

TRANSCRIPTION

Federico: This is *Educational Segregation in Spain, Episode Four, Season Finale: Solutions and a Final Twist*.

[Transition music]

[Euskara being spoken in background]

Federico: This is where we started, and this is where we end in this final episode with Sabin presenting in Euskara to the Basque Parliament, requesting that school segregation be taken as a discussion topic. At that point, the ILP had produced a report in school segregation, gathered signatures and had secured the support of three major political parties: the socialist parties, and another two left-leaning parties like Bildu and Podemos. And that was enough for the initiative to be taken up by the Parliament. More important [sic], the initiative advanced a series of concrete solutions to address school segregation. Let's hear those from Sabin.

Federico: Can—can you tell me a little bit about these proposals that you have?

Sabin: First of all, we just was [sic] to—in defense of the, to respect the law, the educational law that nowadays is in application in the Basque Country—in the Basque Country that is the private school who would receive public funding, they have to be free. They can't ask to pay money to the students. But this knowledge is a problem because in many schools they are asking to the people to pay money.

Federico: In Concertadas? Or...

Sabin: In Concertadas. In Concertadas, yeah. In Concertadas, yeah.

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Sabin: In Concertadas it's different than private. In the private school for sure you pay but in the Basque Country, there are—there are very few private schools. Most of them are public or Concertadas. So, one of the main ideas was to some mechanics to guarantee that these schools that receive public fundings will be a public service and will be free. That was one of the first idea [sic].

Sabin: There was another main idea that was that all the school which receive public fundings, they have to integrate the diversity of the students of the area. Neighbor or town or city. So, there was an index, there was some with public statistics; how many people who are foreign immigrants, student immigrants, or lower class, or they have some disabilities? So, all the schools of that town have to include a proportion considering the proportion in the reality in that town. But they have to receive to include some student with these circumstances.

Federico: So, the school needs to basically, the school demographics needs to be representative of the neighborhood or the demographics of the geographical area. That was another important—

Sabin: It was an idea. The reality, the demographical [sic] reality has to include in the schools of the who receive the public funding. So, there was some, a couple of tactics with this concept. There was another initiative about the rules of matriculation, but the main one was that in every town, in every neighbor [sic] will be a common office for matriculation. So, imagine there are in the same town that are private, a Concertada, and a public, but they all have a common office to manage the matriculation, the school matriculation.

Federico: The enrollment, so the enrollment of students.

[Transition music]

Educational Segregation in Spain, Episode Four: Solutions and a Final Twist

Equity Spotlight Podcast Series

Federico Waitoller, Ph.D., MAP Center Equity Fellow – Illinois



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- Federico:** So, we can summarize the measures that the ILP proposed to address school segregation in the Basque Country into four areas, or four main items.
- Federico:** The first one was that Escuelas Concertadas needs to be completely free. I mentioned that some of them, and Gonzalo was telling us, that some of them have all these hidden fees for school buses, materials, lunch, or even to be part of the comparative in the case of Ikastolas. So, the government needs to monitor that. And there should be no fees, should be completely free to everybody, all Escuelas Concertadas.
- Federico:** The second one is that schools that receive public fundings, the demographic of these schools need to represent, to the maximum extent possible, the demographics of the neighborhood, where they're at, or of the area. Remember that we discussed before that Spain has very little residential segregation. That most of the segregation happens in school. So, the ILP was requesting to the government to create an index that illustrates or gives a sense of the demographics of a neighborhood area, and keep school accountable to have a school enrollment that represents those demographics, all schools, Concertadas, and public schools.
- Federico:** The last—one of the other measures that they advance [sic] was that every neighborhood should have, or area, should have a common office of enrollments of students. Nowadays, you can go to any Concertada school and just enroll directly there. And they were asking that to have this centralized office that receives all the requests from parents and where to enroll their children, and that office will decide where the kids—where the children would go to what school in order to maximize the representations of demographics of each school, so they can be more representative of their neighborhood and the area.

Federico: And finally, they were asking the Basque government that at the time to renew or start new Concertadas, all these issues be taken into account the issues, no fees, and the issue of being representative of the neighborhood.

Federico: So, are these solutions in line with recommendations from prior research? Are there other solutions that we can implement to address school segregation in Spain or other places? Adrián Zancajo From the University of Glasgow, give us some ideas of what kind of policies we need to have in place to address school segregation.

