



European Research Centre on
Multilingualism and Language Learning

Frisian and Basque Multilingual Education: A Comparison of the Province of Fryslân and the Basque Autonomous Community



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and the Basque Autonomous Community**

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This report has been produced as part of a project on the topic of the “Added value of multilingualism and diversity in educational contexts”, which forms part of the agreements between the Government of the Basque Autonomous Community (Department of Education, Universities and Research) and the Fryske Akademy (dated November 2007 and June 2008).

The report is the outcome of a collaborative effort between researchers at the Mercator European Research Centre on Multilingualism and Language Learning of the Fryske Akademy and researchers at the Faculty of Education of the University of the Basque Country, based on a sub-contract to study the added value of multilingual education in the Basque Country (June 2008). Elizabet Arocena Egaña, Rynke Douwes, Marieke Hanenburg and Manel Rodríguez Pérez-Cauarel are the four research assistants involved in this Basque-Frisian project. Jasone Cenoz and Durk Gorter have supervised the Basque part of the project and the writing of this report. Alex Riemersma and Cor van der Meer are project leaders of the Mercator Centre.

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Introduction

This report aims to compare and contrast the educational systems in the Province of Fryslân and in the Basque Autonomous Community (BAC), with a particular focus on the instruction of languages.

The comparative report has been compiled by a team of researchers with members in Fryslân and in the BAC. Information for this analysis has been taken from various different sources, including official documents published by Mercator Regional Dossiers, the Dutch Inspectorate, the Provincial Government of Fryslân, the Department of Education of the Basque Government, the respective periodical reports for the European Charter for Regional or Minority Languages, and Eurydice (the database on education systems in Europe), to mention some. To gather first-hand information, the researchers were given the opportunity to visit a selection of eighteen schools in both Fryslân and in the BAC and to observe language lessons. A summary of the school visits is given in Appendix 1.

This document has been written for readers interested in learning more about differences in education and language instruction in these two European regions, where the minority language has a clear presence in the school system side by side with the state language and the international language of English. Multilingual education is an important goal in both educational systems. These two cases are exemplary for other European minority languages, although each has its own unique development. It should be noted that in our comparison the focus lies on highlighting differences rather than on pointing out similarities.

The report is divided into two parts; the first part consists of general background information on the education systems for a better understanding of the second part, which describes the way languages are taught and used. This first part includes the main differences of the school systems' general organization, school characteristics, teacher training, teaching methods and approaches, and various other aspects such as homework and parent involvement in education.

The second part compares the instruction of the minority language (Frisian and Basque), the dominant language (Dutch and Spanish), English

as a foreign language and other foreign languages. Special attention will be paid to the use of the languages as a medium of instruction and the teaching of languages as a subject. In addition, it compares bilingual and multilingual education, focusing on Frisian, Dutch and English in Fryslân and Basque, Spanish and English in the BAC. This part also includes information on learning materials, language use, mixing and switching, in-service training and the linguistic landscape inside the schools.

The report deals with education from pre-primary to higher education level, with special attention being paid to compulsory education and teacher training. Although many differences have been found, it is necessary to comment on two of the major similarities here. First of all, both in Fryslân and in the BAC, the education systems are aimed at forming the student as a whole person; it is not only their language skills that are concerned. The second similarity is that both regions demonstrate a special interest in multilingualism. Indeed, it may well be argued that the main difference between both regions lies in the strength of the language policy to protect and promote the minority language in the schools.

This report focuses on the school systems and what happens with languages inside the schools. It does not deal with the larger historical, political, socio-economic or sociolinguistic context, although these are of course of key importance in shaping the current educational practices.



Part 1 – General aspects of education

This section contains a general introduction to the educational systems in the Province of Fryslân and in the Basque Autonomous Community (BAC).

Its focus lies on the differences that exist between the organization and the characteristics of schools, the training programmes required to qualify as a teacher, and the methodology and didactics concerned. Some other concepts that shape education in each of the regions are also compared, such as assessment and parent involvement in education.

This part aims to give the reader specific background information related to the educational systems to further understanding of the way in which languages are dealt with in Basque and Frisian education, as discussed in the second part.

A preliminary observation here is that Fryslân has in fact less autonomy than the BAC in matters related to education and to language. In the Netherlands, policies are generally developed at the national state level. As a consequence, for most issues (except for a few language-related topics), no legal differences exist between Fryslân and other Dutch provinces. In the text, we focus on the situation in Fryslân, but for the reader it is important to know that the way education is organized is the same in Fryslân and the rest of the Netherlands. When there is a difference, we will mention this explicitly.

1 General organization of the school system

1.1 Educational system

In general, education in the Province of Fryslân and in the BAC is similar in content and aims. It is also comparable in terms of the various stages: *pre-primary education, primary education, secondary education, vocational training (intermediate level) and higher education (higher vocational training and university)*. However, between the different school levels some important differences exist. These are discussed below, for each level.

Pre-primary education

Institutions for pre-primary education provide environments in which children can play and to which sometimes an educational aspect is added. Frisian children receive pre-primary education until they are four years old, while in the BAC children attend pre-primary education until the age of six.

Pre-primary childcare provisions in Fryslân can be divided into three types: day-care centres (*bernedeiferbliuwen*) for children aged 0-4¹ and playgroups (*pjutteboartersplakken*) catering to children aged 2½-4. The main difference between these two is the number of hours the child stays at the centre. In day-care centres, this may be up to five days a week for several hours per day, whereas playgroups usually involve a few hours on two mornings per week. A third, small-scale form of care is offered by registered child minders, who are allowed to take look after a maximum of six children in a family setting (usually their own home), offering an alternative to a day-care centre.

Primary education

In Fryslân almost all children go to primary school as soon as they reach the age of 4, usually on their birthday. Legally, only from the age of 5 are they obliged to attend primary school. In terms of content, the teaching/playing process concerning the youngest children in Fryslân at this stage is comparable to that for children of the same age in the BAC: the activities are adjusted to the age group. A formal difference is that in Fryslân, 4 and 5 year-

¹ Day care centres also accommodate children aged 4-12 in the hours before and after school; they do not provide education for them.

olds attend primary education, while in the BAC these children are still in the stage of pre-primary education.

In Fryslân, primary education comprises eight groups (or grades) that children go through. After finishing all eight grades, they continue to secondary education. This is different from the six grades in primary education in the BAC. However, in both regions children start secondary education around the age of 12.

Secondary education

The secondary education systems in Fryslân and the BAC demonstrate an important difference in that in Fryslân three different levels are acknowledged right from the start: preparatory secondary vocational education (*VMBO*)²; senior general secondary education (*HAVO*) and pre-university education (*VWO*). In contrast, in the BAC the first four years of secondary education are the same for all students, after which students choose to continue with the baccalaureate programme (pre-university education) or with specific intermediate vocational education.

In Fryslân the lowest level of secondary education is preparatory secondary vocational education (*VMBO*), which takes four years and gives access to senior secondary vocational education and training (*MBO*). Inside *VMBO* there are three streams with differences in emphasis on theoretical or practical skills for the students.

Senior general secondary education (*HAVO*) is the second level, which takes five years. A diploma grants access to the next stage of either senior secondary vocational education and training (*MBO*) or higher professional education (*HBO*).

The highest level of secondary education is pre-university education (*VWO*). This takes six years and allows access to studies at the higher, tertiary, educational levels (*HBO* and universities – see the section on higher education below). The *VWO*-level has two sub-types: gymnasium and athenaeum. Gymnasium can be designated as a ‘language school’, or grammar school, (although this is not an official title) because the curriculum usually includes six languages as a subject (Greek, Latin, Dutch, English, German and French) and in some cases even seven (with Frisian added). Athenaeum does not include Greek and Latin.

² *VMBO* – Voorbereidend Middelbaar BeroepsOnderwijs; *HAVO* – Hoger Algemeen Voortgezet Onderwijs and *VWO* – Voorbereidend Wetenschappelijk Onderwijs.

In all three levels of secondary education in Fryslân, part of the curriculum in the highest grades is obligatory for all pupils and the other part is selected from a structured set of courses (this is comparable to the baccalaureate phase in the Basque system).

Vocational training

Both in Fryslân and the BAC pupils may attend institutions for vocational training after secondary education. In Fryslân this is called 'senior secondary vocational education and training' (*MBO*)³. In the BAC this type of vocational training is referred to as 'intermediate specific vocational training'⁴. The level of these two types of vocational training appears to be highly similar. The aim is to prepare the students for specific jobs on the labour market. Still, since the names of these types of vocational training are different in Fryslân and the BAC, they may be somewhat confusing.

Anyone aged 16 or over may enter senior secondary vocational education (*MBO*). This is different from vocational education in the BAC, which pupils enter directly when they have obtained the secondary education certificate. Otherwise, they have to pass an entry test.

The MBO school prepares students for a wide range of occupations. It offers theoretical instruction and practical training and it can be taken at four levels, with increasing difficulty (which is again different from Basque vocational education):

Level 1: training to assistant level

Level 2: basic vocational training

Level 3: professional training

Level 4: middle-management training and specialist training

Higher education

Similar to the Basque educational system, higher or tertiary education in Fryslân can be split up into two levels: higher professional education (*HBO*)⁵ and university education. In the BAC, these levels are 'higher level vocational training' and universities.

However, it should be noted that in the BAC the specific higher vocational training takes between 1 and 2 years (i.e. between 1,400 and 2,000 hours) depending on the speciality chosen. A similar form of higher professional

³ MBO - Middelbaar BeroepsOnderwijs

10 ⁴ Formación profesional específica de grado superior / Goi mailako berariakzko lanbide heziketa

⁵ HBO - Hoger BeroepsOnderwijs

education also exists in Fryslân in the form of specialized courses offered by commercial institutes. However, the regular form of higher professional education (*HBO*) is very similar to the university. Therefore, in English a *HBO*-institute will call itself 'university of professional training'; this includes for example teacher training.

Higher education *HBO* lasts 4 years (for the BA-level), which is the same for university studies (240 ECTS). So far, Basque universities have distinguished short-cycle (3 years) and long-cycle studies (4 or 5 years), but these are due to disappear in the year 2010-11 with the introduction of new study plans; all study programmes are to last 4 years (for the BA-level) with a few exceptions, such as the study of medicine.

Higher education in both regions is intended for students aged 18 and over. In the BAC students have to possess the baccalaureate certificate and pass an entry examination for university. In Fryslân they only need a secondary education diploma (*HAVO* for *HBO* or *VWO* for university); there are no entry examinations for university or *HBO*.

Another socio-cultural difference is that many Frisian students leave home and find student accommodation when they attend higher education, whereas in the BAC there is a tradition of staying at home.

Compulsory education

In the BAC education is compulsory until the age of 16. In the Netherlands, this age went up in 2007, from 16 to 18, and compulsory education has become a 'duty to qualify'. Students have an obligation to attend school until they obtain a 'starting qualification' (startkwalificatie). The underlying idea is to reduce school dropout levels and to adequately equip students for the labour market. The *MBO* level 2 is sufficient as a starting qualification, but this can also be a diploma from secondary education (*HAVO* or *VWO*). Thus, until the age of 18, a person can only work (full-time) when he or she has already obtained a starting qualification, otherwise the student has to continue in school, although this can be combined with specific training on the job (traineeships).

