	
130006	91000 Pagos extraordinarios de Personal Funcionario			148.289,72	
131	REMUNERACIONES COMPLEMENTARIAS DE PERSONAL FUNCIONARIO			47.168,70	
131000	91000 Complemento de destino de Personal Funcionario			102.130,34	
131001	91000 Complemento específico de Personal Funcionario			60.984,00	
16	COSTAS, PRESTACIONES Y GASTOS SOCIALES A CARGO DEL EMPLEADOR		60.984,00	60.984,00	
160	COSTAS SOCIALES			60.984,00	
160000	91000 Seguridad social			60.984,00	
2	GASTOS DE BIENES CORRIENTES Y SERVICIOS	120.500,00			
22	MATERIAL, SUMINISTROS Y OTROS		110.000,00		
222	COMUNICACIONES			500,00	
222001	91000 Portales			500,00	
226	GASTOS DIVERSOS		80.000,00		
226001	91000 Atenciones protocolarias y representativas			2.000,00	
226002	91000 Gastos de divulgación y promoción (culturales, comerciales y científicos)			70.000,00	
226005	91000 Reuniones y conferencias			4.000,00	
226009	91000 Otros gastos diversos			4.000,00	
227	TRANSACCIONES REALIZADAS POR OTROS EMPRESAS			10.000,00	
227009	91000 Otros transacciones realizadas por otras empresas			10.000,00	
229	GASTOS DE GASTOS SOCIALES NO UNIVERSITARIOS			20.000,00	
229000	91000 Gastos de funcionamiento de centros docentes no universitarios (incluidos los gastos del servicio)		7.000,00	20.000,00	
230	DEPRECIOS			2.000,00	
230000	91000 Deprecios			2.000,00	
231	LOCACIONES			5.000,00	
231000	91000 Locaciones			5.000,00	
25	OTROS GASTOS DE BIENES CORRIENTES Y SERVICIOS			3.000,00	
251	GASTOS DE REALIZACIÓN DE CURSOS			3.000,00	

EUROS

GOBIERNO DE ARAGÓN
DIRECCIÓN GENERAL DE PRESUPUESTOS, FINANCIACIÓN Y TESORERÍA

SECCION 18 EDUCACIÓN, CULTURA Y DEPORTE
SERVICIO 020 D.G. DE POLÍTICA LINGÜÍSTICA
PROGRAMA 4551 FOMENTO Y PROMOCIÓN DE LAS LENGUAS PROPIAS

CÓDIGO	DESCRIPCIÓN	CAPÍTULO	ARTÍCULO	CONCEPTO	SUBCONCEPTO
251000	91000 Realización de cursos de formación interna			85.000,00	3.000,00
4	TRANSFERENCIAS CORRIENTES				
44	A EMPRESAS PÚBLICAS Y OTROS ENTES PÚBLICOS		30.000,00		
440	A EMPRESAS PÚBLICAS Y OTROS ENTES PÚBLICOS			30.000,00	
440140	91000 Colaboraciones con la Universidad de Zaragoza				30.000,00
46	A CORPORACIONES LOCALES		25.000,00		
460	A CORPORACIONES LOCALES			25.000,00	
460114	91000 Subvenciones promoción lenguas propias - Entidades locales				25.000,00
47	A EMPRESAS PRIVADAS		5.000,00		
470	A EMPRESAS PRIVADAS			5.000,00	
470004	91000 Arrendo a la acción - Empresas privadas				5.000,00
48	A FAMILIAS E INSTITUCIONES SIN FINES DE LUCRO		25.000,00		
480	A FAMILIAS E INSTITUCIONES SIN FINES DE LUCRO			25.000,00	
480420	91000 Bechas y ayudas a la investigación - Personas físicas				10.000,00
480421	91000 Promoción lenguas propias - Entidades sin ánimo de lucro				15.000,00
	Operaciones Corrientes			327.013,49	
6	INVERSIONES REALES		5.000,00		
60	INVERSIONES REALES			5.000,00	
606	OTRO INMOVILIZADO MATERIAL			5.000,00	
606000	91000 Otro inmovilizado material				5.000,00
	Operaciones de Capital No Financiado			5.000,00	
	Operaciones Re Financieras			532.013,49	
	Operaciones Financieras			0,00	
	Total Programa			532.013,49	
	Total Servicio			532.013,49	

3.- EDUCATION

(Article 8. a) iii and b) ii)

On the 30th of October of 2015 (BOA, 1st of February of 2016), the General Director of Language Policy on the Government of Aragon signed an agreement with the Vice Chancellor



for Technological Innovation and Transfer of the University of Zaragoza for the implementation of a pilot programme that would incorporate Aragonese to education as a working language, named “*Rosario Ustáriz*”, at no cost since it is supported by the human resources existing in the education system.

The proposal is based on the use of Aragonese (the dialectal variety native to the area) as a working language in an educational area, starting from the selected schools’ human resources. It is planned to favour, in this way, the use of the students’ mother tongue in the school setting in order to contribute to its revitalisation, favouring its use by children in their peer relations, as well as to overcome the diglossia that currently affects the “Aragonese speaking” linguistic community. The research shall be carried out by the research team: Education for Reading, Children’s and Young People’s Literature and Construction of Identity (ELLIJ, *Educación para la Lectura, Literatura Infantil y Juvenil y Construcción de Identidades*).

This agreement shall have a duration of 3 years in two stages: “Contextualization” (Academic year 2015/16) and “Implementation” (Academic years 2016/17 and 2017/18).

The implementation in Hecho/Echo, Panticosa, Castejón de Sos/Castilló de Sos, Sahún/Saúnc, Benasque/Benás, Laspaúles/Lespauls and Cerler/Sarllé began throughout school year 2016/17.

In addition, teaching aids RECHINTADO/RECHETÁN have been created and published, which are adapted to the different dialect varieties.

(Article 7.1 f)

The “I Work day Sessions: The Common European Framework of Reference for Languages and its application to Aragonese” took place on the 20th of November of 2015, with the collaboration of several experts from the University of Zaragoza and the education departments from Asturias and Cataluña.

A Technical Team and Work Group were created following this so they would proceed to apply the Common European Framework of Reference for languages: learning, teaching, evaluation to the Aragonese language. Both of them carried out their work throughout year 2016, finishing on the 25th of November, and they sent the results to the University of Zaragoza in order to have them validated. The goal is to be able to carry out A2 and B1 level tests throughout 2017.



3.1.- SYLLABUSES

(Article 7.1.f)

The syllabuses for Primary and Secondary Education and A levels have been published.

Order ECD/489/2016, 26th of May, by which the syllabus for Compulsory Secondary Education was approved and its application is authorised in schools in the Autonomous Region of Aragon, states:

Article 4. Contextualization of the reality of the Autonomous Region

2.- Learning related to the cultural productions of the Autonomous Region of Aragon, its territory, its natural, social and cultural heritage and languages and linguistic varieties of our Autonomous Region, in a global context, shall be incorporated to the establishment, concision and development of the syllabus for the different subjects in Compulsory Secondary Education, respecting the students' cultural identity and their family and social environment.

Article 6. General objectives in Compulsory Secondary Education.

Compulsory Secondary Education will help develop abilities in pupils that will allow them to reach the following objectives, established in Royal Decree 1105/2014, 26th of December:

h) To understand and use correctly, both orally and on writing, in Spanish and, in its case, in Aragonese or in Catalan of Aragon, texts and complex messages, and to begin learning, reading and studying literature.

Article 9. Organization of the first stage of Compulsory Secondary Education

1. The first stage of Compulsory Secondary Education includes the first three years.

2. Students shall study, in years 1 and 2:

d) Among the subjects in the regional free configuration block, in **schools** which have been authorised by the competent Department in non-university education, the student may study, within the schedule referred to in the previous section, the subject:





- Aragonese Regional Languages
- Aragonese Language
- Catalan Language

3. In Year 3;

e) Among the subjects of the regional free configuration block, on a mandatory basis:

- Citizenship and human rights education.

In schools which have been authorised by the competent Department in non-university education, the student may study, within the schedule referred to in the previous section, the subject:

- Aragonese Regional Languages:
- Aragonese Language
- Catalan Language

Article 10. Organization of the second stage of Compulsory Secondary Education.

1. The second stage of Compulsory Secondary Education includes year 4.

2. In year 4, parents or legal guardians or, in its case, students may choose to take year 4 of Compulsory Secondary Education through one of the following options:

a) Option for academic instruction towards A levels initiation.

b) Option for applied instruction towards professional training. To that effect, the options taken in year 3 of Compulsory Secondary Education shall not be binding. In both options offered in this cycle of the stage, students may achieve the objectives established as well as the corresponding degree of competence acquisition.

3. In the academic instruction Option of year 4 students shall take:

e) Among the subjects in the regional free configuration block, in schools which have been authorised by the competent Department in non-university education, the student may study, within the schedule referred to in the previous section, the subject:

- Aragonese Regional Languages:
- Aragonese Language
- Catalan Language

4. In the applied instruction Option of year 4 students shall take:

e) Among the subjects in the autonomous free configuration block, in schools which have been authorised by the competent Department in non-university education, the student may study, within the schedule referred to in the previous section, the subject:

- **Aragonese Regional Languages:**



- Aragonese Language
- Catalan Language

Article 28. Teaching of Languages and linguistic varieties of Aragon

1. Authorised schools may teach languages and linguistic varieties of the Autonomous Region of Aragon, following what is set in Article 7 of the Statute of Autonomy of Aragon.
2. Additionally, the schools that teach languages and linguistic varieties of the Autonomous Region of Aragon may develop linguistic projects that ease the functional learning of the aforementioned through their use as working language to teach other subjects. Said projects will have to be approved, according to what is set in articles 127 and 132 in Organic Law 2/2006, 3rd of May, on Education, in its current wording, and will have to be reported by the Provincial Service of the Competent Department for non-university education matters before it is authorised.
3. Law 3(1999, 10th of March, on Aragonese Cultural Heritage, in its current wording, establishes that Aragonese and Catalan of Aragon, in which their dialectal varieties are included, are the languages and linguistic varieties referred to in article 7 of the Statute of Autonomy of Aragon from 2007.
4. The syllabus for Catalan Language and Aragonese Language, as a subject of free regional configuration, is explained in annex II of this order.
5. Languages and linguistic varieties of the Autonomous Region of Aragon shall be taught with a dedication which may be of two or three hours a week. However, in order to guarantee the right to learn Catalan Language as well as Aragonese Language, authorised schools in the Autonomous Region of Aragon shall be entitled to extend their schedule.

Syllabuses for Aragonese Language and Catalan Language are added to the corresponding Annexes.

Order ECD/494/2016, 26th of May, through which the syllabus for A levels is approved and its application is authorised in schools in the Autonomous Region of Aragon.

Article 6. General objectives for A levels.

A levels will contribute to develop the following abilities, established in Royal Decree 1105/2014, 26th of December, in students:

- e) Be fluent, on writing as well as orally, in Spanish and, in its case, in Aragonese or Catalan of Aragon.

Article 10. Organization of the first year of A levels (Lower Sixth).

1. Students that choose the Science option shall take:

- d) In pursuance of additional Provision two of Organic Law 2/2006, 3rd of May, a subject may be taken, as an alternative to the specific subject of Religion, to choose from Citizenship and Human Rights Education or History and Culture of Aragon.

- e) In schools that have been authorised by the competent Department in non-university education matters, students may study the subject:



- Aragonese Regional Languages:
- Catalan Language I.
- Aragonese Language I.

2. Students that choose the Humanities and Social Sciences option shall take:

d) In pursuance of additional Provision two of Organic Law 2/2006, 3rd of May, a subject may be taken, as an alternative to the specific subject of Religion, to choose from Citizenship and Human Rights Education or History and Culture of Aragon.

e) In centres that have been authorised by the competent Department in non-university education matters, students may study the subject:

- Aragonese Regional Languages:
- Catalan Language I.
- Aragonese Language I.

3. Students that choose the Arts option shall take:

d) In pursuance of additional Provision two of Organic Law 2/2006, 3rd of May, a subject may be taken, as an alternative to the specific subject of Religion, to choose from Citizenship and Human Rights Education or History and Culture of Aragon.

e) In schools that have been authorised by the competent Department in non-university education matters, students may take the subject:

- Aragonese Regional Languages:
- Catalan Language I.
- Aragonese Language I.

Article 11. Organization of the second year of A levels (Upper Sixth).

1. Students that choose the Science option shall take:

c) Additionally, in its case, during the rest of the weekly schedule, a subject from the block of free autonomous configuration subjects:

- History and culture of Aragon.
- Physical Education and Active Life.
- Integrated Research and Innovation Project.
- Thinking, Society and Citizenship.

d) In schools that have been authorised by the competent Department in non-university education, students may take, within the part of the schedule referred to in the previous section, the subject:

- Aragonese Regional Languages:
- Catalan Language II.



- Aragonese Language II.

2. Students that choose the Humanities and Social Sciences option shall take:

c) Additionally, in its case, during the rest of the weekly schedule, a subject from the block of free autonomous configuration subjects:

- History and culture of Aragon.
- Physical Education and Active Life.
- Integrated Research and Innovation Project.
- Thinking, Society and Citizenship.

d) In schools that have been authorised by the competent Department in non-university education, students may take, within the part of the schedule referred to in the previous section, the subject:

- Aragonese Regional Languages:
- Catalan Language II.
- Aragonese Language II.

3. Students that choose the Arts option shall take:

c) Additionally, in its case, during the rest of the weekly schedule, a subject from the block of free regional configuration subjects:

- History and culture of Aragon.
- Physical Education and Active Life.
- Integrated Research and Innovation Project.
- Thinking, Society and Citizenship.

d) In schools that have been authorised by the competent Department in non-university education, students may take, within the part of the schedule referred to in the previous section, the subject:

- Aragonese Regional Languages:
- Catalan Language II.
- Aragonese Language II.

Article 30. Teaching of languages and linguistic varieties of Aragon.

1. Authorised schools may teach languages and linguistic varieties of the Autonomous Region of Aragon, following what is set in Article 7 of the Statute of Autonomy of Aragon.

2. Moreover, the schools that teach languages and linguistic varieties of the Autonomous Region of Aragon may develop linguistic projects that ease the functional learning of the aforementioned through their use as working language to teach other subjects. Said projects



will have to be approved, according to what is set in articles 127 and 132 in Organic Law 2/2006, 3rd of May, on Education, in its current wording, and will have to be reported by the Provincial Service of the Competent Department for non-university education matters before it is authorised.

3. Law 3(1999, 10th of March, on Aragonese Cultural Heritage, in its current wording, establishes that Aragonese and Catalan of Aragon, in which their dialectal varieties are included, are the languages and linguistic varieties referred to in article 7 of the Statute of Autonomy of Aragon from 2007.

4. The syllabus for Catalan Language and Aragonese Language, as a subject of free autonomous configuration, is explained in annex II of this order.

5. Languages and linguistic variety of the Autonomous Region of Aragon shall be taught with a dedication which may be of two or three hours a week. However, in order to guarantee the right to learn Catalan Language as well as Aragonese Language, authorised schools in the Autonomous Community of Aragon shall be entitled to extend their schedule.

The syllabus for Catalan language is explained in the corresponding Annex, and regarding Aragonese language, it reads as follows:

Additional Provision five. Aragonese language.

In order to guarantee the right to be taught the languages and linguistic varieties of Aragon in areas with a predominant historic use, the syllabus for Aragonese Language I and II shall be determined in further policy developments.

Following the approval of the Syllabus for Compulsory Secondary Education and for A levels in the first half of 2016, order ECD/850/2016, 29th of July, was approved, through which the Order of the 16th of June of 2014 was modified, in order to approve the syllabus for Primary Education and authorise its application in schools in the Autonomous Community of Aragon.

