



European Research Centre on  
Multilingualism and Language Learning

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## **FRIULIAN**

**The Friulian language in education in Italy**

| Regional dossiers series |



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## Glossary

<b>ARLeF</b>	Agjenzie regionâl pe lenghe furlane (Regional Agency for the Development of the Friulian language)
<b>CIRF</b>	Centro Interdipartimentale di Ricerca sulla Lingua e la Cultura del Friuli (Interdepartmental Centre for Research on the Friulian Language and Culture)
<b>CUF</b>	Consorzio Universitario del Friuli (University Consortium of Friuli)
<b>CLIL</b>	Content and Language Integrated Learning
<b>MIUR</b>	Ministero dell'Istruzione, dell'Università e della Ricerca (Ministry of Education, University and Research)
<b>OLF</b>	Osservatorio della Lingua e della Cultura Friulane (Observatory for the Friulian language and culture)
<b>Region FVG</b>	Regione Friuli Venezia Giulia (Region Friuli Venezia Giulia)
<b>SFF</b>	Società Filologica Friuliana (Friulian Philological Society)
<b>USR</b>	Ufficio Scolastico Regionale (Regional School Offices)

## Foreword

**background** The Mercator European Research Centre on Multilingualism and Language Learning aims at the acquisition, circulation, and application of knowledge in the field of regional and minority language education. Regional or minority languages are languages that differ from the official language of the state where they are spoken and that are traditionally used within a given territory by nationals of that state forming a group numerically smaller than the rest of the state's population. For several years an important means for the Mercator Research Centre to achieve the goal of knowledge acquisition and circulation has been the Regional dossiers series. The success of this series illustrates a need for documents stating briefly the most essential features of the education system of regions with an autochthonous lesser used language.

**aim** Regional dossiers aim at providing a concise description and basic statistics about minority language education in a specific region of Europe. Aspects that are addressed include features of the education system, recent educational policies, main actors, legal arrangements, and support structures, as well as quantitative aspects, such as the number of schools, teachers, pupils, and financial investments. This kind of information can serve several purposes and can be relevant for different target groups.

**target group** Policymakers, 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 provisions in their own region.

**link with Eurydice** In order to link these regional descriptions with those of national education systems, the format of the regional dossiers follows the format used by Eurydice, the information network on education in Europe. Eurydice provides information on the

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administration and structure of national education systems in the member states of the European Union.

### **contents**

The remainder of this dossier consists of an introduction to the region under study, followed by six sections each dealing with a specific level of the education 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

Friulian has neo-Latin or Rhaeto Romance origins and it is spoken in the state of Italy, in a great part of the region Friuli Venezia Giulia (hereafter: Region FVG). Its particular geographical position, a natural link between the Eastern and Western part of Europe, and history have undoubtedly influenced the development of this language. On the one hand, Friulian includes evidence of the many languages (German, Slovenian, etc.) spoken by several people that, in the course of history, lived there; on the other hand, it has worked out its uniqueness, despite the pressure of prestige of the ruling classes in the past, and the state's current languages.

This deep stratification of different languages spreads out in particular phonetic signs: sounds scattered from palatalisation of Latin consonants *ca* and *ga*, plural in *-s*, and vowel system (vowel length with distinctive value).

Friulian linguistic features begin to outline between the fourth and tenth century; the first written and literary works date back to the fourteenth and fifteenth century. The famous Italian writer and man of letters, Dante Alighieri recorded in his treatise about Italian dialects, *De vulgari eloquentia* (1303-1305), a Friulian expression. Written Friulian language originally appeared in administrative documents, such as registers of confraternities. In 1380 you can find the first published literary work *Piruc myo dolz inculurit*.

Since then Friulian literature has always been lively, with a quite rich and various production. In the course of the centuries many writers and poets gave literary dignity to Friulian: for example Ermes di Colloredo, Caterina Percoto and Pier Paolo Pasolini, respectively in the sixteenth, eighteenth and nineteenth century.

Graziadio Isaia Ascoli, the first Italian linguist, born in 1829 in Gorizia, gave Friulian scientific recognition. Until then, Friulian as other Rhaeto Romance languages, was considered to be 'only' a dialect.

Being naturally a land of transits between Eastern and Western Europe, and thus having a politically strategic position, Friuli Venezia Giulia, through all its history, knew several governors (German patriarchs, Venetians, etc.). Consequently, the ruling classes' language usually was different from the language of common people and Friulian was considered the language of the lower classes and mostly used in non-official and familiar circumstances. This attitude still exists towards the state's official language and some people feel uncomfortable using Friulian in official and formal occasions. Nowadays, Friulians can be considered to be bilingual Italian-Friulian.

The Friulian language has three main varieties, including several subgroups. This fragmentariness is due to morphological reasons (a lot of divided areas and, consequently, difficult internal communication) and to the lack of important cultural centres able to spread centralising cultural trends. In the spoken language a unified linguistic code does not exist but this does not threaten mutual understanding, although one can find very different accents and sometimes different words.

The rich writing production inevitably influenced spelling. Different spelling proposals, more or less phonetic, were created by several intellectuals (for example Pirona or Faggin). In 1996 the Region FVG, in its actions to set up a minority language policy, decided to enforce an official spelling, based on former suggestions. This official spelling was worked out definitively under Xavier Lamuela's scientific advice. Friulian official spelling uses a Latin alphabet with some diacritical marks to indicate the specific Friulian sounds. This spelling system establishes the correct orthography but fixes no rules about pronunciation and diction. Everybody is allowed to read and pronounce according to their variety of Friulian.

A standard language has been developed from a literary model based mainly on the Central Friulian variety. It is meant to be used in official writings and to be a reference for neologisms and languages for special purposes used in official writings.



An official vocabulary, produced by CFL2000 (a consortium funded by the Region FVG), exists as well as an official phonetic grammar. Obviously one can find some other grammars and vocabularies; results of the work of single researchers. A hypothetical unity of Ladin languages in all Alpine regions, that considers Friulian as an Eastern variety of Ladin, is also proposed.

In Friuli Venezia Giulia, other minority languages are spoken as well: German and Slovenian and their varieties, respectively. Friulian is also spoken in some municipalities in Veneto Region, for example in San Michele al Tagliamento.

### **population**

The overall population in Friuli Venezia Giulia is 1,235,808 (Regione Autonoma Friuli Venezia Giulia, 2011). Friulian language speakers live mostly in the province of Udine and partly in the provinces of Gorizia and Pordenone: 178 municipalities, on a total of 213, covering more than the 80% of the regional territory, declared to have Friulian speaking citizens (cf appendix, p. 54). To implement first the Regional Law 15/96, Norme per la tutela e la promozione della lingua e della cultura friulane e istituzione del servizio per le lingue regionali e minoritarie (Rules for the protection and promotion of the Friulian language and culture and establishment of an office for regional and minority languages; hereafter: Regional Law 15/96), and then the Statal Law 482/99, Norme in materia di tutela delle minoranze linguistiche storiche (Rules on the protection of historical linguistic minorities; hereafter: Law 482/99), about the protection and promotion of minority languages and cultures, a territory-based identification of the areas where those languages were historically spoken, was needed. So municipalities and provinces were called to declare if in their territories the minority language was spoken by at least 15% of its inhabitants. This procedure is called 'zonizzazione' ("zoning procedure") and is the indispensable requisite to benefit from funding, both at a statel and regional level, to protect and promote minority languages.



Figure 1: Friuli Venezia Giulia Region (Source: by author).

It is generally agreed that the shocking experience of the earthquake in 1976 raised a strong self-awareness in the Friulian-speaking community. This tragic event led to the fear of losing the own identity. This resulted in a regaining of consciousness and the rediscovery of native culture, traditions and language.<sup>1</sup>

There are 699.064 inhabitants in the Friulian-speaking areas.<sup>2</sup> 40,3% declares that their mother language is Friulian and 10,8% that both Friulian and Italian are the languages he/she first learnt. 26,1% says to belong to the Friulian language community and 39,9% to the Friulian/Italian one; 27,6% declares to belong to the Italian language community.

