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NORTH FRISIAN

The North Frisian language in education in Germany
| 3rd Edition |

| Regional dossiers series |



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Contact information of the authors of Regional dossiers can be found in the Mercator Database of Experts (www.mercator-research.eu).

From August 2012 onwards Ineke Rienks and Saskia Benedictus-van den Berg have been responsible for the publication of the Mercator Regional dossiers series.

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Glossary

IQSH Institut für Qualitätsentwicklung an Schulen in Schleswig-Holstein (Institute for Quality Development in Schools in Schleswig-Holstein)

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 of and basic statistics on minority language education in a specific region in 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

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 concerned, 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

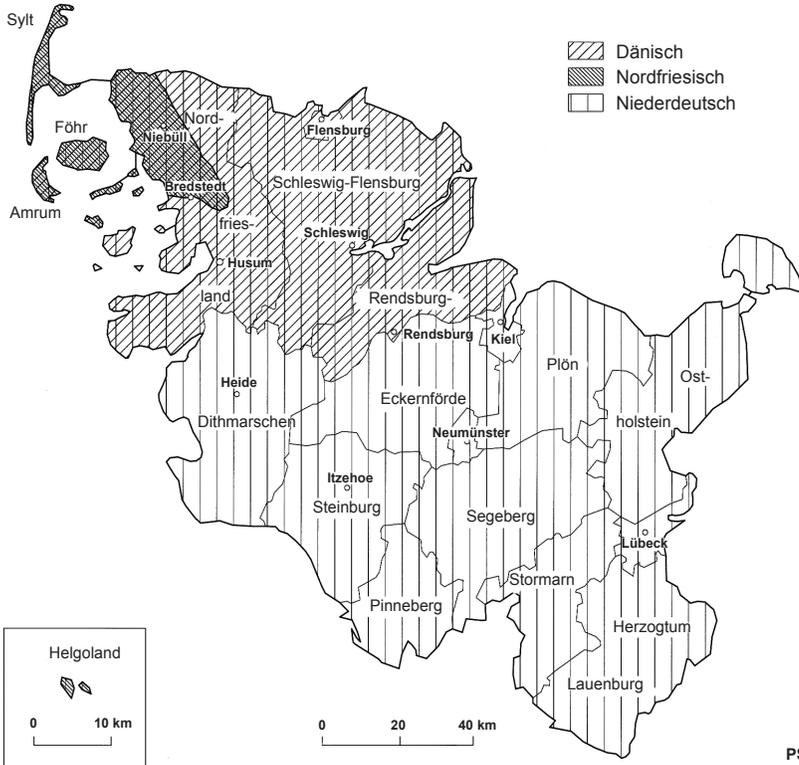
The North Frisian language is spoken today on the west coast of the German “Land” (federal state) Schleswig-Holstein between the Dano-German border in the north and approximately the small town of Bredstedt in the south, as well as on the islands of Sylt, Föhr, Amrum and Heligoland and some neighbouring islets (Halligen). The Frisian-speaking area is thus part of the Kreis Nordfriesland (District of North Frisia), apart from Heligoland which belongs to the District of Pinneberg. The language consists of nine main dialects, each of which has its own name. The name of the mainland Frisian dialects is based on the concept of Frisian, e.g. frisch, freesk, fräisch, whereas the island dialects are called after each particular island, viz. Söl'ring (Sylt), Fering (Föhr), Öömring (Amrum) and Halunder (Heligoland). North Frisian is an independent West Germanic or North Sea Germanic language which has, however, over the centuries been heavily influenced by Danish and Low German, and latterly also by High German. It is related to West Frisian in the Netherlands and more closely to Sater Frisian in Lower Saxony (Germany).

North Frisian is traditionally an oral language and little was written in the language before the beginning of the 19th century when Frisian began to develop as a written medium. Due to an awareness of the decline of the language there is a tradition of language promotion. This was particularly strong between the two world wars, and has again been so since about the mid 1970s. Each dialect has its own orthography, grammar and vocabulary, most of which can now be considered relatively standardized. Frisian is used in various domains of society on an informal level, such as in the family, community activities, etc. and has partly been introduced into some domains on a more formal level, e.g. education and the church.

EDUCATION AND LESSER USED LANGUAGES



Die Regional- und Minderheitensprachen in Schleswig-Holstein



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PS

Figure 1 and 2: The area where North Frisian (Nordfriesisch) is spoken in Germany and Schleswig-Holstein (source: EBLUL, Komitee für die Bundesrepublik Deutschland, 2001).

population Of the 162,468 inhabitants of North Frisia (31.08.2013), it is thought some 8,000 speak Frisian (4.9%), and about 50,000 (31%) consider themselves to be Frisians (Walker, 1996). Of the other local regional languages, a large number of people also speak Low German, and some speak Danish and/or Jutish, a Danish dialect. All the native populace speaks High German.

These past years the total population has remained relatively constant with only slight undulations. In 2012 there were 6,783 out-migrants and 6,399 in-migrants¹. As tourism is an important economic factor here, this is leading to a more mixed population.

the Frisian Movement

The Frisian Movement has a long history going back to the 19th century. Traditionally the main actors are the Frisian associations. These are the Nordfriesischer Verein (North Frisian Association) with some 25 member associations, the Friisk Foriining (Frisian Association), based mainly on the mainland, the Öömrang Ferian (Öömrang Association) on the island of Amrum, and the Rôkefloose (Flock of Rooks), a youth organisation based mainly on the mainland. The Nordfriisk Instituut (North Frisian Institute) in Bredstedt also has its own association. The umbrella organisation for all these associations is the Friesenrat (Frisian Council).

In 2004 the Frisian Council published a booklet “Modell Nordfriesland” (Model North Frisia) in which suggestions were made for the promotion of the Frisian language and culture in various domains, including education. This was a tentative first step towards developing a language planning concept. In November 2013 there was a conference on Amrum to continue this initiative.

The financial support afforded the Frisians comes mainly from the state Schleswig-Holstein and from the Federal Government in Berlin. Further support comes from, for example, the District of North Frisia, the town of Bredstedt, the Danish minority and a cultural foundation. The funds from Schleswig-Holstein help support the Frisian institutions as well as promoting the Frisian language and culture. The total for 2013 was €303,765, of which €283,600 were for institutional support, including the North Frisian Institute in Bredstedt, and €20,165 for project funding. Schleswig-Holstein is proposing to raise its funding of the North Frisian Institute from €230,200 in 2013 to €438,780 by 2017 in connection with an agreement the North Frisian Institute has signed with Schleswig-Holstein, obliging it to undertake certain tasks (e.g. research in the history of North Frisia and the maintenance of an archive), the fulfilment of which is to be evaluated at regular intervals. The financial support from Berlin for the North Frisians in 2013 was €285,000. These funds were reserved for project funding.

**language
status**

The Federal Republic of Germany included the Frisians when ratifying the Council of Europe's "Framework Convention for the Protection of National Minorities" in 1997, and the Frisian language when ratifying the "European Charter for Regional or Minority Languages" in 1998. Schleswig-Holstein's present Verfassung des Landes Schleswig-Holstein (Constitution of the Federal State of Schleswig-Holstein) came into force in 1990 and after certain additions now mentions the protection and promotion of the Danish minority, the Frisian people and the German Sinti and Roma as well as support for the Low German language. A reform of the constitution is at present being drafted and there is a proposal to include a paragraph relating to Frisian in education which reads: "The state protects and promotes the giving of Frisian tuition and Low German tuition in state schools"² (Schleswig-Holsteinischer Landtag, 2014, p. 7). In 2004 the Gesetz zur Förderung des Friesischen im öffentlichen Raum (Law on the promotion of Frisian in the public sector) was passed. The District of North Frisia also changed the Hauptsatzung des Kreises Nordfriesland (Statutes of the District North Frisia) on 1st May 2005 to include the protection and promotion of the cultural independence of the Danish minority and the Frisian people. It also passed a resolution on 13th November 2009 demanding better conditions for Frisian in education³.