The main modification is related to Article 19, which refers to the teaching of languages and linguistic varieties of Aragon. From that regulatory change on, authorised schools **shall offer** the teaching of languages and linguistic varieties of the Autonomous Region of Aragon, following what is set in Article 7 of the Statute of Autonomy of Aragon and the foreseen schedule of at least 90 minutes a week in each of the years of Primary Education.

Additionally, the schools referred to may develop linguistic projects that ease the functional learning of said languages and linguistic varieties (Aragonese and Catalan of Aragon, in which their dialectal varieties are included), by using them as working languages to teach other subjects. This way, the linguistic varieties in Aragon will bring not just linguistic enrichment but cultural as well, which will put the students in a privileged situation to experience concepts as necessary as respect, tolerance, and curiosity about variety.

The syllabus for Aragonese and Catalan languages is included in that of Primary Education, since the one for Catalan had been excluded from the previous legislation. The current syllabus determines objectives, contents, criteria and learning standards for said languages, looking for language education through Primary Education to have as an objective the students' communicative competence development. In order to do this several blocks have been established in every year in Primary Education, within the Social Sciences subject, with specific



contents related to Aragonese culture and the knowledge of said languages, and with evaluation criteria according to learning standards determined in this syllabus.

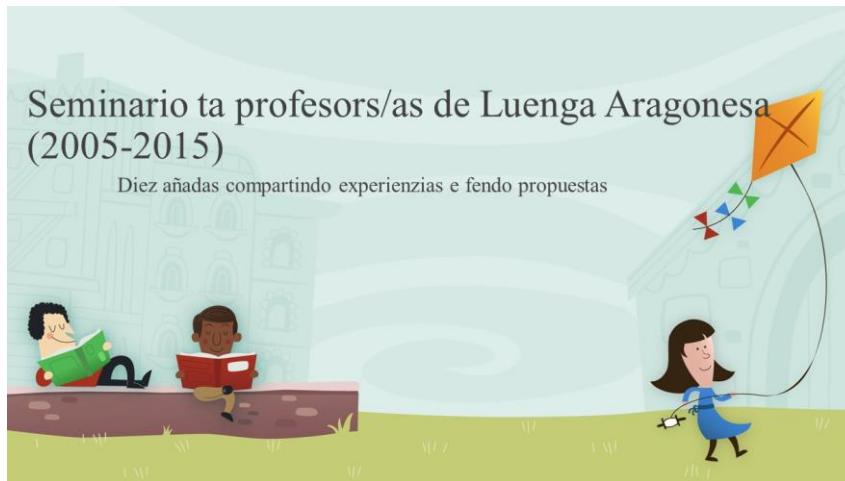
3.2.- PRIMARY AND SECONDARY SCHOOL TEACHERS

Teachers find themselves in a precarious situation; they can't opt for a position in organic staff due to state legislation which doesn't take into account the respective specialities, so it is considered a priority for the State to modify the following Royal Decrees:

Royal Decree 1594/2011, 4th of November, which establishes the teaching specialities of the Teaching Staff who carry out their work in stages of Pre-school Education and Primary Education regulated in Organic Law 2/2006, 3rd of May, on Education.

It would be enough to include a sentence in article 2.2 as the one underlined:

"2. Those of the co-official language in Autonomous Regions that have it regulated that way. Those from Autonomous Regions that have a regional language which is legally protected and, in its case, that develop it."



Royal Decree 1834/2008, 8th of November, which defines formation requirements to teach in compulsory secondary education, A-levels, professional training and special education and it establishes teachers'

specialities in secondary education.

It would be enough to include a sentence in article 2.3 as the one underlined:

"3. In Autonomous Regionss which have a co-official language secondary education professors and secondary education teachers shall also have the speciality of the respective language. In Autonomous Regionss with a regional language that is legally protected, they shall also have the speciality of the respective language, if (thus) they develop it."

3.2.1.- ARAGONESE AND CATALAN TEACHERS SEMINARS

(Article 8.1 h)



The Catalan Teachers Seminar had been suppressed in the previous term in office, and was recovered in school year 2015-16, holding, as the one for Aragonese Teachers, four sessions.

3.2.2.- ARAGONESE LANGUAGE TEACHERS

Through school year 2015/2016 Aragonese teaching has increased in 3 towns (Villanúa/Bellanuga, Caldearenas/Candarenas and Senegüé) reaching the highest number in history: 625 students.

For school year 2016/2017 the number of primary Aragonese teachers was increased from 6 to 11, adding new towns (Ayerbe and CRA Fonz-Estadilla), so the number of students increased by 25% and was 782 at the beginning of the school year.

The reassessment and reunification of the six lists of Aragonese temporary teachers has been carried out (20 people).

An extension of the list of teachers has also been made, since it had been impossible to cover sick leaves with the existing lists through year 2015/2016 (13 candidates).

Six linguistic projects were approved in the area of Aragonese language in order to use Aragonese as a working language in CEIP Monte Oroel in Jaca, and the five centres of CRA Alta Ribagorza (Sahún/Saúnc, Castejón de Sos/Castilló de Sos, Benasque/Benás, Cerler/Sarllé and Laspaules/Lespauls).

3.2.3.- CATALAN LANGUAGE TEACHERS

Regarding lists of teachers with a Catalan language profile, a Resolution from the General Director of Personnel and Teacher Training has been enacted, 29th of September, which establishes a special integration procedure in the waiting list for “Catalan language” speciality for temporary Teachers in order to cover the existing teaching needs.

The main novelty is that B2 and C1 are now required and, this way, applicants to the appointment of temporary staff shall possess the C1 level certificate (or higher) from the Common European Framework of Reference for Languages MCER (CEFR), (in compliance with Order from 11th of November of 2014, which regulates the recognition of the linguistic competence certification according to the Common European Framework of Reference for Languages in the Autonomous Region of Aragon), which corresponds to the Catalan sufficiency level certificate (C) and degrees, diplomas and certificates which may be considered equivalent.

Three organic positions were created for Primary School Teachers (Catalan speciality), 2 in CEIP “Miguel Servet” in Fraga, and 1 CEIP “San Miguel” in Tamarite de Litera/Tamarit de Llitera (BOA from 11th of March of 2016).

Three organic positions were created for Secondary School Teachers (Catalan language and literature speciality) in SIES in Maella and in SIES in Mequinenza (BOA from 11th of March of 2016) and in IES Bajo Cinca in Fraga (BOA from 10th of March of 2017).



Program *Jesús Moncada* to revitalise schools was recovered and a new call was issued in order to receive proposals for school year 2016/2017. It was called and resolved subsequently. Twenty-nine schools took part in Modality A and 7 schools took part in Modality B.

Syllabuses for Primary Education, Secondary Education (BOA from 2nd of June of 2016) and A Levels have been developed, with the involvement of teachers from Aragon with a degree in Catalan language and teachers of secondary education, A levels and from the University of Zaragoza specialised in Catalan language and literature.

The Autonomous Seminar for Catalan language and literature teachers from Aragon was implemented on its 28th edition in school year 2016/2017: “XXVIII Seminari de català: Seminari autòmic per als professors/es de llengua catalana.” 41 teachers took part in this school year’s edition.

At the initiative of this General Directorate, degrees were established by the General Director of Personnel and Teacher Training: B2 in order to obtain the Catalan language profile and be able to participate in schools with linguistic projects in Catalan, C1 in order to teach Catalan in Pre-school Education and Primary Education, and C2 in order to teach Catalan in Secondary Education and A levels.

A trilingual project (Spanish-English-Catalan) was carried out in school year 2016/2017 in CRA “Ribagorza Oriental” (Benabarre/Benavarri), so it adds up to 9 centres with linguistic projects for Catalan language (three IES, four CEIP, one CRA and one charter school).

Together with the General Directorate of Planning and Vocational Training, 4th ESO students are still receiving a certificate for Intermediate Level of Catalan, which is equivalent to B2 according to MCER. In school year 2015/2016 a total of 153 students received the certificate.

The Coordination Protocol between the Administration of the Government of Catalonia and the Autonomous Region of Aragon was renewed, in order to develop coordinated actions in the field of education.

3.4.- SITUATION OF ARAGONESE TEACHING IN SCHOOL YEAR 2015-2016

ARAGONESE LANGUAGE TEACHERS IN CENTRES IN ARAGON 15/16

PRE-SCHOOL AND PRIMARY EDUCATION: 7 (temporary)

TEACHERS IN ESO (SECONDARY) AND A LEVELS: 1 (temporary)

TEACHERS IN CPEPA (ADULT EDUCATION): 3

NUMBER OF TEACHER HOURS AND SCHOOLS

PROVINCE	CENTRE	TOWN	REGULAR	ITINERANT	HOURS
HUESCA	CRA Alta Ribagorza	BENASQUE. Cerler, Sahún, Castejón de Sos, Laspaules		0.5	12.5
	CRA Río	HECHO. Ansó		0.5	12.5



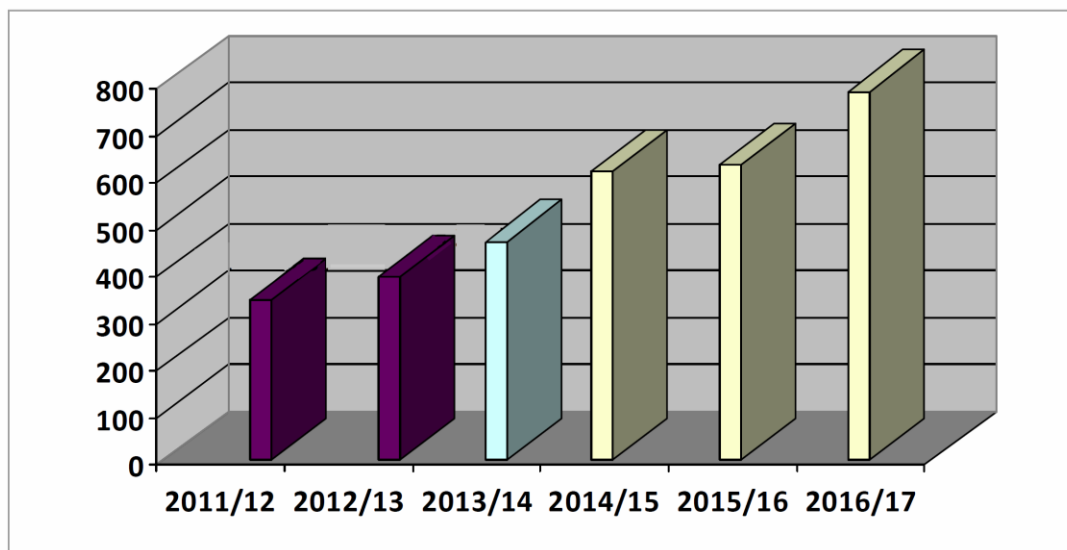
	Aragón				
	CRA Alto Gállego	BIESCAS. Panticosa, Sallent, Tramacastilla		0.70* (compartida con Caldearenas y Senegüé)	17.5
	CEIP Virgen de los Ríos	CALDEARENAS			
	CEIP Miguel Servet	SENEGÜÉ			
	CRA Cinca-Cinqueta	PLAN. Bielsa, Laspuña, San Juan de Plan, Saravillo, Gistaín		1	25
	CRA Alto Ara	BROTO. Boltaña, Fiscal, Torla		1	25
	CEIP Asunción Pañart	AINSA	0.5		12.5
	CEIP Monte Oroel	JACA	1* (Shared with San Juan de la Peña and Collarada)		
	CEIP San Juan de la Peña	JACA			
	CEIP Collarada	VILLANÚA			
	IES Sobrarbe	AINSA			4
	CPEPA Sobrarbe	AINSA			4
	CPEPA Alto Gállego	SABIÑÁNIGO			2



	CPEPA Jacetania	JACA			2
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TOTAL NUMBER OF STUDENTS

Province	Level	Number of centres	Number of students
Huesca	Pre-school	10	263
	Primary	11	352
	Secondary	1	10
	High school		
	Adults	3	40



EDUCATIONAL PROGRAMME LUZÍA DUESO. SCHOOL YEAR 2015/2016

Schools and teachers had as support in broadcasting Aragonese and its varieties the program “LUZÍA DUESO”, which was called by the General Directorate of Language Policy from the Department of Education, Culture and Sports of the Government of Aragon.



No. OF CENTRES	No. OF STUDENTS	No. OF TEACHERS	No. OF ACTIVITIES
23	1.274	42	37

3.5. SITUATION OF CATALAN TEACHING IN SCHOOL YEAR 2015/2016

CATALAN LANGUAGE TEACHERS IN CENTRES IN ARAGON 15/16

TEACHERS IN ESO (SECONDARY) AND A LEVELS: 9 (Service commission: 1; Working staff: 1; Temporary: 7)

TEACHERS IN OFFICIAL LANGUAGE SCHOOLS: 6 (Definitive: 1; Temporary: 5)

TEACHERS IN PRE SCHOOL AND PRIMARY EDUCATION: 30 (Service commission: 8; Working staff: 2; Temporary: 20)

TEACHERS IN CPEPA (ADULT EDUCATION): 1 (Temporary: 1) Adult

TEACHERS IN PRIVATE SCHOOLS FINANCED WITH PUBLIC FUNDS (all stages): 2

TEACHERS IN DIFFERENT SPECIALITIES IN CENTRES WITH A LINGUISTIC PROJECT IN CATALAN: 27

TOTAL: 75

The current reality, during school year 2016/2017, in the Autonomous Region of Aragon from an educational point of view is reflected in the 3.155 students in Pre-school and Primary Education and the 1.202 students in ESO (Secondary) and A Levels. All of them are distributed among 27 state schools and 1 private school financed with public funds; of which 9 develop bilingual and trilingual (Spanish/Catalan or Spanish/Catalan/English) linguistic projects, with a total of 407 students in Pre-school Education, 926 in Primary Education, 583 in Compulsory Secondary Education and 13 in A levels. Apart from these students, there are two Adult Education Centres with 10 students and 114 students officially enrolled in Catalan language at the Official Language Schools in Aragon; this total increasing with students with an open registration for Catalan tests in levels B2 as well as C1 in the 4 EOI (Official Language Schools). All of this adds up to a total of 4.481 students.





