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Ladin

The Ladin language in
education in Italy



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Foreword

Background

For several years now, Mercator-Education has made efforts to achieve one of its principal goals: to gather, store and distribute information on minority language education in European regions. Regional or minority languages are languages which differ from the official language of the state where they are spoken and which are traditionally used within a given territory by nationals of that state who form a group numerically smaller than the rest of the state's population.¹

To date, Mercator-Education has been successful in establishing a computerised data bank containing bibliographic data, information about people and organisations involved with minority language issues. It has published data collected during four inventory studies on pre-school education (Goot, Renkema & Stuijt, 1994), primary education (Sikma & Gorter, 1991), learning materials (Tjeerdsma & Sikma, 1994) and teacher training (Dekkers, 1995). In addition there is a need for documents which give a brief outline of the most essential features of the educational system of regions with an autochthonous lesser-used language. With the establishment of regional dossiers we intend to meet this need.

Aim

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

Target group

Policy makers, researchers, teachers, students and journal-

ists may use the information provided to assess developments in European minority language schooling. They can also use a regional dossier as a first orientation towards further research or as a source of ideas for improving educational provision in their own region.

Link with EURYDICE

In order to link these regional descriptions with those of national educational systems, it was decided to follow the format used by EURYDICE, the European education information network in the European Union. EURYDICE provides information on the administration and structure of education in member states of the European Union.² The information provided in the regional dossiers is focussed on language use at the various levels of education.

Contents

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

1

Introduction

*Language*³

Ladin is a neo-Latin or Rhaeto-Romance language spoken in the Central and Eastern Alpine regions. It is divided in Central, Eastern and Western Ladin, which formed one language area in the past. Nowadays they are separated by areas where Italian or German is spoken: Eastern Ladin is referred to as *Friulan* and Western Ladin is spoken in the *Grischun*⁴ in Switzerland. All these Ladin varieties have witnessed a continuous decline, both in speakers and in territory. The three varieties are generally considered as separate language groups, although there is still an ongoing academic dispute whether they are to be considered as

languages on their own or forms of one proto-language. This dossier deals exclusively with *Central* or *Dolomite Ladin* spoken in five valleys in the Dolomites, which belong to different provinces and regions and have, for that reason, different language policies. This administrative partition severely hampers development and progress of Ladins' political and cultural rights.

Because of the lack of special guarantees for Ladin education in the province of Belun, the main part of the regional dossier covers the three valleys Val Badia, Gherdëina and Fascia, in the Autonomous Region of South Tyrol-Trentino. Where possible we make a distinction between the provinces, but when we do not mention a specific province, we refer to the situation in South Tyrol or *Bulsan*, in the Ladin language. The majority of the Ladin population lives in this province and the language is protected most. We will use the Ladin names in this report. For a better understanding of the Ladin situation we refer to a table in the endnotes.⁵

Population

Central Ladin is spoken in the five valleys in the Dolomites in Italy: *Val Badia*, *Gherdëina*, *Fascia*, *Fodom* and *Cortina de Anpezo*. Out of a total population of some 38,000 people in all five Ladin valleys, approximately 30,000 speak Ladin. Census data for those speaking Ladin are available for the two valleys Gherdëina and Badia (Bulsan), where 18,434 speakers form some 90 % of their population. In the Fascia Valley in Trentino the number of Ladin speakers is about 7,000. In the Fodom and Anpezo Valleys in the province of Belun some 5,000 persons still speak the language.

Status

Bulsan and Trent: Bulsan and Trent were located in what was called 'Southern Tyrol', and remained under Austrian rule until World War I. A period of forced Italianisation followed, carried out by the Fascist regime and Germanisation by the nazis in 1943-1945, but after World War II the

whole of Southern Tyrol was granted a significant degree of autonomy and minority language protection. The legal administrative self-rule of the region was established in the Statute of Autonomy of South Tyrol-Trentino (1948), in which the Ladins were explicitly mentioned (art.87). But it was not until 1972 that the cultural rights and teaching rights of the Ladins were guaranteed in the revised Autonomous Statute of the Region.

