



European Research Centre on
Multilingualism and Language Learning

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CORSICAN

The Corsican language in education in France

| 2nd Edition |

| Regional dossiers series |

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From August 2012 onwards Ineke Rienks and Saskia Benedictus-van den Berg have been responsible for the publication of the Mercator Regional dossiers series.

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Glossary

APIC	Atelier de pratique individualisée du corse (individual professional workshops)
Bac pro	Baccalauréat professionnel (professional certificate)
BEP	Brevet d'études professionnelles (professional education certificate)
BTS	Brevet de technicien supérieur (certificate of advanced technician)
CAP/SES	Sections préparant au certificat d'aptitude professionnelle/classes d'enseignement spécialisée (sections preparing students for the professional aptitude certificate/special education classes)
CAPES	Certificat d'aptitude au professorat de l'enseignement du second degré (professional degree for teachers of secondary education)
CRDP de Corse	Centre Régional de Documentation Pédagogique (regional centre of pedagogical documentation)
CTC	Collectivité Territoriale de Corse (Territorial Public Authority of Corsica)
INSEE	Institut national de la statistique et des études économiques (National Institute of Statistics and Economic Studies)
IUFM	Institut Universitaire de Formation des Maîtres (Teacher Training Institute for primary and secondary teaching)
IUT	Institut Universitaires de Technologie (University Institutes for Technology)
LMD	Licence-Master-Doctorat
LV	Langue Vivante (living language)
MC	Mention Complémentaire (supplementary statement is a national diploma on professional level. It is intended to complement a more general training)



Foreword

- background** The Mercator European Research Centre on Multilingualism and Language Learning aims at the acquisition, circulation, and application of knowledge in the field of regional and minority language education. Regional or minority languages are languages that differ from the official language of the state where they are spoken and that are traditionally used within a given territory by nationals of that state forming a group numerically smaller than the rest of the state's population. For several years an important means for the Mercator Research Centre to achieve the goal of knowledge acquisition and circulation has been the Regional dossiers series. The success of this series illustrates a need for documents stating briefly the most essential features of the education system of regions with an autochthonous lesser used language.
- aim** Regional dossiers aim at providing a concise description and basic statistics about minority language education in a specific region of Europe. Aspects that are addressed include features of the education system, recent educational policies, main actors, legal arrangements, and support structures, as well as quantitative aspects, such as the number of schools, teachers, pupils, and financial investments. This kind of information can serve several purposes and can be relevant for different target groups.
- target group** Policymakers, 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 provisions in their own region.
- link with Eurydice** In order to link these regional descriptions with those of national education systems, the format of the regional dossiers follows the format used by Eurydice, the information network on education in Europe. Eurydice provides information on the

administration and structure of national education systems in the member states of the European Union.

contents

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



1 Introduction

language

Corsican is a Romance language of the Italo-Roman group. The Ministère de l'Éducation nationale (Ministry of national education) of France accepts it as an autonomous language. It is worth pointing out that it is not an imported or transformed version of Italian, but the result of its own evolution from an original linguistic state that was probably highly Latinised. It is in fact assumed that on the pre-Latin Tyrrhenian substrate, proper to the lands of Tyrrhenian area (Sardinia, the Italian peninsula, Sicily and Corsica), a popular neo-Latin formed itself as the foundation stone of the Roman speech which was progressively to become the Corsican language spoken today.

population

The present population of the island is 305,674 (1 January 2012)¹, and it is estimated that several hundred thousand persons of Corsican origin live outside the island; in France or abroad.

As for the practice of the language, according to an unpublished survey conducted in 1995 by the Observatoire Interrégional du Politique (OIP, Interregional Policy Observatory)², 81 % of the island's inhabitants say they understand the language, 64 % say they speak it, and 57 % say they can read it.

The Institut national de la statistique et des études économiques (INSEE, National Institute of Statistics and Economic Studies) studied the linguistic situation while it was taking the census of the French population in 1999³. According to the results (Janik, 2004)⁴, 90,000 of the island's inhabitants (45 % of the adults) speak Corsican, and there are 43,000 speakers in continental France. The number of Corsican speaking people outside France may be several thousands. Another study, conducted in 2003 by INSEE (Michaux, 2005), concerns pupils of eleven to thirteen years of age. For the first time there was a check of the veracity of the answers. It appears that 80 % really understands the language, 36 % speaks it well, 47 % can read it, and 37 % can write it.

language status According to La Constitution du 4 Octobre 1958 (1958, French Constitution) there is only one official language in France: French (article 2, since 25 June 1992). Corsican and other languages are regional languages, and part of France's heritage (article 75, since 9 July 2008).

status of language education Although the earliest texts mentioning education in the history of Corsica or more directly in its language date back to the early nineteenth century, education was not supported by technical promotion and educational work until the early 1920s. Dedicated and enthusiastic teachers published local history, geography manuals, and a grammar at that time (e.g. Colonna de Cesari-Rocca, 1916; Bonifacio, 1926; Albitreccia, 1934).

After a period of mobilisation and good literary production between the wars, the Second World War had many repercussions: the public use of Corsican seemed a pro-Italian and irredentist choice. In 1951, when Loi no. 51-46 du 11 janvier 1951 relative à l'enseignement des langues et dialectes locaux (Law about teaching of languages and dialects; hereafter: Deixonne Law) was voted in without mentioning Corsican (Basque, Breton, Catalan and Occitan were mentioned in article 10), there was little reaction from the population or its elected representatives⁵. It took twenty-three years of promotion and struggle, mainly by militant partners, to drag Corsican under the shelter of the law (Décret no. 74-33 du 16 janvier 1974 relatif à l'enseignement des langues et dialectes locaux – Directive about teaching of languages and dialects; hereafter: Directive 74-33)⁶. Followed in 1975 by Loi no. 75-620 du 11 juillet 1975 relative a l'education (Law on education; hereafter: Loi Haby). Article 12 states that teaching of regional or minority languages may be done throughout the school career.


Towards the end of the 1960s the opening of Università di Corsica Pasquale Paoli (University of Corsica, officially opened in 1975), the organisation of evening classes, and student militancy led to considerable theoretical and practical progress: spelling and grammatical modernisation in particular. Since

1982 (Circulaire 82-261 du 21 juin 1982. This circular was from the socialist Minister A. Savary; hereafter: Circulaire Savary), the public service has succeeded in setting up a structured and organised education system. This is designed firstly to fulfil the needs of families, but without neglecting the deep-seated complaints regarding Corsican not being mentioned in legislation, that led to the present situation. At least, that is what the academic leaders of those days thought they ought to propose and what they were eager to see materialise.

The above-mentioned Circulaire Savary, regarding education in all regions with a regional language, makes bilingual classes possible. Circulaire Savary confirms state commitment to the teaching of regional languages on a voluntary basis for one to three hours a week at primary schools with a minimum of twelve to fifteen children in rural areas and twenty in an urban setting. At secondary schools, next to the option of one hour, another option of three hours is created and the regional language can obtain the status of *langue vivante* (LV, living language). The regional language is also part of the *baccalaureate* (exam). The circulaire also allows the use of pedagogic advisers for regional or minority language teaching.

Besides, Circulaire 83-547 du 30 décembre 1983 (Circulaire 83-547 of 1983) contains specific information on how the regional language and culture can be used in subjects such as music, history, geography and visual arts.

Very important texts were published, when Jack Lang was Minister of Education, in the Bulletin Officiel du ministère de l'Éducation Nationale et du ministère de la Recherche, no. 33, 13 September 2001. They specified the situation of regional languages in education, for instance the creation of an Academic council for regional languages, bilingual education, teaching of regional languages and cultures, details of implementation and bilingual education with "immersion" (the latter was cancelled by the Council of State).