NUMBER OF HOURS . CATALAN TEACHERS 2015-16

PROV.	CENTRE	Unit	Denomination	Town	Group	Regular post	Itinerant post	TOTAL POSTS	Hours
Huesca	22005674	CRA	LA LLITERA-ALBELDA	ALBELDA	0597	0,00	1,00	1,00	25
Huesca	22005819	CRA	DE ALTORRICÓN-ALTORRICON	EL TORRICÓ	0597	0,00	1,00	1,00	25
Huesca	22005790	CRA	RIBAGORZA ORIENTAL-BENABARRE	BENAVARRI	0597	1,00	1,00	2,00	50
Huesca	22010025	EXT-EOI	DE MONZÓN-FRAGA	FRAGA	0592	0,43	0,00	0,43	9,03
Huesca	22001875	CEIP	MIGUEL SERVET-FRAGA	FRAGA	0597	4,00	1,00	5,00	125
Huesca	22001887	CEIP	SAN JOSÉ DE CALASANZ-FRAGA	FRAGA	0597	3,00	0,00	3,00	75
Huesca	22001917	IES	RAMÓN J. SENDER-FRAGA	FRAGA	0590	1,57	0,00	1,57	32,97
Huesca	22004888	IES	BAJO CINCA-FRAGA	FRAGA	0590	2,00	0,00	2,00	42
Huesca	22010876	CEIP	FRAGA III-FRAGA	FRAGA	0597	3,00	0,00	3,00	75
Huesca	22005595	EOI	IGNACIO LUZÁN-MONZON	MONZON	0592	1,52	0,00	1,52	31,92
Huesca	22004271	CEIP	SAN MIGUEL-TAMARITE DE LITERA	TAMARIT DE LLITERA	0597	2,00	0,00	2,00	50
Huesca	22005391	IES	LA LLITERA-TAMARITE DE LITERA	TAMARIT DE LLITERA	0590	1,00	0,00	1,00	21
Huesca	22005391	IES	LA LLITERA-TAMARITE DE LITERA	TAMARIT DE LLITERA	PERS LAB			1	12
Huesca	22005807	CRA	RIBERA DEL CINCA-TORRENTE DE CINCA	TORRENT DE CINCA	0597	0,00	0,75	0,75	18,75
Huesca	22004608	CEIP	SAN JUAN BAUTISTA-ZAIDIN	SAIDÍ	0597	2,00	0,00	2,00	50
Teruel	44004446	EOI	DE ALCANIZ-ALCANIZ	ALCANIZ	0592	1,00	0,00	1,00	21
Teruel	44005062	CRA	MATARRANA-CALACEITE	CALACEIT	PERS LAB			1	25
Teruel	44004732	CRA	OLEA-CASTELLOTE	AIGUAVIVA DE BERGANTES	0597	0,00	0,50	0,50	12,5
Teruel	44005131	CRA	ALGARS-CRETAS	QUERETES	PERS LAB			1	25



Teruel	44004744	CRA	DE LA FRESNEDA-FRESNEDA (LA)	<i>FRESNEDA (LA)</i>	0597	0,00	0,50	0,50	12,5
Teruel	44004756	CRA	TASTAVÍNS-PEÑARROYA DE TASTAVINS	<i>PENA-ROJA DE TASTAVINS</i>	0597	0,00	0,50	0,50	12,5
Teruel	44004598	IES	MATARRAÑA-VALDEROBRES	<i>VALL-DE-ROUES</i>	0590	0,57	0,00	0,57	11,97
Zaragoza	50011343	CRA	FABARA-NONASPE DOS AGUAS-FABARA	<i>FAVARA</i>	0597	0,00	1,00	1,00	25
Zaragoza	50002810	CEIP	VIRGEN DEL PORTAL-MAELLA	<i>MAELLA</i>	0597	0,00	1,00	1,00	25
Zaragoza	50011665	SEC-IES	MAR DE ARAGÓN-MAELLA	<i>MAELLA</i>	0590	1,00	0,00	1,00	21
Zaragoza	50011689	SEC-IES	BAJO CINCA-MEQUINENZA	<i>MEQUINENZA</i>	0590	0,76	0,00	0,76	15,96
Zaragoza	50003048	CEIP	MARÍA QUINTANA-MEQUINENZA	<i>MEQUINENZA</i>	0597	0,50	1,00	1,50	37,5
Zaragoza	50010740	EOI	FERNANDO LÁZARO CARRETER-ZARAGOZA	<i>ZARAGOZA</i>	0592	2,22	0,00	2,22	46,62
							TOTAL:	39,82	934,22

* Teachers related to adults' education or to language projects or to private centres are not included.

CUERPO:

0597: MAESTROS

0590: PROFESOR ESO

0592: PROFESOR EOI PERS LAB: LABORAL



STUDENTS: GENERAL CHART

Province	Level	No. of Centres	No. of students
HUESCA	Pre-school	11*	602
	Primary	11	1536
	Secondary	4	987
	High School	3*	96
	Adults	1	6
	Official College of Languages	2	
TERUEL	Pre-school	6*	167
	Primary	6	345
	Secondary	1	46
	High School	---	---
	Adults	1	6
	Official College of Languages	1	
ZARAGOZA	Pre-school	4*	131
	Primary	4	299
	Secondary	2	164
	High School	---	---
	Adults	---	---
	Official College of Languages	1	
TOTAL		34	4.494

(* Pre-school integrated in Primary Education schools and A levels integrated in Secondary Education schools.)



CATALAN LANGUAGE STUDENTS. SPECIAL REGIME 2015-16

	1º NB	2º NB	1º NI	2º NI	1º NA	2º NA	C1	Total/ School
EOI F. Lázaro Carreter	10	12	5	4	5	7		43
EOI Monzón	6	8	5	0	9	0		28
Ext. Fraga	3		2					5
EOI Alcañiz			1	8	6		18	33
Totales	19	20	13	12	20	7	18	109

STUDENTS IN OFFICIAL LANGUAGE SCHOOLS. School Year 15 – 16

STUDENTS IN ADULT EDUCATION

CEPEPA IN VALDERROBLES AND FRAGA: 12 STUDENTS IN CATALAN LANGUAGE.

CATALAN LANGUAGE SCHOOLS 2015-16. Number of schools, bilingual schools and subjects taught in Catalan in bilingual schools.

Schools that teach Catalan 2015-2016. General Regime Education

CENTRE	TOWN	PROVINCE	Bilingual programmes in Catalan
HUESCA			
CC SANTA ANA	Fraga	Huesca	Language Programme (30% classes in Catalan).
CP MIGUEL SERVET	Fraga	Huesca	Language Programme (30% classes in Catalan). Trilingual Programme (Spanish, Catalan, English). In Catalan: 2 hours Catalan + 2 hours language programme
CP FRAGA III	Fraga	Huesca	Language Programme (30% classes in Catalan). Trilingual Programme



			(Spanish, Catalan, English). In Catalan: 2 hours Catalan + 2 hours language programme: (Natural Sciences Catholic Religion and ethics)
CP S. JOSE DE CALASANZ	Fraga	Huesca	Language Programme (30% classes in Catalan). In Catalan: 2 hours Catalan + 2 hours language programme 1º,2º Primary: Natural and Social Sciences. 3º,4,º,5º,6º Primary: Music and sports.
CP SAN MIGUEL	Tamarite de la Litera/ Tamarit de Litera	Huesca	
CP LITERA	Litera	Huesca	
CP SAN JUAN BAUTISTA	Zaidín / Zaidí	Huesca	Bilingual Programme (Spanish- Catalan). In Catalan: 2 hours Catalan + 2 hours language programme 4 hours in Pre-School and Primary. Pre-School: Psychomotricity Primary: Natural Sciences
CRA ALTORRICÓN	Altorricón / Altorricó Algayón Vencillón / Vensilló	Huesca	
CRA LA LITERA	Albelda Alcampell Castillonroy / Castillonroi Estopiñán	Huesca	
CRA RIBAGORZA ORIENTAL	Benabarre / Benavarri Tolva / Tolba Arén / Areny de Noguera Montanuy / Montanui	Huesca	Trilingual Programme (Spanish, Catalan, English). In Catalan: Pre-School: General. Primary: Arts 2 hours Catalan + 2 hours language programme
CRA RIBERA DEL CINCA	Torrente de Cinca / Torrent de Cinca Velilla de Cinca / Villega de Cinca Miralsot	Huesca	



IES RAMÓN J.SENDER	Fraga	Huesca	Bilingual Programme (Spanish- Catalan). 1º Secondary (ESO): Sports and Maths. 2º ESO: Sports and Maths. 3º ESO: Biology/Geology/Mat. 4º ESO: Geography History/Mat.
IES BAJO CINCA	Fraga	Huesca	Bilingual Programme (Spanish- Catalan). In Catalan: 1º Secondary (ESO): Sports. 2º ESO: Physics and Chemistry. 3º ESO: Sports. 4º ESO: Geography and History
IES LA LITERA	Tamarite de Litera / Tamarit de Llitera	Huesca	Language Programme in Catalan In Secondary and High school. In Catalan: 1º Secondary (ESO): Geography and History. 2º ESO: Technology. 3º ESO: Sports. 4º ESO: Sports 1º Bachillerato (High School):Philosophy
IES "BALTASAR GRACIÁN" GRAUS	Graus (aula de/en Benabarre-Benavarri)	Huesca	

TERUEL		PROVINCE	Bilingual programmes in Catalan
CP VICENTE FERRER RAMOS	Valderrobres / Vall-de-roures	Teruel	
CRA ALGARS	Cretas / Queretes Lledó / Lledó d'Algars Arens de Lledó / Arenys de Lledó Beceite / Beceit	Teruel	
CRA DE OLEA	Aguaviva / Aiguaviva de Bergantes	Teruel	



	La Ginebrosa Bordón Cañada de Verich / Canyada de Beric		
CRA DE LA FRESNEDA	La Fresneda / La Freixneda La Portellada Ráfales / Ràfels Valjunquera / Valljunquera	Teruel	
CRA MATARRAÑA	Calaceite / Calaceit Mazaleón / Mazalió Valdetormo / La Vall del Tormo	Teruel	
CRA TASTAVINS	Peñaroya de Tastavins / Pena-roja de Tastavins Monroyo / Montroig Fuentespalda / Fontdespatla La Cerollera / La Sorollera	Teruel	
IES MATARRAÑA	Valderrobres/Vall-de-ruores	Teruel	

ZARAGOZA		PROVINCE	Bilingual programmes in Catalan
CP MARIA QUINTANA	Mequinensa / Mequinensa	Zaragoza	
CP NUESTRA SRA DEL PILAR	Fayón / Faió	Zaragoza	
CP VIRGEN DEL PORTAL	Maella	Zaragoza	
CRA DOS AGUAS	Fabara/Favara Nonaspe / Nonasp	Zaragoza	
SIES MAR DE ARAGÓN	Maella	Zaragoza	
SIES BAJO CINCA	Mequinensa / Mequinensa	Zaragoza	

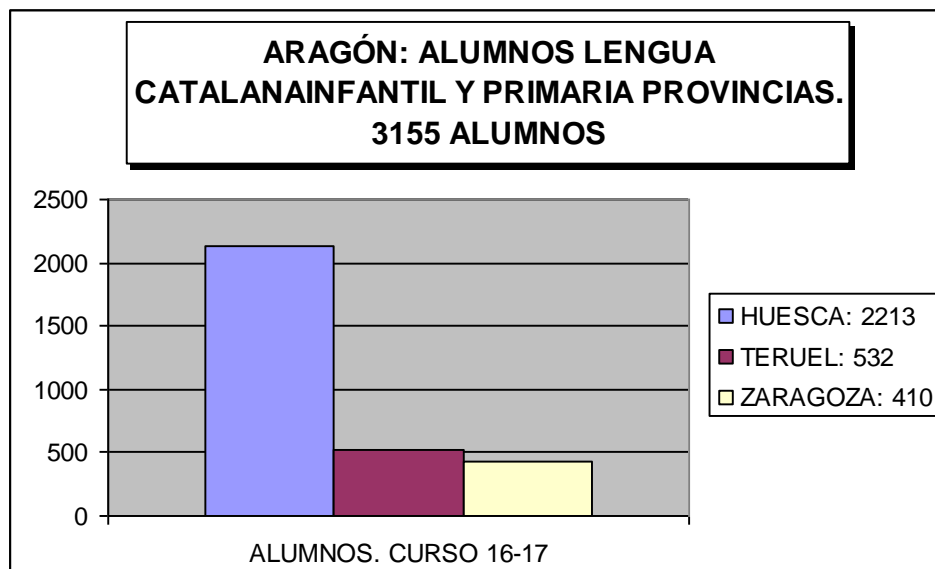
Number of Centres teaching Catalan as curricular subject within regular schedule:
28

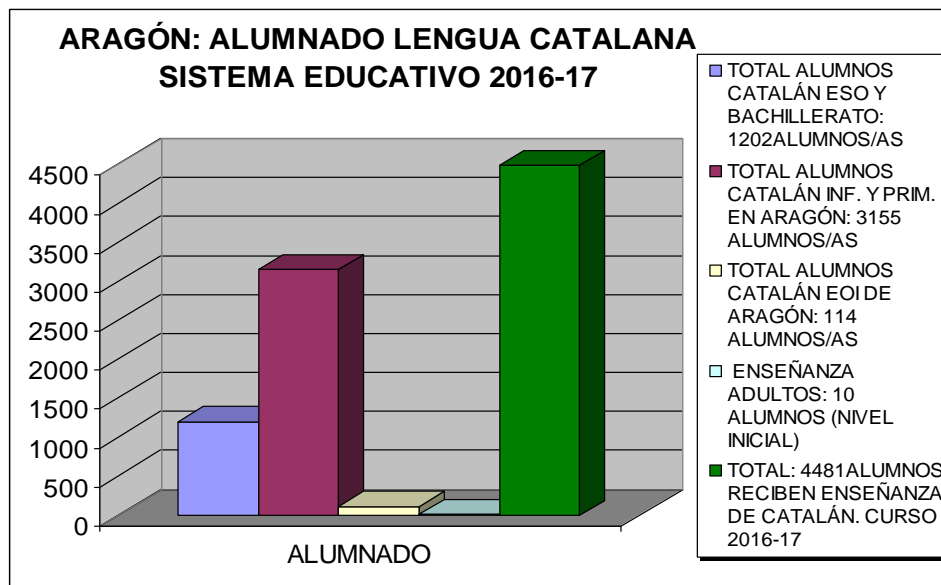
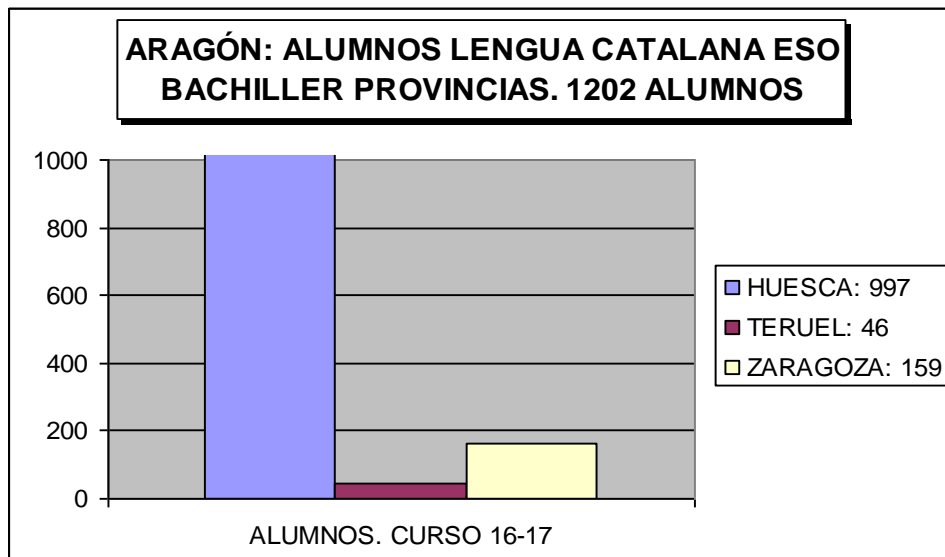
Number of centres also implementing language programmes in Catalan: **9**



Centres teaching Catalan 2015- 2016. Special regime

OFFICIAL COLLEGE OF LANGUAGES	
CENTRE	PROVINCE
EOI FERNÁNDO LÁZARO CARRETER	ZARAGOZA
EOI ALCAÑIZ	TERUEL
EOI MONZÓN	HUESCA
SECCIÓN DE FRAGA DE LA EOI DE MONZÓN	HUESCA
ADULTS EDUCATION	
CENTRE	PROVINCE
CEPA DE BAJO CINCA	HUESCA
CEPA DE VALDE RROBLES	TERUEL





4.- PROMOTION AND BROADCAST

4.1.- LITERARY AWARDS

(Article 12.1)

By Order from the 1st of October of 2015, the procedure for a separate call for awards *Arnal Cervero* (Aragonese) and *Guillem Nicolau* (Catalan) was initiated, separating them again and giving them financing.