Nowadays South Tyrol only refers to the province of *Bulsan*, with the two valleys Val Badia and Gherdëina. The province of *Bulsan* is mostly German speaking, although Italian dominates in the large towns; the eastern part of the province includes the two main Ladin valleys of Gherdëina and Badia. The bilingual status of the province of *Bulsan* is quite stable now. It is notable, however, that the protection of Ladin is merely a side effect of the high degree of protection granted to the German minority (a 'majority' in fact, within provincial boundaries). In *Bulsan*, the language has always been a major issue in political, social and educational decisions and is still loaded with historical memories.

The Statute of 1972 was also intended to apply to *Trent*, but its application has been delayed. The localisation of Fascia in an Italian speaking region and its change to tourism industry triggered the Italianisation process in the Fascia. Ladin teaching was implemented only in 1997 in the valley.

Belum: The Ladin valleys of Fodom and Anpezo are near Belum in the region of Venice, which became a part of the Italian Kingdom in 1866. The province has only very recently been granted a legal means of protecting the Ladins (1999). Now all Italian minorities which are not yet under legal protection are awaiting the commencement orders of the law on "historical language minorities" ⁶

*Language teaching
legislation*

Bulsan: Ladin was taught to some extent after the Autonomous Statute of 1948. With the revised statute, the teaching of Ladin obtained a secure legal basis. The teaching of Ladin received recognition, not only as a school

subject in all nursery, elementary and secondary schools in the Ladin area, but also as a teaching instrument. Subsequent decrees were adopted to make teaching through the medium of Ladin a legally sanctioned option. The Statute on the one hand and the enforcement decrees on the other reflect the practical needs of the Ladin minority. Nowadays (2000) the regulations prescribe that each class at primary school level must have 12 hours of instruction through the medium of Italian, twelve hours of teaching through the medium of German and two hours through Ladin per week. The same rules exist for secondary schooling. Religion is taught in the three languages Ladin, German and Italian. This means that the approximately 300 teachers in pre-school, primary and secondary school must be able to speak Italian, German and Ladin. They all have to pass a trilingual exam. Ladin teachers are also given priority in job placement at secondary level. The use of the Ladin language is permitted in official situations and documents.

Trent: In contrast to Bulsan, in Trent bilingual education is a pedagogical rather than a political issue. In 1994 a Ladin branch of the provincial educational authority was created and in 1995 the Provincial Act introducing Ladin in grades 1-8 (shortly to be extended to grade 10) was accepted by the Italian State, together with the new Ladin curriculum. Since 1997 Fascia has had specific hours implementing Ladin teaching at school. Teachers who show their proficiency in Ladin have priority for job vacancies at secondary level.

Belum: The first courses for Ladin teachers are being conducted by schools in Belum, but the teaching is still on a voluntary basis.

Education system

In Italy, school is compulsory for children from 6 to 15 years.

A new general reform of the education system has been initiated and will commence from September 2001. There will be a compulsory primary level of seven years for all pupils and also a compulsory higher biennium, giving access

to the final vocational triennium of higher professional specialisation. This new system will only be implemented gradually and become fully established around the year 2007.

Private and public schools

In Italy, about 90% of the schools are public, but also the private schools (the other 10%) must implement state curricula. The situation in the Ladin Valleys is similar, with the exception of Fascia. In the whole province of Trent, 50% of kindergartens are community-owned which means that they have a higher degree of autonomy. These schools, especially, have played an important role in setting up the recent language teaching in Fascia. In Bulsan Ladin teaching is the domain of public schools only.

