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ABSTRACT

This regional dossier aims to provide concise, descriptive information and basic educational statistics about minority language education in a specific region of the European Union-- Alsace, a part of France along the German border. Details about the features of the educational system, recent educational policies, divisions of responsibilities, main actors, legal arrangements, support structures, and qualitative information on a number of schools, teachers, pupils, and financial investments. This information is designed to serve the needs of policy makers, researchers, teachers, students, and journalists as they assess the developments in European minority language schooling. This information may also serve as a first orientation towards further research (additional readings are suggested and contact information provided). Specifically, information is provided on preschool, primary, secondary, vocational, higher, and adult education, as well as a review of educational research, summary statistics, and overall prospects for the use of the language under study. The subject of this dossier is the German, called Elsaesser-Ditsch by Alsatians, spoken in Alsace region of France. The language has two distinct dialects: Fraenkisch and Alemanish. Alemanisch is the focus of this inquiry. The language does not have official status in the France, though it has had a special status in education since 1985. (Contains 39 references.) (KFT)

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From 1999 onwards Alie van der Schaaf has been responsible for the publication of the Mercator regional dossier series.

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Foreword

background

For several years now, Mercator-Education has made efforts to achieve one of its principal goals: to gather, store and distribute information on minority language education in European regions. Regional or minority languages are languages which differ from the official language of the state where they are spoken and which are traditionally used within a given territory by nationals of that state who form a group numerically smaller than the rest of the population.

To date, Mercator-Education has been successful in establishing a computerised data bank containing bibliographic data, information about people and organisations involved with minority language issues. It has published data collected during four inventory studies on pre-school education, primary education, learning materials and teacher training. In addition there is a need for documents which give a brief outline of the most essential features of the educational system of regions with an autochthonous lesser-used language. With the establishment of regional dossiers we intend to meet this need.

aim

Regional dossiers aim at providing concise descriptive information and basic educational statistics about minority language education in a specific region of the European Union. This kind of information, such as features of the educational system, recent educational policies, division of responsibilities, main actors, legal arrangements, support structures and also quantitative information on the number of schools, teachers, pupils and financial investments, can serve several purposes.

target group

Policy makers, researchers, teachers, students and journalists may use the information provided to assess developments in European minority language schooling. They can also use a regional dossier as a first orientation towards

further research or as a source of ideas for improving educational provision in their own region.

link with EURYDICE

In order to link these regional descriptions with those of national educational systems, it was decided to follow the format used by EURYDICE, the European education information network in the European Union. EURYDICE provides information on the administration and structure of education in member states of the European Union. The information provided in the regional dossiers is focussed on language use at the various levels of education.

contents

The remainder of this dossier consists firstly of an introduction to the region being studied, followed by six sections which each deal with a specific level of the educational system. These brief descriptions contain factual information presented in a readily accessible way. Sections eight to ten cover research, prospects and summary statistics. For detailed information and political discussions about language use at the various levels of education, the reader is referred to other sources with a list of publications.

1

Introduction

language situation

Alsatian dialect, or Elsässer-Ditsch as the Alsatians call it, is the traditional language of Alsace. In fact, there are a number of different dialects, which can be roughly divided into Fränkisch (or Francique) in the extreme north and Alemanisch (or Alémanique) in the rest of the region¹. In this representation we will focus on the situation in Alsace and omit Lorraine, although to a certain extent, this region shares a similar linguistic heritage vis à vis the teaching of Fränkisch.

Although the language spoken by most Alsatians was, for a very long time, exclusively Elsässer-Ditsch, French became more and more widespread as the language of culture in the eighteenth century. This was reinforced by a highly central-

ising policy favouring French as the language of the state and of social progress. The number of speakers of Elsässer-Ditsch declined steadily, especially among the young and in Haut-Rhin, the southern part of Alsace. The annexation of Alsace to Germany between 1871 and 1918 (Reichsland period) and during the German occupation in World War II (1940-1945) delayed this process to a certain degree. However, as a result of anti-German feeling after the war, the use of written German diminished considerably. Based on several surveys, it is estimated that Elsässer-Ditsch is spoken by some 60% of the approximately 1.6 million inhabitants of Alsace. The continuous process of decline is also reflected in the distribution of age groups. Young people speak Alsatian much less than older generations.

Since the early eighties, standard German (Hochdeutsch) has gained strength in the field of education. Cultural reasons, the desire to recover the regional language which, for lack of transmission, had skipped a generation, together with economic reasons are clearly the most important stimuli for this development. Germany is a very important neighbour to Alsace and there are 70,000 cross-border workers. For this reason, parents opt for the teaching of standard German to their children, although few families pass on Elsässer-Ditsch within the family. The school plays a very small part in the transmission of the dialect (4%), the part the parents play being the determining factor (81%). However, 40% of dialect-speaking parents state that they never speak the dialect to their children. Conversely, the part the school plays in the teaching of German (93%) is the determining factor (Gaudemar, 1999). Moreover, French is being promoted as the first foreign language in the German border region of Baden, which increases the possibilities of exchange projects (Pelz, 1999).

Notwithstanding its importance in Alsace, neither Elsässer-Ditsch nor German has official status in France. In Alsace, however, those languages have a status in education which was conferred on them in 1985 by the Rector of the Acade-

my (see below under "Academies"). Indeed, successive Rectors have confirmed this status and have added to it in greater detail: German is the written language and the language of reference of the Alémanique and Francique dialects spoken in Alsace. It is also the language of the neighbouring country. Although, at academic, but not at national level, the national education system was the first to acknowledge the special status of German in Alsace, it should be added that in fact the local status, in its legal and administrative capacity, has retained a de facto recognition of German in Alsace, for example through the bilingual press. Consequently, German has status (Woehrling, 1990). Historically, German is the language of reference and the written language of the Alémanique and Francique dialects spoken in Alsace. The codifying of the Alsatian dialect and the creation of a standard Alsatian language have never been considered, as German plays that role in Alsace. In this dossier we will mainly refer to German in education. If the Alsatian dialect is mentioned in relation to the education system, it refers to the use of the oral language. German learning should increase the use of Alsatian in daily life, but in most fields, French remains the most commonly used language.

historical development of German teaching and legal status

Until 1870, French was not the only language of education. German was also widely used in schools as the language of education. German, therefore, did not replace French as the language of education, since it had always been used as such. It was only after 1840 that French started to become increasingly widespread at school, during the time when school education became compulsory. This changed in the Reichsland period: Standard German replaced French as the language of instruction. After the First World War, French took over again, this time even in primary education. All pupils, irrespective of their mother tongue, were submersed in French medium education. This direct method was introduced to help Alsatian pupils become assimilated quickly in French. In 1927, German was re-intro-

duced as a school subject for two or three hours a week, but its teaching was far from satisfactory². During the German occupation it became the only language of instruction again. After the Second World War, conversion to the use of French took place even more fiercely than after the First World War. German was now completely banned from the education system and the promotion of French as the sole language reinforced the neglect of the local dialect.