For what concerns the use of the minority language, 32,6% says that Friulian is usually used to communicate in a familiar environment while 18% uses both Italian and Friulian. The Friulian language is mostly considered to be quite present (40,1%) or little present (41,5%) in public life. Only 9,1% of the respondents believe that Friulian is very present in public life. Learning a minority language at school is very useful according to 30% of the respondents, quite useful for 38,3% and 10,4% thinks it is completely useless. The results also highlight that in the regional administration and hospitals, respondents feel that the minority language is even less used than in local ones. Minority languages are more present in cultural events.

One must not forget that in the twentieth century a strong emigration wave took away a considerable part of the active population, that settled in different parts of Europe and of the world. Emigrants from Friuli have always kept a strong link with their native country, also through associations (for example Fogolârs Furlans (Friulian Hearth); a Friulian language association in Canada), so you can find large Friulian speaking communities in foreign countries such as Argentina or Canada. This deep relationship with the native country is also recognised in the Regional law to support Friulian language, Regional Law 15/96, which in paragraph 2 provides its implementation also for emigrant Friulian communities.

**language status** Article 6 of La Costituzione della Repubblica Italiana (Constitution of the Italian Republic) of 1947, explicitly claims to safeguard the historical minority language communities in the Italian state. Article 3 of Legge costituzionale 31 gennaio 1963, n. 1 e successive modifiche ed integrazioni. Statuto Speciale Della Regione Autonoma Friuli - Venezia Giulia (Special Statute of the Autonomous Region of Friuli - Venezia Giulia) (1963) guarantees protection for all the minority language communities living in its area. This is the main reason for its special status and autonomy.

In 1996 Regional Law 15/96 was enacted and the first conscious steps toward a linguistic policy were taken. For the first time

Friulian was officially regulated in the public sector. This law has been a model for later laws about promoting and safeguarding other minority languages. It was also one of the first times in Italy that a minority language was regulated in the public sector. The Osservatorio della lingua e della cultura friulane (Observatory for the Friulian language and culture; hereafter: OLF), the regional institution set up by that law, completed the process of defining the official spelling and the standard language, started in 1985 and developed by an ad hoc committee under Xavier Lamuela's supervision.

In 1999 Law 482/99 about preserving and promoting the several historical minority languages spoken in Italy, was approved. It governs the use of minority languages in education and public bodies.

In 2007 another regional law, Legge Regionale 18 dicembre 2007, n. 29. Norme per la tutela, valorizzazione e promozione della lingua friulana (Law on the protection, enhancement and promotion of Friulian; hereafter: Regional Law 29/07) for the Friulian language was approved, after a strong political discussion, aiming to go a step forward. The creation of a regional board to define the regional linguistic policy regarding Friulian language instead of the former OLF, was one of the main innovations. This regional board was called Agenzie Regional pe lenghe furlane (Regional Agency for the Development of the Friulian language; hereafter: ARLeF).

**status of  
language  
education**

Article 4 of Law 482/99, and its regulations, governs the introduction of minority languages in compulsory education. In nursery schools it provides for the use of the minority language, beside the Italian language, in developing the educational activities. In primary and secondary schools the law also provides for the use of the minority language as a means of communication (paragraph 1). According to that law, minority language learning is supposed to take place during the curricular activities and schools are expected to decide, based also on parents' approval, upon teaching methods and times/terms such as evaluation criteria and the use of qualified

teachers (paragraph 2). According to Law 482/99 regulations should be given every year by the Ministero dell'Istruzione, dell'Università e della Ricerca (Ministry of Education, University and Research; hereafter: MIUR). Effectively MIUR gives out a circular every year containing criteria about the allocation of Law 482/99's funding. In reality, minority language education is developed through projects according to the availability of statel and regional funding although Law 482/99 says that minority language education must be guaranteed.

On a regional level, Regional Law 15/96 and particularly Regional Law 29/07, in its section 3, give support to Friulian language teaching in compulsory and higher education. Regional Law 29/07, recently partly implemented<sup>3</sup>, governs the introduction of Friulian language teaching in compulsory and state-authorised private schools. It provides a plan including general guidelines, learning aims, guidelines on didactics and planning in a multilingual dimension. In order to put into practice art. 3 of Regional Law 29/07, the Region FVG issued rules about how to introduce Friulian teaching in compulsory education, the so called Piano applicativo di sistema per l'insegnamento della lingua friulana (2012) (Plan about Friulian language teaching). On the whole it gives directions about the organisation and didactical approaches of minority language teaching. The main points are: the need of parents' approval to allow children to learn Friulian and Friulian language classes must take place in at least 30 curricular hours at all school levels (nursery, primary and lower secondary school). It also sets up a list of teachers, with acknowledged competences, allowed to teach Friulian. Guidelines about educational aims suggest most updated approaches, such as Content and Language Integrated Learning (CLIL) .

The regional financial law Legge Regionale 25 gennaio 2002, n. 3. Disposizioni per la formazione del bilancio pluriennale ed annuale della Regione autonoma Friuli Venezia Giulia - Legge finanziaria 2002 (Provisions for long term and annual budget of the autonomous region of Friuli Venezia Giulia; hereafter: Financial Law 2002) of 2002 funds projects to teach minority languages in schools, in order to intensify the state's action in this area.

### **education system**

According to article 117 of the Constitution of the Italian Republic, the state has exclusive legislative competence regarding general education provisions and levels and has some exclusive competence regarding vocational education and training. Regions must ensure its implementation. Essential training levels must be ensured by regions, according to state criteria. So state and regions have concurrent competences concerning education: the state decides general guidelines such as duration and typology of courses, exams and certification, legal value of qualification, learning objectives, credits; regions the implementation on its territory. The same article sanctions also the autonomy of single school institutions: this means that they can take autonomous decisions concerning didactics, organisation, experimentation, research and development, according to national guidelines.

Compulsory education begins at the age of six and ends at the age of sixteen.

The Italian educational system provides the following stages: nursery school (not compulsory, age 3-5) primary school (age 6-10), lower secondary school (age 11-15), higher secondary or vocational school (age 15-18).

Main reforms in the Italian school system can be summarised in statel law Legge 15 marzo 1997, n. 59. Delega al Governo per il conferimento di funzioni e compiti alle regioni ed enti locali, per la riforma della Pubblica Amministrazione e per la semplificazione amministrativa (Law on transferring functions and tasks to the regions and local authorities, the public administration reform and administrative simplification; hereafter: Law 59/97) of 1997 and Legge 28 marzo 2003, n. 53. Delega al Governo per la definizione delle norme generali sull'istruzione e dei livelli essenziali delle prestazioni in materia di istruzione e formazione professionale (Law on the definition of general education and basic levels of performance in education and training; hereafter: Law 53/03) of 2003.

The first one, also known as Law on school autonomy (Law 59/97), aims at decentralising competences from state to regions so that every single school, and their networks, can

decide about didactics, organisation, experimentation, research and development, having also a little freedom in drawing up school programmes, obviously in observance of the state laws/guidelines. Thanks to this, curricula could be modernised and this has often been the favourite channel to introduce local culture or linguistic issues in school programmes.

The latter (Law 53/03) has thoroughly reformed the whole school system, and it mainly concerns the duration of scholastic obligation and upon the organisation of different stages. Although this school system's reorganisation does not directly influence minority language teaching, it has a negative spin-off because cutting down staff and resources means taking away energy, space and competences from less-often taught courses.

The MIUR interacts with regions through its branch offices, Uffici Scolastici Regionali (regional school offices; hereafter: USR), that are autonomous centres with administrative responsibility, meant to implement instructions given by MIUR's departments, and they directly support and give advice to individual schools. They are a link between local needs and central government's instructions.

**private and public**

State-authorized private schools, the so called *scuole parificate*, quite few in Italy and mainly pre-school institutions, must operate under government guidelines, and they also receive government funding. If they are located in an area where a historical minority language community lives, they can get funding to teach the local minority language, just like public schools.

**bilingual education forms**

Bilingual Friulian-Italian schools do not exist, neither any kind of experimental projects.