-The intent of “Award *Arnal Cervero*”, aimed at promoting and broadcasting literary creations in Aragonese, as well as at translating into this language, is to award a literary creation in any genre (narrative, poetry, drama, essay) written in any of the Aragonese varieties; as well as translated from any other language into Aragonese. In the translation category it shall be



specified that it is a text with universal copyright, or that the author is the owner of the aforementioned.

- The intent of “Award *Guillem Nicolau*”, aimed at promoting and broadcasting literary creations written in Catalan of Aragon, is to award a literary creation in any genre (narrative, poetry, drama, essay, etc.) written in Catalan of Aragon or any of its varieties, by an Aragonese author or related to Aragon.

4.2.- HONORARY AWARDS

(Article 12.1)

In order to recognise continued efforts or of special notoriety and significance, in any of the social, cultural, sport, arts, economic, etc. fields, taking into special consideration activities destined to dignify, promote, broadcast, research, teach, literary expression, etc. of Aragonese language, and which constitute an exemplary model and testimony for the Aragonese society, the Government of Aragon instituted Awards *Chuana Coscujela* (Aragonese) and *Desideri Lombarte* (Catalan), by Decree 45/2016, 19th of April.

The Department of Education, Culture and Sport granted said awards by Decrees 125/2016 from the 30th of August and 113/2016 from the 26th of July, respectively. Award *Chuana Coscujela* 2016 ex aequo to Mr. Ignacio Almudévar Zamora and Ms. Victoria Nicolás Minué, for their long trajectory dignifying Aragonese, which has constituted an exemplary model and testimony for the Aragonese society; and Award *Desideri Lombarte* 2016 ex aequo to Mr. José Bada Panillo and Mr. Artur Quintana i Font, for their long trajectory dignifying Catalan of Aragon, through intellectual solidity and social commitment. Their concern for universal values on their search for truth and scientific rigour constitute an exemplary model and testimony for Aragonese society.

4.3.- AIDS AND GRANTS

(Article 7.1 c)

Following the approval of regulatory bases for the grant of aids in language policy matters for aids and grants programs for natural and legal persons, several orders were approved which were aimed at local entities of Aragon, associations and foundations, and editorial projects.

By Order from the 14th of September of 2015, the procedure for granting aids for editing was approved and separated from those that were being called by the General Directorate of Culture up to that point.

Likewise, on the 20th of October of 2015, the procedure of processing the bases for the call for grants in the matter was initiated.

This way the recommendations made by the Aragonese Ombudsman (*El Justicia de Aragón*) published the report from 1993, which hadn't been fulfilled yet, were taken in; and acted in accordance to what is set in articles 11 f) and 25 of the current language Law 3/2013.

Order ECD/1089/2016, 2nd of August, by which grants for local Aragonese entities are called for year 2016 on language policy matters, indicates that they can be applied for by the regions



of Aragon, as well as by groupings of municipalities, minor local entities and municipalities in order to carry out several activities: festivals or film, music or performing arts exhibitions. Concerts. Organization of performing arts shows. Visual and plastic arts contests, competitions and exhibitions. Seminars and conventions. Conferences. Training and cultural management. Signage and display graphics. Educational activities. Other multidisciplinary activities related to promotion and awareness.

Besides that, Order ECD/1090/2016, 16th of August, by which grants are called for associations and foundations for year 2016 in language policy matters, indicated that these grants may be applied for by associations and foundations with a registered office in the Autonomous Region of Aragon and that are registered in the General Association Registry and the Foundation Registry of this Autonomous Region, in order to carry out several activities: festivals or film, music or performing arts exhibitions. Concerts. Organization of performing arts shows. Visual and plastic arts contests, competitions and exhibitions. Seminars and conventions. Conferences. Multidisciplinary activities related to promotion and social awareness. Linguistic heritage research.

Finally, Order ECD/1204/2016, 1st of September, by which grants are called for editorial projects in the languages of Aragon (Aragonese and Catalan) for year 2016. Editorial companies and entities which are a legally constituted publishing company (certified by the registration as a publisher in the Trade Tax and the assignment of a Publisher number or code from the ISBN Spanish Agency), and video and sound production companies, whether they are natural or legal persons, located in Aragon, and that submit editorial, phonographic and videographic projects which are subject to the grant, may apply for the aforementioned.

AIDS FOR PUBLISHING, ALLOCATION OF THE 2016 CALL

PUBLISHER	EDITING COST	AMOUNT DEMANDED	AMOUNT GRANTED
Aladrada Ediciones	2.145 €	1.200€	1.020 €
Gara d'Edizions	2.530 €	1.500 €	1.215 €
P. Consello d'a Fabra	2.824,34€	1.000 €	730 €
A.C. Matarranya	1.435 €	1.300 €	1.118 €
Aragón tiene talento	10.021 €	3.000 €	450 €
Transiberiano	3.500 €	1.600 €	450 €
TOTAL	22.455,54 €	9.600 €	4.983 €

GRANTS FOR NON-PROFIT ORGANIZATIONS, ALLOCATION OF THE 2016 CALL



	BUDGET	DEMANDED	GRANTED
Asociación Guayente	2.499,17 €	2.499,17 €	2.499,17 €
As. Mujeres Donisas	418 €	418 €	418 €
A.C. Bente d'Abiento	588,87 €	588,87 €	588,87 €
Clarió Matarranya	614,33 €	614,33 €	614,33 €
Amics de Nonasp	4.630 €	1.800 €	1.800 €
Consello d'a Fabla Ar	3.000 €	3.000 €	3.000 €
Ligallo de Fablans Ar	621,63 €	621,63 €	621,63 €
A.C. Matarranya	3.451,34 €	2.000 €	2.000 €
A.A. Sociolingüística	591,38 €	591,38 €	591,38 €
A.C Nogarà	13.927,31 €	5.912,56 €	5.912,56 €
A.C. Parola	1.700 €	850 €	850 €
Junta C. Las Fuens	2.608 €	900 €	900 €
Asoc. A Replazeta	220,06 €	220,06 €	220,06 €
TOTAL	20.942,78 €	19.881,57 €	19.881,57 €

4.4.- OTHER BROADCAST AND PROMOTION ACTIONS

Following a request from this General Directorate, the course “Aragonese language and culture” was given by the Aragonese Public Administration Institute in September of 2016, with a total of 29 people enrolled.

The webpage www.leguasdearagon.org was launched. It currently has more than 400 newsletter subscribers.





On the 6th of October of 2015 the European Language Day established by the Council of Europe was held for the first time in Aragon with an institutional nature. In this occasion it was held in D.O. Somontano (Barbastro).

Through a joint initiative of this General Directorate and the General Directorate of Culture and Heritage, the subject History and Culture of Aragon was included in the syllabus of A-Levels, and the subject Social Sciences (Aragon) was included in the syllabus of Primary Education, giving them contents in which the languages of Aragon, their literature, and culture developed in them are represented.

Aragonese and Catalan of Aragon were incorporated to the contest of the General Directorate of Innovation, Equity and Involvement, "Literary reading in teaching centres".

On the occasion of the Mother Tongue International Day of 2016 (21st of February), an awareness campaign was carried out through an advert in radio and television and adverts in digital newspapers, with more than 160.000 visits, and the celebration of more than 100 activities in 60 town and the collaboration of UNESCO.



Two workshops were held:

- On the 23rd of May the II Workshop: "Aragonese business, tourism and language", with the collaboration of Aragon Tourism and the Chamber of Commerce, Industry and Services of Zaragoza.





- The III Workshop “Information about the linguistic reality of Aragon”, for journalists,



with the Journalist Association of Aragon (21st, 28th of November, 12th of December). Programme “*Fer Chuntos*” about cooperative work between several actors of the world of Aragonese Language was held. Activities “*Fer chuntos radio*”, “*Fer chuntos un comic*”, “*Fer chuntos un clip*” were held.

More than 1.000 books in Aragonese from 11 titles and 5 publishers were distributed along more than 100 libraries and the magazine “*Temps de Franja*”, with a school supplement was distributed to schools of the eastern part of Aragon.

A Christmas Carol was recorded in three languages (*En nuei chelada/En nit gelada/En noche helada*) by the children’s choir Amici Musicae of the Auditorium of Zaragoza, in order for it to be broadcast in Aragon TV.

There was involvement in the activities of the agreement Generalitat/Campus Iberus Linguistic uses in Franja for its broadcast.

Program “*Pels camins de la memoria*” was carried out in Mequinenza/Mequinensa (*Jesús Moncada*) and Peñarroya de Tastavins/Pena-Roja de Tastavins (*Desideri Lombarte*).

5.- TOPONYMY

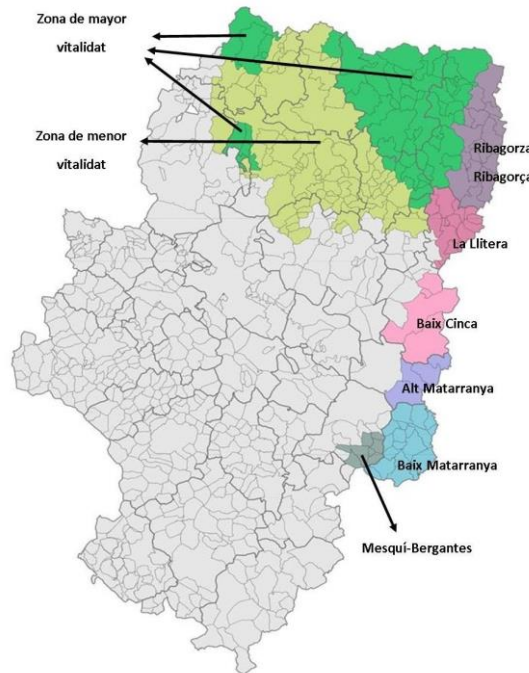
The Toponymy Advisory Committee of Aragon was created and regulated by Order VMV/218/2016, from the 10th of March. (BOA, 23rd of March)



More of 6% of citizens in Aragon can speak Catalan or Aragonese, and 1 in 10 can understand them. But schooling deficit with the treatment of linguistic diversity has an important deficiency in the ability to write them as a result.

Catalan is territorially gathered in a territorial constant, where it has remained historically, that spreads from the north to the south, from the eastern area of Ribagorza to Matarraña/Matarranya, going through some towns of la Litera, Bajo Cinca, Bajo Aragón – Caspe and Bajo Aragón. On its part, Aragonese has an important territorial diversity, focused in an area with higher vitality (valleys of Echo, Ansó and Aragües; some towns of la Galliguera, Panticosa, Sobrarbe and western Ribagorza) and an area with lower vitality, where the rest of Alto Aragón is located, which can be seen in the following map.

4-Sorolla, Natxo et al. (2017): *L'aragonés y lo catalán en l'actualitat. Anàlisi d'o Censo de població y viviendas de 2011*. Sociolinguistic Aragonese Committee. University of Zaragoza. <https://zaguan.unizar.es/record/60448?ln=es>



Regarding knowledge of regional languages in all of Aragon, the Census shows the number as well as the percentage of people who declared they understood and spoke said languages.

People who declared they understood and spoke Aragonese or Catalan in all of Aragon:

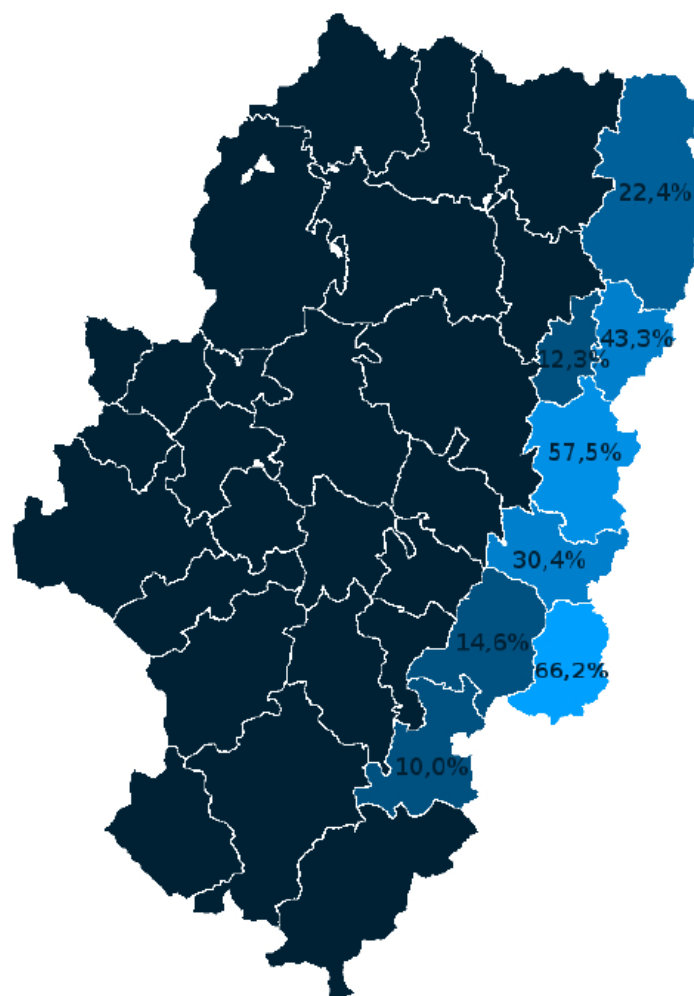
	Aragonés y catalán	Aragonés	Catalán
Entiende	127.639 (9,6%)	44.439 (3,3%)	83.199 (6,3%)
Sabe hablar	81.068 (6,1%)	25.556 (1,9%)	55.531 (4,2%)

		Catalán u aragonés		Aragonés		Catalán	
Total que “conoixe”		<i>145.566</i>	<i>10,9%</i>	<i>56.235</i>	<i>4,2%</i>	<i>89.331</i>	<i>6,7%</i>
S1	Entiende	127.639	9,6%	44.439	3,3%	83.199	6,2%
S2	Sabe parlar	81.068	6,1%	25.556	1,9%	55.513	4,2%
S3	Sabe leyer	88.964	6,7%	29.985	2,3%	58.979	4,4%
S4	Sabe escribir	44.119	3,3%	17.009	1,3%	27.110	2,0%
S5 + S6	<i>No entiende + ns/nc²</i>	<i>17.927</i>	<i>1,3%</i>	<i>11.794</i>	<i>0,9%</i>	<i>6.132</i>	<i>0,5%</i>

Additionally, this study detected that an important part of these speakers, Aragonese as well as Catalan, were not able to write in these languages correctly. This question points directly to a schooling deficit in the mother tongue, among children as well as among adult population.

