



hosted by FRYSKÉ  AKADEMY

SLOVENE

The Slovene language in education in Italy

| 3rd Edition |

| Regional dossiers series |

This document was published by the Mercator European Research Centre on Multilingualism and Language Learning with financial support from the Fryske Akademy and the Province of Fryslân.

© **Mercator European Research Centre on Multilingualism and Language Learning, 2020**

ISSN: 1570 – 1239
3rd edition

The contents of this dossier may be reproduced in print, except for commercial purposes, provided that the extract is preceded by a complete reference to the Mercator European Research Centre on Multilingualism and Language Learning.

This Regional dossier was edited by Norina Bogatec, SLORI - Slovenski raziskovalni inštitut (Slovene research institute). Maria Bidovec, Norina Bogatec, Matejka Grgič, Miran Košuta, Maja Mezgec, Tomaž Simčič and Pavel Slamič updated the previous dossier in 2004. Unless otherwise stated academic data refer to the 2017/2018 school year.

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

Anna Fardau Schukking has been responsible for the publication of this Mercator Regional dossier.

Contents

| | |
|---|----|
| Glossary | 2 |
| Foreword | 3 |
| 1 Introduction..... | 5 |
| 2 Pre-school education..... | 21 |
| 3 Primary education | 23 |
| 4 Secondary education..... | 25 |
| 5 Vocational education | 28 |
| 6 Higher education | 29 |
| 7 Adult education..... | 33 |
| 8 Educational research..... | 34 |
| 9 Prospects..... | 36 |
| 10 Summary statistics | 39 |
| Education system in Italy..... | 41 |
| References and further reading..... | 42 |
| Addresses | 47 |
| Other websites on minority languages | 50 |
| What can the Mercator Research Centre offer you?..... | 52 |
| Available in this series | 54 |

Glossary

| | |
|-------------------|--|
| FVG | Region of Friuli-Venezia Giulia (Furlanija - Julijska krajina) |
| RSO of FVG | Regional School Office of Friuli-Venezia Giulia |
| Slov.I.K | Slovene Educational Consortium (Slovenski Izobraževalni Konzorcij) |
| DISU | Department of Humanities (Dipartimento di Studi Umanistici) |
| IUSLIT | Department of Law, Language, Translation, and Interpretation (Dipartimento di Scienze Giuridiche, del Linguaggio, dell'Interprezione e della Traduzione) |
| SLORI | Slovene research institute (Slovenski Raziskovalni Inštitut) |

Foreword

background Regional and minority languages are languages that differ from the official state language. The Mercator Research Centre on Multilingualism and Language Learning uses the definition for these languages defined by the European Charter for Regional or Minority Languages (ECRML):

“Regional and minority languages are languages traditionally used within a given territory of a state by nationals of that state who form a group numerically smaller than the rest of the state’s population; they are different from the official language(s) of that state, and they include neither dialects of the official language(s) of the state nor the languages of migrants”. The Mercator Research Centre aims at the acquisition, application and circulation of knowledge about these regional and minority languages in education. An important means to achieve this goal is the Regional dossiers series: documents that provide the most essential features of the education system of regions with a lesser used regional or minority language.

3

aim The aim of the Regional dossiers series is to provide a concise description of minority languages in education, mainly in Europe but also in other parts of the world. 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. Because of this fixed structure the dossiers in the series are easy to compare.

target group The dossiers serve several purposes and are relevant for policymakers, researchers, teachers, students and journalists who wish to explore developments in minority language schooling in Europe. They can also serve as a first orientation towards further research, or function as a source of ideas for improving educational provisions.

link with Eurydice The format of the Regional dossiers follows the format of Eurydice – the information network on education in Europe – in order to link the regional descriptions with those of national education systems. Eurydice provides information on the administration and structure of national education systems in the member states of the European Union.

contents Every Regional dossier begins with an introduction about the region concerned, followed by six sections that each deal with a specific level of the education system (e.g. primary education). Sections eight and nine cover the main lines of research into education of the concerned minority language, the prospects for the minority language in general and for education in particular. The tenth section gives a summary of statistics. Lists of regulations, publications and useful addresses concerning the minority language, are given at the end of the dossier.

1 Introduction

language

Slovene is a fully developed and functionally diverse modern South Slavic language, geographically situated at the meeting point of the Slavic, Romance, Germanic and Finno-Ugric language groups. It is the official state language of the Republic of Slovenia and one of the official languages of the European Union. It is currently spoken as the mother tongue by about 2,200,000 people living in the Republic of Slovenia, and also by a significant number of people (about 500,000) living in border areas of neighbouring countries and around the world (Kalin Golob, Komac, & Logar, 2007; Jerneja Čuk, 2015).

Slovene is an Indo-European language with a highly developed inflexion (the dual has been preserved). In relation to most other Slavic languages, it has several phonetic, morphological and lexical particularities. Grammatical, lexical and orthographic codification of standard Slovene has a rich legacy reaching back into the 16th century (the first Slovene book was printed in 1550). In November 2001, the Slovene Academy of Sciences and Arts published the newest Slovene grammar, containing over 130,000 words. This is the sixth grammar so far and the first since Slovenia's declaration of independence in 1991. In the new state of Slovenia, the Slovene language was immediately adopted by the military, governmental institutions and customs authorities, while its use is continuously expanding into areas opening up on account of the latest social and technological developments (Kalin Golob, Komac & Logar, 2007; Dular, 2002). In fact, the interest in Slovene as a foreign language has been growing. It is taught in Ljubljana and at almost 60 universities throughout the world (Centre for Slovene as a Second and Foreign Language, 2015).

Despite the small size of the Slovene linguistic area and a limited number of Slovene speakers, dialectologists have defined a total of 46 clearly distinguishable dialects, belonging to seven major dialect groups, namely: the Gorenjska (Upper Carniolan), Dolenjska (Lower Carniolan), Štajerska (Styrian), Panonska (Pannonian), Koroška (Carinthian), Primorska (Littoral) and Rovte dialect groups (Škofic, 2011, p. 11).

In the Slovene settlement area in Italy, in the region of Friuli-Venezia Giulia (Furlanija - Julijska krajina, hereafter: FVG), the Slovene language is spoken in its standard and dialect varieties. Dialects are divided into individual groups: the dialects of Zilje, Resia, Torre Valley, Natisone Valley, Brda and Kras (Škofic, 2011, p. 11). Educational activities take place in standard Slovene, except for the territory of Friulian Slavia, where the local dialect is used as well. In daily life, standard language and dialects are used. Thus, in Friulian Slavia, standard Italian, standard Slovene and the Slovene dialects are all used as the languages of instruction.

population

Slovenes living in the FVG region in Italy (see figures 1, 2 and 3) are one of the Slovene autochthonous minorities living outside Slovenia. The other Slovene minorities live in Austria, Hungary and Croatia.

6

The first members of the Slovene minority in Italy were the 35,000 inhabitants of Friulian Slavia (Beneška Slovenija), a territory on the border with Slovenia now belonging to the province of Udine. The population of this area decided to join Italy in the plebiscite of 1866. The division of the Slovene national community between the Austro-Hungarian Monarchy and the Kingdom of Italy was clearly reflected in the different attitudes the two states held towards language policy related to their respective school systems: while, due to the multinational nature of its empire, the Austro-Hungarian administration was more receptive to other languages and agreed to establish Slovene-language schools, the nationalist orientation of the Kingdom of Italy was directed towards the assimilation of the members of their minority communities.

After World War I, Italy was allocated Trieste and Gorizia along with their hinterland, which also included a part of the present Republic of Slovenia and Val Canale (Kanalska dolina), the northernmost part of the present province of Udine near the borders of Italy, Slovenia and Austria. Soon after the end of the war, the Italian authorities started a denationalisation policy, which became systematic and cruel after the establishment

of the Fascist regime. After World War II, Gorizia and Trieste became part of Italy, while their hinterland became part of the Socialist Federal Republic of Yugoslavia.

Today, the Slovenes in Italy live in the cities of Trieste and Gorizia, but their presence is very strong in the surrounding municipalities of S. Dorligo della Valle/Dolina, Monrupino/Repentabor, Sgonico/Zgonik, Doberdò del Lago/Doberdob, Savogna d'Isonzo/Sovodnje ob Soči and San Floriano del Collio/Števerjan. In the province of Udine, Slovenes mainly live in Valli del Natisone (Nediške doline), Valli del Torre (Terske doline), Resia (Rezija) and Val Canale.

It was not until the adoption of the *Norme a tutela della minoranza linguistica slovena della regione Friuli Venezia Giulia* (Regulations on the Protection of the Slovene Linguistic Minority in the Region of Friuli-Venezia Giulia; hereafter: Protection Law) that the Italian state fully recognised the presence of the Slovene minority in the province of Udine. The lack of recognition had created adverse consequences for the use of the Slovene language in general and for the field of education in particular.

There is no official record regarding the size of the Slovene community in Italy and the exact geographic coverage of the Slovene language. According to the latest surveys, the number of Slovenes living in Italy is estimated between 65,000 and 85,000, taking into account the “self-declared” Slovenes and those who have declared Slovene their mother tongue. The data clearly show a considerable decline of the population of the Slovene national community in Italy over a period of just one century (Bufon, 2017, p. 90; Jagodic, 2017, p. 45).

The Slovenes in Italy are a very dynamic community and are actively engaged in all social fields: culture, sports, economy, religion, mass media and politics. Already in the period of the Habsburg Empire, the Slovenes in the territory of Trieste and Gorizia were well organised. With the strengthening of their

economy, social differences between the Slovenes and the Italians were slowly disappearing; moreover, the financing of minority cultural and political activities along with the creation of new jobs in the Slovene-speaking environment helped them avoid assimilation. However, the fascist authorities put an end to all these activities. After World War II, the Slovene minority, with Yugoslav assistance, was once again able to establish a firm economic basis. The Slovenes in Italy have been particularly successful in the field of handicrafts, catering, trade and banking. In rural areas, agriculture is still very much alive today, especially in the province of Gorizia. Because of a strong presence of commercial activities on the Italian-Slovene border, in particular after Slovenia's accession to the EU, proficiency in both languages represents a great advantage for the Slovenes in Italy (Bogatec & Vidau, 2017).