**administration**

MIUR identifies the curricula for every school in Italy; it gives general guidelines. The regions are responsible for their implementation. Minority language projects are directly funded and run by the MIUR as well. Every year, by ministerial circulars, it gives budget directives and criteria on how to develop the

projects, referring to a specific commission to assign guidelines and funds.

To support minority language learning, Region FVG gives additional and far more substantial funding, through the Financial Law 2002, than the state. Criteria, based on the state circulars and on what is provided by Law 482/99, are about minority language project planning and they give priorities for funding allocation. Preference is given to projects developed in curricular hours, networks of schools sharing the same project and the use of minority language as a mean of communication. The most innovative circular dates back from 2010 and, as well as underlining the aforementioned priorities, it recommends continuity (at least a two-year project planning), creation of reproducible teaching materials and the use of in-service teachers, rather than external experts, with assessed competences in the minority language<sup>4</sup>.

The same conditions to introduce Friulian language teaching in compulsory education are suggested in all levels of schools, both nursery, primary and lower secondary schools.

The Friulian language is introduced in school scheduling through projects funded by state and region.

As mentioned above, criteria to get public funding focus on at least a fixed number of hours, minority language teaching as a part of the normal school programme and not taught as an extra school activity. According to state and region recommendations, Friulian language teaching should be intended as a part of a multilingual approach. Different languages learnt at school should be part of an integrating process, not considered as separated subject matters. In this way communicative competences gained in one language can be transferred to another language, nurturing not only the knowledge dimension but also the know-how and fostering integration between different cultures.

However, in practice, very often Friulian language learning, being an on-going process, depends almost exclusively on the teacher's will, even if, according to Law 482/99, schools must guarantee the education of the minority language. Teachers



must struggle against several prejudices that consider learning a minority language nearly a loss of time. Through the Plan about Friulian language education (2012) efforts are now made by Region FVG to better structure Friulian language in schools (2012) (cf p. 10).

In 2004, OLF published guidelines to help teachers to plan Friulian language education according to the curricula. OLF's experts, that based their work on European Commission's and Council of Europe's proposals about linguistic policy, suggested Friulian language teaching set in a multilingual perspective, also described above: essentially a mutual interaction and enrichment of different language competences taught in an integrated framework. Different levels, referring to the Common European Framework of Reference for Languages (CEFR), were created taking into account the different starting situations that teachers may find in the classes. The final objective suggested was B 2.2; according to this other levels were proposed such as B 1.2, B 1.1, A 2.2, A 2.1, A1. Reference levels' descriptions were also worked out. A general linguistic competence, divided in reception and production of oral and written competences, is developed for every level to supply a theoretical guide to assure coherence and effectiveness of Friulian language teaching.

### **inspection**

Two levels of inspection at schools exist in Italy: one is directly linked to the central government, the MIUR, and the other is linked to the local governmental bodies, that is to say USR. As minority language learning is a matter strongly related to the regional situation, it is more likely that inspections are conducted by USR officers. Actually, inspection has been very often disregarded in the Italian school system, e.g. because of a swinging legislation. Therefore, its influence is quite weak.

Region FVG might do inspections regarding funding allocation for minority language projects, but mainly from an administrative point of view; it might ensure that funding is properly used, but it cannot interfere with didactical contents or teaching methods.

According to paragraph 4 of article 15 of Regional Law 29/07, ARLeF, in cooperation with the USR, should verify and assess how Friulian is taught in schools, its effects on pupils' competences, and families' feedback.

**support  
structure**

The regional office of MIUR, USR, has a functionary appointed specifically for Friulian language matters, who should give advice to teachers engaged in Friulian language projects and be a link between the government guidelines and regional needs.

The Region FVG indicates ARLeF as the regional body to support, formulate, and address the linguistic policy for Friulian. In the education field, ARLeF, has rather restricted competences concerning the suggestion of criteria about funding and support to the creation of teaching material.

The University of Udine delegates specific tasks regarding the Friulian language to Centro Interdipartimentale di Ricerca sulla Lingua e la Cultura del Friuli (Interdepartmental Centre for Research on the Friulan Language and Culture; hereafter: CIRF).

## 2 Pre-school education

**target group** Children attend pre-school structure, in Italian *scuola dell'infanzia*, from the age of three until the age of five. Pre-school education is not compulsory.

**structure** Pre-schools are run by the central government, and the content of curricula is given by the Ministry of Education and adjusted by single schools, for as far as they have autonomy. Usually every municipality has its own pre-school and a lot of them are not public, but state authorised private schools (*scuole parificate*) managed by associations, quite often religious ones, or the municipality itself. Didactic activities are mainly carried out in groups. Friulian, as a medium of instruction, is used in groups with children, very often with different linguistic backgrounds. The weekly schedule of pre-school education amounts to 40 hours, which can be extended up to 50 hours. Parents can also ask for a reduced schedule of 25 hours per week. The main aim of pre-school education is to encourage emotional, psychomotor, cognitive, moral, religious and social development of children and to support their relationships, creative and learning abilities and ensure a real equality in educational opportunities.

**legislation** Pre-school education is governed, as well as primary and lower secondary schools, by Decreto del Presidente della Repubblica 20 marzo 2009, n. 89. (Decree of the President of the Republic n. 89/2009, hereby: DPR 89/2009) and Law 53/03 that guarantee the continuity between the two levels of school: the first level, made up of pre-school, primary and lower secondary schools, and the second level, made up of higher secondary schools. The latest guidelines regarding the contents of the curriculum for pre-school, primary and lower secondary school, can be found in Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo di istruzione (National guidelines regarding pre-school, primary and lower secondary schools), published in September 2012. At a statel level, the first paragraph of article 4 of Law 482/99, explicitly provides the use of the minority language as a medium

of instruction. At a regional level the recently approved Piano applicativo di sistema per l'insegnamento della lingua friuliana (Plan about Friulian language teaching) (2012) provides the use of the Friulian language to develop teaching and learning activities, for, at least, 30 hours a year.

### language use

In public schools Italian is the language preferably used by teachers and other members of the school staff. According to the research *Ricerca sulle capacità espressive degli alunni delle scuole materne, elementari e medie nelle province di Gorizia, Pordenone e Udine* (Schiavi Fachin (ed.), 2004) (Research on the linguistic background of children in the Region FVG) the first language used by mothers with their children is mainly Italian (65,2%); the first language used by fathers is Italian as well (64,8%). The reason of this choice may reveal a pedagogical function that is to say preparing children for a public and scholastic life where Italian is more present than the minority language and it may also be considered more "useful", but is also obviously a consequence of language minorisation process. Despite this, there is a nice percentage (10%) of families using two languages (Italian/minority language or another language). So when children begin nursery school, they have probably been raised in Italian, although it is possible they have a passive competence in the minority language.

As already mentioned, Law 482/99 provides that the minority language is used as a mean of communication together with Italian. In practice, minority language teaching is carried out through projects that mainly concern folklore and anthropology; fairy tales, nursery rhymes and songs are the favourite linguistic forms used to transmit the minority language (Petris, 2006) (Jannàccaro, 2010). Projects are usually concentrated in a certain part of the school year with a regular occurrence<sup>5</sup>.

Unfortunately, it is not guaranteed that teachers are native speakers and are able to teach and use Friulian regularly. The Region FVG is now trying to find a solution to this problem by creating a list of teachers with proper competences. This, however, does not guarantee that every school has the right personnel able to run Friulian language programmes.

**teaching material** Region FVG established, within its institutional coordination role, a Gruppo tecnico di coordinamento regionale (Technical group for regional coordination). In this group they worked together with USR, representatives of the Provinces of Gorizia, Pordenone and Udine, Università degli Studi di Udine (University of Udine) and Consorzio Universitario del Friuli (University Consortium of Friuli; hereafter: CUF). Its function was to promote actions to produce teaching material. The result for pre-school institutions were “didactics suitcases” to support laboratorial teaching, with a modular structure, on naturalistic, scientific and historical issues. Other materials were produced directly by the University of Udine. The need of teaching material is always very strong. It may also happen that, when developing the projects, teachers produce their own material.

**statistics** There are no statistics available for pre-school education separately. The available statistic material involves not only the pre-school education, but also primary and secondary education.

