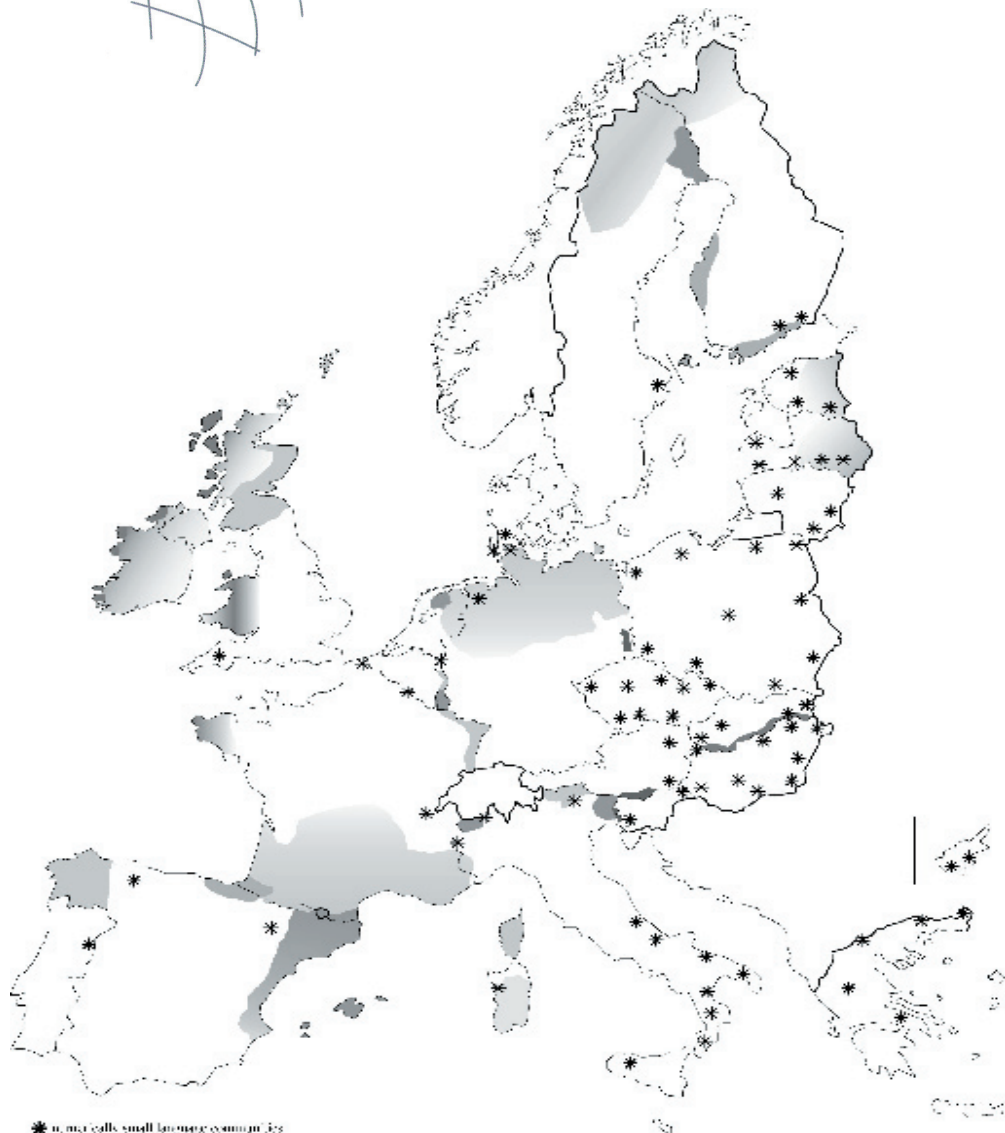




MERCATOR-EDUCATION
information
documentation
research/recherche

Catalan

The Catalan language in
education in France



* numerically small language communities

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Glossary

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Glossary

C.A.P.:	Professional Aptitude Certificate.
B.E.P.:	Professional Education Certificate.
IUFM:	University Institute for Teacher Training.
ISLRF:	Higher Institute for Languages of the French Republic.
BTS:	Higher Vocational Degree.
CAPES:	Certificate showing teaching accreditation for secondary education.
CeDACC:	Centre for Catalan culture, documentation and animation.
ABCM:	Association for bilingualism in pre-school education (the complete name of the Alsacien school is ABCM zweisprachigkeit).
APLEC:	Association for Catalan teaching.
ACE:	Catalan Student Association.
UCE:	Catalan Summer University.
ICRESS:	Catalan Institute for Research in Social Sciences.
CDDP:	Departmental Centre of Pedagogic Documentation

Foreword

background

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

The success of this series of regional dossiers has shown a need for documents stating briefly the most essential features of the educational system of regions with an autochthonous lesser used language. With the establishment of regional dossiers we intend to meet this need.

aim

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

target group

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

link with EURYDICE

In order to link these regional descriptions with those of national educational systems, it was decided to follow the format used by EURYDICE, the European education information network in the European Union. EURYDICE provides information on the administration and structure of education in member states of the European Union. The

information provided in the regional dossiers is focussed on language use at the various levels of education.

contents

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

1

Introduction

language

Catalan is a Romance language which began distinguishing itself from Latin around the tenth century. This language is spoken in four autonomous communities in Spain: Catalonia, the Balearic Islands, Valencia and also a part of Aragón. Outside Spain, Catalan is spoken in the Principality of Andorra, in the community of Alghero in Sardinia, Italy, and in the French department of Pyrénées-Orientales. The Catalan linguistic region is spread over 68 000 km², and has around 11 million inhabitants. In this linguistic region, 7 million inhabitants speak Catalan and almost 10 million are able to understand the language. In this dossier, we will only refer to the language situation in Pyrénées-Orientales in France.

The northern area of the Principality of Catalonia formed a union with the Kingdom of Aragón in the twelfth century, but preserved their own autonomy. The Catalan language appeared for the first time in written documentation during the second half of the twelfth century. In 1635, when Spain declared war on France, *Roussillon* became a battle ground. In 1659, the *Pyrénées* peace treaty conceded to France the counties of *Roussillon*, *Conflent*, *Vallespir*, *Capcir* and 33 *Pobles of Cerdagne*.