Figure 1. Region of Friuli Venezia Giulia (indicated in red). From copyright Wikimedia Commons, user: TUBS, 2011

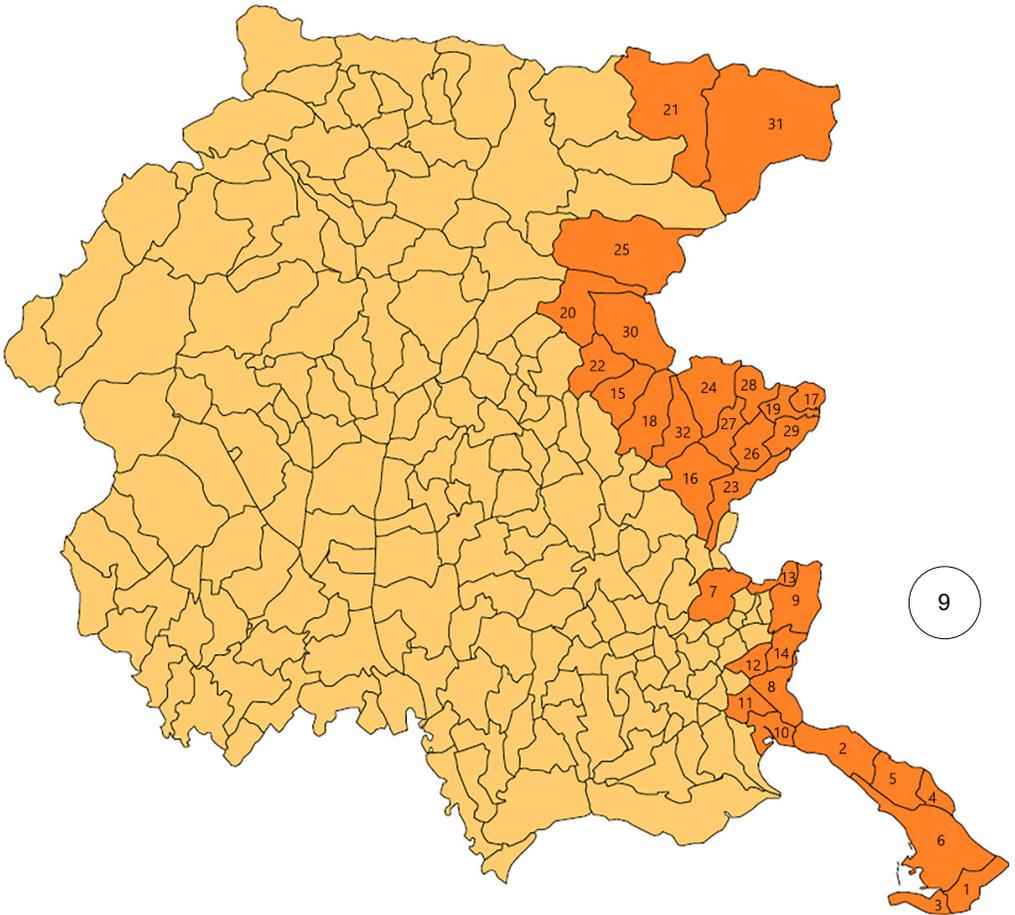


Figure 2. Municipalities comprising the Slovene settlement area in the region of FVG as defined by the Protection Law. The numbers in this figure correspond with the numbers of the municipalities mentioned in Figure 3. From Regione Autonoma Friuli Venezia Giulia, 2017, p. 313. Adapted by Anna Fardau Schukking.

| Italian name | | Slovene name |
|----------------------------|----|----------------------|
| PROVINCE OF TRIESTE | | |
| S. Dorligo della Valle | 1 | Dolina |
| Duino-Aurisina | 2 | Devin-Nabrežina |
| Muggia | 3 | Milje |
| Rupingrande | 4 | Repentabor |
| Sgonico | 5 | Zgonik |
| Trieste | 6 | Trst |
| PROVINCE OF GORIZIA | | |
| Cormons | 7 | Krmin |
| Doberdò del Lago | 8 | Doberdob |
| Gorizia | 9 | Gorica |
| Monfalcone | 10 | Tržič |
| Ronchi dei Legionari | 11 | Ronke |
| Sagrado | 12 | Zagraj |
| San Floriano del Collio | 13 | Števerjan |
| Savogna d'Isonzo | 14 | Sovodnje |
| PROVINCE OF UDINE | | |
| Attimis | 15 | Ahten |
| Cividale | 16 | Čedad |
| Drenchia | 17 | Dreka |
| Faedis | 18 | Fojda |
| Grimacco | 19 | Grmek |
| Lusevera | 20 | Bardo |
| Malborghetto – Valbruna | 21 | Naborjet - Ovčja Vas |
| Nimis | 22 | Neme |
| Prepotto | 23 | Praprotno |
| Pulfero | 24 | Podbonesec |
| Resia | 25 | Rezija |
| San Leonardo | 26 | Šentlenart |
| San Pietro al Natisone | 27 | Špeter |
| Savogna | 28 | Sovodnje |
| Stregna | 29 | Srednje |
| Taipana | 30 | Tipana |
| Tarvisio | 31 | Trbiž |
| Torreano | 32 | Tavorjana |

Figure 3. The names of municipalities comprising the Slovene area of settlement in the region of FVG as defined by the Protection Law. From Regione Autonoma Friuli Venezia Giulia, 2017, p. 312.

language status The right to use Slovene in public in the territory settled by the Slovene minority has been more or less fully regulated with the *Norme in materia di tutela delle minoranze linguistiche storiche* (Regulations on the Protection of Historical Linguistic Minorities; hereafter: Law of HLM) of 1999 and especially with the Protection Law of 2001. The right to use Slovene in public is regulated by articles 7, 8, 9 and 10 in the Law of HLM.

The Protection Law deals with the use of the Slovene language in articles 8, 9 and 10 (respectively concerning regulating the use of the Slovene language in public administration, elected bodies, and public education and toponymy). These articles also regulate the right of individuals to use Slovene publicly in their communication with public officials (who must use the same language), the use of Slovene in joint or collective bodies, in elected assemblies, and in so-called “visual bilingualism.” The administrations concerned, including state administration, should implement all the necessary measures to efficiently exercise the right to use the minority language in the minority’s traditional settlement area (including the provinces of Trieste, Gorizia and Udine). This means, for example, employment of qualified personnel and adjustment of the internal organisation of administrative offices to this effect. In the city centres of Trieste, Gorizia and Cividale del Friuli (Čedad), each administration concerned is to establish an office, in the form of a consortium, intended for the citizens. This is even for those who do not reside in the territory included in the Slovene minority’s traditional settlement area, which is in conformity with the stipulations of the Protection Law. The aim of the latter is to facilitate the implementation of the rights stipulated by article 8 of the Protection Law, meaning that these offices should make it possible to implement minority rights in daily life.

Subsequent decisions defined the geographical scope of such legal provisions. The Presidential Decree of 12 September 2007 approved the “list of Friuli-Venezia Giulia municipalities where protection measures for the Slovene minority apply under article 4 of Law No. 38 of 23 February 2001”, stating the

names of the municipalities (or hamlets) included in the area where the Slovene minority has always been present. Within the wide geographical scope defined by the above-mentioned Presidential Decree, later decrees by the President of the Regional Government of FVG - Regional Presidential Decrees Nos. 346/2008, 362/2008, 300/2009, 70/2012 and 71/2012 - identified a smaller geographical area where the so-called “visual bilingualism” is applied (article 10 of the Protection Law).

In 2007, the Region of FVG adopted the *Norme regionali per la tutela della minoranza linguistica Slovena* (Regional Law Governing the Protection of the Slovene Linguistic Minority; hereafter: Regional Law of SLM). Chapter III of this law (articles 11-13) governs the right to use Slovene in correspondence with the regional administration. This law addresses the need for the correct spelling of Slovene names and surnames and acknowledges the right of companies and associations to use Slovene in their public signs and communication.

Chapter V of the Regional Law of SLM outlines the financial tools ensuring the use of Slovene in public administration of the Region of FVG. The Articles 19 (“Annual state contributions for the use of Slovene in the public administration”) and 19-bis (“Slovene Central Office”) define criteria and arrangements for the allocation of available resources. Such resources shall be allocated to the regional administration, intermunicipal local unions, public administrations and public service providers in the traditional settlement areas of the Slovene minority.

Specific attention must be paid to the provisions of Article 19-bis of the Regional Law of SLM, as it provides for the establishment of the Slovene Central Office, which is in charge of managing and coordinating activities related to the use of Slovene in public administration. A qualified person with the required language skills, who acts independently and who is assisted by internal staff, leads the Office. The Slovene Central Office collaborates with other regional organisations and is supported by an in-house IT company called Insiel S.p.A. The Slovene Central Office shall ensure the creation

and management of an IT portal on the use of Slovene in public administration and provide interpreting services and language training to staff who use Slovene within the regional administration and regional local authorities.

Article 2, paragraph 3 of the Regional Law of SLM provides another important legal provision, which interpretation and implementation has proven to be difficult and implied heated disputes. According to this article, the provisions of the Regional Law of SLM - focusing, among other things, on the public use of Slovene - should also be applied in the Resia Valley and should concern the dialects of Natisone, Torre and Canale Valleys.

Until the adoption of the provisions implementing Article 8 of Protection Law on the use of Slovene in public, the previous measures adopted on this topic apply (i.e. Article 8, paragraph 7 of the Protection Law, 2001). In any case, without prejudice to the arrangements laid down by this Law, reference should still be made to the protection measures implementing the Special Statute contained in the Memorandum of Understanding of London on the 5th of October 1954 (hereafter: London Memorandum). As recalled by Article 8 of the Treaty between the Italian Republic and the Socialist Federal Republic of Yugoslavia, which was ratified - together with the agreement between the Parties - in Osimo (Ancona) on 10 November 1975 under Law *Ratifica ed esecuzione del trattato tra la Repubblica italiana e la Repubblica socialista federativa di Jugoslavia, con allegati, nonché dell'accordo tra le stesse Parti, con allegati, dell'atto finale e dello scambio di note, firmati ad Osimo (Ancona) il 10 novembre 1975* (1977) (Ratification and implementation of the Treaty between the Italian Republic and the Socialist federal Republic of Yugoslavia, with annexes, and of the agreement between the same Parties, with annexes, of the final deed and exchange of notes signed in Osimo [Ancona] on 10 November 1975) (Article 28, paragraph 1 of the Protection Law, 2001).

As stated by Article 28 of the Protection Law ("Final Provisions"), no legal provision can be interpreted in such a way as to jeopardise the Slovene minority rights (and the public use of Slovene) that were enjoyed under previous legal provisions.

In the province of Trieste, measures to guarantee the right to use Slovene in public include an executive order, even though of a modest and administrative nature, sanctioned by the stipulations of the London Memorandum (providing for a limited number of bilingual signs and posters in Slovene).

More freedom to exercise the right to use Slovene in public has been granted by judicial orders. In this context, we should mention the activities of the Regional Administrative Court of the Region of FVG, which ruled in favour of minority rights more than once (e.g., Decision RAC of FVG No. 789 of 15 November 1997, acknowledging the complaint of the Association *Zveza slovenskih kulturnih društev* [Association of Slovene Cultural Societies] regarding the alleged “impossibility of distributing the contributions because the application was not written in the Italian language”) and in particular the ruling of the Constitutional Court, which, after its initial restrictive interpretations of the 1960's, adopted a more favourable position towards granting rights to the Slovene minority. This is demonstrated in its ruling No. 28 of 11 February 1982, which defined the Slovene minority in the province of Trieste as a recognised minority fully entitled to minimum protection of the right to use the Slovene language. This led to Article 109 of the new Criminal Code incorporating the content of the Constitutional Court ruling No. 28/1982 (other significant rulings of the Constitutional Court in connection to the right to use a given language in court are Decisions No. 62, 24 February 1992, and No. 15, 29 January 1996) (cf Ozbič, 1999).

Among the regional laws on the public use of Slovene, an important role is played by the rules resulting from the provisions of Article 42 of Regional Law *Norme in materia di personale regionale e di organizzazione degli uffici dell'Amministrazione regionale* (Rules on the regional staff and organisation of Regional Administration offices) of 1997, whereby specific instruments should be used to ensure members of different language groups the right to use their language in their correspondence with the regional administration and the Regional Council.