1.2 Teaching time and school calendar

Teaching time

In Fryslân the minimum teaching time for the first four grades of primary education is 880 hours, and for the last four years it amounts to an annual 940 hours. In the BAC, the minimum number of hours taught in primary education per year is 875.

In Fryslân there is no maximum number of daily teaching hours, as long as schools ensure a “proper balance of daily activities”. A typical school day in Fryslân and the BAC does in fact look somewhat different, as is shown in table 1 (starting and finishing times may vary slightly from school to school).

	Primary school in Fryslân	Primary school in the BAC
School starts at	8.30	9.00
Morning programme	8.30-12.00 with a 15 to 30-minute break at ± 10.00	9.00-12.25 with a 30-minute break
Lunch break	12.00-13.15	12.25-14.50
Afternoon programme	13.15-15.15, no break	14.50-16.50 with a 15- minute break

Table 1: Typical school day at primary schools in Fryslân and the BAC

In secondary education in Fryslân, depending on the grade, the obligatory number of teaching hours varies between 1,040 hours (in the first years) and 700 hours (in the final year). In the BAC this is 1,050 hours per year.

In Fryslân, for vocational training, 850 teaching hours are available. Similarly in the BAC, there are between 1,300 and 2,000 hours in two years of vocational training.

Holidays

Although perhaps not of major importance, there are nevertheless certain interesting differences between Frisian and Basque education regarding the organization of holidays and the school calendar. The school year in Fryslân starts earlier than in the BAC and it ends later. For example, in the school year 2008-2009, Frisian primary schools started on 11 August and ended on 3 July (secondary schools generally started one week later), while Basque schools did not start before 9 September and ended in the fourth week of June. Because of the holiday rotation system currently in use in the

Netherlands, in Fryslân the start and finish of summer holidays may shift two or three weeks each year, whereas in the BAC these are almost the same every year. Compared with the BAC, Frisian schools have more (short) holiday breaks during the school year. For instance, they have an autumn and a spring break of one week each that are absent in the BAC. Although teaching time in Fryslân and the BAC shows certain minor differences (see the previous section), these differences are smaller than one might think looking at the duration of the school year.

In Fryslân, schools that offer vocational training or higher education are free to choose and plan their holidays. There are no fixed dates (except for national holidays), but the maximum is 60 days per year. In the BAC, vocational training institutes must have a minimum of 165 days of instruction time (with the exemption of programmes shorter than 2,000 hours). All types of schools have a longer summer break, shorter Christmas and Easter breaks as well as a number of local and national holidays or festive days.

2 School characteristics

2.1 Type of schools

Both the province of Fryslân and the Basque Autonomous Community have what are known as private schools and public schools, but the meaning of this designation is different in both contexts.

In Fryslân, due to the constitutionally established *equality of education*, public and private education is treated completely equally under the law and both types receive exactly the same amount of financial support from the state government. Following the principle of *educational freedom*, people are free to organize or take part in a type of privately run education that fits their personal religious or ideological beliefs. All private schools are denominationall (by far the most of them are Roman Catholic or Protestant schools, but there are also some Muslim, Hindu or Jewish schools).⁶ There are also schools organized on the basis of a specific pedagogic principle, for instance Dalton or Montessori, and these can be either public or private.

Similarly, in the BAC private schools receive public funding from the regional government. However, these schools are not necessarily religious. There are private *Ikastolas* (Basque schools that teach in Basque and promote the use of Basque in all spheres of life) and other *concertados schools* (grant-aided private schools, religious or non-religious). There are also very few boys-only and girls-only schools in the private sector. Figure 1 below shows the distribution in percentages of public schools and private primary schools in Fryslân and the BAC. The figures indicate that Fryslân has 25% more “private” schools than the BAC.⁷

⁶ Eurydice 2007/08 and De Jong & Riemersma 1994

⁷ Eurydice 2007/08 and www.hezkuntza.net

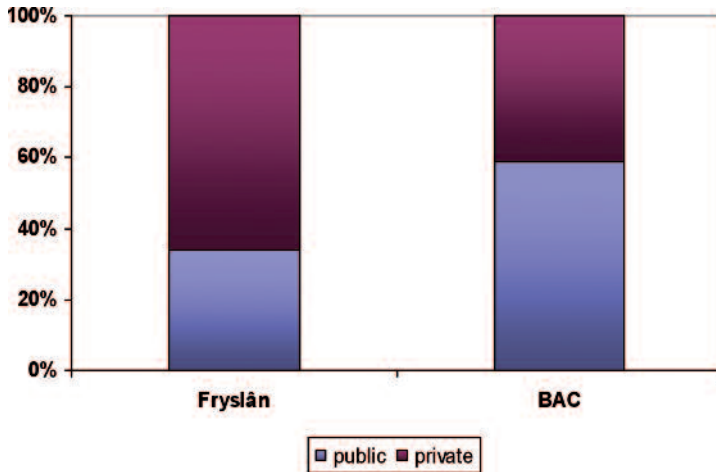


Figure 1. Private and public primary schools in Fryslân and the BAC

An important feature of the educational structure in Fryslân is the relatively large number of small primary schools. The average is 125 pupils per school (with eight grades). In many schools the reduced number of pupils per grade makes it necessary to form a combination of two and sometimes even three grades.⁸ In general, in Fryslân as well as in the BAC, classroom sizes tend to be smaller in more rural municipalities than in urban municipalities. Only 3% of primary schools in Fryslân have more than 300 pupils. Some schools are under threat of being closed down because they fall below the minimum level of 23 pupils for the entire school. Often, such schools disappear and the children have to go to another school in a larger neighbouring village. In some villages, however, the public and the private-religious schools have merged (a process that was unthinkable until a few years ago because of the strong feelings about the individual 'identities' of schools). In 1988, Fryslân still had as many as 572 primary schools, a number which declined to 486 in 2007. The disappearance of the primary schools usually affects villages where the Frisian language has a strong presence in the community.

In the BAC, a network of *Eskola Txikiak* (small public primary schools) was created in order to maintain primary schools in rural villages. Currently, there are 54 small schools in the BAC (2009). These have in common that they have fewer than six classrooms for both pre-school and primary

education taken together, that groups have been reduced in size, that children of different ages are grouped together in one classroom, and that they are located in small villages⁹.



Figure 2. Eskola Txikia with 53 pupils in the BAC



Figure 3. Small school with 32 pupils in Fryslân

Another remarkable difference between Fryslân and the BAC is that in Fryslân primary and secondary schools are never located in the same building (except for special needs education). Thus, schools in Fryslân do not offer education all the way from pre-primary school to baccalaureate as it is the case in the BAC. Such Basque schools are mainly found in the private sector. In 2008, there were 94 private schools and one public school offering education from pre-primary level to baccalaureate.¹⁰

2.2 School autonomy and management

In Fryslân as well as in the BAC, both public and private schools receive government grants as a lump sum for staff and materials, which they can spend with rather large autonomy. In Fryslân, housing cost payment is decentralized and taken care of by the municipalities. Still, both primary and secondary schools can generate extra income through voluntary contributions made by parents or by participating in specific projects.¹¹

In the BAC public and private schools have limited pedagogic, organizational, and management autonomy. The school's administrative team or the governing body manages funding, which comes from public funds distributed by the central authority, regional authorities and local authorities.¹²

⁹ www.eskolatxikiak.org and www.bizkaikoeskolatxikiak.org

¹⁰ www.hezkuntza.net

¹¹ Eurydice 2007/08

¹² Eurydice 2007/08

In Fryslân the schools for vocational training are financed by the national and local governments. Institutes for tertiary education receive their grants from the state government only. In both cases, the contributions received are partly dependent on the number of students who successfully conclude their education and leave school with a diploma. In addition, these institutes receive extra funding by charging tuition fees, and by earning money from external contract activities with companies or local and regional governments.

Vocational training institutions have the same autonomy as any public or private primary or secondary school. Universities in the BAC have autonomy in academic affairs, financial administration, and staff management.

An interesting difference between Fryslân and the BAC is the special fund-raising for Basque *Ikastola* schools: in each of the three provinces Araba, Bizkaia and Guipuzkoa, but also in Navarra and Iparralde, the part of the Basque Country in France, one school annually organizes a huge festival, attracting large numbers of people. The profits generated thus make a substantial contribution to the income of the organising school. Schools in Fryslân may generate very modest sums of money, e.g. by collecting re-usable paper or organizing a fancy-fair for the parents.

In Fryslân management of public primary schools used to be in the direct hands of local government politicians and civil servants in consultation with school staff (mainly the headmaster) and the parental advisory board. In recent years, however, separate management boards have been established that have been given the authority to manage the primary schools in the area. This trend is reinforced by a process of *multi-school management* of primary schools. It does not imply a merger, but close collaboration between a group of schools. A central management team (directorate) oversees several schools (with numbers varying between 3 and 20), and focuses mainly on cross-school policy.¹³ Private religious schools were already established as separate associations with their own boards for school management a long time ago.

Headmasters (school directors) in Fryslân are hired in the same way as regular teachers (see below) but the position is permanent. Becoming a school director constitutes a next step in a school career because headmasters carry greater responsibilities and are ranked in a higher salary scale. Depending on the school's size, a headmaster may also teach a class

¹³ Eurydice 2007/08

in addition to carrying out management tasks.

In the BAC the management of public primary and secondary schools is the responsibility of the school council, the teachers' assembly and the management team of each institution. The headmaster of a public institution is a member of the management team and he or she is elected from among the tenured teachers.¹⁴

2.3 Hiring teachers

There are important differences between both regions in the process of hiring teachers. In Fryslân teachers are appointed by school boards, which are themselves responsible for personnel policy and for recruiting, training and evaluating their staff. Usually an advertisement is put in the regional newspapers, specialized journals and on the web. Anyone who is qualified and interested in the job can apply, and the school board subsequently selects the candidate. This is done on the basis of application letters and one or more job interviews. Sometimes a trial lesson forms part of the process. There are no important differences between public and private schools, although the private-religious schools will most likely hire a teacher of the same religious denomination.

The process in the Basque *private* schools is similar; school administrators appoint teachers and school staff through a process of advertising vacancies and carrying out a selection. Vacancies are advertised in local newspapers, through governmental bodies (*Lanbide*, INEM) and on the web. However, there is a habit among job seekers of sending CVs to schools before the beginning of the school year without knowing if there are any vacancies. The schools keep the CVs they are interested in until a position becomes available; then they contact the candidates and continue with the selection process.

The hiring process in Basque public schools is completely different, but similar to hiring civil servants in general. The Department of Education of the Basque government is in complete charge of the recruitment process. School administrators notify the department of possible vacancies for the coming school year. Teachers who wish to work in the public sector must register in a "teachers' list" (a database). They will be awarded points on the basis of

¹⁴ Eurydice 2007/08

experience and personal merits, which determines their position on the list. Depending on available positions in schools, they will be offered a job. Depending on the years of experience, personal merits and open public examinations for fixed positions, it is possible for teachers in the public system to work in the school of their choice, but the process can be long and complicated. Working conditions and salaries in the public school sector tend to be better than in the private school sector.