Then in 1953, the optional teaching of German, carried out by peripatetic teachers, was legally allowed in primary education. But it took another nineteen years, until 1972³, before the general school inspector Holderith introduced a programme, in which dialect-speaking children were no longer treated as beginners in the German language. The introduction of German instruction in primary school for pupils aged 9 to 11 (the fourth and fifth year classes of primary school) was politically justified by the fact that the children were dialect speakers and that their dialect was a German dialect. But the teaching method, called the "Holderith method" used manuals originally designed for the whole of France and for pupils aged 11 to 14 in the lower secondary cycle (collège). Those pupils who had knowledge of the dialect, and a little German, were able to learn standard German more quickly. The method was used until about 1991, and was progressively replaced, after 1985, by new educational tools.

With the 1982 Circulaire Savary, the National Ministry of Education legally set up the optional teaching of German for 30 minutes a day, starting at the third level of primary school, in other words, for pupils after the age of 8 years. The Circulaire Savary, therefore, legitimated the teaching of German in Alsace, introduced by Holderith in 1972, without any regulatory basis. The Circulaire also stated that the teaching of regional language and culture, as well as certain other subjects, could be conducted through the medium of the regional language. Conversely, and contrary to a widely-held, yet erroneous, belief, the Circulaires Savary of 1982 and 1983 did not indicate the regulatory

organisational and educational framework of bilingual teaching. It was the Circulaire Bayrou which introduced that notion and specified the organisational and educational aspects of bilingual education.

In 1987, the Rectorat issued guidelines concerning the minimum vocabulary and syntactic structures of German which had to be met at the end of primary school.

Although in the 70s and 80s, in "collèges" (a "collège" is a lower secondary school) in particular, classes of dialect-speaking pupils were often formed by grouping pupils together to enable them to make faster progress in German by using their knowledge of the dialect. Manuals were specially produced for this purpose between 1982 and 1990: "Reporter im Elsass und an der Mosel" for children aged between 8 and 11 years, and the "Im Zwurwelland" series for pupils aged between 11 and 15 years. During the same period, new books in German were published for first level classes (see below).

In 1991, a new German language education plan for bilingualism was launched. Bilingual classes were considered necessary because an increasing number of children no longer spoke Elsässer-Ditsch. Since the beginning of the nineties, associative initiatives have been set up, to offer bilingual teaching in education. The first initiatives of this kind were undertaken in 1991 by the ABCM Association – Zweisprachigkeit (Association for bilingualism in infants' schools), before the national education system followed suit in the following year. The first bilingual associative school (ABCM-Zweisprachigkeit) opened in 1991, and the first bilingual classes in 11 public schools in 1992. Bilingual education became official as a result of the rectorial circulars published in 1991, 1993 and 1994.⁴ According to these circulaires, the teaching of German contributes to a threefold endeavour: support for the regional language and culture; early learning of the neighbour's language; and acquisition of European and international attitudes.

The Rectorat guaranteed the cost of the teaching materials and volunteer teachers took responsibility for the bilingual

classes. The regional authorities set up an office for bilingualism in 1994. *Elsässer-Ditsch* is used as the medium of instruction (a few hours a week) along with 'Hochdeutsch' in all ABCM-Zweisprachigkeit associative schools except in Strasbourg.

The 1994 Joint Convention between the General Councils of both Alsatian départements and the Regional Council with the Rectorat, formalised the efforts of all the partners to promote both natural and secondary bilingualism. The convention also established the introduction of early German language education and structured *Elsässer-Ditsch* as a school subject at pre-primary schools; above all, it enabled financial support to be found for the production of educational manuals and tools.

In the 1994 Rectorial Circular, bilingual education was defined with didactic objectives. Since then, the aim of the académie (see below) has been to develop bilingual education programmes starting from the early years in which all basic communicative skills are to be developed in both languages, while local dialects are to be preserved. Bilingual sections can be set up at the request of parents (see section "Bilingual education").

The 1995 Bayrou Circulaire⁵ revealed a plan for teaching regional languages and cultures for all the regions where a regional language was spoken (Breton, Basque, Corsican, Catalan, Occitan) and hence also for *Elsässer-Ditsch*, as the regional language spoken in Alsace⁶. Although the Circulaire Bayrou was meant to help maintain regional cultural identities in the nation, priority being given to German in bilingual classes for the reasons already expressed: German is the language of reference and the written languages of the dialects spoken in Alsace.

Besides these specifically designated bilingual schools or sections, all other schools carry out a form of teaching with 2-3 hours of German every week (extensive route). The Rectorat stopped (December 1994) a previous six-hour programme of German in order to move towards the extensive route or the full bilingual models.

Paradoxically enough, parents who do not use the dialect at home with their children (although they might speak it among themselves) prefer them to learn the standard form (Hochdeutsch) directly in bilingual classes, and which is now being increasingly taught in bilingual classes.

Recently (June 2000), the current Minister of Education, Jack LANG, declared that a language other than French should be taught nationwide from the last class of pre-primary school, at the age of 5. Moreover, he stated that the possibility should exist for children to learn a second foreign language at 11 years of age. For Alsace this could possibly mean that all children would have a German class from the age of five onwards, or from the age of 3 in bilingual classes, although this was not mentioned in the declaration. The minister's declaration refers to 2005 and will probably result in an official circular. In fact, these guidelines have already been implemented in the Strasbourg Academy, an agreement signed on 18th October 2000 by Jack LANG with the Presidents of the three territorial authorities of Alsace. It confirms three objectives: The generalisation of the teaching of regional languages on offer in primary school, according to a plan spread over 5 years; the development of bilingual classes throughout the region of Alsace "according to a balanced geographical distribution", the objective being to have a bilingual stream for each sector of the college; and, with immediate effect, the generalisation of the offer of trilingual teaching (French, German and English) as from the first year of college (6th year, pupils aged 11 to 12 years).

education system

The French education system is largely state-controlled, although some decentralisation measures were taken in the eighties.

The basic principles of the education system in France are free public education and the opportunity for every young person to take up vocational training before he or she leaves the system.

School attendance is compulsory for those aged 6 to 16, but children can be accepted in pre-primary school (*écoles maternelles*) at the age of two. During the period of compulsory education, payment of family allowances to parents is subject to the registration and regular school attendance of their children. Curricula are established for all compulsory school levels by national authorities.