**status of
language
education**

Specific legislation regulating the Slovene minority schools in Italy is twofold: 1) international agreements and 2) internal regulations. Among the international agreements, special mention should be made of the London Memorandum of 1954, providing for a Slovene school network in the province of Trieste which cannot be reduced or altered without the consent of the Socialist Federal Republic of Yugoslavia or Slovenia, and the Osimo Treaty of 1975, entrenching the acquired rights of the Slovene minority. In order to enhance the mentioned agreements, many agreements on cultural cooperation have also been concluded. They include several stipulations, which concern the operation of Slovene schools in Italy, particularly teacher training and the introduction of textbooks. This framework also contains the provision of an education counsellor for Slovene schools in Italy as a liaison between the minority school system and the school system of the Republic of Slovenia.

The Slovene school in Italy (like the Italian school in Slovenia) is very important for the relations between the two neighbouring countries since it is the main educational institution of an ethnic community. On the basis of the existing agreements, part of the responsibility for the Slovene school in Italy belongs to the Republic of Slovenia.

Among the national laws, only the *Disciplina delle istituzioni scolastiche nella provincia di Gorizia e nel Territorio di Trieste* (1961) (Regulation of educational institutions in the province of Gorizia and the territory of Trieste) and *Modificazioni e integrazioni della legge 19 luglio 1961, n. 1012, riguardante l'istituzione di scuole con lingua di insegnamento slovena nelle province di Trieste e Gorizia* (1973) (Amendments and additions to Law No. 1012 of 19 July 1961, relating to the establishment of schools with Slovene as the language of instruction in the provinces of Trieste and Gorizia, hereafter: Law of Slovene schools) refer specifically to Slovene schools. The former guarantees the right to education in the mother tongue in the provinces of Trieste and Gorizia, and the latter provides an outline of the administrative structure, designed to regulate the operation

of Slovene schools in Italy. Also important is the *Revisione della disciplina del reclutamento del personale docente della scuola materna, elementare, secondaria ed artistica, ristrutturazione degli organici, adozione di misure idonee ad evitare la formazione di precariato e sistemazione del personale precario esistente* (1982) Law (Corrections for hiring teaching staff for kindergartens, elementary, secondary and art schools, staff restructuring, use of proper measures to avoid temporary hiring and regulation of the status of staff already employed on a temporary basis), which stipulates that the proficiency examination for teachers in Slovene schools must be conducted in the Slovene language. The Decree by the President of the Republic *Regolamento recante norme per il dimensionamento ottimale delle istituzioni scolastiche e per la determinazione degli organici funzionali dei singoli istituti, a norma dell'articolo 21 della legge 15 marzo 1997, n. 59* (1998) (Regulations containing rules on optimal scoping of educational institutions and on determining the functional bodies of each institution in compliance with article 21 of Law No. 59 of 15 March 1997), according to which the Slovene schools may achieve administrative and educational autonomy, even if they do not attain the nation-wide enrolment standards, is also of importance. The Protection Law confirms the stated provisions and introduces certain novelties at the level of the administrative structure and the use of the Slovene language. Ministerial Decree No. 809 of 8 October 2015 contains provisions on the adaptation of the content of Law *Riforma del sistema nazionale di istruzione e formazione e delega per il riordino delle disposizioni legislative vigenti* (2015) (Reform of the national education and training system and reorganisation of the provisions laid down by law) with regard to the specific needs of the Slovene school.

**education
system**

The schools in Italy with Slovene as the language of instruction constitute an integral part of the Italian school system and function under the same rules that apply to state schools of the majority population. There are two school cycles, namely the primary (ages 3 - 11) and the secondary cycle (ages 11 - 19). The primary cycle is further subdivided into kindergarten (ages 3 - 6) and primary school (ages 6 - 11), and the secondary cycle

is divided into lower secondary school (ages 11 - 14) and upper secondary school (ages 14 - 19).

School is compulsory for a period of ten years, namely from ages 6 – 16. Education may take place in state schools, through accredited vocational training courses administered by the region, or through homeschooling. State examinations take place at the end of the lower secondary school (at the age of 14) and upper secondary school (at the age of 19).

The primary cycle and lower secondary schools are the same for all pupils, while upper secondary schools are divided into lyceums and technical and vocational institutes. A state examination is taken upon the completion of all upper secondary schools and allows access to any university or higher education institution.

private and public

Considering the number of their users, private schools do not play a significant role in the Italian school system. This holds true for the Slovene minority in the region of FVG as well.

bilingual education forms

Slovene schools differ from Italian schools in terms of the language of instruction (Slovene) and the curriculum (in addition to the mother tongue, the local language - Italian - is also taught). All other elements, including learning and teaching objectives, programmes and contents are in full conformity, with the necessary adaptations and additions, with the applicable national programmes. Report cards and diplomas issued by schools with Slovene as the language of instruction are legally valid throughout the country.

The provinces of Trieste and Gorizia have schools with Slovene as the language of instruction of all kinds and levels, ranging from pre-primary schools to upper secondary schools. Pre-schools, primary schools and lower secondary schools can be grouped – based on location – into comprehensive (multilevel) schools. In the province of Trieste, there are five comprehensive schools and four autonomous upper secondary schools, of which two are lyceums. One of the lyceums is specialising in classical studies, science and language, and the other into humanities. Also, there are two technical institutes in Trieste; there is an institute for finance, administration, marketing and building

surveyors. The other institute is for electronics, mechatronics and chemistry-biology. In the province of Gorizia, there are two comprehensive schools and two autonomous upper secondary school centres. One is specialising in humanities (classical studies, science and humanities) and the other in technical studies (finance, administration and marketing, tourism and informatics).

Those who have completed compulsory education can continue their schooling through vocational training courses.

There are no bilingual schools in the provinces of Gorizia and Trieste. Since the introduction of compulsory education at the end of the 18th century under the Austrian Empress Maria Theresa, two parallel networks have been developed in these two provinces, namely a school network with Italian as the language of instruction and a school network with Slovene as the language of instruction. And even today, schools in these two provinces are still being developed on the basis of this deeply entrenched tradition.

For every level of schooling, there are schools with either Italian or Slovene as the language of instruction. Although, in the city centres of Gorizia and Trieste, due to a gradual decline of the level of Slovene-language proficiency, educators and teachers in Slovene pre-primary and primary schools also use Italian as an auxiliary introductory language. For various reasons, some Slovene-speaking and linguistically mixed families enrol their children in Italian schools, where they do not offer Slovene language teaching.

The situation is different in Friulian Slavia. In this region, the Slovene population lived for centuries under the rule of the Aquileum Patriarch and the Venetian Republic, and in 1866 the region was annexed to the Kingdom of Italy. Until recently, the presence of Slovenes had not been acknowledged in the region of Friulian Slavia and, consequently, no Slovene-language schools had been established in this area. Thus, for long decades, the linguistic culture and national consciousness of the Friulian Slavia Slovenes remained at the level of affiliation with

the local dialect and the regional affiliation. For these reasons, the ties of the population of this area with the main body of the Slovene nation, which is an essential characteristic of the Slovene minority of the provinces of Trieste and Gorizia, were very weak. Consequently the people of Friulian Slavia, with the support of the entire Slovene minority in Italy, decided to establish a private bilingual pre-school (1984/1985) and a primary school (1986/1987) at San Pietro al Natisone (Špeter), where Italian and Slovene are the two languages of instruction on an equal footing (according to the didactic model of “one person - one language”), while language education stems from the local dialect. Since its modest beginnings, the school has progressed over the years and in the 1997/1998 academic year attained the recognition of “equivalency.” In 2001, pursuant to the Protection Law, the school was nationalised. In September 2007, the newly established lower secondary school joined the existing pre-primary school and primary school, thus forming a comprehensive (multilevel) school with bilingual Slovene-Italian instructions. Today the school caters to nearly half of the school population of the area of Valli del Natisone. This bilingual school is currently (July 2018) the only school with bilingual Slovene-Italian instruction in the province of Udine. There is a keen interest to implement such a bilingual setup in Valli del Torre (Lusevera [Bardo], Taipana [Tipana]) and Val Canale (Ugovizza [Ukve], Camporosso [Žabnice], Tarvisio [Trbiž]) as well, but a systemic solution has yet to be negotiated.

administration Despite the fact that both the Allied Military Government (1945-1954) and later also the Italian school administration for the management of Slovene schools employed Slovene advisors and officials, schools with Slovene as the language of instruction did not enjoy any administrative autonomy in the early post-war period. Although the Law of Slovene schools (1973) officially awarded a certain number of Slovene employees to the school administrations of Trieste and Gorizia, the situation essentially remained the same, since Slovene personnel was not given any power in the decision-making process regarding Slovene schools. Since 1974, Slovene teachers have had a guaranteed representation in the National Committee for Education (since

2015 the Higher Council for Education) in Rome. The Protection Law, which established an independent Office for Slovene Schools at the Regional School Office of Friuli-Venezia Giulia (hereafter: RSO of FVG), represented a step forward compared to the situation of 1973. Between 2002 and 2013, the Office for Slovene Schools was operating based on temporary staff, but at the end of 2013, it employed its administrative staff and a chief administrator through a public call. The Protection Law also enabled the establishment of a provincial assembly body that represents Slovene schools in FVG, reflecting on issues related to the Slovene schools.

inspection

The Italian school system appoints supervisors who are legally responsible for conducting school inspections. Slovene schools have legally guaranteed supervisors for each individual school level, but currently (June 2019), the Slovene schools have no supervisor and wait for a public call, which provides them with a supervisor.

**support
structure**

The decision to enrol a child in a Slovene school is up to the family. But where it was rather self-evident for a Slovene family to enrol their child into a Slovene school in the past, in linguistically mixed families this choice is often more difficult. Only in recent decades, the state has begun to pay attention to the preservation of minority languages in the region of FVG. Initiatives for the introduction of Slovene as an optional subject have also begun to multiply in schools with Italian as the language of instruction. In Slovene schools in Italy, Slovene textbooks are needed; some of them are imported from the Republic of Slovenia, others are written or translated for the needs of the Slovene school in Italy. In this case, there are legally recognised subsidies allocated for the writing or translation of textbooks, for which the RSO of FVG, based in Trieste, is responsible.

Additional facilities dedicated to the Slovene youth, such as student hostels, sports and recreational centres and cultural associations, are managed by private minority institutions and are partly financed through public contributions.

2 Pre-school education

| | |
|--------------------------|--|
| target group | Pre-school education in Italy is intended for children aged 3 - 6 years. Pre-school education is not compulsory. In public sector pre-schools, attendance is free of charge. Non-state pre-schools receive subsidies from the state and the regions. |
| structure | The Ministry of Education is responsible for pre-school education in Italy. The general curriculum guidelines are stipulated by law and adapted and implemented by teachers and principals. The aim of pre-school education is to develop five fields of experience: (1) the self and others, (2) images, sounds and colours, (3) speech and words, (4) body and movement, and (5) knowledge of the world (Eurydice, 2018). |
| legislation | The 'National guidelines for the curriculum of pre-primary education for the first cycle of education' apply to pre-school education (Ministerial Decree of 16 November 2012, no. 254). |
| language use | The languages of instruction are Slovene and Italian in the province of Udine, and Slovene in the provinces of Trieste and Gorizia. |
| teaching material | The teaching materials are purchased by the school with funds provided by Regional Law Norme regionali in materia di diritto allo studio (1980) (Regional rules on the right to education) and the Istituzione del Fondo per l'arricchimento e l'ampliamento dell'offerta formativa e per gli interventi perequativi Law (1997) (Establishment of the Fund to enrich and extend the training offer and for equalisation measures); teaching materials are also provided by the Ministry of Education, Science and Sport of the Republic of Slovenia. |
| statistics | Table 1 gives an overview of the number of pupils and teachers who are involved in Slovene or bilingual pre-school education in the region of FVG. |

Table 1: The number of children and teachers in Slovene or bilingual pre-schools in the FVG region in the school year 2017/2018.

| Province of Trieste | | |
|---|------------|-----------|
| comprehensive school in S. Giacomo (Sv. Jakob) | 46 | 8 |
| »Vladimir Bartol« comprehensive school in S. Giovanni (Sv. Ivan) | 45 | 4 |
| comprehensive school in Villa Opicina/Opčine | 146 | 16 |
| comprehensive school in Aurisina/Nabrežina | 78 | 8 |
| »J. Pangerc« comprehensive school in Dolina | 120 | 12 |
| Total | 435 | 48 |
| Province of Gorizia | | |
| comprehensive school in Gorizia | 215 | 20 |
| comprehensive school in Doberdò del Lago/Doberdob | 167 | 16 |
| Total | 382 | 36 |
| Province of Udine | | |
| »P. Petričič« bilingual comprehensive school in S. Pietro al Natisone | 75 | 8 |
| Total | 75 | 8 |

Note. Data from the RSO of FVG, 2018.