The Corsican language situation is linked to two special laws: Loi no. 91-428 du 13 mai 1991 portant statut de la collectivité territoriale de Corse of 1991 (Law on the status of the Corsican territory) and Loi no. 2002-92 du 22 janvier 2002 relative à la Corse of 2002 (Law on Corsica) setting up a unique Collectivité Territoriale de Corse (CTC, Territorial Public Authority of Corsica). In this administrative framework under the system of shared competence, the CTC is therefore called upon to adopt a plan for developing the teaching of Corsican and to envisage the terms and conditions governing its insertion into school timetables. The CTC has thus been able to support a set of actions already taken since the previous administrative charter (Charte culturelle de la Corse, 1981) and the marked progress recorded since 1984. It has also been able to agree on contracts with the state concerning a number of actions, such as creating educational information and communication workshops in certain sectors, installing language laboratories in secondary schools, and publishing educational support books and documents. The same holds true for setting up and organising centres that regularly accommodate students for language courses and for assisting the operation of specific streams in certain secondary schools. Moreover, the French government agreed on financing educational activities that are complementary to those supplied by the state, outside normal school hours (for example, cultural action programmes focusing on Corsican singing and music, and twinning operations between schools in neighbouring countries).

After discussions in 2000 and 2001, the Law on Corsica of 2002 secures that the Corsican language is a subject taught in the normal timetable of pre-schools and primary schools of Corsica. Then, all pupils would be able to study it, unless their parents do not want them to participate (cf. chapter 9).

France signed the European Charter for Regional or Minority Languages (Council of Europe, 1992) in 1999, but did not ratify, following an official juridical recommendation that this would be contradictory to the national constitution.

When the teaching of Corsican was started on Corsica, it was provided outside Corsica by cultural associations as of 1970-1971, e.g. in Paris Casa di u Populu Corsu and in Marseille Casa Corsa. Students were both adults and pupils of mainly secondary education. Since the 1990s, the success of education in Corsican has enabled public classes in Corsican to be offered outside of Corsica in the educational establishments of large towns where a sufficient number of pupils have shown an interest in learning it (e.g. in Paris, Marseille and Nice). Those classes are taught by certified teachers of other subjects who master Corsican.

**education
system**

The public school system in Corsica is the same as in every other region in France except Alsace. The unique feature of the teaching of Corsican since its organisation in the early 1980s, is that, unlike what happened in other parts of France, particularly the Basque country or Brittany, the public system is wholly and solely in charge of it. In fact, unlike what happened in the aforementioned regions, it was not possible to find an organisational partner that was adequately organised, powerful, and consensual to counterbalance the possibilities offered by the national system. The national education system, with the support of officials at various levels of responsibility who were aware of the social and cultural stakes involved, and often linguistically militant, succeeded to set up a system for teaching Corsican at every level (from pre-school to university). They did this actively and deliberately applying the general legal texts in force, ranging from the circulars issued by the various officials of the Ministry of national education, to the Law on Corsica.

Another unique feature of this approach consisted of not creating a body of specialised peripatetic teachers in pre-school and primary education, as had been done in other regions. The inspirers considered first and foremost that as the linguistic patrimony was common property, it came under the responsibility of all primary school teachers. Especially as most of them were Corsican speakers and were therefore more likely to be better adapted to and trained in the new form of teaching envisaged.

Since 2002 a special entry examination for school-teachers, designed for bilingual education, is organised, and up to 2012 125 teachers have been successful⁷. In schools where teachers are not able to teach Corsican, external teachers come to give courses of Corsican.

private and public

Public schools are governed by the national government and its constitution. France advocates the idea of state education to promote the values of the Republic. Private education comes under the authority of different religious orders, professional organisations, and individuals, although as such they are subordinated to national legislation, decrees, and regulations. In most cases, private schools have signed an agreement with the state, which allows them substantial support for teacher's salaries and training. There is no remarkable tradition of private education in Corsica (in 2010 2.4 % of the pupils of primary schools and 6.4 % of the pupils of secondary schools)⁸. As elsewhere, private establishments in the general sense of the term exist at both primary and secondary level. They apply the same principles as the public establishments regarding the teaching of Corsican.



bilingual education forms

Bilingual sites are schools or groups of schools where bilingual teaching is organised and educationally well monitored under the aegis of the competent education departments (see the section on inspection below). Bilingual sites start at pre-schools and continue at primary schools and secondary schools.

The organisation depends on the local conditions, the joint wishes of the teachers, the pupil's parents, and the elected representatives. The people in charge rely on the activities and success of such sites of reference to inspire the other establishments in the sectors concerned and thus to encourage high-quality bilingual education. That is, in any case, one of the goals the regional departments have set themselves in the general architecture of the bilingual model. These centres are mainly reserved for pre-schools and primary school children. Secondary school pupils can also gain access to them, but it is preferred

to offer them other activities (cultural trips, various linguistic exchanges, games between schools, competitions, etc.).

administration The Rectorat de l'Académie de Corse is the academic office of the Corsican public education service. It manages teaching posts at primary and secondary level.

inspection The inspection of primary education and secondary education is organised by the Rectorat de l'Académie de Corse. For the primary schools, there is an Inspecteur de l'Education nationale (National Education Inspector, IEN) with an academic mission, and in all the subdivisions, the local inspector works with a "conseiller pédagogique" (pedagogical adviser) of Corsican who helps him (or her). For the secondary schools, there is an Inspecteur d'académie-inspecteur pédagogique régional (Regional pedagogical inspector). The inspectors verify that the programmes are observed, give recommendations and organise the formation of teachers. An individual inspection, with a report and a mark, takes place every three or four years.

support structure The CTC is the regional public authority in charge of proposing a development plan for the Corsican language and of investigating and financing the corresponding action. The Centre Régional de Documentation Pédagogique (CRDP de Corse, regional centre of pedagogical documentation) provides learning materials. There are documents, manuals, and other educational materials for the teaching of and in Corsican; they include books designed for all levels (pre-school, primary and secondary level); audio and video documents, films (made by the CRDP de Corse and by local television and radio stations); language laboratories (installed in all secondary schools); computer programmes, and language databases.

Training and redeployment courses also exist. These are organised every year by entities such as l'inspection académique (the national school inspectorate), le Rectorat de l'Académie de Corse and, of course, the Institut Universitaire de Formation des Maîtres (IUFM, teacher training institute for primary and

secondary education), or the university (for higher education). These courses are designed for educational staff and for all other employees (the administrative staff of all departments, journalists, etc.).

The Association pour le Développement des Etudes Archéologiques, Historiques, Linguistiques et Naturalistes du Centre-Est de la Corse (ADECEC, association for the development of studies on archaeology, history, linguistics and environment of the Central-East of Corsica) is an important organisation with several hundred members whose contributions include: organising a highly regarded annual language day, publishing numerous works, creating a computerised linguistic database, running a regional radio broadcasting entity using the Corsican language, and managing an ethnographical museum. The Association Scola Corsa di Bastia defends and promotes the Corsican language by organising events and publishing books. The Association Matina Latina publishes books and especially promotes the South Corsican dialect.

2 Pre-school education

- target group** Pre-school education is meant for children aged two to six. Pre-school education is non-compulsory but attended by nearly all children.
- structure** For pedagogical reasons, in France the pre-schools and primary schools merged into the new primary schools in 1995. The new primary school is subdivided into three learning cycles of which the first cycle mainly includes the former pre-school level. The other two levels contain the former primary school.
- The public education system finances free schooling for children from two to six years of age in *classes enfantines* within the primary school or in separate pre-schools: *écoles maternelles*. Although this level is optional, nearly all children aged three attend these schools. With regard to language, emphasis is put on discovery, development, and acquisition of French in all schools and in the bilingual schools in Corsica on both French and Corsican.
- legislation** According to Loi no. 89-486 du 10 juillet 1989 d'orientation sur l'éducation (1989 Law on education), modified by the Loi no. 2005-380 du 23 avril 2005 d'orientation et de programme pour l'avenir de l'Ecole of 2005 (Law on guidance and programme for the future of education; hereafter: Loi Fillon), every child aged three should have access to pre-school near his/her home. The Décret no. 90-788 du 6 septembre 1990 relatif à l'organisation et au fonctionnement des écoles maternelles et élémentaires of 1990 (Directive on the organisation and operation of pre-school and primary education) consecutively states the objectives and functions of the pre-schools. Group leaders teach twenty-six hours of lessons a week, and they receive the same training as teachers in primary schools.
- language use** Education specialists agree that the age groups corresponding to non-compulsory education, that is to children at pre-school, are those with the best aptitudes for acquiring basic knowledge, linguistic knowledge in particular. The possibilities

offered by the legal texts are the same as those for primary schools, that is to say a total of three hours of language education a week, which each teacher can teach in the way he or she considers most useful. However, the non-restrictive nature of those general provisions does not motivate teachers to make special efforts, even though in those cases in which the teacher's personal conviction coincides with the collective interest, the results obtained are generally very encouraging. Therefore, the state's services (departmental and academic inspections) and those of the CTC, are keen to organise these basic learning provisions in pre-schools by recommending the installation of bilingual courses in every pre-school and the regular assessment of the results obtained. The development plan for the Corsican language (Collectivité Territoriale de Corse, 2007), that the CTC has proposed to the state, thus envisages setting up bilingual sites within which uninterrupted bilingual streams will be organised for pupils at primary level starting in pre-school classes (cf. chapter 1, bilingual education forms). According to the convention between the CTC and the State (2007-2013)⁹, all pre-school education will be bilingual in 2013.