What we now call Northern Catalonia is the French department of Pyrénées-Orientales in the Languedoc-Roussillon region. It is bordered north by the Aude and the Ariège, west by the Principality of Andorra, south by Spain and east by the Mediterranean Sea.

population

In Pyrénées-Orientales, Catalan is spoken by 126,000 inhabitants: the linguistic dynamics of the language in Spain encourage its use in the French department.

Territory	Inhabitants	Speakers	Able to understand
Northern Catalonia	369,476	125,622 – 34%	203,211 – 55%

Média-Pluriel investigation, 1997.

language status

The French political system is based on a single unified state: it is a centralist structure. There is a will for cultural and linguistic uniformity within the state. To this day, France still refuses to ratify the European Charter for Regional and Minority Languages (ECRML) as it is not in line with the French constitution. Recently, during the revision of the French constitution for compatibility with the European constitution, the French parliament refused to make the necessary amendments to enable the ratification of the ECRML, for fear of jeopardising the unity of the state. In France, regional languages have no specific status and no official recognition.

For historical reasons that date back to the French Revolution (1789), the obligation to use French and the spread of the French language were central to the building of France. The French language, associated with the republican movement, symbolised the unity of the country and the equality of its citizens. The development of the French language has taken place to the detriment of other languages. The State has applied methods contrary to the linguistic, traditional and cultural realities of the population. The substitution of the languages by the French language took place between the end of 19th century and the middle of the 20th century.

French, the language of the Republic, is the only official language in France; the other languages in France are designated “regional languages”, and in the majority of cases, teaching these languages is founded on the goodwill and dedication of parents and teachers. Natural transmission stopped with grandparents or great-grandparents, when these groups stopped speaking Catalan to their children and their children's children. After World War II, it was felt there were many reasons for using French in raising people's status and moving up in society.

*status of language
education*

Since the Deixonne law (1951) and subsequent implementation measures, such as the Savary circular (1982), the Catalan language and culture may be taught for one to three hours a week in schools for public education, if the teacher is willing and able to do so. To that end, extra teaching hours are offered outside the curriculum. According to the Savary circular, bilingual sections in public education institutes can also be set up upon the request of at least 15 parents and with the local mayor's consent. Since 1991, a committee for regional languages has been working essentially to set up the examinations for regional languages and culture at the end of upper secondary school (*baccalauréat*), and has drawn up a list of voluntary teachers and examiners. In 1995, the Bayrou memorandum stated the necessity of setting up a plan at the level of the *académie* for the teaching of regional languages and cultures, including teacher training. Whether in public or private schools, initiatives to introduce Catalan have been encouraged by parents and teachers, rather than by officials. Currently, regional language teaching is not compulsory and is based only on the voluntary participation of both the teachers and the pupils.

education system

The French education system is largely state-controlled although some decentralisation measures were taken in the eighties. School attendance is compulsory from 6 to 16, but children can be accepted in schools from the age of 2. Curricula have been established for all compulsory school levels. A basic principle is free public education and the

opportunity for every young person to take up vocational training before he or she leaves the system. The first three levels of education – nursery, primary and lower secondary level – are subdivided into five learning cycles. From the age of 2 to 5, children may start with the first learning cycle, followed by the basic learning cycle (5-8) and the consolidation cycle (8-11). Lower secondary education covers the observation (11-13) and the orientation cycles (13-15), followed by various streams in upper secondary education. During the period of compulsory education, payment of family allowances to parents is subject to the registration and regular school attendance of their children.

A particular characteristic of the French education system is formed by the administrative units of education (*académies*). The 28 educational administrative units roughly correspond to the 22 regions of France. Each *académie* is headed by a director (*recteur*) who represents the Ministry of Education and who is responsible both for the management of primary and secondary schools and for the enforcement of national regulations within the *académie*. The *académie* of Montpellier, which covers the Languedoc-Roussillon region, is composed of five *départements*: Aude, Gard, Hérault, Lozère and Pyrénées-Orientales. Each *département* has a local administration for the national education authorities, the *inspection d'Académie*. The academic inspector (*inspecteur d'académie*) represents the director (*recteur*) in the *département* and he or she is responsible for all educational services except for higher education. The area in which Catalan is spoken lies in the *département* of Pyrénées-Orientales.

public and private

In its constitution, France advocates the idea of state education in order to promote the values of the Republic itself. All teachers are paid by the national government through its Public Education Department (*Education Nationale*). Alongside the public education system, there are various categories of private schools. The most common

ones are the confessional, Catholic schools, which have signed a simple contract or a contract of association with the state. For institutions with a simple contract, the state pays the teachers' salaries, who are by law considered private employees. The state also monitors the conditions and contents of the educational programmes, as well as teacher training. In most cases, schools have signed a contract of association with the state, allowing them substantial support for teachers' salaries and teacher training. Finally, there are private schools that have not signed a contract with the state. At these schools, the state exerts minimum control (hygiene, health, moral) and their pupils sit the national exams as free candidates. In the private sector, families must pay school fees that vary from school to school. Such schools must adhere to the timetables applied to public education.

bilingual education

Bilingual education is available in both public and private schools. In a later section, more details will be given about the teaching modality. In this section, we focus on the *Bressola School* because the organisation of the teaching process is quite special. The school is an immersion school concerned with fully developing the bilingual skills of the pupils by the time they leave school.

Bressola, the first modern Catalan school in Northern Catalonia (French State), was founded in 1976 in Perpignan. *Bressola's* objective is not only to teach Catalan but also to allow pupils to become bilingual. The principal objective is that Catalan becomes a language of daily use, used in personal relationships. As social habits are acquired during the first moments of social contact, occurring at nursery school where classes have a maximum of ten children, this is the ideal moment to expose children to Catalan in order for it to become a language of social interaction. Fortunately, nursery school activities can easily be adapted to this linguistic goal.

