

Regional Dossier series

CORSICAN

The Corsican language
in education in France

3rd Edition

mercator

European Research Centre on
Multilingualism and Language Learning



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in France

3rd Edition

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Published by

With financial support from

FRYSKE  AKADEMY **provinsje fryslân**
provincie fryslân 

c/o Fryske Akademy, Doelestrjitte 8, PO Box 54,
NL-8900 AB Ljouwert/Leeuwarden, The Netherlands

The Mercator European Research Centre on Multilingualism and Language Learning (www.mercator-research.eu) is hosted by the Fryske Akademy (www.fryske-akademy.nl).

Information on the Regional Dossier series:

www.mercator-research.eu/en/regional-dossiers/

Information on this Regional Dossier:

www.mercator-research.eu/regional-dossiers/corsican-france/

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First edition 2000 | Second edition 2012

ISSN: 1570-1239

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Foreword

background

Regional and minority languages are languages that differ from the official state language. The Mercator European Research Centre on Multilingualism and Language Learning uses the following definition for these languages, as stated in 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 European Research Centre aims to acquire, apply, and circulate knowledge about these regional and minority languages in education. An important means to achieve this goal is the Regional Dossier series: documents that provide the most essential features of the education system of regions with a lesser-used regional or minority language.

aim

The aim of the Regional Dossier series is to provide concise descriptions 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, and 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 Regional Dossiers follow 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 in question, followed by six chapters that each deal with a specific level of the education system (e.g. primary education). Chapters 8 and 9 cover the main lines of research into education of the minority language under discussion, and the prospects for the minority language in general and in education in particular, respectively. Chapter 10 provides a summary of statistics. Lists of (legal) references and useful addresses regarding the minority language are given at the end of the dossier.



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The Corsican language in education in France

3rd Edition

Jean-Marie Arrighi

Summary

Corsican and its status in education in France

On the French island of Corsica, it is estimated that roughly a quarter to a third of the population can speak the Corsican language well, while over half can understand it. The language is officially recognised by the French Constitution as belonging to the heritage of France. Over the past 25 years, several laws, decrees, regulations, and policies have gradually strengthened the institutional support for the Corsican language. Today, French-Corsican bilingual education is most prevalent in pre-school (reaching 59% of all pre-school children in Corsica) and primary school (51%), dropping to 26% in lower secondary education (French: *collège*), after which bilingual education is virtually non-existent. Corsican is a mandatory subject in pre-school (3 hours per week) and primary school (typically 1.5–3 hours), while this is optional for students in secondary education and beyond (59% choose Corsican in lower secondary education and 13% in higher secondary education, with instruction for 3 hours per week).

Corsican in educational research

The University of Corsica in Corte offers a complete study programme that specialises in Corsican language and culture. Research projects are typically set up as collaborations between the University of Corsica and the National Higher Institute for Teaching and Education (Institut national supérieur de l'enseignement et de l'éducation – INSPE) in Corsica, and/or the National Centre for Scientific Research (Centre national de la recherche scientifique – CNRS). Important linguistic and sociolinguistic studies have focused on the polynomic character of the Corsican language, that is, the way in which language users accept and embrace linguistic variation as a feature of Corsican, avoiding imposed standardisation. The didactical implications of this phenomenon have also been the subject of educational research.

Prospects for Corsican in France

Corsican is at risk of disappearing as a language actively and commonly used in daily life due to the very low level of transmission of the language from (grand)parents to children. In contrast, the passive knowledge of Corsican is secured for the foreseeable future thanks to education. Language policies negotiated between the French state and the Corsican public authority have so far only been partially implemented in the education system. Full implementation would strengthen the societal position of Corsican, but whether Corsican is re-appropriated as a vernacular language in social life depends not only on political decisions, but also very much on speakers' individual choices.

A lingua corsa in l'educazioni in Francia

3^a edizione

Jean-Marie Arrighi

Riassuntu

U corsu è u so statutu in l'educazioni in Francia

In l'isula francese di Corsica, saranu trà un quartu è un terzu di a ghjenti quilli chì u corsu u sanu parlà bè, mentri ch'elli sò assai di più di a mità quilli chì u ponu capiscia. Hè ricunnisciuta a lingua da a custituzioni francese cum'è parti di u patrimoniu di a Francia. Parechji legi, decreti, rigulamenti è dicisioni pulitichi, masimu da un quartu di seculu, anu fattu crescita à pocu à pocu u sustegnu stituziunali à a lingua corsa. Oghji u insegnamentu bislinguu francese è corsu hè u più presentu in iscola materna (colla à 59% di i sculari di st'età) è à a scola primaria (51%). Dopu cala finu à 26% in culleghju è po in liceu insegnamentu bislinguu ùn ci ni hè guasi più. A lingua corsa cum'è disciplina insegnata hè d'obligu in a scola materna (3 ori à settimana) è in a scola primaria (pà u più da una ora è mezu à trè ori) mentri ch'ella hè facultativa pà i sculari di sicondu gradu è dopu (59% sceglinu u corsu in culleghju è 13% in liceu : 3 ori à settimana).

U corsu ind'a ricerca in educazioni

Pruponi l'Università di Corsica in Corti un prugramma sanu di studii ind'a spicialità Lingua è cultura corsa. I prughjetti di ricerca u più si facinu in cumunu trà l'Università di Corsica è l'Istitutu nazionali superiori di u Insegnamentu è di l'Educazioni (INSPE) di Corsica è/o u Centru nazionali di z ricerca scientifica (CNRS). Studii linguistici è sociolinguistici di primura si sò purtati ver di u carattaru pulinomicu di a lingua corsa, veni à d'è u modu ch'elli accettanu i lucutori di a lingua, è adopranu, a variazioni linguistica cum'è una caratteristica di u corsu, chì ferma alluntanatu da una standardizazioni imposta. I cunsequenzi didattichi d'issa scelta l'anu studiati dinò assai i ricerchi pidagogichi.

Perspettivi per a lingua corsa in Francia

U corsu hè in picculu di spariscia cum'è lingua aduprata di modu attivu è rigulari ind'a vita d'ogni ghjornu, par via di a poca trasmissioni in famiglia da i parenti è i missiavi è minnanni à i zitelli, Una cunniscenza minima di a lingua hè assicurata quantunqua ind'un tempu vicinu da a scola. I pulitichi linguistici niguziati trà u Statu è l'auturità pulitica corsa finu ad avà ùn sò missi in pratica, cà in parti, à u livellu educativu. S'elli si fessinu tutti tutti, darianu forza à a pusizioni di u corsu ind'a vita suciali. Ma u riacquistu di u corsu cum'è lingua cuttidiana, u faranu micca l'è dicisioni pulitichi soli, ma i scelti individuali d'ogni lucutori.

La langue corse dans l'enseignement en France

3^{ème} édition

Jean-Marie Arrighi

Résumé

Statut de la langue corse dans l'enseignement en France

Sur l'île française de Corse, environ un quart à un tiers de la population serait capable de bien parler le corse, tandis que bien plus de la moitié peut le comprendre. La langue est reconnue par la Constitution française comme appartenant au patrimoine de la France. Plusieurs lois, décrets, règlements et décisions politiques, notamment au cours du dernier quart de siècle, ont progressivement renforcé le soutien institutionnel à la langue corse. Aujourd'hui, l'enseignement bilingue français-corse est le plus répandu à l'école pré élémentaire (atteignant 59% de tous les enfants d'âge préélémentaire en Corse) et à l'école primaire (51%), tombant à 26% au collège, après quoi l'enseignement bilingue français-corse est pratiquement inexistant. La langue corse en tant que matière étudiée est obligatoire à l'école maternelle (3h par semaine) et à l'école primaire (généralement 1h30 à 3h), alors qu'elle est facultative pour les élèves du secondaire et au-delà (59% choisissent le corse au collège, 13% au Lycée ; 3h par semaine).

Recherche à propos de l'enseignement de la langue corse

L'Université de Corse à Corte propose un programme d'études complet spécialisé en langue et culture corses. Les projets de recherche sont généralement mis en place dans le cadre d'une collaboration entre l'Université de Corse et l'Institut national supérieur de l'enseignement et de l'éducation (INSPE) de Corse et/ou le Centre national de la recherche scientifique (CNRS). D'importantes études linguistiques et sociolinguistiques se sont concentrées sur le caractère polynomique de la langue corse, c'est-à-dire la manière dont les locuteurs de la langue acceptent et adoptent la variation linguistique comme une caractéristique du corse, qui reste éloigné l'standardisation imposée. Les implications didactiques de ce phénomène ont également fait l'objet de recherches pédagogiques.

Perspectives pour la langue corse en France

Le corse risque de disparaître en tant que langue activement et couramment utilisée dans la vie quotidienne, en raison du très faible niveau de transmission familiale de la langue, des parents et grands-parents aux enfants. En revanche, une connaissance minimale du corse est assurée dans un avenir proche grâce à l'École. Les politiques linguistiques négociées entre l'État français et l'autorité publique corse n'ont jusqu'à présent été mises en œuvre que partiellement, au niveau éducatif. Une mise en œuvre complète renforcerait la position du corse dans la vie sociale, mais la réappropriation du corse comme langue véhiculaire dépend non seulement des décisions politiques, mais aussi dans une large mesure des choix individuels des locuteurs.



List of Abbreviations

Bac pro	Baccalauréat professionnel (professional certificate)
BEP	Brevet d'études professionnelles (professional education certificate)
BTS	Brevet de technicien supérieur (certificate of advanced technician)
CAP	Certificat d'aptitude professionnelle (certificate of professional competence)
CAPES	Certificat d'aptitude au professorat de l'enseignement du second degré (professional degree for teachers of secondary education)
CDC	Collectivité de Corse (Public Authority of Corsica)
CERPE	Concours externe spécial langues régionales de recrutement de professeur des écoles (special external competition for the recruitment of teachers of regional languages)
INSEE	Institut national de la statistique et des études économiques (National Institute of Statistics and Economic Studies)
INSPE	Institut national supérieur du professorat et de l'éducation (National Higher Institute for Teaching and Education)
IUT	Institutes universitaires de technologie (University Institutes of Technology)
LMD	Licence-master-doctorat (bachelor's-master's-PhD)
LV	Langue vivante (modern language)

1 Introduction

language

Corsican is a Romance language that belongs to the Italo-Romance group. Corsican has been recognised since 1974 as a regional language in France by the Ministry of National Education (French: Ministère de l'Éducation nationale). It is important to note that it is not an imported or transformed version of Italian, but rather the result of its own evolution from an original linguistic state that was highly Latinised. It is assumed that a popular neo-Latin language developed on the pre-Latin substrate of the Tyrrhenian area (including Sardinia, the Italian peninsula, Sicily, and Corsica), which eventually became the foundation of the Roman speech and later evolved into the Corsican language spoken today (see [Figure 1](#) for map of dialects of Corsican). Throughout several centuries, Corsican cohabited with Tuscan (official Italian), which was the written, administrative, and literary language. A written form of Corsican was developed in the early 19th century, with the first printed text appearing in 1817. From a strictly linguistic perspective, the Gallurese language, which is spoken by approximately 100,000 people in northern Sardinia, is considered similar to Corsican. This Regional Dossier focuses on Corsican in the education system of France.

population

As of 1 January 2022, the total population of Corsica was almost 350,000 (INSEE, [2022](#)). This number increases by several thousand annually due to immigration, primarily from mainland France, which hinders the regular use of the Corsican language.