Apart from the use of German in teaching, there is only one feature which distinguishes the education system in Alsace and Lorraine from that of the rest of France: the obligation for all schools to teach the Catholic, Protestant and Jewish faiths. Between the two World Wars, namely the period from 1919 to 1939, religious education was even allowed to be taught through the medium of German. The exception was made with the Treaty of Versailles when Alsace joined France after the First World War. At that time the Church was not separated from the state in Germany⁷. This exception to the rule remains in force today.

state and private

State schools are governed by the national government and have a place in its constitution. France advocates the idea of state education to promote the values of the Republic itself. Private education comes under the authority of different religious orders, professional organisations and individuals, although, as such, they are subordinated to national legislation, decrees and regulations. In most cases, private schools have signed an agreement with the state, which allows them substantial support for teachers' salaries and training.

bilingual education

As mentioned above, since 1994, the region and the state have co-operated in setting up a bilingual education scheme.

The full bilingual model favoured by the Rectorat rests on three principles :

- Early learning (from 3 years of age).
- Equal exposure time to both languages: 13 hours of German, 13 hours of French.

- Alternating system: one language, one teacher. The languages used are French (13 hours a week) and German (13 hours a week). There are also a few schools, particularly infants' schools, which use Alsatian as a medium of instruction.

The opening of bilingual sites is decided on by the Academy Inspector, the director of departmental educational services, who, before doing so, obtains the opinion of the school and the region and appoints a bilingual teacher for the school (Rectorial Circulars of 1993 and 1994). He also checks that a sufficient number of children is enrolled in the class which is to be created and that continuity of bilingual teaching can be provided for the duration of compulsory education. The national education system thus organises the network of bilingual classes while taking the principles of true territorial layout into account: it gives priority to the creation of a bilingual stream in a school by setting up school districts and, in the medium term, envisages doing so collège sector by collège sector.

The continuity of this bilingual education in primary education is organised at "collèges"⁸ for groups of children from bilingual classes in primary schools. There, they learn a second modern language, usually English, starting in their first year at collège (pupils aged between 11 and 12, sixth year).

To encourage the use of German outside school as well, the Alsatian school-authorities stimulate and support exchanges with classes in German-speaking areas. Exchanges are subsidised by aid provided by the Regional Language and Culture Fund of the regional authorities, managed by the Rectorat (MAERI). Other aid is provided by the Interreg II Rhin supérieur trans-frontier (Upper Rhine) exchange projects.

Most bilingual classes take place in state schools under the supervision of the state and are managed by the national education system. Only private or associative classes are managed by the ABCM association or by Catholic education.

Specific mention should be made of ABCM-Zweisprachigkeit, Association for Bilingualism from Infants' School. In 1990, an associate of the President of the General Council of the Haut-Rhin drafted a project for the advancement of bilingual education from the early years. The Association ABCM-Zweisprachigkeit was set up shortly afterwards, at the end of 1990, and opened its first bilingual classes in September 1991. This private association plays two roles: it manages bilingual classes and acts as a parents' association in state bilingual education. This regional parental organisation runs several bilingual schools, which have the status of private schools. It also helps set up bilingual sections in state schools. One important difference between ABCM schools and state bilingual schools concerns the qualification of teachers: ABCM has native speakers as teachers of German while the state schools also have French teachers for German lessons in bilingual classes.

administration

There are four administrative levels in France: state, region, département and local community. The Ministry of Education has final responsibility for educational matters, such as defining the educational guidelines and curricula, the approval of diplomas, recruitment, training and administration of staff. The state also produces regulations on questions of management and supervision. Through the decentralisation laws of 1982 and 1983, the roles of the regions, départements and local communities have increased slightly and have affected the French tradition in the educational system. The region of Alsace is divided into two départements.

Currently, the regions are responsible for the construction and maintenance of the premises of upper secondary schools (lycées) and institutes for vocational training. Départements have the same responsibility for lower secondary schools (collèges). Local communities or town councils are responsible for providing premises for pre-primary and primary education.

académies

A particular characteristic of the French educational system concerns the administrative educational units (*académies*). The 28 units roughly cover the 22 regions of France. Each *académie* is headed by a director (whose French title is "Recteur de l'*académie*") who represents the Ministry of Education and is responsible for managing primary and secondary schools and the enforcing of national regulations within the region of the *académie*. The entire territory of Alsace is covered by the *Académie* of Strasbourg.

The General Inspectorate at state level assesses the school curriculum, the exams and the competitive higher examinations on behalf of the ministry. General Inspectors are appointed according to the school subject or administrative service.

At the *académie* level, the director (Recteur de l'*académie*) is supported by regional inspectors of education.

In each of the two départements which make up Alsace, an inspector of the *académie* applies the ministerial and rectorial directives and, more specifically, manages primary school education more particularly. The inspectors are assisted by Educational Advisers.

Until 1982, the Inspectorate had a neutral or even negative attitude towards German education. This attitude has changed in more recent years. Currently, the regional government of Alsace has a rather favourable policy towards the development of early bilingualism and advocates the setting up of bilingual schools.

support structures

The Rectorat, presided over by the Recteur of the *académie*, brings together people related to education, such as regional and national authorities and representatives of interest groups. Within the Rectorat, the M.A.E.R.I. (Mission Académique aux Enseignements Régionaux et Internationaux – Academic mission for regional and international education systems) has specific missions, those of organising, assessing and monitoring the teaching of regional and foreign languages (Alsatian – German). This committee studies problems concerning teaching, performance, continuity and

evaluation of German education at primary and secondary level. Based on the indications of the National Ministry of Education, the Rectorat establishes its own teaching methods and the proportion of students. Committees at the level of the département give support to German teachers. They consist of inspectors, teacher trainers, teachers and educational advisers. In 2000, there were 11 teaching counsellors (*conseillers pédagogiques*) for regional language recruited by the Rectorat.

Special educational production groups are in charge of developing models and methods to make German education more lively, modern and adapted to specify Alsatian needs (see section "Instruction material").

The teacher organisation LEHRER is a body for teachers at bilingual schools. It publishes a newsletter called "Info-Lehrer" and supports teachers developing German instruction material, helps in setting up bilingual schools and encourages teachers to specialise in bilingual education.

Parents with children at bilingual education schools can have their views expressed through the ABCM, a parental association which has been an important instigator in the development of full bilingual education (cf. *supra*). In 1998, ABCM employed about 50 teachers, mostly in primary schools. They are co-financed by the départements, the Alsace region and the European Union. There is a contractual process between the state (*Education nationale*) and the ABCM-Zweisprachigkeit associative schools. There are about 50 ABCM teachers, 7 of whom are currently operating on a contract basis with the state. This process of placing ABCM teachers under contract is to be continued.

Recently, Alsace urged the French state to sign the European Charter for Regional and Minority languages in order to assure bilingual education up to university level. France signed in 1999, but will probably not put it into operation, following an official juridical recommendation that this would be contrary to the national constitution.