Administration

The primary responsibility for the schools' functioning lies with the state. The costs of maintaining the schools are borne by different regional or provincial public authorities. In autonomous regions the power to make educational provisions lies almost completely with the regional authorities, which is the case with South Tyrol-Trentino. In contrast, the province has secondary legal authority in education and full powers only in pre-primary education. It can make only slight modifications in the curriculum to regional needs and sees to publication of textbooks and in-service training of teachers. The province is also entitled to pass independent legislation in the following areas: public assistance to schoolchildren, vocational training, school buildings, in-service training. The newly adopted "school autonomy (administrative, pedagogical and financial self-rule) should, however, allow the local authorities more areas of authority. Furthermore, the Italian state has entitled the provinces of Bulsan and Trent to make up their own collective agreement for the teaching staff.

In the province of Bulsan the administration of teaching, management and inspection personnel for Ladin schools is handled by a specific Ladin provincial schools office (*Intendēnza pur la scola di païsc ladins*), headed by a Ladin education officer (*Intendēt dles scoles ladines*). Teaching,

management and inspection personnel are paid by the Province. However, teachers can also opt for signing a national contract if they are not ready to take on the extra tasks demanded by the provincial collective agreement. The supervision and promotion of instruction in nursery, elementary and secondary schools comes under the authority of the Education Officer (*Intendënt*). Administrative and pedagogical supervision in individual schools is entrusted to management staff. Checking the implementation of programmes is also part of the responsibilities of school headmasters.

Although there is Ladin education in Fascia, the province of Trent does not have its own Ladin school administration. In Belum all schools are subject to the Italian school-administration.

*Support structure
Bulsan*

In *Bulsan*, assessment of activities concerning Ladin teaching is carried out by the Ladin Pedagogical Institute, which helps the teachers' committees in the schools. Apart from this pedagogical support, schools can also consult the Cultural Institute *Micurá de Rû*, although this is not a part of the school system. This institute in Val Badia is also the main developer of books (not especially designed for schools) and children's literature. Evaluation of teaching programmes is normally done by the schools themselves.

The *Istitut Pedagogich Ladin* of Bulsan has the task of collecting, developing and elaborating and distributing pedagogical materials. It also carries out educational research in this field and organises in-service training for teachers.

Some material is developed by the teachers' organisations *Uniun Maestri Ladins* (Val Badia) and the *Lia di Maestri* (Val Gherdëina). The "*Union di Ladins de Gherdëina*", "*Union di Ladins dla Val Badia*", *Union di Ladins de Fascia*, *Union di Ladins de Fodom e Anpezo* are part of the *Union Generela di Ladins dles Dolomites*, the only organisation of Ladin culture for the whole region of Ladinia. These cultural organisations also publish books (mono-

graphs, poems) and an annual summary with a variety of reports.

In *Trent*, the Ladin Cultural Institute of Vich serves as a feedback institute for language questions in the Fascia Valley and helps teachers with curricular matters as well as conducting in-service courses such as the course '*towards a plurilingual and multicultural school*' for teachers in Fascia Valley schools. The province-run schools receive pedagogical support from the *Scuole Materne Provinciali* (SMP-Provincial Service of Pre-schools). The locally-run schools depend on the *Federazione Scuole Materne* (FSM-Federation of Independent Pre-schools). On behalf of the *Istituto Provinciale di Ricerca, Aggiornamento, Sperimentazione* (IPRASE-Provincial Institute for Educational Research, Support and Experiment) one teacher has been assigned for the Fascia valley.

2 Pre-school education

<i>Target group</i>	Children from the age of 3 to 6 years may attend pre-primary schools (<i>scuole materne</i> and in the future " <i>scuole per l'infanzia</i> ") but are not obliged to.
<i>Structure/legislation</i>	As indicated above, pre-primary schooling falls under the province's responsibility.
<i>Language use</i>	<i>Bulsan</i> : The regional statute mentions Ladin as the main language in pre-school-education. According to the specialists, teaching the home language at this level is a condition for successful second and third language acquisition and therefore for the safeguarding of an endangered minority language. Children with different linguistic backgrounds are educated in the same pre-schools (especially in Gherdëina). Ladin is used during group activities, while the teacher speaks the child's mother tongue

during individual contact with the child. In Bulsan all staff at the schools in the Ladin Valleys belong to the Ladin ethnic group.