3 Primary education

| | |
|---------------------------|---|
| target group | Primary education in Italy is compulsory and intended for children aged 6 - 11 years. |
| structure | <p>The State, together with the regional, provincial and local administrations, is responsible for the provision of primary education in Italy. General curriculum guidelines are laid down by law and adapted by teachers and principals. The following subjects are taught in primary schools: Italian, English, Slovene, mathematics, sciences, geography, technology, music, arts, sports, and Catholic religion (optional).</p> <p>The national assessment in mathematics and Slovene is carried out in the second and fifth grade, and are both conducted in Slovene; the examination in the fifth grade also includes English.</p> |
| legislation | The 'National guidelines for the curriculum 2012' apply to this level of education (Ministerial Decree of 16 November 2012, no. 254). |
| language use | The languages of instruction are Slovene and Italian in the province of Udine, and Slovene in the provinces of Trieste and Gorizia |
| teaching materials | The teaching materials are purchased by the school with funds provided by the Regional Law <i>Norme regionali in materia di diritto allo studio</i> (1980) (Regional rules on the right to education) and the Law <i>Istituzione del Fondo per l'arricchimento e l'ampliamento dell'offerta formativa e per gli interventi perequativi</i> (1997) (Establishment of the Fund to enrich and extend the training offer and for equalisation measures); teaching materials are also provided by the Ministry of Education, Science and Sport of the Republic of Slovenia. |
| statistics | Table 2 gives an overview of the number of pupils and teachers who are involved in Slovene or bilingual primary education in the region of FVG. |

Table 2: Number of pupils and teachers in Slovene or bilingual primary education in FVG in the school year 2017/2018.

| | Pupils | Teachers |
|---|------------|------------|
| Province of Trieste | | |
| comprehensive school in S. Giacomo | 80 | 13 |
| »Vladimir Bartol« comprehensive school in S. Giovanni | 216 | 23 |
| comprehensive school in Villa Opicina/Opčine | 256 | 38 |
| comprehensive school in Aurisina/Nabrežina | 157 | 28 |
| «J. Pangerc« comprehensive school in Dolina | 208 | 32 |
| Total | 917 | 134 |
| auxiliary teachers (for special needs pupils) | | 7 |
| Province of Gorizia | | |
| comprehensive school in Gorizia | 351 | 36 |
| comprehensive school in Doberdò del Lago/Doberdob | 283 | 33 |
| Total | 634 | 69 |
| auxiliary teachers (for special needs pupils) | | 1 |
| Province of Udine | | |
| »P. Petričič« bilingual comprehensive school in S. Pietro al Natisone | 142 | 17 |
| Total | 142 | 17 |

Note. Data from the RSO of FVG, 2018.

4 Secondary education

target group In Italy, secondary education is organised into two levels: lower secondary school and upper secondary school. Lower secondary school is intended for children aged 11 - 14 years and upper secondary school for pupils aged 14 - 19 years. Secondary education is compulsory until the age of 16.

structure The State, together with the regional, provincial and local administrations, is responsible for the provision of secondary education in Italy. In lower secondary schools, the national standard provides 30 teaching hours per week, which is 990 hours per year. In Slovene schools, the curriculum is slightly modified and includes, in addition to lessons in the mother tongue, also lessons in the local language (Italian), which amounts to three years of 34 hours per week (1,122 hours per year), extendable to a maximum of 36 hours per week (1,188 hours per year). The curriculum at lower secondary schools includes Slovene, Italian, a foreign language, history and citizenship education, geography, mathematics, biology, English, a second European foreign language, technology, fine arts, music, movement and sport, and religion. Instruction takes place according to nationwide curricula, which are adapted by the teaching staff, taking into consideration the opinion of individual teachers and class councils. The national examination in mathematics, Slovene and English take place in the third grade. The examination in mathematics is conducted in Slovene. The state examination, which is held at the end of the three-year period, is also conducted in Slovene.

Upper secondary education consists of a programme of five years. The programme consists of 31 to 36 teaching hours per week, which is about 1.023 to 1.188 hours annually. Slovene schools offer instruction in the mother tongue as well as in the local language. The curriculum differs from programme to programme, but all programmes offer the following subjects: Slovene, Italian, foreign languages, history, mathematics, physics, natural sciences, physical education and religion. Instruction takes place in accordance with the national

curricula, which are adapted to the local needs by the teaching staff, taking into consideration the opinion of individual teachers and class councils. National examinations in mathematics and Slovene take place in the second grade. The examination in mathematics is conducted in Slovene, which is also true for the state examination held at the end of the five-year period.

legislation The Presidential Decree No. 89 of 20 March 2009, published in the Official Gazette No. 162 of 15 July 2009, applies to lower secondary education in Italy.

The Presidential Decree No. 87, 88 and 89 of 15 March 2010, published in the General Supplement No. 128 to the Official Gazette No. 137 of 15 June 2010, is applicable at upper secondary education in Italy.

language use Slovene as a subject is taught in all three years of lower secondary school, 5 hours per week (165 hours annually). Slovene is used as a language of instruction in all other subjects, except for the subjects Italian and foreign languages. In the province of Udine, the languages of instruction are both Slovene and Italian.

In upper secondary schools, Slovene is taught as a subject in all five years. Slovene is used as a language of instruction in all other subjects, except for Italian and foreign languages.

teaching materials All teaching materials for lower secondary and upper secondary schools are made available in the Slovene language. In upper secondary schools, textbooks are selected by the teaching staff upon the recommendation of the class council.

The textbooks that are used, are either adopted from the Republic of Slovenia or published with the support of the RSO of FVG pursuant to the Law of Slovene schools (1973) and the Protection Law.

statistics Table 3 and table 4 give an overview of the number of pupils and teachers who are involved in Slovene or bilingual lower and upper secondary schools in the region of FVG.

Table 3: Number of pupils and teachers in Slovene or bilingual lower secondary schools in the FVG region in the school year 2017/2018.

| | pupils | teachers |
|---|------------|-----------|
| Province of Trieste | | |
| comprehensive school in S. Giacomo | 31 | 4 |
| »Vladimir Bartol« comprehensive school in S. Giovanni | 149 | 19 |
| comprehensive school in Villa Opicina/Opčine | 139 | 18 |
| comprehensive school in Aurisina/Nabrežina | 94 | 7 |
| «J. Pangerc« comprehensive school in Dolina | 75 | 6 |
| Total | 488 | 54 |
| auxiliary teachers (for special needs pupils) | | 3 |
| Province of Gorizia | | |
| comprehensive school in Gorizia | 216 | 18 |
| comprehensive school in Doberdò del Lago/Doberdob | 101 | 9 |
| Total | 317 | 27 |
| auxiliary teachers (for special needs pupils) | | 2 |
| Province of Udine | | |
| »P. Petričič« bilingual comprehensive school in S. Pietro al Natisone | 60 | 5 |
| Total | 60 | 5 |

27

Note. Data from the RSO of FVG, 2018.

Table 4: Number of pupils and teachers in Slovene upper secondary schools in the FVG region in the school year 2017/2018.

| | pupils | teachers |
|---|------------|------------|
| Province of Trieste | | |
| Lyceum of Classical Studies, Science and Languages | 241 | 36 |
| Lyceum of Humanities | 89 | 14 |
| Technical Institute for Finance and for Building Surveyors | 76 | 19 |
| Technical Institute for Electronics, Mechatronics and Biology | 181 | 34 |
| subsidiary courses | | 3 |
| Total | 587 | 106 |
| Province of Gorizia | | |
| Lyceum of classical studies, science and humanities | 151 | 25 |
| Technical Institute for Finance, Tourism and Informatics | 133 | 23 |
| Total | 284 | 48 |

Note. Data from the RSO of FVG, 2018.

5 Vocational education

| | |
|---------------------------|---|
| target group | Those who have completed their compulsory education can continue their schooling through vocational training courses, which are organised by vocational centres supported by the region of FVG. |
| structure | The Ad Formandum social enterprise is a successor to the Slovene Regional Institute for Vocational Education, operating in both Italian and Slovene. The Ad Formandum social enterprise offers educational services in the field of vocational training and lifelong education in the provinces of Trieste, Gorizia and Udine. In addition, the Slovenski izobraževalni konzorcij (Slovene Educational Consortium, Slov.I.K.) is active in the field of vocational education as well. It offers educational activities for secondary-school pupils and adults in the field of administration, organisation and economy. |
| legislation | The field of vocational education falls under the auspices of regional administrations. Vocational education institutions receive financial resources for organising various vocational and advanced training courses from the regional administration as well as from European funds. |
| language use | Vocational education in the FVG region is both available in Slovene and Italian. |
| teaching materials | Currently, there is no information available on teaching materials for vocational education in the region of FVG. |
| statistics | Currently, there are no statistics available about vocational education in the region of FVG. |

6 Higher education

- structure** Italy has over 90 public and private universities. Slovene can be studied at public universities in Trieste, Udine, Padua, Rome and Naples. A basic university study programme takes three years and is based on a European Credit (EC) rating (60 EC per year). After completing the basic study programme, students can enrol in a two-year specialised study programme. A post-graduate study programme is currently being introduced.
- legislation** Universities follow national laws. An example of a law which applies to universities in Italy is Law No. 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 on the organisation of universities, academic staff and recruitment, as well as the delegation to the government to enhance the quality and efficiency of the university system).
- language use** At the University of Trieste, courses in the Slovene language and literature are offered by the Department of Humanities (Dipartimento di Studi Umanistici; hereinafter DISU) and by the Department of Law, Language, Translation, and Interpretation (Dipartimento di Scienze Giuridiche, del Linguaggio, dell'Interpretazione e della Traduzione; hereinafter IUSLIT). The study of the Slovene language and literature is offered as a three- or a five-year programme. Slovene can be studied as an elective course as well. The DISU is the only department that offers this study as a major study programme. To complete the programme, students have to take a final exam or they write a thesis, either in Slovene or in Italian. In 2011/2012, the DISU introduced a specialised undergraduate 2-year study programme in the field of Slovene studies, which makes it possible to obtain the title: Specialised Professor in Slovene Language and Literature.

