

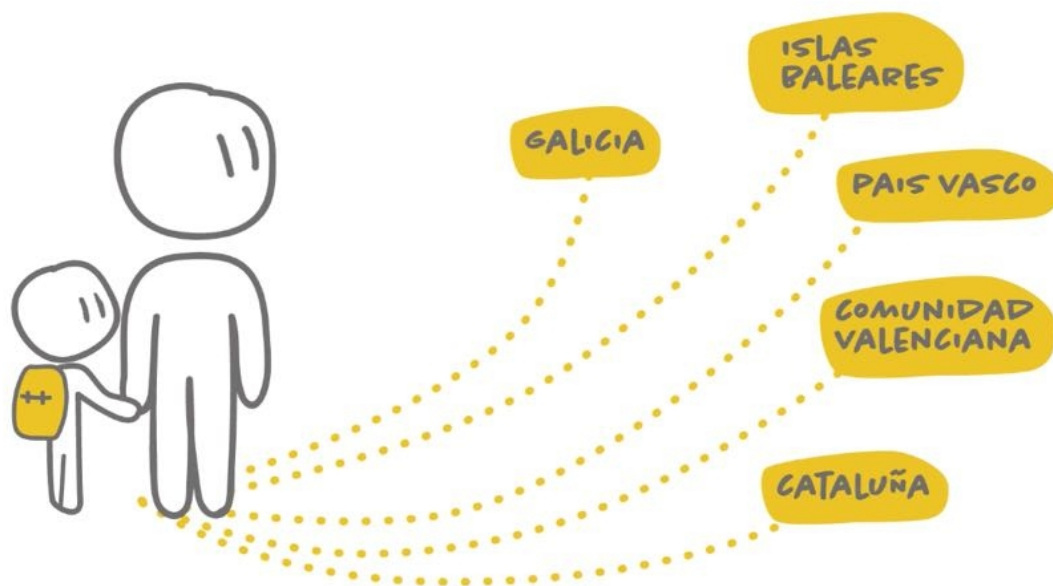


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THE SITUATION OF THE LINGUISTIC RIGHTS OF SPANISH SPEAKERS IN SPAIN. REPORT



REPORT ON THE SITUATION OF THE LINGUISTIC RIGHTS OF SPANISH SPEAKERS IN SPAIN

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Hablamos Español: Introduction, principles and objectives.

Hablamos Español is a non-profit, non-partisan association created in 2017 to defend the linguistic rights of Spanish speakers in Spain, who are systematically violated in communities with two official languages. Hablamos Español is nationally established, as the restriction of rights that we are fighting against affects not only the people living in the bilingual Autonomous Communities (CCAA), but also any Spanish speaker who moves temporarily or definitively to these places.

The Asociación Hablamos Español has collaborators and working teams throughout Spain, but has a greater presence in Catalonia, Valencia, the Balearic Islands and Galicia, where Galicia Bilingüe, which has fought for years for the same ends, has just joined our association. We have a good team of collaborators in the Basque Autonomous Community, where work in this area is particularly difficult, and in Navarre, which is beginning to stand out as a new focus of restriction of linguistic rights for Spanish speakers.

What we are proposing, which has already been endorsed with the signature by hundreds of thousands of Spanish citizens, is a language policy comparable to those countries with several official languages, that is to say, based on the free choice of language; a policy that has people's rights as its axis, and that these are not put at the service of language conservation. It is, therefore, a proposal that respects the rights of the speakers of the languages that are official in the different CCAA of Spain.

Our principles are: choice of vernacular language in teaching, bilingualism in administration, equal opportunity for both languages in terms of professional competence, openness of culture to artists in both languages, and that toponyms currently forbidden in Spanish become official again.

We want to achieve:

- That there are lines with Spanish as the vernacular language so that anybody can study in Spanish anywhere in Spain. That instruction lines that contain both Spanish and another vernacular language are optional, and not obligatory. {1}
- That Spanish may also be present in Healthcare, official buildings, documents, tourist information, traffic signs, etc.
- That being a Spanish speaker does not prevent one from travelling, settling down, or achieving an administrative or public post anywhere in Spain.
- That you are free to name or label your business in the language of choice.
- That cultural creativity and innovation in Spanish is not thwarted in those communities which are bilingual.
- That Spanish toponyms with a long tradition become official again.

Hablamos Español has carried out campaigns and initiatives to denounce and expose the linguistic situation in those Autonomous Communities with two official languages.

From October 2017 to November 2018, we travelled through Spain to gather support and provide information about our work. Through our journey we were able to establish ourselves in all of the Autonomous Communities, not only in those with two official languages. We have people supporting us from all over Spain out of solidarity, and because it is a problem which affects anybody living in Spain.



2.- Linguistic imposition in Spain. General points.

Hablamos Español is entirely made up of unpaid volunteers, and the organisation receives no subsidies. The expenses are covered by contributions from citizens, and we maintain a scrupulous non-partisanship.

This is in sharp contrast to the profitable business dealing with the conservation of the regional languages of Spain. Far from being an attempt to preserve languages at risk of disappearance or seeking to achieve linguistic rights for its speakers, the so-called linguistic normalization is a social engineering project, which has managed to: deprive children with Spanish as their mother tongue of valuable benefits, prevent many teachers from giving lessons or pupils from receiving them in the language they master and understand best, and undermine the rights of Spanish-speaking citizens on their right to be cared for in an official language. All of this amounts to an aberration unparalleled anywhere in the world. In addition, let us not forget that Spanish is the official language in all of Spain, and a language spoken by hundreds of millions of people elsewhere in the world.

The sole term of “linguistic normalisation” should repulse any democrat who appreciates the importance of the right to safeguard one’s own personality: however, this so-called “normalisation” benefits nationalist parties and their platforms, associations and foundations, which utilise co-official languages as an element of differentiation, to create an identity, a nation. In the absence of racial or religious differences, they have found in the language a differential element considered useful to the pursuit of their own nationalist ends. Other parties that do not have nationalism in their acronyms, but that need to encourage difference, also benefit from this, since many of their members obtain profits from the network of positions and the business generated by this scourge.

The so-called linguistic normalization also benefits the lobby made up of people and companies that obtain subsidies and advantages through the promotion of co-official languages. They also have access to well-paid jobs, trips, events, meetings and expenses covered, and access to circles of influence that allow them to grow as businesses, and that give them prestige for professional advancement. In this lobby there are mainly publishers, writers, philologists and audio-visual related companies. Those who plan these abject policies do so for the purpose of political and economic interests.

The situation of violation of the linguistic rights of Spanish speakers in Spain responds to the same pattern in all of the bilingual Autonomous Regions. However, there are differences in terms of their depth of application, usually depending on the length of time that nationalist parties have been in power. Nevertheless, in the case of Galicia it has been the Partido Popular (People's Party) which has cemented the imposition of language and continues to enforce it. In the Valencian Community and the Balearic Islands, it was first the Partido Popular, and later the PSOE (Socialist Party), who devised and instigated this type of policy.

The main objective is to eliminate Spanish from the educational system or, at least, to relegate it to subjects with less linguistic weight. The aim is also to make it disappear as a language of the educational administration. As a consequence of this, both the visibility in educational centres, as well as the documentation and cultural activities, are currently monolingual in the regional language. This is supported by campaigns and textbook contents, as well as content in textbooks and supported in learning activities that convey to students the message that their language should be the regional language, that this is the proper language of the place where they are, and that with which they should identify; and that if it this language has not been passed on to through their families it is due to some sort of flaw, which the education system will kindly try to correct.

It is intended that both students and teachers have the regional language as the language of use. In some bilingual Autonomous Communities, students are pressured into using only the regional language during recess times, something which is common place in Catalonia and is becoming more common in the Balearic Islands.

The imposition of language in education is also applied on pupils with special needs: children with learning disabilities, children with hearing problems, etc. This pressure tends to be more intense in state schools: this means that the greater the purchasing power of the family, the greater the possibility of children studying in concerted (subsidized) schools, where in some Autonomous Communities like Valencia, the language imposition is lighter. Those with higher financial means can enrol them in elite private schools where this pressure is not exerted. Certain families with greater purchasing power can compensate for the damage caused by the imposition of languages by paying for support classes, which is quite common in the Basque Autonomous Community.

In short, the perverse exclusion of Spanish at school is particularly harmful to students from families with lesser financial means; it also dismisses those with learning problems, and it also restricts the acquisition of academic language proficiency (CALP) {2} in Spanish for all children in a higher or lesser degree.

Whether the immersion into a non-native language {3} is fully or partially compulsory, the subjects chosen for regional language immersion will be undoubtedly the most interesting subjects, ones with the highest use of specific vocabulary and higher content of reading and writing. Students in the bilingual Autonomous Communities are highly ignorant of vocabulary referring to Natural and Social Sciences in Spanish, even if this is their mother tongue.

In the different administrations, be they autonomous, municipal or provincial bodies, the tendency is to banish the Spanish language from buildings, communications with users, and even in healthcare. This happens to a greater or lesser extent in all of the Autonomous Communities but especially in Galicia and Catalonia.