2.4 Levels of achievement

As was mentioned in section 1.1, Fryslân has three types of secondary education distinguished according to the level of achievement and based on the ability of the student. Although it is ultimately the parents' decision, primary schools advise parents of the type of secondary education most suited for their child on the basis of the national test results and the child's school performance, interests and motivation. This selection of the type of secondary school takes place when the pupil is approximately 12 years of age (and in the final year of primary education).

In the BAC, students are not generally grouped according to their levels of achievement. However, there are programmes of curricular diversification (*programas de diversificación curricular*) for those students who have not achieved the desired level at the end of the first cycle of secondary education, at age 14, and cannot be promoted to the next grade. These programmes are adaptations of the curriculum made by the Department of Education and offer the students the possibility to obtain the graduate certificate in secondary education.

At age 16, Basque students must choose between continuing a more academic or a more technical and vocational path; students who wish to enter university must enrol in a two-year post-compulsory secondary university-oriented baccalaureate, and students interested in technical training must enrol in a vocational training institute. Baccalaureate offers four specialisation fields: Natural and Health Sciences, Human and Social Sciences, Art, and finally Technology. After completing the baccalaureate, at age 18, students must take the *selectividad*, the university entry examination. Frisian students are not required to take any type of university entry examination.

2.5 Additional issues: school fees, lunches and transport

As far as school fees are concerned, in Fryslân education is free of charge for all pupils until the age of 18, except for some additional educational expenses such as excursions, school trips, etc. A new measure states that from the school year 2009/10 onwards text books for secondary education will be supplied free of charge. For parents with limited income, allowances are available for the educational expenses for their children in secondary education. In the BAC, similarly, public education is free during the obligatory educational stage, until age 18. Both in public and in private schools, families usually pay for school materials, textbooks for personal use, as well as for the use of complementary services of transport and food services.

Students in full-time higher education in Fryslân are eligible for a student grant from the central government. The funding is paid in the form of a performance-related grant. This is a loan which is converted into a gift when a student obtains the diploma within a specific period. For all students, the grant consists of a basic grant and a student card for free public transport during weekdays or during the weekends. Depending on parental income, students are also eligible for a supplementary grant.

In Fryslân, schools do not offer lunch and it is common for children who stay for lunch to bring their own food to school. In the BAC, schools provide students with lunch, which have to be paid for by the students. The food service is managed by schools themselves under the supervision of the government. School administrators are free to hire private companies to manage the canteen and food service. Grants are available to students who need them.

Neither Frisian schools nor Basque public schools have transportation services. Only Frisian students with special needs are offered transportation to their schools for special education. Basque public schools provide transportation only to those students that for particular reasons need to attend a school that is geographically distant from their homes. In general, parents are responsible for getting their children to school. Grants are available for those students in need of financial aid to cover the cost of transportation. An interesting phenomenon, in contrast, is that all private schools in the BAC offer their students elaborate bus services. It is common to see students waiting for these school buses in the morning (and again after lunch in the

afternoon). Additional costs for the parents are involved for the use of these services.

There is another interesting cultural difference between Fryslân and the BAC that deserves a special mention here. In both regions, students usually walk to school, but also great numbers of Frisian students ride their bicycles to get to school. In particular secondary schools and the institutes for higher education in Ljouwert/Leeuwarden, the capital of Fryslân, have large parking spaces for bicycles. In the early morning, especially in the countryside, it is typical to see long queues of children riding their bicycles to school.

2.6 Special education

In both regions, special education for children with special needs due to physical and learning disabilities is organized differently.

In Fryslân, since 1991, a policy has been developed aimed to integrate more children with special needs in mainstream primary schools. Nevertheless, there are several special schools for primary education that are intended for children who cannot cope in mainstream primary schools, even with extra assistance.¹⁵ These special education institutions usually offer primary as well as secondary education and, whether publicly or privately run, they receive financial support from the government. There is also the possibility of providing what is known as ambulant guidance in support of disabled or otherwise vulnerable children who stay in their own primary schools.

In the BAC, students with special needs participate in an integrated programme and can attend the public school that is closest to their homes. These students either participate in regular classes or others that their individualized educational plans indicate. The schools that receive these students also receive additional public funding for such purposes. If a student with special needs has to attend a different school, financial aid is available for transport.¹⁶

¹⁵ Eurydice 2007/08

¹⁶ www.hezkuntza.net

3 Teacher training

Teacher training for future teachers is quite differently organized in both regions. In Fryslân, training for pre-primary education takes place at the level of senior secondary vocational training (*MBO*) and is offered by so-called regional training centres. The training programme takes three years (for level 3, child caretaker) or four years (for level 4, head of child caretakers). In the training programme for pre-primary education, training practice is an important component. At the moment, programme attention spent on the Frisian language or the bilingual situation in Fryslân is limited.

Future primary school teachers in Fryslân may qualify for the title of Bachelor of Education. There are two higher education institutions (*HBO*) in the capital Ljouwert/Leeuwarden that provide primary school teacher training courses. All courses have a study load of 240 ECTS credits (equivalent to four years of full-time study). Teaching practice is an important part of teacher training and therefore about a quarter of the entire course is devoted to periods of teaching practice in primary schools, beginning in the first year.¹⁷ The course prepares future teachers to become “all-round” teachers, and thus successful candidates are qualified to teach all subjects from grade 1 to grade 8 with the exception of physical education, which requires a special qualification. Since Frisian is a compulsory subject in primary schools, both institutes of higher education (*HBO*) offer Frisian as a subject in their teacher training programmes, with a differentiation made for Frisian (L1) and non-Frisian (L2) speakers. By completing the programme, students receive a formal certificate qualifying them to teach Frisian at primary level (*Foech Frysk*). Nevertheless, this does not always imply a good command of the Frisian language.¹⁸ Students can pass their exams for the Frisian teaching qualification in primary education on the basis of 7 ECTS (mother tongue speakers) or 9 ECTS (for those who have Frisian as a second language). Teacher training for Frisian as a subject in secondary education lasts 4 years (240 ECTS), of which 2x60 ECTS are designated for practicum credits.

In the BAC, starting in the academic year 2009/10, future pre-primary school teachers and future primary school teachers must take a four-year course at university level (until today, this teacher training programme has

¹⁷ Eurydice 2007/08

22 ¹⁸ Mercator Regional Dossier, Frisian, 2007

lasted three years). The course leads to a Bachelor's degree in one of the subject areas of the specialization concerned, such as Pre-Primary Education, Primary Education, Special Education, Physical Education, Foreign Language, and Music.¹⁹ In order to be able to teach either the Basque language as a subject or to teach through the medium of Basque, teachers must hold the certificate of language competence (*Euskararen Gaitasun Agiria - EGA*). This EGA is directly awarded to those who have completed 80% of the teacher training programme in Basque, and it can also be obtained by passing the exam.

Table 2 shows a comparison between primary education teacher training in Fryslân and in the Basque Autonomous Community.

Primary School Teacher Training			
Type of institution in years	Duration of years	Total number credits	Practicum
Fryslân HBO ('professional university')	4	240	60
BAC University ('magisterio')	4	240	38

Table 2: Teacher training programmes in Fryslân and the BAC.

(Derived from Eurydice 2007/08 and www.ehu.es) Practicum ECTS

Future secondary school teachers in Fryslân must choose between two types of secondary education: *either grade two*, which allows them to work with pupils at pre-vocational secondary education level, the lower grades of general secondary education and pre-university secondary education level, *or grade one*, which allows them to teach in the higher classes of general secondary education and pre-university secondary education. Higher education institutes (*HBO*) provide a Bachelor of Education programme to become a grade-two teacher. In addition, some higher education institutes (*HBO*) and most universities offer a Master's programme for future grade-one teachers.

¹⁹ Universidad del País Vasco-Euskal Herriko Unibertsitatea (www.ehu.es)

For Frisian both certificates are offered at the NHL University of Applied Sciences in Ljouwert/Leeuwarden, with the grade-two certificate courses offered in full-time as well as part-time programmes. The curriculum of the grade-one course is structured in a way that is similar to course curricula for other school languages. The study contents are divided into the following sections: improving the student's own language proficiency in all competencies up to level C1; grammar and syntax; literature and youth literature; history of Fryslân, and the learning and training of didactic skills.

Students spend a substantial part of their study time in schools as trainees: full-time students have two weeks in the first year, three to four days a week for 8 weeks in their second and third years, and half the school week during the whole of the fourth year. Part-time students spend 60-80 hours in secondary schools in the second year of their studies and another 120-140 hours in their third year.

In the BAC, future secondary school teachers usually obtain a Bachelor's degree in their specialization subject and then a postgraduate certificate in pedagogy and didactics after completing a course. This is set to change with the introduction of the Bachelor-Master system. Regardless of the subject to teach, all teachers must hold a certificate of Basque language competence (PL1 or PL2).

In-service training specifically for languages is offered in both regions and these will be described in chapter seven of the second part of the report.

4 Teaching methods and approaches

4.1 Teaching methods

A major difference between the province of Fryslân and the Basque Autonomous Community is the availability of teaching materials in the region's minority language. While in the BAC schools may choose from a wide range of Basque teaching methods, in Fryslân the supply is rather minimal. Only a limited number of methods for teaching the Frisian language and culture are available in Frisian. Recently, specific material for 'world orientation' (social studies) has become available for the lower grades of primary education in Frisian. Currently, developmental work is carried out to develop teaching materials for other subjects as well, such as history, biology and physical environment. Most teaching materials for pre-primary, primary, secondary, vocational and adult education in Fryslân have been developed for nationwide use in the Netherlands and are written in Dutch.

Digital tools to learn Frisian are also available to secondary school students. One example is an *e-learning classroom* (at www.digischool.nl/fry), in which one of the teacher training colleges (*HBO*) collaborates with other Frisian organizations to provide expertise and Frisian on-line learning materials. This e-learning facility is part of a Dutch national project. Another example for secondary education students is *Sicht op Fryslân* (www.sichtopfryslan.nl), which is a bilingual website where students in their second and third years of secondary education can learn about the Frisian landscape. Since 2008 it has also been possible to learn Frisian with an online course entitled *EduFrysk* (www.edufrysk.nl), but this course is predominantly aimed at adult learners.

In Fryslân as well as in the BAC, the development of teaching materials is a commercial activity. Several publishing houses specialized in educational materials operate all over the Netherlands and schools are free to choose the materials they wish to use. Thus, school materials are usually bought from commercial publishers, although in some cases material is also developed by the teachers themselves. The Dutch Ministry of Education does not prescribe any teaching methods or materials, but only general attainment targets. Teaching materials for Frisian are generally developed by organizations in the province. The two most important institutes for educational material are the

Afûk (a specialized organization for Frisian language promotion, development of reading material and adult education) and the Frisian language centre (Taalsintrum Frysk) which belongs to the schools advisory centre (CEDIN). In close collaboration, *Afûk* and *Taalsintrum Frysk* have developed two completely new teaching methods for the Frisian language: *Studio F* for primary school and *Freemwurk* for secondary school. Both methods were introduced in the schools in 2006. To date, around 300 out of almost 500 primary schools have bought the *Studio F* materials. Both methods are linked to the existing school television programmes and a dedicated website. School TV has existed for many years in Fryslân and has played an important role in the provision of Frisian lessons, in particular in schools where the teachers themselves are not very confident in the Frisian language. In addition, Fryslân has retained and propagated the use of school radio programmes broadcast in Frisian. This medium has disappeared in the rest of the Netherlands (because it was replaced by school TV), but in Fryslân it has maintained its popularity among a large group of schools, mainly because of the invaluable contribution it offers in teaching listening and concentration skills.