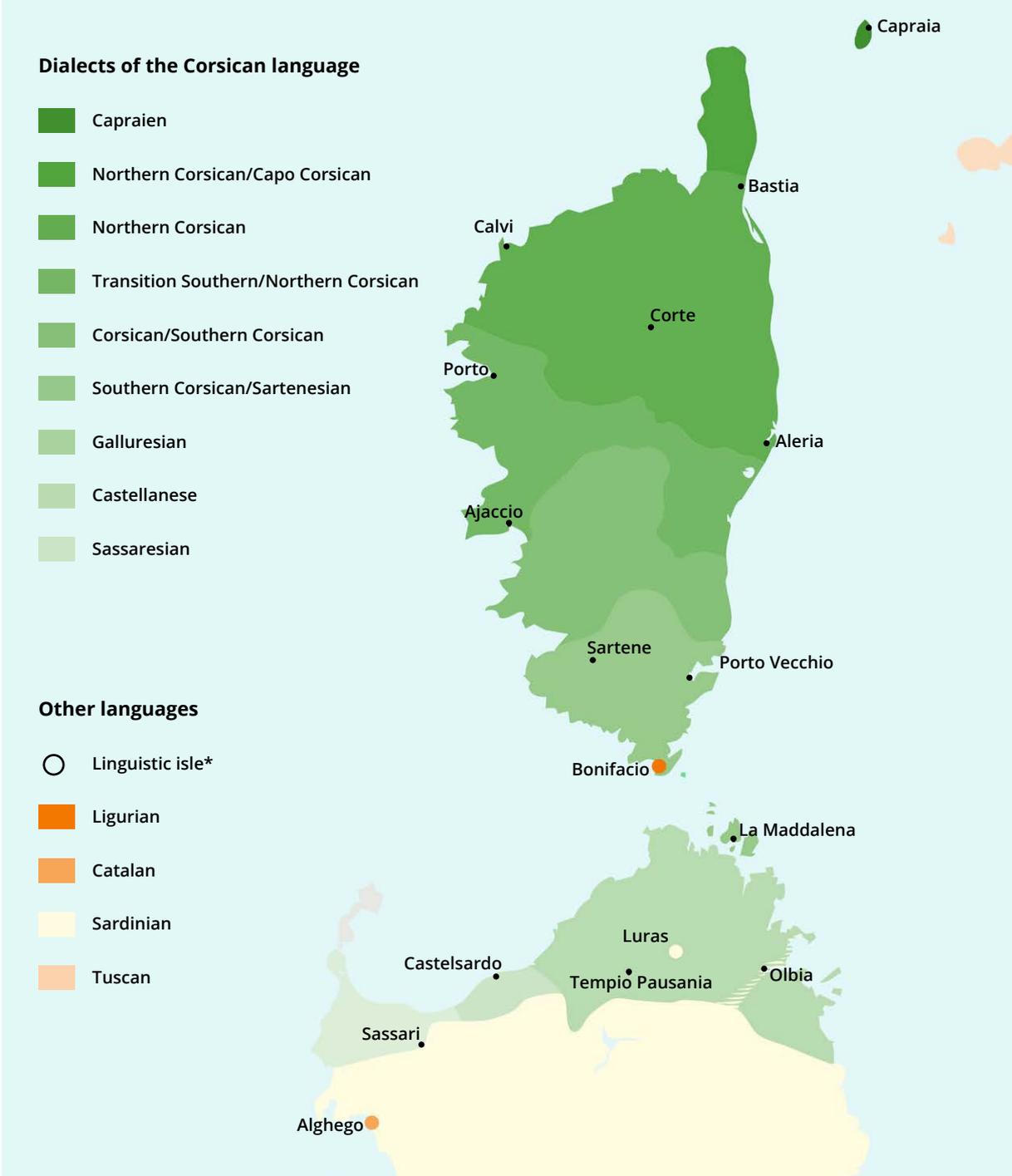
According to the latest survey, there are 105,000 speakers of Corsican on the island (Collectivité de Corse [CDC; Public Authority of Corsica], [2022](#)). This represents an increase compared to the commonly used estimate of 95,000 speakers in Corsica. There are also some 30,000 speakers in mainland France and abroad, resulting in a total of around 125,000 speakers of Corsican worldwide.

Regarding language skills and use, an extensive sociolinguistic survey conducted by the CDC ([2013](#)) found the following figures:

- 58% of the population of Corsica understands Corsican: 197,000 people;
- 28% speak Corsican well (26% of 18–24-year-olds): 95,000 people;
- 20% read books in Corsican: 68,000 people; and
- 62% of young people had lessons in Corsican.

Figures from earlier surveys indicate that over the past few decades, there has been a decline in the number of elderly “native” speakers, a decrease in direct family transmission, but an increase in school learning.

Figure 1 Map of the dialects of Corsican spoken in Corsica.



Note. Adapted from Jkens, Snowdog, and Lokiseinchef (2021).
 * Coloured circles indicate linguistic isles.

It is therefore interesting to examine the situation of the Corsican language among pupils. A study conducted in 2003 by the INSEE (Michaux, 2005) focused on pupils aged 11 to 13. For the first time, self-reported competences were verified by assessing actual competences. It was found that 80% of pupils really understood the language, 36% spoke it well, 47% could read it, and 37% could write it.

A Corsican language assessment is carried out each year for pupils around 15 years of age, at the end of *collège* (lower secondary school). The April 2022 assessment by the Academy of Corsica (Rectorat de l'Académie de Corse, personal communication, 2022) gives the following results according to the levels of the Common European Framework of Reference of Languages (CEFR): 15% had no validated skills; 56% had limited skills (levels A1 and A2); and the total of B1 and B2 (levels indicating true competence) represented 29%. Thanks to Corsican language education, the percentage of Corsophone adolescents now matches that of the overall population.

The proportion of Corsican speakers has long been greater in rural areas, and the use of the Corsican language has decreased with urban development. Today, family transmission is extremely limited and there is hardly any difference between urban and rural areas. New speakers acquire the language through school, the media, and cultural life. Similarly, there are few differences linked to demographics: the use of the language is lower in the areas where many newcomers settle, but the demand for schooling is the same there as elsewhere.

language status

According to the French Constitution (La Constitution du 4 Octobre 1958), French is the only official language in France (article 2, since 25 June 1992: “the language of the republic is French”). This article, although officially intended solely for the protection of French, has often been used to suppress regional languages. However, since 23 July 2008, an article has been introduced, stating that “the regional languages belong to the heritage of France” (La Constitution du 4 octobre 1958, Article 75-1, 2008). Under this article, Corsican, among other languages, is considered a regional language of France.

A significant recent law, the 2021 Law relating to the heritage protection of regional languages and their promotion, known as the Loi Molac, has the double objective of protecting and promoting the intangible heritage and the cultural diversity of which regional languages constitute one of the expressions (Loi n° 2021-641 du 21 mai 2021 relative à la protection patrimoniale des langues régionales et à leur promotion, 2021). The law precisely defines the role of these regional languages in all areas.

status of language education

Although the earliest texts mentioning education in the history of Corsica, or more specifically in the Corsican language, date back to the early 19th century, a fundamental reflection on this subject only appeared in the early 1920s. During this time, dedicated and enthusiastic teachers published books on local history, geography manuals, and a grammar (e.g. Albitreccia, 1934; Bonifacio, 1926; Colonna de Cesari-Rocca, 1916).

After a period of social organisation and good literary production in the Interwar period,

the Second World War had many repercussions: the public use of Corsican came to be seen as a pro-Italian and irredentist choice. It was challenging to revive grassroots activism for teaching in Corsican, finally gaining momentum in 1955. This was years after the adoption of the 1951 Deixonne Law, that is, the Law on the teaching of languages and dialects (Loi n° 51-46 du 11 janvier 1951 relative à l'enseignement des langues et dialectes locaux, 1951), which failed to mention Corsican. The Deixonne Law did permit optional courses in Basque, Breton, Catalan, and Occitan for 1 hour per week at the pre-primary, primary, and secondary levels, depending on the wishes of teachers and parents.

At the time, the failure to include Corsican did not cause significant outrage among the population or its elected representatives. It took 23 years of promotion and struggle to bring Corsican within the scope of the law, specifically Directive 74-33, which pertains to the teaching of languages and dialects (Décret n° 74-33 du 16 janvier 1974 relatif à l'enseignement des langues et dialectes locaux, 1974), followed in 1975 by the Law on education or Loi Haby (Loi n° 75-620 du 11 juillet 1975 relative à l'éducation, 1975). According to Article 12 of the Loi Haby, regional or minority languages, including Corsican, may be taught throughout the school career.

Towards the end of the 1960s and until the opening of University of Corsica (Università di Corsica Pasquale Paoli), officially opened in 1975 but actually in 1981, the organisation of evening classes, and student activism led to considerable theoretical and practical progress, particularly spelling and grammatical organisation.

Since the implementation of the 1982 Circulaire Savary, the public service has successfully established a structured and organised education system (Circulaire n° 82-261 du 21 juin 1982 sur l'enseignement des cultures et langues régionales dans le service public de l'Éducation nationale, 1982). This circular, which addresses education in all regions with a regional language, allows for bilingual classes. It confirms state commitment to the teaching of regional languages on a voluntary basis for 1 to 3 hours per week at primary schools. At secondary schools, an additional option of 3 hours is created alongside the 1-hour option, and the regional language can obtain the status of *langue vivante* (LV – modern language), meaning that pupils can choose Corsican as one of their language subjects. The regional language can also be included in the baccalaureate exam (French: *baccalauréat*).

In 1999, France signed the European Charter for Regional or Minority Languages (Council of Europe, 1992), but did not ratify it due to an official judicial recommendation that this would contradict the national constitution. Consequently, the Corsican language is not protected under the European Charter.

In the 21st century, important laws and regulations were adopted during Jack Lang's tenure as minister of education. To begin with, the situation of regional languages in education was specified by the 2001 Lang Circular on the development of the teaching of regional languages and cultures in schools, and lower and upper secondary schools (Circulaire n° 2001-166 du 5 août 2001 sur le développement de l'enseignement des langues et cultures régionales à l'école, au collège et au lycée, 2001). Furthermore, the 2001 Decree on the

creation of an academic council for regional languages and regulated bilingual education, as well as the details of teaching regional languages and cultures (Décret n° 2001-733 du 31 juillet 2001 portant création d'un conseil académique des langues régionales, 2001). However, regulations on bilingual immersive education were ultimately revoked by the Council of State.

Twenty years later, however, the Circular of 14 December 2021 titled Regional languages – applicable framework and promotion of their teaching, introduced important new features following the 2021 Loi Molac (Circulaire du 14 décembre 2021: Langues régionales – cadre applicable et promotion de leur enseignement, 2021). The circular allows immersive education, previously limited to associative schools, to be implemented in public schools, with over half of the teaching time being conducted in the regional language. Furthermore, the teaching of regional languages must be made available to all pupils in the region. This was already the case in Corsica within the framework of the special status and State-Community agreements.