In the bilingual CCAA, the official culture is in the regional language. People who prefer to express themselves in Spanish are faced with extremely high obstacles in their access for support or awards for cultural creation, and cultural and leisure activities, especially those aimed at children, are carried out in the regional language: puppets, storytelling, or theatre sessions organised by town halls or regional governments. In Catalonia, communication by public officials is usually expressed in the regional language, while in Galicia it tends to be

almost 100% in the regional language, and in the regional Parliament, it has been years since any of its members have expressed themselves in Spanish.

Access to jobs is affected by the imposition of language. However, the demand for a certain level of regional language knowledge is not only limited to those public workers who, by the nature of their job might need it: this language requirement is being extended to all workers in the sector, even in the health sector, which sometimes brings with it a shortage of employees, or leads to absurd situations, such as the need for workers to provide a regional language qualification such as for a stonemason or for a musician in an orchestra, as is the case in the Balearic Islands, where this type of linguistic barrier is becoming more and more frequent.

On the other hand, we are aware that many people from non-bilingual Autonomous Communities have had to forego a job position in an Autonomous Community with two official languages, due to the impossibility of educating their children in their mother tongue, that is to say, in Spanish. In the case of teachers and academics, while those who live in bilingual Autonomous Communities can take part in competitive examinations throughout all of Spain, the bilingual Autonomous Communities have in fact raised an almost insurmountable barrier to any teachers coming from the other CCAAs in Spain.

Linguistic imposition also entails other problems. Those of us working to achieve freedom of choice of language are often boycotted, slandered, pressured, threatened and even, at times, deprived of basic rights such as the right to demonstrate.

We have received threatening calls and messages because of our work, and we have been insulted and threatened while we had our information booths outside in the street. We have refrained from denouncing many of these incidents to the public because these issues would take precedence over the knowledge of our proposals. However, we have published the most important ones, which are currently the object of judicial proceedings.

In Galicia the "slandering" of our collection of signatures in Sangenjo is the object of judicial investigation. For three hours we had to endure the insults and humiliations coming from a large group of nationalists who accosted people who were coming to sign petitions at our information booth, also by shouting at us, pushing us, throwing stink bombs under our table and scolding those who showed their support.

In Catalonia, our official complaint has been admitted against officials in the Generalidad and against some members of the autonomous police, as well as against members of Catalan separatist radical groups, for impeding the normal development of the demonstration of Hablamos Español in Barcelona for the freedom of choice of language. Although we held all the permits for our demonstration, separatists were allowed to occupy the square where the march was scheduled to end and where the manifesto was to be read out. Several cordons were set out cutting us off at different points by the Autonomic Police while allowing a group of nationalists from the other side to insult us.

In Valencia we also found hurdles to end our demonstration: we were granted permission to hold the final act of our demonstration in the Town Hall Square, even though the local government knew that this same square was to be occupied at the same time by another organisation.

For months, the city council of Valencia and other groups used all kinds of stunts to prevent us from setting up our information tables and signature collection booths, while in some cases the police were even called to evict us.



La Fiscalía informa a favor de la admisión de la querrela de Hablamos Español contra altos cargos de la Generalidad

The prosecution informs that the lawsuits of Hablamos Español against the Generalitat were admitted

3.- Situation of the linguistic rights of Spanish speakers in the Autonomous Regions with co-official language.

3.1.- Autonomous Community of Catalonia.

Mother tongue. Data from 2013. The statistical study on linguistic uses is carried out every five years. The next one will be published this year, in 2019.

Spanish: 55.1%.

Catalan: 31%.

Spanish and Catalan: 2.4 %.

Other languages: 10.6%.

3.1.1.- Regulation of vehicular languages in education.

Catalan is in almost all cases the only vehicular language through all stages of education: Pre-school, Primary, Secondary, High school years, and in training programmes. In compulsory education, Spanish as a subject is taught only three hours a week in secondary school and two hours a week in primary school, which is one hour less than in English.

Extracurricular activities, academic and cultural events and competitions are mostly in Catalan.

Educational Administration. Communications, posters, newsletters, announcements, circulars: monolingual in Catalan.

On many occasions, attempts are made to ensure that Spanish-speaking children change their language to Catalan when interacting with their classmates.

Spanish-speaking citizens who demand respect for their linguistic rights are under pressure, especially those families who request education in Spanish.

There is a high level of indoctrination in the classrooms. Subjects on Social Sciences, History, and Catalan are mainly used to transmit distorted historical data, as well as the notion that Spanish is a foreign and imposed language, with a negative connotation associated to it.

The level of pressure has become much greater since the separatist process has got underway. Some incidents have been publicized, and some have reached court level, as in the case of some secondary school teachers for their behaviour against the children of members of the State Security Forces.

There have also been recent complaints warning of the pressure being exerted on the children of members of the judges in charge of judging those prosecuted for the events of 1 October 2017.



III LITERATURA

El naixement d'un poble

Les persones tenim una data concreta de naixement: una hora, un dia, un mes i un any concret. I els pobles? Quan van néixer els valencians com a poble? El nostre punt de referència se celebra el dia 9 d'octubre de cada any. I és que... el 9 d'octubre de 1238 va ocórrer una cosa molt important...

A primeries del segle XIII, l'exèrcit de Jaume I, rei cristià de Catalunya i d'Aragó, va conquerir els regnes musulmans de València i de Mallorca. La campanya militar de València va ser autoritzada pel Papa com a croada contra els musulmans. Després de llargues i dures batalles, el dissabte 9 d'octubre de 1238 el rei, amb les seues tropes, va entrar triomfal a la ciutat de València. Aquest fet significà que les nostres terres s'incorporaven a la civilització occidental i cristiana, amb una llengua i una identitat política noves. El rei va disposar mesures perquè la ciutat i el regne es repoblessen amb gent de Catalunya i d'Aragó.



3.1.2.- Autonomous administration.

Signage, communications, posters, institutional advertising, are monolingual in Catalan.

Communication with citizens is in Catalan; it is only provided in Spanish by previous request.

Road signs are monolingual in Catalan on all roads, with the exception of those managed by the central administration, which are in both languages.

Street signs: only in Catalan.

Websites of official bodies: on a general level, monolingual in Catalan or with limited content in Spanish.

Culture Literature, theatre, cinema and other forms of artistic development, prizes and contests: From all official spheres, only culture in Catalan is encouraged and fostered.

3.1.3.- Local administrations.

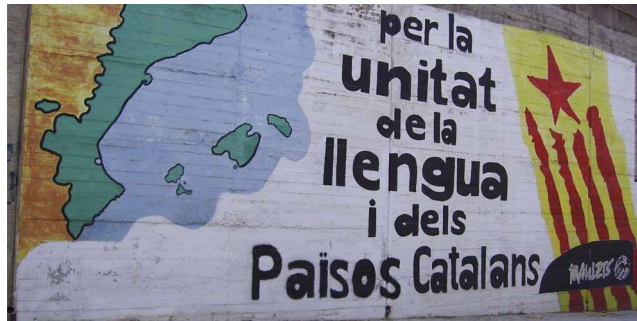
Almost all the town councils and all the regional councils are monolingual in Catalan.

3.1.4.- Legislation.

Law 2/2006, of 3 May, on education.

Law 12/2009, of 10 July, on education.

3.1.5.- Findings



Spanish-speaking citizens who claim respect for their linguistic rights are under pressure, especially those families who request education in Spanish. The indoctrination in the classrooms is overwhelming, and it has been widely demonstrated by videos recorded in schools, where children perform plays that insult or demean anything having to do with Spain and the Spanish language, textbooks that resemble pamphlets from nationalist parties, attendance in demonstrations turned into extra-curricular activities, and schools that even reflect their anti-Spanish stance from their outside walls by placing anti Spanish symbology.



The subjects of Social Sciences or History, and Catalan Language are mainly used to transmit false historical data and the notion that Spanish is a foreign and imposed language, associated with something negative. The pressure since the separatist process got underway is greater. Incidents tend to be made public and go to court when there are several victims, such as what happened in relation to the behaviour of some teachers at the Sant Andreu de la Barca Institute against the children of members of the State Security Forces. Recently, complaints have been received warning of the pressure being exerted on the children of members of the judiciary in charge of judging those accused of the events of 1 October 2017.



3.2.- Autonomous Community of Galicia.

Approximately 50% of the population has Spanish as their mother tongue and the other 50% Galician.

Three-year-old children: 75% have Spanish as a mother or a first language.

3.2.1.- Regulation of working languages in education.

High school: the decree which regulates the use of languages in education establishes that subjects must be distributed by language in a balanced manner; however, in practice, public schools tend to assign subjects that require more handling of texts in Galician, as already established by that decree for Primary and Secondary years. Humanities students have practically no subjects in Spanish.

Public job training:

There is no possibility of studying a public job training in Spanish, while the current regulation states that half of the subjects will be studied in Galician.

There is also no guaranty on the possibility of using educational material in Spanish, nor is it possible to carry out examinations in this language for subjects taught in Galician.