The Office Régional du Bilinguisme promotes the enrolment of children in bilingual schools and helps develop awareness among dialect-speaking parents about the advantages of using their dialect with children. The office is also in charge of promoting the integration of the region's language (Alsatian) in the media and the cultural and professional sectors.

2

Pre-school education

target group and structure

For educational reasons, the pre-primary (écoles maternelles) and elementary schools (écoles élémentaires) were merged into the new primary schools in 1985. The primary school was subdivided into three learning cycles of which the first cycle mainly includes the former pre-primary level. The public education system finances free schooling for children from 2 to 6 years of age in separate pre-primary schools, infants' schools or, in infants' classes within the primary school, when, in exceptional cases, no infants' school has been opened in the area. Although this level is optional, nearly all children aged three attend these schools. With regard to language, emphasis is put on discovery, development and acquisition.

legislation

According to the 1989 basic law on education, it should be possible for every child aged three to attend a pre-primary school near his/her home. In rural areas, there are peripatetic teachers to cater for the smaller numbers of pupils, but this arrangement is very rare in Alsace, a region whose population density is higher than the average French region.

The 90-788 Decree of 1990 states consecutively the objectives and functions of the pre-primary schools. Group leaders teach 26 hours of lessons a week and receive the same training as teachers in primary schools.

language use

Instruction in infants' schools is given in French.

Children can participate in a bilingual programme, which means 13 hours of German and 13 hours of French (bilingual education). In those areas where there is a large presence of dialect-speaking children, the medium of instruction may be Elsässer-Ditsch first and may move towards German for the more formal activities, such as reading.

At all the ABCM schools, except in Strasbourg, Elsässer-Ditsch is taught for 2-3 hours, while German is the medium of instruction for 13 hours. French makes up the remaining 10 hours.

The extensive route allows children in the last level of pre-primary school to receive either two or three hours of German a week.

statistics

In 2000, out of a total of 66 916 pre-school pupils in state schools, 1,736 (2,6%) had German for a few hours a week and 3,883 (5,8%) were in a bilingual programme. 474 children followed a bilingual programme at the ABCM associative schools.

instruction material

Instruction material is mainly provided by teachers, but also by the Centre Régional pour Documentation Pédagogique (CRDP) or by private publishers (Do Bentzinger in Colmar, Oberlin in Strasbourg etc.).

In general, there is a lack of good quality instruction material, especially for bilingual education. More learning material is still being developed by the production teams and published by the CRDP or private publishers in order to satisfy the specific demand of Alsace. There is material that is used in the rest of France and translated into German for use in bilingual Alsatian classes. Other material comes from German-speaking countries, although the language level does not always correspond to the pupils' level.

School television programmes from both the German ARD, ZDF, SWF channels and the Swiss DRS channels are also used in classes.

3 Primary education

target group and structure

After the first cycle, which covers the former pre-school, the second basic learning cycle is for children aged 5 to 8 and employs the concept of teaching various subjects. The third cycle covers education for 8 to 11 year olds. In this last cycle children are prepared for entry to collège.

legislation

Primary education is governed by the 1989 basic law on education and by decree no. 90-788 of 1990 which establishes its objectives, function and organisation. Primary school education is free of charge and allows pupils to make use of and develop their cognitive as well as their sensory skills in manual, physical and artistic activities.

curriculum

Apart from the German lessons and the compulsory teaching of religion, the curriculum in Alsace is the same as in the rest of France. All primary schools have 26 hours of teaching every week, spread over 9 half days. National curricula are established only for compulsory subjects: French, mathematics, science and technology, history and geography, current affairs, artistic education (music, art) and sport.

language use

In elementary school, (pupils aged from 6 to 11 years), instruction is given in French.
In bilingual education, French is used as the medium of instruction in history, geometry and French, while mathematics, the sciences, geography and German are taught through the medium of German. Music, sport and arts and crafts can be taught in either language. Literacy training is generally first completed in French before switching to reading competence in German. As a rule, children learn to read in German and in French almost simultaneously. This method, moreover, is recommended by the circular from the Rector of the Academy, dated January 1997, on teaching reading in bilingual classes. Assessment of German

competence takes place separately from the competence a student has shown in subjects taught through the medium of German.

Alongside bilingual teaching, all schools offer 3 hours per week instruction of the regional language through the medium of German (extensive route).

instruction material

Various manuals are used for teaching German. Firstly, those produced before 1982 : “Die kleine Eule” (CE2 pupils, 3rd year of elementary school) and “Ich und du” (4th and 5th year pupils), “Über die Brücke”, “Tri Tra Trampelfant” (2nd and 3rd year of the elementary school), or “Fahr mit” as well as an adaptation of a book produced for pupils learning German as a foreign language “Wer, wie, was”, published by the “Gilde Buchhandlung” for the children between 8 and 11.

Bilingual education teachers have several educational tools at their disposal:

At infants’ school, a “Guide pour l’enseignement bilingue à l’école maternelle” (Guide for bilingual teaching at infants’ school); at elementary school, a first-year mathematics book called “Mathe mit Ermel” (Maths with Ermel).

Other works currently in the press:

- “Mathe mit Ermel” for the second year of elementary school;

a geography book in German for cycle 3 (3rd; 4th and 5th years).

Finally, a German language manual (speaking, reading and writing) is currently being prepared.

statistics

In 2000 there were 114,940 pupils at state schools, 61,692 (57%) of whom had German as a subject (DaF-Deutsch als Fremdsprache - German as a foreign language/extensive route). 3,096 (2,7%) took part in a bilingual programme. 196 children participated in the ABCM schools.

4 Secondary education

- target group* This level of education is for students from 11 to 18 years of age.
- structure* Secondary education is divided into two levels. The lower compulsory level, or collège, has four grades for 11 to 15 year olds. It gives access to either vocational education or a lycée. At the end of their secondary education in collège, pupils are guided according to their wishes and capacities towards general technical or professional schools (lycées) and hence to different establishments. Pupils can also choose between the humanities or technological studies. The lycée (16 to 18 year olds) forms the upper level of secondary education and has three main types for general education: literary, scientific and economic. Another type is the vocational lycée, to which the agricultural lycée can be added. The lycées are non-compulsory secondary schools which prepare pupils for the baccalaureate and admission to higher education. The daily responsibility for running collèges lies with the départements, while the region as a whole is responsible for the lycées.
- legislation* The present status of the collèges and their educational objectives were defined by the law of 11 July 1975 to provide general preparation in the compulsory education system.
- language use* All disciplines are taught in French, except in the European sections and in bilingual classes.
- Foreign language:
extensive route.* A first foreign language is compulsory for all pupils from the beginning of the first year of collège (sixth year, pupils aged 11 to 12 years). Pupils can choose either to begin a second foreign language or to intensify their study of the first foreign language in the 4th year (pupils aged 13 to 14 years).