In the BAC schools have the freedom to acquire and implement the materials from independent publishers they believe to be the best, with the approval of the school board. The Federation of *Ikastolas* produces and publishes Basque materials in collaboration with other publishers on a commercial basis. They are intended for use in the private *Ikastolas*, but the materials are also used in many other schools. Also, a range of teaching materials is available that make use of the latest technological developments.

One important recent technological development is the introduction of digital blackboards or interactive boards. Their large-scale use has spread among primary schools in a relatively short period of time, and the innovations have been easily accepted by most teachers. In the case of Frisian, this may have a positive effect because the cost of producing and distributing material can thus be shared more easily by many schools.

4.2 Teaching approach

The constitutionally anchored *freedom of education* in the Netherlands has as a consequence that schools are free to choose their teaching methods and didactics, as long as they meet a few preset criteria and the attainment

targets. As a result, considerable differences may appear in the teaching methods chosen by different schools, and therefore it is difficult to give a brief description that does justice to the variation in the field of didactics. Nevertheless, one important general tendency in teaching styles can be witnessed: independent study. Schools encourage students to spend more time on independent study, for instance in the library or with the computer, and assessment now takes place not only through tests but also by assignments in the form of papers.

This methodology, known as *problem-based learning*, is mostly adopted in secondary education, but to a lesser extent also in primary schools, where education has become more interdisciplinary through project structures. In higher education, studying often takes the form of working on projects and of self-study. The number of contact hours between student and teacher in Fryslân is often limited and less than in the BAC.

In Fryslân, the use of technology is considerably widespread. Almost all schools use ICT-applications such as digital school boards, and the number of schools that use them intensively increases steadily. On average, there is one computer available for seven pupils and this number has become stable, so that a certain saturation point seems to have been reached. 84% of the staff in primary education and about 50% of the staff in secondary education make use of a computer when they teach.²⁰

In the BAC, both public and private schools promote the use of technology in their schools. However, usage varies from school to school. Schools that are in a financial position to acquire greater technological resources make use of them in the classrooms and students have access to them for independent study. Grants are available for schools to acquire more ICT resources and specific plans have been developed to introduce more computers in schools in the near future. Still, the use of computers and digital boards in classrooms in the BAC currently remains limited.

²⁰ Eurydice 2007/08

The advanced use of technology in the Frisian school system is also reflected in the fact that many secondary and tertiary schools communicate with students through e-mail. The school's e-mail address is used for communicating with teachers, and very often it is also possible to hand in assignments by e-mail. Next to that, schools often have an electronic learning environment (for example, digital blackboard and *digischool*) to assist students and facilitate interaction in the process of communication and the organization of learning.

5 Various other aspects

5.1 Homework

The attention for self-study does not necessarily involve homework. Just as in the BAC, this is not compulsory in Fryslân. In both cases, it is each school's - and sometimes each teacher's - decision to set homework or not. In primary education in Fryslân, homework is quite uncommon.²¹ In the BAC this is more common, but schools are free to decide what they think is best. In secondary education and tertiary education, homework and assignments are given in the majority of schools in both regions.

5.2 Property of teaching materials

In Fryslân, teaching materials for primary schools are the property of the school. Schools receive funding from the Ministry of Education meant to enable them to renew the materials at least once every eight years. In secondary education, the long-standing practice was for parents to buy (or rent from the school) the teaching material their children needed. In the school year 2008/09, all parents received financial compensation from the government for costs incurred for schools books. From the year 2009/10 onwards, secondary schools will be responsible for the purchase of teaching materials. They will receive the necessary funds from the government, just like primary schools. In tertiary education and in vocational and adult education, students need to acquire the necessary teaching materials themselves. The annual amount needed for teaching materials may vary greatly, depending on the discipline and the institution.

In the BAC, students have to buy, for the most part, the materials, textbooks and workbooks themselves, but grants are available to help families in financial need.

5.3 Assessment

In both regions school progress is commonly monitored through report cards. Classroom teachers assess students at regular intervals by means of tests. The main difference between the general assessment of achievement in both

²¹ Eurydice 2007/08

regions is that in Fryslân students are assessed at the end of the primary education stage, in order to be able to select the type of secondary school they will attend, and that in the BAC, students do not participate in an assessment of that type until the end of Baccalaureate, when they participate in an assessment called *selectividad*, an examination that allows access to university.

An assessment in which both Frisian and Basque students may participate is PISA (Programme for International Student Assessment). A sample of schools is randomly selected to participate in the assessment.²² Schools are selected from all over the Netherlands and therefore only few Frisian schools form part of the sample, while the BAC participates independently from the rest of Spain, having their own sample of Basque schools. This could explain why the PISA results are more widely discussed in the Basque Autonomous Community than in Fryslân.

5.4 Parent involvement in education

The involvement of parents in the administration of their child's school would generally seem to be similar in Fryslân and the BAC. A major difference, however, is that in the BAC most private schools are constituted as a cooperative of parents, where, in the case of the private *Ikastolas*, parents are the owners of the school. In Fryslân, parents have traditionally been more involved with the management of private (religion-based) schools than has been the case for public schools, where they hardly play any managerial role. Still, there is another important difference between Fryslân and the BAC. Basque parents usually do not take part in school activities and their presence in the classroom or the school building is limited. In contrast, in Fryslân parents frequently help with school activities. They assist, for instance, with reading lessons ('reading mothers') or swimming lessons. Parents often help with excursions and after-school childcare; some parents may even stay in school after hours and look after those children whose parents are still at work. Schools also depend on parents' voluntary support for many types of activities that take place during the school year.

²² www.pisa.oecd.org



Part 2 - Bilingual and multilingual education

The second part of this report describes the main differences between the teaching of languages in the province of Fryslân and the Basque Autonomous Community. Its structure is as follows. First, the teaching of the minority languages (Frisian and Basque) will be described in a separate section. The following sections will compare the teaching of the dominant languages (Dutch and Spanish) and the teaching of foreign languages (predominantly English). Separate sections deal with issues of language assessment, language didactics and learning materials, language use, mixing and switching, and in-service training provision. The final section gives an impression of the linguistic landscape inside the schools (i.e. the texts on the walls).

The information in this part of the report is again based on document analysis, but important information has also been collected during the school visits in Fryslân and in the BAC (see Appendix 1). These visits gave a good impression of the language practices in the schools. Some trends became clear from classroom observations and from interviews with teachers and headmasters. Of course, the visits have their limitations as they were short and only covered a small part of the spectrum of schools both in Fryslân and the BAC. More in-depth research is needed to compare actual language practices in the classrooms in both regions.

A few preliminary and general remarks are in order. A main difference between Fryslân and the BAC is that in Fryslân there are no curriculum guidelines stating the number of hours of instruction for each language, while in the BAC such guidelines do exist. This circumstance has an important influence on the teaching of languages. Another important difference is that in the BAC each school, institution or university has implemented a specific language plan. In Fryslân, each school or institution is in fact responsible for making its own curriculum plans, which include provisions on teaching languages, but these plans are without strict obligations. The Inspectorate merely plays an advisory role.

Another important difference is that education in the BAC is organized according to three linguistic models: A, B and D. In model A, the medium of instruction is Spanish and Basque is a subject. In model B, the medium of instruction is roughly 50% Spanish and 50% Basque, and in model D the medium of instruction is Basque, with Spanish as a subject. In all three models, the teaching of other languages (predominantly English) also takes place. The models are used to designate the provisions in schools from pre-primary until secondary education, including vocational training. Parents are free to choose the linguistic model they consider fit for their child. The models do not apply to universities in the BAC. During a period of some 25 years, the percentage of all students in primary and secondary schools that are taught through model D has increased from slightly less than 20% in 1983 to over 50% in 2008. In 1982-83, only 20% of the students had Basque-medium teaching (Model B or D), compared with almost 80% in 2006-07. The reverse is the case for the teaching through Spanish only.²³ In Fryslân there are no language-related models, except for the 'trilingual primary schools' and the 'bilingual secondary schools'.

²³ www.pisa.oecd.org

1 Teaching the minority languages Frisian and Basque

An important difference between the Frisian and Basque curricula is that there is no set minimum or maximum number of hours for the Frisian language (or the Dutch language) to be taught in primary and secondary schools, while the Basque Department of Education does require a minimum number of hours of instruction of the Basque language in both primary and secondary education.

There are, however, attainment targets for the Frisian language for both primary and secondary education, established by the state government. The schools in Fryslân are free to design their own plans on how to reach those targets. The only legal obligation for primary schools is to have a place for Frisian in the curriculum. For secondary schools the obligation only applies to the first years. Despite the legal obligation, around 6% of all primary schools do not provide any Frisian lessons at all (according to a study held by the Inspectorate in 2006). It is also possible to obtain an exemption from the teaching of Frisian, but this is limited to, for example, the schools on the Wadden Sea islands (because historically these islands are non-Frisian speaking areas).

In Fryslân, there is a lack of Frisian testing material for primary education. One of the few tests available assesses Frisian technical reading skills for grades 4 to 8, by means of the 'TMT' (in Frisian: *Twa-Minuten-Toets*; in English: Two-Minute Test). According to information from the Inspectorate, less than 20% of children are tested on their Frisian skills. Still, 3 out of 4 pupils do in fact receive a mark for Frisian on their report cards.²⁴ The governmental policy plan to improve the quality of education in Fryslân, *Boppeslach*,²⁵ also implies a push for the development of Frisian testing material. The plans include a language attitude test, a Dutch-Frisian version of an existing bilingualism test and a test of Frisian vocabulary.

Overall, the teaching of Frisian has to be qualified as weak. There are substantial differences between primary schools on how much Frisian they provide. The average amount of time spent on teaching the Frisian language is relatively small: one instructional period (of 30 to 60 minutes) per week. There are also schools that teach substantially more hours, up to 3 hours

²⁴ Inspectorate, 2006

²⁵ Boppeslach refers to scoring a great success in the traditional Frisian sport 'keatse' (similar to pelota in the BAC). A 'boppeslach' is a tremendous performance

per week, with Frisian as a subject. About 20% of all primary schools use Frisian also as medium of instruction, mainly for other subjects such as geography, biology or history. Few schools would qualify as 'bilingual', if a 50-50 model were the guideline, except for the 'trilingual schools'. Still, in many schools Frisian has a relatively strong position as an informal language of communication. In particular in rural schools, the language used among Frisian speakers, between pupils or between teachers outside the classroom, will be Frisian.

In secondary education, students usually have one instructional period of Frisian per week during the first year (which is the legal minimum). In a few schools, the students continue with the same number of lessons in the second year. After that, pupils may choose to continue their lessons of Frisian as a subject and prepare for the final exam. However, many schools discourage them to make this choice and few students actually continue with Frisian as an exam subject. Legally, Frisian is available at all three levels of secondary education as an exam subject, but most secondary schools do not offer the possibility. The number of pupils who choose Frisian in their final exams at the end of secondary education has somewhat increased from 27 students in 1999 to 73 students in 2005, but decreased again to 46 students in 2009. In any case, their number remains extremely low.