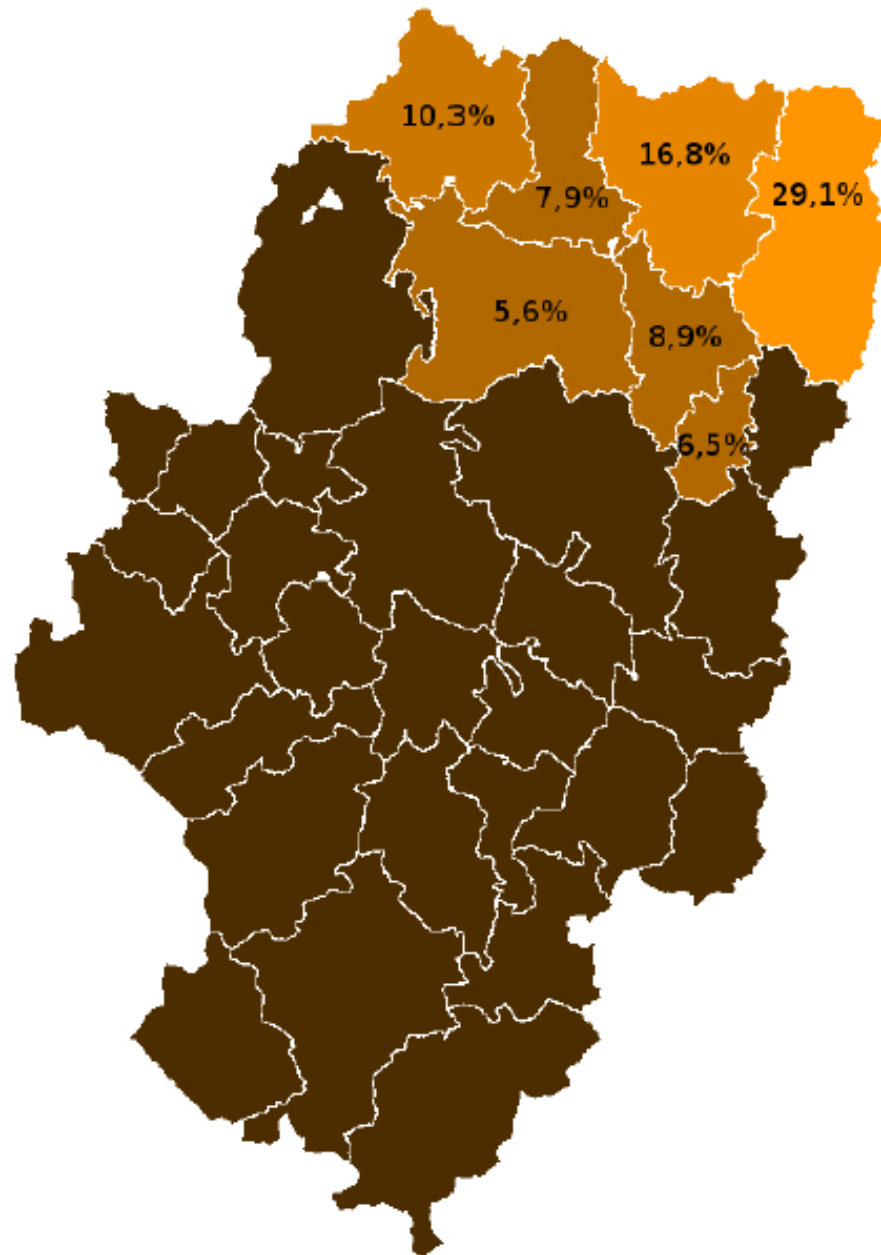
In the case of Catalan language, the problem is more noticeable among children and over the age of 45, whereas in the case of Aragonese language it is a more generalized problem due to a number of factors such as the short supply of educated references in the language or the absence of a common norm.

The percentage of people who declared that they understood Catalan in Catalan speaking regions is shown in the following map.





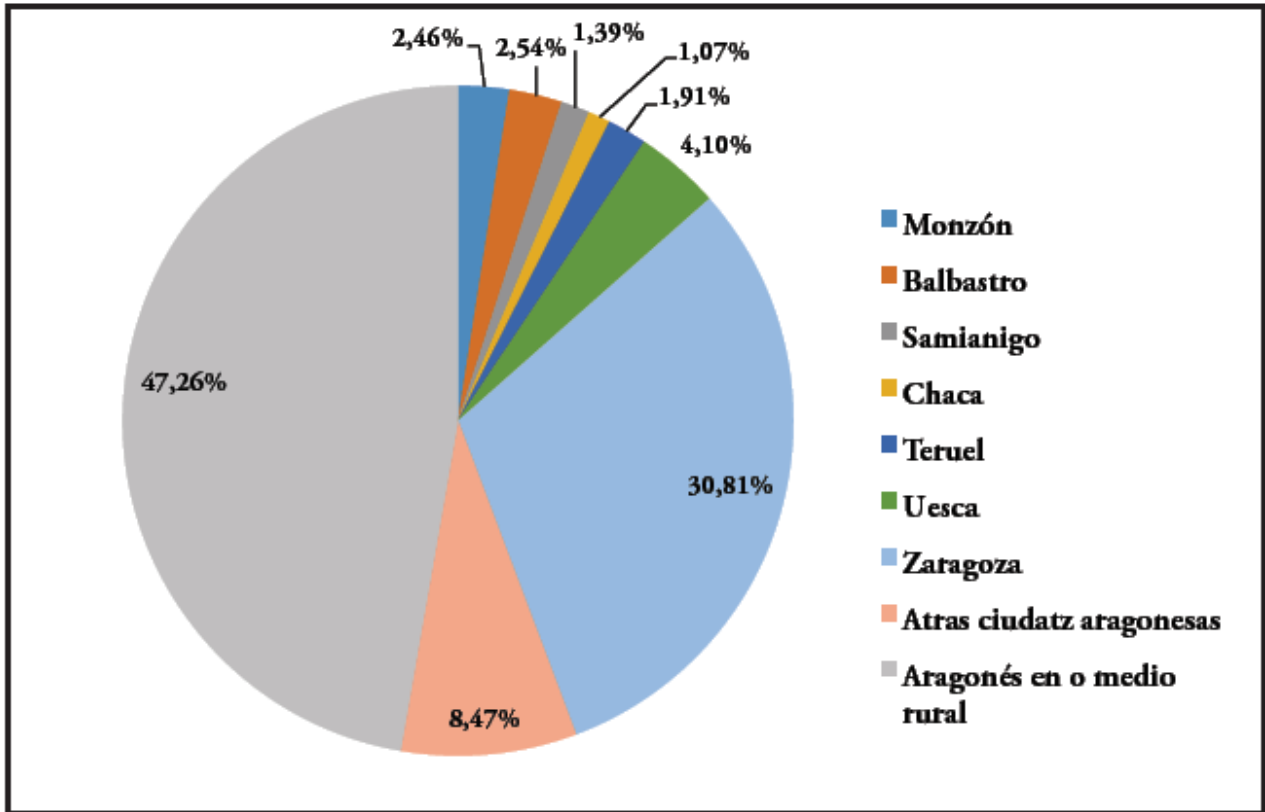
For its part, the percentage of people who declared that they could speak Aragonese in Aragonese speaking regions is shown in the following map.



The study showed, for the first time, the existence of a large number of speakers of both languages in cities, even in those that are outside of the areas with a traditional use, and specifically in Zaragoza and Huesca/Uesca.



The proportion of urban Aragonese speakers over the total number of speakers can be seen in the following chart.



And the total number of speakers in the different cities:

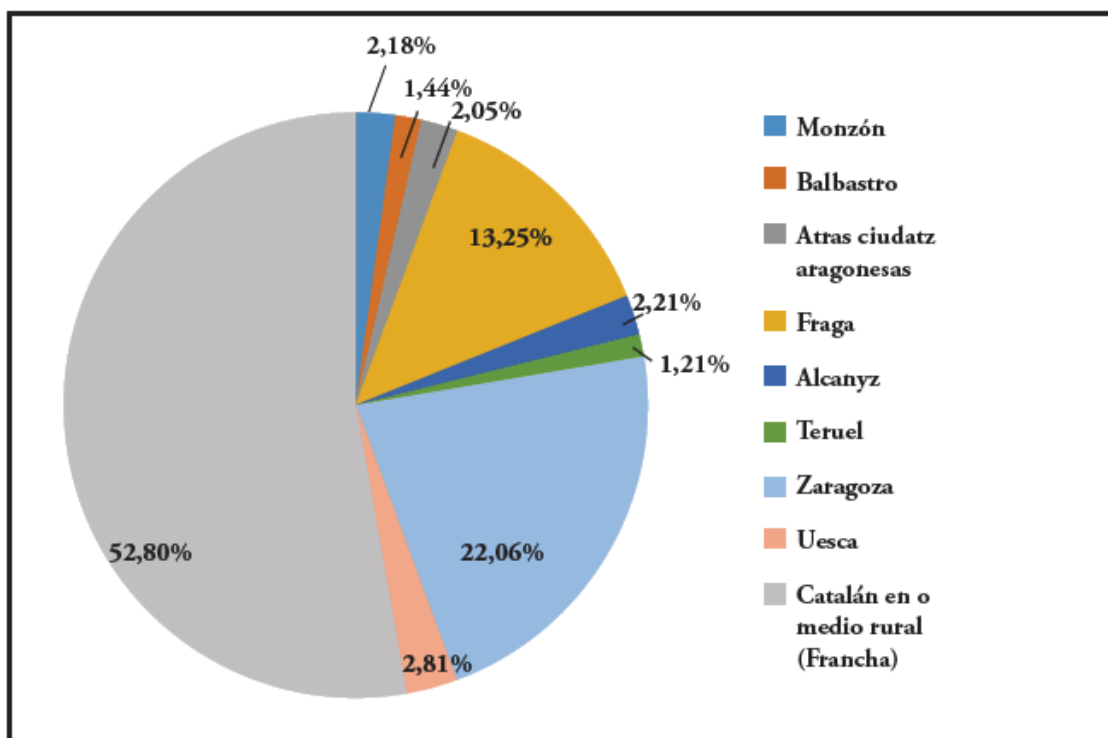
Ciudat	Aragonés	Catalán
Alcanyiz	227	1.226
Balbastro	649	799
Chaca	273	211
Exea d'os Caballers	700	50
Fraga	329	7.357
Monzón	629	1.208
Samianigo	354	204
Teruel	488	671
Uesca	1048	1558
Zaragoza	7183	12291
Atras ciudatz	2165	1136



The age of Aragonese speakers is shown in the following table:

	Menor 16	de 16 a 25	de 26 a 45	de 46 a 64	de 65 a 84	85 y mas
Parladors	8,90%	11,61%	34,30%	24,16%	18,44%	2,59%
Población total	14,40%	9,90%	29,30%	25,50%	17,20%	3,70%

In the case of Catalan the following speaker distribution can be seen:



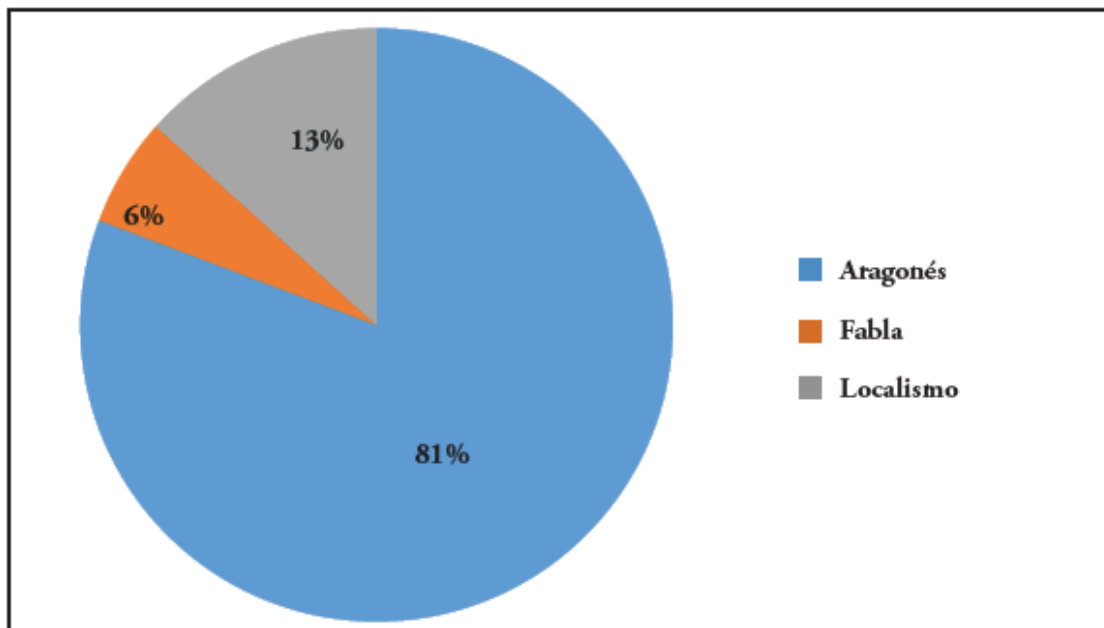
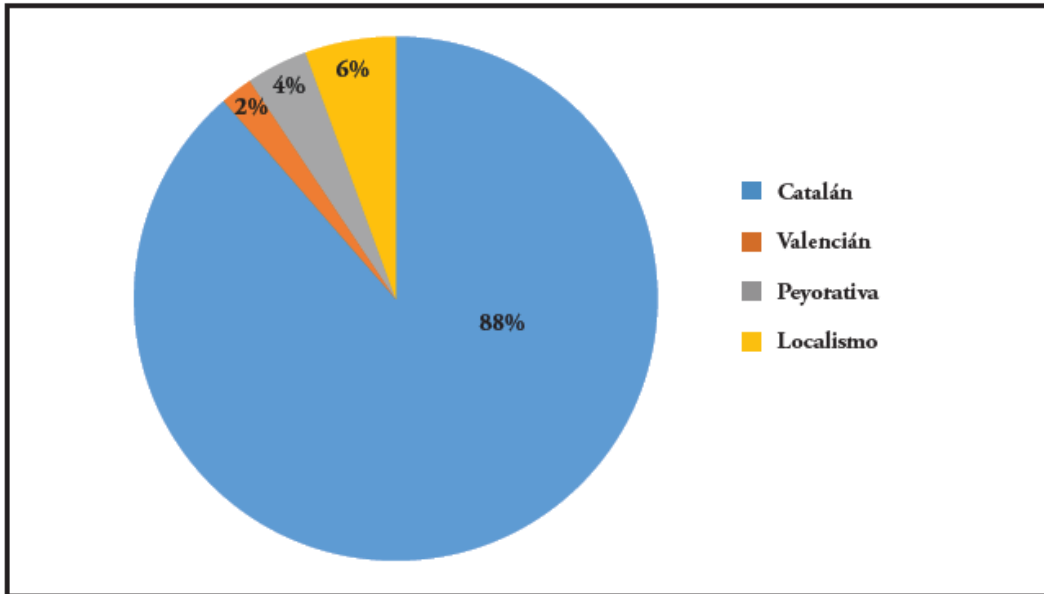
And their age can be seen in the following table:

	Menor 16	de 16 a 25	de 26 a 45	de 46 a 64	de 65 a 84	85 y mas
Parladors	9,40%	11,50%	29,20%	27,60%	18,90%	3,30%
Total	14,40%	9,90%	29,30%	25,50%	17,20%	3,70%

Linguistic ideology is an important matter, that is, the denomination that speakers give to their language.



“Catalan” is the denomination chosen by 88% of the survey respondents, whereas “Aragonese” is the denomination chosen by 81% of the people who answered the survey in this linguistic area, as can be seen in the following charts.



Intergenerational transmission

In the case of Aragonese, according to this study, 56% of fathers pass the language on in the area denominated of higher vitality (A1), whereas that percentage decreases to 50% in the case of mothers. In the area with lower vitality (A2), the transmission is 47% and 69% respectively.



Zona de mayor vitalidad	Transmisión pai-fillo	288	56%
	fin transmisión pai-fillo	157	31%
	Atras transmisions	65	13%
	TOTAL	510	100%

Zona de mayor vitalidad	Transmisión mai-fillo	245	50%
	fin transmisión mai-fillo	156	32%
	Atras transmisions	87	18%
	TOTAL	488	100%

Zona de menor vitalidad	Transmisión pai-fillo	105	47%
	fin transmisión pai-fillo	109	49%
	Atras transmisions	10	4%
	TOTAL	224	100%

Zona de menor vitalidad	Transmisión mai-fillo	214	69%
	fin transmisión mai-fillo	62	20%
	Atras transmisions	33	11%
	TOTAL	309	100%

If we took global percentages for both areas into account, we would find the following:



Zona aragonesofona	Transmisión pai-fillo	393	53,5%
	Fin transmisión pai-fillo	266	36,3%
	Atras transmisions	75	10,2%
	TOTAL	734	100%

Zona aragonesofona	Transmisión mai-fillo	459	57,6%
	Fin transmisión mai-fillo	218	27,4%
	Atras transmisions	120	15%
	TOTAL	797	100%

In the case of Catalan, transmission levels are noticeably higher; in father to child as well as in mother to child transmission.