The following table gives an overview on the number of schools that teach the Friulian language. The numbers in the table represent the number of schools that develop Friulian language projects. In *Direzioni Didattiche* several nursery and primary schools are administratively assembled. In *Istituti Comprensivi* several nursery, primary and lower secondary schools are administratively assembled. *Scuole secondarie di I grado* are single lower secondary schools.

	<b>Total of schools set in Friulian-speaking areas<sup>6</sup></b>	<b><i>Direzioni didattiche</i></b>	<b><i>Istituti comprensivi</i></b>	<b><i>Scuole secondarie di I grado</i></b>
<b>Province of Gorizia</b>	11	1	2	1
<b>Province of Pordenone</b>	23	3	6	2
<b>Province of Udine</b>	57	17	23	12
<b>Total</b>	91	21	31	15

Table 1: Number of schools with Friulian language projects in the year 2009/2010 (Source: Regional funding for minority language projects).

Recently there have been many changes in the organisation of the scholastic system in the Region Friuli Venezia Giulia and now only *Istituti Comprensivi* exist: the administrative centres where pre-school, primary and lower secondary schools refer to. This does not have much influence on the overall data because variation from one year to another is very little: basically always the same institutes offer Friulian language projects and the number of pupils involved in this kind of projects are roughly 32.000 – 34.000. This means that there is a constant interest in this issue and that teachers involved, despite all difficulties they have to face, firmly believe in its importance.

### 3 Primary education

**target group** In the Italian education system, children from age six to eleven must attend primary school.

**structure** Primary schools are run by the central government. Weekly schedules can vary, according to parents' request, from 24 to 27 hours. It is also possible, when resources are available, to have a 40-hour schedule per week. Subjects included in the curriculum are Italian language, mathematics, history, geography, science, a European Union language (usually English), gymnastics, catholic religion (not compulsory) or alternative, technology, music, arts and workshops or laboratories (according to the individual school's offer). 20% of the curriculum can be managed by the schools themselves and it is usually developed in this workshop/laboratory hour.

The structure in primary schools is quite flexible and, since there is no strict hourly schedule, allows for the development of projects in different ways. Minority language lessons can be given in workshops, in plenary lessons or in groups sessions, including heterogeneous groups with children with different competences, language and cultural backgrounds. Friulian may be used as a medium of instruction, according to the teacher's will.

**legislation** MIUR establishes the curriculum for primary school education and despite its autonomous statute, Region FVG has no competences in the education field. As mentioned before, references for curriculum content and regulations regarding the education system can be found in Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo di istruzione (2009) (National guidelines regarding pre-schools, primary and lower secondary schools) and in Law 89/2009 and Law 53/2003, respectively.

Usually Italian is the language of the curriculum. As far as minority languages are concerned, at state level, Law 482/99 in its article 4, explicitly mentions that it is possible for primary schools to use Friulian both as a teaching subject and as a medium of instruction.

**language use** Friulian may be taught as a subject or used as a medium of instruction, in accordance with article 4, paragraph 2 of Law 482/99.

The children's linguistic background does not differ much from the one explained in the same paragraph referring to pre-school education (cf p. 18). It may be added that parents tend to gradually give up their native language in their communication with children, in favour of Italian. The family linguistic context is not monolingual: communication between parents (over 52%) and between parents and other relatives (more than 62%) occurs in several languages, feeding the passive linguistic competence in their children. Bilingual education may remain only an effort of school programmes, not supported in the family sphere but it may also happen that in their spare time children freely use Friulian (39%) or both Friulian and Italian (60%) to play and interact with friends. (Schiavi Fachin (ed.), 2004).

As in other school levels, Friulian is taught through projects, strongly depending on funding and teacher's competences and determination. The development of projects allows schools to fit Friulian teaching in the normal school programmes, tailoring it to different situations: it can be done in an intensive or extensive way, with interdisciplinary features, involving different classes or groups. The latest regulation, as referred to in the previous chapter about pre-school, developed by Region FVG tries to overcome all this "uncertainty" by fixing a minimum of hours, demanding inclusion of Friulian language teaching in the school curriculum and arranging a list of qualified teachers. Many topics can be dealt with in projects: anthropology, folklore, history, literature, art and science. Means to transmit the minority language are fairy tales, nursery rhymes. Grammar and spelling are often taught as well.

**teaching  
material**

Besides material for pre-school education (cf chapter 2), Region FVG through the Gruppo tecnico di coordinamento regionale also supplied some material for primary school. Some textbooks have been produced to support Friulian language teaching, also as a medium of instruction, in primary schools by CUF. The most recent ones are manuals about geography



such as *La mont furlane* (Friulian mountains, also available in English and French) (Guaran & Pascolini, 2009) and *La culine furlane* (Friulian hills) (Guaran & Pascolini, 2010), and about history: *Preistorie in Friûl* (Prehistory in Friuli, also available in English, French and Slovenian) (Pessina, 2009) and *Protostorie e storie romane dal Friûl* (Friuli Protohistory and Roman Ages) (De Monte, Faleschini & Vinciguerra, 2010). Some other material, suitable for different levels of competence, is *Posterlibri* (Posterbooks, also available in German and Slovenian) (D'Oswaldo, 2007) concerning design, history, topical subjects, etc. It may also happen that teachers create their own material because it still does not exist for some specific subjects .

### **statistics**

There is no specific statistic material available for primary education. Statistics on pre-primary, primary and lower secondary education can be found in chapter 2 (p. 19).

## 4 Secondary education

**target group** This level of education is for students from eleven to eighteen years old. Education is compulsory for students until the age of sixteen.

**structure** Secondary education is managed by the state and it is divided into two levels; lower secondary education (compulsory) and higher secondary education (non-compulsory). Children attend lower secondary school from the age of eleven to the age of fifteen. Lower secondary school has a rather fixed structure if you compare it to the primary school, with a strict hourly planning. The main goal of lower secondary education is to promote the autonomous ability in studying and social interaction and to increase knowledge and skills, also regarding cultural traditions and social, cultural and scientific evolution in contemporary times. Subjects in the curriculum are: Italian, history, geography, mathematics, science, technology, English and another European Union language (it varies from school to school according to the needs based on the geographical position), arts, gymnastics, music, catholic religion (it is not compulsory) or alternative subjects the individual schools offers. There may be different choices about this subject, according to children's needs and teachers' proposals.

Weekly schedules last 30 hours. According to parents' request and available resources, weekly schedules can be extended to 36 or 40 hours. Children from several towns, villages and valleys in the surrounding melt in secondary classes so it may happen that in some schools pupils from different minority language communities are present. Working in separated groups may be quite difficult because of the tightly structured organisation.

Educational activities are organised in plenary lessons. If the school has some additional educational offer, for example workshops or group lessons, they cannot be carried out without difficulties.

Exams must be taken at the end of the third year. After the

exams there are three streams a student can choose: high school (*licei*), technical institutes (*istituti tecnici*) and vocational training (*istituti professionali*). Vocational education will be addressed in chapter 5. A school week in higher secondary education varies from 27 to 32 hours.

Higher secondary education begins when children leave lower secondary school at the age of fourteen. Compulsory education has recently been extended to the age of sixteen.

Higher secondary education and technical education are run at statel level. The quota left to the free will of the Regions is 20% of the curriculum. When one finishes his/her studies, he/she can get a certificate according to the orientation of his/her school. If you attended high school you are generally supposed to go to university; in case one has a technical education, he/she can decide to enter the world of work or to specialise further and go to university.

High schools (*licei*) are divided in six different paths: arts, humanities, linguistics, music and dance, science, social sciences. They are all organised in two two-year periods and one final year. During the first two-year period the educational objectives are a first analysis and development of knowledge and a first growth in the students' competences. The second two-year period's objectives are the further deepening and development of knowledge and improvement of competences according to the path chosen. The final year is aimed at the total fulfilment of the educational, cultural and professional profile of the student.