The Department of Language and Literature, Communication, Education and Society (Dipartimento di Lingue e letterature,

comunicazione, formazione e società) of the University of Udine, offers three Slovene language and literature programmes. The bachelor degree 'Primary Teacher Education,' has a Slovene curriculum, targeted at educating future teachers who want to work in schools with a Slovene curriculum.

Slovene language and literature can also be studied at the University of Padova. Students can enrol in a programme with Slovene as a major, which means they can graduate in Slovene.

Slovene is taught at the University of Naples as an elective course in the master programme Languages and Intercultural Communication in the Euro-Mediterranean Area, which is part of the Department of Human and Social Sciences.

The University of Rome offers two Slovene language and literature programmes. The courses of both study programmes are offered by the Department of European, American and Intercultural Studies.

teacher training The training of Slovene teachers and professors takes place at Italian state universities and is only partially in the Slovene language. It is also possible to study at universities in the Republic of Slovenia. After a procedure, qualifications obtained in Slovenia are then recognised by the Italian Ministry of Education to be able to teach in Slovene schools in Italy. Teachers who have obtained their teaching qualifications in the Republic of Slovenia may apply to the Ministry of Education for mutual recognition of professional qualifications under the Council Directive 2013/25/EU of 13 May 2013. In 2018, the Italian Ministry of Education authorised the Office for Slovene Schools at RSO of FVG for issuing such certificates of recognition.

Until the 2000/2001 academic year, teachers obtained their teaching qualifications by passing a state qualification examination. To be able to teach in the pre-primary and primary cycle, a diploma from the Faculty of Education is required; while for

teaching at the secondary cycle, a three-year introductory qualification programme for secondary education is required in addition to the specific academic degree. According to legislation, teachers and professors with Slovene as their mother tongue may teach in schools with Slovene as the language of instruction. If the teachers' language competences are to be verified, teaching humanities and teaching at primary schools requires level C2 of the Common European Framework of Reference for Languages (CEFRL). Teaching other subjects and teaching at pre-primary level requires C1 level.

pre-school training

National legislation envisages a five-year academic study programme. To qualify as a teacher at a Slovene pre-school, candidates must attend part of their study programme in the Slovene language and complete a teaching internship.

primary training

Similarly, national legislation envisages a five-year academic study programme. To qualify as a teacher at a Slovene primary school, candidates must attend part of their study programme in the Slovene language and complete a teaching internship.

secondary training

Candidates have to complete an academic study of the second-cycle at a specific faculty and this has to include all the courses legally required to be able to teach a specific subject. In addition, candidates have to follow the prescribed courses in the field of pedagogy and didactics. When they have completed their studies, candidates can take part in an open competition. Those who pass this competition are given the opportunity to enrol in a three-year training programme. When they complete this programme successfully, it gives them access to full-time employment.

in-service training

Schools, universities and the Ministry of Education are responsible for supplementary teacher training. Slovene educators have

the possibility and the right to receive training in the Republic of Slovenia by enrolling in the programmes of the Slovene Ministry of Education and Sport. Within the framework of the applicable international agreements, the Republic of Slovenia organises two supplementary training courses each year. The first is an autumn course in Trieste and Gorizia, which is intended for all Slovene educators in Italy. The second is a summer course in Slovenia, which is intended for 40 educators in Slovene schools in Italy. In addition, and based on the mentioned agreements, a total of 8 Slovene educators from Italy are entitled to a one-year scholarship at a University in Slovenia.

statistics

In 2018, seventeen students were enrolled at the University of Trieste in the programme Slovene language and culture. Forty students were enrolled in programmes offering the Slovene language and literature course at the University of Udine. About 10 people were enrolled in the Slovene language and literature programmes at the University of Padova, the University of Rome and the University of Naples.

7 Adult education

| | |
|---------------------------------------|---|
| structure and language courses | Formal adult education falls under the responsibility of adult education centres, which organise courses at lower secondary school level and which offer Italian as a foreign language. Some upper secondary schools also organise evening courses aimed at the acquisition of a qualification for adults. Non-technical and informal adult education is largely left to private initiatives of several societies and institutions. |
| language use | Slovene is not used as a language of instruction at the evening courses at upper secondary schools, or at centres for adult education. |
| statistics | In the field of adult education, there is a steady growth in the courses of Slovene as a second/foreign language for adults. In the 2011/2012 academic year, 37 public and private institutions, with a total of 1,372 course participants (Čok & Jagodic, 2013), conducted Slovene language courses. In the region of FVG, various educational centres and associations offer such courses. |

There are several factors that have contributed to the growth of public interest in learning Slovene in the region of FVG: the dissolution of the Socialist Federal Republic of Yugoslavia, the declaration of independence of the Republic of Slovenia and its accession to the EU, the Schengen Area and the eurozone. These factors have had a positive effect on the growth of the social status of the Slovene language at international level and attracted the border area's majority population to learn it (Čok & Jagodic, 2013).

8 Educational research

The *Slovenski raziskovalni inštitut* (Slovene Research Institute; hereafter: SLORI), which has been operating within the Slovene national community in Italy since 1974, is actively engaged in professional and academic research and devotes considerable attention to education in the minority language and to education in multilingual and multicultural environments in general. Over the past ten years, the SLORI Institute has created useful materials on the following topics:

- The dynamics of enrolments in pre-primary schools and schools with Slovene as the language of instruction in the provinces of Trieste, Gorizia and in the comprehensive school with Slovene-Italian bilingual education in S. Pietro al Natisone, as well as on the ethnic and linguistic characteristics of the school population.
- The perceptions of pupils and their families regarding schooling in linguistically and culturally heterogeneous classes in schools with Slovene and schools with Italian as the language of instruction in the province of Trieste.
- The experiences of schools and families regarding the introduction of intercultural education and the development of multilingual competences in ethnic heterogeneous classes in Italy and Slovenia.
- The preparation of pre-school children for the development of literacy skills within linguistically diverse family environments and the impact of family reading, conversational and writing habits on the development of children's language skills.
- The characteristics of developing functional literacy in bilingual speakers.
- The use of Slovene and Italian as the languages of communication and internal speech and on social notions about the ethnic identity of the graduates of Slovene secondary schools in Italy.

- The motivation and level of satisfaction of pupils attending curricular classes Slovene at a school with Italian as the language of instruction in the province of Trieste.
- The various aspects of learning and teaching Slovene as a second or foreign language to adults in the region of FVG.

Research conducted at the SLORI institute also deals with the question of visibility and public use of the Slovene language in Italy, with particular emphasis on the implementation of national and regional legislation relating to the Slovene linguistic community in the region of FVG and the question of defining the language of the national minority as an ideological construct.

Investigating the issues of schooling in the minority language and the development of language competences in a multilingual and multicultural environment is, in addition to the SLORI institute, done by researchers from the Slovene national community in Italy, employed at universities and other institutions.

9 Prospects

The last decade has shown an increase in the total number of children enrolled in schools with Slovene as a language of instruction (see figures 4 and 5, section 'summary statistics').

Such an increase in the enrolment numbers is closely linked to a change of the ethnic and linguistic characteristics of the school population. Studies conducted by the SLORI Institute show that there is an increase of enrolments of children born in linguistically mixed families, and with non-Slovene-speaking parents in particular. Figure 6 shows the changing structure of the school population according to its ethnic origin between 1994/1995 and 2014/2015. The term 'ethnic origin' refers to the ethnic identities of both parents and marks the family national environment from which the child originates, but this does not automatically define the child's ethnic affiliation. Figure 7 shows the percentage of students enrolled by level of education, based on their ethnic origin in the 2014/2015 academic year.

Until the 1990s, knowledge of the Slovene language was extremely rare among the Italian population, and communication between members of the majority and minority population was taking place in the majority language only, namely in Italian. Because of the growing interest in the Slovene language, this is currently changing.

The growing interest has been greatly influenced by improved intercultural relations between the Slovene and Italian communities in the region of FVG. These relations have improved through the processes of European integration and cross-border planning, along with Slovenia's declaration of independence and its entry into the European Union. This finding is also supported by studies on courses of Slovene as a second or foreign language for adults, which reveal a steady increase in the number of participants (cf Čok & Jagodic, 2013).

The majority population's growing interest in the Slovene language and culture has encouraged the use of Slovene in Italian schools. The adoption of the Law of HLM has led to numerous projects, stimulating teaching and learning Slovene, throughout Italian schools. In general, such activities are conducted as additional and complementary activities that depend on the availability of financial resources. Special mention in this context goes to the Italian comprehensive schools of Iqbal Masih and Giovanni Lucio in the province of Trieste. In cooperation with the Slovene minority schools of Vladimir Bartol and Josip Pangerc, these two schools have incorporated Slovene language lessons into their curriculum. It is thanks to them that Slovene has recently become a full-fledged second European foreign language at Italian lower secondary schools (I. Ž., 2018). Another successful example is the bilingual school In S. Pietro al Natisone. This school has built a positive reputation and because of that, other border municipalities in the province of Udine are also considering the introduction of a bilingual or multilingual education model.

This rising interest in the Slovene language and culture in non-Slovene-speaking families and, consequently, the increase of the number of speakers of the Slovene language and the connoisseurs of Slovene culture, present a considerable challenge. The influence of Slovene educational institutions on the environment is no longer limited to members of the Slovene national community in Italy, as it was the case in the past, but now also affects members of the majority population. This can be a great advantage to the Slovene minority. As non-Slovene-speaking parents learn about the activities of Slovene institutions through the educational process of their children, they learn about the cultural and linguistic diversity of the border area and, as a result, some may become motivated to learn the Slovene language themselves.

Conversely, it is also a fact that, due to the presence of children to whom Slovene is a second language, the minority language is switched with the majority language in non-guided

school activities and other extracurricular activities. This, in turn, leads to fewer opportunities for communication in Slovene and consequently, to a lower level of language proficiency in Slovene. Such dynamics undermine the status of Slovene, which, in extracurricular environments, is not equal to Italian – not in terms of its public use and neither in terms of its status in informal situations.

On the one hand, the presence of children from non-Slovene, especially Italian-speaking families can be taken as a sign of a positive development of intercultural relations. On the other hand, the discontent in the face of the decline in the use and the lowering of the level of proficiency in Slovene is just as significant.

These new circumstances thus accentuate the need for the development of more efficient teaching tools which would enable and encourage different target groups to not only develop their Slovene language proficiency but also use this language in a wide range of conversational situations. For this purpose, for example, the “Slovenščina Forty manjšinski jezik – SMeJse” (Slovene as a minority language) web portal has been created by the SLORI institute and the Srečko Kosovel Student Residence in Trieste. The platform offers newly developed and existing tools, materials and information for the development of communication skills in Slovene. The portal is aimed at various target groups and offers a wide range of interesting content.