There is an on-going discussion about the possible inclusion of the indigenous linguistic minorities in the federal constitution, but so far this has not been realised.

**status of
language
education**

Before the 2nd World War two decrees were passed in 1925 and 1928 referring to the use of Frisian in school. This resulted in a large number of schools in the language area having some form of tuition in Frisian. In the 1930s Frisian tuition dwindled and came to a standstill during the war. After the war the Government in Kiel passed a new decree in 1947, re-establishing the principles laid down previously. Following the lead given by the European Charter for Regional or Minority Languages, a new decree "Friesisch an Schulen im Kreis

Nordfriesland und auf Helgoland” (Frisian at School in the District of North Frisia and on Heligoland) was passed on 2 October 2008, and renewed with the same wording on 15 July 2013. The decree states *inter alia* that schools are obliged to inform parents that they can apply for their children to participate in Frisian lessons, that Frisian lessons will be given if there is sufficient demand, and that Frisian can be studied as a substitute for a foreign language in higher secondary education.

After the war a number of schools re-introduced Frisian tuition. The interest, however, waned and by 1970 there were only few schools teaching Frisian. A resurgence of interest arose as from 1976 and the number of schools teaching Frisian steadily increased, reaching its zenith in 1989/90. Since then the number has declined but has remained relatively constant at a lower level these past years. The number of pupils taking Frisian lessons reached its peak in 2002/2003 and then remained relatively constant until around 2008 when there was a sudden drop by about 25%. This was probably due *inter alia* to the new school law in 2007, closing and merging a number of schools, and the introduction of English as an obligatory subject in primary school in 2006/2007. In the school year 2013/2014 23 teachers are teaching 878 pupils 98 hours of Frisian a week in 23 schools. Frisian is generally restricted to the primary sector, the secondary sector still being underdeveloped, and in primary schools Frisian is usually limited to but a small number of hours a week. There is, however, now a movement to expand Frisian in education where emphasis is being placed on “systematic language acquisition”.

When the government in Schleswig-Holstein came into power in 2012, the parties formulated a coalition agreement providing *inter alia* for an Handlungsplan Sprachenpolitik (action plan language policy). The Minderheitenbeauftragte (Commissioner on Minority Affairs) is responsible for developing the action plan which envisages in education the systematic teaching of Frisian as from the first grade in primary school, and in future placing greater emphasis on Frisian in secondary education⁴.

A new Schleswig-Holsteinisches Schulgesetz (Education Act for Schleswig-Holstein) was passed in Schleswig-Holstein on 4th February, 2014 which states in §4, par. 5 that “the school protects and promotes the language of the Frisian people and imparts knowledge about its culture and history”. Schleswig-Holstein has also accepted the obligation in the European Charter for Regional or Minority Languages to provide Frisian tuition for pupils “whose families so request and whose number is considered sufficient”. In the above mentioned decree of 2008/2013 this number has been generally defined as 12.

**education
system**

Each of the sixteen “Länder” in the Federal Republic of Germany has its own education system. The education system in North Frisia is the same as for the rest of Schleswig-Holstein and is based upon the Education Act of 24th January, 2007, the last change of which, dated the 4th February, 2014, came into force on 31st July, 2014.

In the present system there are schools which last half a day, and day schools (at pre-school, primary and secondary level). The number of day schools has increased over the past years and today more than half of all schools in Schleswig-Holstein belong to this category, some 500 in number.

Children start nine years of obligatory schooling at the age of six. The first four years are spent at the *Grundschule* (primary school). After this children enter a secondary school system which is in the process of being restructured. The previous three-tier school system with the *Gymnasium* (grammar school), *Realschule* (secondary modern school), and *Hauptschule* (intermediate school) started being phased out with the Education Act of 2007, retaining the grammar school but replacing the secondary modern and intermediate schools with the *Regionalschule* (regional schools) and the *Gemeinschaftsschule* (community schools). The Education Act of 2014 is now also phasing out the regional schools so that in future there will only be grammar schools and community schools at secondary level. At present there are still some

pupils in classes from the old intermediate and secondary modern schools in the community and regional schools, but these will have concluded their school education by the school years 2015/2016 and 2016/2017 respectively. Pupils will no longer be enrolled in regional schools as from 01.08.2014, meaning that this school form is due to expire by 2019.

Secondary education consists of *Sekundarstufe I* (lower secondary education) from grades 5-9 (in grammar schools which take eight years to reach the higher school-leaving certificate), or 5-10 (in grammar schools which take nine years to reach the higher school-leaving certificate and in community schools), and *Sekundarstufe II* (upper secondary education) from grades 10-12 or 11-13 respectively.

Pupils may attend a grammar school for eight years, leading to the *Abitur* (higher school-leaving certificate), which qualifies them to study at a university. There are, however, 11 grammar schools which take nine years to reach the higher school-leaving certificate, and four in which pupils can choose to take either eight or nine years. Pupils may also enrol in a community school, and until 1.8.2014 enrolment in a regional school was also possible. In both of these schools they acquire the *Erster allgemeinbildender Schulabschluss* (first general school-leaving certificate) after five years, and the *Mittlerer Schulabschluss* (middle school-leaving certificate) after 6 years. In the regional school, all children are taught together in the 5th and 6th grades. There are then different streams as from the 7th grade according to the children's abilities and the envisaged school-leaving certificate. In a community school, children of all abilities are taught together in one class, working on the principle of internal differentiation. As from the 7th grade, classes may be divided according to ability in certain subjects. Community schools may also under certain conditions have an *Oberstufe* (upper school) as from the 11th grade, allowing pupils to take the higher school-leaving certificate in the 13th grade.

After secondary education pupils can go on to vocational education, higher education, or start a working career.

Education for children with a handicap or with learning or behavioural difficulties was previously provided by *Sonderschulen* (special schools) but is now the remit of *Förderzentren* (special education centres). The aim is, however, to integrate these children as far as possible into the general school system by means of integrative tuition.

private and public

Schools in Schleswig-Holstein are generally state run. The only exceptions in North Frisia are the officially recognised alternative or private schools belonging to the Danish minority⁶. These come under the aegis of the Dansk Skoleforening for Sydslesvig (Danish School Association in South Schleswig) and are funded by the state Schleswig-Holstein, the local districts and communes, the State of Denmark, and by parents' own contributions.

bilingual education forms

In the public sector bilingual education was introduced at the beginning of the 1990s, first of all in some grammar schools in the school year 1991/92 and a year later in some secondary modern schools.

In June 2013 there were 23 nurseries or day-care centres using some form of bilingual education in Schleswig-Holstein. There are also four primary schools offering bilingual education all of which work with the principle of immersion education, meaning that as many lessons as possible are given in English in all grades (apart from German). At the secondary level there are at present 30 schools in the public sector offering bilingual education (24 grammar schools and 6 community schools) and six private schools. At all secondary schools it concerns a combination of German and English.

The only school offering Frisian in a multilingual context is the Danish-Frisian school in Risum "Risum Skole/Risem Schölj" which teaches through the medium of Danish, Frisian and High German in the grades 1-9.

One school has in cooperation with a school in Denmark introduced a "Europe class" in the grades 11-13 in which lessons are given in Danish, German and English.

Teachers generally have to develop or procure their own materials but the IQSH (see under “Support structure”) does give them a certain degree of support. Publishing houses also provide materials.

The number of schools offering bilingual education in the public sector is gradually increasing, depending on the availability of resources etc.