teaching material

Teaching materials are developed by the CRDP de Corse. An example is *Petite méthode pour débuter en corse* (Guirao-Jullien, 2010).

statistics

Out of 9,175 pupils in pre-school education, 3,136 are enrolled in bilingual courses. The others have three hours a week learning Corsican¹⁰.

These numbers are included in the section providing the statistics of the primary schools (cf. p. 17), because there are many schools which include both groups.

3 Primary education

target group	Primary education is compulsory and aimed at children aged six to eleven.
structure	After the first cycle, which covers the former pre-school, the second basic learning cycle is for children aged five to eight and employs the concept of teaching various subjects. The third cycle covers education for eight to eleven-year-olds. In this last cycle children are being prepared for secondary education.
legislation	The 1989 Law on education, modified by the Loi Fillon (2005), governs primary education, and the Décret no. 90-788 establishes its objectives, function, and organisation. Primary school education is free of charge and allows pupils to make use of and develop their cognitive as well as their sensory skills in manual, physical, and artistic activities.
language use	It should be pointed out that the pupils' parents and the regional officials demonstrate a real interest in bilingual education. Evidence is the rapid increase in the number of specialised bilingual sites, of which there were 4 with 246 pupils at the beginning of the 1996 school year, a figure that quickly increased in ten years, with 6,620 pupils in 2011 (27.18 %) in the primary and pre-primary schools and 1,816 in the secondary schools ¹¹ . There is every reason to think that this progress will accelerate even more rapidly with the above-mentioned development plan for the Corsican language of the CTC and the convention between CTC and the French state (chapter 2). It is in fact believed that this method of providing Corsican education is most effective and that it is probably the best way of preparing the progressive generalisation of Corsican desired by the greatest number of families. In 2011 the number of applications for registration greatly exceeded the number of available places. This particular situation can be explained by the overall results on assessments of all the groups of people affected. In fact, although 98,73 % of the pupils of the primary schools are in contact with Corsican at school, only 52,61 % receive three hours

a week of actual education in Corsican. Some pupils therefore do not have a monitored and satisfactory access to Corsican. It certainly seems that the bilingual sites (cf. chapter 1) are in the best position to provide good Corsican education.

teaching material

Teaching materials are developed by the CRDP de Corse (for instance Favreau, 2008).

The Centre de Séjour et d'Etudes Corses (Centre for Corsican Living and Studying; hereafter: accommodation centre) is an experiment set up in Corsica. Three accommodation centres for Corsican studies (Savaghju, Bastia and L'Oretu), have been set up to receive primary school children and their teachers during discovery visits, mainly conducted in the Corsican language. An association that is partner of the state and the CTC, Association départementale des Pupilles de l'enseignement public de la Haute-Corse (Association of children in public education in Upper Corsica; hereafter: ADPEP de Haute-Corse) manages the centres. The length of these visits varies from one full week a year (Savaghju) to one day every month for one year (L'Oretu and Bastia). These visits constitute a highlight in the implementation of the projects by the schools concerned, and record a very high demand. This is confirmed by the attendance figures, as the three centres receive 624 (Savaghju), 1,260 (L'Oretu), and 2,128 (Bastia) pupils a year¹². A new centre is about to be opened in 2013 in South Corsica in Bastelica.



statistics

In all matters involving the primary level (pre-schools and primary education), it is difficult to obtain exact statistics because primary school teachers usually teach all subjects. For that reason, individual cases vary greatly according to establishment, sector, and the teacher's personal investment. We can thus find schools where the teaching of Corsican is systematically offered to pupils in a continuous and coherent way, and others where it remains inadequate for various and sometimes circumstantial reasons. The latest surveys supplied by the Rectorat de l'Académie de Corse present figures that make a distinction between on the one hand organised and monitored bilingual

education (as referred to above). On the other hand, two other typical cases found on the spot are: light teaching (about an hour and a half a week) and real teaching (more intensive, three hours a week; as planned). Figures are given in the following table.

Corsican	pupils	groups or classes
bilingual courses (> 3h)	5,950 (24.53 %)	261
teaching (3h)	6,783 (27.97 %)	305
light teaching (\pm 1h30)	11,307 (46.62 %)	522
Total	23,749 (97.9 %)	1,088

Table 1: Teaching of Corsican in pre-primary and primary education, 2010-2011 (Source: Rectorat de l'Académie de Corse).

Research has been executed regarding the motivation of the choices made by pupils or their families when deciding what subjects to study. Indications are given by a survey¹³ conducted by the Office National d'Information sur les Enseignements et les Professions (ONISEP, National Office of Information on Teaching and the Teaching Professions) in 1996 in the department of Corse-du-Sud of CM2 pupils (final year of primary school). According to this information, 58 % of those pupils were expecting to study Corsican in the first year of secondary education. That percentage corroborates pretty well with the figures for actual registration at the beginning of the following school year. With regard to the motivation expressed, most often motivation is identity based. This means that the pupils chose the language of the region, the family, and the community culture. This exceeded other reasons suggested, such as its usefulness in understanding other languages, or the value of being bilingual.

4 Secondary education

- target group** This level of education is for students from eleven to eighteen years old. Education is compulsory for students until the age of sixteen.
- structure** Secondary education is divided into two levels. Compulsory lower secondary education, or *collège*, has four grades for eleven- to fifteen-year-olds. It gives access to either vocational education or the *lycée*. In the last year of *collège* pupils can choose between humanities or technological studies. The *lycée* (sixteen- to eighteen-year-olds) forms non-compulsory higher secondary education and has three main types for general education: literary, scientific, and economical. Other types are the technical *lycée* (also subdivided into several directions) and the vocational *lycée* (to which the agricultural *lycée* can be added). The *lycées* are non-compulsory secondary schools that prepare towards a *baccalauréat* and admission to higher education. The daily responsibility for running *collèges* lies with the *départements*, while the region is responsible for the *lycée*.

age	grade	education level	responsible body	in French		final examination/ diploma
11-12	6	lower secondary education	<i>départements</i>	<i>collège</i>		<i>diplôme national du brevet</i>
12-13	5					
13-14	4					
14-15	3					
15-16	2	higher secondary education	region	<i>lycée*</i>	<i>lycée général</i> <i>lycée technologique</i> <i>lycée professionnel</i>	<i>baccalauréat</i>
16-17	1					
17-18						

Table 2: Schematic overview of the structure of secondary education in France (Source: author).