Franja	transmisión pai-fillo	3625	79%
	Fin transmisión pai-fillo	434	9%
	Atras transmisions	547	12%
	TOTAL	4606	100%

Franja	transmisión mai-fillo	3140	77%
	Fin transmisión mai-fillo	356	9%
	Atras transmisions	568	14%
	TOTAL	4064	100%



The population who declared that they speak Aragonese is male-dominated, since there are more men than women that can speak this language. Additionally, it has been found that in areas with a historical use of the language, there are more possibilities of speaking this language at a later age, with an increase of the percentage of speakers the higher the age range is.

Aragonese is threatened by a generalized rupture of family transmission, and Catalan has begun this process in the north area (Ribagorza and Litera) and in the south-east (Mezquín – Bergantes).

The authors of the report claimed that they were able to value the threatening situation regarding both linguistic communities, according to the family transmission of the languages, knowing in the measure in which adult speakers transmit both languages to their children. The threatening situation for Aragonese is more severe since, even in areas with a higher vitality, the large number of speakers who interrupt its transmission to new generations is not compensated by other types of transmissions, such as learning in school, acquisition through social networks, or through other family members. Catalan shows, in general, a more stable transmission of the language, but data segregated by areas of the Census refers us to the beginning of a clear process of rupture of family transmission, which shows territorial losses in the north (Ribagorza and Litera) and in the south-west (Mezquín-Bergantes, the Catalan speaking towns of the Bajo Aragon Region).

The results of intergenerational transmission of Aragonese point towards the ongoing disappearance of the language in areas of historical use. On its part, in the case of Catalan, the erosion of family transmission of the language is starting to be noticeable in the north area and south-west area of la Franja. Both tendencies make the need for a comprehensive public intervention quite obvious in order to be able to guarantee the future survival of native languages.

3.2.- Catalan (Survey about linguistic uses in la Franja, 2014)

Regarding the state of this language in Aragon, a survey promoted by the General Directorate of Language Policy (DGPL) from the Generalitat of Catalunya, in collaboration with Campus Iberus (Universities of Zaragoza and Lleida), was carried out in 2014.

We follow the article published by Natxo Sorolla in the magazine *Llengua I us*, issue number 57.

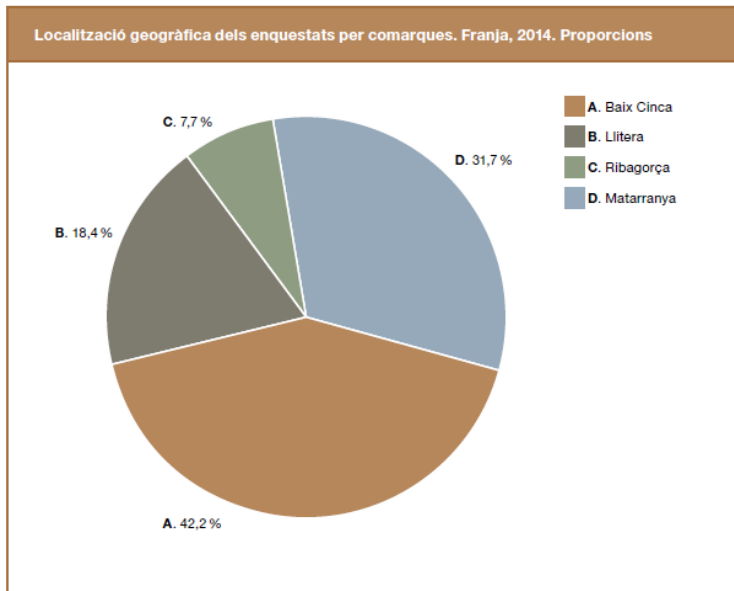
Demographic structure

a) Geographic location

5. Sorolla, Natxo: “El catatá a la Franja. Any 2014”. *Llengua I us*: Technical Linguistic Politics Magazine (en línia) (Barcelona, Generalitat de Catalunya. Departament de Cultura. Direcció General de Política Lingüística) nr. 57 (2nd semester, 2015) p. 79 -92. <http://www.raco.cat/index.php/LenguaUs/article/view/300746>

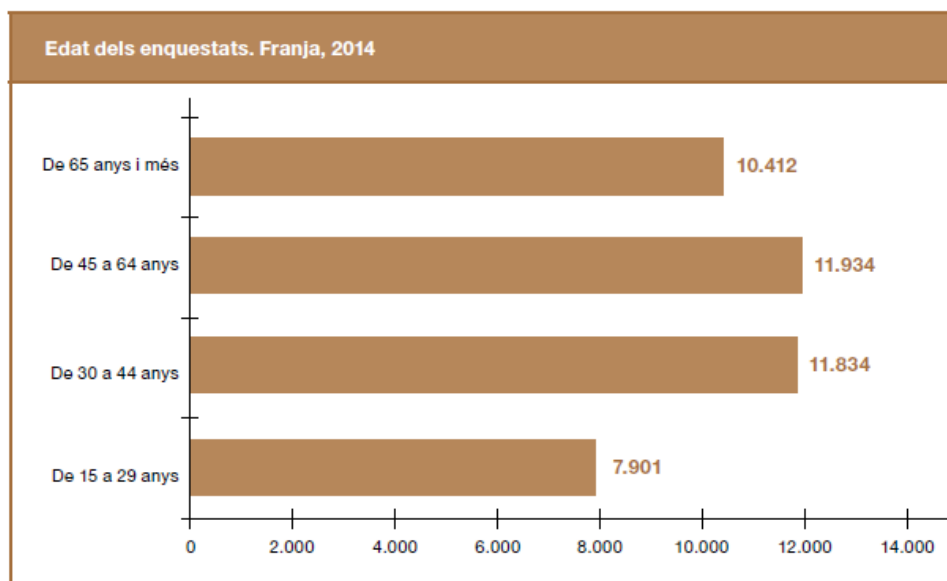


The most populated region is Bajo Cinca, with 42,2% of survey respondents. It is followed by Matarranya, with 31,7% of survey respondents, divided into those from Alto Matarranya (20,3%), from Bajo Matarranya (7,7%) and from Mezquín and Bergantes (3,7%). La Litera gathers 18,7% of survey respondents, and Ribagorça has 7,7% of them.



b) Age

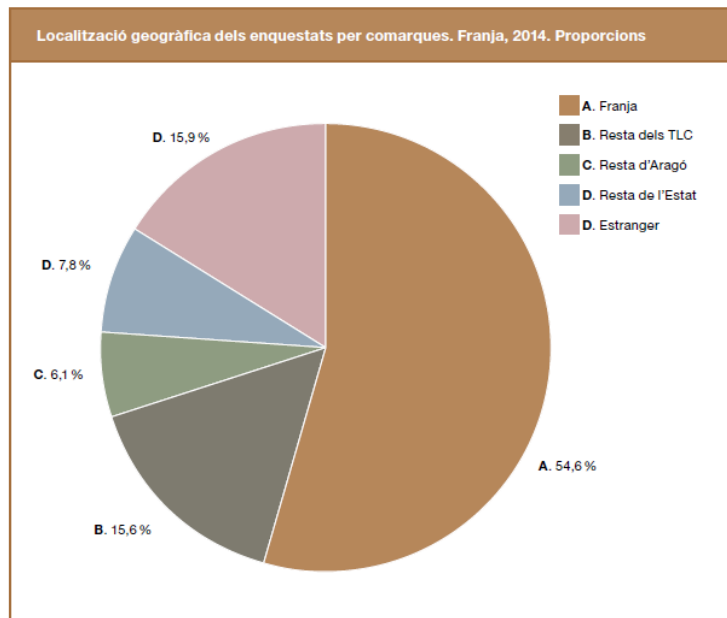
The structure of the population is relatively aged, since the most numerous groups of age belong to mature adult population between the age of 30 and 64, and young groups, from 15 to 29, are scarce.





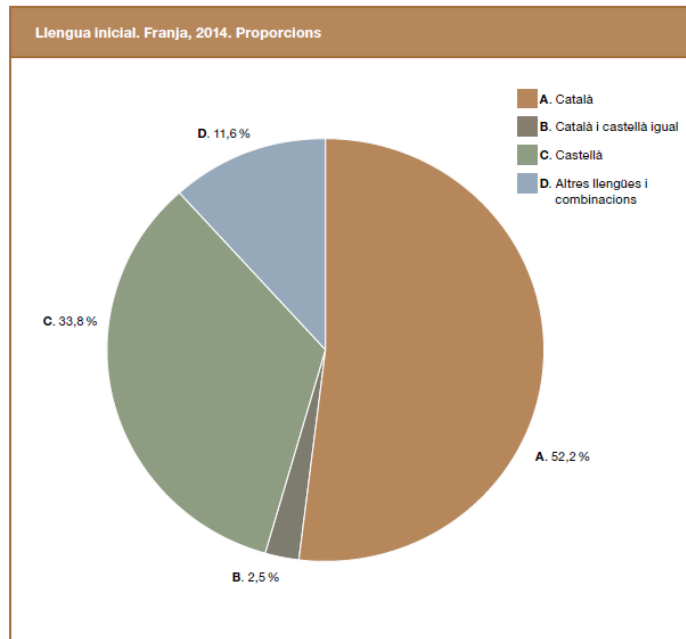
c) Geographic origin

70,2% of survey respondents were born in territories with Catalan language, most of them in La Franja (54,6%). From the rest, approximately half were born in the rest of Aragon or the rest of the State (13,9%), and the other half were born abroad (15,9%).



Initial Language

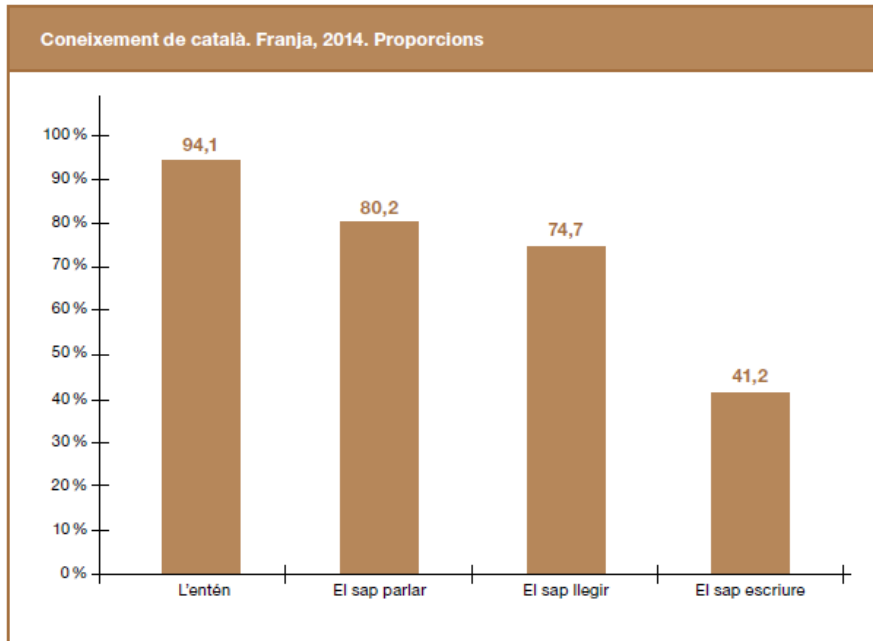
Just over half of the population is initially Catalan speaking (52,2%), a third are initially Spanish speaking (33,8%) and a small number are initially bilingual (2,5%). The volume of initial speakers is 11,6%.



Knowledge

Most of the population in la Franja can speak Catalan (80,2%) and can understand it (94,1%). Additionally, 74,7% of survey respondents declare that they are able to read it. Written competence is much lower, due to the fact that half of those who can speak it declare that they are able to write it (41,2% of the total population).

Coneixement de català. Franja, 2014		
	Nombres absoluts	%
L'entén	39.585	94,1
El sap parlar	33.743	80,2
El sap llegir	31.415	74,7
El sap escriure	17.327	41,2



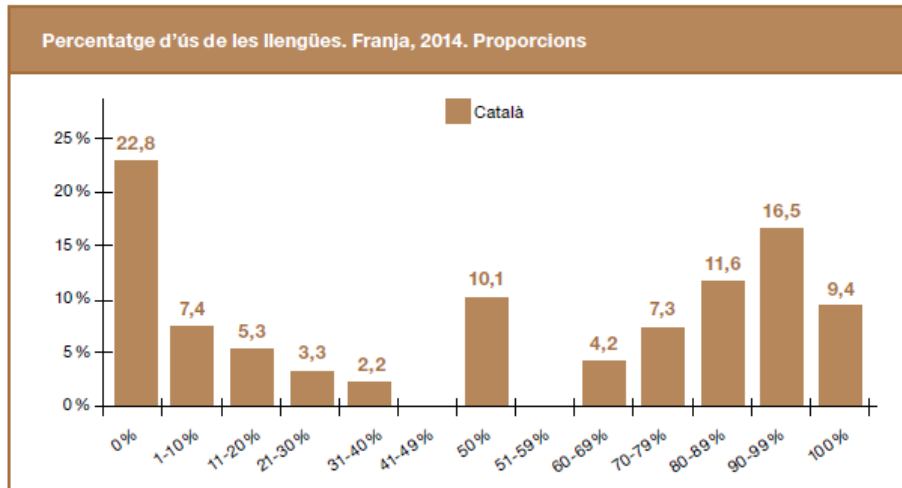
The proportion of those who can speak Catalan is well over those who have it as an initial language (Catalan speakers and initial bilinguals). In this sense, there is 25,5% more people that can speak Catalan than those who have it as an initial language. This translates into 1,47 people that can speak Catalan for every initial Catalan or initial bilingual. In absolute numbers, it is estimated that there are 33.743 Catalan speakers in *la Franja*. According to the results of the survey about linguistic uses in *la Franja*, this territory would still be among the territories with the highest density of Catalan speakers of all the territories with Catalan language, even though the difference with territories with more competence would not be as high. Regarding Spanish, the linguistic competence is universal. All the survey respondents can speak Spanish and virtually all of them can read it (99,8%) and write it (99,7%).

General linguistic use and usual language

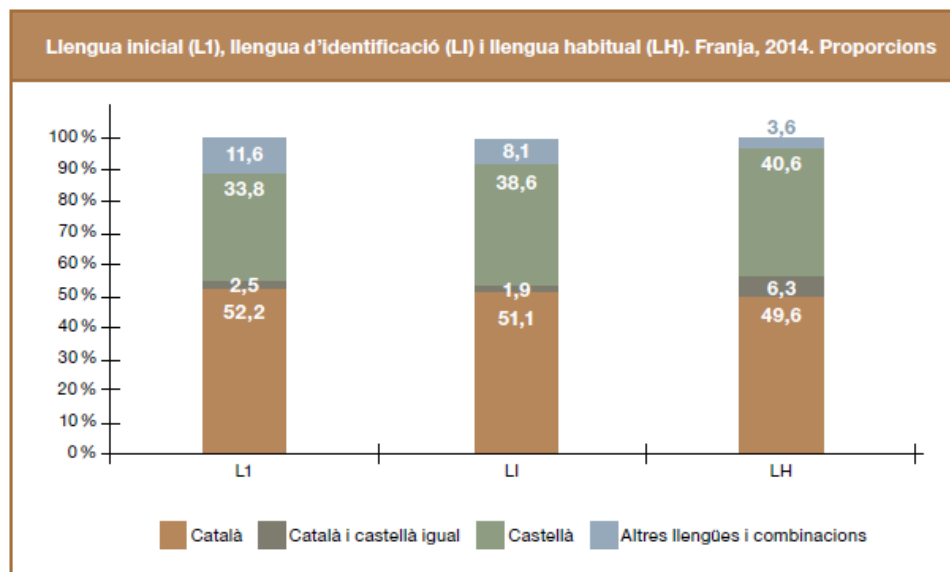
About the general linguistic use that the person surveyed declares regarding different languages, the following question is asked: “In the context of a normal day, in what percentage do you speak in each of the following languages”.