Trent: In the six pre-primary schools in Fascia, the use of Ladin language as a medium of instruction is guaranteed alongside the use of Italian on the basis of parity.

Belum: In Belum province Ladin is sometimes used in Kindergartens but on a voluntary basis.

Statistics

valleys	pupils	teachers
Gherdëina and Badia <i>Bulsan</i>	633	33 ⁷
Fascia <i>Trent</i>	330	43

Table 1: Figures of pupils and teachers involved in Ladin education

Source: Intendënza Scoles Ladines & IPL

3 Primary education

Target group

Primary schools cater for pupils from six until eleven years of age. They are free of charge and compulsory.

Structure/legislation

National public educational laws provide the general framework. Teaching-programmes are worked out autonomously in the Bulsan and Trent provinces.

In all Ladin Valleys primary schools are public.

Language use

Bulsan: The first grade of primary school, where possible, takes into account the linguistic background of the pupils, which is very diverse, as shown by a survey carried out in

1988.⁸ Assessment of the background is done at the recommendation of the parents and the teachers of the nursery schools. First classes are divided into Ladin-German and Ladin-Italian sections. Ladin is also used as a medium of instruction for the acquisition of other languages. It is this second language in which the pupils start reading and writing.

In the second grade the pupils also start having regular education in the third language, on the basis of a number of hours equal to those of the second language. From this class onwards the teaching is done in Italian and German in each subject. Ladin is a school subject (2 hours a week) and serves as a “*provisional language* : it is used to explain content or expressions pupils cannot understand in Italian or German.

The choice of the teaching language is not made according to school subject, but has a daily or weekly pattern. In the past there was only one teacher per class, teaching all subjects, except for religion. Since 1991/92 this system has changed to three teachers per two classes or four teachers per three classes. During specific hours two teachers are present in the same class.

Trent: In the Valley of Fascia Ladin is used in one lesson a week as vehicle language, while another two hours are devoted to Ladin as a subject. Some teachers are appointed especially to give the Ladin lessons.

Belum: In Fodom and Anpezo some extra-curricular activities are organised in Ladin.

Statistics

valleys	pupils	teachers	schools
Badia and Gherdëina <i>Bulsan</i>	1250	128	16
Fascia <i>Trent</i>	493	73	6

Table 2: Figures of people and schools involved in Ladin

education

Source: Intendēnza Scoles Ladines & IPL

4 Secondary Education

Target group

In Italy, secondary education is split into two levels. The lower level (*scuola media*) is compulsory and consists of three classes for pupils from 11-14 years of age. The upper level (*lyceum*) is for pupils from 14-18 years.

Structure

All schools are public and free of charge. They are compulsory up to 15 years of age. From school year 1998/99 compulsory education in Italy (and therefore also in Bulsan) has been extended by one year. The last year of compulsory education can also be attended as part of vocational training.

Language use Scuola media

Bulsan: In Gherdēina and Badia both German and Italian are used as language of instruction. The school subjects are taught either in German or in Italian. The teachers of the 16 school subjects are not all Ladin mother tongue speakers, but when it comes to qualifying for a teaching post, speakers of Ladin have overall priority. Ladin is used as language of instruction for two hours a week. Since 1997/98 English has been a subject in the curriculum for two hours a week.

This means that all pupils at the lower level learn four languages. At the end of this level, pupils have to pass a state examination, with written tests in Ladin, Italian, German and mathematics and a colloquium for all school subjects.

Statistics

Bulsan: The number of pupils following lower secondary education in the Ladin Valleys in 6 establishments in Bulsan was 607 in the 1999/2000 school year.

