



**Mondragon
Unibertsitatea**

**Faculty of Humanities
and Education Sciences**

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INTRODUCTION AND HISTORICAL REVIEW



Throughout the 2017-2018 academic year, all of us involved in the Faculty of Humanities and Education Sciences (Humanitate eta Hezkuntza Zientzien Fakultatea, HUHEZI) devoted ourselves enthusiastically to our strategy. Once again, we opted for broad and open participation: in order to move forward with our strategy, we launched a number of activities and spaces. New areas were created to allow the communities that make up HUHEZI and different interest groups to participate.

Using the key aspects of our strategy as a point of departure, we blazed trails in innovation in teaching activities, in both lifelong learning (LLL) and research and development (R&D) activities. In order to accomplish this, we chose to prioritize training and professional development.

The creation of new spaces for educational innovation was proposed. In our account, we must emphasize that our university has spaces for learning unlike any others in the system. Re-creating the student's campus experience (whether on campus or virtual) must be one of the characteristics we have as a cooperative university.

The following are the most notable facts and events of the 2017-2018 academic year:

Regarding the academic field, in face-to-face degree studies, we had a total of 886 students in Early Childhood Education, Primary Education, and Audiovisual Communication.

In addition to face-to-face or in-person degrees, upgrading courses were again offered in a blended learning format (allowing those holding a diploma to upgrade to a degree). We had a total of 23 students. Additionally, this year we offered the opportunity to earn a second degree or certification or complete a full degree program online. We had a total of 131 students studying online for a second degree or certification and 62 students in an online degree program. Thus, we had a total of 216 students carrying out online studies.

In face-to-face and *blended* learning degree programs together, we had a total of 1,102 students.

In the area of official graduate degrees, four official Master's degrees were offered during the 2017-2018 academic year: *Teaching Habilitation for the Exercise of the Profession of Secondary Education, Vocational Training and Teaching of Languages, Education in Multicultural and Multilingual Contexts (EKOMU), Development and Management of Methodological Didactic Innovation Projects in Educational Institutions (BERRIMET)* and, in

cooperation with the Faculty of Business Studies in Oñati, *Social Economics and Cooperativism (MCOOP)*. *Empresa Cooperativa (MCOOP)*.

We had a total of 192 graduate students (in both official university Master's programs and qualification programs). We offered four official university Master's degrees, two expert qualifications, and one specialist diploma program.

Regarding student mobility, 117 students studied or did curricular practical training abroad. Of these 117, 51 spent a semester at an international university (mostly in Europe), and 30 did practical training in Europe and 36 in Latin America.

A total of 12 students from abroad came to us to do mobility programs in English.

In the area of continuing education, considerable work was carried out in Education, Communication and Cooperation. Of particular note is the fact that the LANKI Institute offered cooperative training in the form of 48 training sessions (with 816 participants). Regarding education, 709 people took part in a program provided in response to a request from schools. In the area of audiovisual communication, our course on Communication in Organizations was offered for the third time, with 16 students.

In research, our researchers showed significant participation in conferences and meetings, and in the area of publication as well, results were abundant, with 49 published articles (of which 11 appeared in medium-impact journals), 3 books and 5 book chapters. We took part in 18 research projects, and 43 transfer initiatives were carried out in public and private institutions. Additionally, 14 research seminars were organized and we participated in 39 social development and outreach activities.

The day-release policy applied in previous years has yielded good results, and 43 of our current HUHEZI faculty members are PhD holders (66.2% of our

personnel). Of these 43, 30 (69.8%) are accredited, and another 22 employees are in doctoral programs.

The aim of HUHEZI Koop. E. is to foster the professional development of all the people who together form our community. The framework for this development in HUHEZI is the following:

- We have reviewed and updated our access plan.
- We have aligned training plans and strategic projects.
- We have developed a strong process to promote language proficiency.
- We have extended ad hoc requests for personal development.
- To foster the development of PhD candidate research staff and research groups, we have implemented a long-term projection and training plan (thesis releases).
- We have analyzed and designed a new Research Personnel in Training policy.

As every year, the Faculty of Humanities and Education Sciences organized Literary Meetings, this year under the title Gender Identities: Ways of Being and Speaking. This 15th year of the Meetings saw the participation of Basque verse-makers Uxue Alberdi, Miren Amuriza and Dorleta Kortazar, and writers Maria Delgado, Josune Gorostegi, Arantxa Urretabizkaia and Txaro Gallego.