Adrián: So, I think that we need to have a conversation to know which are the conditions that we want for the private schools to accomplish if they want to receive public funding. In the case of other kind of voucher or PPs in education. So, once we have this, and I will say that to reduce school segregation, the important decision is to say, "Okay, you are going to receive public funding only if you enroll population similar to the area where you are located. If not, you are going to not [sic] receive, you can operate of course, as a private independent school, but you are not going to receive public funding." This will put the conditions to implement some policies trying to desegregate.

Adrián: So, I think that the first issue is to have a conversation about the role that private schools have to play in the education system. And of course, we can make some changes in the way the families choose a school. In my opinion, I think that the evidence of that in some regions and in some cities, families have too many options of choice, which makes very difficult to have some kind of educational parenting control about that.

Adrián: I will say that we have to respect this because it's a historical issue. They have the right of families to choose or least to—to express their preference in terms of schooling. But we can limit much more the options that they have to choose,

providing them six, seven, eight, options but not twenty, twenty-five like in Barcelona. And this will help educational planners to have a more controlled environment to plan their, for instance, the reservation of some school places for some—particularly groups of students and so on.

Adrián: So, I will say that the two big issues for me are the role that the private sector is going to play in the next year, in the education system, particularly in terms of the enrollment of disadvantaged students. And the other issue that we can regulate much better, how families choose a school.

[Transition music]

Federico: Toni Verger, Professor at the Autonomous University of Barcelona, expanded some of the ideas that Adrian Zancajo put forward.

[Transition music]

Antoni: Probably policies related to funding incentives as a way to stimulate schools to enroll more disadvantaged students. I think that this could be a very important measure and also having more centralized admission school policies in the sense that, now in Spain, still families, they visit the school, they do that pre-enrollment through the school and we know that there are a lot of informal practices happening in this interaction between the school and the families that can be used to not to expel, but maybe to screen some familys' profiles from some families.

Antoni: And these practices are more common in this public-private sector. So, the centralization or the use of digital platforms in the enrollment process would help to avoid school segregation within the PPP. But definitely a funding system that stimulates, incentivizes, especially private schools, but also public schools to enroll disadvantaged students together with some radius for the distribution of the

disadvantaged students among the schools. I think that this could be the right way to go to tackle the problem of school segregation in our system.

[Transition music]

Federico: Toni Verger also talk [sic] about reducing the amount of Concertadas, reducing the amount of public-private sector. Let's hear what he say [sic].

[Transition music]

Antoni: Well, I think that the first thing that I would do, or that we should try to do, is to rationalize the size of this PPP sector, because I think that now we have, as I was telling you before, it's not a very homogenous sector. We have schools charging very high fees, schools charging very low fees, very similar, or even lower than some public schools. Okay?

Antoni: So, in a way I think that in the two extremes of these network of private providers, publicly funded, there are things that we can do. For instance, the more humble Escuelas Concertadas those that are charging very low fees because they need these fees for basic educational provision but that they are very inclusive, they have very public ethos, we should allow them to become part of the public network. And actually, there are some regulations in Spain, some procedures to help these schools to integrate in the public sector. And many of them are applying actually because they, they feel like being part of the public sector currently allows you to have your autonomous project because of the recent reforms, but at the same time makes you less vulnerable to the dynamics of the market. And we— there are some demographic changes that make these private schools to suffer a lot. And if they're part of the public sector, then for them, life would be much easier. So, I think that there are a big number of schools that now are in the private sector. They should be part of the public sector.

Antoni: And then there's another group of PPP schools that are for two reasons, maybe they should be part of the totally private sector. One of the reasons is that they want to be very autonomous, and they consider that autonomy is a very important component of their, and not so much pedagogical autonomy, because I think that pedagogical autonomy is possible in the public sector, but I am thinking more about autonomy in the management of resources, in the management of teachers and so on if they want to have these autonomy.

Antoni: And also, if they have educational projects that are very expensive, because we have to take into account that some of these PPP schools, they organize, let's say, it changes between Canada and Catalonia, or they have as part of their curricular activities, they ride horse, or yeah, and they're very expensive. And if they want to do this, they cannot do it for free with public funding. So, it would be much more honest for everyone if they integrate in the private-independent sector. So, I think that the first thing that we should do, is to try to rationalize and to reduce that I mentioned of this PPP sector, because then it would be much easier to do over.