Regional languages are integrated into the Ministry of National Education's Modern Languages Plan (*Plan langues vivantes : Plan d'actions pour une meilleure maîtrise des langues vivantes – Modern languages plan : Action plan for a better command of modern languages*; Circulaire du 14 décembre 2021: Langues et cultures régionales – cadre applicable et promotion de leur enseignement, 2021). Recognising the fundamental place of language learning in education, the plan presents a number of concrete measures. In line with this, a Higher Council for Languages (French: Conseil supérieur des langues) was created and began its work on 24 January 2022, focusing on regional, foreign, and ancient languages, and the crossovers between their teachings.

Specific laws and regulations regarding the Corsican language have been put in place since the adoption of the Law on the status of the Corsican territory of 1991 (Loi n° 91-428 du 13 mai 1991 portant statut de la collectivité territoriale de Corse, 1991), followed by the 2002 Law on Corsica (Loi n° 2002-92 du 22 janvier 2002 relative à la Corse, 2002), which established a unique Collectivité Territoriale de Corse (CTC – Territorial Public Authority of Corsica). In 2018, the administrative powers of Corsica's two *départements* (Haute-Corse and Corse-du-Sud) and the CTC merged into the Collectivité de Corse (CDC). This merger did not affect the powers of the Assembly of Corsica regarding the Corsican language, and the two départements continue to exist as administrative entities.

Within this administrative framework of the Collectivité de Corse, the CDC is responsible for developing a plan for the teaching of Corsican and the terms and conditions governing its implementation in school timetables. The CDC has also been able to enter into agreements with the State for various actions, such as creating educational information and communication workshops in certain sectors, installing language laboratories in secondary schools, publishing educational support documents, creating centres regularly welcoming pupils for language lessons, supporting the creation of specific educational tracks (Roman or Mediterranean; see *language use* in *Secondary education*), and organising complementary educational activities in addition to State-funded lessons.

The 2002 Law on Corsica ensures that the Corsican language is a subject taught in the regular timetable of pre-schools and primary schools in Corsica (Loi no 2002-92 du 22 janvier 2002 relative à la Corse, 2002). All pupils have the opportunity to study it unless their parents choose otherwise (see *Prospects*).

The teaching of Corsican also expanded beyond Corsica to the French mainland, starting with cultural associations in 1970–1971, such as the Casa di u Populu Corsu in Paris and Casa Corsa in Marseille. Students included adults and mainly secondary school pupils. Since the 1990s, the success of education in Corsican has enabled public classes in Corsican to be offered outside of Corsica in the educational establishments of major cities where there is sufficient interest from pupils (e.g. in Paris, Marseille, Aix, and Montpellier). These classes are taught by certified teachers of other subjects who know Corsican or by teachers of Corsican who regularly travel from the island.

education system

The *education system in France* is mostly under the control of the state, although measures to decentralise it were implemented in the 1980s. The Ministry of National Education has almost complete authority over educational matters, including determining educational guidelines and curriculum, approving diplomas, and managing the recruitment, training, and administration of staff. The state also establishes regulations on management and supervision. Most private schools are also obliged to follow such regulations.

Education is compulsory for children aged 3 to 16 years, but they can start school at age 2. For all compulsory school levels, curricula have been developed. The main principle of the French education system is that education is free and available to the public.

As of 2014, pre-school (nursery school), primary, and lower secondary education are divided into four learning cycles. The first cycle is for children aged 2/3 to 5/6. The second cycle, known as the fundamental learning cycle, is for children aged 6/7 to 8/9. The third consolidation cycle is for those aged 9/10 to 11/12, and the fourth deepening cycle is for those aged 12/13 to 14/15.

Throughout schooling, assessments are conducted to evaluate pupils' progress. At the age of 8, assessments in French, mathematics, and social and civic skills are administered. At age 11, assessments of skills in the common curriculum take place, and these assessments are repeated at the end of compulsory schooling when pupils are 15 years old. Following this, pupils have the option to pursue further studies in upper secondary education at a high school, which can be either general, technological, or vocational. Pupils may ultimately decide to pursue higher education at a university, a *grande école*, or a specialised school.

The public schooling system in Corsica is similar to that in other regions of France, except for Alsace. A unique feature of the teaching of Corsican since its inception in the early 1980s is that, unlike what happened in other parts of France, particularly the Basque Country or

Brittany, education was wholly and solely organised through a public system. In fact, as opposed to what happened in the aforementioned regions, it turned out to be impossible to find a private partner that was adequately organised, powerful, and consensual. Consequently, private education has traditionally had a weak presence on the island. Investing in public education has proven to be more effective for the Corsican language than the creation of private associative schools. However, in September 2021, the Scola Corsa association successfully opened two associative bilingual schools, in close connection with the associative networks of other regions, teaching 15 pupils. It is nevertheless too early to measure their impact.

Within the national education system, linguistically active officials at various levels of responsibility have progressively implemented a structure for teaching Corsican at all levels, from pre-school to university. They have done so by actively applying relevant legal texts, such as circulars from the Ministry of National Education to the law in Corsica. Another distinct Corsican choice was the adoption of a single-teacher model for teaching both languages, similar to Brittany, rather than the one-teacher-one-language system used in the other minority language regions. The two-teacher system, where one teacher instructs in French and the other in the regional language, is only adopted to compensate for the lack of qualified schoolteachers.

Similarly, the recruitment of external speakers for Corsican language courses is very limited and is only used when necessary, especially in isolated schools where it is the only viable option for providing education.

The proponents of Corsican language education believed that the linguistic heritage was a shared responsibility, encompassing all primary school teachers. Furthermore, as many of these teachers were Corsican speakers themselves, they were deemed to be more likely better suited and more adequately trained for the new teaching approach. Since 2002, a special entry examination for schoolteachers, designed for bilingual education, has been established. Each year, half of the available positions are reserved for teachers who have passed this examination in Corsican or bilingual education.

private and public

Public schools in France are governed by the national government and its constitution, with the aim of promoting the values of the Republic through state education. In contrast, private education falls under the authority of various religious orders, professional organisations, and individuals. However, they are subject to national legislation, decrees, and regulations. In most cases, private schools in France have entered into agreements with the state, which provide them with substantial support for teacher salaries and training. It is worth noting that Corsica does not have a significant tradition of private education.

As of 2021, 4.7% of primary school pupils and 6.5% of secondary school pupils in Corsica were enrolled in private schools (Rectorat de l'académie de Corse, 2021). Private schools are also required to apply the same principles as public schools regarding the teaching of Corsican.

bilingual education forms

Bilingual sites are schools or groups of schools that offer French-Corsican bilingual teaching. This type of education starts in pre-schools and continues in primary and secondary schools. Bilingual education is particularly significant in *collège* (lower secondary school), but its popularity drastically decreases in high school (higher secondary school). This is because the variety of educational tracks and options makes it challenging to keep pupils who come from bilingual education together for non-linguistic subjects.

Most bilingual education follows a “parity” model, with approximately equal teaching time for Corsican and French. In recent years, however, there has been an experiment with immersive bilingual education in kindergarten (6 schools and 320 pupils), where most of the subjects are taught in Corsican. Since the 2021 Molac Law was adopted, immersive bilingual education is officially authorised in public education (Loi n° 2021-641 du 21 mai 2021 relative à la protection patrimoniale des langues régionales et à leur promotion, 2021). The organisation of immersive bilingual education depends on the local conditions, the joint wishes of the teachers, the pupils’ parents, and the elected representatives. The success of the existing bilingual schools helps convince teachers and families to submit requests for the opening of new ones.

administration

In France, there are the following four levels of administration: state, region, département, and local community. At state level, the Ministry of National Education has significant control over educational matters. The regions are responsible for constructing and maintaining upper secondary schools (lycées) and vocational training institutes. Départements have the same responsibility for lower secondary schools, while local communities or town councils are responsible for nursery and primary schools.

Within the French education system, there are administrative units known as *académies*. There is a total of 30 académies, which are grouped into 18 (multi-)academic regions. Each academic region/académie is led by a director (French: *Recteur*), who represents the Ministry of National Education and oversees the entire public education system within the académie, from pre-school to higher education. The directors also have authority over private education.

Additionally, each département has its own local administration for the national education authorities, called the Departmental Direction of Services of National Education (Direction des Services Départementaux de l’Education Nationale – DSDEN) or the Academy Inspectorate. Their role at the departmental level is to adapt and implement national education objectives. The Rectorat de l’Académie de Corse serves as the academic office of the Corsican public education service, overseeing teaching posts at both primary and secondary levels. In Corsica’s two administrative départements (i.e. Haute-Corse and Corse-du-Sud), the corresponding entities responsible for primary education are the DSDEN.

inspection

The General Inspectorate of Education, Sport and Research (French: L'inspection générale de l'éducation, du sport et de la recherche – IGÉSR), which reports directly to the Ministry of National Education, is responsible for overseeing and inspecting the French education system. Inspectors monitor teaching methods and educational policies in classrooms and educational institutions, as well as evaluate and provide guidance on teachers' practices, and participate in teachers' pedagogical training programmes. In 1996, a general inspector for regional languages and cultures in each académie was appointed by the Ministry of National Education.

In Corsica, the inspection of primary and secondary education is organised by the Rectorate of the Academy of Corsica (Rectorat de l'Académie de Corse). A national education inspector (Inspecteur de l'Éducation Nationale) is responsible for primary education and an Academy Inspector - Regional Pedagogical Inspector (Inspecteur d'académie - inspecteur pédagogique régional – IA-IPR) inspects teaching in lower and upper secondary schools.

support structure

The CDC is the regional public authority responsible for creating a development plan for the Corsican language and financing the corresponding actions. The Canopé de Corse, formerly known as the Regional Centre of Pedagogical Documentation (Centre Régional de Documentation Pédagogique, CRDP de Corse), provides educational materials for the teaching and learning of Corsican. These materials encompass a wide range of resources including documents, manuals, books for various educational levels (pre-school, primary, and secondary), audio and video materials, films produced by local TV and radio stations, language laboratories in secondary schools, computer programs, and language databases.

Training and redeployment courses are organised annually by various organisations such as the national school inspectorate (Direction académique), the Rectorat de l'Académie de Corse, universities (for higher education), and the National Higher Institute for Teaching and Education (Institut national supérieur du professorat et de l'éducation – INSPE), responsible for training teachers in primary and secondary schools, high schools and collèges, and preparing them for recruitment competitions. Since 2016, a Grand Training Plan (French: *Grand plan de formation* - GPDF) for primary school teachers has been implemented, aimed at doubling the number of teachers authorised to teach in bilingual schools by offering linguistic and pedagogical training. The plan also offers language training adapted to other target groups, such as new speakers of Corsican.

Associations play a crucial and multifaceted role in promoting and supporting the Corsican language. For example, Parlemu Corsu mobilises society in support of the language, and Scola Corsa assists in creating and developing bilingual sites, as well as offers courses for adults adapted to different activities and levels. The Association for the Development of Studies on Archaeology, History, Linguistics and Environment of the Central-East of Corsica

(Association pour le développement des études archéologiques, historiques, linguistiques et naturalistes du Centre-Est de la Corse – ADECEC) is an important organisation with several hundred members. Its contributions include organising an annual language day, publishing numerous works, creating a computerised linguistic database, running a regional radio broadcasting entity using the Corsican language, and managing an ethnographical museum.