All the information on public job trainings provided by the Department of Education of Galicia (curricula, procedures, etc.) is only available in Galician.

In the modalities of instruction for distance learning, both the operating system and the contents of the virtual platform are in Galician only.

All scholarships for the improvement of graduates in vocational trainings courses are valued significantly higher if the trainings have been performed in Galician.

Extracurricular activities, academic and cultural events, and competitions: almost 100% of them are in Galician.

Educational Administration. Communication, posters, newsletters, announcements, circulars: they are monolingual in Galician.

EL VESTÍBULO DEL COLEGIO RECIBE A LA GENTE CON UN 'FALA GALEGO, NON SEXAS LELO'

Un colegio público de Nigrán pone un cartel insultando a quienes no hablan en gallego

Seguir a @elentirvigo

10,6 K seguidores

Mar 13-9-2016 · 18:27 · 6

"Habla gallego, no seas lelo". Este texto insultante, pero escrito en lengua gallega, es lo que se puede leer el vestíbulo de un colegio de Nigrán (Pontevedra), el CPI de Panjón.

- ➔ Un programa de 13 ayuntamientos gallegos estigmatiza a los niños que hablan español
- ➔ Un grupo nacionalista quiere que se prohíba hablar español en el pleno municipal de Vigo

El Inspector Provincial hace oídos sordos a las denuncias

Los hechos fueron puestos en conocimiento de Galicia Bilingüe por un padre que ya solicitó en julio la retirada del cartel, solicitud que fue denegada por el centro alegando que el insultante cartel se ha colocado para fomentar el uso del gallego, con la excusa de que se encuentra en declive en esa zona. En septiembre el cartel seguía allí. También presentó una solicitud al Inspector Jefe de Educación de Pontevedra, Manuel Torres Vizcaya, solicitud que no ha recibido respuesta.

3.2.2.- Autonomous administration.

Signage, communications, posters, petitions for blood tests, institutional advertising in administrative buildings and hospitals: monolingual in Galician, except for appointments for mammograms, which are sometimes sent in both languages.

After numerous complaints, the child vaccination cards were also published in bilingual format; however, they are available in very few centres

Communications with citizens, in Spanish only by specific request.

Road signalling:

Monolingual in Galician on all roads, with the exception of those managed by the central administration, which are in both languages.

Local street signs: only in Galician.

3.2.3.- Local administrations:

Practically all town councils and regional authorities use only Galician. In many town council, current regulation even obliges individuals to communicate in Galician when dealing with the council, to present budgets in Galician, and to use within their companies, also with regards to labelling and signage.

The current legislation requires councils to use Galician in all of its official documents: optionally it can also be written simultaneously in Spanish. In other words, documentation can be written only in Galician, but it cannot be written only in Spanish. This de facto means that Spanish is not being recognised as an official language.

Websites: following complaints presented to EU institutions, Spanish has gradually been incorporated into the Xunta's website, although everything relating to education for schools and teachers is still exclusively in Galician, and internal communication regarding students, records and minutes and teaching programmes are greatly encouraged into using Galician only. The websites of town halls and councils are monolingual in Galician, with rare exceptions.

All Subsidies and state aids granted in any sector in Galicia are regulated by a regional law that conditions them to the use of Galician as a priority.

The Xunta has elaborated a plan of "galicianisation" of the socio-economic fabric, aiming at dissuading, through indirect means, the use of Spanish even in the private sector, giving economic incentives for higher usage of Galician, and highlighting the companies that use Galician. A plan to

"Galicianise" young people has also been approved. These types of measures are based on the General Plan for the Normalization of the Galician Language, approved unanimously in the autonomous parliament.

Plan de dinamización de la lengua en el tejido económico

La Xunta promoverá el uso del gallego en etiquetas, comercios y contratos públicos

Va a instituir un Día de la Galleguidad Empresarial y contactará con grandes compañías para "normalizar" el idioma cooficial



3.2.4.- Culture.

Literature, theatre, cinema and other forms of artistic creation are fostered only from a Galician cultural standpoint from all official sectors. Financial aid to young creators and the promotion of creativity among Galician children are conditioned to the use of Galician.

ESPAÑA

Galicia Bilingüe denuncia que Feijóo dedica 35 millones condicionados por motivos lingüísticos

Solicitan a Alberto Núñez Feijóo la modificación de la Ley autonómica 9/2007 para que el gallego deje de ser un criterio de valoración a la hora de conceder subvenciones.

Redacción

Martes, 14 de diciembre de 2010 | 12:35

Comentarios (3) Compartir

It is not possible to participate in contests or tenders or to have access to financial aid if it is not creativity is not in Galician: Spanish is not even admitted in the Christmas card contests of the Xunta de Galicia, which are aimed at children and young people.

Specific public aid for creativity in the audio-visual field is intended only for those who use Galician. Private theatres can only hire companies through the Network of Theaters and Auditorials of Galicia which perform their works in Galician, as 100% of what is represented in them must be in this language. In the case of public works, the percentage must be at least 75% so that companies already "know" in which language they have to be creative in.



EL GOBIERNO DE NÚÑEZ FEIJÓO COPIA LAS ACTITUDES EXCLUYENTES DE LOS NACIONALISTAS

La Xunta de Galicia veta el uso del español en un concurso de debate para estudiantes

@ElentirVigo

Jue 25-1-2018 · 18:05

La Dirección General de Juventud del Gobierno de Galicia, en manos del Partido Popular, anunció ayer el plazo de inscripción para un concurso de debate que busca a "los mejores oradores" de Galicia.

- ➔ PP, PSOE y nacionalistas apoyan mantener la exclusión ilegal del idioma español en Ferrol
- ➔ El PP gallego excluye el español de las cartillas infantiles inventándose que no hay 'demanda'

3.2.5.- Legislation:

Law 3/1983, of 15 June, on Linguistic Normalization.

Decree on Plurilingualism: Decree 79/2010, of 20 May, for plurilingualism in non-university education in Galicia.

Law 9/2007, of 13 June; about Subsidies of Galicia.

Law 5/1997, of 22 July, on local administration in Galicia.

General Plan for the Normalization of the Galician Language.

The latter is not a legal text per se, but it was unanimously approved by the Galician Parliament on 21 September 2004, when Manuel Fraga was president of the Xunta de Galicia. It is a social engineering project that is used as the grounding for policies to promote the use of Galician and serves as the inspirational source of legislation in this regard. It consists of 400 concrete measures

to be applied in the fields of administration, education, family and youth, economy, health, society and projection of the language at both national and international levels.

3.2.6.- Observaciones.

Indoctrination in Galician classrooms has been taking place for years: it has been done from books on Galician Language, rather than in History books as is the case in other CCAAs. Students are conveyed the idea that their Language should be Galician, and they are also taught that Spain is the culprit for the declining usage of Galician. Literary books are chosen based on the degree of nationalist ideology, and it is not unusual to see poems with phrases such as "The need to defend our language in any possible way, be it with anger, wrath, or shrapnel. Speech must be defended with a regal battle, with tanks, planes and punches." These form the the axis of educational projects. Any allegations presented to the Xunta de Galicia go unheeded.



The Asociación Galicia Bilingüe, now a part of Hablamos Español, exposed an exhaustive report on the educational blogs of the linguistic normalization teams. The report showed how students were taken to demonstrations of nationalistic groups during school time, in order to chant slogans in support of language imposition, as was published in posters and videos with speakers from radical groups. It also showed some linguistic projects where, in order to promote the use of Galician, it had collaborated with ultra-nationalistic entities that served as support for prisoners of terrorist independence groups.

The Xunta responded by branding the complainants as censors, and from then on it became more difficult to follow the trail of this type of activities since they were no longer published on the Internet.

In addition, the compulsory reading books on Galician Language are used to indoctrinate and to reinforce the message that Spanish is a negative language. One of the best-selling (as it is compulsory) books in Secondary education is the nationalist pamphlet "Made in Galiza": it is also compulsory reading in schools sponsored by the Confederation of Religious Schools (FERE-CECA). This federation was presided over for years by a nationalist who rewarded the author of this book.



3.3.- Autonomous Community of the Balearic Islands.

3.3.1.- "Survey on Social Habits, 2010", referring to the 'Linguistic Uses of the Balearic Islands', carried out by the Institut d'Estadística de les Illes Balears (Ibestat), in collaboration with the Department of Education:

36.07% consider Catalan to be their own language, while 45.89% consider Spanish it to be Spanish.

Similar figures for Catalan as a mother tongue in the Balearic Islands are provided by the Catalan Institutions themselves: 36.1%.

Do not forget that such surveys are not reliable in the Balearic Islands, because they ask if they consider the "Catalan" language as their proper language, and a large number of people say no, because their own language is considered the "Balearic" (Mallorcan, Menorcan, Ibizan).

According to data requested in the Sociolinguistic Survey carried out in 2003 by the Secretariat of Linguistic Policy of the Government of the Balearic Islands, the study on the two official languages gives the following data:

Mother tongue or initial language.