[Transition music]

Federico: Lucas Gortazar also talk about student quotas and saving seats, but also about the importance of working with all actors in education sectors, including the unions, the public sector, and Concertadas.

[Transition music]

Lucas: The best example probably would be thinking about student quotas. In Belgium, which is probably the most similar education system in Europe to Spain, because they have regional differences, regional variation and there are ethnic and language disparities. And then there is also an existence of a charter system. And

then it's in Europe. We have also a francophone influence in the culture of the education system.

Lucas: I think they'd be quite a good try to experiment on, on maximum and minimum quotas for disadvantaged children, to control it. And the way you do this is you save some seats at the beginning of the year, and you make sure those seats are filled by disadvantaged students in every school. I think that would probably put more burden into Concertadas' shoulders just as I said, because of their own nature. But it would also put the burden in some state-owned schools who could do a lot in being more inclusive.

Lucas: And the other thing to me is you need to work out with the key actors altogether. Otherwise, segregation will become a divisive issue, and that it would be impossible to make progress. So, it's better to work together with the unions and the charter schools at the same time and agree on common goals and try to see what is the common denominator of—to achieve those goals rather than make a divisive approach.

[Transition music]

Federico: Xavier Bonal also talk [sic] about measures to go beyond just the mere equitable distributions of students across sectors.

[Transition music]

Xavier: I think segregation, to struggle and to tackle the school segregation, is it's very inefficient if you just concentrate of distributing students. A very comprehensive policy against the school segregation, it has to include compensatory policies. It has to include policies to improve the quality of schools, teacher training, and many other aspects. And I think now we have some interesting tools for improving the distribution of students, but we have to do much more things than that.

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- Xavier:** One of the things I think we have to work on, it's the question of which teachers go to which schools? I think this is—we have a system that is very bureaucratic in terms of teacher allocation. So, teachers have the ability to ask for the schools they want to go on the basis of proximity or on the basis of their own convenience. They can stay there almost without evaluation for many years.
- Xavier:** So, we need a system that really, I always use this expression, although it might be a bit simplistic, which is let's put the best teachers in the worst schools. So, we have to create incentives and the mechanisms that those are schools that can be considered ghetto schools or with high levels of social problems, have the best pedagogic teams that can make the school attractive. It's not only a question of distributing. It's just not a question of resources. It's a question of putting good human capital in those schools. And I think this is one of the aspects that should be more and more work.
- Xavier:** Another aspect in which I think we still have room for innovation it's the idea of thinking more about the territory as a unit of analysis of education policy. Because I think we—education policy systems and policy makers use a lot the system [sic] from the point of view of their actors, which is fine. We have students, we have teachers, we allocate teachers in schools and so on. But to combat school segregation, you need to work much more in terms of territory.
- Xavier:** So how to intervene in this neighborhood, in this catchment area, to improve the level of inclusion, to improve the level of education quality in all schools. And there are resources that can be shared. There are teachers that can be shared. There are many aspects which oblige to have a kind of paradigm change to think more about a different unit of analysis. But this is highly difficult because that—we have many resistances for that. You can have resistances from the teaching force itself, which thinks, "Well, you allocate me to one school. You don't allocate me to one neighborhood" for instance. Which would be quite revolutionary.

Xavier: But I think this is a room that would be highly interesting. And because it would increase—I think one of the problems of school segregation, it's always that I talk about the principle of incumbents. I don't know if this is an English word, “incumbencia,” how do you use these words? Which means that you really care about what happens in your neighborhood school. Okay?

Xavier: That means that you go, you are allocated to one school and then if your school is fine, you don't care about what's happening in the other one. So, if you create a system in which you have to care about your school and the neighborhood school and the other school in the neighborhood, then things would be probably much easier.

[Transition music]

Federico: So, the solutions of the ILP were much aligned with the recommendations made by research. Solutions such as that private schools should not charge any fee and that needs to be monitored more closely by the government. That all schools that receive public funding needs to integrate the diversity of the neighborhoods or the area and in that sense, creating an index with public statistics on all schools on that area that the school needs to represent. And the researchers talked related to that, to issues of student quotas.

Federico: Also, that every neighborhood needs a common office of enrollment that I think the researchers also talked about, so we can distribute students more evenly. And that renewing Concertadas take into account these issues at the time to renew their contract. But considering also what we learned in this podcast, there were also some missed opportunities in this list of solutions advanced by ILP.