2 Pre-school education

target group

Pre-school education is intended for children aged 3 to 6.

structure

For pedagogical reasons, pre-schools and primary schools were merged into the new primary schools in 1995. Primary school is subdivided into three learning cycles, with the first cycle mainly consisting of the former pre-school level. The other two levels are the former primary school. The public education system finances free schooling for children aged 2 to 6 years old, either in classes within the primary school or in separate pre-schools called *écoles maternelles*. Although attendance at this level was optional, nearly all children aged 3 attended these schools. This education officially became compulsory for all pupils in 2019 (Loi n° 2019-791 du 26 juillet 2019 pour une école de la confiance (1), 2019).

The latest nursery school curricula are established by the Programme d'enseignement de l'école maternelle (2015). The objectives of nursery school are to enable children to develop their full potential and have a successful first school experience. Emphasis is placed on language acquisition and its enrichment, the discovery of the world of writing and of numbers, and the learning of "living together" are prioritised. Group leaders teach 26 hours a week and receive the same training as primary school teachers.

legislation

According to the 1989 Law on Education (Loi n° 89-486 du 10 juillet 1989 d'orientation sur l'éducation, 1989), modified by the 2005 Law on Guidance and Programme for the Future of Education, or Loi Fillon (Loi n° 2005-380 du 23 avril 2005 d'orientation et de programme pour l'avenir de l'Ecole, 2005), every 3-year-old child should have access to a pre-school near their home. The 1990 Directive on the organisation and operation of pre-school and primary education (Décret n° 90-788 du 6 septembre 1990 relatif à l'organisation et au fonctionnement des écoles maternelles et élémentaires, 1990) outlines states the objectives and functions of the pre-schools. Further legislation that regulates pre-school education includes the Decree on the organisation of school time in pre-schools and primary schools (Décret n° 2013-77 du 24 janvier 2013 relatif à l'organisation du temps scolaire dans les écoles maternelles et élémentaires, 2013) and the Law of orientation and programming for the refoundation of the school of the republic (Loi n° 2013-595 du 8 juillet 2013 d'orientation et de programmation pour la refondation de l'école de la République, 2013).

language use

Education specialists agree that children of pre-school age have the aptitudes for acquiring basic knowledge, especially in language learning. As a result, there was initially a significant focus on developing bilingual education in pre-school classes. The possibilities offered by law for the teaching of Corsican in pre-school are the same as those for primary schools. Corsican can be taught through bilingual education (using the “parity” model or in rare cases, immersion), or as a separate school subject with 3 hours of instruction per week. The state services, including departmental and academic inspections, and those of the CDC, are committed to organising these basic learning provisions in pre-schools by recommending the installation of bilingual courses in every pre-school and the regular assessment of the results obtained. The successive development plans that the CDC has proposed to the French state, along with the agreements between the state and CDC for their implementation, as well as the *Lingua 2020* document, insist on the rollout of bilingual education in all classes at this level (*Lingua 2020*, 2015).

teaching materials

Pedagogical documents for pre-school classes are often produced by the teachers themselves. The platform *Scola viva* (Living school) facilitates the exchange of ideas and collaborative work among educators. Teaching materials (written, or more often audio-visual) are developed by the Canopé de Corse. Good examples are *Di manu in manu* (From Hand to Hand), *Pare cusì ma...* (It Seems So, But), or *Primi passi à a scola* (First Steps at School), which are financed by the municipality of Bastia and distributed to all pupils. There are also privately published Corsican learning materials for children aged 3 to 6, such as *Animali* (Animals) by Christian Pieraccini or *Mes cent premiers mots de corse* (My First Hundred Corsican Words) by Amélie Raffaelli and Rinatu Coti. Overall, the production of educational materials, with strong support from authorities, can be considered sufficient.

statistics

For the school year 2021/22, out of 5,855 pupils in pre-school classes, 3,476 were enrolled in bilingual courses (59.4%); the remaining pupils all had 3 hours per week of learning of Corsican as a subject (Rectorat de l'académie de Corse, 2022). In other words, all children in pre-school in Corsica received some form of education in or on the Corsican language. There are 51 bilingual schools at the pre-school level, with different administrative arrangements, including fully bilingual schools and schools with both bilingual and non-bilingual classes.

3 Primary education

target group

Primary education is compulsory and free of charge for children aged 6 to 11.

structure

In the French education system, primary school consists of *cours préparatoire* (CP; preparatory course; age 6/7 years), *cours élémentaire 1* (CE1; elementary course 1; 7/8 years), and *cours élémentaire 2* (CE2; elementary course 2; 8/9 years), which form cycle 2 (basic learning; see also *Pre-school education*) and includes the teaching of various subjects. Cycle 3 (consolidation) starts with the *cours moyen 1* (middle class 1; CM1; 9/10 years) and then *cours moyen 2* (middle class 2; CM2; 10/11 years) classes; this cycle ends in the first year of collège (lower secondary school).

All pupils must acquire the common base of knowledge, skills, and culture (Décret n° 2015-372 du 31 mars 2015 relatif au socle commun de connaissances, de compétences et de culture, 2015). The school cycles are regulated by the Curricula for the fundamental learning cycle (cycle 2), the consolidation cycle (cycle 3), and the deepening cycle (cycle 4; Programmes d'enseignement du cycle des apprentissages fondamentaux (cycle 2), du cycle de consolidation (cycle 3) et du cycle des approfondissements (cycle 4), 2015). Compulsory subjects must follow national curricula.

Primary education focuses on developing and making use of cognitive, sensory, manual, physical, and artistic skills. There are typically between 20 and 30 pupils in each class. All pupils are assessed in French and mathematics in CE1 (8 years old) and CM2 (11 years old).

legislation

Primary education is governed by the Loi Fillon (Loi n° 2005-380 du 23 avril 2005 d'orientation et de programme pour l'avenir de l'Ecole, 2005), which establishes its organisation and functioning, and is under the authority of the Ministry of National Education. The latest regulations in force are the 2013 Decree on the organisation of school time in pre-schools and primary schools (Décret n° 2013-77 du 24 janvier 2013 relatif à l'organisation du temps scolaire dans les écoles maternelles et élémentaires, 2013) and the 2013 Law of orientation and programming for the refoundation of the school of the republic (Loi n° 2013-595 du 8 juillet 2013 d'orientation et de programmation pour la refondation de l'école de la République, 2013).

language use

The language used in primary education in Corsica depends on the school type. In regular schools, where Corsican is taught only as a subject and French is the primary language of instruction, pupils and teachers tend to speak French most of the time. In bilingual primary schools, where Corsican is the language of instruction for approximately half of the time, the position of Corsican is much stronger. In these schools, it is more common to use Corsican in all situations during and outside of lessons.

It should be noted that the pupils' parents and the regional officials demonstrate a real interest in bilingual education. It is expected that this progress will further accelerate with the development plans for the Corsican language by the CDC and the conventions between CDC and the French state (see *Pre-school education*). This method of providing Corsican education is believed to be the most effective way to foster the use of the Corsican language across the board, as desired by many families.

At present (2023), the number of applications for registration has been exceeding the number of available places. The popularity of bilingual education among Corsican families can be attributed to two main factors. Firstly, there is a strong affirmation of Corsican identity observed in all areas, of which language is an essential element. Even families who are ignorant of the Corsican language and do not transmit it to their children still want them to learn it. Corsican is essential for cultural expression, especially traditional songs, which are highly popular among young people. Secondly, from a pedagogical perspective, bilingual teaching appears to be more innovative and more effective in producing results.

teaching materials

Teaching materials are developed by the Canopé de Corse. These materials include language teaching books, study books on various subjects in the Corsican language (for example *50 documenti pà a storia di a Corsica* – 50 documents on the history of Corsica), and a range of supporting materials such as tales, plays, and cartoons.

The Residence Centres for Corsican Studies (Centres de Séjour et d'Etudes Corses) are an experiment established in Corsica. Four accommodation centres for Corsican studies have been set up in Savaghju, Bastelica, Bastia, and L'Oretu to receive primary school children and their teachers during so-called "discovery visits", which are conducted in Corsican. The Association of Children in Public Education in Upper Corsica (Association départementale des Pupilles de l'enseignement public de la Haute-Corse, or ADPEP de Haute-Corse), is responsible for managing these centres as an association partnered with the state and the CDC.

The discovery visits are part of the schools' annual projects and record a high demand. Prior to the COVID-19 pandemic, the four centres received 3,000 pupils a year. Although attendance significantly decreased in 2020, it has since risen again to 2,000

pupils per year. The CDC plans to open new centres as part of the negotiation of the new 2021–2027 plan contract (Rapport de monsieur le président du conseil exécutif de Corse: *Lingua Corsa. Rapport d'orientation sur la politique linguistique*, 2022).

statistics

In all matters involving the primary level (pre-school and primary education), it is difficult to obtain exact statistics because primary school teachers usually teach all subjects. However, in bilingual schools with parity, the school day is normally divided equally between the two languages (12 hours per week each), but it may vary within a range of 9 hours of Corsican to more than 12. Similarly, the amount of time dedicated to teaching Corsican as a subject can vary from 1.5 hours to more than 3 hours, although the standard is usually 3 hours.

For the school year 2021/22, out of 23,538 primary school pupils, 12,059 were enrolled in bilingual education (51.2%). These pupils were spread across 155 schools (either exclusively bilingual or a combination of bilingual and non-bilingual classes) and 585 individual classes. Among these, there were 6 immersive classes with 120 pupils, and two private associative immersive classes with 40 pupils. The remaining 11,479 students (48.8%) were enrolled in standard education programmes where Corsican is taught only as a subject, distributed over 607 classes. In other words, all children in primary school in Corsica receive some form of education in or on the Corsican language.

Furthermore, there has been a significant increase in the number of specialised bilingual sites. In 1996, there were only four such sites with a total of 80 pupils. However, this number has consistently increased, reaching 12,059 pupils in primary and pre-primary schools by 2021 (Rectorat de l'Académie de Corse, personal communication, April 13, 2022).

4 Secondary education

target group

Secondary education is intended for pupils aged 11 to 18 years old and is compulsory until they reach 16 years old.

structure

Secondary education is divided into the following two consecutive levels: *collège* (lower secondary education) and *lycée* (upper secondary education). Compulsory lower secondary education, or *collège*, has four grades for 11 to 15-year-olds. The *collège* is a secondary level school that admits all students from primary education, without an entrance examination. The main objective is to ensure all pupils achieve mastery of the common base of knowledge and skills while preparing them for the continuation of their education in the general, technological, or professional tracks.

At the end of *collège*, some pupils choose to enter the professional path (*lycée professionnel* or vocational high school), while others opt for general and technological *lycées*. The decision between the general and technological paths is made after the first year of *lycée*, known as the *seconde class*. They enter the *cycle terminal*, the last cycle, consisting of *première* and *terminale* classes. At the end of the final year, pupils take the baccalaureate examination, which allows them to pursue university studies.

Lycée offers a broad base of common, humanist, and scientific education, directed towards the challenges of the future. Pupils in *lycées* choose specialty disciplines, studying three disciplines in *première*, and then two in *terminale*. These disciplines receive significant attention in the timetable, allowing for ambitious programmes and ample learning time.

Throughout secondary education, pupils receive guidance and support to assist them in making career choices and preparing for higher education. *Lycées* have the flexibility to offer adaptations tailored to their pupils' needs, such as smaller class sizes, differentiated teaching approaches, and access to MOOCs (Massive Open Online Courses), among others.