Additionally, the 11th annual HUHEZINEMA Film Festival was organized and maintained its success of the last several years with respect to the number of films presented and to the number of guests coming to the festival. Media response was also excellent. There were a number of innovations at this year's festival: we created the Mundukide Award, we organized a meeting of Basque websites, and we offered a participatory masterclass on movie special effects in the Aretxabaleta town square for the whole town. The event took place on March 21-23 at the Aretxabaleta Cultural Center, and in April we organized performances in Azkoitia and Ordizia. For the fourth year, we gave out the Orona Award at the International Film Students' Meeting at the San Sebastian Film Festival and presented five innovative international short films at HUHEZINEMA.

A conference on “Moving Forward Together to Transform Education” organized by the Faculty of Humanities and Education Sciences in cooperation with the Department of Education of the Basque Government was held on the Orona-Ideo campus of Mondragon University. The all-morning conference focused on two strategic areas: comprehensive Obligatory Secondary Education (OSE) and high school language projects, and STEAM pedagogy. The aim of the conference was to encourage cooperation among educational agents and promote innovation. For this purpose, in addition to a talk by expert Xavier Aragay, innovative projects underway in some schools in the Basque Country were shared at the event. More than 160 professionals in the field of education registered for the conference.

The 6th annual Conference on Cooperativism organized by Mondragon University’s LANKI Institute of Cooperative

Studies was held on the Eskoriatza campus: “Cooperative innovation in the practice of social transformation.” The aims of the conference were to share experiences in the fields of cooperativism and social transformation and to become familiar with innovative practices.

During the 2017-2018 academic year, the HUHEZI Sports Service had 327 users. The main strategic line of the service has continued to be “to promote health,” without neglecting excursions, courses, sports, competitions and leisure activities. In the future as well, the greatest challenge for the Sports Service will be to increase the number of users, particularly by promoting women’s participation.



HISTORICAL REVIEW: CHRONOLOGY

► 1976. The Eskoriatza Teacher Training School was founded.

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

► 1978. Official recognition.

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

► 1979. First graduating class.

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

► 1980. The cooperative Teacher Training School.

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

► 1981. First graduating class of teachers without teaching certificates.

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

► 1984. Center for documents about children.

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

► 1985. Teacher refresher program.

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

► 1988. Educational videos.

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

► 1990. Normalization of Basque in the Administration.

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

► 1992. Textbooks.

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

► 1996. Special Education.

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

► 1997. The Faculty of Humanities at Mondragon Unibertsitatea.

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

► 1999. New building.

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

First Master's Degree.

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

► 2000. Degree in Psychopedagogy.

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

► **2001. Online studies**

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

The first cohort of Humanities/Business students graduated in June.

Two new Master's degrees were offered: Training in Information and Communication Technologies and Educational Management.

LANKI, Mondragon Unibertsitatea's Institute of Cooperative Studies, was founded. From the beginning, it focused on three main areas: cooperativism, social intervention, and cooperation for development.

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

The book *Arizmendiarietaren eraldaketa-proiektua (Cooperation: Arizmendiarieta's Transformation project)* was published. It was the **first publication by the LANKI Institute;** since then, the Institute has brought out a number of publications and teaching materials on cooperativism and social challenges.

- **2002.** Within the Psychopedagogy degree, a course in **Psychopedagogical Intervention** was launched, with approximately 30 students.

The LANKI Institute was the driving force behind the development of the **Mundukide intercooperation system.**

- **2003. The AOI-PBL methodology** was implemented systematically in all classes in Primary Education, as well as in core classes in other specialties.

Physical Education. This new specialty in Teacher Training opened with 32 students.

- **2004. The Person and Group Development Management Unit** was established.

The **Pedagogical Training** qualification was launched. Studies on the **Multi-Skilled Teacher** began to be offered.

- **2005.** The degree in **Audiovisual Communication** was established. The mission and aim of this degree program is to train well-rounded communicators. Regardless of where they may work, they will be able to respond to all kinds of communication needs in their respective organizations. A total of 36 student enrolled in the first year of the program.

"A reflection process on the meaning of the Mondragon Cooperative Experience" was carried out in the cooperatives. LANKI was a key player in the development of this process. Once the diagnosis



was ratified by the Cooperative Congress of the MONDRAGON Group in 2007, a number of strategies were implemented to revive the cooperatives.

In the same year, the expert qualification in **“Self-Development and Team Leadership”** was established.

- ▶ **2006.** In teacher training studies, the **first cohort of students involved in the Mendeberry Project** graduated.

A course was offered on **“Interculturality and Multilingualism in the 21st Century.”**

The **Basque Language Scheme** and the **Multimedia Center** were launched.