In the private sector the aim of the schools run by the Danish minority is to provide Danish pedagogy for the Danish minority in South Schleswig and the Frisians connected to the Danish minority. The subjects of German and Danish are usually taught as mother tongue education through the respective language, otherwise the language of instruction is Danish. As, however, a large part of the pupils have German as their mother tongue, which they also often speak in informal situations in school, the schools might be considered as representing a form of bilingual schooling, based on a model of immersion education.

administration The state authorities control education by means of laws, decrees and regulations and are responsible for the general framework of schools including the appointment of teaching personnel as well as for Frisian in education. The individual schools have a certain amount of autonomy, being to a large degree responsible for financial and personnel affairs, including the recruitment of teaching staff, as well as for the implementation of their pedagogical mandate, the development of their own school profile and the running of daily affairs. The local municipality is in general responsible for non-personnel matters, e.g. the up-keep of the school buildings and material provision, such as furniture.

inspection The Ministerium für Bildung und Wissenschaft (Ministry of Education and Science) in Kiel has the overall responsibility for school inspection in Schleswig-Holstein and is directly responsible for grammar schools, community schools with an upper school, and vocational schools. Primary schools, community schools without an upper school, and special education centres come

under the auspices of the 15 school inspectorates in the state, one of which is responsible for the District of North Frisia. The duties of the two inspectors here include supervision with respect to the correct implementation of the general regulations (education act, school curricula), as well as advising teachers in pedagogical matters. One inspector is also responsible for the teaching of Frisian in school.

**support
structure**

The state Schleswig-Holstein supports a central body, the Institut für Qualitätsentwicklung an Schulen in Schleswig-Holstein (Institute for Quality Development in Schools in Schleswig-Holstein; hereafter: IQSH) in Kiel, which is a service institution for all people involved in school matters. It is responsible for school development, teacher training, in-service training, and supporting schools with IT services. It also advises and supports teachers, headmasters, parents, schools, and school inspectorates in teaching and pedagogical matters.

One teacher has been appointed Landesfachberater für Friesisch (Technical Consultant for Frisian) under the auspices of the IQSH where he is also Studienleiter für Friesisch (Director of Frisian Studies). His duties include supervising the programme of in-service training for Frisian teachers in which seminars are organized twice a year for Frisian teachers to discuss matters of current interest and exchange materials and experience. He also offers a course in Frisian for teacher trainees, lasting 1½ years and which leads to a teaching certificate in Frisian, and organises a Tag des Friesischunterrichts (Day of Frisian Teaching) once every 2-3 years in different schools to show the general public how Frisian is taught in school. In the primary school in Lindholm there is a Frisian workshop where Frisian teaching material has been collected and which is made available to personnel in child-care institutions as well as teachers in school and adult education.

In the following sections the use and position of Frisian at each level of the education system in North Frisia is discussed in more detail.

2 Pre-school education

target group Provisions for children up to the age of 6 constitute pre-school education. These provisions are not part of compulsory education. The institutions providing pre-school education are in general day nurseries (up to the age of 3) and day-care centres (ages 3-6). (The term used here to cover both is “care institution”.)

structure In care institutions young children can develop language competence, creative aptitudes and especially social abilities, and they are prepared for school. The responsibility for the care institutions usually lies with the municipalities and such public organizations as the church, although some are also privately run. They are financed partly by the state, the local district council, the municipality, the institution responsible for the care institution, and by parental contributions.

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legislation On 1.8.2013 an addition to the federal law Gesetz zur Förderung von Kindern unter drei Jahren in Tageseinrichtungen und in Kindertagespflege (Kinderförderungsgesetz – KiföG) (2008) (law relating to children younger than 3 in nurseries and day-care institutions) came into force which guarantees all children over one year of age the right to attend some form of care institution.

The system of pre-school education in Schleswig-Holstein is otherwise based on the Gesetz zur Förderung von Kindern in Tageseinrichtungen und Tagespflegestellen (Kindertagesstättengesetz – KiTaG) (law relating to children in nurseries and day-care institutions) of 12th December 1991, last changed on 3rd December 2013.

Reference is made to Frisian in the European Charter for Regional or Minority Languages where Schleswig-Holstein has accepted the obligations under Article 8, paragraph 1, subparagraph (a)(iii) “to apply one of the measures provided for under i [to make available pre-school education in the relevant

regional or minority languages] and ii [to make available a substantial part of pre-school education in the relevant regional or minority languages] above at least to those pupils whose families so request and whose number is considered sufficient”, and (iv) “if the public authorities have no direct competence in the field of pre-school education, to favour and/or encourage the application of the measures referred to under i to iii above”.

language use

Apart from some private initiatives, Frisian was first introduced into care institutions as the result of a project initiated under the aegis of the Schleswig-Holstein Parliament in 1993-1996 to promote the acquisition of Frisian in kindergarten and primary school. At the beginning of 2014, Frisian was used in 16 care institutions in North Frisia and on Heligoland. The amount of time spent using the language in each care institution varies greatly from 30 minutes a week to the whole day each day, averaging at about 4 hours a week.

Problems facing Frisian in care institutions are the lack of a legal framework and a lack of resources to secure an adequate representation of Frisian in pre-school education, such as funding and teachers. Furthermore, there is no mechanism systematically ensuring the provision of pre-school education in North Frisian in all places where this is so desired. There is also no coordinator responsible for supervising Frisian in care institutions.

There is little research available pertaining to language use in care institutions in North Frisia, this being restricted basically to partial treatment in the occasional thesis written during a course of studies. Most teaching is, however, through the medium of German, although other languages are also sometimes used, e.g. Low German and English.

teaching material

Teachers generally develop their own materials and working groups have been formed under the auspices of the local Frisian associations for this purpose. The workshop in Lindholm mentioned above also provides material and the North Frisian

Institute in Bredstedt has translated some West Frisian material into four North Frisian dialects.

statistics

On 1st January 2014 there were 116 institutions of pre-school education in North Frisia accommodating 5,359 children. 16 care institutions (14%) use Frisian as a language of communication to a greater or lesser degree with approx. 200 children (4%) (Kreis Nordfriesland, personal communication, April 1, 2014; Friesenrat/Frasche Rädj, 2014).

3 Primary education

target group The primary school in Schleswig-Holstein caters for pupils aged 6-10 (grades 1-4).

structure In the primary school children are taught to work independently, to accept responsibility for their own actions, and to make demands on themselves. They learn to bring tasks to a conclusion, to organize their own time, and to cooperate with other children. Each child's development is monitored, not only with respect to results but also with respect to the amount of effort invested and the child's individual progress. Demands and steps in learning are adjusted to the child's capabilities, thereby motivating children to take on new challenges.

The first two grades of primary school form one pedagogical unit and can take up to three years, depending on the individual child's needs. In the first three grades teachers assess each child's development in reports, and it is not until the fourth grade that marks are given. The school report half way through the fourth grade includes a recommendation relating to the type of secondary school considered most suitable for the child. This is, however, not binding and parents can decide themselves which secondary school their child should attend.

special education

Education for children with a handicap or with learning or behavioural difficulties is provided by special education centres. Integration of disabled children into the ordinary school system has been possible since 1990 and is now the official policy. In North Frisia there are 4 independent special education centres (primary and secondary level) and 10 attached to another school form both in the public and the private sphere, totalling 14 in all, catering for 408 pupils in the school year 2013/14. One of these schools teaches Frisian.

legislation The school system in Schleswig-Holstein is based upon the Education Act of 2007, last changed on 4th February, 2014.

Frisian was first used in education on the island of Sylt in 1909. This was, however, soon partly forbidden by the Prussian Ministry of Education. A decree dated 19.02.1925 allowed Frisian to be taught in school in order to help prevent the decline of the language. A further decree of 19.05.1928 specified certain measures for the teaching of Frisian. Following the second world war a decree of 17.10.1947 principally reinstated the principles laid down before the war, emphasising, however, that Frisian classes were voluntary. The next legislation was not until 1986 when the curriculum allowed Frisian to be taught as part of German lessons, which was then extended in the curriculum of 1997 to allow Frisian to be included in all subjects. A new decree Frisian at School in the District of North Frisia and on Heligoland was passed on 2 October 2008, and renewed with the same wording on 15 July 2013. The decree states inter alia that schools are obliged to inform parents that they can apply for their children to participate in Frisian lessons, that Frisian lessons will be given if there is sufficient demand, usually meaning a group of 12 pupils, and that Frisian can only be taught on a voluntary basis.