Technical institutes (*istituti tecnici*) are divided in two paths: economic and technological. In both there is a part concerning the general education, aiming to strengthen and develop competences in languages, mathematics, science, technology, history and social issues, and a specific part, according to the path chosen, aiming to learn theoretical and applicable knowledge and to develop problem solving skills to be able to enter the world of work.

**legislation** Lower secondary schools are under Italian Government's rules. The most recent law on reorganisation of the school system is the already mentioned DPR 89/2009. As regards minority language teaching, as for primary school, article 4, paragraph 2 of Law 482/99 regulates its introduction in the school programmes. Children need their parents' approval to learn the minority language.

Legge 6 agosto 2008, n. 133. Conversione in legge, con modificazioni, del decreto-legge 25 giugno 2008, n. 112, recante disposizioni urgenti per lo sviluppo economico, la semplificazione, la competitività, la stabilizzazione della finanza pubblica e la perequazione tributaria (hereafter: Law 133/08), regulates the reorganisation of higher secondary and vocational schools (article 64). Consequent regulations about *licei*, *istituti professionali* and *tecnici* deal with curriculum contents and organisational matters, including educational aims, duration, schedule, activities and evaluation. They also ensure a coherence with the European guidelines and demands of the world of work.

**language use** In lower secondary education, specific legislation regarding minority languages allows schools to teach Friulian both as a subject and to use it as a medium of instruction and schools are responsible for organising activities for Friulian. Projects often focus on literature, history, anthropology, arts and science and also include geography, environment, folklore, traditions, grammar and spelling. (Schiavi Fachin (ed.), 2004). According to specific situations and organisational needs this subject can have an intensive or extensive development.

No specific legislation on minority language teaching exists for higher secondary education. Despite this, in an area where the minority language is declared to be spoken by a significant part of the inhabitants, (called 'zonizzazione', cf. ch. 1, p. 7), those kinds of institutions are free to propose minority language learning but this, in concrete terms, depends exclusively on the teachers' will. However, to try to get round this problem, promotion projects, aiming to raise awareness about Friulian

language and culture, were developed in higher secondary schools, such as *Fâs fûr l'an* and *Radio dis*.

In this lack of regulations, teachers can take advantage of the CLIL method and carry out lessons with the minority language used as a medium of instruction. For example, there is an optional course where mathematics is taught in Friulian in a particular higher secondary school, Istituto Scolastico Istruzione Superiore Arturo Malignani in Udine. Students are free to attend these optional educational offers.

### **teaching material**

For these kind of schools there is very little teaching material, if not non-existent. Efforts are mainly concentrated on pre-schools and primary schools. Teachers can use already existent material created for primary school thanks to its adaptability. Competence levels in Friulian language cannot be very high, due to the unsystematic teaching of the minority language, and this material can be used in different situations.

Especially developed for lower secondary school is, for example, the textbook *Peraulis di chenti. Storie, lenghe e culture in Friûl* published by ARLeF, outlining some general information about local history, language and culture; an anthology about Friulian literature also exists, *Amalârs* (Kersevan, 2001), and it can be considered a useful resource too. Self-made material is always a possible solution.

### **statistics**

There is no specific statistic material available for secondary education. Statistics on pre-primary, primary and lower secondary education can be found in chapter 2 (p. 19).

## 5 Vocational education

- target group** Besides higher secondary education and technical education, students can choose vocational education after finishing lower secondary school.
- structure** Vocational education is run at statel and regional level. The regions have some specific competences about vocational education, that is to say they regulate the activities for the three-year qualifications.
- When one chooses for a vocational training, he/she is qualified to enter directly the world of work but he/she does not want to attend university.
- Just as higher secondary education and technical education, vocational schools are usually concentrated in towns where students from different linguistic backgrounds meet. The lessons are a mix of plenary lessons and of workshops that allow some freedom in didactical organisation.
- It can be said that there are two kinds of vocational education: one ruled by the State and the other ruled by Regions.
- Vocational schools run by the State last five years. They have a general part and a more specific part, according to the stream chosen. They concern, for example, agriculture, social and health care.
- Vocational schools ruled by Regions last usually three years and courses are offered by private bodies accredited by the Regions themselves. They address to those who want to directly enter the world of work and they can be very different depending on the needs of the territory.
- legislation** As for higher secondary education, Law 133/08 (article 64) deals with the reorganisation of vocational schools.
- language use** Compared to other school levels, Friulian language teaching is not widespread in vocational education. Unfortunately no official data are available on language use in vocational education.

## THE FRIULIAN LANGUAGE IN EDUCATION IN ITALY

<b>teaching material</b>	No specific teaching material exist, except the results of a few teacher's projects done in past years or teacher's working papers involved in CLIL projects.
<b>statistics</b>	There are no official statistics.

## 6 Higher education

### structure

In the Friulian-speaking area there is one university, the Università degli Studi di Udine (hereby: University of Udine). This university was established after the earthquake of 1976 thanks to a great popular demand and pressure and after a strong political discussion about its founding<sup>7</sup>. The specific purpose of the University of Udine is to contribute to the civil and social progress and to the economic rebirth of Friuli. It is also seen as the organic tool to develop and renew the culture, language, traditions and history of this area. Despite this, no specific degree in the Friulian language exists.

CIRF is meant to be the university department to deal with matters concerning the Friulian language, basically promoting studies on scientific aspects and organising Friulian courses for employees in public administration.

At the time of writing, a lively debate about the future of universities is about to start. A reform at a national level is planned and this will involve both the University of Udine and the University of Trieste, the two universities in Friuli Venezia Giulia. Things may suddenly change and it might happen that some universities have to be unified, at least in certain services. In this way their representativeness of the needs of the territory could fade.

### legislation

The University of Udine was set up with art. 6 of Law 546/1977, Ricostruzione delle zone della regione Friuli-Venezia Giulia e della regione Veneto colpite dal terremoto nel 1976, best known as the law about the reconstruction of Friuli Venezia Giulia after the earthquake of 1976<sup>8</sup>.

The most relevant laws about the universities' reform can be summarised in Law 168/1989, Istituzione del Ministero dell'università e della ricerca scientifica e tecnologica (the institution of the Ministry of university and scientific and technological research), and Law 240/2010, Norme in materia di organizzazione delle università, di personale accademico e reclutamento, nonché delega al Governo per incentivare la qualità e l'efficienza del sistema universitario (Rules about the organisation of universities, academic staff and its recruitment



and enabling the Government to enhance the quality and efficiency of the university system).

Article 6 of Law 482/99 deals with university and minority languages. It provides that universities should take the initiative to encourage scientific research and cultural and training activities to promote minority languages, also establishing courses about minority language and culture. All initiatives taken by far were funded by the state or the region.

Region FVG also supports, through art. 8 of L. 341/1990, Riforma degli ordinamenti didattici universitari (Reform of university education) teaching activities and researchers' training about Friulian language and culture.

### **language use**

As mentioned, at the university of Udine a degree in Friulian language does not exist. If one would like to deepen their knowledge about Friulian, some specific courses can be attended. Friulian linguistics, Friulian language didactics and Friulian language and literature, respectively in the department of Foreign languages and literature and in the department of Educational sciences, are the courses offered to those who want to specialise in the Friulian language. These courses are optional and are basically meant to increase the cultural background.

In all initiatives mentioned before, the Friulian language may be used, alternated with Italian.

### **teacher training**

There is no specific institute specialised in Friulian language teacher training nor are there fixed studies providing a teaching qualification or structured or compulsory training programmes. Unfortunately, no official recognition of teacher training in minority language exists yet so, notwithstanding their specialisation, schools can entrust Friulian language teaching to any teacher, no matter what their competences are. The most recent regional regulation (Regional Law 29/07) provides a list of teachers with competences in Friulian. There is, however, no assessment required of teachers who want to be added to this list and the list does not guarantee that every single school has enough personnel to fulfil all requests of learning the minority language.

**primary training**

According to the Regolamento concernente la definizione della disciplina dei requisiti e delle modalità della formazione iniziale degli insegnanti della scuola dell'infanzia, della scuola primaria e della scuola secondaria di primo e secondo grado (2010) (Rules regarding the definition of the requirements and modalities of teacher training in the nursery, primary, lower and higher secondary school; hereafter: Ministerial Decree n. 249/2010), that came into force on 15th February 2011, students who want to become a pre-school or primary school teacher, must attend the specific university degree called *Corso di laurea magistrale* (University degree for primary teachers) that lasts 5 years. People who want to take this course need to pass an admission test.