The average use of Catalan (49,9%) is similar to that of Spanish (46,5%). The use of these two languages is practically supplementary due to the fact that the use of other languages is very low (3,5%).

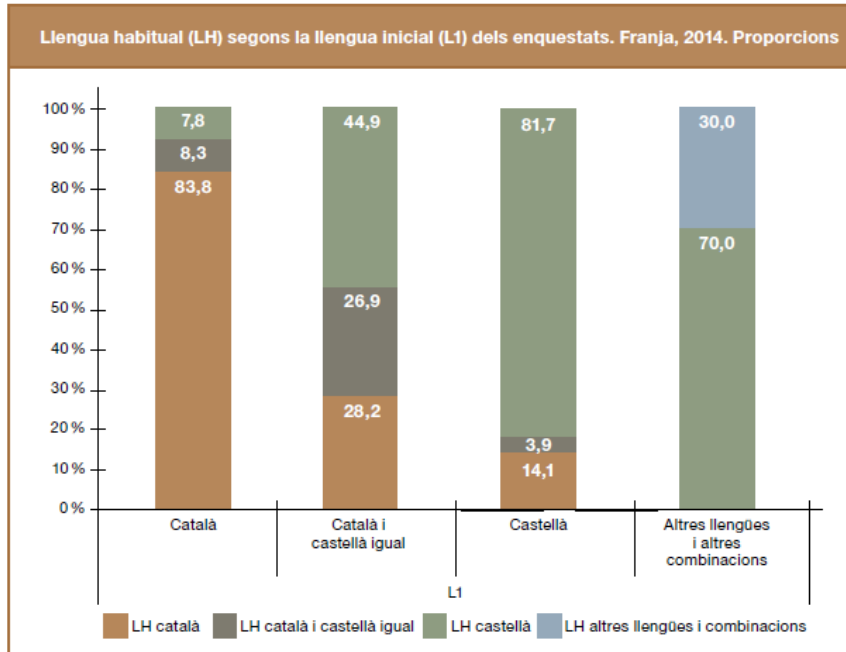
Few people use Catalan exclusively (9,4%). A much higher number use Catalan almost uniquely but not exclusively. In this sense, virtually half of the population (49,0%) speaks Catalan for more of half of a normal day. A significant part (10,1%) speaks a similar amount of Catalan and Spanish, and another part (18,2%) speak Spanish predominantly, but not exclusively. Finally, the part of the population that doesn't use Catalan at all is 22,8%.



Regarding the usual language, half of the population (49,6%) declares that their usual language is Catalan, whereas 40,6% declare that it is Spanish, and 6,3% that they use both languages. With all that, it has to be taken into account that the portion of the population that say that their usual language is Catalan is a bit lower (49,6%) than those who declare this language to be their initial language (52,2%); but if the population that says that both languages are the usual ones is grouped together, the proportion is noticeably higher than those who declare both languages or just Catalan are the initial ones.



In fact, the use of language is interrelated to the initial language. The majority of initial Catalan speakers declare that the language they usually use is Catalan (an average of 83,8%), and the majority of Spanish speakers (an average of 81,7%) and initial allophones (an average of 70,0%) state that they usually use Spanish. Part of the latter also state that they usually use other languages or combine the aforementioned with other languages (30,0%). Initial bilinguals have a more mixed behaviour, prevailing the use of Spanish.

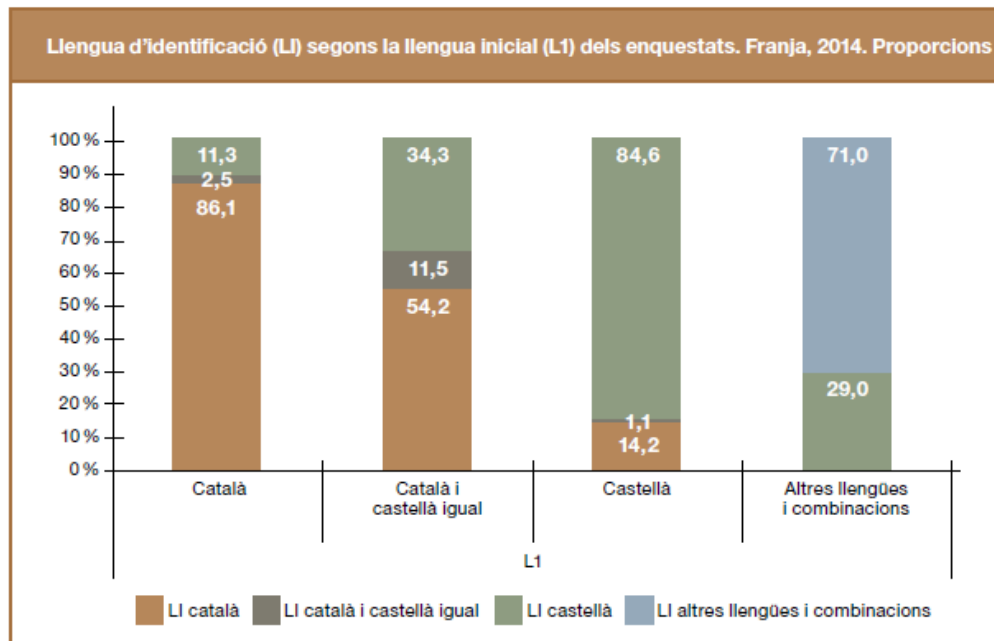


Initial language and identification language

49,6% of the population from *la Franja* considers that their language is Catalan, and 40,6% declares that it is Spanish. People that identify themselves with both languages are a lower proportion (6,3%), same as those who identify themselves with other languages (3,6%). See chart number 8.

One of the indicators in the survey that allow us to see the attraction or linguistic erosion is the comparison between the initial language and the identification language. Whereas in the case of Catalan there are -0,8 unfavourable points towards Catalan, Spanish has +4,8 favourable points.

In fact, most of initial Catalan speakers identified themselves with this initial language (86,1%) and most of Spanish speakers also did this with their first language (84,6%); but since the demographic amount of initial Catalan speakers was higher, the loss was more numerous for the latter, and Spanish recovered from this loss with the flow of other linguistic groups. Regarding initial bilinguals, although the general linguistic use seemed to favour Spanish, in the case of identification language it favoured Catalan more. In the case of allophones, also as opposed to their higher usual use of Spanish, regarding the identification language they used to maintain the link to their initial language or combination of their initial languages with other ones (76,2%).

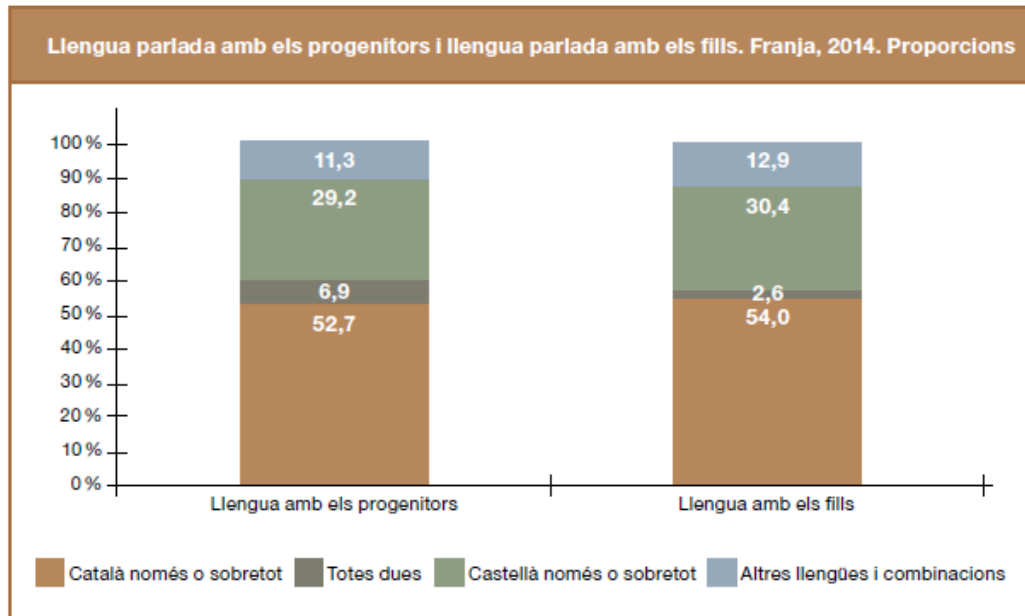


Interge

nerational transmission

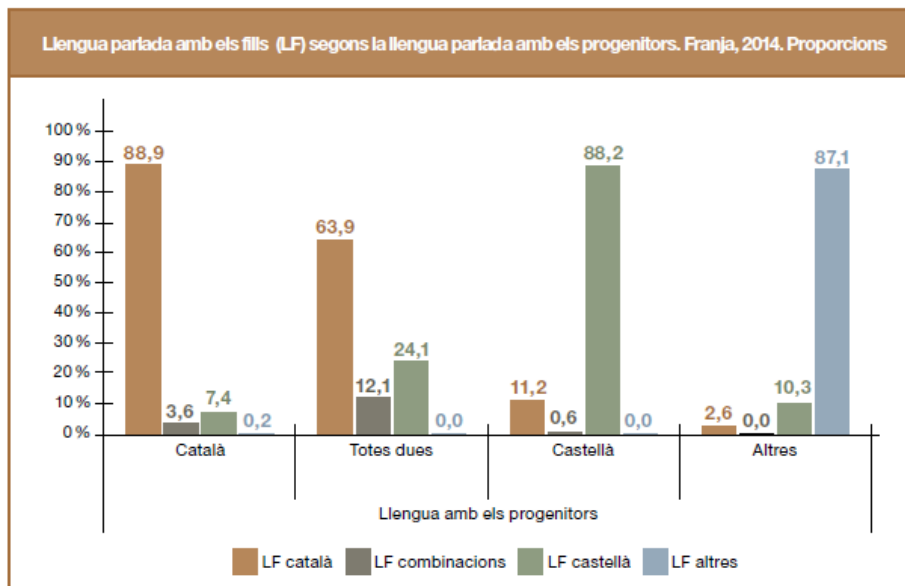
One of the key parts in language vitality is keeping the intergenerational transmission, where certain stability can be found. 52,7% of the population in *la Franja* speak exclusively or mainly Catalan with their parents, and 54% speak exclusively or mainly Catalan with their children. In spite of there being certain increase of the use of Catalan in linguistic intergenerational transmission, the difference is slight. The use of Spanish, at the same time, has also got certain stability due to the fact that 29,2% of the population speak exclusively or mainly Spanish with their parents and 30,4% speak exclusively or mainly Spanish with their children, also with a slight increase.

Both increases occur in spite of the reduction of family bilinguals, due to the fact that 6,9% of the population combine the use of both languages with their parents, but only 2,6% of the population combine both languages with their children. The use of other languages and combinations is similar with parents (11,3%) and with children (12,9%).



If both variables are combined, it can be seen that those who speak Catalan with their parents, as well as those who speak Spanish, pass these languages on to their children, with a percentage of 88,9% and 88,2% respectively.

Even those who speak other languages and combinations with their parents, pass these languages or combinations on (87,1%). Regarding those who speak both languages with their parents, they pass Catalan on more diligently.

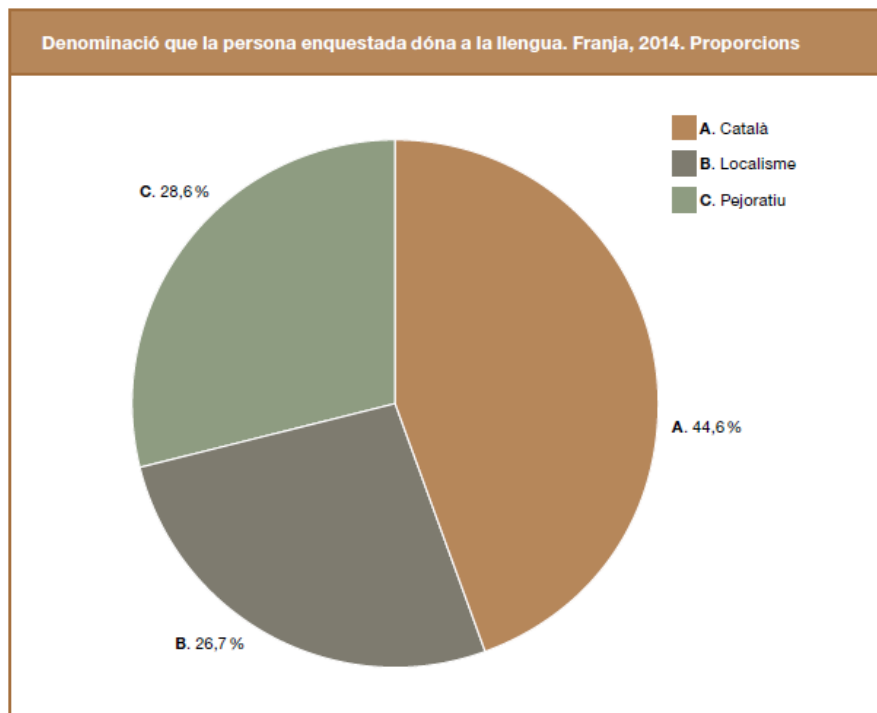


Denomination of the language

Regarding denominations, most of the population who have Catalan as an identifying language use denomination "Catalan" to refer to the language (44,6%), whereas 26,7% use localisms, especially those from the centre area: Fragaí (9,9%), Mequinensá (3,5%), Favarol (2,1%), etc. Finally, 28,6% use the pejorative denomination "Xapurriau".