For primary education Schleswig-Holstein has accepted under Article 8 of the European Charter for Regional or Minority Languages the obligation under paragraph 1, sub-paragraph (b) (iv) "to apply one of the measures provided for under i [to make available primary education in the relevant regional or minority languages; ii. to make available a substantial part of primary education in the relevant regional or minority languages] to iii [to provide, within primary education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum] above at least to those pupils whose families so request and whose number is considered sufficient".

language use

The language used in state schools is generally German. On a more informal basis some pupils and/or teachers may use Frisian and/or Low German.

In the school year 2006/2007 English was introduced into the 3rd grade in state primary schools as an obligatory subject with

two hours a week, and in the school year 2007/2008 the English lessons were expanded to include both the 3rd and 4th grades. It is possible that the introduction of English is one cause for the decline of Frisian in primary schools as parents feel that their children are being overtaxed with two new languages. It would appear that the question as to how further languages (Frisian, Low German, Danish) might be combined with English in primary school has not been adequately discussed.⁶ One main problem here might be a lack of resources.

Frisian as a subject

Frisian used to be taught mainly in the 3rd and 4th grades but has now been extended to include the 1st and 2nd grades. In general there are one or two lessons a week but in exceptional cases up to four lessons a week. The total number of lessons given in each grade in the 16 primary schools teaching Frisian are: 1st grade = 22, 2nd grade = 21, 3rd grade = 25, 4th grade = 26.

medium of instruction

Frisian is rarely used as a medium of instruction outside Frisian lessons except in the Danish-Frisian school in Risum which uses the three languages of Danish, Frisian and German. This is also the reason why this school has a special status. There was, however, a successful experiment on bilingual education in Fahretoft in 2005 where for a short period of time mathematics was taught through the medium of Frisian. There was also an experiment starting in 2011/2012 in Lindholm where local and world affairs and social studies (Heimat-, Welt- und Sachunterricht) were taught through the medium of Frisian and German, involving two teachers in the lessons. A year later the model was changed so that the contents of the lessons in German (5 hours a week) were repeated in an abbreviated form in Frisian (2 hours a week). This model continues today.

teachers

The teachers of Frisian can be divided into categories according to various criteria: a) those with mother-tongue and those with acquired linguistic competence, b) those who are trained

teachers and those who have had no formal training, and c) those trained teachers who have studied Frisian and those who have not. Most teachers today have a qualification in Frisian Studies. There is no research available concerning the Frisian competence of the teachers in North Frisia.

**teaching
material**

In general Frisian teachers have to make their own materials, but a group of teachers has developed and published some materials as has the North Frisian Institute in Bredstedt. Further support comes from the workshop in Lindholm, and university scholars have also published school materials. Finally, there are the meetings of the Frisian teachers where they exchange materials and ideas.

Teaching materials are generally financed through public funds which the Frisian Council administers and/or with the help of the Frisian associations.

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A working group was set up at the beginning of the school year 2014/2015 under the auspices of the Ministry of Education and Science, the IQSH and the Technical Consultant for Frisian to develop a Leitfaden für den Friesischunterricht an Grundschulen in Nordfriesland (manual for Frisian tuition in primary school in North Frisia), in analogy to the manual already developed for Low German in primary school.

statistics

There are 40 state and 12 private primary schools in North Frisia. Of the state schools 9 are combined with other school forms. In the school year 2013/2014 there was a total of 5,957 pupils in private and state primary education.

Frisian is taught in 14 primary schools (state and private) as well as in the primary section of the schools on Amrum and Heligoland. There were 757 pupils participating in Frisian lessons in the school year 2013/2014. The recent steep drop in numbers may be due to demographic reasons, the introduction of English as an obligatory subject in primary schools as well as the closing and merger of schools.

4 Secondary education

target group Secondary education in Schleswig-Holstein caters for pupils aged 10-19 (grades 5-13), although the actual time spent in secondary education depends on the type of school attended.

structure Today three different types of school are responsible for secondary education, although one, the regional school, is being phased out. The grammar school (Gymnasium) is generally attended by pupils aged between 10 and 18 who study for eight years. There are, however, 11 grammar schools where the course lasts nine years, and 4 grammar schools where pupils can choose between alternative courses lasting eight or nine years. Both the regional school (Regionalschule) and the community school (Gemeinschaftsschule) cater for pupils aged between 10 and 15 or 16 (five or six years), but in the case of the community school this can be extended for a further three years if the school has an upper school (Oberstufe). There are no community schools with an upper school in North Frisia.

legislation As with primary education, secondary education in Schleswig-Holstein is based upon the Education Act of 24th January, 2007, last changed on 4th February, 2014.

For secondary education Schleswig-Holstein has accepted under Article 8 of the European Charter for Regional or Minority Languages the obligation under paragraph 1, sub-paragraph (c)(iv) "to apply one of the measures provided for under i [to make available secondary education in the relevant regional or minority languages; ii. to make available a substantial part of secondary education in the relevant regional or minority languages] to iii [to provide, within secondary education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum] above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient".

language use The language used in state schools is generally German. On a more informal basis some pupils and/or teachers may use Frisian and/or Low German.

Frisian as a subject

Frisian is taught at the grammar schools in Niebüll and in Wyk on the island of Föhr. In Niebüll tuition is by means of a study group consisting of pupils from the grades 5, 6 and 7 together with pupils from the regional school. In Wyk there is a small study group with pupils from the 5th and 6th grades whereas in the grades 11, 12 and 13 the language is a subject for the higher school-leaving certificate. Frisian is also taught in the 9th grade of the regional school on Föhr, in two private schools and in the secondary section of the schools on Amrum and Heligoland. Altogether there are 22 lessons in Frisian per week.

24

In 2008 the grammar school in Wyk on Föhr introduced Frisian as a regular school subject to be studied for the higher school-leaving certificate as an alternative to a second foreign language (after English). A prerequisite was the development of a curriculum. The subject has proved very popular and it is hoped to be able to develop Frisian classes in the grammar school further.

Outside the grammar school on Föhr, one problem is that Frisian is usually only offered as an additional subject, outside the core curriculum and with very limited weight in the assessment of the general school performance. Hence there is little incentive for pupils to avail themselves of this possibility.

medium of instruction

Frisian is scarcely used as a medium of instruction except in the Danish-Frisian school in Risum where Frisian is an explicit medium of instruction.

**teaching
material**

In general the Frisian teachers have to make their own materials although materials are also used which the Department of

Frisian Studies at the University of Kiel or the North Frisian Institute in Bredstedt have published.

statistics

In North Frisia there are 6 state grammar schools, 12 regional schools of which 4 are combined with another school form, and 20 community schools (7 state and 13 private) of which 10 are combined with another school form. There are also still 4 schools with an intermediate school section and 6 schools with a secondary modern school section. These will, however, have been phased out by 2015/2016 and 2016/2017 respectively. In the school year 2013/2014 there was a total of 11,962 pupils in private and state secondary education.

Frisian is taught in 2 grammar schools and 4 regional schools (state and private) as well as in the secondary section of the schools on Amrum and Heligoland. There were 138 pupils participating in Frisian lessons in the school year 2013/2014.