Lycée professionnel (vocational high school) offers apprenticeships, training courses geared towards future careers, partnerships with businesses, and contextualised general lessons. In the final year, pupils have the option to choose between a professional integration module and a continuation of studies module.

legislation

Collèges were created by the Loi Haby (1975) to provide general preparatory education within compulsory education. Since then, collège has undergone significant reforms on several occasions. This was notably the case with the Law of orientation and programming for the refoundation of the school of the republic (Loi n° 2013-595 du 8 juillet 2013 d'orientation et de programmation pour la refondation de l'école de la République, 2013), and subsequently Directive 2015-372 (Décret no 2015-372 du 31 mars 2015 relatif au socle commun de connaissances, de compétences et de culture, 2015), which defines a common base of knowledge, skills, and culture that should be mastered upon completion of collège.

Lycées have also been reformed by texts published in the Official Special Bulletin of 4 February 2010 on school reform (Réforme du lycée, 2010). Significant changes to lycées were made by the Order of 22 July 2019 (Arrêté du 22 juillet 2019 relatif à la nature et à la durée des épreuves terminales du baccalauréat général et du baccalauréat technologique à compter de la session de 2021, 2019), which defines a new baccalaureate. The objectives of vocational education were set by the Circular 2015-053 of 29 March 2016 (Circulaire no 2016-053 du 29 mars 2016: Voie professionnelle – organisation et accompagnement des périodes de formation en milieu professionnel, 2016).

Further regulations in force are the Decree on the organisation of teaching in lower secondary schools (Décret n° 2015-544 du 19 mai 2015 relatif à l'organisation des enseignements au collège, 2015) and the Decree amending the provisions of the Education Code relating to teaching leading to the general baccalaureate and to technological training leading to the technological baccalauréat (Décret n° 2018-614 du 16 juillet 2018 modifiant les dispositions du code de l'éducation relatives aux enseignements conduisant au baccalauréat général et aux formations technologiques conduisant au baccalauréat technologique, 2018).

language use

The language of instruction and school life is predominantly French. In bilingual classes, Corsican and French are used, but in varying proportions depending on the location and the skills of the non-teaching staff (e.g. in the school canteen). There is a wide range of possibilities for Corsican language education in secondary schools, which depends on the tracks and classes concerned.

Since 1994, it has been possible to teach 3 hours of Corsican language at all levels of secondary school, a practice that is generally implemented at all schools. In primary education and the first year of collège, the teaching of Corsican is included in the timetable for all pupils. Families who object could ask that their children do not participate, but this almost never happens. From the second year of collège, learning Corsican becomes voluntary.

Another option is to learn Corsican as a langue vivante (LV), or modern language. The first LV (LVA) is one of the foreign languages (English, German, etc.). Corsican cannot be chosen

as an LVA, but it is possible to study it as an LVB or LVC. The global schedule for LVA and LVB classes consists of 5.5 hours, with the division between the two determined by the choices of the lycée (typically 3 hours for LVA and 2.5 hours for LVB).

When Corsican is chosen as LVC, pupils receive 3 hours of Corsican per week in lycée. One challenge of the LV education model is to create a schedule that minimises competition between Corsican and other languages. There is no educational difference between LVB, LVC, and the regular option of 3 hours since the pupils take the same courses. However, the LVB and LVC must be continued when chosen, whereas in the regular option, pupils can choose to quit every year. Since the establishment of this education model in 1982, the total number of pupils involved has steadily increased from 1,485 to 9,593 (Rectorat de l'académie de Corse, 2021). This total includes 8,585 pupils who chose Corsican as an optional subject and 920 as LVB or LVC. It should be noted that these figures do not allow for comparison because the regular option is offered in all classes, LVB in the second year of secondary school, and LVC in high school. Moreover, 88 others followed Corsican as a specialty course in première and terminale of lycée, the last 2 years of general high school, with 4 hours of instruction per week. The weight of this course in the baccalaureate can be significant.

In addition to Corsican as a subject, secondary schools also offer bilingual education in which Corsican is the language of instruction for certain subjects. Organising this type of education is more challenging at the lycée level due to the diversity of the teaching offered and the dispersion of pupils based on their choices.

Up to half the lessons may be taught in Corsican in bilingual education. As of the school year 2021/22, there were 3,575 pupils enrolled in this type of education. There are also specific forms of bilingual teaching in certain schools, such as the Mediterranean track, which is applicable to Corsica in particular and referred to as the European track in other regions of France. This track aims to teach Corsican and another Romance language (Italian or Spanish). There is also the Romance languages track, where students choose Corsican, Latin, and a Romance language (as an LVB or LVC).

The André Fazi award was created by the Corsican Assembly in memory of André Fazi, one of its members and a former professor of history and Corsican who often spoke in Corsican from the Assembly's tribune. Each year, the award is given to the pupils who achieve the highest marks in Corsican in the examinations at the end of lycée.

teaching materials

Teaching materials are developed by the Canopé de Corse. Corsican teaching manuals are available for all class levels. For bilingual education, manuals and other materials in the Corsican language are produced for different subjects. Additional resources such as supporting documents, youth literature, reissues of classics, and studies of literary works provide significant assistance. All of these books are also accessible in digital format.

statistics

It is noteworthy that the quantitative increase in the teaching of Corsican has been accompanied by a qualitative increase, mainly due to improved teacher training. Previously, the majority of students studying Corsican received less than 3 hours of instruction per week. Today, however, all pupils who study Corsican receive 3 hours of teaching in this language. Although 95.1% of pupils studied Corsican in the first year of collège (*sixième*) in the school year 2021/22, it must be noted that the numbers decline due to competition with other options (see [Table 1](#) in [Summary of statistics](#)). In the last year of collège (*troisième*), the number drops to 1,574 (53.1%; Rectorat de l'Académie de Corse, personal communication, April 13, 2022).

A consistent number of pupils take a Corsican test at the baccalaureate level, with 269 pupils in 2022, representing 13.5% of the candidates (Rectorat de l'Académie de Corse, personal communication, April 13, 2022). In general, the percentage of pupils studying Corsican is higher in collèges (59.3%) and in lycée professionnel (36.7%; see [Vocational education](#)) than in lycées (13.4%; Rectorat de l'Académie de Corse, personal communication, April 13, 2022); see also [Table 2](#) in [Summary of statistics](#).

In the school year 2021/22, the total number of pupils in collège and lycée was 20,795, of whom 8,906 (42.8%) pupils were learning Corsican language and culture. Of those, 3,560 were enrolled in bilingual education (17.1% of the total number of pupils; Rectorat de l'Académie de Corse, personal communication, April 13, 2022).

5 Vocational education

target group

As with secondary education, vocational education is for pupils aged 11 to 18. It is compulsory for pupils until they reach the age of 16.

structure

In vocational education, pupils begin in the first year of the lycées, known as the *seconde class*, to prepare for a professional baccalaureate in 3 years or a first year of training leading to the certificate of professional competence (French: *Certificat d'aptitude professionnelle* – CAP) in 2 years. In addition to theoretical courses, part of the training takes place in a professional environment. The skills acquired during these periods, which are defined by the regulations of each diploma, are validated through exams.

At the end of their final year, pupils take the professional baccalaureate exams, which are national examinations that allow them to obtain – like the other baccalaureates – the level IV secondary school diploma. After obtaining the vocational certificate, pupils can continue their education in higher vocational and technical programmes to prepare for the 2-year certificate of advanced technician (*brevet de technicien supérieur* – BTS).

The French state is fully responsible for vocational education. In recent years, governmental and educational policies have focused on modernising and increasing the value of vocational education. The main aim is to strengthen the ties between educational institutions and the businesses, where pupils can obtain training contracts to develop their practical skills.

legislation

The same legislation that recently reformed the lycées also applies to vocational education (see *legislation* in *Secondary education*). A transformation of the vocational path initiated by the Order of 21 May 2019, which implements the new organisation of teaching in courses leading to the vocational baccalaureate and the certificate of professional competence, sets an ambitious course for vocational schools (Arrêté du 21 mai 2019 portant application des nouvelles organisations d'enseignement dispensés dans les formations préparant au baccalauréat professionnel et au certificat d'aptitude professionnelle, 2019). It aims to engage pupils in paths of excellence and prepare them for immediate professional integration or towards university studies. This legislation promotes vocational education in

collaboration with economic players, aiming for a better alignment between training and expected professional skills.

language use

In lycées for vocational education, the teaching of Corsican is organised according to specific conditions, mainly due to crowded timetables. Depending on the educational track, linguistic teaching is combined with interdisciplinary work involving exchanges between teachers of Corsican and teachers of professional subjects. In such circumstances, the general practice will have to be adapted to the special constraints of these tracks. Currently, all tracks offer an option of only 1 hour a week, with the addition of 2 optional hours for tracks preparing pupils for the certificate of professional education (*brevet d'études professionnelles* – BEP) and professional baccalaureate examinations.

All pupils following one of the aforementioned tracks can take a test in Corsican as part of their examinations. Since 1998, above-average scores in Corsican have been taken into consideration for admission to higher education leading to the BTS. This means that the final score for Corsican is factored into the pupils' overall scores. However, choosing Corsican as a subject is optional, not mandatory.

teaching materials

Due to the great diversity of vocational streams, there are no specific published teaching materials for or in Corsican. Regular courses for teachers allow them to exchange their experiences and materials.

statistics

An examination of study tracks revealed that in the academic year 2021/22, an average of 40% of pupils in regular vocational education opted for Corsican language education. In special education tracks, the numbers varied. In EREA (*établissement régional d'enseignement adapté*), which are locations that cater to pupils aged 11 to 16 who have significant learning difficulties and/or disabilities, all pupils are taught Corsican. In SEGPA (*sections d'enseignement général et professionnel adapté*), which is special needs education established in regular collèges for pupils aged 11 to 17 who have learning difficulties, only 27.9% of pupils opted for Corsican language and culture lessons in the school year 2021/22 (Rectorat de l'Académie de Corse, personal communication, April 13, 2022; see [Table 3](#) in *Summary of statistics*).

6 Higher education

structure

Higher education in France is provided by universities, university institutes of technology (Instituts Universitaires de Technologie – IUT) and *grandes écoles* (graduate schools, outside the mainstream framework of the public university system). Applicants for all forms of higher education must hold a baccalaureate. Students are required to pay a basic fee but may be eligible for financial assistance from the state. The *licence-master-doctorat* (LMD; bachelor's-master's-PhD) education system is now widespread in France, which are structured in ECTS (European Credit Transfer and Accumulation System) credits in accordance with the Bologna Process. The first cycle is the bachelor's degree (*licence*), lasting 3 years, the second cycle is the master's degree (*master*), which takes a further 2 years, and the third cycle is the 3-year PhD (*doctorat*).

There is one university in Corsica, the University of Corsica, which is located in Corti (French: Corte) and has approximately 5,000 students. Some of these students study Corsican as their main degree subject, but every department includes an introduction to Corsica's language and culture. The University of Corsica includes a FLLASHS (Faculté des Lettres, Langues, Arts, Sciences Humaines et Sociales – Faculty of humanities, languages, arts, and social sciences), a faculty of law and economics, a faculty of science and technology, and an IUT.