About one third of the secondary schools use Frisian as a medium of instruction on an occasional basis.²⁶ The legal possibility to do so is available, but the formal arrangements for Frisian at the level of the individual school are minimal - or non-existent in most cases. At the same time, one can observe that Frisian still has a relatively strong position as an informal language of communication outside the classroom, not only among Frisian-speaking students but also among teachers.

One secondary school in Fryslân uses videoconferencing as a technical solution to offer Frisian lessons. The school has locations in three different towns and in this way one teacher in the school's headquarters can also serve small groups of students in the other two branches, even when each individual location would not have sufficient students of its own for the Frisian lessons. During the school visits it was observed how the project works.

The situation of Basque in education is very different. The Basque Department of Education, in its curriculum guidelines, states that the number

²⁶ Inspectie 2006

of hours of instruction of the Basque language and literature should not be less than four hours per week in the first five years of primary education and not less than three and a half hours per week in the final year of primary education. Only foreign students who are in the region for a limited period of time can be exempted from Basque classes.

In secondary education, the instruction of the Basque language and literature must not be less than four hours per week in the first two years and not less than three hours per week in the final two years. In the BAC, of all students who take the university entrance exam (*selectividad*), 55% do so in Basque and 45% in Spanish (school year 2007/08).

In the BAC, the use of Basque as the instructional language at vocational training level is more limited. Enrolment numbers for the academic year 2008/09 show that 22% of the students follow the D model, 3% of the students follow the B model, and that 75% of the students follow the A model.²⁷ These numbers also indicate that not all courses are offered in Basque and that teaching materials in Basque are limited.

Table 3 below shows the differences in the number of hours during which Frisian and Basque are taught as subjects .

	Primary school	Secondary school		
	All years	Years 1-2	Years 3-4	Years 5-6
Fryslân	1	1	—	—
BAC	4	4	3	3

Table 3: Minimum weekly amount of the minority language as a subject in primary and secondary education

In both regions, the language attainment targets for the minority language emphasize literacy and oral skills. In Fryslân, the attainment targets for students whose first language is Frisian are higher than for those students who learn Frisian as a second language. In the BAC, the targets state that students should develop real competence and proper comprehension with respect to oral and written language use in Basque.

Another important difference between both regions is that in Fryslân the attainment targets for Frisian are less ambitious than the targets for Dutch, while in the BAC attainment targets are the same for both Basque and Spanish.

²⁷ www.hezkuntza.net

Teachers in Fryslân are not tested on their language proficiency when they are in service, but all future teachers must obtain a certificate for Frisian while they are enrolled in teacher training. Teachers in the BAC must meet the 'language profile requisites' in order to be able to work in a Basque school. There are two language knowledge levels or linguistic profiles; PL1 is required for any teacher who does *not* teach in Basque or teach the Basque language, and PL2 is required for any teacher who does teach in Basque or teaches the Basque language. It is clear that the Frisian certificate is no guarantee for an adequate knowledge of the language (as it is based on a very limited number of hours of study: see section 1, chapter 3), whereas the Basque linguistic profiles represent a good minimum level.

The formal use of Frisian in vocational training and in tertiary education in Fryslân is minimal. According to the law, Frisian can be used (it is allowed, but there is no obligation). Frisian-medium teaching materials for these sectors in education are virtually non-existent; only if they have been made by teachers themselves. There is little information on the use of Frisian in these sectors (see, however, Faber and Verlaan 2009). Nevertheless, there seems to be considerable informal use of Frisian in vocational training as well as in tertiary education, especially in agricultural studies. This may be explained by the students' language backgrounds, since many of them are from Frisian-speaking homes.

The teacher training courses for primary and secondary education are the only sector in tertiary education where Frisian has been given a fixed place in the curriculum, although only a small part of the curriculum is devoted to Frisian. Students who are educated as teachers of Frisian for secondary education receive a more substantial instruction in and of Frisian than those trained for primary education.

The use of Frisian in informal settings in schools is considerably widespread at all levels. Teachers and pupils use Frisian to communicate among themselves in informal settings. This is rather different from the BAC, where students are encouraged to use the language skills and competences they have acquired at school in other situations as well, but in many cases this only takes place to a modest degree. It is one of the greatest challenges for Basque education to go from 'proficiency' to 'use'. This points to an important difference between both regions. In the BAC ample opportunities are available to participate in school-organized activities in order to improve and

use the minority language. For example, the Department of Education in the BAC offers financial aid to schools so that they can organize extracurricular activities to promote the use of Basque among students. Also, grants are available to schools located in areas where Basque is spoken less frequently, so that students can participate in exchange programmes with other schools located in areas where Basque is spoken more frequently (IKABIL). Furthermore, grants are available for schools that wish to organize language stays on farms or in residences in order to promote the use of Basque among their students.²⁸ Nothing similar is offered to Frisian students. The only activity offered in Fryslân is organized by *Folkshegeskoalle* on the island of Skylge. This institute organizes summer camps for students aged 10 to 15 who would like to learn more about the Frisian language and culture.²⁹ Relatively small numbers of children participate in these programmes.

The universities in the BAC have witnessed an increase in the number of students that are studying through Basque. At the University of the Basque Country (UPV-EHU), the number of students studying in Basque has increased from 23% to 43% in ten years' time. Currently, at the University of the Basque Country, 44% of all first-year students study in Basque. The University of Deusto has a limited number of studies available in Basque. At the University of Mondragon, the Faculty of Humanities and Education has Basque as the main language of instruction.³⁰ The number of credits available for Basque varies according to the field of study. Some studies can be followed completely in Basque, while in others the use of Basque as the language of instruction remains modest.

In contrast, the institutions of higher education in Fryslân (the three universities of applied sciences) only offer Frisian to students enrolled in primary and secondary teacher training. In all other fields the use of Frisian is voluntary and informal.

²⁸ www.hezkuntza.ejgv.euskadi.net/r43-573/es/contenidos/informacion/dih4/es_2091/h4_c.html

²⁹ www.folkshegeskoalle.nl

³⁰ Cenoz 2009

2 Teaching the dominant languages Dutch and Spanish

In Fryslân, the role of the dominant language Dutch is more prominent than the role of Spanish in the BAC. In Fryslân the state language Dutch is part of the curriculum in all forms of education, except in a small number of playgroups and day care centres that provide pre-primary education in Frisian exclusively. In most schools and institutions, Dutch has a more prominent place than the minority language Frisian.

As said, in Fryslân, there are no governmental guidelines for the teaching time that should be spent on specific subjects, so the number of hours spent on Dutch as a subject may differ from school to school. In primary education, 7 hours per week in the lower grades and 4 hours per week in the upper grades are a good estimation of the amount of time spent on Dutch as a subject. In addition, all other subjects are taught through the medium of Dutch in most primary schools. In secondary education, pupils usually receive 2 or 3 hours of Dutch language instruction per week every year. The other non-language subjects are taught almost exclusively by means of the Dutch language. Sometimes, however, classes dealing with the target languages of Frisian and the foreign languages do not systematically use these languages as the language of instruction and in communication between teacher and students.

In vocational training, the Dutch language is not always taught as a separate subject (contrary to English, German or French). Some schools combine the teaching of Dutch with other (practical) courses and assignments. Those subjects are taught with Dutch as the medium of instruction.

In tertiary education in Fryslân, teaching through the medium of English is becoming more and more common at the cost of Dutch. The latter is gradually losing its position as the dominant medium of instruction at this level. Other languages, such as Frisian or foreign languages other than English are only used in those courses in which they are the principal object of study, but not as a medium of instruction for other subjects.

In the BAC, guidelines for teaching time are set by the Basque Department of Education. These state that in primary as well as secondary education the number of hours of instruction of Spanish language and literature should be the same as for Basque language and literature.

3 Teaching English as a foreign language

In Fryslân the instruction of English, as stipulated by the Dutch Education Law, starts in the seventh grade of primary school, at age 11, making it a compulsory subject for all students until the end of secondary education. However, as for the other subjects, there are no specifications for the number of teaching hours of English. In the last two grades of primary education (7th + 8th), pupils usually receive one or two hours of English language instruction per week. The attainment targets for English are limited to simple communicational skills, such as basic understanding, speaking and reading. The law on primary education allows the start of English lessons from grade 5 onwards, and there is a growing tendency, in particular in trilingual schools, to introduce preparatory English lessons from grade 1 onwards. In secondary education the amount of time increases from two to four hours per week, depending on the level concerned.

English is the most frequently taught foreign language in Basque schools and according to the curriculum guidelines, children in the BAC start learning English in the first grade of primary school at age 6. However, most children already start with English in pre-primary stages at the age of 4. The Basque

Department of Education, in its curriculum guidelines, states that the number of hours of instruction of the foreign language in primary schools should not be less than two hours per week in grades 1 and 2, not less than three hours per week in grades 3 and 4, and not less than two and a half hours per week in grades 5 and 6. In secondary education, the instruction of the foreign language must be not less than four hours per week in grade 1 and not less than three hours per week in grades 2, 3, and 4.



Figure 6. English on the wall in a primary school in the BAC



Figure 7. English on the wall in a primary school in Fryslân

In Fryslân, it is exceptional for primary and secondary schools to use English as the language of instruction for other subjects, although there is a limited number of trilingual schools (*trijetelige skoallen*) that do in fact use English in this way. At secondary level education, three schools have a bilingual Dutch-English stream in the first three grades.³¹ In these schools English is used as a medium of instruction for other subjects approximately 50% of the time. Also, in these schools Frisian is taught as a subject only. There is what is known as 'reinforced' English in the higher grades (1150 study hours in grades 4, 5 and 6), but the final exams can only be taken in Dutch. In higher education the role of English is growing. Also in Ljouwert/Leeuwarden some Bachelor's degree programmes are run completely in English, as is the case with Hotel Management and Leisure Studies, for example.

Many public and private schools in the BAC have implemented new programmes for the teaching of English. Children start learning English in pre-school, at age 4 (thus prior to what the curriculum guidelines state). With these programmes, other core subjects are taught through the medium of English, in both primary and secondary schools.

The exposure to English outside the school is very different in both regions and an important factor for language learning. In Fryslân, there is a substantial amount of English language input in everyday life. A main source is television. All programmes, including the news and documentaries, have

³¹ www.netwerktto.europesplatform.nl. The number of secondary schools with bilingual programmes has increased at a very rapid rate in the Netherlands over the past few years: from schools in 2002 to 101 schools in 2009.

the original soundtrack and are subtitled in Dutch. Since many programmes come from America or Britain, viewers are exposed to a lot of English. An exception is formed by programmes for young children (before they can read) which are dubbed into Dutch. Children also become acquainted with the English language via computer games, the internet, many signs and advertisements in the streets or holidays abroad with their parents, to name but a few examples. In this way, English should perhaps not be called a 'foreign language' but a second – or even better - 'third language'.

In the BAC, students are hardly exposed to English outside the English language classroom, if at all. The recent exposure to English through internet and computer games may have increased somewhat, because Basque youngsters (mainly boys) spend about 15 hours per week on such activities. It is common for Basque students to participate in English lessons outside the school, usually at private language schools or academies. This supply of English is complemented by a wide variety of summer courses and stays abroad, for example in the UK or Ireland, often organized for groups of children. The development of these commercial provisions shows how highly parents value the learning of English.