Federico: One of them, I think, is the issue of language. For instance, in the Basque Country and other regions with languages, such as Galicia, Catalonia, or even in Madrid

with English. Also, language serve [sic] as a way to segregate students in different tracks in different ways. So, the issue segregation based on language was a missed opportunity, I think, for the ILP. And then we need to acknowledge also that is in the Basque Country, we have reviewed in this podcasts, is a very sensitive issue due to the history of Euskara.

- Federico:** Another missed debate I think, and an important one, was not to dichotomize the issue, but bring all actors together to discuss the role of both Concertadas and public schools in segregations. I think Lucas Gortazar alluded to this. What is also missing, not just from the ILP but also from the recommendation from the researchers, are the voices of immigrant and low-income families in relationship to this issue. Is segregation a problem to them, or the main problem is something else? I also think if they consider themselves as segregated schools?
- Federico:** Those with an enrollment mostly composed of immigrants from many different countries, like countries from North Africa, Middle East, and Latin America, do they consider themselves segregated? Can we call the school segregated if it has such a diversity of students from out of Spain?
- Federico:** It seems that those schools are much more diverse than those in Concertadas or in other schools in the public network. I asked this to Gonzalo and to Sabin, if the families from what they called escuelas segregadas, were part of the debate or were they're part of the initiative? They told me that some got involved through their parent associations in the schools, but many not [sic]. They were not aware of it or just didn't have the time to engage with the issue.
- Federico:** And some of them also did not see segregation. They don't see themselves segregated. Actually, see themselves as a multiculturalistic and multilingualistic community. And they're very proud of it. So, the voices within those communities are not homogeneous. So that also adds some complexity to the problem.

Federico: So, considering the ILP solutions, and also the missed conversations for important debates, let's turn [sic] what happened when Sabin went to present to the parliament. Remember, they have the support of three political parties, and that will have pushed the initiative forward. But the [sic] last minute something happened.

[Transition music]

Sabin: At the beginning, during the campaign, there was a support of the three political party, but one of them socialist party was and is in the Basque government. It's part of the Basque government. So, when we arrive to [sic] the Parliament, the other—the main party of the government, the Nationalist—the Basque Nationalist Party, the PNV, they considered that was not a good idea to allow the debate.

Sabin: So, mainly two arguments: In the case of the popular party, they say that it was an initiative against the private schools. But our initiative is not against the private school. It was about that all the school in the Basque Country, all the schools received funding, public funding. And we defended that all the schools with public funds have to manage, to address the diversity of the students. It was not against—against the—about the—support—to—to close the private school, but that the private school have to receive diversity of students, no? And what was one argument was, again this private with public funding schools.

Sabin: And the other argument was like this debate, will be my address in the future in a general education educational law. Four years have passed. Four years and we have passed. And yet we haven't seen this law again. In our opinion, it was like an excuse.

[Transition music]

- Federico:** So, the last minute was a dramatic turn. The Socialist Party, the PSOE, that originally supported the ILP decided to go against it. Why? Because the Socialist Party, it's in a bipartisan government with the PNV which is the National Basque Party, which is the center right party, which is the most powerful party in the Basque Country, has been in government for years since Franco left power. And the PNV was against the initiative. And so, the PSOE, the Socialist Party, at the last minute to keep this government equilibrium decided to not support it.
- Federico:** So, the ILP did not have enough support to not even bring the debate to the Parliament. The only one supporting them with the two left leaning parties: Podemos and Bildu. And that was not enough. So why was the PNV, the Nationalist Basque Party, against the initiative and ask the socialist party to do the same? Well, we need to go back to those missing—missed conversations that we discussed about the ILP.
- Federico:** The PNV saw the initiative as something against Concertadas and then also against Ikastolas, which are a big part of the Basque cultural agenda. We may say that, but maybe by not bringing all the actors to the table like it was recommended, the proposal was dead on arrival, particularly with some sensitive language politics that are going on in the Basque Country.
- Federico:** So, were [sic] all this effort from the ILP in vain? Sabin and Gonzalo will disagree. They told me that before the ILP, the Basque government did not consider segregation significant nor a problem. And the ILP brought attention to the issue and placed it in the public debate. And I don't think they were wrong because this year there was a final twist to our story.
- Federico:** The four major educational parties in the Basque Country signed a pact, an educational pact, an educational pact that will pave the way for future educational

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law. And in that pact, there is a heavy emphasis on addressing school segregation. Lucas Gortazar, tell [sic] us a little bit about this pact.