Since the early 1980s, the University of Corsica has offered a comprehensive study programme in Corsican language and culture. This programme spans across every level of the LMD system and includes a bachelor's (*licence*) programme in languages, literature, and foreign regional civilisation specialising in Corsican language and culture, as well as a master's programme in languages and cultures with a specialisation in Corsican language and culture.

legislation

Higher education in France is governed by the Law on the autonomy and responsibilities of universities (Loi n° 2007-1199 du 10 août 2007 relative aux libertés et responsabilités des universités, 2007). This law grants universities autonomy in managing their budget, human resources and, optionally, real estate. The law also introduces governance reforms, with a strengthening of the power of university chancellors. Since 2012, all universities have transitioned to autonomy.

The Fioraso law, or Law no 2013-660 of 22 July 2013, focuses on higher education and research (Loi n° 2013-660 du 22 juillet 2013 relative à l'enseignement supérieur et à la recherche, 2013). Its aims include increasing student success and ensuring that 50% of young people in each generation obtain a university degree. The law gives the state the power to accredit higher education institutions and provides for a progressive specialisation of undergraduate studies. In accordance with this law, institutions will have to make their teaching available in digital form.

The Law on programming research for the years 2021 to 2030, adopted on 24 December 2020, has the following three objectives: "to better finance and evaluate public research, improve the attractiveness of research professions and put science back in an open relationship with society as a whole" (Loi n° 2020-1674 du 24 décembre 2020 de programmation de la recherche, 2020).

Higher education is also established by Law 68-978 on the orientation of higher education (Loi n° 68-978 du 12 novembre 1968 d'orientation de l'enseignement supérieur, 1968) and Law 84-52 on higher education (Loi n° 84-52 du 26 janvier 1984 sur l'enseignement supérieur, 1984).

language use

There were approximately 100 students studying the Corsican language as their main degree subject at the faculty FLLASHS of the University of Corsica in the academic year 2021/22, and another 3,114 students who were studying Corsican in other faculties (University of Corsica, personal communication, October 3, 2022). This requirement is mandatory for their first 3 years at the university, made possible by the autonomy of universities in France.

The study programme in Corsican language and culture uses Corsican as both the language of instruction and for informal communication. In the other faculties (literature, law, economics, and science and technology), Corsican is included as a general introduction to the language and civilisation. This leads to a certification in accordance with the CEFR. Students receive this education for 1 to 3 hours a week during their first 3 years of university, depending on their main study programme. The lessons also have an important cultural component, aiming to promote knowledge of the region and integration into Corsican life. In these faculties, the language of instruction is French. Corsican is sometimes used either informally or in the context of specific projects, but this is rare. Documents published by the University of Corsica are often bilingual.

teacher training

The training of future teachers is organised at the University of Corsica within the National Higher Institute of Teaching and Education (Institut national supérieur du professorat et

de l'éducation – INSPE), which is a component of the university with great autonomy. The university diploma passed by the students is the MEEF master (*Masters Métiers de l'Enseignement de l'Éducation et de la Formation* – teaching, education and training). The 2-year courses combine theoretical and practical knowledge of the profession in the field.

School, collège, and high school teachers are recruited through competitions open to students with a master's degree or students in the second year of their master's studies.

■ *pre-school and primary training*

Since 2001, the special external competition for the recruitment of teachers of regional languages (*Concours externe spécial langues régionales de recrutement de professeur des écoles* – CERPE) has been carried out at the University of Corsica and the INSPE. The most challenging aspect of these training courses is likely the issue of integrating graduates into the world of work.

The CERPE offers new possibilities in primary education, with around 20 job vacancies for teachers at primary bilingual schools being made available every year since 2001. However, it is desirable for graduates to be aware of and make better use of employment opportunities outside of education, which require good training in the language and civilisation of Corsica as well, such as jobs involving culture, heritage, tourism, communication, and journalism.

■ *secondary training*

Corsican language teachers for secondary education are recruited through two competitions, the first being the professional degree for teachers of secondary education (*Certificat d'aptitude au professorat de l'enseignement du second degré* – CAPES), which was created in 1991. This CAPES has the originality of being a CAPES only for language (like those of foreign languages), and not a dual (*bivalent*) CAPES like that of regional languages (e.g. Breton-history). The second one is the *agrégation*, which was created in 2018 as part of the *agrégation* of French languages. Even though the number of positions in the competition is low, this competition has great symbolic importance. The *agrégation* certifies specialisation in the subject taught and gives priority access to certain positions, such as those in lycée or even in higher education, as well as a higher salary. Teachers who pass the competition provide a service of 15 hours weekly.

Among other activities, Corsica's INSPE prepares students for the CAPES, *agrégation*, and CERPE. The university training for becoming a Corsican teacher starts with a diversified and multi-disciplinary education (language, literature, anthropology, archaeology, history, etc.) and from the fourth year of studies, it involves research (master's degree). In the following years, it continues with an in-depth laboratory study of a field of learning called Master of Advanced Studies (*diplôme d'études approfondies*– DEA). Corsican is always included in the special course, either as a language being studied or as a language of instruction.

■ *in-service training*

In-service training has long been the weak point of the system as the usual internships are insufficient to create a large enough pool for the needs of teaching Corsican and in Corsican. A Grand Training Plan (*Grand plan de formation* – GPDF) has therefore been organised for primary school teachers, by agreement between the state and the CDC. Twenty substitute positions are used to replace teachers who take part in 3-week courses. Between 2016 and 2021, 395 schoolteachers were trained, of whom 138 have been authorised for bilingual education. In 2022, a further 90 were in training.

A training plan of the same type was launched in 2021 for secondary education. It involved 30 teachers of non-linguistic disciplines spread over four sites.

statistics

In the academic year 2021/22, there were approximately 100 students studying the Corsican language as their main degree subject at the FLLASHS of the University of Corsica, and another 3,114 students who were learning Corsican in other faculties (literature, law, economics, science and technology; University of Corsica, personal communication, October 3, 2022).

Around 120 certified second-level Corsican teachers held 97 positions in collège and high schools or fulfilled other tasks in the academic year 2021/22 (Rectorat de l'Académie de Corse, personal communication, April 13, 2022).

7 Adult education

structure and language courses

In the times when the teaching of Corsican was not yet present in (pre-)primary, secondary, and higher education, efforts were made to meet the needs in the field by fostering adult education. As the teaching of Corsican in regular education took off, the teaching of adults initially declined. However, over time, there has been an increase in social demand for Corsican, both from individuals and from companies and public administration.

An essential change occurred in 2012 with the creation of the Corsican language certificate (CLC – *Certificatu di lingua corsa*), developed by the academic services in partnership with the CDC. This certificate introduced a new method of assessment for everyone, including those in employment, unemployed individuals, and company directors. This is a national education diploma, and therefore officially recognised. The examination for the CLC consists of two phases. The first phase of the fully interactive examination is carried out online and the second phase consists of a 30-minute interview. The assessment is based on the CEFR and covers levels A1 to C1 in the five different skills (i.e. oral and written comprehension, oral and written expression, and interaction) and thus precisely meets the needs of employers.

Adult education in Corsican is heavily funded by the CDC. It can be provided by National Education structures, such as GRETA, a public organisation for adult education, or by private organisations, such as the Chambers of Commerce and Industry, and AFFLOKAT. The University of Corsica offers an online method (Gymcorsu). Associations, such as Praticalingua and Filu d'amparera, also organise training courses that are tailored to the needs of learners.

Extra-curricular activities in Corsican language education are promoted, often by Corsican teachers who incorporate theatre, literature, and choral singing into their teaching. These activities take place in cultural associations, where the popularity of Corsican singing and the practice of polyphony have led to the creation of vocal and musical workshops that also facilitate linguistic exchanges. These workshops are more engaging and entertaining than traditional classes and are highly appreciated by learners.

Among Corsicans living outside of Corsica, various associations and groups of friends, particularly in cities such as Paris, Marseille, Aix-en-Provence, and Nice, provide a valuable connection. This is because these groups offer regular activities such as shared meals, Corsican product sales, exhibitions, concerts, and more. Additionally, they organise evening courses when feasible, attracting a significant number of participants.

language use

In addition to training in the Corsican language, the Corsican language is included in many courses organised by GRETA, and in all those financed by the CDC.

statistics

The Corsican language certificate evaluates approximately 200 people each year. Participants in training provided by private organisations, cultural associations, and online courses, amount to a much higher number; however, this is difficult to quantify accurately.

8 Educational research

Most of the recent educational research has been conducted by the multi-disciplinary research teams formed initially at the University of Corsica in close collaboration with Corsica's INSPE. The National Centre for Scientific Research (Centre national de la recherche scientifique – CNRS) collaborates with the University of Corsica in a research project called *Places, Identities, eSpaces and Activities* (UMR - LISA 6240, Lieux, Identités, eSpaces et Activités), which focuses on topics such as submarine archaeology, cultural democracy, education, and identity in Europe. It is within this context that a large database in the Corsican language is being developed.

In the framework of the Interreg, interregional programmes financed at the European level, the University of Corsica has taken part in numerous activities (e.g. seminars, conferences, and joint publications). These are linked to language and literature, particularly in relation to neighbouring Italian regions, regions of metropolitan France with a characteristic regional language, and Mediterranean islands. During Phase 3 of Interreg, which ended in 2008, the research teams proposed a project titled *Managing multilingualism and multiculturalism in an educational environment: experiments in bilingual education*. They suggested bringing the experiments conducted into synergy with reflections at the university level to define a specific educational approach that meets the needs of Corsican society.

Since 2007, cooperation has been established between the maritime regions of France and Italy within Interreg IV, which supports projects based on the exchange of experiences in the areas of innovation and knowledge economy. Subsequent programmes have continued to support cooperation between the bordering territories of France and Italy (Interreg Italy-France Maritime 2014–2020, [n.d.](#); Interreg Italy-France Maritime 2021–2027, [n.d.](#)). Corsica, Sardinia, Liguria, and the five provinces of the Tuscan coast are involved, as well as the French départements Alpes-Maritimes and Var.

Research on the Corsican language is mainly oriented in the following two directions: linguistic study and research in sociolinguistics. The latter has led to important publications.

Researchers are particularly interested in understanding the conditions under which Corsican has evolved as a polynomic language without choosing a standard. Since the early stages of written Corsican, attempts to establish a standard written form have been unsuccessful due to the lack of well-defined criteria. Unlike French, Corsican did not have a State to impose a standard, nor did writers converge on a shared writing standard as with Italian. However, this has not hindered a strong sense of having a common language, as only phonological differences distinguish the dialects, while syntax and morphology are similar across the island.

This situation was first theorised in Marchetti and Geronimi's (1971) spelling manual, *Intricate è cambiarine*. They stated that linguistic variation in Corsica should indeed be understood as variants of the same Corsican language. On the same basis, the linguist Marcellesi (1985) proposed the concept of polynomic languages applicable to Corsican, being a language "whose unity is abstract and results from a dialectic, not from the ossification of a single norm, and whose existence is founded on the mass decision of its speakers to give it a specific name and to declare its autonomy from other recognised languages" (Marcellesi, 1984, as cited in Chiorboli, 1991, p. 8). This concept, applied to Corsican with general agreement, has been the subject of international linguistic debate: are other languages, if not all, polynomic?