* Schematic overview of the structure of the *lycée* at the end of this chapter.

legislation *Collèges* were created by the Loi Haby (1975) to form preparatory education of a general nature within compulsory education. The *lycées* have been reformed by recent texts published in the Bulletin officiel spécial of 4 February 2010 (Réforme du lycée, 2010).

language use The range of possibilities offered varies according to the streams and classes concerned. The option of Corsican language education for one hour a week has been replaced by an option of three hours at all levels of secondary school from 1994. This is generally done at all schools. Another possibility is to teach Corsican as a LV for three hours a week. The first LV is one of the foreign languages (English, German, Spanish or Italian). Corsican cannot be chosen as LV1, but it is possible to study it as an LV2 or LV3. LV2 means three hours of Corsican from grade 4 (third year of *collège*) until the last grade. When the students have Corsican as LV3, they are taught Corsican three hours a week in the *lycée*. One of the challenges of this language model is to create such a time schedule that Corsican suffers least from the competition with other languages. There is no educational difference between the LV2, the LV3, and the above-mentioned option of three hours, since the pupils take the same courses. But the LV2 and LV3, when chosen, must be continued, while in the option it is possible to quit every year. Since 1982, the year when this education model was set up, the total number of pupils concerned has increased steadily, rising from 1,485 to 9,318 in 2010-2011. It is well understood that these possibilities are enriching, although the accumulation of options includes a risk of being too demanding for the students in terms of teaching hours.

Three types of education are giving extra attention to languages, using these languages as medium of instruction. Each stream consists of four schools:

- Bilingual stream: bilingual education within secondary education for pupils who have started this type of education in primary school (bilingual sites). Up to 50% of the lessons may be taught in Corsican. 1,419 students were enrolled in

this type of education in 2010-2011 (6.71 % of all pupils in secondary education)¹⁴.

- Mediterranean stream: applies particularly to Corsica and is known as European in other regions in France. This stream aims at teaching Corsican and another Romance language (Italian or Spanish), and at teaching non-linguistic subjects in those languages as soon as possible. This stream is established in three *collèges* (230 pupils)¹⁵, with increasing success and many parents find their disciplinary organisation very appealing. This stream becomes progressively a particular form of the bilingual stream.
- Romance languages stream: concerning pupils choosing Corsican, Latin and a Romance language (as a LV1 or LV2). The educational teams have to take the special nature of that choice into account and adapt their teaching to it, so as to help their pupils reinvest the knowledge they have already acquired in neighbouring subjects. No numbers are available for this stream.

The André Fazi prize was established by the Corsican Assembly in memory of one of its members, André Fazi. He was a former professor of history and Corsican who regularly expressed himself in Corsican from the tribune of that Assembly. Each year 2,300 Euro is awarded to the two pupils who have obtained the highest marks in Corsican in the examinations at the end of the *lycée* (literary and scientific studies), and 800 Euro to the pupil who obtained the highest marks in the examinations at the end of the *collège*.

teaching material

Teaching materials are developed by the CRDP de Corse.

statistics

Contrary to the relatively uncertain figures in primary education, those for secondary education are very precise. Firstly, because they have been extracted from timetables of each secondary school, in which the hours of Corsican classes appear. Secondly, because a relatively large body (one hundred) of specialised teachers, certified teachers of Corsican, provides the teaching.

school year	number of pupils
1982/1983	1,485
1990/1991	4,737
1995/1996	6,126
1999/2000	7,758
2005/2006	9,183
2010/2011	9,318

Table 3: Number of pupils in secondary school with one to three hours of Corsican language education per school year (Source: Rectorat de l'Académie de Corse).

Corsican	number of pupils
Option	8,013
LV2	834
LV3	471
Total	9,318 (44.09 % of 21,131 students)

Table 4: Number of pupils in secondary school with Corsican language education in the school year 2010/2011 (Source: Rectorat de l'Académie de Corse).

The number of pupils who received three hours of teaching a week, initially a minority (729 pupils in 1993/1994), increased in the school year 2010/2011 to 9,318 pupils. By this year, nearly half of all pupils received three hours a week of Corsican language education. It is noteworthy that this quantitative increase has been accompanied by a qualitative increase, mainly because of the improved training of the teachers.

Although 83 % of the pupils are studying Corsican today in grade 6, it must be noted that the number declines as competition with other options intervenes. However, a slight increase is recorded each year in the final grade of the *lycée* owing to preparation for the examination in Corsican (2010: 519 students, which is 22.84 % of the candidates). Lastly, the percentage of students studying Corsican is higher in *collèges* (53.64 %) and in *lycées professionnels* (38.68 %) than in the *lycées* (25.93 %).

Lycée	Streams	Duration (years)	Final examination/ diploma	Continuation
<i>lycée général</i>	<i>scientifique</i> - various hard sciences	3	<i>baccalauréat général</i>	<ul style="list-style-type: none"> • university • <i>class préparatoire (grand école)</i> • professional life
	<i>économique et social</i> - economics and social sciences	3		
	<i>littéraire</i> - humanities	3		
<i>lycée technologique</i> (mix of theoretical and vocational training)	<i>sciences et technologies de la gestion</i> - management sciences and technologies	3	<i>baccalauréat technologique</i>	mostly higher professional studies
	<i>sciences et technologies industrielles</i> - industrial science and technologies	3		
	<i>sciences et technologies de laboratoire</i> - laboratory science and technologies	3		
	<i>sciences et technologies de la santé et du social</i> - sciences and technologies in health and social	3		
	<i>sciences et technologies du produit agroalimentaire</i> - food science and technologies	3		
	<i>sciences et technologies de l'agronomie et de l'environnement</i> - agronomy and environment science and technologies	3		
	<i>techniques de la musique et de la danse</i> - music and dance techniques	3		
	<i>hôtellerie</i> - hospitality management	3		
<i>lycée professionnel</i> (focus on vocational training)	specific occupation such as carpenter, child care provider, tailor...	2	<i>certificat d'aptitude professionnelle (CAP)</i>	mostly professional life
	professional qualification in a specific field: restaurant industry, metallurgy...	3	<i>brevet d'études professionnelles (BEP)</i> <ul style="list-style-type: none"> • more difficult than CAP • some students take CAP first and continue with BEP 	
	<i>baccalauréat professionnel</i>	3	<i>baccalauréat professionnel (BP)</i> <ul style="list-style-type: none"> • most students take BEP first and BP afterwards 	

Table 5: Schematic overview of the structure of the lycée (Source: author)

Collège	Total number of pupils	Pupils who learn Corsican language and culture	Percentage	Bilingual pupils	Percentage
6e	3,023	2,515	83.19 %	450	14.89 %
5e	3,021	1,952	64.61 %	439	14.53 %
4e	3,125	1,120	35.84 %	378	12.09 %
3e	3,192	1,066	33.39 %	317	9.93 %
Total	12,361	6,653	53.82 %	1,584	12.81 %

Lycée	Total number of pupils	Pupils who learn Corsican language and culture	Percentage	Bilingual pupils	Percentage
2e	2,031	498	24.52 %	41	2.02 %
1e	1,795	475	26.46 %	6	0.33 %
T	1,878	506	26.94 %	2	0.11 %
Total	5,704	1,479	25.93 %	49	0.86 %

Lycée professionnel (LP)	Total number of pupils	Pupils who learn Corsican language and culture	Percentage	Bilingual pupils	Percentage
CAP/SES	665	238	35.79 %		
MC	14	14	100 %		
Special education (4e aide et soutien/3e d'insertion)	126	33	26.19 %		
Second year professional education (2e B Pro)	359	273	76.04 %		
Senior year professional education (T BEP)	340	66	19.41 %		
2 years professional education (Bac pro)	531	173	32.58 %		
3 years Bac pro	1,031	389	37.73 %	23	2.23 %
Total	3,066	1,186	38.68 %	23	0.75 %

Table 6: Overview of the number of pupils who learn Corsican language and culture at the beginning of 2010-2011 (Source: author).

This gives a total number of pupils of 21,131, of which 9,318 pupils learn Corsican language and culture (44.09 %).

5 Vocational education

target group	As with secondary education, vocational education is for students from eleven to eighteen years old. Education is compulsory for students until the age of sixteen.
structure	At secondary level (<i>lycée</i>) there are some vocational streams which lead to a <i>certificat d'aptitude professionnelle</i> (CAP, certificate of professional aptitude), a <i>baccalauréat technologique</i> (vocational certificate), or, since 1987, a <i>baccalauréat professionnel</i> (Bac Pro, professional certificate). Education at this level includes a number of general subjects during half the teaching time. The other half is used to teach professional skills. After achieving the vocational certificate, a student can continue to higher vocational and technical education in order to prepare for the <i>brevet de technicien supérieur</i> (BTS, certificate of advanced technician) in two years time.