5 Vocational education

- target group** Vocational education is for students who have completed their initial school training and who wish to continue to gain basic or technical qualifications for a particular trade or field of employment.
- structure** Vocational education covers various types of vocational training:
- a) The *Berufsschule* prepares students after leaving school for an apprenticeship and accompanies them through it. Teaching takes place one or two days a week or in blocks. Students attend a *Berufsschule* until they have completed an apprenticeship. The successful completion of the course entitles them to acquire further qualifications.
 - b) The *Berufsfachschule* gives students with at least the first general school-leaving certificate a full-time or part-time vocational training lasting one or more years.
 - c) The *Berufsoberschule* further develops the knowledge and abilities of students with the middle school-leaving certificate and at least a two-year apprenticeship or five years working experience, and qualifies the students to attend a *Fachhochschule* (College of Applied Sciences⁷) or a university. The full-time course lasts two years, the part-time course longer.
 - d) The *Fachoberschule* qualifies students with the middle school-leaving certificate and at least a two-year apprenticeship or five years working experience for a place in a *Fachhochschule*. Full-time teaching takes one year, part-time teaching longer.
 - e) The *Berufliches Gymnasium* qualifies students with an above average middle school-leaving certificate to attend university or to start a comparable training course. The full-time course takes three years.
 - f) The *Fachschule* gives students with the first general or middle school-leaving certificate further training after completing their initial training and at least one year's work experience. The course can be full-time or part-time and can lead to further qualifications.

legislation Vocational education in Schleswig-Holstein is based upon the Education Act of 24th January, 2007, last changed on 4th February, 2014.

No obligation has been accepted for vocational education under Article 8 of the European Charter for Regional or Minority Languages, meaning that there are no obligations regarding Frisian in vocational education at all.

language use The language used in vocational education is generally German.

Frisian was taught in the Fachschule für Sozialpädagogik (College for Social Pedagogy) in Niebüll from 2003 to 2012 when it was discontinued.

teaching material The teacher in the College for Social Pedagogy used material made available by the Frisian institutions, e.g. the Frisian Council, and some she made herself.

statistics In the school year 2012/2013 there were 2 state and 2 private *Berufliche Schule* (schools of vocational education) in North Frisia with 6,775 students. Each of the state schools is subdivided into a *Berufsschule*, a *Berufsfachschule*, a *Fachoberschule*, a *Berufliches Gymnasium* and a *Fachschule*.

6 Higher education

structure

Higher education includes the Fachhochschule (college of applied sciences) and the Universität (university education). Admission to tertiary education is generally speaking by means of the *Hochschulreife* (Higher Education Entrance Qualification for universities) or the *Fachhochschulreife* (Higher Education Entrance Qualification for colleges of applied sciences). The entrance qualifications may entitle a student to participate in the respective sphere of tertiary education as a whole (*Allgemeine Fachhoch-/Hochschulreife*) or only in certain subjects (*Fachgebundene Fachhoch-/Hochschulereife*). Certain professional qualifications, e.g. that of a master craftsman, also allow one to participate in tertiary education. Some subjects only admit a certain number of students per semester.

In Schleswig-Holstein there are three universities, the largest of which is in Kiel with eight faculties, each of which encompassing a good number of institutes and departments. There are small universities in Flensburg and Lübeck and eight colleges of applied sciences. There are no universities or *Fachhochschulen* in North Frisia.

It is possible to switch from a college of applied sciences to a university in Schleswig-Holstein if a) one has acquired 90 ECTS points in a BA-course of studies or b) has passed the final BA-examination. The first case allows one only to study certain related subjects at university, in the second case all subjects can be studied at the BA-level, subject to possible restrictions in numbers of admissions. In the latter case it may also be possible to continue in a MA-course if the respective department agrees.

legislation

Tertiary education is governed by the Gesetz über die Hochschulen und das Universitätsklinikum Schleswig-Holstein (Law Concerning the Institutes of Further Education and the University Clinical Centre in Schleswig-Holstein) of 28th February, 2007, last changed on 22nd August 2013. The Landesverordnung über

die Ersten Staatsprüfungen der Lehrkräfte (Decree on the First State Examinations for Teachers) of 22nd January 2008, last changed on 22nd August 2012, states that students studying to become teachers of German at the Universities of Kiel and Flensburg are obliged to take a course in either Frisian or Low German as part of their studies.

For tertiary education Schleswig-Holstein has accepted under Article 8 of the European Charter for Regional or Minority Languages the obligation under paragraph 1, sub-paragraph (e) “to provide facilities for the study of these languages as university and higher education subjects”.

language use

According to the Prüfungsverfahrensordnung (Satzung) der Christian-Albrechts-Universität zu Kiel für Studierende der Bachelor- und Masterstudiengänge (Regulations Concerning Examination Procedures of the Christian-Albrechts-University in Kiel) of 21st February 2008, last changed on 15th November 2012, German is the official language of the University of Kiel. Individual departments may, however, have regulations diverging from this general rule. Thus, for example, in the general context of internationalisation an increasing number of MA-courses are being offered through the medium of English. The same principle applies to the University of Flensburg.

Frisian language and literature can be studied at the University of Kiel as one of two subjects for a Bachelor's Degree (B.A.), a Master's Degree (M.A.) and a Doctorate (Dr. phil.). It is also possible to study Frisian as an *Ergänzungsfach* (supplementary teaching qualification in Frisian Studies for the grammar school). BA-students studying other subjects in the Faculty of Arts and Humanities can take courses in Frisian as part of their obligatory *Profilierungsbereich* (supplementary courses of study).

Research is conducted in the Department of Frisian Studies, including the Nordfriesische Wörterbuchstelle (North Frisian Dictionary Centre), as part of the Institut für Skandinavistik,

Frisistik und Allgemeine Sprachwissenschaft – ISFAS (Institute of Scandinavian Studies, Frisian Studies and General Linguistics) at the University of Kiel, focusing primarily on lexicography, dialectology, grammatical theory, literature and sociolinguistics. There are two full time members of staff responsible for teaching and research. Three language courses are given by externals on an hourly basis.

Frisian can also be studied at the University of Flensburg, but only as part of a course in German Studies. Frisian Studies traditionally have a difficult standing at this university with inadequate resources. Following the retirement of the professor of Frisian Studies in September 1996, the chair was cut. Tuition was then by means of teaching assignments on an hourly basis. By means of compensation an Honorarprofessur für die Geschichte und die geschichtliche Landeskunde Nordfrieslands (honorary professorship for the “History and Historical Regional Studies of North Frisia”) was awarded in 2000. In 2008 an honorary professorship for Frisian Language and Literature was awarded the Director of the Ferring Stiftung (Ferring Foundation) in Alkersum on Föhr. There is also a part-time lecturer with the remit to teach one course and to gain further qualifications. Two language courses are given by an external on an hourly basis. There is a proposal to establish a professorship for Minderheitenforschung, Minderheitenpädagogik und Nordfriesisch (Research on and Pedagogy of Minority Languages and North Frisian) which was advertised in June/July 2014.

Research in Frisian Studies at the University of Flensburg is concentrated primarily on the history of North Frisia and (historical) Frisian philology.

teacher training Teacher training is provided at the Universities of Kiel and Flensburg. At both universities students first take a course of studies leading to a B.A. degree. This is designed to last six semesters (three years) and gives students a general qualification. Prospective teachers then follow a further course of studies for the teaching qualifications required for the school

form they wish to teach in, lasting four semesters (two years) and leading to a Master of Education (M.Ed.) degree.

There then follows an 18 month period of practical training which is divided into two parts: the acquisition of teaching experience in school, and participation in training courses organised by the IQSH. This ends with the *Zweite Staatsprüfung* (second State Examination).

The IQSH has appointed a Studienleiter für Friesisch (Director of Frisian Studies) who is responsible for the training of teachers of Frisian for primary, regional, and community schools. He also offers a course enabling teacher trainees, both with and without a previous qualification in Frisian, to gain a supplementary qualification in Frisian during their practical training.

pre-primary training

Fachschulen Sozialpädagogik (Fachschulen for Social Pedagogy) are responsible for the training of nursery-school teachers. Candidates need the middle school-leaving certificate and to have completed their initial professional training. The course lasts three years. There is such a Fachschule in Niebüll but Frisian is no longer offered there.

primary training

Teacher training in Frisian at the primary level is provided at the University of Flensburg. When the University of Flensburg introduced a new course system in the winter semester 2005/2006 in accordance with the Bologna Declaration of 1999, leading, inter alia, to a Bachelor of Arts (B.A.) in Vermittlungswissenschaften (Science of the Communication and Teaching of Knowledge), students had to study two subjects and take further courses in more general studies. As it was not possible to offer a full course in Frisian Studies, Frisian could only be studied as part of German Studies, encompassing two modules therein. Furthermore, as stated earlier, all students of German are obliged to take a course in Frisian or Low German as one module in their studies. In addition, further classes could be taken as a

supplementary module to acquire proficiency in the Frisian language. This module belonged to the category “general studies” and was open to all students at the university. Thus it was possible to gain 30 credit points (ECTS) when taking the Frisian option within German Studies. It was also possible to write the Bachelor’s thesis on a Frisian topic.