The most frequent place of German in the curriculum is as a foreign language with an average of three hours per week. In both lower and upper secondary education, the specific regional route for pupils with a dialect or German background are the trilingual, European and bilingual sections, which are considerably more demanding in terms of hours (see below), in the same way as optional teaching given in the framework of the regional language and culture option, starting in college (4th year, pupils aged 13 to 14 years), and at the lycée.

trilingual sections

Trilingual sections were created in Alsace in 1986. In each school (collège), there is a so-called trilingual programme, in which the student receives instruction in two foreign languages, mostly French-German-English. In the first class of collège, pupils can begin with the simultaneous study of two foreign languages, generally German and English, taught for 3 hours per language per week. There are also some schools offering German-Italian or English-German sections. Pupils' motivation and language aptitude are important for these sections. The latter criterion means that they need to have enough knowledge of the language in primary education. All collèges have at least one trilingual section per grade. Pupils can be awarded a certificate (CREAC-Certificat Régional Allemand) at the end of lower secondary education. At the lycée they can obtain the Zentrale Mittelstufenprüfung-ZMP (a mid-stage examination issued by the Goethe Institut) from the Goethe Institut. The Sprachdiplom (language diploma) is from the German Bundesverwaltungsamt für Auslandswesen (federal administration for study overseas) and can be taken at the end of the lycée.

This programme at the collège was introduced in 1985 by the M.A.E.R.I. in order to enable Alsatian children to go on learning German based on the knowledge already acquired, and to start English simultaneously. Since the start of the 2000 school year, all pupils who learned the regional language at primary school have been able to con-

tinue their education in the trilingual sections. In most cases, they start learning the third language, English (see above).

In the lycée (10-12) all students learn two foreign languages. But in the baccalaureate it is only possible to choose one foreign language, and not two, as the first foreign language.

European sections

European sections at the collège level, where both German and French are used to an equal extent, were opened in 1992. These sections could replace the bilingual sections for pupils who have not followed the primary bilingual learning programme. They consist of one or two subjects taught in another language and do not provide the compulsory teaching of English like the trilingual sections. They will, however, be offered English from the 3rd year of collège (4th form, pupils aged 13 to 14 years) onwards. Pupils in the European sections can sit the competence examinations in German, mentioned above, for pupils in the trilingual sections (ZMP, Sprachdiplom 1 and 2 *etc.*). All pupils in the European sections can obtain a "European" mention in the baccalaureate (the examination at the end of secondary studies that gives access to university), after writing a history composition in a foreign language and taking an oral test in that language.

bilingual education

Since 1998, there have also been bilingual streams in collèges to receive children who have emerged from first-level bilingual teaching. The number of these bilingual classes is increasing every year with new "bilingual" pupils entering the collège (see Rectorial Circular of 10.7.98).

Unlike the situation in elementary schools, bilingual classes at a collège are supposed to arrange the 12 hours of teaching in the German language as follows: 4 hours of German teaching (speaking, reading and writing); 2 hours of mathematics (a third hour is taught through the medium of French) and 2 hours of history and geography (two other hours are taught through the medium of French). Four

hours are left for the school to choose from among the sciences (life and earth sciences, technology) or other disciplines (sport, music, arts and crafts). On average, the timetables of bilingual lessons at a collège include 8 hours teaching in German. The 4 hours a week not taught in German during the course of a year can be replaced by a long-stay immersion course in a German school.

At the end of their secondary education at collège at the age of 15 or 16, children should have acquired a competence in German comparable to that of French, especially in textual competence and oral communication.

Moreover, in several lycées, a stream called the "Abi-Bac" stream prepares pupils in the European sections and the bilingual streams for the issue of the French baccalaureate and the German Allgemeine Hochschulreife (Abitur). As of 2002, this Abi-Bac route will receive the first bilingually educated pupils to have completed their education at a collège.

statistics

Exams	students
CREAC (collège)	1,623
ZMP (general and vocational lycée)	282
Sprachdiplom (general and vocational lycée)	71

Table 1: Figures of successful students at the German exams in 1999-2000

In 1999/2000, the teaching of German (Daf model/extensive route) concerned 69,356 students at collège and 44,188 at general and technological lycée. The trilingual sections took in 21,028 pupils.

The traditional bilingual programme in the European groups (European sections) involved 6,766 students. 345 students were given equal bilingual teaching time

5

Vocational education

structure

At secondary level (lycée), there are some vocational streams which lead to a certificate of professional aptitude or to a vocational baccalaureate. Education at this level includes a number of general subjects in half the teaching time. The other half is used to teach professional skills.

After the baccalaureate, a student can continue through higher vocational and technical education in order to prepare for the certificate of advanced technician two years later. Since 1987,⁹ the vocational lycées have also been able to award a baccalaureate. Full responsibility for vocational education now lies with the regional authorities.

language use

Apart from participating in ZMP and the Sprachdiplom, at the vocational lycées students can participate in the "Mention Régionale" which is often linked to courses in German-speaking companies in Germany, Austria or Switzerland. In "Mention Régionale" classes or sections, pupils receive 2 hours of German focused on knowledge of German in a professional environment, in addition to the two compulsory hours of German. They can also enter for a Certificat Euregio/Euregio-Zertifikat. This Euregio certificate is awarded to students undergoing professional education who have done a practical course of at least 6 weeks in a company in two countries using different languages in the Oberrhein/Rhin- Supérieur region (Upper Rhine area), for example, a course in a French company and another in a German company, or in a company in German-speaking Switzerland. An important difference between this last exam and the others is its validity in Germany and Switzerland, in the Oberrhein /Rhin Supérieur region (Upper Rhine area). In a growing number of vocational schools, international exchange to Switzerland or Germany takes place at individual or group level and forms part of the pass criteria in regional education.

instruction material Since 1997, special publications and dossiers for bilingual teaching in mathematics, history and geography and science have been produced by production teams and published by the Rectorat or the CRDP (see below).

statistics Nearly 8,500 pupils received education in German of the DaF type while continuing to learn German at vocational lycées.

Exams	Students
Mention Régionale	706
Euregiozertifikat	42

Table 2: Figures of successful students at the German exams in 1999-2000

N.B.: Total number of students registered in German DaF in 1999/2000 : 8497

Total number of students in the Mention Régionale: 938
156 pupils took a course in Germany, 44 of them in the framework of the Euregio Certificate and 112 outside that framework.