Full responsibility for vocational education lies with the French state. The modernisation and increased appreciation of professional education are the main lines for an endeavour strongly supported by ministerial and academic decision makers. They are based on the strong integration of education and business and rely on a true training contract with a strong educational dimension. The lines are designed to set up a link between the employer, the establishment and the student, who is the leading player. Figure 1 gives a schematic overview of the structure of vocational and higher education in France.

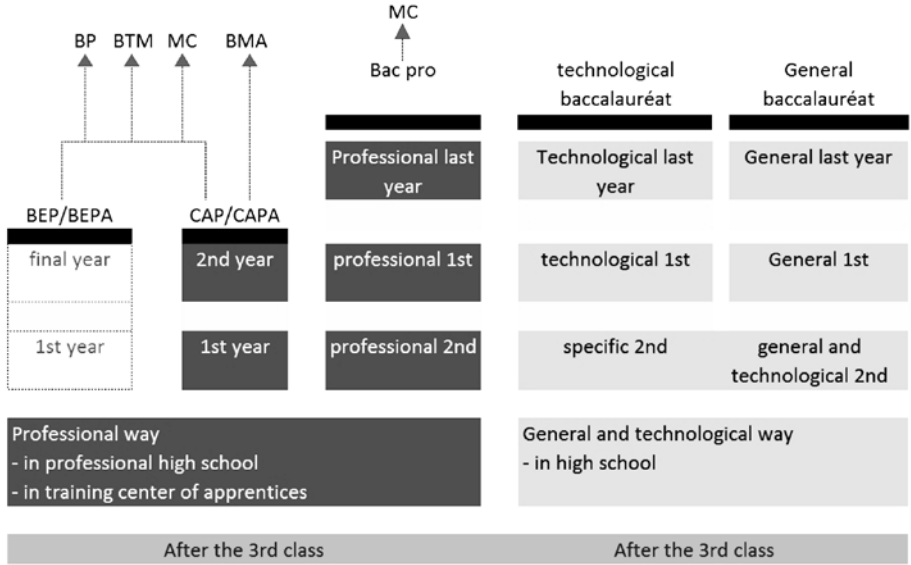


Figure 1: Schematic overview of the structure of vocational and higher education in France (Source: ONISEP)¹⁶

legislation There has been a recent reform of vocational education indicated in the same texts that indicate the reforms in the lycée (cf. p. 19).

language use In professional establishments the teaching of Corsican is also organised according to specific conditions, particularly because timetables are so overloaded. Depending on the stream concerned, language teaching is in fact combined with interdisciplinary work based on exchanges between teachers of Corsican and teachers of professional subjects. In those circumstances, the general practice will have to be adapted to the special constraints of those streams, as the two added hours are optional. As matters stand, an option of only one hour a week is offered in all streams and two optional hours can be added in the streams preparing students for the *brevet d'études professionnelles* (BEP, certificate of professional education) and professional baccalaureate examinations. We referred above to the high proportion of pupils studying Corsican at professional lycées.

All students following one of the streams mentioned above, can take a test in Corsican as part of their examinations.

For entering higher education leading to the BTS, above-average marks on Corsican have been taken into consideration since the examination of 1998. This means that the final score for Corsican is taken into account in the total score of the students. However, the subject Corsican can only be chosen as an option (cf. chapter 4).

**teaching
material**

There is no specific teaching material, on account of the high diversity of professional streams. Regular courses for teachers allow them to exchange their experiences and self-made product tools.

statistics

An examination of stream by stream gives the following numbers and percentages of students in vocational education with Corsican language education:

- *certificat d'aptitude professionnelle* (CAP, certificate of professional aptitude): 238 students (35.79 %).
- *brevet d'études professionnelles* (BEP, certificate of professional education)
 - 2nd B/Pro (Terminales BEP): 273 students (75.8 %).
 - final year: 66 students (19.88 %).
- *baccalauréat professionnel* (BP, professional baccalaureate examination)
 - BP 2 years: 173 students (32.58 %).
 - BP 3 years: 289 students (37.73 %).

6 Higher education

- structure** Higher education in France is provided by universities, Instituts Universitaires de Technologie (IUT, university institutes of technology) and *grandes écoles* (graduate schools, outside the mainstream framework of the public universities system). Applicants for all forms of higher education must hold a *baccalauréat*. Students pay a certain fee, but can be eligible for financial assistance by the state. A new education system, called the Licence-Master-Doctorat (LMD) is being implemented more and more in France. The first cycle consists of 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. (Cf. fig. 1 p. 25).
- legislation** Higher education in France is set in Loi no. 2007-1199 du 10 août 2007 relative aux libertés et responsabilités des universités of 2007 (Law on the autonomy and responsibilities of universities).
- language use** Some students study Corsican as their main degree subject, but every department includes an initiation into Corsica's language and culture. The special courses in Corsican language and culture set up at the University of Corsica since the early 1980s are completely full scale, as it concerns every level of higher education, from the *diplôme d'études universitaires générales* (DEUG, diploma of general university studies) to the new LMD system with a Licence Langues, Littérature et Civilisation Etrangères et Régionales – Spécialité Langue et Culture Corses (Licence languages, literature, and foreign and regional civilisation – speciality Corsican language and culture) and a Master Langues et Cultures – Spécialité Langue et Culture Corses (master languages and cultures – speciality Corsican language and culture).
- In the other departments (literature, law, economics, science and technology), Corsican is included in the form of a general initiation into the language and civilisation. Tutors offer their students timetables as an aid to inclusion, to improve their

adaptation to the reality of the world of work in the region (between one and three hours a week depending on the sector).

The documents which the University publishes are often bilingual.

teacher training primary training

From 2001, the *concours externe spécial langues régionales de recrutement de professeur des écoles* (CERPE, examination for school teachers) is prepared at the University of Corsica and IUFM, which is now part of a school of the University:

Master Langues et Cultures – Spécialité Langue et Culture Corses (master languages and cultures – speciality Corsican language and culture);

Master Métiers de la Formation – Spécialité Langue et Culture Corses (Master of Education – speciality Corsican language and culture).

The most worrying question about these training courses, is likely to be the integration of the graduates into the world of work. For the Corsican course, although for a long time the *certificat d'aptitude au professorat de l'enseignement du second degré* (CAPES, professional degree for teachers of secondary education) solution has been a very interesting route for many young graduates, the needs of the sector were fulfilled and there were only about three posts available a year. But from 2001, the CERPE offers new possibilities and every year about twenty job openings for teachers at primary bilingual schools are available. However, it is necessary to make better use of other employment opportunities (jobs involving culture, heritage, tourism, communication) which need good training in the language and civilisation of Corsica as well.

secondary training

Among other activities, Corsica's IUFM prepares students for CAPES in Corsican and CERPE to which a number of students aspire. This special university course starts with a diversified and multi-disciplinary programme (language, literature, anthropology, archaeology, history, etc.) and from the fourth year of

studies it initiates in research (master's degree). Then, in the following years, continues with an in-depth laboratory study of a field of learning called *diplôme d'études approfondies* (DEA, master of advanced studies). Corsican is always included in the special course, either as a language being studied or as a medium of instruction.

in-service training

The formation of teachers in Corsica is a priority and is organised by the Inspections Académiques for the primary education and by the Rectorat for secondary education. In 2011-2012, 19 courses were given for primary teachers (129) and 11 for secondary teachers (87). These courses were taught during working hours. There are also courses organised after working hours; atelier de pratique individualisée du corse (APIC, individual professional workshops).

statistics

There are about 100 students studying the Corsican language at the faculty FLLASHS, Faculté de Lettres, Langues, Arts, Sciences Humaines et Sociales (faculty of humanities, languages, arts, and social sciences) of the University of Corsica, and another 3,000 students who learn Corsican in the other departments, since it is obligatory during their first three years at university.

7 Adult education

**structure
and language
courses**

Adult education, which was widespread until the 1980s, has declined considerably in Corsica itself, probably because of the progressive organisation of public education at all levels since that date.

The Délégation académique à la formation continue (DAFCO, academic delegation of vocational training) offers classes of Corsican language and other courses with attention to the Corsican language, and prepares an evaluation of competence in Corsican.