In the winter semester 2013/2014 new structures were introduced, meaning for example that the B.A. in the Science of the Communication and Teaching of Knowledge has now been converted into a B.A. in Bildungswissenschaften (Educational Sciences). These may well make Frisian Studies less attractive for students as in the proscribed modules more hours of teaching are involved than in other comparable modules, e.g. Low German. There are also now fewer courses being offered for Frisian, totalling only 15 credit points.

As Frisian hitherto could not be studied for the degree of M. Ed., the Frisian Department in conjunction with the university’s Zentrum für Wissenschaftliche Weiterbildung (Centre for Advanced Training) introduced a certificate course in the winter semester 2008/2009 which is open to students who have completed their initial B.A. course as well as to teachers seeking further qualifications. The course lasts two years, consists of four modules and qualifies people to teach Frisian in primary, regional and community schools in lower secondary education (Sekundarstufe I). In conjunction with new structures introduced in 2013/2014, students studying for an M.Ed. for primary schools, now have to choose two *Lernbereiche* (areas of study), one of which can be Frisian, and each of which consists of three modules.

secondary training

Teacher training at the secondary level is provided at the Universities of Kiel and Flensburg. In Kiel students are trained for the grammar school. They are required to study two main subjects and Frisian can be chosen as an *Ergänzungsstudium* (supplementary third subject).

In Flensburg students are trained for community schools, special schools and vocational schools. Following the initial B.A. course of studies, they take a M.Ed. course for the respective teaching qualification. They can also take a supplementary qualification with a certificate in Frisian as described above.

A new law for teacher training passed parliament on 10th July 2014 which has as its general aim that all teachers trained for secondary education should be qualified to teach up to the higher school-leaving certificate. Thus the University of Flensburg, which hitherto has been responsible for the training of teachers for lower secondary education, is to be expanded, allowing the training of teachers in 11 subjects in upper secondary education, i.e. both in community schools with an upper school and grammar schools. The law proved highly controversial as it was felt inter alia that parallel structures were unnecessarily being developed which the state could ill afford.

in-service training

Teachers are obliged to participate in in-service training. As, however, this general principle is not at present further defined or quantified, a decree is planned to rectify the issue.

The Frisian teachers meet generally twice a year for in-service training. One aspect of their work here is to prepare the “Tag des Friesischunterrichts” (Day of Frisian Teaching) which takes place approx. every two years.

statistics

There are four state and two private colleges of applied sciences in Schleswig-Holstein providing education for 19,146 students, one academy of fine arts and one conservatory with 575 and 411 students respectively, and three universities with a total of approx. 32,600 students (winter semester 2013/2014). There are no institutes of higher education in North Frisia. As shown above, some provision for Frisian exists in Kiel and Flensburg.

In Kiel 55 students were enrolled in Frisian Studies in the winter semester 2013/2014, but there was also a fair number who

attended courses as Fachergänzung (supplementary courses to their own field of studies). As Frisian Studies cannot be studied as such in Flensburg, it is only possible to quote the number of students who participate in Frisian courses. In the winter semester 2013/2014 this was 71.

7 Adult education

Relatively high unemployment, the demand for greater mobility, a rapidly changing employment market and continuing developments in technology, information and communications systems provide a need for adult education and further training.

structure and language courses

Adult education in Schleswig-Holstein is based upon the Weiterbildungsgesetz Schleswig-Holstein (WBG) (Schleswig-Holstein Law on Further education) of 6th March, 2012 which recognizes the right to adult education and the institutions offering such education. All employees in Schleswig-Holstein are, for example, entitled to up to five days paid leave p.a. to participate in adult education courses.

Adult education is provided by a wide range of institutions including the *Volkshochschulen* (centres of adult education) and the *Kulturring* (cultural associations) although the latter are restricted to the former Duchy of Schleswig. The *Volkshochschulen* are either run by the local municipality or they are private organizations recognized by the state (eingetragener Verein). They are principally financed by the state, the local district, the municipality and by participants' fees. A *Kulturring* is an organization consisting of the various cultural institutions in a municipality or is an independent cultural organisation.

The *Arbeit und Beruf* sector (training sector) offers a wide range of courses (e.g. computers, commerce, languages and social work) with the possibility of gaining further qualifications for one's profession. In the education sector it is possible to gain the school-leaving certificate for intermediate and secondary modern schools (first general and middle school-leaving certificates) as well as acquiring the right to attend a college of applied sciences (*Fachhochschule*).

Another means of adult education are the evening classes at an *Abendgymnasium* (evening grammar school) leading to a higher school-leaving certificate. People who are over the

age of 19 and who have been working for at least three years or who already have a professional qualification, and who have the *Realschulabschluss* (school-leaving certificate for the secondary modern school) or similar can attend evening classes at a grammar school. The courses usually last three, at the most four years and end with an *Abiturprüfung* (examination for the school-leaving certificate for grammar schools). After two years students gain the *Fachhochschulereife* (school-leaving certificate qualifying them to attend a college of applied sciences). There are three schools offering such courses in Flensburg, Kiel and Lübeck. In the school year 2013/2014 there were 315 pupils attending such classes. Frisian is not used in any of the courses.

Frisian courses

Frisian courses are held by Frisian associations, the *Volks-hochschulen*, the Danish *Skoleforening*, and private individuals. In addition to the courses mentioned here, the Friisk Foriining each autumn holds a week's *Friisk Harfsthuchschölj* (Frisian Autumn High School) in which young and old together take part in sundry activities solely through the medium of Frisian.

language use German is generally used in all courses except in language courses where the target language may also be the medium.

statistics In Schleswig-Holstein there are 145 centres of adult education, of which 12 are situated in North Frisia. Some 272,000 people attended a large variety of courses in Schleswig-Holstein in 2012 of whom 13,707 (5%) were enrolled in North Frisia. There are 30 *Kulturringe* in the “Kreis Nordfriesland”.

In the winter of 2013/2014 some 160 people took part in 13 Frisian language courses of which two were run by Frisian associations, eight by *Volkshochschulen*, two by the *Skoleforening*, and one by a private individual.

8 Educational research

Work on Frisian in education is usually either documentary or historical in nature, or has been conducted by students in connection with a thesis. A valuable piece of research was published in 2012 on the attitudes of children (and their parents) taking part in Frisian lessons in a primary school on the mainland with an important tradition of Frisian teaching (Grützmacher, 2012). Further research has been conducted recently in two primary schools on Föhr concerning the acquisition and maintenance of Frisian in school (Hendricks, 2014). There is still a dire need for comprehensive research on Frisian in education as a prerequisite for developing a language planning concept based partly on education.

Despite the lack of scientific research, information can be gained from the minority reports published by the Schleswig-Holsteinische Landtag (Schleswig-Holstein Parliament)⁸ each legislative period as well as from the reports compiled by the Bundesministerium des Innern (Federal Ministry of the Interior) in connection with the European Charter for Regional or Minority Languages and the Framework Convention for the Protection of National Minorities, which are complemented by the reports submitted by the respective Committees of Experts⁹. The Federal Ministry of the Interior allows the language communities concerned to supplement the official state reports with their own statements.