[Transition music]

Lucas: So, this new political pact that was ascribed by the four major political parties at the end of March and beginning of April this year, represents a major milestone in terms of how to frame and shape the future debate of education policy in the Basque Country for various reasons. First, it incorporates upfront and in a way which nobody would've ever imagined six months ago, that the goal of reducing school segregation with ambitious set of measures. The set of measures that has been passed are basically the measures that the popular legislative initiative presented back in 2018 that the NGO Save the Children has been promoting consistently, not only in the Basque Country but in the whole of Spain, and that other experts have been promoting now. It's true that the public-private network remains probably as it is.

Lucas: And of course, that opens that some actors are reluctant to—actors in the left I mean, some unions are reluctant to accept this trade, this political trade as a good one, because it may keep the historic path may just keep things as they have been towards the future. But it's also true that the main political party, the Basque Nationalist Party has accepted to talk in the terms of reducing school segregation in a way which was unimaginable [sic] six months ago. And this of course represents an avenue for action in the future, which was not in [sic] the table a while ago.

[Transition music]

Federico: Lucas also talk [sic] about ambitious this pact is, but also offer some words of caution.

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- Lucas:** They're ambitious in how the supply of schools and the classes are going to be made. There are explicit mentions to avoid the over—over-offer of seats, which is an issue for Basque Country in the context of rapid decline of school population and extra offer of seats in all schools is a source of school segregation. We're not in a world where demand matters, but it's not world of about [sic] supply. Demand doesn't matter because there is not much over-demand across schools because schools are there, but students are decreasing them. That's a key topic.
- Lucas:** Other key topics is that schools, and more specifically private managed schools or charter schools, old religious and comparatives, will have to have specific goals and achievements in terms of inclusion of disadvantaged and immigrant and Special Education need children beforehand receiving the financing and beforehand the financing measures. And this changes a little bit, the structure of incentives.
- Lucas:** It's not the same to receive the money and then to comply with certain goals, then do this the other way around. And that I think is also—is also quite important. There are other aspects such as a decentralization towards municipal education offices to control the admission and supply process, but also to empower local actors towards better school management and participation and cooperation that will generate good synergies. And there's also commitment to devote additional financing to do properly inclusive education model.
- Lucas:** So, in summary, the measures are overall positive. This is just a political pact. It has to be further developed into a law. It's just a paper commitment, but we need a law that will be passed most likely in the next 12 months in the Basque Parliament. But also, you need location actors to subscribe this political pact, and move it to a social pact around the location. I think the process here was more of a top-down process. So, no parties agreed on a program, and now you need the school community to agree on that program. That has restrained some legitimacy over

the process, but at the same time, the political part is meaningful because it implies 90% of fault in the Parliament to support the pact. Whereas the previous education law was based on a pact, subscribed in 1992, with a majority of support, but not as high as 90%.

Lucas: So, there are tradeoffs here. There's a tradeoff of political willingness versus legitimacy and empowerment factors. I think that's a big challenge towards the future and towards to make this pact a law, and then this law to make it effective into policies and practices at schools in everyday practice. I think that's a challenge. But overall, we're clearly better than where we were six months ago, where there was no prospect to introduce school segregation as a key element of this public discussion and where the failure of the ILP, the popular initiative that went to the Parliament four years ago, failed and didn't achieve much of its goal.

Lucas: So, it's about how you see the—the process, either you see the glass half empty or half full. But in summary, there are clearly reasons to be happy, but of course it's not clear whether these reasons will materialize with a more cohesion [sic] school system and more diverse schools in the future. And that remains what needs to be done for the coming years.

[Transition music]

Federico: So, this pact used many of the ideas and initiative from the ILP from a few years ago. So of course, we needed to talk to Sabin about this.

[Transition music]

Federico: Hey Sabin, good to see you again. It's been a while.

Sabin: Yeah. Hey, it's good to see you again. Yeah.

Federico: Yeah. Great to see you. I'm contacting you because I saw that in the newspapers, on the news, that there is this new educational pact, that they may be addressing the issues that you were trying to tackle with the legislative initiative a few years ago.

Sabin: Yeah, for sure. I think that with the propensity of the last years, we can consider that few years ago, there was a general attitude of negation of the problem. And now in this agreement—political agreement, the segregation has a central role of the agreement. So, I think from that point of view, we can consider positive. Yeah.

Federico: But did you consider that the pact went far enough?