But the teaching and learning of Corsican has considerably changed. This is shown by the general progress in the teaching of Corsican, the number of publications and documents to assist learning, the use of language laboratories, and the number of educational workshops using modern information and communication techniques, for complete beginners.

These new opportunities have facilitated the development of extra-curricular educational activities usually promoted by teachers of Corsican who thus more professionally undertake the associated activities of the early years, using theatre, literature and choral singing. This takes place in more cultural associations.

Besides, there are still a few local associations (e.g. Scola Corsa and Matina Latina) which offer courses for adults, in response to occasional demand, thanks to the devotion of particular individuals, either voluntary or otherwise.

The fashion of Corsican singing and the increasingly widespread practice of polyphony have led to the creation of vocal and musical workshops where linguistic exchanges take place, which are all the more appreciated and effective in that they are more amusing and entertaining than traditional classes.

Among Corsicans who live outside the island, the link offered by the various associations (e.g. Paris and Marseille) and groups of friends is highly appreciated. Not only because these

groups offer regular activities (shared meals, sales of Corsican products, exhibitions, concerts, etc.), but also because, when they have the opportunity and the resources, they organise well-attended evening courses. This happens in big cities such as Paris, Marseille and Nice.

language use The Corsican language is part of many of the courses DAFCO organises, and in all those which are financed by CTC.

statistics No statistics are available on Corsican in adult education.



8 Educational research

Most of the current educational research is conducted by the multi-disciplinary research teams formed firstly at the University of Corsica and more recently at Corsica's IUFM. Sometimes, in order to save funds, research is conducted in close collaboration between the researchers of the two establishments. Initially working in anthropology, educational psychology, literature, linguistics and sociolinguistics at the Corsican Philosophy, Languages and Anthropology Research Centre, these teams approached the university's newly created educational sciences department called FLLASHS, where they also contribute to teaching. It was therefore natural to combine forces in joint research projects, especially as the ministerial Charter Pour un modèle européen d'enseignement supérieur (Attali, 1998; Charter for a European model of higher education) contributed strongly to uniting the various partners at all levels of education in a highly productive research-support drive.

The Centre national de la recherche scientifique (CNRS, National Centre for Scientific Research) collaborates with the University of Corsica in a research project called UMR – LISA 6240, Lieux, Identités, eSpaces et Activités (LISA, Places, Identities, Spaces and Activities), regarding e.g. submarine archaeology, territories and cultural democracy, education, and identity in Europe.

In the framework of INTERREG, interregional programmes financed at European level, the University of Corsica has taken part in numerous activities (seminars, conferences, and joint publications). These are linked to language and literature, particularly with the neighbouring Italian regions, the regions of metropolitan France with a characteristic regional language, and the Mediterranean islands. In phase three of INTERREG, the aforementioned teams proposed a project called Managing multilingualism and multiculturalism in an educational environment: experiments in bilingual education¹⁷. They suggested bringing the experiments conducted on the spot into synergy with reflection at university level, to define a whole effective and coherent educational attitude better related to the needs. These have

become apparent in recent years in the Corsican educational environment regarding the intellectual, linguistic and cultural development presupposed by a bilingual system of education. The institutional aspects, the precise study of how the bilingual places work, the teaching methods used, and what is at stake in the politics of language, emerged as the main research themes of this project, which ended in 2009¹⁸.

The third phase of INTERREG ended in 2008. From 2007, a cooperation is developed between the maritime regions of France and Italy within INTERREG IV¹⁹, which supports projects built on the exchange of experiences. The areas of support are innovation and knowledge economy. Corsica cooperates with Sardinia, Tuscany and Liguria in the “cross-border cooperation operational programme: Italy – Maritime France”²⁰.

Regarding the motivation for the choices made by pupils or their families when deciding what subjects to study, a valuable indicator is one which a group of teachers from the Lycée Giocante de Casabianca (Bastia, Haute-Corse) supplied to the writer of the assessment report for the CTC (Fusina, 1998a). In 1997/1998, they conducted a survey of primary and secondary pupils of their own school in order to obtain better knowledge of the everyday practice and teaching of the Corsican language, and using the outcomes to develop their own methods. The questionnaire, consisting of multiple-choice questions, aimed at determining not only the existence of the use of Corsican outside school but also the reasons why pupils made their language choices at school, the guidance they received in making those choices, the reasons for the continuation of those options or their possible abandonment, and even the value of using Corsican in a disciplinary system of education. The straightforward analysis does not include any comments, but nevertheless gives some important indications. Not in the least the amount of interest shown in the survey, because out of 675 questionnaires distributed, only 5 were not completed.

Apart from that, what follows are a few unprocessed results about the various living languages in competition with one another according to the options on offer. As a living language

option, Corsican was chosen by 3 % as a LV2 and by 11 % as a LV3. In regard to the LV1 options, English obtained over 94 % of the answers. After English, Spanish and Italian were considered valuable. The main reason for these choices was the perceived usefulness of the languages concerned (86 %). This was combined with the argument about how widespread the use of the language was in the world (70 %). What turned out being of only secondary importance was the advantage of having some initial knowledge, the Mediterranean character, and the presumed easiness of the language.

Regarding information on the possibilities of learning Corsican, over 60 % of the pupils considered themselves insufficiently or not at all informed, as opposed to 35 % who thought they had had sufficient guidance. The unprocessed answers about previous studies gave useful indications. Only about 20 % of the pupils said they had not studied any Corsican before, whereas the distribution of the various categories ticked gave a set of percentages ranging from 17 % to 49 %, the lowest for the second grade and the highest for the sixth grade. The reasons given to explain the decision to study Corsican placed regional identity at nearly 60 %, an answer objectively reinforced by use in the family (37 %), previous knowledge (30 %), communication with elderly people (26 %), understanding Corsican songs (21 %) and greater involvement in society (21 %). It was possible to tick more than one answer.

Finally, other motivations emerged from groups of young people questioned directly, such as a knowledge of other languages (10 %) or its similarity to Italian (7 %), and even the surprising explanation of wanting to please their parents (8 %), whereas only 7 % of the pupils considered Corsican an easy language. More worrying is the proportion of those who had given up Corsican during the course (61 %, compared with 16 % who said they were continuing), 47 % giving as their explanation that their timetable was overloaded and 22 % the poor arrangement of hours in the daily or weekly distribution of lessons. These contrast with negative reasons such as its not being useful in

seeking a job (21 %) or for continuing studies (26 %), or even surprising reasons such as the fact of already knowing the language (13 %), its difficulty (3 %), its being old-fashioned and unsuited to the modern world (10 %), and even a way of avoiding being registered in a bad class (1 %) (Fusina, 1998a).

This survey is only a partial exploration, which admits its own limitations. However, it does indicate trends which, although confined to a group of primary and secondary pupils in a single school, directly or otherwise, show some of the weaknesses of the present system. At the same time it clarifies certain adolescent attitudes or motivations that are less familiar because they are less frequently called upon. These trends also sometimes highlight unexpected aspects of the language question and they can help to challenge some of the ideas we are too often inclined to take as certainties. This latter point is confirmed by the assessment²¹ conducted by certain teaching members of the committees for the recruitment of young people involved in the recent ministerial young jobs initiative. Having had them fill in specially designed information cards at their preliminary interviews, they were thus able to obtain information which, keeping it in the form of a simple statement, nevertheless provided very clear answers. To the question where the candidates had learnt Corsican the answer given most often was “at school”, which indicates the importance of education for language acquisition.

Several conferences were held in Corsica regarding learning minority languages, like the Colloque Enseignement des langues minoritaires (Symposium on Language Teaching; 17-21 July 2006) by the Associu À Sciogliilingua (Association Scio-glilingua) with the American researcher Alexandra Jaffe.

Corsica participates in many research projects with other universities, such as the projects of the European Centre for Modern Languages (ECML) on minority languages, collateral languages and bi/plurilingual education, as well as the Days of Linguistic Rights in Teramo, Italy.