9 Prospects

general comments

With the advent of the Council of Europe's two conventions, viz. the European Charter for Regional or Minority Languages and the Framework Convention for the Protection of National Minorities, a new era of minority politics, and thus of minority languages in education was introduced. Now reports are compiled at regular intervals, allowing a critical appraisal of developments. These reports, together with the surveys published formerly by parliament, and now by the government in Kiel each legislative period, give a general overview of the state of the art. They are, however, more structural and quantitative in nature, describing the working groups and counting the number of pupils participating in Frisian tuition, and say little about more qualitative aspects of education, e.g. the evaluation of teaching. They are also not scientific reports and thus cannot compensate the need for more detailed scientific research in the field, and indeed the need for a regular detailed report on advances made in minority language education, as set out under Article 8 (i) of the European Charter. The reports do, however, have the advantage that minority languages remain on the political agenda.

An analysis of the reports would seem to indicate that little progress is being made with respect to Frisian in education. The Committee of Experts for the European Charter states for example in its last published report (25.05.2011) that the undertakings for pre-school education, secondary education and teacher training are "only partly fulfilled" whereas the undertakings for primary education and the setting up of "a body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages..." are still "not fulfilled". The report also summarises a number of problems with respect to Frisian in education (Council of Europe, 2011).

One major problem facing the North Frisians is the lack of a body versed in the science of language planning, systematically developing and evaluating a concept of language planning for the Frisian language¹⁰. There is no overall concept for Frisian in education, incorporating the results of international research in this field, and embedded in a more general concept of language planning for Frisian as a whole. Nor is there sufficient scientific accompaniment of Frisian in education, as shown by the general dearth of scientific research in this field. The negative effect of cutting the Frisian professorship in Flensburg in 1996 has become only too evident here. There is a preliminary model of language planning, published in 2004, which the Frisian Council still takes as its starting point when it adds its remarks to the reports submitted by the Federal Government with respect to the European Charter and the Framework Convention, but this can only be considered a first step which needs further development, especially as the aspect of qualitative evaluation is lacking. It remains to be seen if the proposed "Action Plan Language Policy" initiates such a body, possibly cooperating with other language groups, which may help break the above-mentioned stalemate.

Some problems which have been identified with respect to Frisian in education are a deficient legal framework and the lack of adequate resources. There is also a lack of continuity in education, the teaching of Frisian being primarily restricted to the primary level, there being little teaching at the secondary level. Similarly, if the proposed "Action Plan Language Policy" is aiming at systematic language acquisition, this concept has to be more clearly defined as the present general practice of 2 hours of Frisian a week is not sufficient to meet this aim.

Further aspects are the general demographic development in society, the closing and merger of schools and the introduction of English in primary education. There is as yet no satisfactory analysis explaining the drop in numbers of pupils taking Frisian classes around 2008.

pre-school

The number of pre-school groups using Frisian has remained relatively constant. There is, however, the lack of a legal framework and resources, and it is difficult to say how long a movement can be sustained without such support. Also little is known about the actual use of Frisian in the groups and the linguistic competence acquired.

primary and secondary education

There is still a lack of qualified Frisian teachers in primary and secondary education. The schools inspectorate argues that there are sufficient teachers to meet the demand but this is open to debate as, for example, the concept of “demand” needs further analysis. Thus the situation of Frisian Studies at the Universities of Kiel and Flensburg will partly determine the future of Frisian in school. There is, however, also a need for an analysis with respect to job prospects for students who gain a qualification in Frisian Studies. As Frisian does not count as a subject in its own right at school, teachers with a qualification in Frisian may be turned away if they do not have the main subjects the respective school needs, even if thereby the school has no personnel qualified in Frisian. Thus a qualification in Frisian is only a subsidiary qualification for employment as a teacher.

A further problem is that Frisian is generally an optional subject and not an integral part of the curriculum in primary school, which also applies to secondary school in the 5th and 6th grades.

vocational and adult education

As has been mentioned above Frisian has been discontinued at the Fachschule in Niebüll in the context of vocational education. There is a need for an analysis as to what extent the care-institution personnel that have been trained in Frisian are now actually employed in Frisian care institutions. Similarly there is a need for an analysis as to why the number of Frisian courses in adult education has dropped this past year (2012/2013 = 22 courses, 2013/2014 = 13 courses).

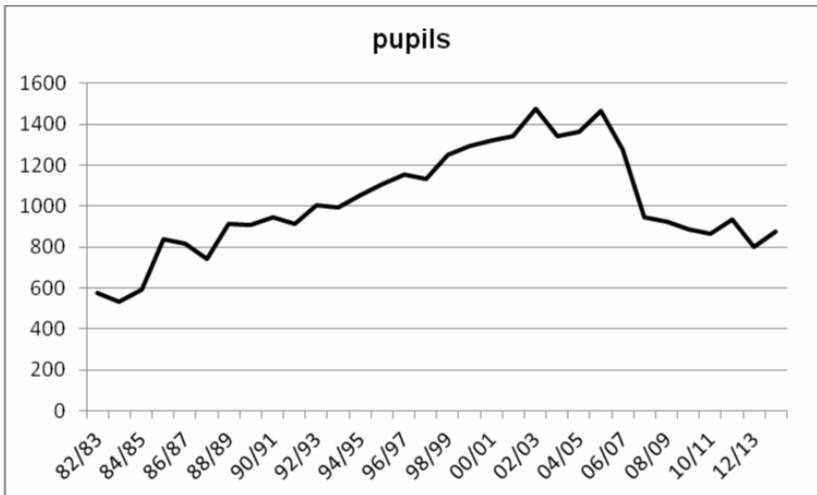
higher education

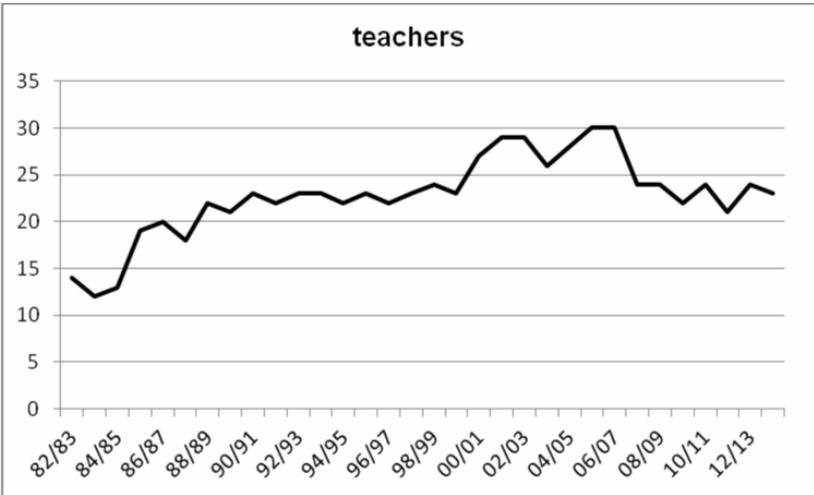
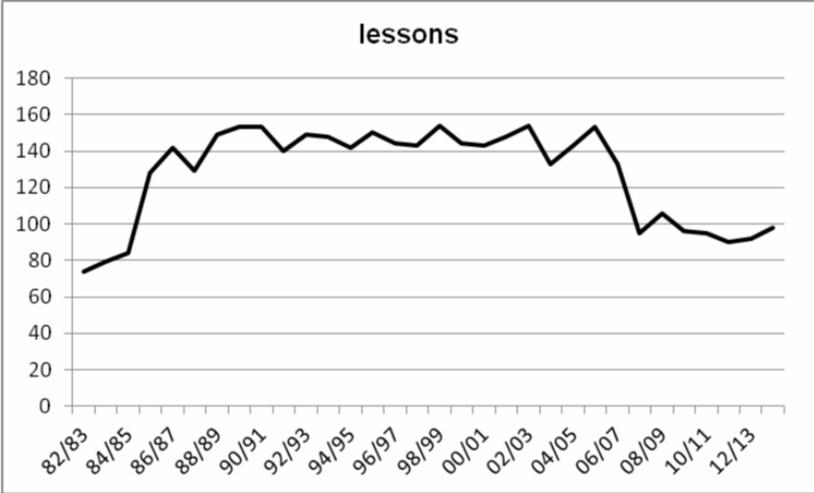
In higher education Frisian Studies are doing well at the University of Kiel, despite limited personnel, but measures need to be taken to ensure the availability of qualified personnel when the present personnel retire. This also applies to the University of Flensburg where it is as yet unknown what effect the proposed new professorship for minority languages and Frisian will have on Frisian Studies. It is also unknown what effect the restructuring of studies in Flensburg will have on the number of students participating in Frisian courses.