Trent: In Fascia Ladin is taught one hour a week as a subject in its own right and is used as a medium of instruction for two hours a week, according to a yearly plan worked out by the teaching-staff. There are no statistics available.

Upper secondary level

The upper secondary level consists of the *lyceum* with five-year courses leading to the secondary leaving certificate (*esame di stato*). Students can choose from a variety of different types of schools (not all of them in the Ladin valleys), each leading to different certificates, from vocational to those of a more general nature. The number of pupils in the Ladin schools has decreased during the last years, due to insufficient options at these tiny schools, while German and Italian schools in the Province of Bolzano offer all possible types of education. Again German and Italian are the main media of instruction. Ladin is offered as a school subject for one hour a week. The local school board can grant permission for a second hour of Ladin language.

For those students who did not attend a lower secondary school with Ladin, this subject is offered on an optional basis. In Fascia (Trent) and in Bolzano, Ladin is not offered at secondary level.

Statistics

valleys	pupils	teachers	lyceum
Gherdëina and Badia Bolzano	297	52	5 ⁹
Fascia Trent	178	45	1

Table 3: Figures of pupils, teachers and *lyceum* involved in Ladin education, 1999/2000

Source: Intendenza Scuole Ladines & IPL

5

Vocational education

Target group

Vocational education is aimed at pupils who leave *scuola media* at 14 years and seek training in practical jobs.

Structure/legislation

Vocational training comes under provincial or regional laws.

The courses last 2, 3 or 5 years. There is one artisans' school in Gherdëina, one tourism school in Cortina and one tourism course (*biennial*) in Badia.

Language use

In Bulsan German is the medium of instruction and Italian is predominant in the provinces of Trent and Belun.

Statistics

Statistics are not available, as there is no Ladin administration in this sector and pupils have to attend German or Italian language schools.

6

Higher education

Structure

At tertiary level Italy has universities and fine arts academies. Since 1998/99 primary school teachers are taught at tertiary level schools which also cater to some extent for the specific needs of the Ladin Valleys.

Language use

At the universities in Brixen, Innsbruck, Slazburg, Padova, Zürich and Udine, there are special Ladin linguistic and literature courses. There are no university courses given in Ladin.

Teacher training for pre-primary and primary levels

The newly founded Faculty of Educational Science in Bressanone/Brixen offers training at university level for pre-primary teachers and primary teachers. A first course started in September 2000. The Faculty has its own Ladin Department, although only two hours per month of Ladin teaching are offered. The main curriculum is taught half in German and half in Italian.

At Ladin schools, some practical activities such as in-class training are conducted. The Ladin Department is responsible for the Ladin students' curriculum and supervises the Ladin language culture courses and multilingual education. The new programme is a first step towards adequate training for Ladin primary teachers, which has long been missing. No

such course with a Ladin teaching component is offered in the provinces of Trent and Belun.

*Secondary level
teacher training*

There is still no specific preparation for teaching at the Ladin schools at lower or upper secondary level. In the initial training there is no special attention for the Ladin language or for the specific needs of trilingual education as conducted at schools in the Ladin Valleys.

In-service training

Bulsan: Every teacher is expected to follow a certain number of hours of in-service training every year. Such courses are mostly organised by the Ladin Pedagogical Institute, by the provincial school administration or by the schools themselves. Ladin teachers of Bulsan can also attend in-service teacher training courses offered by the German or Italian pedagogical Institute. For the specific Ladin language interests the Ladin Pedagogical Institute has various activities to fill gaps, especially in the in-service training of teachers, both to cope with trilingualism at school and to broaden knowledge of Ladin language and culture.

Trent: In Fascia the Ladin local section of Trent Pedagogical Institute organises Ladin courses and provides pedagogical support.

Belun: The Belun provincial administration only recently started with some Ladin courses in 2000.