As a result, researchers have become interested in the concrete applications of this concept to teaching situations, based on classroom practices, and the didactics of language teaching in bilingual education (see e.g. Di Meglio, 2020; Di Meglio & Sorba, 2018; Ottavi, 2010; Quenot, 2011). Ottavi (2010) observes that polynomy supposes "the teaching of varieties and, above all, of their principle, variation" (p. 95; author's translation). Considering languages, their variation, and the cultural meanings they convey requires "an attitude of openness: to internal otherness on the one hand, to external otherness on the other hand" (p. 95). In fact, teaching in a polynomic framework leads to "an intralectal use of Corsican, generally made up of a reference variety, their dialect of origin, and borrowings made within their teaching environment." (p. 95). Ottavi (2010) foresees that this mixing will lead to "a progressive normalisation imposed de facto rather than de jure, without any contradiction with polynomics itself" (p. 95).

The Corsican sociolinguistic situation has often attracted the attention of foreign researchers, particularly those interested in comparing the situations of linguistic minorities and bilingualism worldwide (e.g. Alexandra Jaffe, Janne Bleeg Jensen, and Ulrich Farrenkopf). Several conferences have also been held in Corsica regarding the learning of minority languages. Recently, the international symposium *Corsophonisation at school: methods, comparisons and planning* (La corsophonisation par l'École : méthodes, comparaisons et planifications) was held in Corti in October 2022.

In addition to fundamental research in a formal university setting, applied research work is also conducted regarding the production of teaching manuals (Canopé) or the organisation of teacher training (educational advisers, inspectors, etc.).

9 Prospects

The general information included in this Regional Dossier is recent and reflects the current state of affairs at the time it was written (2023).

Within the field of education, the key issue in improving the situation for Corsicans is the search for increased efficiency and collaboration between different language studies. On a more general level, thanks to education, Corsican is no longer at risk of disappearing as a known language among Corsicans. However, its daily use is still in danger of continued decline due to a lack of natural speaking opportunities. To address this, the CDC, as expressed in particular in *Lingua 2020* (2015), aims for “co-officiality, in law and in fact”, that is to say equal status for Corsican and French in all areas, from administration to social and economic life. Gilles Simeoni, the President of the Executive Council of Corsica, stated that “[a] language in a situation of diglossia or in a situation of being undermined, can only develop and sometimes survive through official status”, according to the Report of the president of the executive council of Corsica on language policy (*Rapport de monsieur le président du conseil exécutif de Corse: Lingua Corsa. Rapport d’orientation sur la politique linguistique*, 2022).

In the near future, there may be some developments in this regard. Negotiations between the State and the elected officials of Corsica, where nationalists have had the majority since 2015, began in July 2022. Over the course of 2 years, these negotiations should address all of the problems facing the island, including the policy of teaching the Corsican language.

The CDC *Lingua 2020* (2015) document has so far been partially implemented at the educational level. Its full implementation at both the educational and other levels would strengthen the position of Corsican in society. Among the new demands of the regions with a strong cultural and linguistic identities, the defence and promotion of the original languages and cultures must be a priority, without negative consequences for the official status of French.

The main challenge of the future will be reclaiming Corsican as a vernacular language in all domains of social life. The outcome depends both on political decisions and on speakers’ individual choices.

10 Summary of statistics

Table 1 Overview of the number of pupils who were learning Corsican language and culture in collège at the beginning of the academic year 2021/22.

Collège	Total number of pupils	Pupils learning Corsican as a subject	Percentage	<i>Of whom in bilingual education*</i>	<i>Percentage</i>
6 ^e	3,171	3,015	95.1%	904	
5 ^e	3,298	1,584	48.0%	938	
4 ^e	3,261	1,576	48.3%	899	
3 ^e	2,962	1,574	53.1%	756	
Total	13,328 **	7,903 **	59.3%	3,497	26.2%

Note. Data from Rectorat de l'Académie de Corse (personal communication, April 13, 2022).

* This includes: Bilingues + Langue Romane + Classe Langues Europe.

** Totals include some pupils who are not included in the data in Table 1, resulting in these numbers being higher than the sum of 6^e to 3^e.

Table 2 Overview of the number of pupils who were learning Corsican language and culture in lycée at the beginning of the academic year 2021/22.

Lycée	Total number of pupils	Pupils learning Corsican as a subject	Percentage	<i>Of whom in bilingual education</i>	<i>Percentage</i>
2 ^e	2,417	351	14.5%		
1 ^e	2,244	308	13.7%		
Terminale	1,982	236	11.9%		
Total	7,467*	1,003*	13.4%	63	0.8%

Note. Data from Rectorat de l'Académie de Corse (personal communication, April 13, 2022).

* Totals include some pupils who are not included in the data in Table 2, resulting in these numbers being higher than the sum of 2^e to T.

Table 3 Overview of the number of pupils who were learning Corsican language and culture in vocational education at the beginning of the academic year 2021/22.

Lycée professionnel (LP)	Total number of pupils	Pupils who learn Corsican as a subject	Percentage
Special vocational education			
<i>EREA</i>	116	116	100%
<i>SEGPA</i>	340	95	27.9%
Regular vocational education			
<i>CAP</i>	269	62	23.0%
<i>Second year professional education (2^e B Pro)</i>	529	206	38.9%
<i>Senior year professional education (T BEP)</i>	611	265	43.4%
<i>2 years professional education (Bac pro)</i>	559	255	45.6%
Total lycée professionnel (excl. EREA and SEGPA)	1,968	788	40.0%

Note. Data from Rectorat de l'Académie de Corse (personal communication, April 13, 2022).

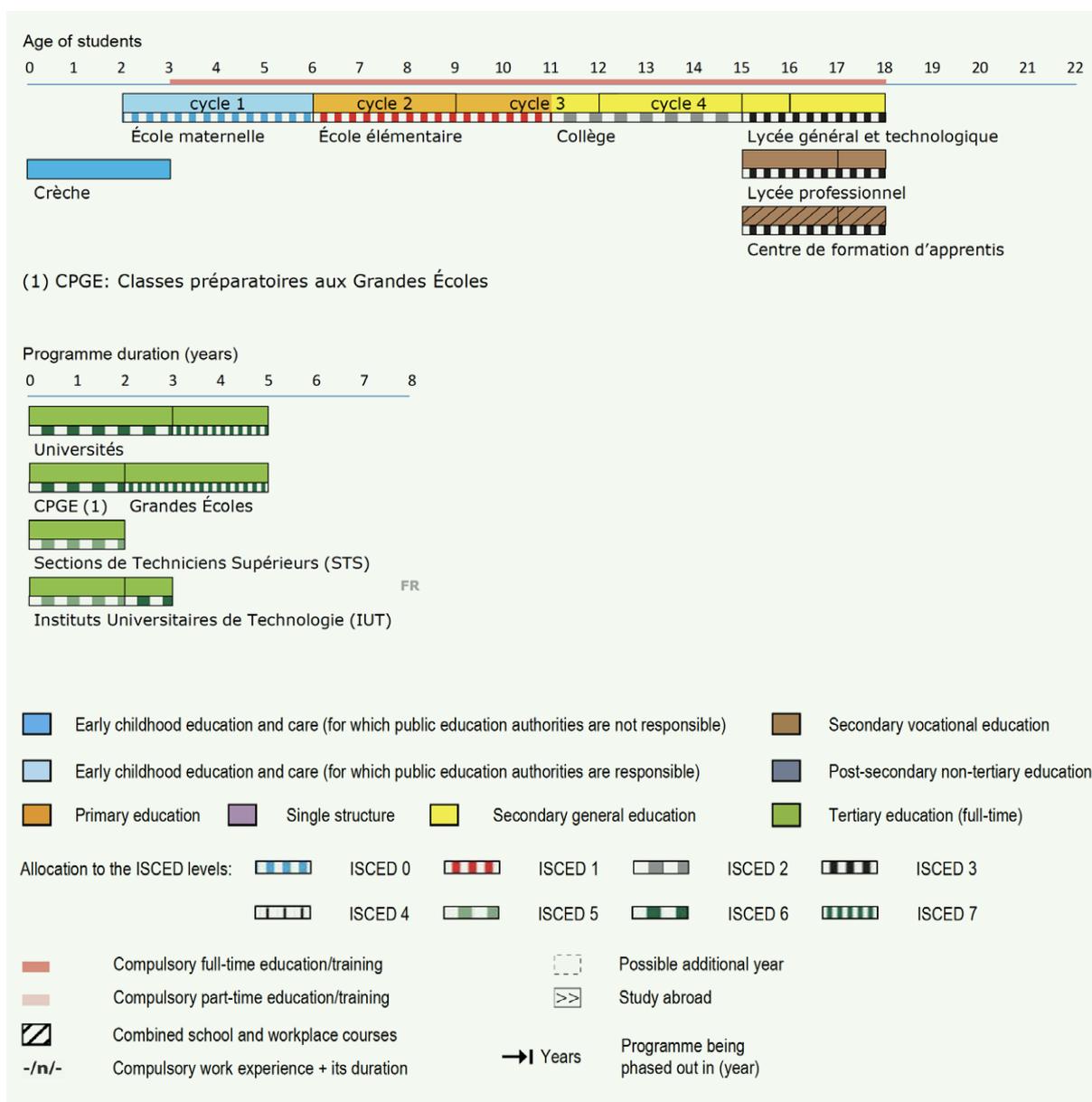
Bac pro: *baccalauréat professionnel* (professional certificate); EREA: *établissement régional d'enseignement adapté* (regional special education for pupils with learning difficulties aged 11 to 16); SEGPA: *sections d'enseignement général et professionnel adapté* (special education for pupils with learning difficulties aged 11 to 17); CAP: *certificat d'aptitude professionnelle* (certificate of professional skills); T BEP: *terminale brevet d'études professionnelles* (professional education certificate).

Table 4 Number of schools and pupils for all educational levels in the academic year 2021/22.

		Schools	Classes	Pupils	% pupils
Pre-school and primary education	Bilingual courses	155	585	12,059	51.2%
	<i>parity</i>	150	577	11,899	
	<i>immersive</i>	5	8	160	
	Corsican as a subject	197	607	11,479	48.8%
Secondary education	Corsican as a subject			8,906	42.8%
	<i>of whom in bilingual education</i>			3,560	17.1%
Vocational education	Corsican as a subject			788	40.0%
	<i>Option</i>			621	
	<i>Langue vivante B</i>			167	
Higher education	+Corsican Studies			100	
	Teaching			3,114	

Note. Data from Rectorat de l'Académie de Corse and Université de Corse (2022).

Education system in France



Note. ISCED (International Standard Classification of Education) 4 education covers less than 2% of the total number of students (all levels). Since September 2020, training has become compulsory for students aged between 16 and 18. Young people will be able to fulfil this compulsory training by several means: schooling, apprenticeship, training courses, civic service, and support system or social and professional integration measures. Reprinted from European Commission, European Education and Culture Executive Agency, and Eurydice (2023, p. 20).