LANKI took part in the creation of the **Garabide Association**, a platform for sharing with indigenous people from the southern hemisphere the strategies for language revival implemented in the Basque Country and the experience gained.

- ▶ **2007.** The graduate-level course on **“Basque Cultural Transmission”** was offered.

The **HUHEZINEMA Film Festival** was held for the first time.

The **first thesis** of the HUHEZI program was submitted. LANKI, in cooperation with MONDRAGON Social Management, began the design and implementation of the **new Cooperative Education Model**. Since then, extensive processes for cooperative training have been set in motion in the cooperatives of the MONDRAGON Group.

Together with Mundukide, LANKI began cooperation with Brazil's Landless Workers' Movement **MST**.

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

- ▶ **2008.** The first cohort of students in the **“Audiovisual Communication”** degree program graduated.

HUHEZI's degrees in **Early Childhood Education, Primary Education, and Audiovisual Communication** were approved by ANECA, the National Agency for Quality Assessment and Accreditation of Spain.

HUHEZI won the **Gold Certificate of Excellence**.

The **expert qualification in “Cooperativism”** was offered for the first time, with the intention of training

cooperative agents and influencing strategies for reviving cooperatives.

- ▶ **2009.** We began to offer Master's degrees **qualifying teachers in Obligatory Secondary Education and High School, Vocational Training and Language Teaching**, as well as a Master's degree in **Solidarity Economics**.

ANECA approved HUHEZI's official Master's degrees in **Education in Multicultural and Multilingual Contexts (EKOMU)** and in the **Development and Management of Methodological Didactic Innovation Projects in Educational Institutions (BERRIMET)**.

Degrees in **Early Childhood Education, Elementary Education, and Audiovisual Communication** were launched in accordance with the Bologna requirements. LANKI promoted the creation of the **Bagara** process. The purpose of this process is to promote self-sustaining community development in the Debagoiena region.

- ▶ **2010.** We began to offer our official Master's degrees in **Education in Multicultural and Multilingual Contexts (EKOMU)** and in the **Development and Management of Methodological Didactic Innovation Projects in Educational Institutions (BERRIMET)**.

The first year of the **Master's degree in Solidarity Economics** was launched. This degree is aimed at self-sustaining socio-economic development experiences in Latin America.

MU Television was founded.

- ▶ **2011.** The **expert qualification in “The Revival of Indigenous Languages and Identities”** was initiated for indigenous communities around the world.

- ▶ **2012.** The **PhD program in “Innovation and Intervention in Education”** to be offered by HUHEZI in conjunction with the University of Vic was approved by UNIBASQ and ANECA.

Work was begun on the **new campus in Aretxabaleta**. We started to offer our **expert qualification in Communication in Organizations**.

- **2013.** HUHEZI's **new building on the Aretxabaleta campus was inaugurated.**
 We started to offer our **doctoral program in "Innovation and Intervention in Education"** in conjunction with the University of Vic.
 We began to offer **upgrading courses in a blended learning format** so that people who hold a diploma would be able to upgrade to a degree.
 UNIBASQ and ANECA approved our offering of **degree programs in Early Childhood Education and Primary Education in a blended learning format.**
 UNIBASQ and ANECA approved our **official university Master's degree in "Social Economics and Cooperativism" (MCOOP),** which we offer in conjunction with the Oñati Faculty of Business Studies.
- **2014.** The opportunity to do a **complete degree or second qualification online** was offered for the first time.
 The official Master's degree in **"Social Economics and Cooperativism" (MCOOP)** was offered for the first time.
External accreditation was obtained from UNIBASQ for the **Master's degree in Secondary Education.**
External accreditation was obtained from UNIBASQ for **HUHEZI's internal quality system.**
- The appointment at the beginning of the **2014-2015** academic year of a **new dean** brought with it a **new governing council** and a **new organization.**
- **In the 2015-2016 academic year,** we designed a **new strategic plan with a participatory process.**
 In this Strategic Plan, innovation was reaffirmed in the group, both in the academic sphere and in research and transfer, and 10 projects were identified.
 We began to implement **methodological innovation in the Audiovisual Communication degree program.**
External accreditations of the BERRIMET and EKOMU Master's degrees were granted by UNIBASQ
- In the **2016-2017** academic year, accreditations were granted by UNIBASQ to the **EEarly Childhood Education, Primary Education, and Audiovisual Communication** degree programs.
 The Faculty of Humanities and Education Sciences celebrated its **40th anniversary.** Many events were organized throughout the 2016-2017 academic year to celebrate this occasion.
- In the **2017-2018** academic year, we designed a new architectural project. Faculty staff and students participated in the design of the campus.