9 Prospects

The general information included in the present report is recent and corresponds to an inventory of the situation when it was written. However, that situation may develop somewhat in the near future. The Assembly of the CTC has voted on two important plans: in 2006 the Plan régional de développement de la formation (PRDF, Regional development plan of education), and in 2007 the Plan stratégique d'aménagement et de développement linguistique pour la langue corse 2007-2013 (development plan for the Corsican Language, with the idea of giving all students a bilingual competence). It is also known that the European Union strives for a large decentralisation of the national powers towards the regions that aspire to a certain autonomous policy. Among the new demands of the regions with a strong cultural and linguistic character, the defence and promotion of the original languages and cultures has to be a priority, without negative consequences for the official status of French.

10 Summary statistics

Corsican	pupils	groups or classes
bilingual courses (> 3h)	5,950 (24.53 %)	261
teaching (3h)	6,783 (27.97 %)	305
light teaching (± 1h30)	11,307 (46.62 %)	522
Total	23,749 (97.9 %)	1,088

Table 7: Teaching of Corsican in pre-primary and primary education, 2010-2011 (Source: Rectorat de l'Académie de Corse).

school year	number of pupils
1982/1983	1,485
1990/1991	4,737
1995/1996	6,126
1999/2000	7,758
2005/2006	9,183
2010/2011	9,318

Table 8: Number of pupils in secondary school with one to three hours of Corsican language education per school year (Source: Rectorat de l'Académie de Corse).

Corsican	pupils
Option	8,013
LV2	834
LV3	471
Total	9,318 (44.09 % of 21,131 students)

Table 9: Number of pupils in secondary school with Corsican language education in the school year 2010/2011 (Source: Rectorat de l'Académie de Corse).

	Corsican as a subject	bilingual courses
primary	23,749	5,950
secondary	9,318	1,419

Table 10: Number of students involved in Corsican education (Source: Rectorat de l'Académie de Corse).

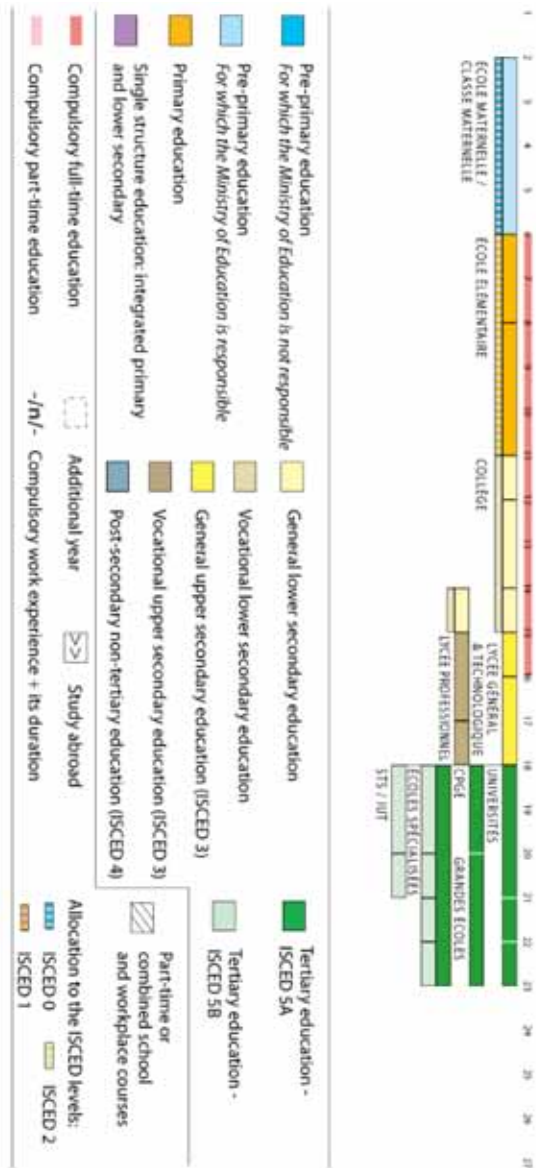
Endnotes

- 1 Institut national de la statistique et des études économiques (INSEE, National Institute of Statistics and Economic Studies): <http://www.insee.fr/fr/regions/corse/> [Accessed September 2012].
- 2 OIP ceased to exist. Its successor is Centre de Données Socio-Politiques (CDSP, socio-political data centre).
- 3 Enquête familles langues 1999: http://www.recensement-1999.insee.fr/RP99/rp99/page_accueil.paccueil
- 4 The general results for France were published in Héran, Filhon & Deprez (2002).
- 5 The Deixonne Law allows optional courses of one hour per week at pre-primary, primary and secondary levels, depending upon the wishes of teachers and parents.
- 6 Directive 74-33 deals with teaching of regional dialects. It relates directly to Corsican, as the former Deixonne Law only referred to Breton, Basque, Catalan and Occitan and did not mention Corsican.
- 7 Source: Rapports CERPE (Reports CERPE). Available at: <http://www.crdp-corse.fr/index.php/ressources-documentation/concours-et-examens/cerpe> [Accessed September 2012].
- 8 Source: Les chiffres de la rentrée 2010 (The figures for September 2010) http://www.ac-corse.fr/Les-chiffres-de-la-rentree-2010_a2188.html [Accessed December 2011].
- 9 Convention État/Collectivité Territoriale de Corse – relative au plan de développement de l'enseignement de la langue corse 2007-2013.
- 10 This information is based on numbers of the Rectorat de l'académie de Corse.
- 11 Source: Les chiffres de la rentrée 2011 (The figures for September 2011): http://www.ac-corse.fr/Les-chiffres-de-la-rentree-2011_a2188.html. Source: Rectorat de l'académie de Corse. [Accessed September 2012].
- 12 Source: annual meeting of ADPEP de Haute Corse.
- 13 Not published.
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- 16 Source: Le portail national de l'orientation et de la formation (The national portal of guidance and training): <http://www.orientation-formation.fr/Apres-la-3eme.html>
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- 18 More information on the products and results: http://www.univ-corse.fr/evenements-presentation-d%27ouvrages,-de-publications-scientifiques-et-d%27ecrits-litteraires-le-11-fevrier-2009-_987.html
- 19 http://www.corse.fr/Le-programme-Interreg-IV-C_a554.html
- 20 <http://www.maritimeit-fr.net/>
- 21 Not published.
- 22 Jean-Marie Comiti (in French) and Ghjuvan Maria Comiti (in Corsican) is one and the same author. In this reference list, the initials are the same as on the particular publication.

Education system in France

Structure of the education system in France, 2011/2012



Source: Eurydice

References and further reading

regulations

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Addresses

official bodies **Collectivité Territoriale de Corse** (CTC, Territorial Public Authority of Corsica)

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

T +33 (0)4 95516464

F +33 (0)4 95516775

E contact@corse.fr

W <http://www.corse.fr/>

Conseil Économique, Social et Culturel de Corse (CESC, Economic, Social and Cultural Council of Corsica, consultative council of the CTC)

6, rue Emmanuel Arène, 20000 Ajaccio, France

T +33 (0)4 95503990

F +33 (0)4 95503999

E cesc@ct-corse.fr

W <http://www.corse.fr/>

Inspection académique (the national school inspectorate)

Haute-Corse

Palais de la mer, 5 bis rue Chanoine Leschi, B.P. 177, 20293

Bastia Cedex, France

T +33 (0)4 95345959

E webia2b@ac-corse.fr

W <http://ia2b.ac-corse.fr/>

Corse du Sud

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

T +33 (0)4 95515951

F +33 (0)4 95511309

E ce.ia2a@ac-corse.fr

W <http://web.ac-corse.fr/ia2a/>

Ministère de l'Éducation nationale (Ministry of national education)

110 rue de Grenelle, 75357 Paris SP 07, France

T +33 (0)1 55551010

W <http://www.education.gouv.fr/>

Rectorat de l'Académie de Corse (Academic office of the Corsican public education service)
Service Langue et culture corses
Boulevard Pascal Rossini, BP 808, 20192 Ajaccio Cedex 4,
France
T +33 (0)4 95503333
F +33 (0)4 95512706
E hyacinthe.ottaviani@ac-corse.fr;
jean-marie.arrighi@ac-corse.fr
W <http://www.ac-corse.fr/>

education

A Casa di u Populu Corsu (organisation that offers Corsican language courses and cultural activities)
51 bis Rue du Général Leclerc, 92130 Issy-Les-Moulineaux,
France
T +33 (0)1 46381879
E casacorsa@gmail.com
W <http://acasadiupopulucorsu.wifeo.com/>