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Useful addresses

official bodies

Collectivité de Corse (CDC)

Public Authority of Corsica

22 Cours Grandval, BP 215, 20187 Ajaccio Cedex, France

T: +33 (0)4 95202525

E: contact@corse.fr

W: www.isula.corsica.fr

Conseil Économique, Socia, Environnemental et Culturel de Corse (CESEC)

Economic, Social and Cultural Council of Corsica (consultative council of the CDC)

22 Cours Grandval, BP 215, 20187 Ajaccio Cedex, France

T: +33 (0)49520252

E: contact@isula.corsica

W: www.isula.corsica/cesec/

Inspection académique

National School Inspectorate

Haute-Corse, Palais de la mer, 5 bis rue Chanoine Leschi, B.P. 177, 20293 Bastia Cedex, France

T: +33 (0)4 95345959

E: webia2b@ac-corse.fr

W: www.ac-corse.fr/dsden2b

Inspection académique Corse du Sud

National School Inspectorate of Southern Corsica

Bd. Pugliesi Conti, B.P. 832, 20192 Ajaccio Cedex 4, France

T: +33 (0)4 9551

E: ce.ia2a@ac-corse.fr

W: www.ac-corse.fr/dsden2a

Ministère de l'Éducation nationale

Ministry of National Education

110 rue de Grenelle, 75357 Paris SP 07, France

T: +33 (0)1 55551010

W: www.education.gouv.fr

Rectorat de l'Académie de Corse (Service langue et culture corses)

Rectorate of the Academy of Corsica

Boulevard Pascal Rossini, BP 808, 20192 Ajaccio Cedex 4, France

T: +33 (0)4 95503333

E: hyacinthe.ottaviani@ac-corse.fr

W: www.ac-corse.fr

education

A Casa di u Populu Corsu

An organisation that offers Corsican language courses and cultural activities

51 bis Rue du Général Leclerc, 92130 Issy-Les-Moulineaux, France

T: +33 (0)1 46381879

E: casacorsa@gmail.com

W: www.acasadiupopulucorsu.wifeo.com

Association départementale des Pupilles de l'enseignement public de la Haute-Corse (ADPEP de Haute-Corse)

Association of children in public education in Upper Corsica

Ecole François Amadeï, Paese Novu 2, 20600 Bastia, France

T: +33 (0)4 95323119

E: lespep2b@lespep.org | pep.2b@wanadoo.fr

W: www.pep2b.corsica/a-propos-pep-2b/

Association pour le Développement des Etudes Archéologiques, Historiques, Linguistiques et Naturalistes du Centre-Est de la Corse (ADECEC)

Association for the development of studies on archaeology, history, linguistics, and the environment of the Central-East of Corsica

Place du Musée, 20221 Cervioni, France

T: +33 (0)4 95381283

E: adecec@adecec.net

W: www.adecec.net

Associu À Scioglilingua

Association of teachers of bilingual education

Villa Badellu, parc Capuccini, 20250 Corte, France

CANOPE de Corse, ancien Centre Régional de Documentation Pédagogique (CRDP de la Corse)

Regional centre of pedagogical documentation

Immeuble Castellani, avenue du Mont Thabor, BP 70961, 20 700 Ajaccio Cedex 9, France

T: +33 (0)4 95509000

E: contact@canope-corse.fr

W: www.reseau-canope.fr/nous-trouver/academie/corse.html
www.educorsica.fr

Cultura Viva

Living Culture – an association offering teaching of Corsican
38 Allée Vivaldi, 75012 Paris, France
T: +33 (0)1 43072387
E: culturaviva@hotmail.fr
W: www.culturaviva.fr

Filu d'amparera

An association offering teaching of Corsican
15 Bd Maglioli 20000 Ajaccio, France
T: +33 (0)4 95223156
E: contact@filudamparera.com
W: www.filu.fr

GRETA-CFA Corse

A public organisation for adult education
Avenue Napoléon III 0000 Ajaccio
T: +33 (0)4 296878
E: dafco@ac-corse.fr
W: www.gretacfa.corsica
For certificates, see www.certificatu.fr

Institut consulaire de formation

Training Institute
Route du Ricanto 20000 AJACCIO, France
T: +33 (0)495201046

Institut National Supérieur du Professorat et de l'Éducation (INSPE)

Teacher Training Institute for primary and secondary teaching
Avenue du 9 septembre 20250 Corte, France
T: +33 (0)4 95450000
W: www.inspe.universita.corsica

Institut Universitaire de Technologie (IUT)

University Institutes for Technology
IUT di Corsica, Campus Grimaldi, 20250 Corte, France
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W: www.iut.universita.corsica

Office National d'Information sur les Enseignements et les Professions (ONISEP)

National Office of Information on Teaching and the Teaching Professions
Onisep Corse, Bd Pugliesi Conti, BP 832 20000 Ajaccio, France
T: +33 (0)4 95515957
E: drocorse@onisep.fr
W: www.onisep.fr

Practicalingua

An association offering teaching of Corsican
Carrughju Sant'Anghjuli 20200 Bastia
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Scola Corsa

An association for the promotion of the Corsican language and culture
BP 12 20416 Ville di Petrabugnu
T: +33 (0)6 29657642
E: associu@scolacorsa.corsica
W: www.scolacorsa.corsica

Scola Corsa de Marseille

An association for the promotion of the Corsican language and culture
Maison de la Corse, 69 rue Sylvabelle, 13006 Marseille, France
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Faculté de droit et des sciences économiques

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Università di Corsica Pasquale Paoli, Campus Mariani, BP 52, 20250 Corte, France
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Faculté de Lettres, Langues, Arts, Sciences Humaines et Sociales (FLLASHS)

Faculty of Humanities, Languages, Arts, and Social Sciences
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cultural centres and associations

AFLOKKAT

Centre professionnel A Stella Lieu dit Effrico 20167 Sarrola Carcopino |

Centre professionnel A Murza Chem. de Canale 20600 Furiani

T: +33 (0)4 95287367

E: info@aflokkat.com

W: www.aflokkat.com

Association Matina Latina

Association for courses and publications in southern Corsican

Immeuble le Golo, Bt D Rue de l'Aspirant Michelin, 20000 Ajaccio, France

T: +33 (0)6 71650478

national organisations

Centre de Données Socio-Politiques (CDSP)

Socio-political data centre

27 rue Saint-Guillaume, 75337 Paris Cedex 07, France

T: +33 (0)1 45497266

E: info.cdsp@sciences-po.fr

W: www.cdsp.sciences-po.fr/en/

Centre national de la recherche scientifique (CNRS – Délégation Provence et Corse)

National Centre for Scientific Research

31 chemin Joseph Aiguier, 13402 Marseille Cedex 20, France

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W: www.provence-corse.cnrs.fr

Institut national de la Statistique et des Etudes Economiques (INSEE)

National Institute of Statistics and Economic Studies

18 Boulevard Adolphe Pinard, 75014 Paris, France

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Institut national de la Statistique et des Etudes Economiques Corse (INSEE Corse)

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UMR - LISA 6240, Lieux, Identités, eSpaces et Activités (LISA)

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About this Regional Dossier

author biography

Jean-Marie Arrighi (Ajaccio, 1951) is a former student of the École normale supérieure de Saint-Cloud and has an agrégation in classics. From 1989 to 2016, he held the position of academy inspector – regional pedagogical inspector (*inspecteur d'académie – inspecteur pédagogique régional*) in charge of the Corsican language. He is the author of several works on the Corsican language and history, in particular on the 18th century and the Corsican State of Paoli.

previous editions

The first edition (2000) of this Regional Dossier was written by Jacques Fusina (Université de Corse Pascal Paoli) and the second edition (2012) by Jean-Marie Arrighi.



Other websites on minority languages

Mercator European Research Centre

www.mercator-research.eu

Homepage of the Mercator European Research Centre on Multilingualism and Language Learning. The website contains the Regional Dossier series, a database of experts, a bibliography, information on current activities, and many links to relevant websites.

Mercator Network

www.mercator-network.eu

General site of the Mercator European Network of Language Diversity Centres. It gives information about the network and leads you to the homepages of the network partners.

European Commission

www.ec.europa.eu/languages

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

Council of Europe

www.conventions.coe.int

European Charter for Regional or Minority Languages (1992) and *Framework Convention for the Protection of National Minorities* (1995). European Treaty Series 148 and 157, Strasbourg.

Eurydice

www.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

www.europarl.europa.eu/committees/en/home

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

NPLD

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

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 at the regional, national, and European levels.

ELEN

www.elen.ngo

The European Language Equality Network (ELEN) is a non-governmental organisation that has as its goal the promotion and protection of European lesser-used (i.e. regional, minority, endangered, indigenous, co-official, and smaller national) languages, 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.



About the Mercator European Research Centre

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 and outside Europe. The centre focuses on research, policy, and practice in the fields of multilingualism and language learning. Through the acquisition, application, and circulation of knowledge regarding language learning at school, at home, and through cultural participation, the Mercator European Research Centre aims to provide for language communities' increasing need to exchange experiences and to cooperate, not only in the European context, but also beyond the borders of Europe. Although the main focus lies in the field of regional and minority languages, immigrant languages are also topics of study.

partners

The Mercator European Research Centre is the leading partner of the European Mercator Network, which was initiated by the European Commission in 1987. The Mercator Network partners are the following: Mercator Media, hosted at the University of Wales Trinity Saint David; Mercator Legislation, hosted at the CIEMEN Foundation; Centre de Recerca en Sociolingüística i Comunicació (University of Barcelona); the Institute for Slavic and Baltic languages, Finnish, Dutch and German (Stockholm University); and the Research Institute for Linguistics (Hungarian Academy of Sciences). The Mercator European Research Centre also works closely with a large number of research organisations and universities. This cooperation includes partners in the province of Fryslân and other parts of the Netherlands, as well as partners across Europe and beyond. The main funding body of the Mercator European Research Centre is the provincial government of Fryslân. The EU and regional authorities in Europe also regularly fund projects and activities.

research

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

conferences

The Mercator European 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.

contact

For general enquiries, please contact us at mercator@fryske-akademy.nl.

For enquiries about our Regional Dossier series, please contact the editors at mercator-regionaldossiers@fryske-akademy.nl.



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- Meänkieli and Sweden Finnish:** The Finnic languages in education in Sweden (2001)
- Mongolian:** The Mongolian language in education in the People's Republic of China (2019)
- Nenets, Khanty and Selkup:** The Nenets, Khanty and Selkup languages in education in the Yamal Region in Russia (2016; Russian translation available)
- North Frisian:** The North Frisian language in education in Germany (2015, 3rd ed.)
- Occitan:** The Occitan language in education in France (2019, 2nd ed.)

Polish: The Polish language in education in Lithuania (2006)

Romani and Beash: The Romani and Beash languages in education in Hungary (2020, 2nd ed.)

Romansh: The Romansh language in education in Switzerland (2017)

Sami: The Sami language in education in Sweden (2020, 2nd ed.)

Scots: The Scots language in education in Scotland (2017, 2nd ed.)

Serbian: The Serbian language in education in Hungary (2014)

Slovak: The Slovak language in education in Hungary (2005)

Slovene: The Slovene language in education in Austria (2023, 3rd ed.)
The Slovene language in education in Italy (2020, 3rd ed.)

Sorbian: The Sorbian language in education in Germany (2016, 2nd ed.)

Swedish: The Swedish language in education in Finland (2013, 2nd ed.)

Turkish: The Turkish language in education in Greece (2019, 2nd ed.)

Udmurt: The Udmurt language in education in the Udmurt Republic in Russia (2019; Russian translation available)

Ukrainian and Ruthenian: The Ukrainian and Ruthenian languages in education in Poland (2006)

Ulster-Scots: The Ulster-Scots language in education in Northern Ireland (2020)

Võro: The Võro language in education in Estonia (2019, 2nd ed.)

Welsh: The Welsh language in education in the UK (2014, 2nd ed.)

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