There are eight¹ *Bressolas* in Pyrénées-Orientales. The schools are run by associations: almost all of them have a contract with the government² for the primary, nursery and

secondary school levels and the state pays the teachers' salaries. However, two schools (*Cerdanya* and the secondary school) are not under supervision of the State, and so the *Bressola Association* is responsible for paying the teachers' salaries. In 2004, the regional government allowed the *Bressola Association* financial support amounting to 92 000 euros: the funds were shared out among the schools.

The *Bressola Association* proposes Catalan linguistic immersion learning, taking into account French economic and social circumstances and respecting the right to an education in Catalan. It is also intended to make Catalan a language of daily exchange between the pupils. The justification for Catalan linguistic immersion learning is the cultural dimension of such training. The objective is to put the Catalan language at the centre of the learning process: the language is a tool for the acquisition of Catalan culture and identity. In nursery school, until the beginning of primary school, there is total linguistic immersion. From CE2 (8 years) in primary school, teaching in French starts taking place for six hours per week. Because of the linguistic situation in France, this is sufficient for pupils to develop a similar or even a superior level of French language skills compared with students from francophone schools. These findings were reported in a French linguistic evaluation carried out in secondary schools.³

Demand for enrolling in the *Bressolas* is increasing, and in the current situation the number of places available is insufficient to meet the demand. For the school year 2004-2005, more than 120 applications for enrolment in the *Bressolas* were refused due to a lack of places. The growing popularity of the *Bressolas* is due to the linguistic model applied, which is adapted to the geographical and linguistic situation of the region.

administration

There are four administrative levels in France: state, region, *département* and local community. At state level, the Ministry of National Education has almost total control over educational matters, such as defining educational guidelines and curricula, the approval of diplomas, and the recruitment, training and administration of staff. The state also issues

regulations on questions of management and supervision with which the majority of private schools are also required to comply. Through the decentralisation laws of 1982 and 1983, the so-called Savary regulations, the French tradition of centralisation changed and the role of the regions, *départements* and municipalities increased somewhat. The regions are responsible for building and maintaining the premises of upper secondary schools (*lycées*) and institutes for vocational training. *Départements* have the same responsibility for schools for lower secondary education (*collèges*), and local communities or town councils with regard to nursery and primary schools. This does not involve any activities concerning the content of the education, which remains with the state.

inspection

The supervision and inspection of the education system is executed by general inspectors of the national education and by general inspectors of administration. The first, for example, visit classrooms and mark teachers on their classroom performance. The latter are more concerned with issues such as the physical organisation and the operation of the schools. They also provide advice and make proposals to the Minister of National Education. Under the authority of the *Recteur* of an *académie*, regional and district pedagogical inspectors are charged with evaluating and marking teachers at secondary schools and primary schools, respectively. Since 1982, assistant deputies for regional languages and cultures have been appointed to *académie* inspectors. In 1996, the Ministry of National Education appointed for the first time ever a general inspector for regional languages and culture to each *académie*. Deputies acting as regional inspectors for regional languages and cultures were also appointed.

support structure

The academic inspection and several advisory bodies in the field of education (the Departmental Centre of Pedagogic documentation [CDDP], the University institute of teacher training [IUFM], the Superior institute for languages of the French republic [ISLRF], the Centre for Catalan culture, documentation and animation [CeDDAC] and the Catalan

Institute for Research in Social Sciences ICRESS) give advice, make proposals and provide information to the Ministry of National Education about various educational topics.

2 Pre-school education

target group

Education Nationale finances schooling for two to six-year-old children, either in *classes enfantines* within the primary school, or in separate nursery schools, *écoles maternelles*. Pre-primary schooling is facultative in France, although 99% of children aged three attend such pre-primary schools. It is important to note that most pre-primary schools are merged with the primary schools to offer primary education.

structure

The schools are divided into three sections: lower, middle and upper, according to the pupils' age and level of development. The lower and middle sections form the first learning cycle, while the upper section, together with the first two years of primary school, form the basic learning cycle.

legislation

The framework of law on education (*Loi d'Orientation Jospin*) of 10 July 1989 states that every child at the age of three should be admitted to a nursery school near to his/her home, although this is not an obligation. In rural areas, there are peripatetic teachers to cater for a minimum number of pupils. There are 26 teaching hours per week. As laid down by law, teachers at pre-primary level receive the same training as teachers in primary schools. The 1951 Deixonne law allows regional languages and cultures to be taught for one to three hours per week if the teacher wishes to volunteer and, of course, is able to do so.

language use

The language used depends on the institution. At most playgroups, nursery schools and infant classes in state schools, French is the medium of instruction. In nearly all

pre-school education, French is the medium of instruction in Pyrénées-Orientales. About half the number of pre-schools make use of the legal option of spending one to three hours a week on regional languages and culture. In activities other than school activities, Catalan is used to a lesser extent. There are bilingual classes in both the private and public education system.

In pre-primary classes in public bilingual schools, half the number of activities is in French and half in Catalan. In the *Bressolas*, the medium of instruction is Catalan: mainly based in towns all over Pyrénées-Orientales in *Perpignan*, *Nyils*, *Prada*, *El soler*, *St Esteve* and *Càldegues*. Pupils are totally immersed in a Catalan language environment.

Nursery school begins with classes of up to ten children at the time of the school's foundation (afterwards this number is much higher). The objective is to use Catalan during the entire school day for all interaction with teachers and between pupils. Fortunately, the activities of nursery programmes can easily be adapted to the linguistic goal. Almost none of the children know the Catalan language when they enter the school. From the very beginning, children aged two to four have to be able to learn and use the language at the same time.