Spanish: 47.7%.

Catalan or Balearic: 42.6%.

Both languages: 1.8%.

Other languages: 7.9%.

3.3.1.- Regulation of languages as vernacular in Education.

Approximate data:

With Catalan as a working language in all subjects: 87% of educational centres.

Spanish in 1 subject: 11% of centres.

With 50% of subjects in each language: 2% of educational centres.

Public Job training: Primarily in Catalan. At least 50% must be taught in this language. Students can express themselves in either of the two official languages in their examinations.

Language of the Educational Administration. Communications, posters, newsletters, announcements, circulars: monolingual in Catalan.

University entry examinations are only available in Catalan.

Cases of discrimination have been found in students who applied for Spanish tuition in the year they were able to choose the language of instruction.



3.3.2.- Autonomous administration.

Signage, communications, posters, institutional advertising in administrative buildings and hospitals: monolingual in Catalan.

Road signs: monolingual in Catalan on all roads, with the exception of those managed by the central administration, which are in both languages.

Street signs: only in Catalan.

Websites: primarily in Catalan.

Culture. Literature, theatre, cinema and other forms of artistic creation: in Catalan.

3.3.3.- Local administrations.

Municipalities and councils (island councils) only Catalan is used.

3.3.4.- Linguistic requirement to be able to access public employment in the Health sector.

Physicians and nurses: B1

Caretakers, nurse assistants, cooks, etc.: A1

For administrative assistants: A1

For administrative workers: B2

Management group: C1

BALEARES

Una anestesista pediátrica abandona Menorca por la imposición del catalán



BALEARES

Ibiza no logra cubrir la fuga de su neuropediatra por el catalán

Ciudadanos vuelve a pedir al Govern balear que "elimine todas las trabas lingüísticas"

DE RICARDO F. COLMENERO
2 DE ENERO DE 2019, 9:04

El decreto del catalán fulmina a la única neuropediatra de Ibiza

Tras la marcha el pasado mes de marzo de Ileana Antón, la **única**

3.3.5.- Observations:

The main objective of school indoctrination in the Balearic Islands is to transmit to students the idea that Catalan should be everyone's language and also that the Islands are part of the Países Catalanes {5}, a fantasy encouraged by Catalan nationalism.

The "Green Tide" movement was instigated by pan-Catalanist nationalistic sectors in education, as a protest against a timid advance towards the recognition of the linguistic rights of Spanish speakers. It carried out a shameful utilisation of public schools and schoolchildren to idealise and justify among themselves for the compulsory immersion in Catalan, which is not even a language traditionally spoken in the Balearic Islands. {6}

Activitats

23 de gener

Veïns i veïnes d'aquí i d'allà
الإسلام غير معروف
L'Islam per descobrir
Del 23 al 26 de gener
معرض الفن الإسلامي "بروكا"
Exposició de pintura d'art islàmic
"Baraka", de l'artista Pablo Rojas
Inauguració dia 23 de gener a les 19 h. amb una presentació sobre El simbolisme en l'art islàmic
Centre Social Florsaders

24 de gener

Exhibició de l'Escola Municipal de Gimnàstica Rítmica de Son Moix, Germans Escaltes i Club Gimnàstic Palma
Polimporiu Germans Escaltes
Dies 22 i 23 de gener
De 17.30 a 19.30 h

25 de gener

XVIII Master Ciutat de Palma de Pesca Submarina
Rampa de varada Nàutic Portitxol
De 9 a 19 h

Exhibició de l'Escola Municipal de Gimnàstica Rítmica
Pavelló Municipal Josep Amargual
De 16.30 a 18.30 h

Cia. Baal presenta Crotch
Teatre Municipal Roc Forteza
25 i 26 de gener a les 20.30 h
27 de gener a les 19 h. /4€
Xerrada-concert: "Viatge per la

26 de gener

حدث من الفن الإسلامي كوسيلة لتتالي
Xerrada: "L'art com a vehicle de transcendència"
Centre Social Florsaders
18.30 h

مجموعة فولكلور في مادريين
Grup Folklòric El Madrin
Música andalusa
19 de gener
De 19 a 20 h

تحت الأضواء القلب يستلهم على أشكال متعددة
Taller infantil: "El cor pot abastar múltiples formes"
Centre social Florsaders

Cartel programa fiestas patronales en árabe y catalán publicado por el ayuntamiento de Palma De Mallorca.

3.4.- Basque Autonomous Community.

3.4.1.- Mother tongue:

Basque: 18,8 %.

Spanish: 76,1 %.

Both: 5,1 %.

3.4.1.- Regulation of languages as vehicular in Education.

In the Basque Autonomous Community there currently exists a choice of language organised into three lines

A: For Spanish-speaking areas. Spanish is the vehicular language.

B: For mixed areas. Use of both languages as vehicular.

D: for Basque speaking areas. Basque is the vehicular language.

The availability of models A and B has been progressively restricted, and model D, which is now predominant, has been promoted in various ways. This happens in compulsory education, high school and public job trainings. Searching for a partially subsidised school is not an option for those who want to educate their children in Spanish, as in many areas there is no such availability nearby and they are only partially subsidised. It is only in elite private schools where one can study 100% in Spanish, since to the partially subsidised ones {7}, are “advised” by the educational authorities to opt for the euskera.



Imágenes obtenidas de Google 1

Hablamos Español has received testimonies of how this three-way system, a priori reasonable, has been boycotted. The casuistry is varied, but it always the intention of the administration to derive the line in Spanish towards model B, to gradually clear out this bilingual model by directing the core subjects to be taught in Spanish in the B line, and the non-core ones which imply less linguistic handling to be taught in Spanish.

The model to which students are inevitably "led" in one way or another is model D, which is entirely in Basque. Parents who ask for model A are told that it is not viable in that school because of low demand. It will be a while before they find that this same message has in fact been given to many other parents.

Another method is to eliminate model A without warning, or to call Model A parents emphatically to ask them if they really confirm their choice of such a rare model. They explain to them that this model will in fact leave their children almost excluded from the highly recommendable Euskera circuit {8}, which is increasingly required if one is to opt for a position in the administration, thus making this model the logical choice.

Extracurricular activities, academic and cultural events, and competitions: everything aimed at children is fomented to be done in the basque language.

Educational Administration. Communications, posters, newsletters, announcements, circulars: bilingual.

3.4.2.- Autonomous administration.

Signage, communications, posters, institutional advertising: bilingual.

3.4.3.- Local administrations.

In Vizcaya, depending on the area; in Guipúzcoa, only in Basque; and in Vitoria, in Spanish.

Road signs: bilingual in general.

Street signs: bilingual with general.

Websites: bilingual in general.

Culture. Literature, theatre, cinema and other forms of artistic creation: That aimed at children is only in Basque, as well as the subsidised literary prizes.



3.4.4.- Legislation.

Law 10/1982 of 24 November 1982 on the basic standardisation of the use of Euskera (not complied with)

Law 1/1993, of 19 February, on the Basque Public School.

3.4.5.- Observations

In the Basque health system, Osakidetza, staff are hired according mostly to their knowledge of the Basque: language knowledge weighs three times more than a doctorate. The result is that there are no specialist doctors and the most qualified have fled, which has led to an impoverishment of health quality provision.

To be eligible for a pharmacy licence, knowledge of Basque scores 5, while a degree scores 3. Basque is usually equivalent to around 5 years of accredited experience (decree 338/1995, modified by decree 24/2004).

There are campaigns such as Euskaraldía, which, under the guise of tolerance and a kind invitation to use Euskera, are actually hiding a concealed coercion. We have received complaints from parents because their children felt obliged to wear a badge, which classified them according to their involvement with the language. The same complaint has been received from employees of private companies.



The situation of violation of linguistic rights in this autonomous community is, together with the Galician one, the most unknown. Several factors can explain this level of ignorance.

On the one hand, media attention is focused on Catalonia and the regions in danger of being absorbed by pan-Catalan nationalism; on the other hand, the Basque Autonomous Community today seems to be relatively peaceful and at no risk of becoming independent.

Galicia's language policy, on the other hand, as it is being governed by the Partido Popular (of Galicia) {9} has its "cryptonationalistic" rhetoric confined to the Galician media, and is little known at the national level. We have already talked about Galicia's deceptive situation. Administratively, it is the Autonomous Community with the strongest restriction on the use of Spanish, and as far as education is concerned, it exhibits a type of bilingualism which in reality means the impossibility of accessing the higher level of culture and Spanish terminology. It also leads a laissez-faire attitude, which ultimately means that many schools end up dropping Spanish from their curriculum.

In the Basque Autonomous Community, there is, in theory, a respectful system of language choice that has de facto been undermined, for years by educational bodies and schools. We receive complaints from parents who cannot afford a private school and are forced to subject their children to an immersion in Basque from a very young age. Their children spend time at school not understanding anything, which causes anxiety and distress to many children.

We have also become aware of the fact there is a higher level of fear when it comes to reporting this in the Basque Community when compared to any other Autonomous Community. Many parents who can afford to get extra tuition classes for their children.