10 Summary statistics

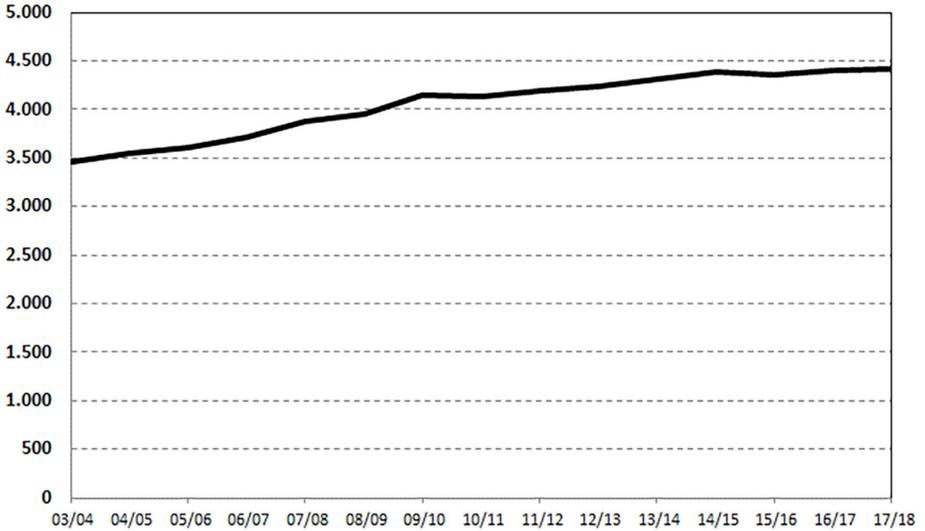


Figure 4. Enrolments in Slovene-language and bilingual schools in the FVG region over the years 2003/2004-2017/2018. From Bogatec, 2016; Bogatec, 2017b.

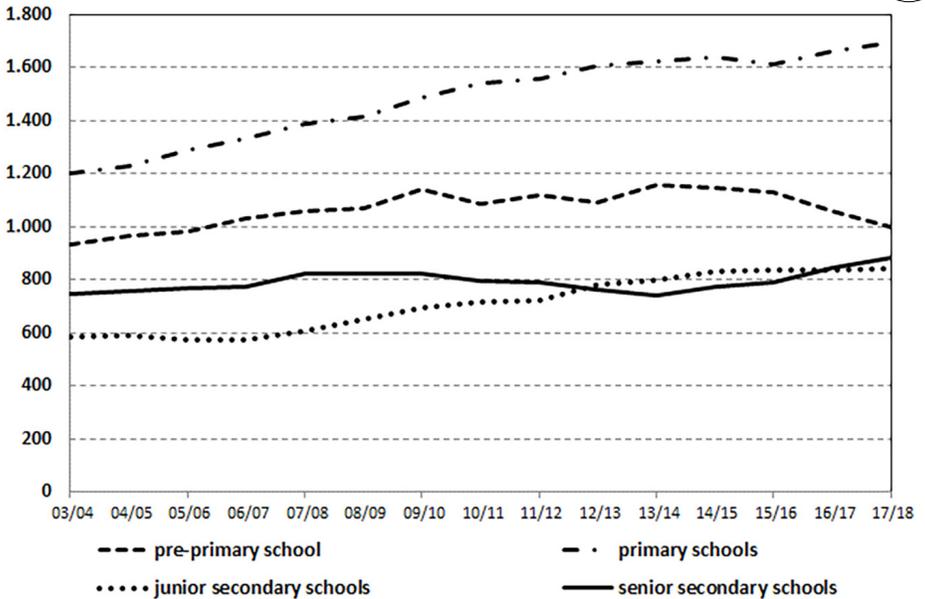


Figure 5. Enrolments in Slovene-language and bilingual schools by school level in the FVG region over the years 2003/2004-2017/2018. From Bogatec, 2016; Bogatec, 2017b.

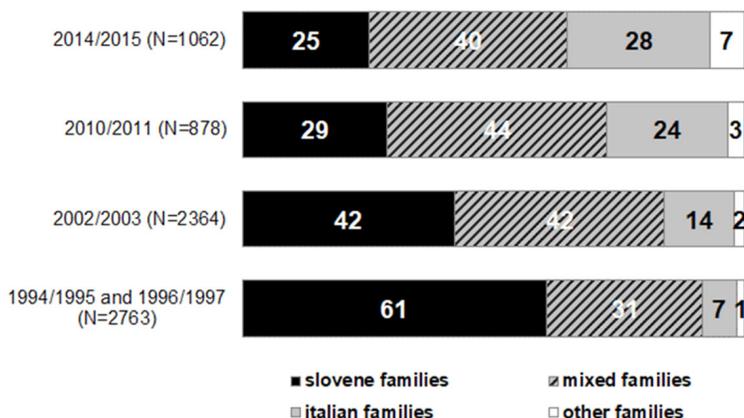


Figure 6. Ethnic origin of enrolled pupils in Slovene-language and bilingual schools in the FVG region in the period between 1994/1995 and 2014/2015 (in %). From Bogatec, 2017a.

40

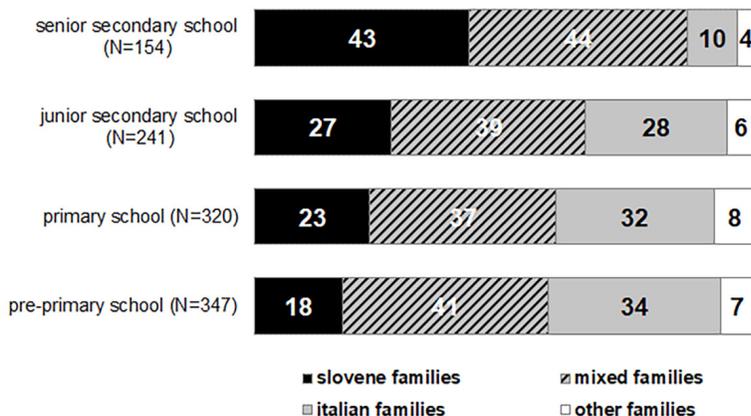
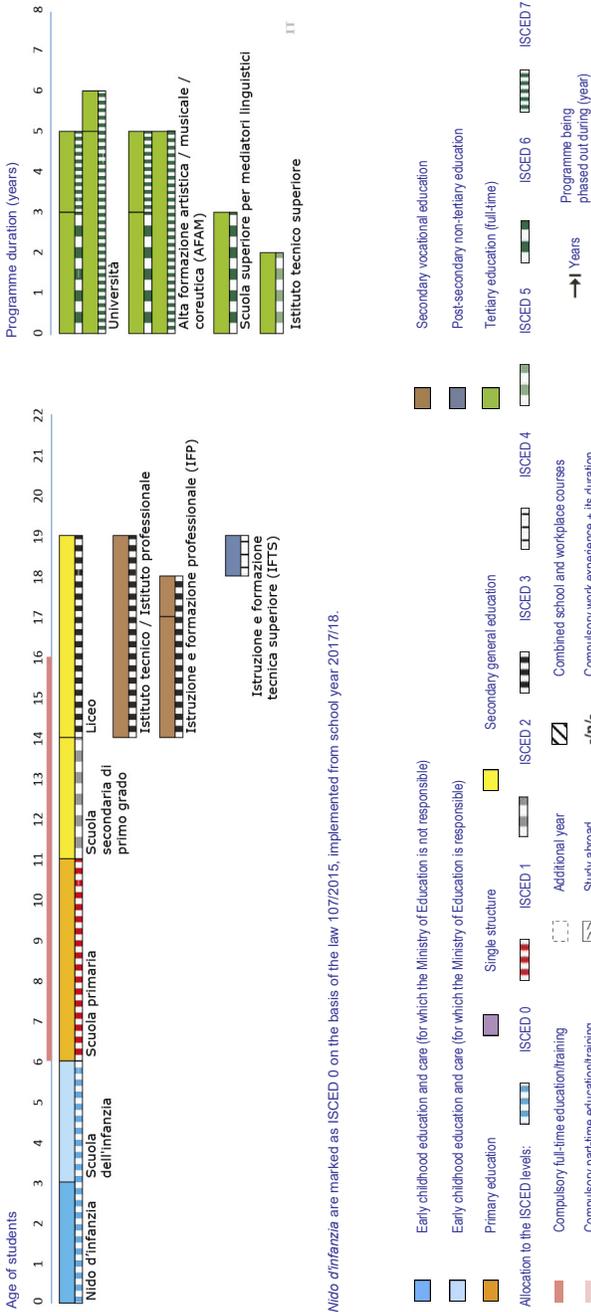


Figure 7. Ethnic origin of enrolled students by level of education in Slovene-language and bilingual schools in the FVG region in the 2014/2015 academic year (in %). From Bogatec, 2017a.

The structure of the education system in Italy 2018/2019



Nido d'infanzia are marked as ISCED 0 on the basis of the law 107/2015, implemented from school year 2017/18.

Source: Eurydice (2018/ 2019)

References and further reading

Regulations

Legge 19 luglio 1961, n. 1012. Disciplina delle istituzioni scolastiche nella provincia di Gorizia e nel Territorio di Trieste [Law no. 1012 dated 19 July 1961. Regulation of educational institutions in the province of Gorizia and the territory of Trieste] (1961). Available at: www.normattiva.it/. [Accessed July 2018]

Legge 22 dicembre 1973, n. 932. Modificazioni e integrazioni della legge 19 luglio 1961, n. 1012, riguardante l'istituzione di scuole con lingua di insegnamento slovena nelle province di Trieste e Gorizia [Law no. 932 dated 22 December 1973. Amendments and additions to Law No. 1012 of 19 July 1961, relating to the establishment of schools with Slovene as the language of instruction in the provinces of Trieste and Gorizia] (1973). Available at: www.normattiva.it/. [Accessed July 2018]

Legge 14 marzo 1977, n. 73. Ratifica ed esecuzione del trattato tra la Repubblica italiana e la Repubblica socialista federativa di Jugoslavia, con allegati, nonché dell'accordo tra le stesse Parti, con allegati, dell'atto finale e dello scambio di note, firmati ad Osimo (Ancona) il 10 novembre 1975 [Law no. 73 dated 14 March 1977. Ratification and implementation of the Treaty between the Italian Republic and the Socialist federal Republic of Yugoslavia, with annexes, and of the agreement between the same Parties, with annexes, of the final deed and exchange of notes signed in Osimo (Ancona) on 10 November 1975] (1977). Available at: www.normattiva.it/. [Accessed July 2018]

Legge regionale 26 maggio 1980, n. 10. Norme regionali in materia di diritto allo studio [Regional law no. 10 dated 26 May 1980. Regional rules on the right to education] (1980). Available at: <http://lexview-int.regione.fvg.it/FontiNormative/xml/Index.aspx>. [Accessed July 2018]

Legge 20 maggio 1982, n. 270. Revisione della disciplina del reclutamento del personale docente della scuola materna, elementare, secondaria ed artistica, ristrutturazione degli organici, adozione di misure idonee ad evitare la formazione di precariato e sistemazione del personale precario esistente [Law no. 270 dated 20 May 1982. Corrections for hiring teaching staff for kindergartens, elementary, secondary and art schools, staff restructuring, use of proper measures to avoid temporary hiring and regulation of the status of staff already employed on a temporary basis] (1982). Available at: www.normattiva.it/. [Accessed July 2018]

Legge regionale 9 settembre 1997, n. 31. Norme in materia di personale regionale e di organizzazione degli uffici dell'Amministrazione regionale [Regional law no. 31 dated 9 September 1997. Rules on the regional staff and organisation of Regional Administration offices] (1997). Available at: <http://lexview-int.regione.fvg.it/FontiNormative/xml/Index.aspx>. [Accessed July 2018]

Legge 18 dicembre 1997, n. 440. Istituzione del Fondo per l'arricchimento e l'ampliamento dell'offerta formativa e per gli interventi perequativi [Law no. 440 dated 18 December 1997. Establishment of the Fund to enrich and extend the training offer and for equalisation

measures] (1997). Available at: www.normattiva.it/. [Accessed July 2018]