In Fryslân it is exceptional for students to participate in English language summer courses. The exchange programmes with foreign schools are not so much set up to improve English skills but rather to gain experience in establishing international relations. Overall, the subjective impression is that children at the end of secondary education in Fryslân are more confident in speaking English than their counterparts in the BAC. Further comparative research could determine whether this difference can in fact be corroborated and proven, and also whether differences in linguistic competence or in communicative confidence are concerned here.

3.1 Trilingual schools and English language programmes

Fryslân, as the rest of the Netherlands, has relatively little experience with early language learning in primary schools because according to the law the medium of instruction in primary schools has to be Dutch.³² Outside Fryslân a small but growing number of primary schools offer '*Early English*' for young learners from year 1 of primary education onwards (age 4), for a maximum of 2 hours a week. These primary schools do not teach the language but use

³² Eurydice 2006

English with games, music or drama. In the majority of primary schools in Fryslân, English is not used as a medium of instruction.

In 1997, a group of seven primary schools in Fryslân started an experiment with trilingual schools (*Trijetalige Skoalle*). They followed the example of trilingual education in other European regions, and were inspired by Catalunya and the Basque Country, among others. The idea was to use the three languages, Dutch, Frisian and English, not only as a subject but also as medium of instruction to improve Frisian and English language skills without the loss of Dutch language proficiency. In 2007/08, 17 Frisian primary schools were participating in the *Trijetalige Skoalle network*, and currently (in the school year 2009/10) numbers have increased to 28. The provincial government of Fryslân intends to raise the number of trilingual schools to 50 by 2012, which is a considerable increase, but still only concerns about 10% of all primary schools in Fryslân³³

The division of time taught through each language in trilingual primary schools, '*Trijetalige Skoallen*', can be seen in figure 8 below.

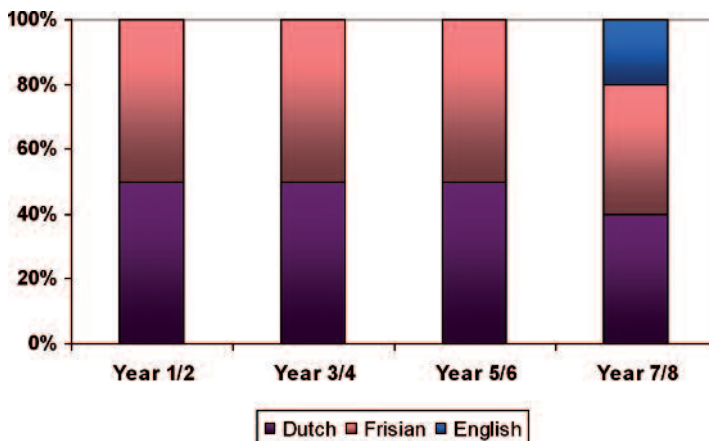


Figure 8. Languages in the *Trijetalige Skoallen*

As will be clear from the above figure, these schools are basically *bilingual*, with half of the time devoted to Dutch and half of it to Frisian (50% / 50%) during the first 6 years of education. In practice, the schools are more flexible with regard to the division of time. Some schools work on a Frisian / Dutch week pattern and others divide the time used for Frisian / Dutch (and later

³³ Provinsje 2006

English) into daily parts. In all cases, the languages of instruction are separated. From grade 5 onwards (age 9), ‘preparatory lessons’ of English are offered, which implies teaching English as a subject for 2 or 3 hours per week. From grade 7 (age 11) onwards, English is used for 20% of the time: in practice usually on two afternoons. During this time, English is taught as a subject and also used as the medium of instruction for world orientation and creative arts. For this purpose new material has been developed. Schools often use signs or flags to show the children which language should be used at that particular time.



Figure 9. A pupil selecting the allocated language at the time

In the BAC, a new English language programme, following the CLIL methodology, has been implemented in some public schools. The programme consists of four different projects or modules: *Early Start to English*, implemented in the second cycle of pre-primary education; *INEBI* (Ingelesa Edukien Bidez), which is English through content in primary education; *BHINEBI*, which is INEBI in compulsory secondary education, and finally *Multilingual Experience*, implemented in compulsory secondary and baccalaureate education. In the first three modules, curricular contents of other areas, such as Social Sciences, Natural Sciences and Mathematics, are studied together with English as a subject and with English as the language of instruction. In the last module, curriculum subjects are offered in English or French, in addition to the subject Foreign Language.³⁴

³⁴ www2.elkarrekin.org/elt/ingelesa/intro/Sarrerang.pdf?q=elt/ingelesa/intro/Sarrerang.pdf

In many *Ikastolas*, similar projects have been implemented. These language projects include *Ready for a Story* for students aged 4-6; *The Adventures of Hocus and Lotus* for students aged 6-8; *Story Projects* for students aged 8-10; *The Explorers* for students aged 10-12; *Subject Projects* for students aged 12-14, and finally *SSLC or Social Sciences* for students aged 14-16. Students in the baccalaureate programmes may participate in another project, called *European Culture*. English is the language of instruction used to teach other subject areas.

None of the public schools or *Ikastolas* that offer the multilingual programmes are considered trilingual schools in the same way as in Fryslân. There are a few private primary schools in the BAC that offer a trilingual programme. In these schools, instruction is more or less equally divided into 33% in Basque, 33% in Spanish, and 33% in English. During our school visits we observed an interesting difference in the teaching of English. In Fryslân, the English teachers used Dutch (or sometimes Frisian) for explanations more often than their counterparts in the BAC, where the English teachers would consistently use English. We only occasionally observed that in the BAC the teacher used Basque to give a translation of the English word.

In Fryslân, the *Taalsintrum Frysk* (funded by the provincial government) has appointed a number of English native speakers who operate in a rotation system to serve the schools with their English lessons, providing the teacher with a teaching assistant and the pupils with a quasi-monolingual English role-model.

4 Other foreign languages

There are certain similarities and differences in both regions concerning the teaching and use of other foreign languages, such as French or German.

In both Fryslân and the BAC, French is the second foreign language taught in secondary schools. For Fryslân, however, German carries the same importance as French. A difference is that in Fryslân education in French and German starts in the first class of secondary education and is an obligatory subject in the lower classes in all levels of secondary education. After their first year, pupils are free to choose French and/or German as optional exam subjects. In the BAC, not many schools offer French. It is an elective subject where available and only taught in secondary education and the baccalaureate.

The attainment targets for French and German in Frisian secondary education are the same as for the English language: basic understanding, reading, speaking and writing. This is also the case with French in the BAC, where the attainment targets are the same as for English.

In Fryslân, a number of other foreign languages (next to French and German) may be chosen as an exam subject in a few secondary schools: Spanish, Russian, Turkish and Arabic. In Fryslân, there are no students taking any of the languages mentioned above as exam subjects. The Gymnasium (pre-university training) is the highest secondary level; traditionally, this type of school is a 'language school' where Latin and Greek are among the obligatory subjects. Children at a gymnasium can study up to seven different languages at the same time: Dutch, English, German, French, Latin, Greek and Frisian.

The teaching of Arabic and Turkish, or other immigrant languages in the Netherlands, no longer takes place in primary education. Formerly, a language programme was available in schools in the larger cities where most immigrants live. The model was based on the principle of language transition to the majority language. The Minister of Education abolished this provision in 2004. What has remained is a small number of after-school initiatives for these languages in a limited number of cities. The Chinese schools on Saturdays have a longer tradition in this respect. Children usually spend 3 to 4 hours on language lessons on Saturday mornings. There are Chinese schools in Ljouwert/Leeuwarden and Snits/Sneek in Fryslân.

In the Basque Autonomous Community, an explicit policy has been formulated concerning language education and immigrants. Since one of the objectives of the educational system in the BAC is that every student acquires linguistic competence in both Basque and Spanish by the end of compulsory education, each school must offer the necessary means for immigrant students to achieve this goal. It is recommended that immigrant students enrol in a linguistic model that best guarantees the learning of the two official languages and integration within the community. It is the parents who decide which school their children will attend and according to what linguistic model they will study. Immigrant students receive extra support from linguistic reinforcement teachers and, in some cases, follow a curriculum adapted to their needs. Schools also offer intensive Basque language courses during the school year and during summer breaks. In a few cases, schools offer extracurricular classes on the students' first language in collaboration with outside entities and associations, examples of which are Portuguese and Arabic.³⁵

In the Netherlands and in Fryslân, too, regulations have been drawn up concerning the integration of migrants in the educational system, but much rather in the sense of the possibilities for schools to secure additional grants and for these pupils to improve their position as well as to make them better prepared for 'regular' education. It is at the schools' own discretion to offer extra attention to these pupils.

³⁵ www.educacion.es/educacion/sistema-educativo/educacion-inclusiva/programas-educativos.html

5 Learning materials

In the BAC, considerably more learning material is available in the minority language than is the case in Fryslân. In the BAC it is still common for teachers to develop materials themselves. For English, the choice of materials in both regions is much bigger, although there is a method for learning English through Basque and not a similar one for Frisian. In Fryslân, the complementary use of educational magazines (*Switsj* for primary education and *Linkk* for secondary education), digital teaching materials, school television and radio in Frisian is quite popular in teaching the language, in contrast with the BAC where this is less common.

In the BAC, teaching materials are usually published by schools, universities and independent publishers. Public and private schools have extensive material in Basque, Spanish and English. Vocational training institutes and universities, on the other hand, have limited material in Basque.



Figure 10. Learning material in Frisian

In Fryslân, in the English classes and in the Frisian classes that were visited, some learning materials were in Dutch, and teachers made use of Dutch as the contrast language and language of instruction. This is not common in the BAC, where the more consistent separation of the languages is also clearly visible in the learning materials: these are mostly monolingual.



Figure 11. Textbooks in Basque

6 Language use, mixing, switching

6.1 Language use by teachers

In Fryslân, it is much less common for teachers to speak Frisian in class than it is for teachers in the BAC to speak Basque in class. Dutch is the language used most by teachers in Frisian schools. For schools with a special language programme like the trilingual schools this situation is different, but generally Dutch is the main language. The use of another language in class is mostly restricted to language classes, but even these classes are often taught in Dutch. This obviously differs from the BAC, where teachers not only speak languages in line with the specific language model that is used, but also speak only Spanish during the Spanish lesson, and only English during the English lesson. Language use in class is much more regulated than is the case in Fryslân. In brief, in Fryslân, if there is no obvious reason for using a specific language (as there is in a language class), the language used is Dutch. This also holds for Frisian teachers. In the more informal contacts and one-on-one contacts with students, Frisian-speaking teachers tend to use the Frisian language more often. But even then, if both teacher and pupil speak Frisian as their first language, one cannot automatically assume that this is the language they will speak to each other.

In Fryslân, the higher the educational stage (primary → secondary → tertiary), the more frequently Dutch is spoken at the cost of especially Frisian. Where, in primary education, Frisian can be heard relatively often, it is quite rare to hear it in class in, for instance, higher education. Frisian has insufficient social and political status to be used in these contexts.

During the school visits to Frisian schools and Basque schools, a tendency was observed to teach languages in a non-explicit way, using them as medium of instruction. In the BAC, more explicit language teaching was observed compared with Fryslân; teachers and students were working on grammar and vocabulary, for instance.