ACADEMIC REPORT



DEGREES

In the 2017-2018 academic year, we welcomed 178 new face-to-face students to our degree program in Education, 65 in Early Childhood Education and 113 in Primary Education (there were two groups in Early Childhood Education and four in Primary Education). Additionally, 50 new first-year students joined the Audiovisual Communication (IKO) degree program (and the groups were divided into different work sequences). At the same time, the sixth cohort of teachers and communicators trained through the degree studies plan graduated from HUHEZI.

The process to renew degrees continued: IKO established the 4th year of our pedagogical model based on learning outcomes and interdisciplinary work sequences. At the same time, the full second year of the Online Degree was implemented "in challenges," following the IKO model, and a pilot project was carried out in the 3rd year. In the Early Childhood Education and Primary Education degrees, this model is implemented in the 1st year.

Teacher preparation is key in these processes. Pedagogical Seminars and Research days were used to stimulate innovation in the degrees. Furthermore, tutor training was also offered to a number of tutors, and we were assisted in the construction of an evaluation system by Xavier Carrera (University of Lleida).

In the degree innovation process, the Degrees Steering Group (established during the 2015-2016 academic year) continued in its work to facilitate the bases, synergies and shared work needed to review the degrees.

Interest in the mobility program continues to grow and in the 2017-2018 academic year, 129 students either went abroad from HUHEZI (117) or came to HUHEZI from abroad (12) to study or do their curricular practical training. Of the students who went abroad, 51 went to another university to study and 66 went to schools and institutions. With respect to location, 53 students went to Europe on the Erasmus program, 36 went to Latin

America, and 28 to placements in the Spanish State. To support all this mobility, we have agreements with 63 universities and 23 schools in Europe, and with 3 universities and various schools and institutions in Latin America. Regarding placements in the Spanish State, in the 2017-2018 academic year, 26 students went to do their curricular practical training, primarily in Andalusia, Catalonia, Madrid, and the Canary Islands. Additionally, 2 students went to the University of Vic to participate in the SICUE program. Finally, 12 students came to HUHEZI through the international programs we offer in our three degree programs to do a 30-ECTS semester in English with our students.

Various initiatives were undertaken with our students: they participated in the Edit program (a project shared by HUHEZI and universities in Austria, Germany, Finland, Scotland, and Romania). First-year Education students and 2nd-year Audiovisual students produced a short video on education, and prizes were awarded by an international panel of judges. Additionally, the "Break" project continued. This project was initiated last year by 3rd-year Early Childhood Education students and combines Art, Physical Education, and Foreign Language study. A number of cultural initiatives were carried out to promote reflection and motivation with respect to the Basque language (for example, a play on the Day of the Basque Language, a performance on Txomin Txapel day). The Literary Meetings and the HUHEZINEMA Film

Festival, which have become regular events, were also held. The former revisited gender identities and, as every year, well-known personages took part.

Our students participated in the Euspot competition and an Audiovisual Communication graduate student won the grand prize. Our students also took part in the 5th Basque Debate Competition and an Audiovisual Communication graduate student won the prize for best speaker.

Student guidance holds an important position, especially in the fourth year of studies. Various sessions were offered with an eye to job placement, both here and worldwide, or to continuing to study. For this purpose, we invited several of the Basque Country's agents in education and experts in communication to the Faculty, the in-house graduate-level courses were made available to them and the steps to be taken to work either here or abroad were explained to the students. They also had the opportunity to speak with alumni about their professional careers (the path they took, their current situation, etc.). In addition to this, the students also had access to the help and advice provided by members of MU's Employment Service throughout the year. Through the HUHEZI Guidance Service, training was offered to graduates for the first time. This training covered the CV, one's personal brand, and interviewing.



EDUCATION DEGREES (BLENDED LEARNING)

In the 2017-2018 academic year, we had 117 new students in our blended learning programs.

Three types of courses were offered this year:

► UPGRADING COURSES

The 2017-2018 academic year was the fifth year in which the upgrading courses were offered. The aim was to give people who had already earned a diploma the opportunity to upgrade to a degree. Degree studies allow people to go on to graduate-level studies and then to doctoral studies. They also open more doors in the job market. The recipients of these studies are teachers. News about offers is made available on various forums: websites, social networks, radio, open houses, etc.