Denominació que la persona enquestada dóna a la llengua. Franja, 2014. Proporcions					
Català	44,6	Lliterà	1,9	Saidinenc	0,6
Xapurriau	28,6	Nonaspí	1,5	Alvendense	0,4
Fragatí	9,9	Benavarrès	1,4	Ribagorçà	0,3
Mequinensà	3,5	Torrentí	1,1	Aragonesa	0,1
Favarol	2,1	Calaceità	0,9	Aragonès	0,1
Maellà	1,9	Tamarità	0,9	Villellà	0,1
TOTAL					100,0



Sociolinguistic evolution in *la Franja* (2004-2014)

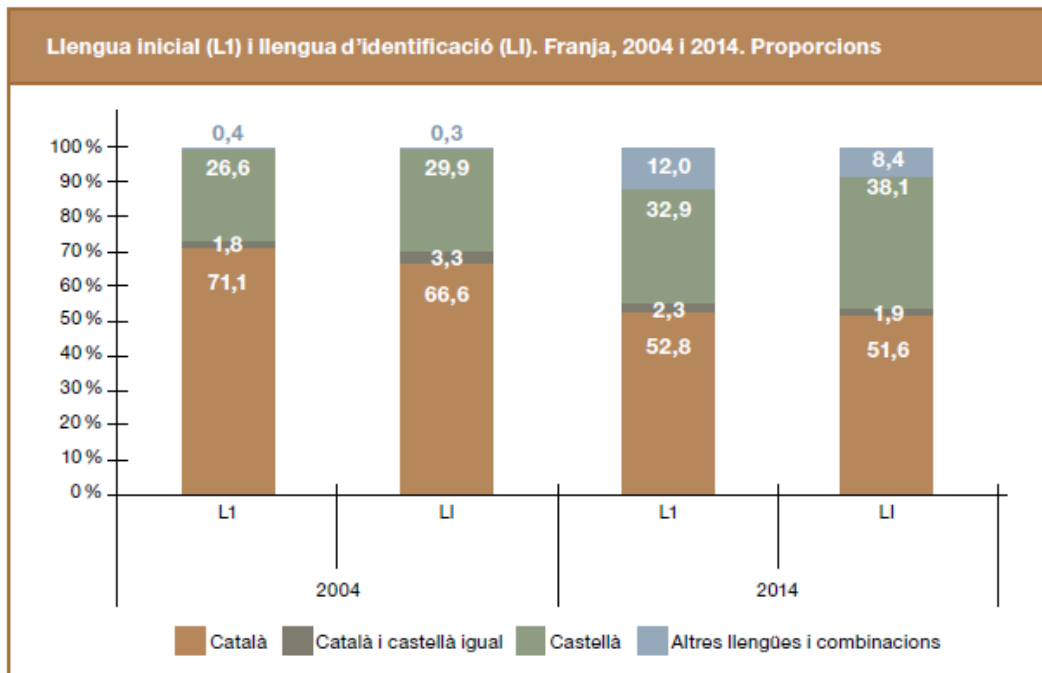
At the end of 2003 and beginning of 2004, the General Directorate of Language Policy, together with the Government of Aragon, carried out the first wave of the current survey; EULF04 (Sorolla , 2005, 2014). In order to match the current study (EULF14) with the universe of the 2014 study, a small adaptation was made which kept a few variations from the general data shown above. In this sense, the comparable data from 2014 did not include the results from Mezquín and Bergantes in order to make it comparable to the design of 2004. In order to see the results of all of the population from *la Franja* in 2014, you should check the previous section “*La Franja, 2014*”. For a longitudinal comparison, follow this section (“Sociolinguistic evolution in *la Franja* (2004-2014)”).



Geographic structure

One of the key aspects to understand the most recent sociolinguistic evolution of *la Franja* is the geographical origin of the population. In this sense, even though almost 9 out of 10 of them were born in Catalan language regions in 2004, in 2014 this proportion had gone down to 7 out of 10, with a loss of 17,6 percentage points. The volume of population born elsewhere within Spain had had a lower variation, with an increase of just 2,1 points compared to the 15,5 percentage point increase in population born outside Spain, which was 16,5% of the population of *la Franja* at the time of the study.

This demographic change has to be taken into account in order to contextualize a big part of the sociolinguistic changes that can be seen over the last decade.



Initial language and identification language

The initial Catalan speaker proportion, as well as the proportion of those who have Catalan as the identification language have decreased over the decade, but the first have had a noticeably higher reduction than the latter. That is why the negative difference between the proportion of initial Catalan speakers and those who have it as an identification language was reduced in 2014 (-1,3 points), in opposition to the one in 2004 (-4,6%). With all that, the favourable rise regarding Spanish increased slightly over the decade, since it went from 3,3 favourable points in 2004 to 5,3 favourable points in 2014.

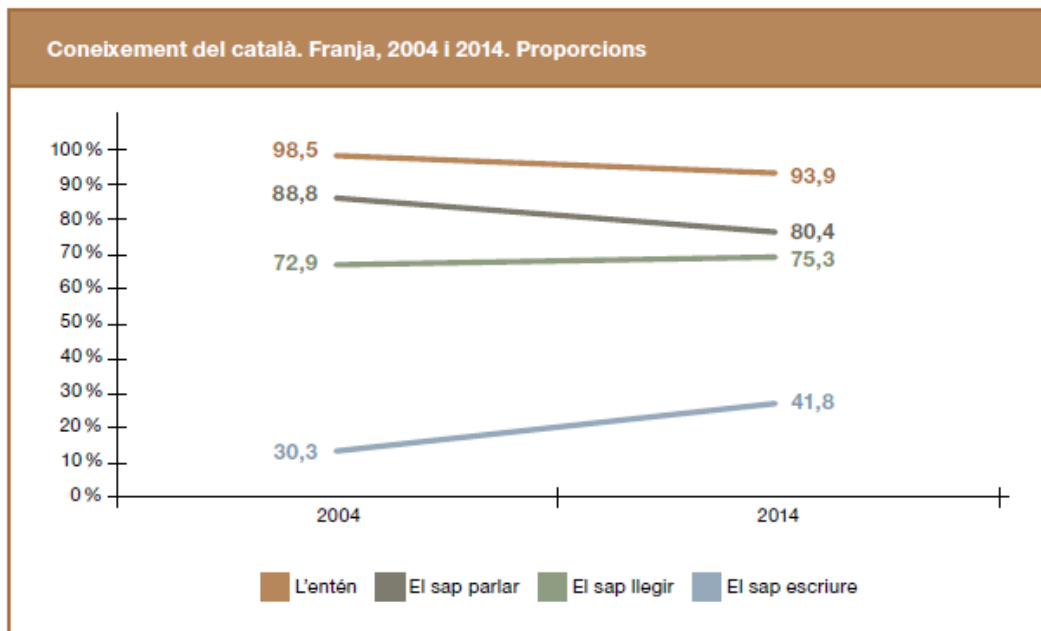
There was a reduction in initial Catalan speakers (graph 14) of 18,3 percentage points over the decade, which was a decrease with an intensity that was similar to the percentage reduction of native population (17,6 points). In fact, if the initial language of native population is compared, 81,1% of them had Catalan or both languages as initial in 2004, whereas the proportion in 2014 was 78,4%. In spite of the 2,7 percentage points of negative variation, we can see that, in broad strokes, the native population still keep the proportions of initial Catalan speakers in a



high level. In this sense, it is highly likely that most of the sociolinguistic changes that can be seen are more associated to this proportional reduction of native population than to structural changes in the sociolinguistic behaviour of native population.

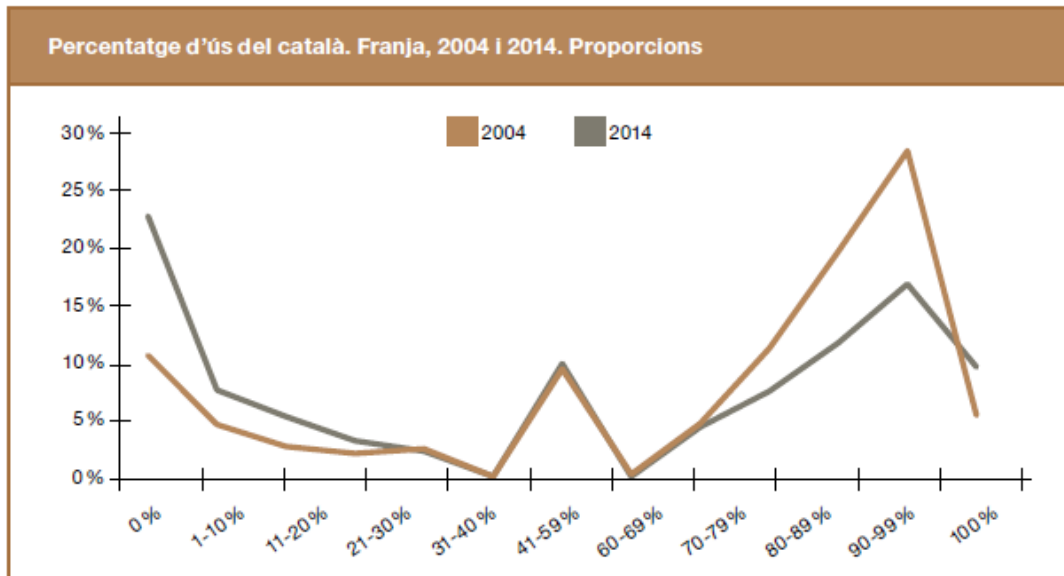
Knowledge

Oral knowledge of Catalan remained in high levels in 2014, but had important variations which are relevant mainly in oral competence. In this sense, the ability to speak Catalan has been reduced by 8,4 percentage points, and the ability to understand it has done so by 4,6 points. Written competences have suffered an important increase over the decade, in active writing competence (16,5 points) as well as in reading competence (8,2 points).



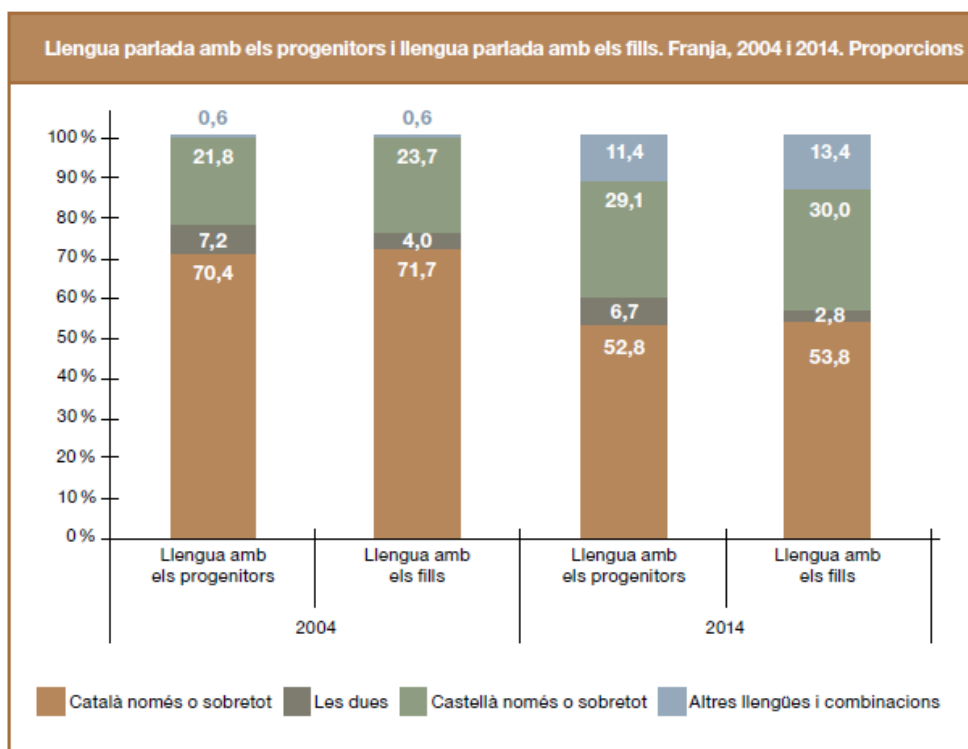
General use

General use of Catalan has decreased by 14,1 percentage points, from 64,4% in year 2004 to 50,3% in 2014. It has decreased specially in those who declare that they use it predominantly, from 70 to 99%. In spite of that, there has been an increase in those who use it exclusively (100%). But the number of those who never use it (0%) and those who make little use of it in general has also increased. Those who make a similar use of both languages (50%) have remained in a similar proportion.



Intergenerational transmission

The use of Catalan with parents (-17,5 points) as well as with children (-17,9 points) decreased proportionally over the decade.



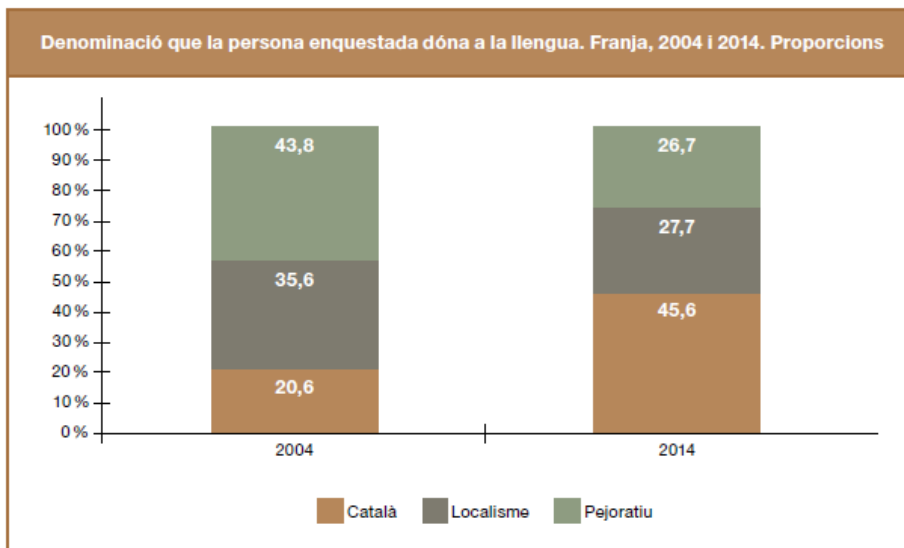
In spite of that, values in linguistic intergenerational transmission, which are slightly favourable to Catalan in 2014, are similar to those from 2004. In that sense, there is a 0,9 percentage point increase in 2014 among those who speak Catalan to their parents and those who pass it on to their children. The comparison between both variables shows that the maintenance level of Catalan speakers has a slight deterioration, taking into account that those who spoke exclusively or mainly Catalan to their parents and also passed it on to their children were



92,7% in 2004 and 88,6% in 2014. On the contrary, those who used Spanish with their parents and passed it on to their children remained in stable positions, since there was a lower variation (84,9% in 2004 and 87,6% in 2014). Among those who combined the use of both languages with their parents the transmission of Catalan was still being favoured, but in a less intense way. Allophones, on the contrary, seemed to emphasise maintaining the transmission of other languages and combinations to their children, more than that of Spanish, which they did in 2004.

Denomination

Regarding denominations, an important change could be seen. In 2004 most of the survey respondents used pejorative denominations (Xapurriau) or localisms (Fragatí...), whereas academic denominations were used by 20,6% of the population. This denomination was the first alternative (45,6%) in 2014 and localisms have been slightly reduced and pejorative denominations have done so more clearly.



Conclusions

The sociolinguistic situation of *la Franja* is complex. Even though similar results to those of Catalan language territories with more favourable conditions were seen in the previous decade, other results were also shown that pointed towards a certain standstill in sociolinguistic vitality, and even towards setbacks. The context has certain similarities to giants with feet made of clay. In broad strokes, these conditions were repeated in 2014.

But with one aggravation: the demographic evolution of the territory. The native population of Catalan language territories are just 7 out of 10 survey respondents, due to a very important increase in allophone population, of 17,6 percentage points. It has to be taken into account that a big part of the sociolinguistic changes that were seen are more related to this high increase of allophone population than to deep structural changes in the sociolinguistic behaviour of native population. In this sense, in 2014 Catalan was the initial language of half of the population, there were up to a third of initial Spanish speakers and a tenth of the population were allophones. The reduction of initial Catalan speakers (-18,3 percentage points) had a similar intensity to the proportional decrease of native population.



Oral knowledge of Catalan is much higher than the volume of initial speakers, since it includes up to 80,2% of the population (with an estimated value of 33,743 speakers).

With all that, this proportion was reduced over the decade. It was also highlighted that 5,9% of the population did not understand Catalan and that virtually half of its speakers say that they cannot write it.

The level of use of Catalan in general has been reduced, and it is currently similar to that of Spanish (an average of 49,9% and 46,5% respectively). The proportion of the population who do not use Catalan at all is already close to a quarter.

Regarding vitality indicators of the language; differences between the initial language and the identification language show that most Catalan speakers identify themselves with their initial language in similar proportions to Spanish speakers. Regarding intergenerational transmission of the language; there was stability in the transmission of Catalan, due to it being reproduced in the family environment, just as it is done with Spanish and even with other languages and combinations.

With all that, a few of the results showed that the intensity of family maintenance of Catalan had been reduced, although in a nuanced way, whereas Spanish recovered some losses it had suffered a few decades back.

Finally, about the denomination that the people surveyed gave to their language, an increase of the use of the academic term Catalan was seen, reaching first place (44,6%), putting pejorative denominations and localisms in secondary positions.

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