The following case description is an observation of a teaching period for English as a foreign language at one of the two tertiary education institutions in Fryslân. Both the teacher and students use Dutch and English:

(The teacher is correcting a composition written in English by a student)

Student 1: (Reading aloud) ...and I get out of my bed at 7 o'clock in the morning.

Teacher: "You get out of your bed?" Klinkt dat correct voor jou?
(Does that sound correct to you?)

Student 1: (In Dutch) Ja voor mij wel
(Yes, to me it does).

Teacher: (In Dutch) Het moet zijn "I get up at 7 o'clock in the morning".
(It should be)

6.2 Language use of pupils when talking to the teacher

A number of observations in the classrooms showed that the language used by the teacher dictates the language used by the pupils. Of course, many refinements could be made by further, more detailed observations, but this is our overall impression. It is the case both in Fryslân and the BAC.

In the BAC, the language used depends to some extent on the linguistic model pupils and students are enrolled in. The Ikastolas and other D model schools encourage students to use Basque in as many settings as possible. In English classes students are encouraged to use English to address the teacher but are not reprimanded when another language is used. In Fryslân, in our experience, students are less encouraged to use Frisian.

Also, a number of situations were witnessed in which pupils answered in a different language from the language in which the teacher addressed them. Older children replied in a language different from the one they were addressed in more often than younger children. This happened most of the time with Frisian; students were spoken to in Frisian but answered in Dutch. One reason for this may be that students did not feel comfortable enough to use the language, for instance because it is not their first language. Another

reason could be a perceived ‘uncool’ image of the language, so that students do not *want* to speak it.

This switching was observed much more frequently in Fryslân than in the BAC. It would seem to depend on the extent to which schools are consciously working with language. In the BAC, when students were addressed in Basque, it was quite rare to answer in another language. This also holds for Spanish. In English classes, however, it was more common. Students did not always feel comfortable using the language. This was especially the case for the younger students. Sometimes, the reason simply has to do with limitations related to their English vocabulary.

One resource applied by speakers of other languages is the use of loan words or taking a word in their own L1 and adapt it for use in the new language. This was observed in the BAC during a lesson of Basque with a group of second-grade primary school pupils:

(The teacher and students are reviewing jobs and professions)

- Teacher: Zer egiten du albaitariak?
(What does the veterinarian do?)
- Student 1: Albaitariak animaliak salbatzen ditu.
(The veterinarian saves animals.)
- Teacher: Zer gehiago egiten du albaitariak?
(What else does the veterinarian do?)
- Student 2: Animaliak gaixorik daudenean “kuratu” egiten ditu.
(When animals are sick the veterinarian “kuratu” them.)
(“Kuratu” is the Spanish word “curar” used with Basque ending)
- Teacher: Kuratu?
- All students: SENDATU!!
(CURE!! using the correct Basque word for “cure”)

6.3 Language used by pupils when talking to each other/languages outside the classroom

Both in the BAC and in Fryslân, pupils use different languages amongst one another. In both regions, when two pupils share the same first language, this will be the language they use for communication in general. In Fryslân, when one pupil is Frisian and the other one Dutch, they speak Dutch together. Even

when there is only one Dutch student in a group of Frisian speakers, the whole group switches. This supremacy of the dominant language is less noticeable in the BAC. Here, too, bilingual students in Basque and Spanish tend to switch from one language to another in social settings, but the switching happens more often among Frisian students than among Basque students.

In Fryslân, exactly how much Dutch and how much Frisian is spoken differs from school to school. In rural primary schools, more Frisian will be spoken than in schools in larger villages. In the schools for secondary education and higher education in Fryslân, more Dutch can be heard compared with the province's primary schools. This may again be related to the fact that these schools are less homogeneous in terms of language profile, and in such cases many people switch to Dutch. It may also be related to the fact that Frisian is not considered to be a 'mature' language and that pupils may think it is not cool. Another reason might be that the older the pupils get, the higher their proficiency in Dutch, which makes this language interchangeable with Frisian.

6.4 Teachers allowing other languages/switching languages

Our school visits suggest that it depends on the school policy and the individual teacher how the use of multiple languages is judged. In the BAC, it also depends on the linguistic model the school employs.

In Fryslân, teachers generally do not seem to mind that other languages are used than the language taught at the time. Nevertheless, in one trilingual primary school, the teacher did make comments when someone used the 'wrong' language, as happened in the following episode:

(The teacher is giving directions in Dutch)

- Teacher: Je mag naar die groep om een tekening te maken.
(*You can go to that group to draw some pictures.*)
- Student 1: (In Frisian) Ik wol net tekenje. Ik wol yn it hûs boartsje.
(*I don't want to draw. I want to play in the house.*)
- Teacher: Kijk! Vandaag is de Nederlandse week. Je moet nu Nederlands praten.

*(Look [pointing at the Dutch flag at the door]!
Today is the Dutch week. You have to speak in Dutch.*

Allowing or not allowing the use of other languages in class seems to depend on the objectives the teacher has in mind. For instance, we witnessed a Frisian class administered to first-year students at a low level of secondary education. The teacher accepted the use of Dutch because, as she said: *"I want it to be fun for them, if I obligated the use of Frisian, this would present a major threshold for these children"*.

Some teachers encourage the use of languages and compliment children when they try to speak another language, but overall language use seems to be pretty free. Also, in the BAC some teachers encourage the children to speak the language that is taught, but there is no reprimanding. Switching happens less often, probably because of the more strict separation of the languages.

Teachers themselves may also switch languages sometimes, consciously or unconsciously. This phenomenon would seem to be more frequent in Fryslân than in the BAC. When a Frisian teacher addresses a Frisian child one on one, they sometimes switch to Frisian (when the lesson is in Dutch). Some teachers are pretty consistent, but even they have been seen to switch at times. This happens only for a few words or a sentence or for translation purposes.

Using another language for translation purposes is also a strategy employed in the BAC. It seems to be easier to translate than to use other strategies such as giving a synonym or a definition with the help of gestures or visual aids, as observed in a Spanish lesson with a combined group of first, second and third-grade primary students in the BAC:

(The teacher is asking comprehension questions after he has read aloud a story about a wolf. The students do not know how to say the word "snout" in Spanish.)

Teacher: Y ¿Cómo era el lobo?
(And what did the wolf look like?)
Student 1: Tenía un "muturra" grande.
(He had a big "muturra"). (Gesturing a snout)

Teacher: ¿ “Muturra”? ¿Cómo se dice “muturra” en castellano?
¿Alguien sabe?
(How do you say “muturra” in Spanish?
Does anyone know?)
(No answer)

Teacher: “Muturra” es “hocico” en castellano.
(“Muturra” is “hocico” in Spanish).

7 Language-related in-service training

The provision of in-service training for the Frisian language has so far been quite limited, but the two teacher training institutes are currently playing a central role here. In-service training courses focus on the language proficiency levels of the teachers as well as on didactic aspects. The number of teachers that enrol is rather small, even though courses are subsidized by the provincial government.

For their courses the institutes collaborate with the Frisian language department (*Taalsintrum Frysk*) of the Centre for Educational Services CEDIN, in particular for guidance on new teaching methods such as *Studio F* and *Freemwurk*. The Frisian language department also has a number of special counselling provisions. These include the training of 'language coordinators' at primary schools, the development of language plans and finally participation in the trilingual school network.

Teachers can also decide to take one of the several Frisian language courses offered by the Afûk (this institution is not only responsible for the development of learning material but also for adult education courses in Frisian). These courses mainly aim at the improvement of language proficiency (speaking and writing) at different levels.

Schools themselves decide how their budgets are to be spent on in-service training. Budgets do not have a specific allocation for language-related training.

In the BAC a wide range of provisions is available for in-service training. The following in-service provisions include a relation to the Basque language:

- IRALE: a programme designed especially for the improvement of the teachers' competence in Basque. Teaching duties can be alleviated in order to attend these courses for a period of up to three years.
- GARATU: a comprehensive and wide-ranging programme of in-service training as part of life-long learning including Basque. The programme also offers in-service courses for English and French.

- BERRITZEGUNE: centres that offer in-service programmes on a variety of topics for teachers, such as specific content in particular areas or the use of new technology in class.
- HABE, AEK and other Basque language schools offer Basque classes for adults who wish to learn Basque or improve their competence in Basque.

8 Linguistic landscapes inside the schools

The school visits also provided the opportunity to obtain an impression of the 'linguistic landscape' of the schools. The language that the schools use in their signage can be an important indicator of the way languages are dealt with. Hundreds of pictures have been taken of the signs inside and outside the school buildings, but this has been a matter of sampling all the signs in the schools by convenience - and not systematically. This would require a separate study. Still, a number of observations can be made here. In both regions the classrooms in primary education contain a considerable number of signs (posters, pictures, texts, drawings, etc), whereas some classrooms in secondary education are 'empty' and contain hardly any signs at all.

The linguistic landscape of the schools in Fryslân is different for primary schools, secondary schools and the schools for tertiary education. Overall, as would be expected, most of the signs are in Dutch. The Frisian language is seen more frequently in primary education than at higher levels. It is also likely that the schools in the countryside use more Frisian than schools in the larger towns. So, it may very well be that a parallel exists between the amount of attention in the curriculum for Frisian and the number of signs in Frisian.

The schools that take part in the trilingual school project have a policy of using Dutch, Frisian and English, for example on signposts inside the school. Still, it would be interesting to study in depth how systematically the principle of trilingualism is applied and where exceptions are found with Dutch-only signs, Frisian-only or bilingual signs. In higher education (teacher training), Frisian was found to be hardly used at all. It was only seen on a few posters/advertisements that were not produced by the school.

Overall, the linguistic landscape does not seem to be something that is given much thought (except for the trilingual schools).

The linguistic landscape in the BAC may be given somewhat greater attention. The amount of Basque visible inside the school differs depending on the linguistic model adopted by the school (A, B or D). On all educational levels one can observe the use of Basque in the linguistic landscape. At university (teacher training), a considerable amount of Spanish was visible next to Basque, and to a lesser extent signs were put up in English too.

A striking difference between the two regions is that Frisian is almost always used in combination with Dutch on bilingual signs (and also with English on trilingual signs). In the BAC, it is more common to find Basque-only signs, thus independent from Spanish and English. In contrast, in Fryslân in some cases English was used independently from Dutch (and Frisian). Monolingual English signs in the BAC were rare. Overall, in the linguistic landscape of the schools in Fryslân, English is used more often than in the BAC.

The figures below show pictures of the linguistic landscape in schools in Fryslân and in the BAC. A further analysis of the signs may give more insight into the way in which languages are used and perceived by teachers and students.

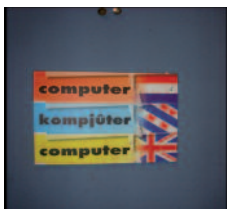


Figure 12
Sign in a trilingual primary school in Fryslân



Figure 13
Dutch / English sign in a school in Fryslân



Figure 14
Bilingual sign giving directions in Dutch/English at an institute for higher education



15. Sign in a Basque school with a 3-languages programme



Figure 16. Basque monolingual sign in an Ikastola



Figure 17. Bilingual sign in a Basque public school

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Appendix 1 – School visits in Fryslân and the Basque Country

This appendix contains short descriptions of the schools that were visited in 2009 by the research team of the Added Value of Multilingualism project: late February/early March in Fryslân and late March/early April in the Basque Country.