► SECOND DEGREE/MENTION

This offer is available to graduates in Early Childhood Education and Primary Education. Different

possibilities are available depending on the student's goals:

To earn a Second Degree	ECE → PE	PE → ECE
To earn a Second Mention	ECE – ECE	PE – PE
	ECE – Foreign Language	PE – Foreign Language
		PE – Special Education
		PE – Physical Education

► ONLINE EDUCATION DEGREES

The purpose of this modality is to offer degrees in Education (Early Childhood and Primary) online and in Basque.

This offer is aimed at various groups:

- Those who have completed advanced studies (holders of diplomas or certificates, engineers, architects).
- Those who have passed the university entrance exam for mature students.



- Those with Advanced Vocational Training (in Education) + 5 years' experience.
- Advanced-level athletes.

Data on the three modes:

New students (PE / ECE)	
Upgrading	EP: 10 EI: 5
Second degree/ mention	EP: 55 EI: 21
Online degrees	EP: 14 EI: 12

The aims of these offers throughout the academic year were the following: to further teacher training, to take the first steps in online innovation, to firmly establish the expansion of these offers.

The training activities carried out with the students appear in the induction plan and have the following aims: to include the student in HUHEZI's education project, to guide them toward online studies, to help them become familiar with plans of study, and to help them become skilled in the use of platforms.

With the teachers, training activities were carried out to help them improve subject design and become skilled in the use of Web 2.0 tools by designing individual training plans in a number of cases.

Regarding mobility, students had the opportunity in their final year of their degree program to do their practicum in Europe or America through the Erasmus program. We had a total of 2 students in America and 2 in Europe.

UNIVERSITY MASTER'S DEGREES

In the 2017-2018 academic year, we had 114 Master's students in HUHEZI.

► University Master's degree in the Development and Management of Methodological Didactic Innovation Projects in Educational Institutions (BERRIMET) *(offered entirely online).*

The number of students surpassed that in previous years and it was necessary to form two groups (a total of 47 students enrolled: 21 first-year students and 26 second-year students). This was the 8th year in which this Master's degree was offered. A total of 19 students chose the research track and 28 chose the professional track. A total of 22 Master's theses were submitted. Regarding student origins, 9 new students were our own graduates. Steps were taken toward student internationalization, and one student did a practicum abroad (in Italy).

► University Master's degree in Education in Multicultural and Multilingual Contexts (EKOMU)

This 8th year of the EKOMU Master's program saw a total of 22 students (10 second-year students and 12 first-year students): 16 chose the professional track and 6 chose the research track. This year, 8 students completed their Master's degrees and 1 did a practicum and submitted a thesis in English, another in Spanish, and the rest in Basque. Additionally, relationships with both students and school tutors became closer. Furthermore, the cases of students who did not complete their Master's degree in recent years were examined and certificates were issued depending on the number of credits completed. A special seminar was held with teachers serving as thesis directors to help them manage the students under their direction as well as possible. And finally, we collaborated with the Doctoral Committee to organize orientation sessions.

► **University Master's degree qualifying teachers in Obligatory Secondary Education and High School, Vocational Training and Language Teaching**

The 9th year of this Master's program was conducted in face-to-face learning with a total of 35 students (33 new students and 2 returning students) in four specialties: Language and Literature, Technology, Natural Sciences and Mathematics, and Humanities and Social Sciences. In the 2017-2018 academic year, enrollments were down and students were organized as a single group.

Progress was made in the Master's innovation process by working on challenges identified in previous years. Strengthening the practicum system was prioritized, as a first step toward renovating the Master's degree in general. Thus, an innovation was designed based on the teaching-learning process focused on the profession, with an eye to implementing it in the 2018-2019 academic year. Coordination spaces, Pedagogical Commissions and tutoring seminars were used to envision and design the new model. In addition to this, in order to create the school network required by the new model, meetings were held with three school networks (the public network, the school network, and the Christian school network).

Finally, we worked on the construction of the new model in conjunction with the University of Lleida

and the University of Andorra in order to learn about the strengths of this model as well as its challenges in order to meet them in the HUHEZI Master's program. Our colleague from the University of Lleida, Jordi Coiduras, gave the first training session to the group of Secondary Education tutors in order to initiate the Secondary Education dual model.

► **MCOOP. University Master's Degree in Social Economics and Cooperativism**

In the 2017-2018 academic year, we had 10 new students in this official university Master's degree, which is offered online in conjunction with Mondragon University's Faculty of Business Studies. As every year, there was great variation among the students regarding profile and origin.