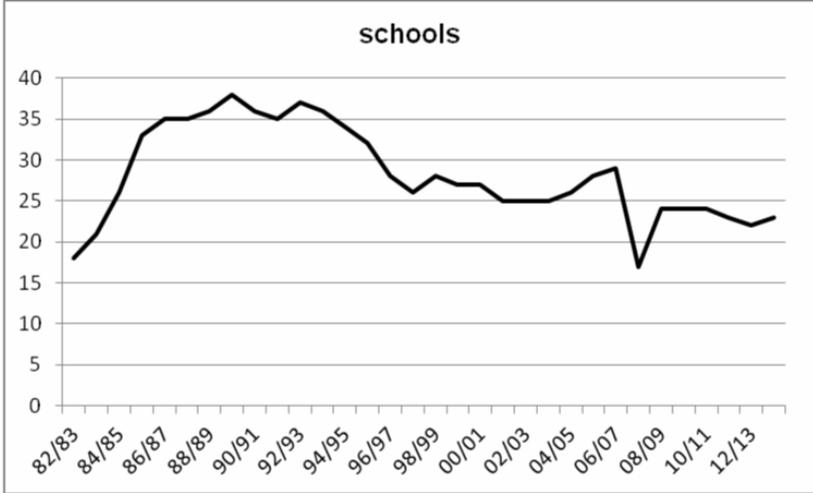
10 Summary statistics

type of education	number of schools in North Frisia	enrolment	number of institutes offering Frisian	number of pupils involved
pre-school	116	5,359	14% (language of communication to varying degree)	200
primary	52	5,957	16 (subject)	757
special	14	408	1 (subject)	21
general secondary	48	11,962	8 (subject)	138
secondary vocational	12 types integrated in 4 larger schools	6,775	0	0
Schleswig-Holstein				
higher colleges	8	20,132		
universities	3	32,677	2	approx. 130

Table 1: Number of schools, enrolment, and offer and uptake of Frisian in North Frisia in 2013/2014 (source: Courtesy of the Ministry of Education and Science, the District of North Frisia and the Technical Consultant for Frisian).







Figures 3-6: The development of Frisian in school (primary up to grammar school) in North Frisia throughout the years: number of pupils, teachers, schools, and lessons (in number of hours per week for all schools combined). (Please note that 1) the statistics for the school 2007/2008 year do not seem to be complete and 2) the number of teachers for the school years 2006/2007 and 2007/2008 have been estimated) (source: Courtesy of the Schools Inspectorate in Husum and the Technical Consultant for Frisian)¹¹.

school type	Grundschule (primary school)	Regionalschule (regional school)	Gemeinschaftsschule (community school)	Gymnasium (grammar school)	Danish schools	total
lessons	70 (71.5%)	6 (6.1%)	2 (2%)	11 (11.2%)	9 (9.2%)	98 (100%)
pupils	711 (81%)	42 (4.8%)	1 (0.1%)	49 (5.6%)	75 (8.5%)	878 (100%)

Table 2: Number of Frisian lessons per week and of pupils attending according to type of school in the school year 2013/2014 (source: Courtesy of the Technical Consultant for Frisian).

Endnotes

- 1 Source: Statistikamt Nord
- 2 Translation by author.
- 3 For the wording of the resolution, see Kreistags-Resolution zum Friesischunterricht, in: Nordfriesland 168 (2009), p. 2.
- 4 See: Struve, V. (2014). Bericht des Ministeriums für Bildung und Wissenschaft (MBW) zur Umsetzung der Sprachencharta im Bereich der Schule "Unterrichtsangebote in den Regional- oder Minderheitensprachen an Schulen Schleswig-Holsteins". Kiel (unpublished).
- 5 Usually the schools run by the Danish minority are called *private Schulen* (private schools). However, the term *Ersatzschulen* (alternative schools) is also used, e.g. in the report "Minderheiten- und Volksgruppenpolitik in Schleswig-Holstein 2000-2005" published by the "Land" Schleswig-Holstein in 2003, p. 53.
- 6 The problem had already been identified in the Second Report on the European Charter (Bundesministerium des Innern, 2003) p. 167.
- 7 The Fachhochschulen refer to themselves as "Universities of Applied Sciences". However, to avoid ambiguity, we refer to them here as "Colleges of Applied Sciences".
- 8 The reports for the legislative periods 2005-2010 and 2009-2012 can be found at: www.schleswig-holstein.de
- 9 Those reports can be found at the website of the Council of Europe: www.coe.int
- 10 cf. Oeter, S. and Walker A. (2006). "The Case of the Federal Republic of Germany." In: Spiliopoulou Åkermark, S., Huss, L., Oeter, S. and Walker A. (Eds.). *International Obligations and National Debates: Minorities around the Baltic Sea*. Mariehamn: Åland Islands Peace Institute, pp. 268f.
- 11 For the exact numbers please see table 3 in the appendix.

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Appendix

schoolyear	82/83	83/84	84/85	85/86	86/87	87/88	88/89	89/90	90/91	91/92	92/93
teachers	14	12	13	19	20	18	22	21	23	22	23
schools	18	21	26	33	35	35	36	38	36	35	37
pupils	574	536	592	839	819	740	912	908	948	912	1003
lessons	74	79	84	128	142	129	149	153	153	140	149

schoolyear	93/94	94/95	95/96	96/97	97/98	98/99	99/00	00/01	01/02	02/03	03/04
teachers	23	22	23	22	23	24	23	27	29	29	26
schools	36	34	32	28	26	28	27	27	25	25	25
pupils	992	1055	1106	1155	1133	1250	1295	1321	1343	1473	1343
lessons	148	142	150	144	143	154	144	143	148	154	133

schoolyear	04/05	05/06	06/07	07/08*	08/09	09/10	10/11	11/12	12/13	13/14
teachers	28	30	30**	24**	24	22	24	21	24	23
schools	26	28	29	17	24	24	24	23	22	23
pupils	1362	1466	1276	946	925	888	863	934	802	878
lessons	143	153	133	95	106	96	95	90	92	98

* The statistics for this school year do not seem to be complete.

** Estimated

Table 3: The development of Frisian in school in North Frisia (source: Courtesy of the Schools Inspectorate in Husum and the Technical Consultant for Frisian).



Other websites on minority languages

- Mercator Research Centre** 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.
- Mercator Network** 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.
- European Commission** <http://ec.europa.eu/languages>
The website of the European Commission gives information about the EU's support for language diversity.
- 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>
Eurydice is the information network on education in Europe. The site 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.

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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) 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.

Available in this series:

Albanian; the Albanian language in education in Italy
Asturian; the Asturian language in education in Spain (2nd ed.)
Basque; the Basque language in education in France (2nd ed.)
Basque; the Basque language in education in Spain (2nd ed.)
Breton; the Breton language in education in France (2nd ed.)
Catalan; the Catalan language in education in France
Catalan; the Catalan language in education in Spain (2nd ed.)
Cornish; the Cornish language in education in the UK
Corsican; the Corsican language in education in France (2nd ed.)
Croatian; the Croatian language in education in Austria
Frisian; the Frisian language in education in the Netherlands (4th ed.)
Friulian; the Friulian language in education in Italy
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Lithuanian; the Lithuanian language in education in Poland
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Meänkieli and Sweden Finnish; the Finnic languages in education in Sweden
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