7

Adult education

Regular courses of Ladin for adults (Ladins and non-Ladins) are offered by the *Micurá de Rû* and the *Majon di Fashegn* cultural institutes. They particularly target people who have come to the Ladin valleys because of the development in tourism. The challenge is to integrate newcomers as much as possible in the local culture.

8

Educational research

There have been various assessments of school quality. A survey being conducted during 2000¹⁰ of the linguistic competence of students in the last grade of the lower secondary school is in its final phase. Another form of assessment consists of language tests which everyone has to pass to qualify for a post as an officer at regional level in Bulsan. It is a striking fact that the linguistic requirements are met by more than half of the Ladin candidates, while these figures are much lower for members of the German or Italian communities. A survey carried out in 1993 by the Universities of Vienna and Rome on reading ability shows an equally encouraging result. The competence of all three language communities in Bulsan was studied. At Ladin schools students were given texts in all three languages but their competence in Italian or German was only slightly lower than that of mother tongue speakers. The competence in their mother tongue was far better than the knowledge German or Italian speakers had of their own mother tongue.

9

Prospects

In Italy important changes are being prepared: the new primary school with a duration of seven years (the result of combining the former primary and intermediate levels) and the reorganisation of secondary schools. This will lead to reconsidering teaching programmes and methods as well as the role of in-service training under the terms of the new "autonomous school". Furthermore, Ladin is gaining some recognition as an official language in Bulsan and Trent. Public documents in the Ladin area must be trilingual and public servants must know Ladin too. A specific service was established for Ladin issues in Trent. In Bulsan a Ladin government member has been nominated. These developments will have repercussion on teaching and the results of surveys on early multilingualism. Nevertheless, lobbying for reforms and activities for raising awareness need to be carried out to reach a broad consensus among all those involved in education. Ladin is still an endangered

language, especially on account of an insufficient presence at school. Not only in Belluno Province, where virtually nothing has been done till now, but also in the provinces of Bulsan and Trent, where Ladin is in compulsory use and is recognised to a wider extent, effort is needed for the language to stand a chance in the future.

Even with their own administration and some support structures (Pedagogical Institute, University- Courses etc.), the Ladin Schools in Bulsan Province are rather weak in the upper segment. Pupils attend German or Italian schools, because of the few opportunities and specialisations in their own Ladin valleys.

In Fascia (Trento Province) modest but significant progress has been achieved in recent years, especially in the recognition of Ladin alongside the Italian language. But this area is still waiting for an independent school administration and consistent support structure (teacher training, books, publishing and so on). The Belluno Area (Fodom and Anpezo) stands completely out on its own and has no real legal recognition of Ladin in schools.

At present a general educational policy for the whole Ladin Dolomites' area therefore seems rather difficult to carry out and the 3 provinces are proceeding with very different policies and rules in education something that is weakening the cultural unity of the Ladin population.

10

Summary statistics

pre-school	pupils	schools	teachers
Gherdëina & Badia <i>Bulsan</i>	633	17	33 (30 assistants)
Fascia <i>Trent</i>	330	6	43
primary school	pupils	schools	teachers
Gherdëina & Badia <i>Bulsan</i>	1250	16	128
Fascia <i>Trent</i>	493	6	73

scuola media	pupils	schools	teachers
Gherdëina & Badia <i>Bulsan</i>	607	6	73
Fascia <i>Trent</i>	288	3	55
lyceum	pupils	schools	teachers
Gherdëina & Badia <i>Bulsan</i>	289	5	52
Fascia <i>Trent</i>	178	1	45

Endnotes

1. Source for the European Charter for Regional or Minority Languages. Strasbourg: Council of Europe. November 1992. European Treaty Series/Série des traités européens, 148. <http://conventions.coe.int/>
2. This document called '*Structures of the education and the initial training systems in the European Union*' has been prepared jointly by Eurydice and Cedefop. Address: European Unit, European Unit, Rue d'Arlon 15, 1050 Brussels, Belgium. Tel: +32-2-2383011, fax: +32-2-22306562.
3. Some parts of the information in the section 'language' and 'status' are taken over from the article "Bilingual Programs in Italy" by Paolo E. Balboni. In: Cummins, J. & Corson, D. (1997) *Encyclopedia of Language and Education* (vol.5), Bilingual Education Kluwer Academica Publishers, Dordrecht, The Netherlands, pp.143-150.
4. This is the Friulian name. It is *Graubünden* in German and *Grigioni* in Italian
- 5.