Legge 15 dicembre 1999, n. 482. Norme in materia di tutela delle minoranze linguistiche storiche [Law no. 482 dated 15 December 1999. Regulations on the Protection of Historical Linguistic Minorities] (1999). Available at: www.normattiva.it/. [Accessed July 2018]

Legge 23 febbraio 2001, n. 38. Norme a tutela della minoranza linguistica slovena della regione Friuli Venezia Giulia [Law no. 38 dated 23 February 2001. Regulations on the Protection of Slovene Linguistic Minority in the Region of Friuli-Venezia Giulia] (2001). Available at: www.normattiva.it/. [Accessed July 2018]

Legge regionale 16 novembre 2007, n. 26. Norme regionali per la tutela della minoranza linguistica slovena [Regional law no. 26 dated 16 November 2007. Regional Law Governing the Protection of the Slovene Linguistic Minority] (2007). Available at: <http://lexview-int.regione.fvg.it/FontiNormative/xml/Index.aspx>. [Accessed July 2018]

Decreto del Presidente della Repubblica 20 marzo 2009, n. 89. Revisione dell'assetto ordinamentale, organizzativo e didattico della scuola dell'infanzia e del primo ciclo di istruzione 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. [The Presidential Decree no. 89 dated 20 March 2009. Review of the administrative, organisational and educational structure of pre-primary and primary education pursuant to article 64, paragraph 4, of Decree Law No. 112 dated 25th June 2008, as converted and amended by Law No. 133 dated 6th August 2008] (2009). Available at: www.normattiva.it/. [Accessed July 2019]

Decreto del Presidente della Repubblica 15 marzo 2010, n. 87. Regolamento recante norme per il riordino degli istituti professionali, a norma dell'articolo 64, comma 4, del decreto-legge 25 giugno 2008, n. 112, convertito, con modificazioni, dalla legge 6 agosto 2008, n. 133. [The Presidential Decree no. 87 dated 15 March 2010. Regulation laying down rules for the reorganization of vocational institutions under article 64 paragraph 4, of Decree Law No. 112 dated 25th June 2008, as converted and amended by Law No. 133 dated 6th August 2008] (2010). Available at: www.normattiva.it/. [Accessed July 2019]

Decreto del Presidente della Repubblica 15 marzo 2010, n. 88. Regolamento recante norme per il riordino degli istituti tecnici a norma dell'articolo 64, comma 4, del decreto-legge 25 giugno 2008, n. 112, convertito, con modificazioni, dalla legge 6 agosto 2008, n. 133. [The Presidential Decree no. 88 dated 15 March 2010. Regulation laying down rules for the reorganisation of technical institutions under article 64, paragraph 4, of Decree Law No. 112 dated 25th June 2008, as converted and amended by Law No. 133 dated 6th August 2008] (2010). Available at: www.normattiva.it/. [Accessed July 2019]

Decreto del Presidente della Repubblica 15 marzo 2010, n. 89. Regolamento recante revisione dell'assetto ordinamentale,

organizzativo e didattico dei licei a norma dell'articolo 64, comma 4, del decreto-legge 25 giugno 2008, n. 112, convertito, con modificazioni, dalla legge 6 agosto 2008, n. 133. [The Presidential Decree no. 89 dated 15 March 2010. Regulation laying down a review of the administrative, organisational and educational structure of grammar schools under article 64 paragraph 4, of Decree Law No. 112 dated 25th June 2008, as converted and amended by Law No. 133 dated 6th August 2008] Available at: www.normattiva.it/. [Accessed July 2019]

Legge 30 dicembre 2010, n. 240. 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 [Law no. 240 dated 30 December 2010. Rules on the organisation of universities, academic staff and recruitment, as well as the delegation to the government to enhance the quality and efficiency of the university system]. Available at: www.normattiva.it/. [Accessed July 2019]

Decreto Ministeriale 16 novembre 2012, n. 254. Indicazioni nazionali curricolo scuola infanzia e primo ciclo [Ministerial Decree no. 254 dated 16 November 2012. National guidelines for the curriculum of pre-primary education a for the first cycle of education] (2012). Available at: <http://2.flcgil.stgy.it/files/pdf/20130207/decreto-ministeriale-254-del-16-novembre-2012-indicazioni-nazionali-curricolo-scuola-infanzia-e-primo-ciclo.pdf> [Accessed July 2019]

Legge 13 luglio 2015, n. 107. Riforma del sistema nazionale di istruzione e formazione e delega per il riordino delle disposizioni legislative vigenti [Law no. 107 dated 13 July 2015. Reform of the national education and training system and reorganisation of the provisions laid down by law] (2015). Available at: www.normattiva.it/. [Accessed July 2018]

Publications

Bogatec, N. (2016). Izobraževanje v slovenskem jeziku v Italiji. In M. Tavčar, *Koledar 2017* (pp. 267-276). Gorica: Goriška Mohorjeva družba.

Bogatec, N. (2017a). Šolanje, izobraževanje in raziskovanje v slovenskem jezku v Italiji". In N. Bogatec & Z. Vidau (Eds.), *Skupnost v središču Evrope: Slovenci v Italiji od padca Berlinskega zidu do izzivov tretjega tisočletja* (pp. 102-116). Trst: SLORI-ZTT.

Bogatec, N. (2017b). Izobraževanje v slovenskem jeziku v Italiji. In M. Tavčar, *Koledar 2018* (pp. 236-247). Gorica: Goriška Mohorjeva družba.

Bogatec, N. & Z. Vidau eds. (2017). *Skupnost v središču Evrope: Slovenci v Italiji od padca Berlinskega zidu do izzivov tretjega tisočletja*. Trst: SLORI-ZTT.

Bonamore, D. (1979). *Disciplina giuridica delle istituzioni scolastiche a Trieste e Gorizia*. Milano: Giuffrè.

Bufon, M. (2017). *Meje in obmejne skupnosti na Slovenskem*. Koper: Znanstveno-raziskovalno središče Koper-Založba Annales ZRS Koper.

- Centre for Slovene as a Second and Foreign Language. (2015). *Slovene at foreign universities*. Retrieved from Centre for Slovene as a Second and Foreign Language: <https://centerslo.si/en/at-foreign-universities>
- Čok Š. & D. Jagodic. (2013). Poučevanje slovenščine kot drugega/tujega jezika pri odraslih v obmejnem pasu Furlanije Julijske krajine: pogled v preteklost in slika stanja. In D. Jagodic & Š. Čok (Eds.), *Med drugim in tujim jezikom* (pp.12-36). Trst: Ciljno začasno združenje Jezik/Lingua-SLORI.
- Čuk, J. (2015, 16 February). Slovene: a South Slavic language spoken by about 2.5 million speakers in the world. Statistical Office of the Republic of Slovenia. Retrieved from <https://www.stat.si/StatWeb/en/News/Index/5004>
- Dular, J. (2002). *Slovenščina*. Retrieved from: www.vlada.si/o_sloveniji/slovenscina/
- Eurydice. (2018, April 16). Teaching and Learning in Programmes for Children over 2-3 years. Retrieved from Eurydice: https://eacea.ec.europa.eu/national-policies/eurydice/content/teaching-and-learning-programmes-children-over-2-3-years-23_en
- I. Ž. (2018). Slovenščina na italijanskih nižjih šolah je polnopraven drugi evropski tuj jezik. *Primorski dnevnik*, 12 April (p. 5).
- Jagodic, D. (2017). Slovenci v Italiji: poselitveni prostor in demografsko gibanje. In N. Bogatec & Z. Vidau (Eds.), *Skupnost v središču Evrope: Slovenci v Italiji od padca Berlinskega zidu do izzivov tretjega tisočletja* (pp. 40-49). Trst: SLORI-ZTT.
- Jevnikar, I. (2003). Vloga občin pri zaščiti slovenskega jezika: analiza statutarnih pravil zamejskih krajevnih uprav [The Role of Municipal Councils in the Protection of the Slovene Language: an Analysis of the Statutory Regulations in the Light of Legal Development in the Area]. *Acta Histriae*, 11(2), 203-210. Retrieved from <http://zdpj.si/it/acta-histriae-11-2003-2-xvi>
- Kalin Golob, M., Komac, N., & Logar, N. (2007). *O slovenskem jeziku/On Slovene*. Ljubljana: European Parliament Information Office for Slovenia, Ministry of Culture of the Republic of Slovenia, Government Office for European Affairs of the Republic of Slovenia. Retrieved from: www.vlada.si/fileadmin/dokumenti/Slovenija_doc/O_slovenskem_jeziku_novo.pdf
- Ministero della Pubblica Istruzione, 1987. "Raccolta coordinata dei testi normativi concernenti la potestà legislativa e le funzioni amministrative delle Regioni (e province autonome) in materia di ordinamento scolastico ed universitario." In: *Supplemento ordinario al Bollettino ufficiale*, vol. 1, no. 25-26 (pp. 519-662).
- Odbor za proslavo 40-letnice obnovitve slovenskih šol v Italiji, 1986. *Slovensko šolstvo na Goriškem in Tržaškem 1945-1985*. Trst: Odbor za proslavo 40-letnice obnovitve slovenskih šol v Italiji.

Ozbič, M. (1999). *La lingua degli atti - L'uso delle lingue minoritarie e straniere nel procedimento penale: estratto dalla tesi di laurea / Jezik pravnih aktov - Uporaba manjšinskih in tujih jezikov v kazenskem postopku: izveček diplomske naloge*. Gorica: SLORI.

Regione Autonoma Friuli Venezia Giulia (2017). *2017 Regione in cifre* [Figure 6]. Trieste: Presidenza della Regione, Direzione generale. Retrieved from: www.regione.fvg.it/rafvfg/export/sites/default/RAFVG/GEN/statistica/FOGLIA40/allegati/REGIONE_IN_CIFRE_2017_per_sito.pdf

Regione Autonoma Friuli Venezia Giulia, 2017. *2017: Regione in cifre*. s.l.: [Figure 7] Regione Autonoma Friuli Venezia Giulia. Available at: www.regione.fvg.it/rafvfg/export/sites/default/RAFVG/GEN/statistica/FOGLIA40/allegati/REGIONE_IN_CIFRE_2017_per_sito.pdf [Accessed July 2018]

Simčič, T. (2004). Pravna podoba slovenske šole od Zavezniške vojaške uprave do zakona 38/2001. In G. Bajc, *Na oni strani meje. Slovenska manjšina v Italiji in njen pravni položaj: zgodovinski in pravni pregled 1866-2004* (pp. 205-222). Koper: Univerza na Primorskem, Znanstveno-raziskovalno središče, Zgodovinsko društvo za južno Primorsko.

Simčič, T. (2016). Kaj se je v 70 letih spremenilo na področju italijanske šolske zakonodaje in pravnega statusa slovenskega šolstva v Italiji. In L. Rupel & N. Zaghet (Eds.), *Licej Prešeren, Trst : --- šola, ki daje korenine in peruti ---* (pp. 66-77). Trst: Državni znanstveni licej France Prešeren/ Liceo Scientifico Statale France Prešeren.

Škofic, J. ed. (2011). *Slovenski lingvistični atlas. 1*. Ljubljana: Založba ZRC, ZRC SAZU.

Tubs. (2011). *File:Friuli-Venezia Giulia in Italy.svg* [Figure 1]. Retrieved from https://commons.wikimedia.org/wiki/File:Friuli-Venezia_Giulia_in_Italy.svg

Vidau, Z. (2017). Pravni okvir zaščite slovenske narodne skupnosti v Italiji. In N. Bogatec & Z. Vidau (Eds.), *Skupnost v središču Evrope: Slovenci v Italiji od padca Berlinskega zidu do izzivov tretjega tisočletja* (pp. 50-55). Trst: SLORI-ZTT.