**secondary training**

Students who want to become a teacher within secondary education must attend a two-years' degree in *Corso di laurea magistrale* (University degree for primary teachers) and do a one-year training in a school.

**in-service training**

Generally speaking, in-service training is not compulsory, but public administration must guarantee the possibility for teachers to extend their skills. Public education boards, individual schools, and qualified agencies or associations acknowledged by the MIUR can organise training activities. Every training experience must be included in the annual plan of the school where a teacher works and must be approved by the assembly of teachers.

Several teacher training initiatives were taken since Law 482/99 was approved. At an early stage courses for Friulian language teachers were mainly meant to provide literacy skills. Then, more exhaustive courses, involving didactics, literature, linguistics, etc. were done. The main initiatives in Friulian teacher training are:

- *Corso 400 ore di formazione e aggiornamento per insegnanti di e in lingua minoritaria* (400 hours education and refresher course for teachers about and in minority languages), funded

by Law 482/99, organised by Region FVG, CUF, USR and the University of Udine;

- *Corso di aggiornamento per insegnanti/Master di II livello "Insegnâ in lenghe furlane"* (Refresher course for teachers/ level II master's degree "Teaching in Friulian") organised by University of Udine on behalf of ARLeF and funded by Region FVG.

**statistics**

There are currently no official statistics regarding higher education.

## 7 Adult education

### structure and language courses

Lifelong learning is usually delegated to some institutes, both public and private, that offer training or more recreational courses (for example Enaip or Civiform<sup>9</sup>) and also implement activities supported by the European Social Fund. Also, cultural associations or cooperatives offer several formative courses, for example, Università delle Liberetà.

As far as the Friulian language is concerned, several courses are organised in the region by Società Filologica Friulana (Friulian Philological Society; hereafter: SFF), on behalf of ARLeF. These courses are specifically meant for those who want to learn something more about the Friulian language and culture. Very often, the aim is mainly to learn how to write and read; less often people want to learn to speak in Friulian. Since students have a different level of competence, the textbook *Lenghe – cors di furlan* is a useful tool. There is a large and varied offer of materials (also published by the SFF itself) and the rich Friulian literary production is another source.

The courses last 24 hours (two-hour lessons for a period of 12 weeks) and everybody can enrol and receive a certificate of attendance afterwards.

The most recent regulation about adult education is the Schema di regolamento recante norme generale per la ridefinizione dell'assetto organizzativo didattico dei centri d'istruzione per gli adulti, ivi compresi i corsi serali, ai sensi dell'articolo 64, comma 4, del decreto-legge 25 giugno 2008, n. 112, convertito, con modificazioni, dalla legge 6 agosto 2008, n. 133 (Regulation regarding the reorganisation of educational centres for adults, including evening classes). It implies a reorganisation of schools for adults, that will now be considered as autonomous institutions<sup>10</sup>. In this kind of school you can get both first and second circle qualifications, respectively concerning primary and lower secondary school and upper secondary school, and Italian language courses for strangers are also organised. Unfortunately, no experience in Friulian language teaching exists in this sector.

- language use** Considering that most people taking part in the Friulian language courses already speak Friulian, lessons are preferably dealt with in the Friulian language. It might be that non-speaking Friulian people attend them and, in this case, Italian is also used.
- statistics** There are no official statistics but usually the Friulian language courses interest many people that want to learn more about their own native culture and traditions. In 2012 around 450 participants enrolled for these courses in 22 places, as declared by the Società Filologica Friuliana.

## 8 Educational research

Minority languages and, consequently, Friulian teaching are in an on-going process. In spite of all attempts, it has still not been integrated in the school programmes.

In educational research many efforts concentrated on how to include minority language teaching in the already existing school planning, according to European guidelines where native, official and foreign languages have to be taught with the same dignity, being all important to develop a multicultural attitude, besides linguistic skills, in children.

The University of Udine, mainly through the chair of the Modern Languages Didactics, offered support to minority language teachers giving advice and helping to create material to be used in lessons.

Some studies worth mentioning are *L'educazione plurilingue, dalla ricerca alla base* (2004) by Silvana Schiavi Fachin and *Friulano a scuola. Esperienze didattiche e di formazione degli insegnanti* (2009) by Alessandra Burelli. Aspects addressed in particular are the coexistence of and relationship between several languages taught at schools, the relationship between language learning and the communicative needs of children, and reflections on the competences language teachers need for successful multilingual teaching.

Evaluations of the impact of Friulian language in the school programme are far from being realised. It is true that some studies exist, but a more systematic and regular approach, properly supported and coordinated by linguistic policy bodies, is needed urgently in order to take the most advantage of teachers' motivation and competences and to guarantee a high quality in Friulian language teaching.

Late educational trends suggest investigating the introduction of Friulian language teaching in a CLIL context but it is still at an experimental stage.

A lot of work concerning research and discussion still ought to be done to give concrete support to Friulian language teachers.

## 9 Prospects

In the Third Opinion on Italy of the Advisory Committee on the Framework Convention for the Protection of National Minorities of the Council of Europe (2011, p. 6-9) some focal, critical points, discussed below, are summarised.

The legislative framework may indeed seem quite complete. However, both national and regional laws on promoting and safeguarding the Friulian language, and of minority languages in general, are not fully applied and, in the case of Friulian, also underfinanced.

Recent financial cuts are a serious source of concern. Beside this, shortcomings of qualified teachers and teaching materials affect the proper development of Friulian language education. Qualification of Friulian language teaching should be a good way to enlarge the target and involve more pupils and parents, as well as to raise and assure the quality of learning and teaching. To solve this, a synergy between state and region is strongly needed.

According to the regulations of Regional Law 29/07, a list of Friulian language teachers should be created at USR, but first the delicate problem of certification and exams has to be faced to guarantee quality in teaching.

A constant and systematic collection of data and information would be very helpful to orientate future decisions and proposals. A collection of qualitative data is lacking and it is suggested, too, to understand how Friulian is perceived and what and how next steps should be taken in order to adjust Friulian language teaching and learning to new challenges and changes in the education system.

More generally, there is an increasing gap between needs of minority languages communities and the available resources, considered not only from a financial point of view, but also in concrete actions and policy measures.

A more intensive exchange between schools, teachers and supporting institutions, could lead to more effective results. Also, more inspections, intended in a collaborative way, are welcomed and could help in developing projects in a better way.

A wider role should be guaranteed to those who deal with linguistic policy, and that, together with all subjects involved, should make sure that actions are in accordance with given criteria.

An organisational simplification – setting up a unique body in the central government to coordinate the protection of all minority language communities in Italy – is recommended and could be applied also to a regional level.

Although the Council of Europe recommended the Italian government to publish the Third Opinion as soon as it was received, this was not agreed and the comments of the Italian government were remitted with delay.



## 10 Summary statistics

	Total of schools set in Friulian-speaking areas <sup>11</sup>	Direzioni didattiche	Istituti comprensivi	Scuole secondarie di I grado
Province of Gorizia	11	1	2	1
Province of Pordenone	23	3	6	2
Province of Udine	57	17	23	12
Total	91	21	31	15

Table 2: Number of schools with Friulian language projects in the year 2009/2010 (Source: Regional funding for minority language projects).

Friulian language projects	58
No Friulian language projects	33
Total	92

Table 3: Number of schools where Friulian language projects are (not) developed (Source: ISAL, 2011).

Number of pupils not involved in Friulian language projects	37277
Number of pupils involved in Friulian language projects	29033
Total	46310

Table 4: Number of pupils in schools (not) involved in Friulian language projects. (Source: ISAL, 2011).