With regard to the indoctrination carried out in the classrooms in the Basque Autonomous Community, the ideological work towards nationalism is traditionally carried out in the "ikastolas" {10}. In this sense, it is worth noting that the different governments of the Basque Autonomous Community have paid for and encouraged the "ikastolas" in the French Basque Country also.



Imagen obtenida en Google

Every year, students of the Basque Autonomous Community participate in the "Korrika", a race similar to the Galician "Correlingua". In both cases, the children participate during school hours in a supposedly playful race, in which the symbols, slogans and projects carried out the previous days in autonomous language classes clearly show that this is an activity with the aim of convincing them that their language is the autonomous one and not Spanish. All this wrapped up in the postulates of nationalist ideology.

3.5.- Autonomous Community of Valencia.

Report on the situation in the Community of Valencia.

Valenciano: 28,8 %. {11}

Spanish: 60,8 %.

Both: 9,5 %.

The Catalan Institutions themselves provide the following figures for Catalan as a mother tongue in the Valencian Community: 21.1%.

3.5.1.- Education.

Pre-school education.

In the current 2018-2019 school year, Law 4/2018 applies to the entire stage of Pre-school Education (3-6 years old), so that all educational centres are authorized to a multilingual education program with the following percentages: minimum 25% of Spanish, 25% of Valencian and 10% of English.



LAS PROVINCIAS

Comunitat

200 centros eliminan el castellano y darán clase sólo en valenciano

El 88% de los colegios que hasta ahora ofertan doble línea han optado por incrementar las horas en lengua propia y así poder dar más inglés

However, some public schools with predominantly Valenciano speakers have authorised experimental language programmes which are actually language immersion programmes in Valenciano, where there is 0% presence of Spanish, a language which is not introduced until primary school. This question varies greatly depending on the geographical areas, and while in the city of Alicante very few centres have programmes of this type, in the more Valenciano-speaking regions or even in the city of Castellón the percentage of centres with these programmes is much higher and in some regions it is mainstream.

Primary education.

In primary education, the linguistic programmes of Law 4/2018 are being applied in the 1st and 2nd grades, since the calendar for the implementation of Law 4/2018 states that the 2018-2019 academic year will be applied until the 2nd grade in Primary Education. Therefore, all the centres have a single linguistic programme at this point.

In these two years, all the educational centres meet the minimum of 25% of lecture time in the co-official languages and at least 15% in English. Each school has voted through the school councils for its percentage in each of the languages. If there has been a consensus of at least 2/3 of the total, the school's proposal has been respected. If there has been no consensus, the Council has the power to establish the percentage.

In these two grades, the Ministry has authorized programs in which 25% of Spanish is reached through participation of an hour of Project course in Spanish, which is a subject that does not appear as core or specific within the Royal Decree regulating the curriculum for Spain, or the decree regulating the curriculum of Primary Education in the Valencian Community. It is therefore, not complying with this aspect which has been established by the Supreme Court stating that the subjects conveyed in Spanish must be areas or subjects which are part of the core material.

From 3rd to 6th grade, the linguistic programs regulated in Decree 127/2012, the PPEV and the PPEC continue to be applied, but only during this academic year, since these programs will be extinguished in one academic year, since Law 4/2018 establishes that for the 19-20 academic

year this Law will be applied for the rest of the primary grades and for the 20-21 academic year it will be applied in Secondary, High school and Vocational Training.

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Secondary Education.

Currently, in Compulsory Secondary Education, high school and Vocational Training, the linguistic programmes included in Decree 234/1997 are applied, called PEV (Programmes for Teaching in Valencia) and PIP (Progressive Incorporation Programme), that is to say, the Valencian and Spanish lines.

As previously stated, starting from the calendar of application of Law 4/2018, these lines will disappear in two years, to merge into a single line which will have to ensure at least 25% of teaching time in each of the co-official languages and between 10-25% in English. At the moment it has not been applied and we do not know how it will be implemented.

Management (bulletins, posters, communications, reports, tutorials).

In this sense, both the oldest regulations and the current Law 4/2018 refer to the existence of a Linguistic Normalization Plan that determines the measures foreseen for the promotion of the use of Valenciano and that must include the following areas of intervention: administrative, management and pedagogical and social planning and interrelation with the environment.

That is to say, the documents and communications that are made in these areas must promote the use of Valenciano. In some centres in Valencian-speaking areas, these documents are only written in Valenciano under the protection of the centre's Linguistic Normalisation Plan.

Families know when they are faced with situations of this kind that:

- If they wish to request circulars in Spanish or request that they be addressed to in Spanish, they must do so by making reference to their right included in the Constitution and in Decree 61/2017, of the Valencian Government, which regulates the institutional and administrative uses of the official languages of the community.

3.5.2.- Acceso al empleo público.

The situation with regard to access to public employment is different depending on the field which we are considering:

- For access teaching in public schools there are two requirements with respect to Valenciano:
- It is required to show a level C1 of Valenciano.
- In addition to having a C1 level, there is a compulsory course of Teaching Qualification in Valenciano of about 200 hours duration.
- People who were in the job centres {12} and cannot show these two requirements are deactivated from the job centres and will not be able to work until they have met these requirements.

- In the case of health services, the regional language requirements are highly valued as a complementary qualification. However, when accessing the job centres it almost becomes a requirement, since the job centres can only be accessed if one has passed the exams of previous years, has years of experience in that position, or qualifications of Valenciano, apart from other additional qualifications such as a Master's Degree, other languages, other qualifications, degrees, doctorates, etc.

3.5.3.- Communications and documents of the Valencian Regional Government, Town Councils and Regional Authorities. Healthcare (Health centres and hospitals).

The Valencian government approved Decree 6/2017 regulating the institutional and administrative uses of the official languages in the Generalidad. This decree was appealed and in July the Superior Court of Justice of the Valencian Community (TSJCV) declared the partial nullity of the decree, declaring null 11 of the articles for being unlawful. The TSJCV considers null the articles related to the use of Valenciano in publications and institutional advertising, in public tenders with suppliers, in the signposting of motorways, roads and other departments and services of public interest that depend on local entities.

Therefore, the intention to impose Valenciano at the first instance as the main language in the administration could not be implemented due to this judgement by High Court of the Autonomous Community of Valencia (TSJCV).

Nevertheless, there is strong evidence from public institutions as to the high stakes for the use and promotion of Valenciano.



3.5.4.- Public offices

Almost 100% of the public officials of the government of the Generalidad have come to use Valenciano in all public appearances and communications with the media, even those for whom it is clear that Spanish is their mother tongue.

3.5.5.- Social networks and advertising campaigns.

100% of the campaigns carried out by the Valencian Generalidad are in Valenciano.

3.5.6.- Grants and subsidies.

There are different grants to promote the use of Valenciano, such as for business signage, the publication of books in Valenciano, etc.

The problems in the Valencian Community are similar to those in the Balearic Islands. There is a clear intention to gradually blur Valenciano, and to give a higher visibility to Catalan, as part of the

same strategy to create the Países Catalanes of which the Valencian Community would be part. A distorted history is presented to students, and maps are shown that recreate this fiction. As is the case in the Balearic Islands, the Nationalistic Catalan movement funds “Pro-Países Catalanes entities and which promote the imposition of language.

Additionally, educational bodies promote campaigns such as "The language Bus" which are not only broadcasted in the streets of the Community but which also come from the schools themselves, to convey to students that their language is in fact the regional language, and not Spanish. In this activity the children are told to "change their mind set to Valenciano". Another place where indoctrination takes place is in the "trovades"- meeting places-, in which all the educational centres participate.

Política

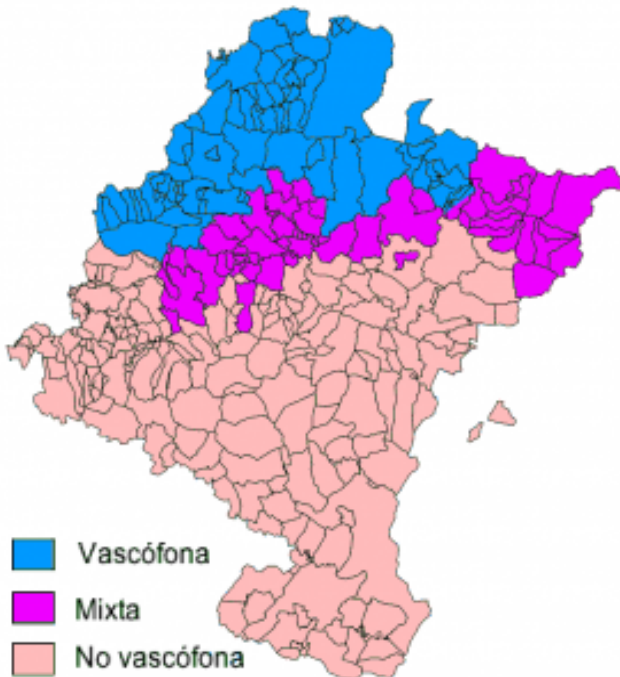
El Consell bonificará a las empresas que pidan hablar valenciano a sus plantillas