Born a scion of the *Bressola*, the *Arrels* school was created in 1987 as an association, but chose to become a public school in 1995. At pre-school level, this school offers Catalan immersion education. In primary schools, Catalan and French are equally spread over the different classes. At this moment, the *Arrels* school is still considered an experimental school project and still likely to be stopped by the administration: a pressure tool to control teaching. Further details will be explained in the Primary School chapter.

teaching material

Most instruction material in Catalan is prepared by the teachers: there is no obligation to use a specified textbook or specified material. Teachers can use teaching material

edited by the *generalitat de Catalunya* (in Southern Catalonia). They can also find books and material in the CDDP library.

statistics

Period 2004-2005	Initiation	Bilingual	Immersion
Public pre-school	3 327	443	
Private school ⁴	233		
Bressola ⁵			530
Arrels			79
Total	3 560		

At the pre-school, primary and secondary education level, for the period 2004-2005, the *Bressola* schools have 530 pupils (year 2004 / 2005) and 591 for year 2005 /2006.

In the public pre-school, 443 pupils follow bilingual education, 3,327 pupils have initiation education and 79 pupils immersion education in the *Arrels* school. In recent years, in both private and public pre-schools, there has been a continuing increase in students, leading to the building of new schools.

3

Primary education

target group

Since 1995, the programmes for pre-primary and primary schools have been integrated into the new primary school, consisting of three learning cycles. The first two years make up the first learning cycle, followed by the basic learning cycle, starting with the last year of pre-primary school up to the second grade of primary school. The last three years of primary school form the consolidation cycle. In the first of these learning cycles, stress is put on general development and discovery; in the second, the main focus is language acquisition, and in the third cycle various subjects are taught to prepare pupils for access to secondary school (*collège*).

legislation

Primary education is governed by the framework law on

education of 10 July 1989 and by decree no. 90-788 of 6 September 1990, which establishes its organisation and functioning. Primary school attendance is free of charge and allows pupils to make use of and develop their cognitive and sensitive skills in manual, physical and artistic activities. The elementary school comprises five classes with 24-26 hours of teaching per week. National curricula only exist for compulsory subjects. As mentioned above, the 1951 Deixonne law allows regional languages and culture to be taught from one to three hours per week, depending on the teacher.

language use

As is the case in pre-primary education, most primary schools only use French. It is the primary schools where the majority of pupils learn Catalan, using different linguistic models. There are three linguistic models: initiation, bilingual education and linguistic immersion, which is only available in Bressolas. There are 125 primary schools that offer Catalan as a subject in their curriculum. These schools organise Catalan initiation lessons, about 1 to 3 hours per week. It should be noted that the aim of the initiation is not to develop bilingualism in the children. As the teaching of Catalan remains quite isolated, it is only taught as a subject: its function is only to create an awareness of the language.

Teaching through the medium of Catalan takes up half of the teaching time in bilingual education in a number of public and private schools. In the public bilingual schools, two systems have been adopted. There is no fixed schedule according to which a specific language should be the medium of instruction of a specific subject. In *Bressola* primary schools, Catalan is the main medium of instruction (through linguistic immersion) and French is introduced at the age of 8 for about six hours per week. There are also English lessons for one hour per week.

In the *Arrels* School, during the two years (CP and CE1), Catalan is the only language of instruction. Then, French is introduced for around 20% of all teaching. There is a progressive increase of instruction in French, with 80% of instruction in French at the end of primary school. Over the

whole period of primary school education, there is parity between the teaching of each language. This system is considered to be bilingual.

teaching material

As we said before, home-prepared and home-built material is the basis of the material used in the different Catalan schools. In spite of that, teachers can use teaching material edited by the *generalitat de Catalunya* (in Southern Catalonia). They can also find books and material in the CDDP library.

For bilingual education, teachers also use material from Southern Catalonia. For Catalan as a modern language, the CDDP proposes books with three levels called *Benvinguts* and work-books for pupils and teachers.⁶ The *Bressolas*' teachers have put in considerable effort to create the necessary material for immersion teaching. However, unfortunately, this material remains unpublished and cannot be used by others.

statistics

Period 2004-2005	Facultative/ modern language	Bilingual	Immersion
Public primary school	3 053	732	
Private school ⁷	233		
Bressola ⁸			494
Arrels		204	
Total	3 286	936	494

In primary schools, for the school year 2004-2005, there are 5,410 pupils learning Catalan in *Pyrenées-Orientales*. In public school, 3,053 pupils learn Catalan as an optional class (one or two hours per week), and 898 pupils study Catalan as a *modern language* (it is incorporated in the course and it is obligatory) for about two or three hours per week. 732 pupils are in bilingual classes (half of the programme is in Catalan) and 204 pupils in the *Arrels* School. In the private schools, 233 pupils learn Catalan as an optional class or as a *modern language*. In the *Bressolas*, 530 pupils are in linguistic immersion.

In public schools, pupil registration numbers have been stable in the last few years, but there has been a decrease in the number of pupils in the facultative or other modalities. This year has shown a significant increase in the number of pupils following bilingual education.

4 Secondary education

target group

Secondary education is divided into two levels. The lower level (*collège*) has four grades for 12 to 15-year-olds, is compulsory for everyone and gives access to either vocational education or the upper level (*lycée*). In the last year of *collège*, pupils can choose to specialise between either humanities or technology. The *lycées* (16 to 18 years) form the upper level of secondary education. There are three main streams for general education: literary, scientific and economic. Other types include technical *lycées* (subdivided into several specialisations) and vocational *lycées* (to which agricultural *lycées* can be added). They all prepare pupils for the *baccalauréat* or for a technical certificate.

legislation

With the introduction of the law of 11 July 1975, *collèges* were created allowing for education of a general nature within the compulsory system. The *collèges* have the status of local public institutions. Weekly teaching adds up to some 22-28 hours. The *lycées* are non-compulsory secondary schools leading towards a *baccalauréat* and they give admission to higher education. Weekly teaching time varies between 29.5 and 31.5 hours. An official measure has been taken allowing a regional language to be studied during the *baccalauréat*. The modalities for sitting the *baccalauréat* for a regional language are based on the Law Deixonne of the 11 January 1951 and the Circular Bayrou of the 7 April 1995.

language use

Catalan as a subject: Catalan may be chosen as a second or third modern language or as an optional subject. Teaching time is generally at least three hours per week in *collège* and *lycée*. Since 1995, pupils have been allowed a choice to sit

the *baccalauréat* exam for a regional language. Catalan has made considerable progress in this sector and is offered in an increasing number of schools (see summary statistics). There are four options as to the extent to which Catalan is taught:

- *Initiation*: As in primary school, initiation into Catalan is possible in the *collège* for one hour a week. It is an option in addition to the obligatory timetable.
- *Facultative subject*: From the first year of *collège* onwards, Catalan can be offered as an optional subject to a maximum of three hours per week. There is no systematic evaluation of teaching results.
- *Second or third modern language*: Catalan can be chosen as a second modern language in the third and fourth year of *collège*, normally with 2 to 3 hours of teaching per week. Catalan can also be chosen as a speciality or facultative subject.
- *Bilangue*⁹: In this situation, there are two languages as a subject: a continuation of the primary language and introduction of a second modern language in the first year of the *collège*. In the school year 2004-2005, two 6^{ème} classes (first year of *collège*) were opened for pupils who had already chosen Catalan as a *modern language* in primary school.

Catalan as a medium of instruction: The bilingual stream includes teaching in the *collège* and *lycée* public schools. Situations vary per school, but usually the Catalan language is taught for about three hours per week, and two classes are taught in the Catalan language. The *collèges* and *lycées* concerned are situated in Céret, Perpignan and Prades. The law states that up to half of the classes maybe taught in Catalan, although this is not possible at the moment. Currently, the subjects taught in Catalan include history/geography, mathematics and sport.

The objective of the *Bressola collège* is for pupils to become bilingual: Catalan is a vehicular language for all subjects (mathematics, sciences, history) Bressola Collège

gives linguistic immersion teaching. Subjects respect a programme and timetable required by the *Education Nationale*.

The private *Collège Comte Guifré*, which does not have a contract with the government, gives linguistic immersion teaching to 31 pupils.

statistics

Period 2004-2005	Initiation		Modern language		Bilingual		Immersion
	<i>Collège</i>	<i>Lycée</i>	<i>Collège</i>	<i>Lycée</i>	<i>Lycée</i>	<i>Collège</i>	<i>Collège</i>
Public School	1 130		313	94	189	172	
Private School			165		72		33 (Bressola)
Comte Guifré							31
Total	1 130		574			487	

Collège: During the school year 2004-2005, in public schools, 1,615 pupils took Catalan classes. In this group, 1,443 had an initiation of Catalan as a second or third language with no more than three hours of Catalan classes per week. The other 172 pupils followed bilingual education.

There are 27 *collèges* in Pyrénées-Orientales and 22 *collèges* offering Catalan lessons. The *collèges* offer different modalities of Catalan teaching. The distribution of the options and organisation is as follows. All the *collèges* (1 130 pupils) offer facultative Catalan lessons for about one or two hours per week. In 14 *collèges* (313 pupils), there is also the option of Catalan as a *modern language* for about two or three hours per week. Three *collèges* (172 pupils) offer bilingual education with an equal number of classes taught in French and Catalan. Finally, three *collèges* give about three hours per week and one or two classes in Catalan. (Here, the reader is referred to the summary statistics chapter.)

In the private school sector, 199 pupils had an initiation in Catalan in confessional schools under contract with the

government. The associative school, *Comte Guifre*, which has no contract with the government, gave immersive Catalan classes to 31 pupils. With regard to *the Bressola*, a *collège* opened in the school year 2003-2004, and there were 32 pupils for the school year 2004-2005.

Lycées: In public schools, in the school year 2004-2005, there were 94 pupils who took Catalan classes. This figure is low in comparison with the *collège* (1 615 pupils) and the primary schools (8 453 pupils). The seven *lycées* offered a *second or third modern language* option for two or three hours per week to 199 pupils. Three *lycées* offered bilingual education to 94 pupils: the linguistic model is three hours of Catalan language classes and two classes taught in the Catalan language.

In the private school sector, 72 pupils followed Catalan initiation for about two or three hours per week.

5

Vocational education

target group

Vocational education is offered to pupils after completion of the lower secondary school (*collège*), at age 15-16 as an alternative to academic education. Pupils can study for a professional certificate over a two-year period, preparing them to enter professional life. Alternatively, they can continue their studies to prepare for a vocational *baccalauréat*. The objective of this career path is to provide pupils with a professional qualification allowing quick employment in a professional career upon leaving the school system.

structure

At secondary level, there are various vocational streams within the *lycée* leading to: a certificate of professional aptitude (C.A.P.: *Certificat d'aptitude professionnelle*), a certificate of vocational studies (B.E.P.: *Brevet d'étude professionnelle*), or to a vocational *baccalauréat*. Education at this level includes a number of general subjects, half the teaching being dedicated to general subjects, the other half to professional skills. After the *baccalauréat*, a student can

continue towards higher vocational and technological education in order to prepare in two years' time for the certificate of advanced technician. Preparation for this certificate can be done at an apprenticeship training centre with the cooperation of an employer who offers training on the job. Full responsibility for vocational education now lies with the regional authorities.

legislation

A characteristic of the French education system is the responsibility of the Minister of National Education to make sure that every young person (from the age of 16) is offered vocational training before leaving the education system. In 1993, this resulted in a law introducing regional plans for the development of vocational training (Circular 93-154, 12 March 1993).

language use

The teaching of a regional language is optional. Two vocational schools offer optional Catalan classes for about one or two hours per week. These classes are offered in Perpignan and Vilallonga dels Monts-Lagrange.

teaching material

Information about the use of *teaching material in Catalan* in vocational education is not available.

statistics

Period 2004-2005	Facultative
B.T.S.	10
Professional secondary	60
Total	70

During the school year 2004-2005, there were 70 pupils who took facultative Catalan lessons between one and two hours per week.