Addresses

official bodies

Dipartimento di Studi Umanistici dell'Università degli Studi di Trieste

(Department of Humanities of the University of Trieste)
Androna Campo Marzio, 10
34123 TRIESTE
W www.disu.units.it/it

Dipartimento di Scienze Giuridiche, del Linguaggio, dell'Interpretazione e della Traduzione dell'Università degli Studi di Trieste

(Department of Law, Language, Translation, and Interpretation of the University of Trieste)
Via Filzi, 14
34132 TRIESTE
W www.iuslit.units.it/it

Dipartimento di Lingue e letterature, comunicazione, formazione e società dell'Università degli Studi di Udine

(Department of Language and Literatures, Communication, Education and Society of the University of Udine)
Via T. Petracco, 8
33100 UDINE
W www.uniud.it/it/ateneo-uniud/ateneo-uniud-organizzazione/dipartimenti/dill

Ufficio per le scuole con lingua di insegnamento slovena presso l'Ufficio scolastico regionale per il Friuli Venezia Giulia / Urad za slovenske šole pri Deželnem šolskem uradu za Furlanijo - Julijske krajino

(Office for Slovene Schools at the Regional School Office of Friuli-Venezia Giulia)
Via Santi Martiri, 3
34123 TRIESTE
W www.scuola.fvg.it/usr/fvg/USRFVG

**Regione Autonoma Friuli Venezia Giulia – Ufficio centrale per la lingua slovena
Avtonomna Dežela Furlanije - Julijske krajine – Centralni urad za slovenski jezik**

(The Autonomous Region of Friuli-Venezia Giulia – Slovene Central Office)
Via Milano, 19
34132 TRIESTE
W www.regione.fvg.it/rafvfg/cms/RAFVG/cultura-sport/patrimonio-culturale/comunita-linguistiche/FOGLIA12/

**cultural and
sport
organisations**

SKGZ – Slovenska kulturno-gospodarska zveza
(Slovene Cultural and Economic Association)
Via S. Francesco, 20
34133 TRIESTE
W www.skgz.org

SSO – Svet slovenskih organizacij
(Council of Slovene Organisations)
Via Coroneo, 19
34133 TRIESTE
W www.ssorg.eu

ZSKD – Zveza slovenskih kulturnih društev
(Association of Slovene Cultural Societies)
Via S. Francesco, 20
34133 TRIESTE
W www.zskd.eu

SLOVENSKA PROSVETA
(Slovene Cultural and Educational Association)
Via Donizetti, 3
34133 TRIESTE
W www.slovenskaprosveta.org/

ZSKP – Zveza slovenske katoliške prosvete
(Association of Slovene Catholic Educational Societies)
Viale XX Settembre, 85
34170 GORIZIA
W <https://it-it.facebook.com/ZSKP-Zveza-Slovenske-Katoli%C5%A1ke-Prosvete-595009610681855/>

ISK – Inštitut za slovensko kulturo
(Institute for Slovene Culture)
Via Alpe Adria 67/b,
33049 SAN PIETRO AL NATISONE
UDINE

ZSŠDI – Zveza slovenskih športnih društev v Italiji
(Association of Slovene Sports Societies in Italy)
Via Cicerone, 8
34133 TRIESTE
W www.zssdi.it

SLAVISTIČNO DRUŠTVO TRST GORICA VIDEM
("Trst-Gorica-Videm" Slavic Association)
Via Donizetti, 3
34133 TRIESTE

- libraries** **NŠK – Narodna in študijska knjižnica**
(National and Study Library)
Via S. Francesco, 20
34133 TRIESTE
W www.knjiznica.it
- publishers** **DZP/PRAE – Družba za založniške pobude**
(Publishing Initiatives Group)
Via Montecchi, 6
34137 TRIESTE
W www.primorski.eu
- ZTT – Založništvo tržaškega tiska**
(“Založništvo tržaškega tiska” Publishing House)
Via Montecchi, 6
34137 TRIESTE
W www.ztt-est.it/sl
- ZALOŽBA MLADIKA**
(“Mladika” Publishing House)
Via Donizetti, 3
34133 TRIESTE
W www.mladika.com
- GORIŠKA MOHORJEVA DRUŽBA**
(The Gorizia Hermagoras Society)
Piazza Vittoria, 25
34170 GORICA
W www.mohorjeva.it
- ZADRUGA NOVI MATAJUR**
(“Novi Matajur” Cooperative)
Via Ristori, 28
33043 CIVIDALE DEL FRIULI
W www.novimatajur.it
- ZADRUGA MOST**
(“Most” Cooperative)
Borgo San Domenico, 78
33043 CIVIDALE DEL FRIULI
W www.dom.it
- research** **SLORI – Slovenski raziskovalni inštitut**
institute (Slovene Research Institute)
Via Beccaria, 6
34133 TRIESTE
W www.slori.org

Other websites on minority languages

Mercator www.mercator-research.eu

Research Centre 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 www.mercator-network.eu

Network 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 <http://ec.europa.eu/languages>

Commission The website of the European Commission gives information about the EU's support for language diversity.

50

Council of <http://conventions.coe.int>

Europe 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.

European Parliament Committee – supporting analyses database

<http://www.europarl.europa.eu/committees/en/supporting-analyses-search.html>.

In this database you will find research papers produced by the European Parliament's research service. A study for the CULT Committee, conducted by Mercator, is published in 2017: *Minority Languages and Education: Best Practices and Pitfalls*.

NPLD

<http://www.npld.eu>

The Network to Promote Linguistic Diversity (NPLD) is a European wide network working in the field of language policy & planning for Constitutional, Regional and Small-State Languages (CRSS) across Europe

FUEN

<https://www.fuen.org>

The Federal Union of European Nationalities is the umbrella organisation of the autochthonous, national minorities/ethnic groups in Europe and represents the interests of European minorities on regional, national and European level.

ELEN

<https://elen.ngo/>

The European Language Equality Network (ELEN) is a non-governmental organisation that has as its goal to promote and protect European lesser-used languages, (RMLs), to work towards linguistic equality for these languages, and multilingualism, under the broader framework of human rights, and to be a voice for the speakers of these languages at all levels

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 endeavours to promote linguistic diversity within Europe. The centre focuses on research, policy, and practice in the field of multilingualism and language learning. Through the creation, circulation and application of knowledge in the field of language learning at school, at home and through cultural participation, the Mercator Research Centre aims to provide for the increasing need of language communities to exchange experiences and to cooperate in an European context. Though the main focus lies in the field of regional and minority languages, immigrant languages are topic of study as well.

partners

Since 1987 the Mercator Research Centre forms a network structure with two partners: Mercator Media, hosted at the University of Wales in Aberystwyth, and Mercator Legislation, hosted at the Ciemen Foundation in Barcelona. Together with the Stockholm University in Sweden and the Research Institute for Linguistics of the Hungarian Academy of Sciences in Hungary, these partners formed the Mercator European Network of Language Diversity Centres. Mercator also works closely with a number of other partner organisations researching in the same field. This cooperation includes partners in the province Fryslân and other parts of the Netherlands, as well as partners across Europe. The main funding body of the Mercator Research Centre is the provincial government of Fryslân. The EU and regional authorities in Europe fund projects and activities as well.

research

The research activities of the Mercator Research Centre focus on various aspects of bilingual and trilingual education such as language proficiency in different languages, interaction in the multilingual classroom, and teachers' qualifications for working in a multilingual classroom. Latest developments look at how educational models for minority languages can also cater for immigrant pupils. Whenever possible, research is carried out in a comparative European perspective. Results are disseminated through publications, conferences and publications in collaboration with European partners.

conferences

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

q&a

If you have any questions, please contact us at mercator@fryske-akademy.nl.

Available in this series:

- Albanian;** the Albanian language in education in Italy
- Aragonese;** the Aragonese language in education in Spain
- 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 (3rd ed.)
- Catalan;** the Catalan language in education in France (2nd ed.)
- Catalan;** the Catalan language in education in Spain (2nd ed.)
- Cornish;** the Cornish language in education in the UK (2nd ed.)
- Corsican;** the Corsican language in education in France (2nd ed.)
- Croatian;** the Croatian language in education in Austria
- Danish;** The Danish language in education in Germany
- Frisian;** the Frisian language in education in the Netherlands (4th ed.)
- Friulian;** the Friulian language in education in Italy
- Gàidhlig;** The Gaelic Language in Education in Scotland (2nd ed.)
- Galician;** the Galician language in education in Spain (2nd ed.)
- German;** the German language in education in Alsace, France (2nd ed.)
- German;** the German language in education in Belgium
- German;** the German language in education in Denmark
- German;** the German language in education in South Tyrol (Italy) (2nd ed.)
- Hungarian;** the Hungarian language in education in Romania
- Hungarian;** the Hungarian language in education in Slovakia
- Hungarian;** the Hungarian language in education in Slovenia
- Hungarian;** the Hungarian language in education in Ukraine
- Irish;** the Irish language in education in Northern Ireland (3rd ed.)
- Irish;** the Irish language in education in the Republic of Ireland (2nd ed.)
- Italian;** the Italian language in education in Slovenia
- Italian;** the Italian language in education in Switzerland
- Kashubian;** the Kashubian language in education in Poland
- Ladin;** the Ladin language in education in Italy (2nd ed.)
- Latgalian;** the Latgalian language in education in Latvia
- Lithuanian;** the Lithuanian language in education in Poland
- Maltese;** the Maltese language in education in Malta
- Manx Gaelic;** the Manx Gaelic language in education in the Isle of Man
- Meänkieli and Sweden Finnish;** the Finnic languages in education in Sweden
- Mongolian;** The Mongolian language in education in the People's Republic of China

- Nenets, Khanty and Selkup;** The Nenets, Khanty and Selkup language in education in the Yamal Region in Russia
- North-Frisian;** the North Frisian language in education in Germany (3rd ed.)
- Occitan;** the Occitan language in education in France (2nd ed.)
- Polish;** the Polish language in education in Lithuania
- Romani and Beash;** the Romani and Beash languages in education in Hungary
- Romansh;** The Romansh language in education in Switzerland
- Sami;** the Sami language in education in Sweden
- Scots;** the Scots language in education in Scotland (2nd ed.)
- Serbian;** the Serbian language in education in Hungary
- Slovak;** the Slovak language in education in Hungary
- Slovene;** the Slovene language in education in Austria (2nd ed.)
- Slovene;** the Slovene language in education in Italy (3rd ed.)
- Sorbian;** the Sorbian language in education in Germany (2nd ed.)
- Swedish;** the Swedish language in education in Finland (2nd ed.)
- Turkish;** the Turkish language in education in Greece (2nd ed.)
- Udmurt;** The Udmurt language in education in the Udmurt Republic in Russia
- Ukrainian and Ruthenian;** the Ukrainian and Ruthenian language in education in Poland
- Võro;** the Võro language in education in Estonia (2nd ed.)
- Welsh;** the Welsh language in education in the UK



European Research Centre on
Multilingualism and Language Learning





c/o Fryske Akademy
Doelestrjitte 8
P.O. Box 54
NL-8900 AB Ljouwert/Leeuwarden
The Netherlands

T 0031 (0) 58 - 234 3027
W www.mercator-research.eu
E mercator@fryske-akademy.nl