Educación ninguna al Síndic y no informa sobre los colegios sin castellano



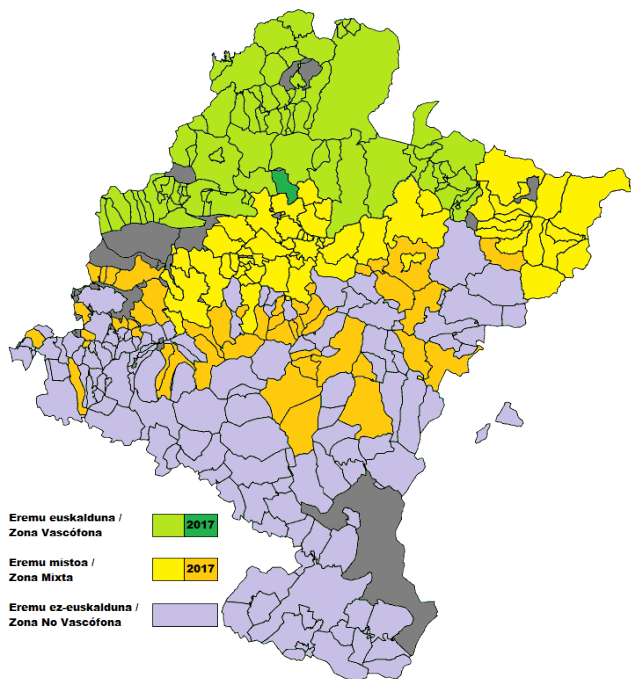
3.6.- Foral Community of Navarre.



3.6.- Foral Community of Navarre

Basque: 7,0 %.
 Spanish: 89,0 %.
 Both: 2,0 %.

In Navarre, the Basque language is official only in **the Basque-speaking area** which is the northern third of Navarre minus the eastern valleys. Its municipalities represent 9% of the population of Navarre. Basque and Spanish are official (see first figure) For years it has been possible to receive education in this language in this area. However, policies are being carried out to make it official throughout the Autonomous Community and to extend its teaching also to areas where it is not a language in use. There are two other linguistic zones in Navarra



The “mixed zone”, made up of practically the entire Pamplona Region, the eastern Pyrenean valleys and some municipalities in the Merindad de Estella. Spanish is predominant here and is therefore the official language, but as Basque was also spoken there some time ago, plans are being carried out to promote this language. It represents 53% of the population. The rest of Navarre has so far been a **non Basque-speaking area** representing 36 % of the population.

However, for some time now, some municipal corporations have chosen to declare their municipalities as Basque-speaking areas, so that the new map approved in 2017 has become as indicated in the second image.

On the other hand, companies are given perks to encourage its use. Some nursery schools outside

of the Basque-speaking area are beginning to use it as the vehicular language, rewarding parents who enrol their children in them with special access facilities for transport and canteen services. There is increasing demand for the EGA qualification, which certifies knowledge of Euskera, in order to access the majority of jobs in public administrations. These became obligatory with the implementation of the Foral Decree on the Use of Euskera in the Public Administrations of Navarre: it is intended to oblige companies that work with the administration to do so using Euskera. In some schools in Navarre, Spanish is already beginning to disappear from signage on the outside of the schools.





El euskera se impone al castellano en Pamplona: así se rotulan los carteles en los parkings de la ciudad

Algunos vecinos se han quejado de que el euskera aparezca destacado en negrita y con tipografía más grande frente a la usada para el castellano.

Irteera Espoz eta Mina
Salida Espoz y Mina



4.- Summary.

In some parts of our country, Spanish speakers have fewer rights than linguistic minorities in other countries; the impediments that we encounter in bilingual Autonomous Communities to be able to use and be attended in our language by the only instances in which we can demand it -which are the official ones-, are discriminatory. To remedy these only depends on the will to do so.

In other countries, even pre-school education is provided to children in their mother tongue, even if it is a non-official language. The benefit derived for these children makes the effort worthwhile, and when there is a significant number of speakers of a language, even if it is not official, it is attempted to be used by public administrations. In Spain we have Spanish as an official language, we have well prepared teachers in Spanish language, and Spanish is the predominant language: and yet still we are being denied our rights.

As we previously stated, the problems we face in Spain is that the political and economic interests of certain sectors are standing in the way between us and our rights.

We could add to this report the numerous complaints from families who have gone through a terrible ordeal with their children in the classroom, from harrassed teachers, and from workers who have had to give up a job, in some cases with great sadness, because there was no Spanish

language school for their children. When the UN rapporteur deems it appropriate to receive us, we will transfer these cases to him personally. It is not advisable to make them public because experience tells us that the consequences for these people are negative.

Those who claim to defend the interests of speakers of Spain's minority languages are actually defending their own interests. Far from these circles, these political groups, these lobbies, the vast majority of people who speak the regional languages of Spain do not want to deprive us of our rights, just as there is no intention on our part to deprive them of the legitimate right to be able to educate their children in their mother tongue, and to see their language alongside ours sharing space in official buildings.

Those who defend the imposition of languages in Spain even speak of defending the rights of languages, as if languages per se had rights, and they want to oblige citizens to use a certain language in their private sphere as well, setting themselves up as champions of a supposed linguistic ecology wrapped in love and kindness. But they do not hesitate to try to deprive Spanish-speaking children of the benefit of being able to study in their own language. They use classrooms to indoctrinate and deceive, and in one way or another they support those who want to take away from us Spanish-speaking parents the right to freely express our opposition to this injustice.

NOTE

This report contains data only from Autonomous Communities where there is a co-official language. In *Hablamos Español* we are following with great interest how the situation evolves in other CCAA of Spain such as Asturias or Aragón, where we cannot rule out the possibility of language imposition problems in the near future.

5.- List of arguments against nationalist manipulation.

Dismantling 25 fallacies about linguistic imposition.

1°.- **The best way for a student to learn any non-linguistic subject is to study it in his own language.** Studying it in a language other than their own inevitably entails a double opportunity cost: lesser knowledge of the subject in question and less mastery of their own language, especially the formal one, and in terms of the specific subject related vocabulary.

2°.- **The only reason for a student to be interested in studying a subject in a language other than his own is if he has a special interest in achieving a good command of that language.**

3°.- **There is not a single civilized country in the world, let alone a democratic one, apart from the anomalous and aberrant case of Spain, in which a pupil is prevented from receiving all his education in his own language if it is the only official language in the entire country, and furthermore spoken by hundreds of millions of people in the world, in order to oblige him, even in part, to receive it in a language which is not his own and which is also much less spoken in the world.**

In this regard it is also worth discussing **the so-called "trilingualism" or "plurilingualism" model, which is not widely applied in any country in the world.** The pedagogical fraud can be dismantled with the arguments presented in our report. The ideological fraud is nothing more than

a smokescreen in order to hide something as normal as the free choice of language. It is often a system implemented with haste and without rigour. Preference is given to teaching some subject in a foreign language, usually in English, although in many cases neither students nor teachers are prepared for it. It does not matter that knowledge is not acquired in the best conditions, many schools are ready to hang the multilingual centre poster on the façade, even if only one subject is taught in English and without guarantees.

4°.- **The (CALP), except in the cases of very special families, is only learned in school**, so it is simply ridiculous and fallacious to state that Spanish "is already learned in the street" or is learned by watching television.

No one can believe that in such fields a student will acquire the specific vocabulary of certain areas of knowledge and certain syntactic and theoretical phrase constructions.

In the case of written language, the fallacy is even more clamorous: the only way to learn to write a language correctly is precisely by reading and writing in that language, and apart from the message writing like that used in WhatsApp, the vast majority of school-age people hardly write anything that is not related to academic tasks.

5° It is an insult to intelligence to claim that a certain student who receives all the teaching in a regional language is going to have the same or greater command of Spanish than if that same student received the teaching in this language, especially if it is his own or if he has an acceptable knowledge of it. **It is evident that a student will know a language better the more he reads and studies in that language.**

6°.- Another fallacious argument is the assertion that forcing a student to receive all or part of the teaching in a regional language causes the student to have a better ability to learn any other subject and especially other languages different from Spanish.

The knowledge of a second language facilitates, to a greater or lesser degree, the knowledge of a third language close to this one, and so on; but this involves a great effort and also entails an opportunity cost. Students should be allowed to choose which second, third language they prefer to learn; since if a person is interested in learning, for example Russian, there is no point in studying Bulgarian previously with this argument, and this argument is not even fallacious, that if he knows Bulgarian, then it will be easier for him to learn Russian. If you are interested in learning this language, learn it directly.