39

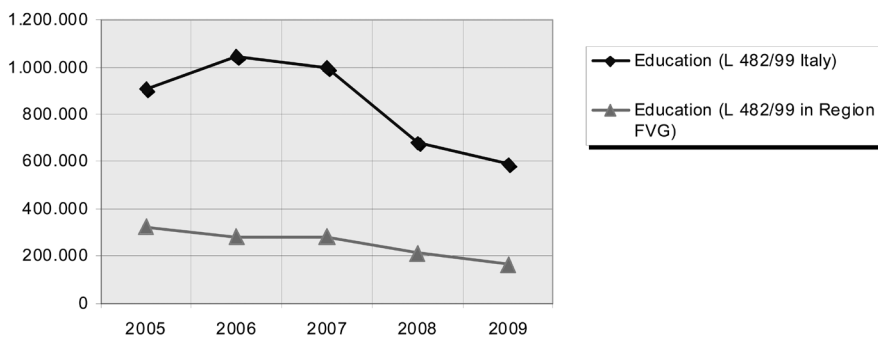


Figure 2: Educational area. Statal actions (according to Law 482/99 – art. 5, paragraph 1, second part) in the whole Italian territory and in the Region Friuli Venezia Giulia (Source: Regione Friuli Venezia Giulia e lingue minoritarie storiche. L'azione regionale 2005-09. ISAL).

## EDUCATION AND LESSER USED LANGUAGES

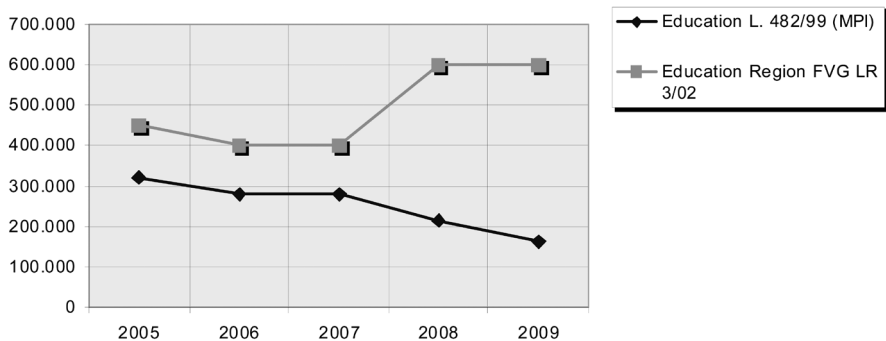


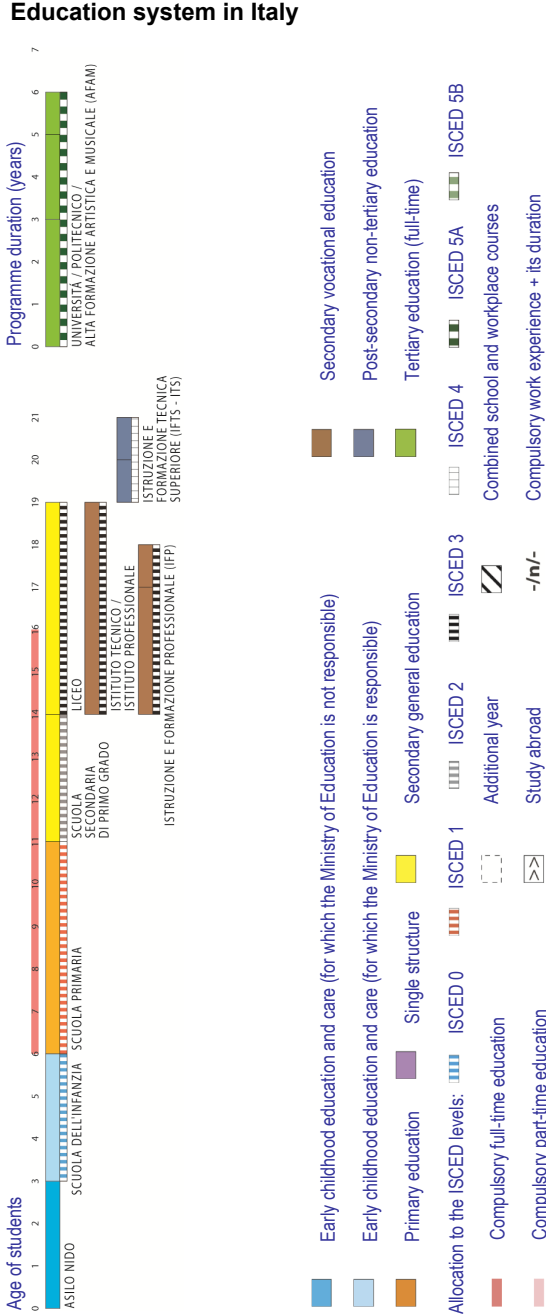
Figure 3: Educational area. Statal funded actions in the Region Friuli Venezia Giulia and regional funded actions in the Region Friuli Venezia Giulia (Source: Regione Friuli Venezia Giulia e lingue minoritarie storiche. L'azione regionale 2005-09. ISAL).

## Endnotes

- 1 In 1976 in Friuli Venezia Giulia a strong earthquake occurred. The earth trembled several times that year damaging and destroying houses and cultural heritage. Around 1000 people died and around 45.000 people lost their homes. Some villages, in the centre of Friuli, were nearly completely ruined.
- 2 All data in this paragraph and the next are taken from the latest sociolinguistic research (*Indagine sulle comunità linguistiche del Friuli Venezia Giulia*) by E. Susič, A. Janežič & F. Medeot (2010) commissioned by the Region Friuli Venezia Giulia, in cooperation with other realities supporting minority languages, carried out between 2007 and 2008.
- 3 Regional law 29/2007, Norme per la tutela, valorizzazione e promozione della lingua friulana, was approved in 2007 but its full implementation is still awaited. The lack of concrete political interest and Constitutional Court's objections to some paragraphs of the law in 2009 are some of the aspects that helped to slow down its concrete coming into force. For example the general plan about linguistic policy, linguistic certification, have not yet been done and many other articles are still waiting to come into effect. Also the division of the competences regarding Friulian between two different councillorships (culture and education) has further complicated this delicate situation. Some partial progress has been made in the educational field in year 2012-2013 as you can read in the text.
- 4 By far no official recognition, as will be later explained, about teacher training experience still exist and so anyone can potentially teach Friulian.
- 5 The Plan about Friulian language teaching has come into force in June 2012, providing approximately 1 hour of Friulian per week, but there are no data available on how this process is implemented.
- 6 These are the areas that declared that in their territories Friulian was spoken by at least 15% of its inhabitants. This procedure was called the "zoning procedure". Cf p. 7.
- 7 At that time a lively debate took place about the institution of the University of Udine because some argued that there was no

- need to have another university in the region besides the one in Trieste.
- 8 See footnote 1 for more information.
- 9 Enaip (or Institute for vocational training) and Civiform, (training centre in Cividale del Friuli) are two of several regional organisations dealing with lifelong and vocational training.
- 10 Formerly educational institutions for adults, called CTP (Centri Territoriali Permanenti), were part of *istituti comprensivi*.
- 11 These are the areas that declared that in their territories Friulian was spoken by at least 15% of its inhabitants. This procedure was called the “zoning procedure”. Cf p. 7.

The structure of the education system in Italy 2012/2013



Source: Eurydice (2013)

## References and further reading

### regulations

### national

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## Appendix

List of the municipalities where the Friulian language is spoken by province, in both Friulian and Italian (Source: Susič, Janežič & Medeot, 2010).