The primary goal of this Master's program is to develop the ability to manage cooperative businesses and socio-economic enterprises in general. For this purpose, knowledge is developed in a wide range of areas, such as business management, participation, and innovation, always with the aim of combining the economic and social aspects of cooperativism.

Finally, the steps taken in the creation of the new Master's program are noteworthy: together with the TeamLabs team, the HUHEZI team carried out exercises to envision the Master's program from



December to July. The report on the new Master's program was presented to UNIBASQ in November.

EXPERT QUALIFICATIONS

Two expert qualifications and one certificate of specialization were offered this academic year: *the university expert qualification in Cooperativism, the certificate of specialization in the Social and Economic Management of Solidarity Economics, and the KoopFabrika university expert qualification in Cooperative Social Entrepreneurship and Social Economics.*

► **University Expert Qualification in Cooperativism**

This was the 10th year of the university expert qualification in Cooperativism and a total of 20 students took part, all representatives from cooperatives. This is a training program aimed at promoting cooperativism and transmitting cooperative ideas. Its purpose is to provide the students with a strong theoretical and practical knowledge base to help them to understand the cooperative situation and to strengthen and promote cooperative environments. This program is the fruit of the collaboration between the Mondragon Group's Social Management Committee and HUHEZI's Lanki Institute.

► **Certificate of Specialization in the Social and Economic Management of Solidarity Economics**

The primary goals of the certificate of specialization in the Social and Economic Management of Solidarity Economics are to strengthen Latin American social

solidarity institutions and initiatives, and to provide viable resources. This third year of the program saw the participation of professors from three Mondragon University faculties: HUHEZI, Business Studies, and the Higher Polytechnic School.

Through this training, our participants developed a number of competencies in the fields of economic and social management and gender equity. We had 16 social economics participants from 8 different countries (Bolivia, Colombia, Peru, Ecuador, El Salvador, Mexico, Paraguay, and Nicaragua).

This training is part of a collaborative project for development carried out by Mondragon University's LANKI Institute together with the non-governmental organization ALBOAN. The project was funded by the Basque Agency for Development Cooperation of the Basque Government and carried out in cooperation with the Aretxabaleta City Council, the Mundukide Foundation, and the Friends of Arizmendiarieta Association.

► **KoopFabrika: university expert qualification in Cooperative Social Entrepreneurship and Social Economics**

The second year of the Kooperatiba Fabrika program to promote cooperative social entrepreneurship and social economics took place as part of the "Program for the promotion of participation by people and businesses in Gipuzkoa" run by the Provincial Government of Gipuzkoa. The project is organized by Mondragon University's LANKI Institute together with Olatukoop.

This expert qualification from Mondragon University



is the first time that intensive university training on social entrepreneurship has been offered. This training resulted in a total of 27 cooperative social entrepreneurship and community development projects created by 42 entrepreneurs.

CONTINUING EDUCATION

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

Throughout the 2017-2018 academic year, 48 training sessions were held (a total of 368 training hours with 816 participants). Of particular note were the sessions on cooperative reflection carried out with members of Soraluece Koop. E. and Ulma Handlyng Systems.

With respect to **Education** responses were made to requests from schools related to various subjects:

neuroeducation and sports, intercultural education, coeducation and gender, and languages. A total of 709 people participated in these programs.

In the area of **Audiovisual Communication**, a course on Communication in Organizations was offered for the third time, with 16 students.

RESEARCH AND TRANSFER

In HUHEZI, Research and Transfer are developed in three areas: Education, Communication, and Cooperation. Within these areas, there are three main lines of research:

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

We have divided these three basic areas of knowledge into five specific areas, University, Vocational Training, Communication, Formal Education, and Cooperativism and Social Innovation, focusing specifically on current social challenges; that is, the culture and internal process of organizations, processing as it relates to innovation, and methodological approaches.



A number of research groups fall into these lines of research and areas, and the 2017-2018 academic year saw the publication of a total of 49 articles (11 in medium-impact journals), 3 books, and 5 book chapters. Additionally, 19 papers (5 of which were published) were presented at international and national conferences. Of all these publications, 23 were in Basque. Furthermore, we took part in 18 research projects, which came about through general (7) and European (2) competitive calls, or through agreements or contracts (9). A total of 43 transfer initiatives were carried out in public and private organizations. In addition, 14 research seminars were organized, and we participated in 63 social outreach events.

THIRD CYCLE

► Doctoral programs

In the 2017-2018 academic year, we had 25 students enrolled in HUHEZI's two doctoral programs.