7°.- In relation to the previous argument, it must also be said that any type of intellectual activity contributes to improve and develop the mind. It is not necessary to learn a language. In this respect it is necessary to insist that **in the most developed countries with the best educational models**, teaching using two or three languages as vehicles (the so-called CLIL models = Content and Language integrated Learning) is voluntary and by no means generalized: **the students whose language is official in the territory, especially if it is the only official language in the whole country, receive the teaching in their language, and they study the other languages as a subject.**

8°.- **Languages do not feel, they do not suffer, they lack any rights and territories, in the same way that these lack languages.** Nationalists manipulate language and argue as if languages were beings capable of feeling, of suffering, of having been persecuted and oppressed and, above all, as if they were the object of rights, especially in the territory in which they were generated. They do this, above all, to provoke feelings of compassion in the youngest, who are unaware that this argument appeals to their idealism and inclination to protect the weakest, when in reality it hides the political and economic interests of certain political parties and linguistic lobbies.

Without the assumption of these fallacious beliefs, all the presumed legitimacy of this deplorable type of language policy breaks down, since we cannot speak of, for example, languages in a "situation of inequality", languages that are not "on an equal footing", and no longer of assertions such as that a language has the right to "occupy its rightful place in its territory". Languages have no rights or needs, they have no place of their own, and it makes no difference to them whether people use them more or less.

9°.- The equality of linguistic rights lies in everyone being able to exercise the option that seems best or best suited to their interests, and to change it throughout their lives, since these are compatible options in their individual exercise, although as a consequence of this, each time there is one that is used less by people. **The public powers lack legitimacy to take citizens as hostages of a certain option, restricting or nullifying the right to choose.**

The equality of linguistic rights has nothing to do with the fact that the concerned languages are used equally by the population; and respecting the principles set out above, there can be equality of rights and that one of the languages is used by less than 10% of the population (the case of Irish in Ireland or Swedish in Finland).

10°.- **Respect for the right to free choice between compatible options in their individual exercise is the way to achieve social cohesion in a democratic manner, while forcing everyone to exercise a certain option, even if it is the majority option, is nothing more than an act of totalitarianism.** Of course, those who defend this type of totalitarian policies in certain autonomous communities, restricting the free option for Spanish, under the pretext that it is what the majority prefers, would be those who would protest most loudly if in the whole of Spain, in application of their argument, all were obliged to receive education in Spanish. Interestingly, these people are the same ones who systematically refuse to allow parents to be asked about the language they would prefer as a vehicle for their children.

11° - Those who wish to study in Spanish are confronted by those who are opposed to a free choice and they claim that Spanish was a language imposed on their territory sometimes even by violent means. Apart from the nuances that should be made on this assertion, the fact is that, on the debate that concerns us, the reasons why many of the residents in that territory have Spanish as their language and wish to receive public services in this language are actually irrelevant. Precisely because languages are not the holders of linguistic rights, and because they belong to a territory, they do not have the right to "reclaim speakers in their territory". In other words, what is relevant is whether there are people today who want to receive public services in Spanish, especially if this is their language. **And there is no legitimate public power to determine which language a person should assume as their own: this is something that corresponds exclusively to each person.**

12°.- It is obvious that all people speak an "imposed" language, since no person carries the tongue in the chromosomes. We each acquire a language because other people "impose" it on us, especially during our early childhood years. It is only parents and close family environment who can legitimately decide which language they "impose", as a mother tongue on their children; and **the public authorities lack the legitimacy to modify such a choice, taking children as linguistic hostages in schools. In Spain, on many occasions, this is done, even in the early childhood years.**

13° Another highly acclaimed fallacy by critics of free choice of language in schools is that the students must equally master the two official languages in those territories in which they exist. They also allege that, as Spanish is predominant in many areas of the lives of individuals - curiously, in which the State cannot exercise its coercion so effectively - the regional should predominate and even be used exclusively in schools and other areas.

Naturally, this argument is fallacious, since it emanates, once again, from the wrong premise that languages are the subjects of rights, and that both languages have to be known equally by the whole population. Generally, it is absurd and unattainable to require those inhabitants from one territory to master their own language as well as another language that is not their own. Moreover, in Spain this is unnecessary, since the citizens of bilingual communities understand each other and very often exercise a healthy "semi-linguism". **A territory is called bilingual when there are two linguistic communities but, obviously, this does not imply that all its inhabitants have to be bilingual.**

14°.- More ridiculous than the previous statement, although related to it, is the fallacy that consists in **claiming that if a person does not equally know the two official languages, he is not free to choose which one he prefers to use. Freedom is being confused with nothing less than ability.** Let us imagine this argument applied to other areas of life. A person who is not proficient in a certain language may have information about whether he or she is interested in learning it to a greater or lesser degree before beginning to study it, and therefore there might be greater demand for learning some languages over others in the world. That is to say, the freedom to use a language includes the freedom to learn it; otherwise, it would be turning a right into a duty, and the freedom to use a language would turn into the obligation to learn it. What a strange concept of freedom!

15°.- Public authorities recognise as official languages in a given territory those that are the languages of a significant proportion of nationals residing in that territory. In democracies, usually citizens are allowed the choice of selecting in which of the official languages they wish the administration to communicate with them or attend to them regarding public services. And it does not matter where the languages in question have been generated, or the historical reasons why a certain language is spoken by the inhabitants of those territories. **An official language is one in which the public powers agree to interact with the citizens in the official sphere, but that recognition must be governed by social reality and the aim should for citizens to enjoy the greatest possible degree of freedom, not by an absurd "welfare of languages".**

16°.- **In the private sphere, by definition, it is not possible to speak of official languages or to pretend that an individual, when relating to another individual, uses a specific language.**

17°.- It is absurd not to assume that an average speaker of a language widely spoken in the world will have a high interest in having a high level of competence in a language that is not widely spoken in the world, especially if the speakers of this language can communicate in their own or in another much more commonly spoken

language. On the other hand, an average speaker of a less common regional language is usually very interested in having a high competence in a much more commonly spoken language.

Most Dutch or Danish people have a good command of English, while it is rare to see an English speaker with a good command of Dutch or Danish. And it goes beyond saying when we examine the case of English or Irish speakers, or the Swiss German or "Grisonophones" of the canton of Graubünden. It will be very difficult to find any South African Anglophone who prefers to be taught in a Bantu language rather than in English, but surely there are many examples of speakers of languages with far fewer speakers who prefer to be taught in English. It is not a question of greater or lesser appreciation, it is the usefulness that is valued when using a certain language.

18th - Let no one be fooled, one of the aims of those who oppose students being able to receive instruction in Spanish, is to ensure that even children whose mother tongue is Spanish do not feel safe when using this language in many areas of knowledge. This is because they do not master sufficiently its specific terminology and the more or less complex syntactic constructions. Of course, they will continue to be fluent when it comes to expressing themselves orally in Spanish in at colloquial level, even more so than in the language in which they have been forced to study; but the intention is what it is: to create a sort of diglossia in the opposite sense to that which they strongly criticise, that took place in the past by native speakers of the regional languages. **It is a programme of social engineering, a true linguistic planning of society, typical of totalitarian regimes, and which will cause serious damage to the education of many Spanish-speaking children, and also regarding the ability of many non-Spanish-speaking children to communicate in Spanish, against the wishes of their families, something which will not benefit them, on the contrary.**

19°.- Another of the crudest and most despicable fallacies of those who oppose the free choice of language is to accuse those of us who defend it of being "segregationists". It is another of the many language manipulations by the detractors of free choice: since it is ridiculous to equate "segregation" with free choice between compatible options in their individual exercise, unless they refer to everyone "segregating" themselves. Let us consider what it would be like to accept such an argument in the field of religious practice or in any other field of life in which there are different compatible options in their individual exercise.

This is such a huge nonsense that it would mean accusing the governments of countries such as Finland, Norway, Ireland or the United Kingdom of allowing the practice of such segregationist practices.. But the epidemic of foolishness is that it would mean **accusing no less than Nelson Mandela or Desmond Tutu of being "segregationists": the former implemented, after the apartheid regime, and with the support of the latter, a model of free linguistic choice between the official languages of each province (between three and four). To segregate is the act that someone, for example the public authorities, performs on third parties, but regardless of their will and even against it, and precisely in order to provoke an inequality of rights.**

20°.- **Another gross fallacy is the equalization of the right to be able to choose the vernacular language with the right of not having to study a certain subject;** that is, that parents are able to draw up the curriculum for their children. It is obvious that these are two totally different areas; apart from the fact that, during their senior years, students can also choose which subjects to take and which not to take, within a certain spectrum. But the definitive proof that these are two different fields is that **in those countries where parents can choose the vernacular language, they do not have the right to veto the subjects which the official curriculum establishes as compulsory to attain a determined degree.**

21°.- In connection with the above fallacy, certain courts (!) have claimed that if parents were allowed to choose the vernacular language in which their children were taught, the public authorities would be failing in their constitutional duty to draw up a general programme of education. It is evident that, in the best of cases, such jurists would be demonstrating that they are unaware that the adjective "general" leads to the recognition of the right, as we have already pointed out, starting from certain levels, for students themselves to design their curriculum in terms of the subjects they have to take. But the greatest evidence of bewilderment with such a statement is that the public authorities of countries such as Norway, Finland, Ireland, Slovenia, etc., would also be accused of failing in such an important duty as that of drawing up a general education program.