### Province of Gorizia

Caprive/Capriva del Friuli	Monfalcon/Monfalcone
Cormons	Morâr/Moraro
Dolegne dal Cuel/Dolegna del Collio	Mosse/Mossa
Fare/Farra d'Isonzo	Romans dal Lusiñç/Romans d'Isonzo
Gurize/Gorizia	Segrât/Sagrado
Gardiscje/Gradisca d'Isonzo	Sant Luring dal Lusiñç/San Lorenzo Isontino
Marian/Mariano del Friuli	Vilès/Villesse

### Province of Pordenone

Andreis	Morsan des Ocjis/Morsano al Tagliamento
Darbe/Arba	Pinčan/Pinzano
Davian/Aviano	Polcenic/Polcenigo
Barcis	Pordenon/Pordenone
Budoie/Budoia	Sant Zorç de Richinvelde/San Giorgio della Richinvelda
Cjasarse/Casarsa della Delizia	Sant Martin di Voleson/San Martino al Tagliamento
Cjistielnûf/Castelnuovo del Friuli	Sant Quarin/San Quirino
Cjavàs/Cavasso Nuovo	Sant Vit dal Tiliment/San Vito al Tagliamento
Claut	Secuals/Sequals
Clausêt/Clauzetto	Siest/Sesto al Reghena
Cordenons	Spilimberc/Spilimbergo
Cordovât/Cordovado	Tramonç Disore/Tramonti di Sopra
Fane/Fanna	Tramonç Disot/ Tramonti di Sotto
Fontanefrede/Fontanafredda	Travês/Travesio
Frisanc/Frisanco	Voleson/Valvasone
Manià/Maniago	Vit/Vito d'Asio
Midun/Meduno	Vivâr/Vivaro
Montreâl/Montreal Valcellina	Çopule/Zoppola



## THE FRIULIAN LANGUAGE IN EDUCATION IN ITALY

### Province of Udine

Dael/Aiello del Friuli	Flaiban/Flaibano
Damâr/Amaro	Forgjarie/Forgaria del Friuli
Dimpeç/Ampezzo	For di Avoltri/Forni Avoltri
Aquilee/Aquileia	For Disore/Forni di Sopra
Darte/Arta Terme	For Disot/Forni di Sotto
Dartigne/Artegna	Glemone/Gemona del Friuli
Atimis/Attimis	Gonars
Bagnarie/Bagnaria Arsa	Tisane/Latisana
Basilian/Basiliano	Lauc/Lauco
Bertiûl/Bertiolo	Listize/Lestizza
Bicinins/Bicinicco	Lignan/Lignano
Bordan/Bordano	Liussûl/Ligosullo
Buie/Buia	Magnan/Magnano in Riviera
Buri/Buttrio	Maian/Majano
Cjamin di Codroip/Camino al Tagliamento	Malborghet/Malborghetto Valbruna
Cjampfuarnit/Campoformido	Manzan/Manzano
Cjamlunc Tapoian/Campolongo Tapogliano	Martignà/Martignacco
Cjarlins/Carlino	Merêt di Tombe/Mereto di Tomba
Cjassà/Cassacco	Mueç/Moggio Udinese
Cjasteons di Strade/Castions di Strada	Muimans/Moimacco
Cjavaç/Cavazzo Carnico	Montenârs/Montenars
Çurçuvint/Cercivento	Mortean/Mortegliano
Çarvignan/Cervignano del Friuli	Morûs/Moruzzo
Cjopris e Viscon/Chiopris-Viscone	Muçane/Muzzana del Turgnano
Scluse/Chiusaforte	Nimis
Cividât/Cividale del Friuli	Osôf/Osoppo
Codroip/Codroipo	Davâr/Ovaro
Colorêt/Colloredo di Monte Albano	Rude/Ruda
Comelians/Comeglians	Sant Denêl/San Daniele del Friuli
Cuar di Rosacis/Corno di Rosazzo	Sant Zorç di Noiâr/San Giorgio di Nogaro
Cosean/Coseano	Sant Zuan dal Natison/San Giovanni al Natisone
Dignan/Dignano	Sante Maria la Lungje/Santa Maria la Longa
Dogne/Dogna	Sant Vît de Tor/San Vito al Torre
Enemonç/Enemonzo	Sant Vît di Feagne/San Vito di Fagagna
Faedis	Sauris
Feagne/Fagagna	Sedean/Sedegliano
Flumisel/Fiumicello	Sociêf/Socchieve

## EDUCATION AND LESSER USED LANGUAGES

Sudri/Sutrio	Trep Grant/Treppo Grande
Talmassons	Tresesin/Tricesimo
Tarcint/Tarcento	Trivignan/ Trivignano
Tarvis/Tarvisio	Udin/Udine
Tavagnà/Tavagnacco	Vildivâr/Varmo
Teôr/Teor	Vençon/Venzone
Tierç/Terzo d'Aquileia	Verzegnîs
Tumieç/Tolmezzo	Vile di Cjargne/Villa Santina
Torean/Torreano	Vile Visintine/Villa Vicentina
Tor di Zuin/Torviscosa	Visc/Visco
Trasaghis	Zui/Zuglio
Trep di Cjargne/Treppo Carnico	

## Other websites on minority languages

- Mercator Network** [www.mercator-network.eu](http://www.mercator-network.eu)  
General site of the Mercator European Network of Language Diversity Centres. It gives information about the network and leads you to the homepages of the network partners.
- Mercator Research Centre** [www.mercator-research.eu](http://www.mercator-research.eu)  
Homepage of the Mercator European Research Centre on Multilingualism and Language Learning. The website contains the series of Regional dossiers, a database with organisations, a bibliography, information on current activities, and many links to relevant websites.
- European Commission** [http://ec.europa.eu/education/languages/languages-of-europe/doc139\\_en.htm](http://ec.europa.eu/education/languages/languages-of-europe/doc139_en.htm)  
The website of the European Commission gives information about the EU's 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 148 and 157, Strasbourg.
- Eurydice** [http://eacea.ec.europa.eu/education/eurydice/index\\_en.php](http://eacea.ec.europa.eu/education/eurydice/index_en.php)  
Eurydice is the information network on education in Europe. The sites provides information on all European education systems and education policies.

## What can the Mercator Research Centre offer you?

**mission & goals** The Mercator European Research Centre on Multilingualism and Language Learning addresses the growing interest in multilingualism and the increasing need of language communities to exchange experiences and to cooperate in a European context. The centre is based in Ljouwert/Leeuwarden, the capital of Fryslân – the bilingual province of the Netherlands – and hosted at the Fryske Akademy (Frisian Academy). The Mercator Research Centre focuses on research, policy, and practice in the field of multilingualism and language learning. The centre aims to be an independent and recognised organisation for researchers, policymakers, and professionals in education. The centre endeavours to promote linguistic diversity within Europe. The starting point lies in the field of regional and minority languages. Yet, immigrant languages and smaller state languages are also a topic of study. The centre's main focus is the creation, circulation, and application of knowledge in the field of language learning at school, at home, and through cultural participation.

### **partners**

In 1987 Mercator Education started cooperation with two partners in a network structure: Mercator Media hosted at the University of Wales in Aberystwyth and Mercator Legislation hosted at the Ciemen Foundation in Barcelona. This network has developed into the Mercator European Network of Language Diversity Centres, which consists of the three aforementioned partners as well as Stockholm University in Sweden and the Research Institute for Linguistics of the Hungarian Academy of Sciences in Hungary. Besides, the Mercator Research Centre, the successor of Mercator Education, expands its network in close cooperation with a number of other partner organisations working in the same field. This cooperation includes partners in Fryslân, as well as partners in the Netherlands and in Europe. The provincial government of Fryslân is the main funding body of the Mercator Research Centre. Projects and activities are funded by the EU as well as by the authorities of other regions in Europe with an active policy to support their regional or minority language and its culture.

**research** The Mercator Research Centre develops a research programme on the basis of the data collections available. Research activities focus on various aspects of bilingual and trilingual education, such as interaction in multilingual classrooms, language proficiency in different languages, and teachers' qualifications for the multilingual classroom. Whenever possible, research will be carried out in a comparative European perspective. Research results are disseminated through publications and conferences in collaboration with European partners.

**conferences** The Mercator Research Centre organises conferences and seminars on a regular basis. Themes for the conferences include: measurement & good practice, educational models, development of minimum standards, teacher training, and the application of the Common European Framework of Reference. The main target groups for the Mercator Research Centre are professionals, researchers, and policymakers from all member states of the Council of Europe and beyond.

**q&a** Through the Question and Answer service available on our website ([www.mercator-research.eu](http://www.mercator-research.eu)) we can inform you about any subject related to education in minority or regional languages in Europe. The experts in our extensive database of experts can also provide relevant information.



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# THE FRIULIAN LANGUAGE IN EDUCATION IN ITALY



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