6 Higher education

structure Higher education in France is provided by universities, I.U.T. (Instituts Universitaires de Technologie) and Special State Higher Institutes (Grandes Ecoles), in BTS classes (Brevets de techniciens supérieurs - Advanced Technicians' Certificates) and preparatory classes for the "Grandes Ecoles" (CPGE) operating as lycées. Applicants for all forms of higher education must hold a baccalaureate. Students pay a certain fee, but can be eligible for financial assistance from the state. The first two years of university training consist of a basic programme (concluded by a DEUG or General Diploma of University studies), the "licence" (BA) takes another year, while the "maîtrise"

(MA) exam can be taken after four years of university studies.

language use

The teaching of regional languages is optional in the "Classes Préparatoires aux Grandes Ecoles", which prepare for entry to special state institutes for engineers or the civil service and to the BTS (Certificate of Higher Technical or Vocational Technicians). German is used as the medium of instruction at some schools and French is the standard. Speaking the language receives high priority. Nearly half the pupils chose German as their first modern language.

universities

There are four universities in Alsace, one of which at least, namely the University College for Journalism, has a specific policy for German. German philology can be studied at two universities.

In 2000, 550 German students were enrolled and the number of students seems to be increasing. Except for "Langues Etrangères Appliquées" (Applied Foreign Languages), no other courses are taught in German.

teacher training

Since 1991, the training of teachers for both primary and secondary levels has been provided by university institutes for the training of teachers, called "Institut Universitaire de Formation des Maîtres" (IUFM). They are linked to the universities and prepare future teachers for either primary or secondary schools over a period of two years. The first year is devoted to preparing for the recruitment examination and the second year to the educational training of the candidates who have passed the entrance examination.

Admission to the IUFM is open to students holding a degree or equivalent diploma demonstrating three years of successful studies at university. Candidates must have completed three years of post-secondary education before gaining access to an IUFM. In Alsace there are four such centres: in Strasbourg, Sélestat, Colmar and Guebwiller.

*training for
language teaching*

In Alsace, all trainee teachers, who do not choose bilingual training, have to study a second modern language at the IUFM, in order to teach whichever language, German or English, at state primary schools (extensive route) (cf. above 3. Primary education). About 50% of trainee teachers choose German. Within a period of 2 years, they follow between 80 and 100 hours of German. During these hours, future primary school teachers learn how to teach all primary school subjects. Much attention is paid to oral command of German.

*specific training for
bilingual education*

Specific training for bilingual primary school teachers and for secondary collège teachers has been in existence since 1994 and is to be offered at the IUFM centre in Guebwiller, which will be opened in late 2001.

primary level

Any candidate with a university degree in German wishing to enrol at the IUFM, has some advantages regarding admission. Normally students who wish to teach in bilingual schools have obtained a degree in German, but some have taken other studies with German or have passed competence in German examinations, such as the Sprachdiplom.

The first-year students prepare their competitive examination at the IUFM centre of Strasbourg or Colmar. Extra financial grants paid by the two territorial authorities concerned are available for students who are willing to become teachers in bilingual schools and to be trained at the training centre in Guebwiller. This bilingual training has been available at IUFM d'Alsace since 1994. In order to be appointed as a teacher at primary level, one has to pass several competitive examinations ("concours"). Some of these examinations are optional, as is the one on regional languages. In the second year of their training, students who want to continue in bilingual education practice, through the medium of German, take extra courses in language acquisition theory. They learn how to produce materials in German; train in the teaching of a second

language which is used as a medium of instruction rather than taught as a school subject; study the relations between the disciplines taught, between speech and language; write a thesis on a subject in the field of bilingual teaching and do one month of teaching practice in a German-speaking class.

From the beginning of the academic year 2001, this bilingual training, which is at present still optional, will be the subject of a different training course. Students who want to use it in bilingual education can take a separate examination for teachers at bilingual schools ("concours spécial") and take their training entirely in that particular field and its special subjects.

secondary level

The initial and continued training of secondary-school teachers takes place at the IUFM centre in Sélestat.

Secondary school teachers of German are appointed by the Académie of Strasbourg. The teaching certificate for the secondary level for the subject of German can be prepared at IUFM d'Alsace, after obtaining a university degree in German. Students who have lectured on languages abroad can obtain extra credits for admission. Trainee teachers take a competitive exam after one year of attendance at the IUFM.

Just like trainee primary school teachers, those wishing to teach in secondary schools can prepare for their competitive exams at the University of "Marc Bloch" in Strasbourg or at the University de Haute Alsace in Mulhouse.

Normally teachers who wish to teach in bilingual schools have obtained a degree in their discipline, but not in German¹⁰; they are recruited because of their excellent language skills certified by practice, or by a language diploma, alongside their own subject.

The IUFM d'Alsace offers a bilingual training course, namely the European and bilingual option, to trainee teachers wishing to teach their subject (mathematics, science, history and geography, economics, physics and chemistry, *etc.*) through the medium of German, English or

Spanish. This further training includes specific training in didactics and pedagogy, defending a dissertation written in the modern language of choice as well as teaching practice in an educational establishment in a country where the chosen language is spoken.

in-service courses

At the Rector's request, the IUFM d'Alsace organises continuous training courses for the teaching of German and for bilingual teaching.

extension of second-level bilingual training

Since 1999, the IUFM d'Alsace has been a partner of the University of Haute Alsace and the Teacher Training School of Freiburg in organising the Experimental Border Region Course ("Cursus Experimental Transfrontalier"). Participants must have finished the first year of DEUG (in France) or "Mittelprüfung" (in Germany). Every year, 7 German and 7 French students may participate.

The programme consists of:

university courses at both the Teacher Training School of Freiburg and the University of Haute Alsace,

- preparation for the entrance exam for IUFM's primary school teacher training courses and, in the event of success in the bilingual training programme,
- preparation for the first Staatsexamen (obligatory state examination for admission to the teaching profession) and the Referendariat (teaching practice) in Germany.

To extend this programme in the form of a tri-national course is currently under consideration in the "Confederation Colingua" of the training institutes of Rhin supérieur. For this purpose a basic curriculum ("Grundcurriculum") has already been made up and is called 'Bilingual teachers in the border region' ('Euregio-Europalehramt - professeur des écoles bilingue transfrontalier - Cross-border bilingual school teacher').

Bilingual training	1997/ 98	1998/ 99	1999/ 2000	2000/ 01
Primary school teachers	12	12	13	22
Teachers at lycées and collèges	12	12	11	12

Table 3: Figures of future teachers with bilingual training

Source: CFEB – IUFM d'Alsace

Training for teaching DaF German	1999/2000
Primary school teachers	86
Teachers at lycées and collèges	24

Table 4: Figures of teachers to teach German

Source: CFEB – IUFM d'Alsace

Instruction material

Since 1989, the CRDP, "Centre régional de documentation pédagogique" (Regional educational documentation centre), has also provided (audio-visual) documentation for primary and secondary school teachers, who want to brush up on their knowledge of German.