VALLEY			PROVINCE			REGION
<i>Ladin</i>	<i>German</i>	<i>Italian</i>	<i>Ladin</i>	<i>German</i>	<i>Italian</i>	
Val Badia	Gadertal	Badia	Bulsan	Süd-Tirol	Bolzano	Süd-Tirol-Trentino
Gherdëina	Gröden	Gardena				
Fascia	--	Fassa	Trent	--	Trentino	
						8
Cortina de Anpezo	--	Cortina d'Ampezzo				

6. Law no.482 which has been passed on December 15th, 1999: Norme in materia di tutela delle minoranze linguistiche storiche.
7. And 30 assistants
8. F.Vittur: "*Inrescida sön la Scola de Oblianza de Hgerdëina y Badia*" by Intendenza Ladina/IPL, 1990, BZ.
9. Two artschools, two commercial schools, one scientific school.
10. Inrescida sun la cumpetënza di lingac tla scoles mesanes Ladines.

**Education system in Italy
(Eurydice)**

References and further reading

*Main official texts
regulating the
teaching of Ladin.*

National regulations

Constitutional Law no. 5 dated 26 February 1948
Special statute for the Trentino-Alto Adige region

Decree by the President of the Republic no. 670 dated 31
August 1972
Special statute for the Trentino-Alto Adige region

Law no. 482 dated 15 December 1999
Rules in the matter of the safeguarding of historical
linguistic minorities

*Regulation sources in school and cultural affairs for the
Ladin valleys in the Province ofBulsan/Bolzano.*

1948 - Ministerial Decree no. 5145/76 dated 27.08.1948
This Ministry intends to guarantee, without delay, the
execution of art. 87 of Constitutional Law no. 5 dated 26
February 1948 regarding teaching of Ladin in primary
schools where it is spoken, also considering the legitimate
desire of the Ladin group to have a type of primary school
where pupils, apart from their mother tongue, can also learn
the Italian and German language.

1958 - Provincial Law no. 7 dated 29 October 1958
Cultural councils financed by the province for cultural
activities

1976 - Judgement of the Constitutional Court dated 21 April
1976

1976 - Provincial Law no. 27 dated 31 July 1976
Foundation of the Ladin Cultural Institute

1981 - Decree by the President of the Republic no. 89 dated 10 February

1983 Rules for the implementation of the special statute of the Trentino-Alto Adige region in school regulation affairs in the Province of Bulsan

Approval of the consolidated act of the decrees by the President of the Republic no. 116 dated 20 January 1973 and no. 761 dated 4 December 1981.

1983 - Provincial Law no. 48 dated 6 December 1983
Programs, school timetables and examination tests for junior secondary schools in the Province of Bolzano/ Bulsan

1987 - Provincial Law no. 13 dated 30 June 1987
Educational research, cultural and professional updating, [pedagogical] experience - Creation of relevant Institutes

1988 - Decree by the President of the Republic no. 574 dated 15 July 1988
Rules for the implementation of the special statute of the Trentino Alto Adige Region in matters of the use of the German and Ladin languages in relations of the citizens in public administration and in judicial proceedings

1988 - Provincial Law no. 64 dated 30 December 1988
Educational programs for primary schools of the Ladin communities

1990 - Decree by the President of the Provincial Council no. 1269 dated 12 December 1990
Statute of the Provincial Pedagogical Institute of Research, Experimentation and Educational Updating for the Ladin linguistic group