- Doctoral program in ENTREPRENEURSHIP, COOPERATIVISM, AND INNOVATION MANAGEMENT: one doctoral student was enrolled in the *"Entrepreneurship, Cooperativism, and Innovation Management"* doctoral program run in conjunction with Mondragon University's Faculty of Business Science.
- Doctoral program in INNOVATION AND INTERVENTION IN EDUCATION: The implementation of the doctoral program in *"Innovation and Intervention in Education"* is being developed in collaboration with the University of Vic – Central University of Catalonia (UVic-CUC). A total of 24 doctoral students were enrolled in this program, 2 of whom, Ainhoa Moyua and Ane Urizar, defended their dissertations this year (both with international mention). In both cases, the students earned the Summa Cum Laude designation.
- As a special initiative within the doctoral program, MU and the University of Vic organized a research conference with the following aims:

- To foster the oral and written communication skills of doctoral students to ensure that they will be able to transmit the results of their research to the scientific community and to society.
- To provide a way for doctoral students and the members of research groups associated with the doctoral program to share their research experiences and enrich them through critical analysis and the contributions of the participants.
- To foster research projects developed in collaboration among research groups from the two universities.

During this research conference, 2 papers and 11 posters were presented.

As a result, 43 members of the HUHEZI personnel now hold PhDs (66.2% of the staff), 30 (69.8%) of whom are accredited. Additionally, another 22 members are currently working on their PhDs.



ECONOMIC AND FINANCIAL SITUATION



Revenue for the 2017-2018 academic year totaled 9,312.15 thousand euros, and expenditure totaled 9,112.64 thousand. Thus, we ended the year with a positive balance of 199.51 thousand euros.

Ordinary investments of 157.75 thousand euros were made during this academic year, with financing provided by the Intercooperative Education and Promotion Fund of the Mondragon Group and, to a lesser extent, from in-house funds.

Regarding the balance, the Balance Sheet of Assets and Liabilities shows a balance of 9,561.82 thousand euros as of August 31, 2018.

HUHEZI IN NUMBERS

HUHEZI IN NUMBERS	2017-2018
Students in face-to-face degree programs	886
Early Childhood Education	435
Primary Education	259
Audiovisual Communication	192
Students in blended learning programs	216
Master's students	114
Students in expert qualification programs	78
Doctoral students	25
International mobility students	129
HUHEZI students studying abroad	117
Foreign students in HUHEZI	12
Maintenance budget (*)	9,312.15
Ordinary investments (*)	157.75
Personnel	114

(*) in thousands of euros



ORGANIZATIONAL STRUCTURE

DEAN:

Begoña Pedrosa

BOARD OF DIRECTORS:

Begoña Pedrosa: Dean of the Faculty.

Arantza Ozaeta: Academic Director.

Jose Ramon Vitoria: Director of Research and Transfer.

Eneritz Garro: Director of Educational Innovation.

Ainara Artetxe: Director of Educational Innovation.

Goio Arana: Director of Communication.

Ainara Udaondo: Director of LANKI and Professional Training.

Ainhoa Leturiaga: Director of Administration and Finance.

GOVERNING COUNCIL:

Amaia Agirre: Chair.

Igor Ortega: Vice-Chair.

Leire Laskurain: Secretary.

Members:

Amaia Pavón.

Amelia Barquín.

Maidier Herce.

Javier Marcos.

Jose Ramon Zubizarreta.

Samuel Garcia.

Ane Irazabal.

Peio Manterola.

Oihane Gartzia.