6

Higher education

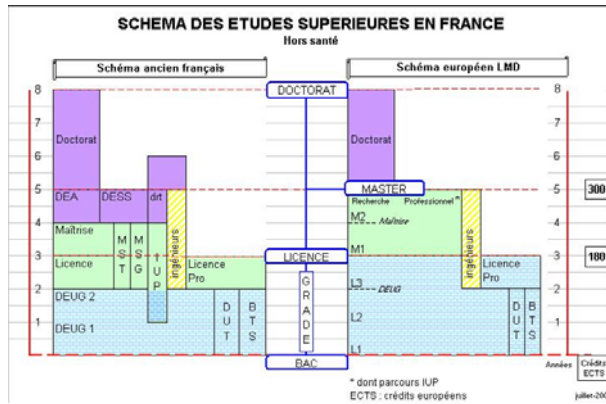
structure

Universities, University Institutes of Technology and the Special State Higher Institutes (*Grandes Ecoles*) make up higher education in France. Applicants for all forms of

higher education pay a certain fee, but they may also be eligible for financial assistance by the state.

Building a European higher education system aims at permitting and facilitating the exchange of students, teachers and researchers on the European continent. A new organisation for the higher education system, called the Licence-Master-Doctorat (LMD), is being implemented more and more in France. The first cycle is the Licence, lasting three years; the second cycle is the Master, in a further two years, and the third cycle is the Doctorat (PhD) - in three years.

Since 2003, the University of Perpignan has been offering the LMD study organisation, although the old versions of the diplomas are still available: *DEUG* (corresponds to baccalauréat + 2 years), *licence* (baccalauréat + 3 years) and *maîtrise* (corresponds to baccalauréat + 4 years).



Organisation of higher education in France

language use

University teaching of Catalan is provided by the “*Institut Franco-Catalan Transfrontalier*” at the University of Perpignan. The institute caters for the *licence* and *maîtrise* and *doctorat* (Ph.D) levels. There is a collaboration between the University of Perpignan and 20 Catalan universities from Southern Catalonia (in Spain) linked by the *Joan Lluís Vives Institut*.¹⁰ There is also a Catalan video- learning series

called SETELCAT. Also, there is a possibility for facultative Catalan training during the Superior Technical Certificate (BTS).

teacher training

Since 1991, the training of teachers for both primary and secondary levels has been provided by university teacher training institutes (IUFM: *Institut universitaire de formation des maîtres*). These institutes are linked to the universities and prepare future teachers over a period of two years. Candidates must have completed three years of post-secondary education before being admitted to an IUFM. The only IUFM which provides Catalan teacher training in the territory of the *Académie* of Montpellier is in Perpignan.

In these institutes, primary and secondary teachers are trained for both public and private schools. Future teachers of the Catalan language are trained at the IUFM of Perpignan.

In order to be appointed as a teacher at primary level, one has to pass several tests. Some of these tests are facultative, such as the test on regional languages. A serious complaint is that there are no facilities to prepare for the exam for regional languages during teacher training. This specific training for primary school teachers should have been offered in IUFMs since 1997, according to the Bayrou memorandum. However, this has not yet been implemented. In-service training courses are organised in the “*Département Plan for the in-service training of Teachers*”.

The Bressolas' teachers are trained in the superior institute of languages of the French Republic (*ISLRF*) and in the University of Girona in Southern Catalonia. The federation of Basque schools, *Seaska*, Brittany schools, *Diwan*, Occitan schools, *Calendretas*, Alsacien schools, *Zweisp Sprachigkeit* and *Bressola* were grouped together to establish the ISLRF. This institute is a training centre for teachers and prepares them for the competitive recruitment procedure within the framework of the ministerial order of 21 September 1992. As is the case in the IUFM, students enter

this institute after the *licence* and the teacher training programme also lasts for a period of two years.

The CAPES (Certificate showing teaching accreditation for secondary education) for the subject of Catalan can be prepared for at the IUFM of Perpignan in association with the IFCT at university, after a student has obtained a university degree in Catalan. Aspiring teachers can sit this exam after one year of attendance at the IUFM.

statistics

Period 2004-2005	Catalan teaching
University of Perpignan	358
B.T.S.	60
I.U.F.M.	45
Total	463

For the academic year 2004-2005, there were 358 students studying Catalan at the University of Perpignan, some of whom took it as a speciality. In the BTS, 60 students took Catalan as a facultative option. In the IUFM, there were 45 students preparing for the certificate to become qualified teachers in primary or secondary school.

7

Adult education

Medium of instruction or subject

Adult education is mainly based on private initiatives and sometimes integrated into community-based programmes. The *Régie de la Culture Catalane* of the City of Perpignan organises adult education at four levels:

Basic level: for an initiation into the Catalan language for people who do not use this language and who want to learn basics skills.

Elementary level: for people who have some knowledge of the Catalan language and want to consolidate their level.

Intermediate level: for people who have a conversational level of Catalan and want to gain a good level of practice.

Perfecting level: for people who already have a good level of Catalan and want to perfect it.

For each training course, usually 30 hours of teaching are available with classes two times per week. The Catalan centre of cultural documentation and animation (*CeDACC*) organises activities for the promotion of the Catalan language and culture. The *CeDACC* directs people to appropriate Catalan language classes according to their needs and expectations.

For this reason, it is difficult to give a complete overview of the adult Catalan Classes in the *Pyrénées-Orientales*. Such classes are offered by many different associations and there are no comprehensive or exhaustive data for the total number of adults participating in Catalan classes. However, it is important to mention that the number of adults learning Catalan is increasing steadily. This also holds good for the number of younger course participants.

8

Educational research

Catalan teaching demand in primary school

An investigation, conducted by the service of the *Inspection d'Académie* during the school year 2002-2003, among parents with children in primary school showed a high demand for bilingual education. 52.1% of parents with a child in pre-school education were in favour of bilingual education and 43.5%¹¹ of parents with a child in primary school held similar views. Parents have a strong wish for their children's schooling to take place through bilingual education. At the moment, the school institutions cannot meet the demand. However, plans exist to develop bilingual education as far as available funding allows.