7

Adult education

Adult education is mainly based on private initiatives, sometimes integrated into programmes of community-based activities. There are several German courses in nearly all medium-sized towns. Activities are co-ordinated by GRETA, "Groupement d'Etablissements". GRETA is a regional network for adult education in Alsace.

8

Educational research

As a result of the Savary circular of 1982, fundamental and applied research has been developed. Several studies of bilingualism and regional languages and cultures have been conducted since then.

As well as training bilingual teachers (see above), it is the mission of the Centre for Training Bilingual Teachers

(CFEB) of IUFM d'Alsace to take part in research into bilingualism, with other training institutes and universities in the Rhin supérieur (Verbund der lehrbildenden Hochschulen am Oberrhein/Confédération Colingua). The assessment of bilingual teaching is one of its major concerns.

IUFM d'Alsace, therefore, participates in a trans-frontier research group co-ordinated by a pilot-group of the University and teacher training institute from the region of Rhin supérieur/Oberrhein (on the subject of "Cohesion and Bilingualism in the Upper Rhin Region") and each country produces educational material in its Centre for Training Bilingual Teachers at Guebwiller (CFEB).

The University of Haute Alsace has a centre which specialises in research into bilingualism, GERIPA (Groupe d'études et de recherches interdisciplinaires sur le plurilinguisme en Alsace - the Group for pluridisciplinary studies and research into multilingualism in Alsace), which regularly organises symposia and publishes reports of its research activities.

assessment

Some other studies, including some based on private initiatives, have been carried out on the Alsatian language situation in education.

An important producer of evaluation reports is the Rectorat of Strasbourg, which publishes one or more reports a year. Co-ordinated by a teacher-researcher from the University of "Marc Bloch" in Strasbourg, the assessment committee was made up of inspectors and educational advisers. In these reports, its M.A.E.R.I. department gives a yearly account and evaluation of the existing forms of German education. In order to support the conclusions, reliable statistics, for example, numbers of pupils involved in German language education, are added. The general findings of these studies and evaluations are that the use of German dialects is decreasing in daily life, while German schooling is gradually becoming better organised. Among the youngest (2-11 years) only about 15% still speak a German dialect and a

vast majority of parents, about 80%, are in favour of bilingual education (Standard German-French). The assessment report of the school year 1996-97 shows a slight lead by pupils from bilingual schools over their monolingual peers as to competence in French and mathematics. Especially in more complex matters, the bilingual children are better equipped. The same report also advocated the need for good training of all teachers in bilingual classes, including French teachers.

These assessment reports include the results of the collective assessments made of groups of pupils in bilingual classes and which have been compared with representative samples of pupils in monolingual classes. It appears regularly in these assessments that the results of pupils taught bilingually in French and mathematics are as good as, if not better, than those of pupils receiving monolingual education (1993-1997 assessments). Conversely, on completion of primary education, the results observed in German, the target language of bilingual education, show a decline between the knowledge of bilingually educated pupils compared to the knowledge of native German-speaking children, with the risk that errors will become fossilised in certain areas of speech. The assessments made by Jean PETIT in associative classes produce similar results and show the importance of the professional skill of the teacher who has to constantly provide teaching which constantly different languages.

9

Prospects

As has already been stated in the sections above, the general tendency is to create more fully bilingual sections and to complete the creation of a balanced geographical network. The agreement signed on 18th October 2000 (see "Historical development" page 6) once again confirms the development of bilingual teaching, by a "balanced geographical distribution of bilingual education" with the aim

of achieving a bilingual for each collège sector. The main problem is the rather rapid installation of new "Bilingual classes" by the Rectorat. There is a shortage of qualified German teachers who are also experts in bilingual education strategies. Thanks to the LEHRER organisation, the teachers have better access to in-service courses and are able to become acquainted with new teaching methods. The teaching of German will rely more on the proximity of German-speaking areas than on the already existing knowledge of Elsässer-Ditsch among the pupils.

Still, the introduction of bilingual education has detractors as well as supporters. Teachers' unions seem quite reluctant to have their members undergo the heavier burdens of teaching in two languages imposed by the Rectorat.

As a consequence of the evaluation, it has been stated that the quality of learning materials should be improved. More possibilities for classroom interaction have already been created. Also attainment targets have been defined more clearly to meet the critical remarks of the report.

10

Summary statistics

	German as a subject	bilingual programme	ABCM
pre-school	1,736	3,883	474
primary	61,692	3,096	196
secondary			
Collège and Lycées	107,598	345	

Table 5: Figures of students involved in German classes in Alsace, 1999-2000

2000/01 Students in Bilingual classes In Alsace	National education system	ABCM –Zwei- sprachigkeit	Private schools	Total
Pre-primary and primary schools	6,979	670	371	8,020
Secondary schools	345			345
Total				8,365 ¹¹

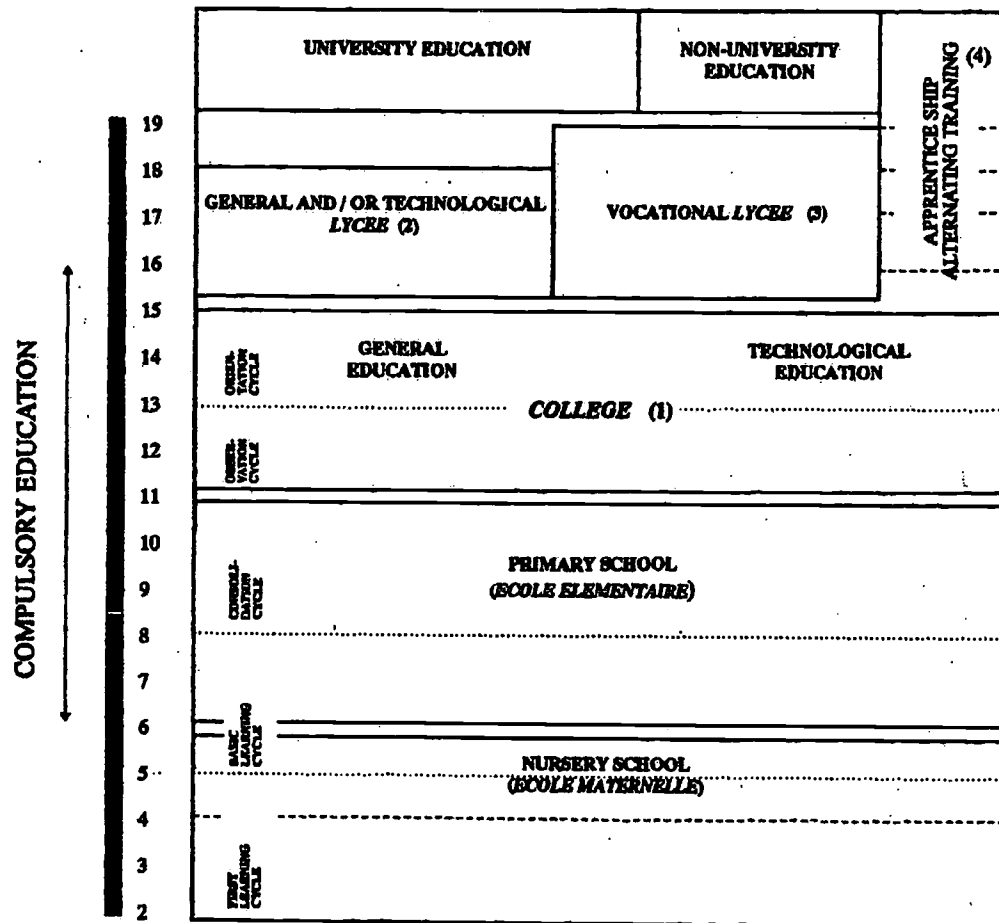
Table 6: Figures of students involved in German classes in Alsace, 2000-2001