22° - Another of the falsehoods most highly acclaimed by those who oppose language choice as a different option from the one they prefer (because that is what it is about), is to speak of the wealth that derives from having two languages spoken in a certain territory. It is indeed a manipulation of the language assumed by the majority of the leaders of the Spanish political parties to justify the unjustifiable. According to these postulates, if instead of speaking two languages, three would be spoken, greater wealth, and let's not say four, five or... three hundred. What great wealth would the United States have if each of its 50 states had its own language? Great wealth is also assigned to Cameroon, with more than 250 languages; wealth that in this country means that

students have to study in either French or English, which are fact languages that were not even generated in the territory of that country.

What is irrefutable is that, in the best of cases, the existence of two languages in a territory represents a considerable expense if true equality of linguistic rights is to exist. In Spain, in addition to this expense (can anyone imagine the savings that would derive from the use of a single Spanish language for all textbooks?) , we have to deal with the serious restriction on the freedom of linguistic choice for many citizens, with the implementation of linguistic policies typical of totalitarian regimes, which try to impose a linguistic plan for their society, in fact putting citizens at the service of preserving or promoting the use of a specific language. The only people benefitting from this process are those who live off the business entailed with restriction and language planning. **The existence of more than one language in a territory is not in itself a wealth, but a reality that must be faced by guaranteeing the linguistic rights of its speakers in the official sphere, with special care given to the educational field.**

23° - Adding on to the accumulation of fallacies of linguistic planners, it is important to deal with the equalization of biodiversity and linguistic diversity. It is a less gross fallacy than the assertion that allowing a language to disappear, or rather to cease to be used, is equivalent to polluting the environment. These manipulations seem to be based on the ignorance that anybody has the right to damage the environment in any way or to destroy its biodiversity, because it would be violating the right of others to ensure that the environment is kept undamaged and with its current biodiversity. And yet **the fact that some people prefer to use one language over another does not prevent those who so wish to from using another, and if one language ceases to be used because people prefer not to use it, no rights are violated, and it is morally indifferent to use one language over another.**

To equate a language with an animal or vegetable species is a gross manipulation of the term language. And to this we must add that a conduct of not carrying out an action (polluting a river, for example) is confused with a conduct of forcing a certain action (using a language); that is, equating a prohibitive norm to a prescriptive one. As the prescriptive measures are much more restrictive of freedom than the prohibitive ones, and when, moreover, the fact that a person uses a language in no way harms anybody who prefers to use other languages in their own rights and freedoms (another thing is their "interests", but "interest" and "right" are two different concepts).

24° - What is really striking is that **those who say that they are against parents being able to choose the language in which their children are taught simply lie: of course they like being able to choose the language in which their children study; but since they are people of totalitarian ideology, they want to impose their choice on everyone else.** If the majority of Spaniards decided, through the appropriate constitutional changes, to impose Spanish as the only vernacular language in all of Spain, then, as has already been said, we would see these detractors of the free choice of language go up in arms and use swear words. Not only are they totalitarians, but some of them are, unfortunately, true fanatics: they are truly incapable of bearing the fact that others might exert an option different to theirs, even if it is in fact compatible with theirs. And let us not forget the many people who get high financial benefits from these freedom restricting policies.

25° 1.- Many opponents of free choice allege that, according to the doctrine of the superior court, the EC prohibits parents from choosing the language in which their children are taught. This is a fallacious argument, since, at best, the doctrine of the superior court establishes that the EC does not (directly) emanate such a right, but that it can be recognized by Law. That is to say, the superior court maintains that, given that such a right of choice is not expressly recognized in the EC, it can be - it does not have to be - the public authorities which determine in what proportion the official languages are used as vernacular for teaching, with the caution that Spanish cannot be excluded as a vernacular language. In fact, the right of free choice, in theory, is recognised by law in the Basque Country.

25.2.- Many detractors of free choice state that the European Charter for Regional and Minority Languages, as ratified by Spain, obliges all students of the CCAA in which there is a co-official regional language to receive all, or almost all, teaching in the regional language. This is radically false, since the terms in which it was ratified by Spain, that Charter only obliges to guarantee teaching in the co-official regional languages to students whose parents so wish to, and in no way prevents those who so wish to from receiving it in Spanish. This is demonstrated by comparing what is done in countries that ratified the aforementioned Charter in terms similar to those of Spain; for example, Finland with regard to Swedish, the United Kingdom with regard to Welsh, Slovenia with regard to Italian, Slovakia with regard to Hungarian and Romania with regard to German and Hungarian. One only needs to read the reports drawn up on this subject by the different Committees of Experts.

25.3.- It is true that the superior court, in its ruling of 337/1994 - issued under the threat of Jordi Pujol making the minority government of the PSOE (Socialist Party) government fall- states that the right of parents to choose the vehicular language does not emanate from the EC (leading this issue, "erroneously", to article 27 of the EC,

when it should not be seen under the same prism, as Díez Eimil explained well in his particular vote), but that it can be the public authorities who, if they consider it appropriate, determine the proportion in which the different official languages are used as vernacular in a territory. To begin with, such an assertion implies a breach of the principle that it is the citizens who choose in which official language a public service is provided to them, not the administration. If this principle is not accepted, the declaration of the officiality of a language in a territory could even be emptied of its content, denying the citizen that freedom of choice, which is precisely why he has a specific interest in having the language of preference become official in the territory.

To demonstrate that it is a sentence dictated by reasons of political opportunity, and not juridical ones, is that in its argumentation, the superior court assumes, at least implicitly, that the languages are the subjects of rights, stating that a language "can occupy the place that corresponds to it in its territory", of "situations of inequality inherited historically", when it is not possible to speak of "situations of inequality" between languages (simply remember that article 14 of the EC speaks of "the Spaniards", and naturally refers to people), and so on. That is to say, the fallacious language of the nationalists is assumed, and even previous judgments of the superior court itself and the ECHR are quoted in an incomplete and manipulative manner, referring to a case of a Belgian father who wanted subsidised education in a language that was not official in the territory. In short, a shameful sentence.

Actually, if we want to make the sentence of the superior court 137/1986- which declared as constitutional the free choice of language as chosen by parents - compatible with the commitments accepted by Spain when ratifying the European Charter for Languages, a model of free choice must be implemented in those territories in which there is a co-official language with Spanish, which will allow all those who so wish to receive all education in the regional language and which respects the provisions of FJ 1 of the superior court's sentence 137/1986, in which the following can be read:

"The first of the problems outlined has to be considered resolved after our superior court 82/1986, of 26 June, in which Law 10/1982, of 24 November, known as the Basic Law for the Normalisation of the Use of Euskera, is analysed. For the reasons stated there, the constitutional legitimacy of an education in which the means of communication is Euskera, which is the language of the Autonomous Community and co-official language in the territory of the said Community, together with Spanish, in accordance with the provisions of Article 3.2 of the Constitution and Article 6.1 of the Statute of Autonomy, cannot be questioned.

Nor can it be said that the organisation of teaching in that language constitutes discrimination against the rest of the population who cannot or do not wish to use it. The preamble of the Law, which is an indisputable parameter of interpretation of its meaning, clearly states that the new legal system guarantees respect for and protection of the different linguistic modalities as well as the freedom to create educational centres, with the Law having no other scope than to offer institutional solutions that consolidate the popular aspirations contained in the experience of the Ikastolas movement.

For all these reasons, it is necessary to recognize that the Institute that is created in the Law examined here can promote the creation of ikastolas and attend to the existing ones, without prejudice to the fact that in this activity, as is logical, the constitutional norms, the Organic Laws and the other applicable rules of State Law must be respected. It is also necessary to recognise the constitutional legitimacy of the coexistence of teaching in Euskera and teaching in Spanish, provided that the rights of residents of the Basque Country to **choose one** or another type of teaching **with real freedom** are guaranteed **under equal conditions**.

{1} Lines in Spain refer to the language, in which lessons are held.

{2} CALP as distinguished from colloquial language

{3} Immersion means, your kid is being taught only in one language, as if it were it's mother tongue. Applied to the UK it would mean, that a kid, whose parents moved from London to Cardiff, is being taught all subjects only in Welsh. English, if at all, only as a second language

{4} The Galician government is called Xunta

{5} The separatists dream of Pan-Catalonia and have an imperial claim, it includes in Spain the Balearic Islands, the Comunidad Valenciana, parts of Murcia and Navarra and furthermore territories in Southern France and Sardinia.

{6} The regional languages on the balearic Islands are rather dialects of Catalan, maybe compare it to American and British English

{7} Concerted schools are in public-private partnership, very often borne by the Catholic Church and subsidized by the state. Parents have to contribute financially.

{8} Euskera = Basque

{9} Partido Popular = PP = People's party = Conservatives

{10} Ikastolas = specific school, in which Basque language is vernacular

{11} Valenciano is a Catalan dialect and a regional language in the Comunidad Valenciana. Comunidad Valenciana is an autonomous community in Spain.

{12} "job centre" is used for a unique Spanish institutions, where applicants for a job in public services are registered.



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