Bressola schools

At the end of 1993, the Bressola Association asked for an evaluation to assess the teaching situation and the needs of their schools. The objective of this evaluation was to observe the spontaneous linguistic production of the children and to what degree Catalan was used as a common lan-

guage. A commission was established, composed of Jean Petit, university teacher of Reims and Constance; Gentil Puig i Moreno, teacher at the French Institute of Barcelona and associate with the University of Perpignan; Domènec Bernardo, of the Research Centre and Catalan Studies of the University of Perpignan; and Joan Tocabens, teacher of the University Teacher Training Institute of Perpignan. The evaluation had already been used to evaluate the ABCM-Zweisprachigkeit schools in Alsace and was adapted to the Catalan situation. This evaluation also allowed the teachers' technical competence combined with their psychological and didactical aptitude to be evaluated.

The evaluation concluded that Catalan oral skills were picked up quickly and without restriction, and that almost all the children have spontaneous and fluent abilities. Pupils' linguistic competence at the end of their education is as good as those of native speakers.

*University of
Perpignan*

The mission of the *Institut Franco-Catalan Transfrontalier* is to ensure initial and continuous training of Catalan, scientific research, cultural diffusion and international cooperation. The Catalan country house within the university (*Casa dels Països Catalans*) brings together various associations linked to the promotion and the teaching of the Catalan language and culture: the Association for Catalan Teaching (APLEC: *Associació Per L'Ensenyament del Català*), the Catalan Student Association (ACE: *Associació Catalana d'Estudiants*), the Catalan Summer University (UCE: *Universitat Catalana d'Estiu*) and the territorial delegation of the *Institut d'Estudis Catalan*, the Catalan Language Academy.

The Catalan Institute of Social Science Research (ICRESS: *Institut Catalan de Recherche en Science Social*) studies the problems provoked by the border dividing the region of Catalonia. Also, the Institute studies the Catalan region from a perspective of identity structuring, with research on language, the society and the territory. The Institute also

tries to provide solutions to social and local needs and its research reflects on specific social issues.

The ICRESS also works with the Catalan universities' links within the *Joan Lluís Vives Institute* and with the Catalan Studies Institute (*Institut d'Estudis Catalans*), the Catalan Language Academy.

The CeDACC

The CeDACC is the Catalan cultural centre of documentation and animation. It provides access to a large and diverse collection of documental resources. This service of the Perpignan city council is a centre specialised in the Catalan language and cultural issues. The documentary department harbours more than 60,000 documents, the centre allows the Catalan language to be practiced and it recommends Catalan lessons to people according to their needs and wishes (level, timetable and location). A special youth section offers Catalan children's books.

The CeDACC ensures the promotion of books and the Catalan identity in all contemporary media. The CeDACC is aided by the *Régie de la Culture Catalane* in organising – amongst others – exhibitions, conferences, school prizes, literature competitions and *Sant Jordi*.¹²

9

Prospects

The school institutions are not at all able to answer the demand for places, but they have tried to schedule a development plan depending on available funding.

As explained in the introduction, France has not ratified the European Charter for regional and minority languages. This failure to acknowledge regional languages seriously harms the promotion and protection of regional languages in France. During the last decades, under pressure from associations and the population, the government has not refused the right to this education. Due to increasing pressure, the French government is obliged, in practice rather than by

law, to develop a general schooling system for regional languages.

Despite the constant increase in the use of Catalan and in claims to education in regional languages, for the moment only a minority of people in *Pyrénées-Orientales* have access to this type of education. Education in this field needs to be developed continually and spread to the entire territory of *Pyrénées-Orientales*.

Pyrénées-Orientales benefits from the proximity and dynamism of Southern Catalonia, although the difference between north and south is significant, in terms of recognition and promotion of the language and also its use in society.

Although the teaching of and in Catalan is increasing steadily, it is not sufficient to answer demand, which is becoming increasingly strong. The Catalan language, despite of the fact that it is a trans-border language, is affected by a lack of institutional recognition of linguistic heritage in France. Despite the dynamic advantage due to the use of the language in Southern Catalonia, it is insufficient to guarantee its subsistence in France.

10

Summary statistics

All statistics are taken from the Academic Inspection of *Pyrénées-Orientales* and from the general board of the Bressola Association.

Table 1: Pupils learning Catalan during school year 2004-2005.

MONTPELLIER ACADEMY					CATALAN TEACHING			
Period 2004-2005	Public school				Private School	Associative School		
PRIMARY					Modern Language	<i>Bressola</i>		<i>Comte Guifre OC</i>
						IC ¹³	OC ¹⁴	
	Facultative	ML ¹⁵	Bilingual					
Pre-School	3 327		443					
Primary	3 053	898	732					
Subtotal	7 278		1 175			406	88	
Total Primary	8 453				233	496		
SECONDARY								
<i>Collège</i>	1 130	313		172	165		33	31
Total Collège	1 615				165	33		31
	Facultative	ML1	ML2	Bilingual				
<i>Lycée</i>		25	164	94	72			
B.T.S.	10							
Vocational School	60							
Subtotal	259		94					
Total Lycée	353				72			
Total Secondary	1968				237	33		31
Subtotal	8980			1441				
TOTAL	10 421				470	527		31

Table 2. Distribution of students at the University of Perpignan for the school year 2004-2005

Specialities	
Degree in Catalan 1 st year	18
Degree in Catalan 2 nd year	14
Degree in Catalan 3 rd year	26
Vocational degree (translation)	19
Masters in Catalan	16
PhD in Catalan	6
Accreditation to supervise research	3
Catalan Training Certificate	13
Total	115
No specialities	
No Specialities (NSP1, NSP2, NSP3)	120
Catalan country discovering	90
DU Journalism + DUEC+ Translation	10
Masters PRO-TRANSFRONTERER	13
Masters research	2
LEA with Catalan	8
Total non-specialists	243
Total University	358

IUFM

PE1 concours spécial	2
PE2 concours spécial	2
PE1 concours normal	5
PE2 concours normal	8
PLC1	5
PLC2	2
Total IUFM	45