The aim of the school visits was to obtain first-hand knowledge about school practices as regards the teaching and use of the different languages in these two minority language communities. Through interviews with some of the headmasters and teachers, by observing lessons and by asking questions directly to several of the students, a deeper insight was gained into various issues related to multilingualism and personal knowledge about the topic and about language diversity was greatly enhanced. A particular focus lay on the way in which the minority and the majority languages are taught and used in different levels of the educational system. The teaching of foreign languages was also included, in particular English, and special attention was paid to the presence of students who speak migrant languages at home. Another important element of the school visits was to become familiar with the 'linguistic landscape' inside the schools in order to explore the possibilities for a follow-up study into the written signs on school walls, either inside the classrooms, in the corridors or on any other location in or near the school buildings.

A total number of 17 different institutes were visited: 8 in Fryslân and 9 in the Basque Autonomous Community (all in the province of Gipuzkoa)³⁶. The schools varied from day-care centres and primary and secondary schools all the way up to teacher training colleges at tertiary or university level. The idea was to include the entire spectrum of education levels as well as different intensities of teaching the minority language and English. Thus, for example, in Fryslân a trilingual school was visited that places an emphasis on Frisian and English. As another example, an English-medium school was visited in the Basque Autonomous Community.

The general pattern of the visits was to meet briefly with a representative of the school (headmaster or teacher) and then to visit one or two lessons and

observe from the back of the classroom what was going on in terms of language use and instruction. A brief period of 5-10 minutes was included at the end of each lesson to ask questions directly to the students about their experiences and ideas about different language and multilingualism. The school visit would be ended by asking questions to the representative of the school. In this way, two schools were visited per day. In some cases, however, a slightly different pattern was followed, merely for pragmatic reasons such as the availability of the teacher or the students, or the way the school had prepared itself for the visit.

The following schools were visited in Fryslân:

Bernestate – Catalpa Kinderopvang (Ljouwert/Leeuwarden)

Catalpa Kinderopvang is a large organisation of 150 day-care centres in the Netherlands. There are three Catalpa day-care centres in Ljouwert/Leeuwarden, and all three offer 'bilingual' day care (Dutch and Frisian). Bernestate has about 100 children from 0 to 13 years of age; approximately 50 are between 0 and 4 years old. At this day-care centre the parents of pre-school children may choose between a Dutch, a Frisian or a bilingual group. There are at least two female leaders in each of the three groups; in the bilingual group one leader speaks Frisian and the other Dutch. Most of the children have Dutch as their home language; there are few immigrant children.

Bernegea (Abbegea/Abbega)

Bernegea is a protestant primary school with 32 pupils and 6 part-time teachers. There are no immigrant pupils, and most pupils have Frisian as their home language. It is a small village school in a Frisian-speaking environment that is in the process of becoming a trilingual school (Dutch, Frisian and English). The teaching of English as a subject starts at pre-primary level, and one morning a week a native speaker of English assists with the teaching of English at all grades. One day a week is uniquely devoted to Frisian: all lessons are in Frisian during that day. All school groups consist of more than one grade.

³⁶ All school visits in Fryslân and the Basque Country were carried out by the four research assistants involved in this Basque-Frisian project: Elizabet Arocena Egaña, Rynke Douwes, Marieke Hanenburg and Manel Rodríguez Pérez-Caurel. Jokin Aiestaran also took part in all the Basque visits; he is a research assistant in the Faculty of Education of the University of the Basque Country. The senior researchers responsible for the Basque part of the project, Jasoñe Cenoz and Durk Gorter, participated in most visits to the Basque schools and the latter also visited some of the Frisian schools.

De Arke (Burgum)

Protestant primary school De Arke has about 320 pupils and 24 teachers. Frisian is used throughout the different grades, starting at pre-primary level. The teaching of English as a subject starts in group 7 (ages 7-8).

De Tsjelke (Holwert/Holwerd)

De Tsjelke, a public primary school, has 90 pupils and 7 teachers. There are no immigrant pupils, and about 65% of the school population have Frisian as their home language. De Tsjelke is a trilingual school, and the teaching of English starts in pre-primary education. Languages are allocated on the basis of weeks and days. Most of the teachers are able to teach in Dutch and Frisian as well as English. A native speaker of English assists with the English language lessons for 2 hours each week. All the groups consist of more than one grade and ICT is implemented at all grades. All teachers are required to speak Frisian.

AOC Friesland (Ljouwert/Leeuwarden)

AOC Friesland is a school for public secondary vocational training. It has over 400 pupils and 55 teachers. Many pupils have Frisian as their home language, and there are no immigrant pupils. About 60% of the teachers are native speakers of Frisian. The school implements an autonomous learning methodology with teacher guidance. English and German (optional) are taught as subjects through Dutch, and Frisian is taught for one hour a week during the first year.

Bogerman College (Snits/Sneek)

The Bogerman College is a public protestant secondary school and has about 2,200 pupils in different locations throughout the south-western part of Fryslân. Many pupils have Frisian as their home language and about 50% of the teachers can speak Frisian. Frisian is taught as a subject, but it is only compulsory during the first year of secondary education. It is an optional subject during the following years. ICT is implemented in language teaching (for example, videoconferencing is used to teach Frisian in 3 different locations at the same time with only one teacher).

Noordelijke Hogeschool Leeuwarden – NHL (Ljouwert/Leeuwarden)

The NHL is a public tertiary education centre (medium-sized university of applied sciences) that has a total number of about 10,000 students and offers over 100 different higher education programmes. The teacher training institute is part of the NHL Institute of Education and Communication. It has 32 teachers for Primary Education Teacher Training. About 13 of these 32 teachers have Frisian as their home language. Many NHL students come from other Dutch-speaking provinces in the Netherlands. The degree to which Frisian is spoken among students enrolled in primary education teacher training is relatively high. Frisian as a subject is only compulsory during the first year of teacher training. NHL also offers different specialities, including Frisian, to qualify as a teacher in secondary education.

Stenden Hogeschool/Stenden University (Ljouwert/Leeuwarden)

The Stenden Hogeschool is a protestant tertiary education centre (university of applied sciences). Most students speak Dutch and about 90% of the teachers responsible for the programme of Primary Education Teacher Training speak Frisian. There are many foreign students enrolled in other programmes at this university, and for this reason English and German may also be heard among students in the corridors. During the first year of the teacher training programme, Frisian is a compulsory subject and it is divided into two groups: one for Frisian speakers (taught through Frisian) and one for Dutch speakers (taught 50% through Dutch and 50% through Frisian). The second year of Frisian for teacher training students is optional and they prepare for the qualification to teach Frisian (Foech Frysk). The institute is currently investigating their options to start a Master's programme for trilingual education (Dutch, Frisian and English) in collaboration with the NHL teacher training institute in Ljouwert.

The following schools were visited in the Basque Country:

Amara Berri LHI (Donostia/San Sebastián)

Amara Berri LHI is a public primary school that has about 1,300 pupils and 104 teachers in 5 different centres in Donostia. About 5% of the pupils are immigrants. This school offers B-model and D-model teaching and implements a constructivist teaching system in which frontal teaching is an exception, groups are formed by complete cycles (i.e. combining two grades) and languages are taught through a communicative methodology.

Basakaitz Herri Ikastetxea (Aizarnazabal)

Basakaitz Herri Ikastetxea is a public primary school with 53 pupils and 9 teachers. Only 5 pupils are immigrants. It is a small village school in a very Basque-speaking environment that offers D-model teaching. The teaching of English as a subject starts at pre-primary level. All the groups consist of more than one grade and ICT is implemented at all grades.

Erain Ikastetxea (Irun)

Erain Ikastetxea, a private catholic primary and secondary school for boys, has 284 pupils and 27 teachers. The pupils are mainly upper-middle or upper class, and most of them have Spanish as their home language. Erain Ikastetxea is a trilingual school (Spanish, English and Basque are each taught about one-third of the time), and operates as a pioneer school to implement CLIL methodology as well as ICT.

La Inmaculada Ikastetxea (Hernani)

La Inmaculada Ikastetxea, another private catholic primary and secondary school, has about 300 pupils and 32 teachers. The pupils are mostly lower class and 57% of them are immigrants (from Ecuador, Colombia, Argentina, Morocco, Venezuela, China, Moldova, Paraguay, Uruguay, Dominican Republic, Romania, Ukraine, Uzbekistan), with a majority hailing from Latin

America. The school offers D-model teaching in primary education and B-model teaching in compulsory secondary education, but for their baccalaureate pupils need to go to another school. This school specifically aims to cater to pupils from highly diverse cultural backgrounds and the weakest people in society in the widest sense of the term.

Salbatore Mitxelena Ikastola (Zarautz)

The Salbatore Mitxelena Ikastola is a private primary and secondary school which has 1,020 pupils and 86 teachers. The *ikastolas* are Basque-medium schools and offer D-model teaching only. The school is founded as a parent's co-operative. There are 26 immigrant pupils and most of them have Basque as their home language. The teaching of English as a subject starts at pre-primary level.

Saint Patrick's English School (Donostia/San Sebastián)

Saint Patrick's English School is a private primary and secondary school (parents' co-operative). It has about 850 pupils and 65 teachers. The pupils are mainly upper-middle or upper class and less than 5% of them are immigrants. Most pupils have Spanish as their home language. Saint Patrick's is a bilingual school (English/Spanish) that guarantees a basic knowledge of Basque as well as the possibility to acquire the essential minimum to communicate in a fourth language (French). There are 16 native speakers of English among the teachers, and currently there are 27 different nationalities among the pupils in the school as a result of parents' mobility, although the vast majority of the pupils come from the local area. When they finish their baccalaureate, 25% of the pupils leave with the Cambridge Proficiency Certificate.

Antigua-Luberri BHI (Donostia/San Sebastián)

Antigua-Luberri BHI is a public secondary school with 714 pupils and 91 teachers. Most of the pupils are middle class and only a few are immigrants. This school offers D-model teaching and two optional Multilingual Programmes: one for compulsory secondary education (teaching some subjects through French) and one for baccalaureate (teaching some subjects through English).

Lizardi BHI (Zarautz)

Lizardi BHI, a public secondary school, has about 600 pupils and 81 teachers. The pupils are middle class, and most of them have Basque as their home language. The school offers D-model teaching and one optional Multilingual Programme for baccalaureate (teaching some subjects through English).

Donostiako Irakasleen Unibertsitate Eskola – UPV-EHU (Donostia/San Sebastián)

The Irakasleen Eskola is a public teacher training institute for primary education (part of the University of the Basque Country) welcoming about 1,200 students and employing 80 teachers. The institute offers four specialities: pre-school teaching, general primary education teaching, foreign language teaching and special education. Most of the teachers are able to teach through Basque, and students who follow 80% of their subjects in Basque automatically obtain the official EGA certificate for the Basque language (C1 level). There are many more female students than male students, although the number of male students is increasing.



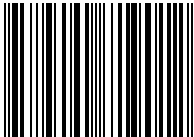
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ISBN 978-94-90719-01-2



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