PERSONNEL

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

AGIRRE GARCIA NEREA AGIRREURRETA SERNA ANE ALKORTA
ALDAZABAL ENERITZ ALONSO AMEZUA IDURRE ALZOLA MAIZTEGUI
NEREA AMEZUA VALERA NAIARA APRAIZ ANSOLA MARIKARMEN
ARANA ARRIETA GOIO ARANBURU ETXEGOIEN LEIRE AREBIOTORRE
LANDETA EUNATE AREXOLALEIBA BITERI JULEN ARISTI NARBAIZA
JON ARNEDO GAZTELURRUTIA MAIALEN ARRATIBEL INSAUSTI
NEKANE ARREGI LANDA ITZIAR ARREGI IRIBECAMPOS AITZIBER
ARREGI MURGIONDO XABIER ARRESE ERRASTI GOTZONE ARRIARAN
OLALDE IÑIGO ARRUTI ETXEBERRIA NEREA ARTETXE ARANAZ
AINARA ARTETXE LAZKANO MELTXOR ASTIGARRAGA AGIRRE IDOIA
ASTIGARRAGA ETXEBARRIA EUGENIO AZKARATE ITURBE OXEL
AZKUE LETE IKER AZPEITIA EIZAGIRRE AGURTZANE BARANDIARAN
ARTEAGA ALEXANDER BARNES JULIA DIANA BARQUIN LOPEZ
AMELIA BASTERRETxea URKIRI IHINTZA BEITIA SASIAIN LOREDI
BELATEGI UNZUETA ONINTZA BIAIN BIDARTE AMAIA BIDEgain
ENEKO BIKUÑA MUNDUATE AGURTZANE BOLIBAR ZABALA ANDER
BONILLA BERMEJO MARI CARMEN CABALLERO RAMIREZ IZASKUN
CARPINTERO MARTIN ANA BELEN EGAÑA CASAS IRATXE EGAÑA OSA
TXEMA EGIZABAL OLLOKIEGI DIEGO EIZAGIRRE EIZAGIRRE ANDONI
ESCANDON LUCEA EUNATE ESKIBEL MONTERO NAGORE GALINDEZ
NAFARRATE EDURNE GALLETEBEITIA GABIOLA IBAN GARAGARZA
LEKUBE GARBIÑE GARRO LARRAÑAGA ENERITZ GASTAÑAZATORRE
GORROTXATEGUI IDURRE GOIKOETXEA AGIRRE NEKANE GONZALEZ
ARENAZA AINHOA GOÑI EIZMENDI MAITE GOSTIN ELORZA ANDRES
IBARRONDO DEL CANTO ASIER IMAZ AGIRRE AINARA INSAUSTI
AMIANO ARIANE IÑURRATEGI IRIZAR NAGORE IÑURRITEGI LEON
NEKANE IPIÑA LARRAÑAGA NAGORE IRIZAR MEZO ASIER JIMENEZ
ARRIETA OLAIA KANPANDEGI BERROTARAN ARITZ KAREAGA
IRAZABALBEITIA ARIANE LARRAÑAGA ELORZA AINHOA LARREA
ARANA, MIREIA LARREA HERMIDA IÑAKI LASKURAIN BIDABURU
LEIRE LAUZURIKA ARRONDO ASIER LERSUNDI PEREZ AMAIA
LETURIAGA LETONA AINHOA LEZETA RUIZ DE ALEGRIA ION LOPEZ
SALAS NEREA LOYOLA IDIAKEZ AITZOL MADINABEITIA MEDRANO
MONIKA MARTIARTU ZUGASTI AMAIA MARTINEZ GORROTXATEGI
AGURTZANE MATA OYANGUREN OIHANA MONGELOS GARCIA
ARANTZA MURCIANO EIZAGIRRE AROA ORMAZABAL GORRIA MIREN
ORTEGA SUNSUNDEGI IGOR OTADUY MARAURI OIHANA OZAETA
ELORZA ARANTZA PAVON ARRIZABALAGA AMAIA PEDROSA LOBATO
BEGOÑA PEREZ LIZARRALDE KARMELE PEREZ RODRIGUEZ ANA
PUEBLA AGIRRE MAITANE QUINTAS QUINTAS MARTA RALLA YUSTA
BEÑAT RAMIREZ DE OKARIZ TELLERIA IÑIGO RAMIREZ ROJO IRATXE
RIBAGUDA EGURROLA ANA RODRIGUEZ GARITANO JONE RUIZ DE
AZUA GALDOS EDURNE SAGASTA ERRASTI PILI SALEGI ARRUTI EIDER
SANCHEZ MORAN YERA SANTA CRUZ ELORZA SIRATS SANTAMARIA
GOIKURIA IMANOL SARASUA MARITXALAR JON SAROBE EGIGUREN
AITZIBER UDAONDO ALBERDI AINARA URBIETA GURRUTXAGA
JAIONE URIARTE ZABALA LEIRE URIZAR ZUGAZAGOITIA ANE MIREN
VITORIA GALLASTEGI JOSE RAMON ZABALA IBARRA ANE MIREN ZIA
SOTO NAIARA ZUBEROGOITIA ESPILLA AITOR ZUBIA ZUBIZARRETA
NEREA ZUFIAURRE ASTIGARRAGA MIREN



**Mondragon
Unibertsitatea**

**Faculty of Humanities
and Education Sciences**

Dorleta, z/g
20540 ESKORIATZA
Gipuzkoa
Tel. 943 71 41 57
harrera.huhezi@mondragon.edu

Otalora 31
20550 ARETXABALETA
Gipuzkoa
Tel. 943 71 31 40
harrera.huhezi@mondragon.edu

www.mondragon.edu/huhezi

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