Sabin: Well, we will see. I mean—I mean considering that we come from delegation of the problem, the centrality of the segregation in this pact is positive. And some of the ideas and about the orientations, the regulations are positive. But I think that the crucial moment will be the implementation.

Federico: Do you see any of the proposals from the legislative initiative reflected in these new policies that may happen?

Sabin: Yeah. Yeah, we can consider that most of them are basically about the gratuity? No, the free...

Federico: The free schools? That the schools should be free?

Sabin: Yeah free, the free school without charges about there are some, yeah. Some parts of the pact about this [inaudible]. We can consider that from about this point that the school should be free and not—there is this part is in the pact. Two, I mean we can, in the pact there are some—some parts of the pact, they speak about the centrality of equity to receive public money. All the schools have to guarantee equity to receive money. So, this is—this was another idea, another

central idea of our initiative. And there is a mention to the local office in relation with...

Federico: Enrollments, right?

Sabin: Yeah. With enrollment, yeah. With enrollment related, with enrollment and the local offices, but it's not clear about the function because our idea that—was that the office were [sic] the only way to—for enrollment. And it's not clear, the pact about—there will be this kind of office but it's not clear if they are going to centralize the enrollment of its town, or if its city.

Federico: And from the circles that you were in, what are the main critiques to this pact?

Sabin: I mean, first of all, I think that many people, they don't believe. They don't trust. No, they don't—they don't trust that some good ideas that are in the path will be implemented. I think in a sense, I think that is the main critique. It's true that other sectors that are very pretty critic [sic] with the pact, they consider that the private schools would receive public funding. They are not, they can be changed, reform. So, they consider that the only way is to extend and to finance only the public school. And in that sense, this is not idea of the pact. The pact has some reference about the centrality of the public school, but they don't change the reality of the—the heart of the school system is private schools, which receive public money

Federico: So, they're thinking basically that whatever the pact or implementation is going to be, Concertadas will find the way, somehow, to continue to exist in the way they do?

Sabin: Well. Some people think that. And the other critique is not, is about, is something previous. It's something, that is, they don't trust the real intention of the politician

and the government, the administration that would implement the ideas which are written in the pact.

Sabin: So, it's different. And so, some of the critics is that in the sense that they Concertadas are not going to they, as you have said, no, they are going to try. And they will find the way to continue making and playing the same way. But other people think that something previous, that there is not real intention or implement in the reality, the ideas of the pact.

[Transition music]

Federico: So, the pact is a milestone. It is the first time that four major political parties in the Basque government agreed on paper to tackle school segregation. There are many measures and ideas in the pact that both Lucas and Sabin thought that would be useful. Many of them were proposed by the ILP a few years ago. But it's just a pact, and people are skeptical and are waiting to see how this is going to be implemented. And what's going to be the extent of community participation, and the participation of different social actors and their opportunities to shape the way the law will be written and implemented.

Federico: Let me say also that one of the pact's primary goal [sic] is to reinforce the use of Euskara as primary language of instruction in a multilinguistic school landscape. The goal is that students will be learning in Spanish and English, but Euskara will be the primary vehicle for learning. And let's remember that Euskara contributed, to certain extent, to segregate students. So how is all this going to play out? All these efforts to deal with school segregation at the same time of strengthen the use of the Euskara? We don't know yet. Nevertheless, the work of the ILP from a few years ago, ended up bearing fruit. Not the same fruit that the ILP expected, but a fruit, nonetheless.

[Transition music]

Federico: And this is where our podcast ends. The goal of this podcast was not to provide concrete solutions to address school segregation in the US. That is far beyond the scope of this podcast. The goal was to present the case from another country, from another area, hoping that a conversation that is going on in different place will spark a new conversation in the US, or maybe expand or challenge ongoing conversations and discussions. And at the end, I hope it help us to move toward a more just public education.

Federico: I want to thank all the people that make this podcast possible. Thanks to Sabin Zubiri, Gonzalo Larruzea, Pablo Rey, Lucas Gortazar, Adrián Zancajo, Toni Verger, Xavier Bonal. And of course, a big thanks to the Midwest and Plains Equity Assistance Center for making this broadcast possible. That's it. Until next time!

[Transition music]

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Educational Segregation in Spain, Episode Four: Solutions and a Final Twist

Equity Spotlight Podcast Series

Federico Waitoller, Ph.D., MAP Center Equity Fellow – Illinois



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