Endnotes

All statistical data are provided by the M.A.E.R.I. in Strasbourg

1. Source: European charter for regional or minority languages. Strasbourg: Council of Europe. November 1992. European Treaty Series/Série des traités européens 148.
2. This document, called "Structures of the education and initial training systems in the European Union" has been prepared jointly by EURYDICE and CEDEFOP. Address: EURYDICE European Unit, Rue d'Arlon 15, 1050 Brussels, Belgium. Tel.: +32-2-238 3011; Fax. +32-2-230 6562. Website: (also in French) <http://www.eurydice.org>.
3. Key figures C.C.I. April 1995, based on the census of 1990.
4. Some ministerial texts refer to the regional language in Alsace as, "Alsatian dialects of which German is the written expression".
5. Circulaire of the Rectorat 20.12.1994.
6. Bayrou Circulaire, 07.04.95.
7. Circulaire of the Rectorat 20.12.1994.
8. Source: Structures. Entry on France in Hüsen & Postlethwaite.
9. See decree no. 74-764 of 03.09.74.
10. Law of 22.7.1983.
11. Knowledge of German in Professional Training is issued at two levels.
12. see: Bilan d'étape.
13. Language teaching at the Academy in 1996-97.
14. Report of the Commission.
15. J. PETIT, Assessment of associative classes, 1999.
16. see: Phase Report.

EDUCATION SYSTEM FRANCE EURYDICE



1. The *Collège* provides general education at lower secondary level leading to a national certificate (*Brevet*). The orientation cycle includes both general and technological education.

2. The general and/or technological *Lycée* provides upper secondary education leading to higher education or employment. Pupils prepare for the general *Baccalauréat*, which usually leads to higher education, the technological *Baccalauréat (B.T)*, which leads either to employment or to higher education, or the technical certificate (*brevet de technicien, BT*), which generally leads to employment. The preparatory classes for the *grandes écoles* (*classes préparatoires aux grandes écoles, CPGE*) and the higher technical sections (*sections de techniciens supérieurs, STS*) in *Lycées* provide post-*Baccalauréat* training.

3. The vocational *Lycée* is an institution of secondary education providing young people with general technological and vocational training. It leads after two years to the vocational aptitude certificate (*certificat d'aptitude professionnelle, CAP*) or the vocational studies certificate (*brevet d'études professionnelles, BEP*), and, after two additional years, to the vocational *Baccalauréat*.

4. These courses can be entered between the age of 16 and 25. Apprenticeship training lasts two years. Alternating training: qualification contracts last six months minimum, 24 months maximum; adaptation contracts last six months minimum; and guidance contracts last from three to six months.

..... = division in the level / type of education

----- alternative beginning or end of level / type of education

References and further reading

*Main official texts
regulating the
teaching of German*

Deixonne Law (51-46 of 11.1.51)

Allows optional courses of one hour per week at pre-primary, primary and secondary levels, depending upon the wishes of teachers and parents.

Directive 66-361 of October 21st 1966

Academic Commissions for Regional Languages and Cultures.

Haby Law (75-620 of 11.7.75) art. 12

States that teaching of regional or minority languages may be done throughout school career.

Circulaires Savary n° 82-261 (21.06.1982) et 83-547 (30.12.83)

Circular allowing the use of pedagogic advisers for regional/minority language teaching since 1982 (circular 82-261). Savary confirmed state commitment to the teaching of regional languages, this remaining on a voluntary basis.

Decree 85-88 of January 22nd 1985

Primary school teachers in regional languages and cultures.

Directive 96-134 of May 14th 1986 : Training for primary school teachers.

Circulaire ministérielle of April 15th, 1988 : Programmes for Regional Languages and cultures

Departmental order of June 23rd 1994.

Regional language for the "Brevet des Collèges". Circulaires Rectorat 20.10.93 and 20.12.94 determines the different types of bilingual education and their different didactic objectives.

Circulaire Bayrou n° 95-086 (07.04.95)

Determines the regulations which make regional language teaching official. For the first time, a minister determines the conditions governing bilingual education in primary and secondary schools.

Rectorial Circular (27.01. 97)

“Reading at CP in bilingual classes”

Rectorial Circular (10.07.98)

Goals and organisation of bilingual classes in secondary schools are defined. Twelve hours a week in German are planned. Another additional language (mostly English) is offered as an option (three extra hours a week).

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Other websites on minority languages

- Mercator** www.troc.es/mercator
General site of the Mercator-project. It will lead you to the three specialized centres:
- Mercator-Education** www.mercator-education.org
Homepage of Mercator-Education: European Network for regional or minority languages and education. The site contains the series of regional dossiers, a database with organisations and bibliography and links to minority languages.
- Mercator-Media** www.aber.ac.uk/~merc/
Homepage of Mercator-Media. It provides information on media and minority languages in the EU.
- Mercator-Legislation** www.troc.es/ciemen/mercator
Homepage of Mercator-Legislation. It provides information on minority languages and legislation in the EU.
- European Union** <http://europa.eu.int/comm/education/langmin.html>
At the website of the European Union an explanation is given of its support for regional or minority languages.
- Council of Europe** <http://conventions.coe.int/>
European Charter for Regional or Minority Languages. (1992) and *Framework Convention for the Protection of National Minorities* (1995) European Treaty Series/Série des traités européens 148+157, Strasbourg.
- Eurydice** www.eurydice.org
Eurydice is the information network on education in Europe. The site provides information on all European education systems and education policies.
- EBLUL** www.eblul.org/
Homepage of the European Bureau for Lesser Used Languages. This site provides general information on lesser used languages as well as on projects, publications and events.

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