Table 3. Distribution of pupils in Bressola schools

Progressió d'efectius 1998/2005

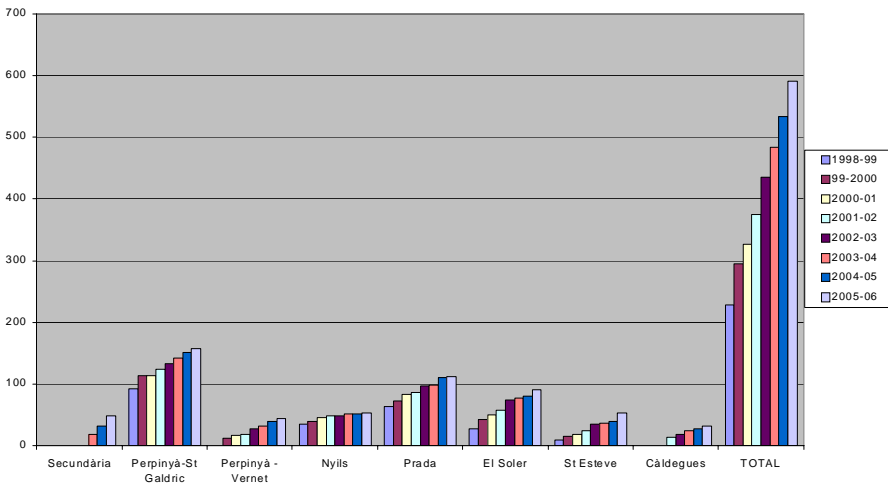
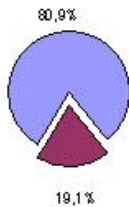
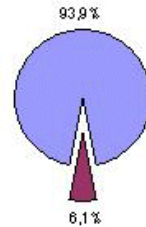


Table 4. Distribution of pupils in Pyrénées-Orientales during the school year 1998-1999. Graph from Joan Becat.¹⁶

Primary School



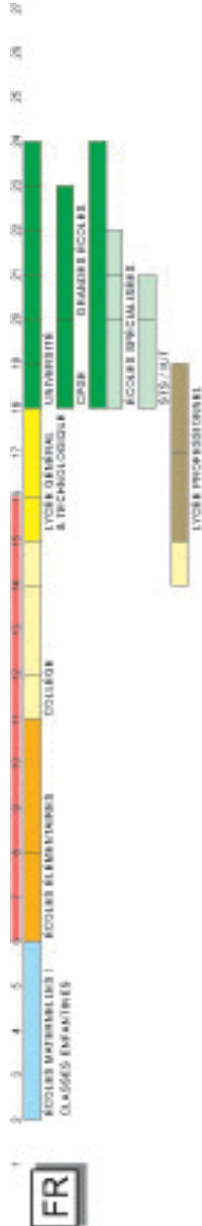
Secondary School



Endnotes

1. Seven schools are nursery and primary schools, and the other one is a secondary school.
2. The Bressola schools more than five years old have a contract with the government. Of the eight Bressola schools six are in contract with the government and two others are funded by the Bressola Association.
3. See: <http://perso.wanadoo.fr/.escoles/resultHTML>
4. There are no details about the repartition between Pre-school and primary school.
5. Ibid.
6. See: <http://www.cddp66.fr/benvinguts/>
7. There are no details about the repartition between the Pre-school and the primary school.
8. Ibid.
9. The facultative *bilangue* education must not be confused with bilingual education. The *bilangue* education allows students who have previously studied Catalan at primary school to continue this education from the first year of secondary school.
10. The Institute Joan Lluís Vives is a network of universities in Southern Catalonia, Valencia, the Balearic Isles, Northern Catalonia and Andorra that coordinates teaching, research and cultural activities for the promotion of the Catalan language. This network is formed by 20 universities.
11. Statistics from the inspection of Catalan language teaching.
12. St Jordi's Day is celebrated every year on 23 March. According to the tradition of St Jordi's Day, men have to offer a rose to women and in return women have to offer a book to men. It derives from the famous legend about the dragon, the princess and the holy knight George (Jordi in Catalan).
13. I.C. : In Contract with the State
14. O.C. : Out of Contract with the State
15. M.L. : Modern language
16. Joan Becat i Rajaut, **La situació del català a França**, Institut d'Estudis Catalans, Barcelona, 2000.

Educational system in France



References and further reading

*Main official texts
regulating the
teaching of regional
languages and
cultures*

Deixonne Law (51-46 of 11-1-51) allows optional courses in regional languages for one hour per week at pre-primary and primary and secondary levels, depending upon the inclination of teachers and parents.

Directive 66-361 of 21-10-66: set-up of Academic Commissions for Regional Languages and Cultures.

Haby Law (75-620 of 11-7-75): Art.12 says the teaching of regional or minority languages may take place at school.

Circular Savary (76-123 of 29-3-76). Circular allowing the employment of pedagogic advisers for regional or minority language teaching. Dating back to 1982 (circular 82-261), the Savary circular confirms a state commitment to the teaching of regional languages, but on a voluntary basis. In this circular, setting up bilingual classes is made possible with a minimum of 12-15 children in rural areas and 20 in an urban setting.

Decree 85-88 of 22-1-85: for primary school teachers in regional languages and cultures.

Directive 96-134 of 14-5-86: training of primary school teachers facilitated.

Orientation Law (*Loi d'orientation Jospin*) 10-7-89: teaching regional languages and cultures is possible from pre-school to university level.

Circular Bayrou 95.086 (7-4-95) determines the regulations which make regional language teaching official.

Circular 2001-167 (5-9-01) determines the organisation of bilingual education.

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Cerquiglini Bernard, 1999. *Les langues de la France*, Rapport au Ministre de l'Education Nationale, de la Recherche et de la Technologie, et à la Ministre de la Culture et de la Communication.

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- Dirrecció general de política lingüística, *La llengua catalana an l'actulitat*, 1998.
- Discours de Jack Lang, ministre de l'éducation nationale, *Les nouvelles orientations de l'enseignement des langues régionales*, mercredi 25 avril 2001.
- Council of Europe, *European Charter for regional and minority languages*, Strasbourg, 5 November 1992. ETS 148. www.coe.int/T/E/Legal_Affairs/Local_and_regional_Democracy/Regional_or_Minority_languages

Addresses

Official bodies

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Other websites on minority languages

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