1992 - Provincial Law no. 29 dated 10 July 1992
Regulations and supplements to Provincial Law no. 48 dated 6 December 1983 and to Provincial Law no. 13 dated 17 August 1979

1996 - Educational guidelines for Ladin schools

1996 - Provincial Law no. 24 dated 12 December 1996
Provincial School Board

1993 - Provincial Law no. 25 dated 7 December 1993
Regulations for primary schools in the Alto Adige region

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1997 - Resolution of the Provincial Council no. 4611 dated 15 September 1997
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1975 - Provincial Law no. 29 dated 14 August 1974
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1976 - Decree by the President of the Republic no. 667 dated 12 August 1976
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1997 - Provincial Law no. 4 dated 13 February 1997
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Addresses

Official bodies

Intendēnza pur la Scola di Païsc Ladins
Intendenza Scolastica per le Scuole delle Località Ladine

–

Ladinisches Schulamt – (Provincial School Authority)

Via Amba Alagi 10 Str.

39100 Bolzano/Bozen

tel: 39-0471-995 500

fax: 39-0471-995 597

Intendenza-Ladina@provincia.bz.it

<http://www.provinz.bz.it/intendenza-ladina>

Istitut Pedagogich Ladin

IPL (Pedagogical Institute)

streda Runkelstein/Runkelsteiner Strasse 8

39100 Bulsan/Bolzano

tel: 39-0471-981 697

fax: 39-0471-974 548

e-mail: ipl@provinz.bz.it

<http://www.provinz.bz.it/ladin/ipl.htm>

Pedagogical publications

“Aules Plata dla Scola Ladina

(Bulletin of Ladin Schools)

by Intendēnza Ladina (BZ)

“Sann Intun”

(Health Education in Ladin Schools – Yearly Survey)

by Intendēnza Ladina (BZ)

Publisher

Scurlins – Lia Scritoures Scurlins & Lia Scritoures

Str. Daunëi 46

39048 Sëlva Gherdëina (BZ)

EPL – Ert por i Ladins EPL & Ert por i Ladins

39030 S. Linert/Badia (BZ)

Cultural centres and associations

Istitut Cultural Ladin “Micurá de Rü”

ILMdR

Zënter 13
39030 San Martin de Tor
Val Badia (BZ)
tel: 39-0474-523 110/320
fax: 39-0474-523 455
e-mail: micura@provincia.bz.it
<http://www.ladins.net/micura/>

Istitut Cultural Ladin “Majon di Fascegn”

ICL
Loc.San Giovanni
Via della Chiesa 6
38039 Vich/Vigo di Fassa (TN)
tel: 39-0462-764 267
fax: 39-0462-764 909
e-mail: istladin@tqs.it
<http://tqs.it/ladin/>

Union Generela di Ladins dla Dolomites

UGLD
Cësa di Ladins
Streda Rezia 83
39046 Ortisei (BZ)
tel: 39-0471-797 199
fax: 39-0471-797 384
<http://www.Lauscdiladins.com>

Uniu Maestri Ladins Uniu Maestri Ladins

UML
Boscdaplan 254 Boscdaplan 254
39036 La Ila (BZ)

Other websites on minority languages

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

What can Mercator-Education offer you?

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network

Mercator-Education is part of an information service and research network of three centres. They provide reliable and in depth information on regional or minority languages in co-operation with many experts throughout Europe. *Mercator-Education* is hosted at the Fryske Akademy, Leeuwarden. *Mercator-Media* resides at the University of Wales (Aberystwyth) and *Mercator-Legislation* at Ciemen (Barcelona).

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An electronic or printed newsletter with current developments concerning regional or minority languages in education is distributed to individuals and organisations.

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publications

Regional dossiers are published on a regular base to provide basic information on schooling in minority language regions in the European Union.

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