Association départementale des Pupilles de l'enseignement public de la Haute-Corse (ADPEP de Haute-Corse, association of children in public education in Upper Corsica)
Ecole François Amadeï, Paese Novu 2, 20600 Bastia, France
T +33 (0)4 95323119
F +33 (0)4 95322078
E lespep2b@lespep.org; pep.2b@wanadoo.fr
W <http://www.lespep.org/>

Association pour le Développement des Etudes Archéologiques, Historiques, Linguistiques et Naturalistes du Centre-Est de la Corse (ADECEC, association for the development of studies on archeology, history, linguistics and environment of the Central-East of Corsica)
Place du Musée, 20221 Cervioni, France
T +33 (0)4 95381283
F +33 (0)4 95381951
E adecec@adecec.net
W <http://www.adecec.net/>

Associu À Scioglilingua (association of teachers of bilingual education)

villa Badellu, parc Capuccini, 20250 Corte, France

Centre de Données Socio-Politiques (CDSP, socio-political data centre)

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

T +33 (0)1 45497266

E info.cdsp@sciences-po.fr

W <http://cdsp.sciences-po.fr/>

Centre de Séjour et d'Etudes Corses (Centre for Living and Study Corsican, accommodation centre)

c/o ADPEP de Haute-Corse

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

T +33 (0)4 95323119

F +33 (0)4 95322078

E lessep2b@lessep.org; pep.2b@wanadoo.fr

W <http://www.lessep.org/>

Centre Régional de Documentation Pédagogique (CRDP de la Corse, regional centre of pedagogical documentation)

Immeuble Castellani, BP 70961, 20 700 Ajaccio Cedex 9, France

T +33 (0)4 95509000

F +33 (0)4 95511188

E contact@crdp-corse.fr

W <http://www.crdp-corse.fr/>

Cultura Viva (Living Culture, association offering teaching of Corsican)

38 Allée Vivaldi, 75012 Paris, France

T +33 (0)1 43072387

E culturaviva@hotmail.fr

W <http://www.culturaviva.fr/>

Délégation académique à la formation continue (DAFCO,
academic delegation of vocational training)

DAFCO Corse

40 avenue Noël Franchini, 20192 Ajaccio cedex 4, France

T +33 (0)4 95106936

F +33 (0)4 95106938

E dafco@ac-corse.fr

W <http://www.ac-corse.fr/greta/>

Institut Universitaire de Formation des Maîtres (IUFM, Teacher
Training Institute for primary and secondary education)

IUFM de l'académie de Corse - Université de Corse, Pascal Paoli

RN 200, Zone artisanale B.P. 86, 20250 Corte, France

T +33 (0)4 95519000

F +33 (0)4 95519010

W <http://www.univ-corse.fr/>

Institutes Universitaires de Technologie (IUT, University In-
stitutes for Technology)

IUT di Corsica

Campus Grimaldi, 20250 Corte, France

T +33 (0)4 95461731

F +33 (0)4 95461519

E Scolarite@iut.univ-corse.fr

W <http://www.iut.univ-corse.fr/>

**Office National d'Information sur les Enseignements et les
Professions (ONISEP,** National Office of Information on Teach-
ing and the Teaching Professions)

Onisep Corse

3 rue docteur Versini, 20000 Ajaccio, France

T +33 (0)4 95211652

F +33 (0)4 95511393

E drocorse@onisep.fr

W <http://www.onisep.fr/>



Scola Corsa de Marseille

Maison de la Corse, 69 rue Sylvabelle, 13006 Marseille, France
T +33 (0)4 91370528
W <http://www.maisondelacorse.fr/>

Università di Corsica Pasquale Paoli (University of Corsica)

Avenue Jean Nicoli, BP 52, 20250 Corte, France
T + 33 (0)4 95450000
W <http://www.univ-corse.fr/>

Faculté de droit et des sciences économiques (faculty of law and economics)

Università di Corsica Pasquale Paoli, Campus Mariani, BP 52, 20250 Corte, France
T +33 (0)4 95450016
E decanat.droit@univ-corse.fr

Faculté de Lettres, Langues, Arts, Sciences Humaines et Sociales (FLLASHS, faculty of humanities, languages, arts, and social sciences)

Università di Corsica Pasquale Paoli, Campus Mariani, BP 52, 20250 Corte, France
T +33 (0)4 95450123
F +33 (0)4 95450145
E decanat.lettres@univ-corse.fr

Faculté des Sciences et Techniques (faculty of science and technology)

Università di Corsica Pasquale Paoli, Campus Grimaldi, BP 52, 20250 Corte, France
T +33 (0)4 95450054
E decanat.sciences@univ-corse.fr

**cultural centres
and
associations**

Association Scola Corsa di Bastia (Association for teaching of Corsian)
Centre Social de la CAF, Paese Novu 20200 Bastia, France
T +33 (0)4 95340592

Association Matina Latina (Association for courses and publications in south Corsican)
Immeuble le Golo, Bt D Rue de l'Aspirant Michelin, 20000 Ajaccio, France
T +33 (0)6 71650478

**national
organisations**

Centre de Données Socio-Politiques (CDSP, socio-political data centre)
27 rue Saint-Guillaume, 75337 Paris Cedex 07, France
T +33 (0)1 45497266
E info.cdsp@sciences-po.fr
W <http://cdsp.sciences-po.fr/>

Centre national de la recherche scientifique (CNRS, National Centre for Scientific Research)
Délégation Provence et Corse
31 chemin Joseph Aiguier, 13402 Marseille Cedex 20, France
T +33 (0)4 91164000
F +33 (0)4 91779304
W <http://www.provence-corse.cnrs.fr/>

UMR - LISA 6240, Lieux, Identités, eSpaces et Activités
(LISA, Places Identities Spaces and Activities)
Università di Corsica Pasquale Paoli, Avenue Jean Nicoli, BP 52, 20250 Corte, France
T +33 (0)4 95450061
F +33 (0)4 95453303
E birraldacci@univ-corse.fr
W <http://umrlisa.univ-corse.fr/>

Institut national de la Statistique et des Etudes Economiques
(INSEE, National Institute of Statistics and Economic Studies)
18 Boulevard Adolphe Pinard, 75014 Paris, France
T +33 (0)1 40928942
W <http://www.insee.fr/>

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

Le Cardo rue des Magnolias, BP 907 20700 Ajaccio Cedex 9,
France

T +33 (0)4 95235454

F +33 (0)4 95235479

W <http://www.insee.fr/corse>

Institut National de Recherche Pédagogique (INRP, National Educational Research Institute)

19 allée de Fontenay, BP 17424, 69347 Lyon Cedex 07, France

T +33 (0)4 72766100

F +33 (0)4 72766110

W <http://www.inrp.fr/inrp>

websites

Corsicaweb (information about the history, culture and language of Corsica)

Maison du Cap, Port Toga, 20200 Bastia, France

T +33 (0)4 95322994

W <http://www.corsicaweb.fr/>

Corsica (information about Corsica and the language)

E corsica.net@free.fr

W <http://corsica.net.free.fr/>

Petit dictionnaire de Corse (online Corsican-French word list)

W <http://corsica.net.free.fr/html/francais/mainframefr.htm>

Other websites on minority languages

- Mercator Network** www.mercator-network.eu
General site of the Mercator European Network of Language Diversity Centres. It gives information about the network and leads you to the homepages of the network partners.
- Mercator Research Centre** www.mercator-research.eu
Homepage of the Mercator European Research Centre on Multilingualism and Language Learning. The website contains the series of Regional dossiers, a database with organisations, a bibliography, information on current activities, and many links to relevant websites.
- Mercator-Media** www.aber.ac.uk/~merwww
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 Commission** http://ec.europa.eu/education/languages/languages-of-europe/doc139_en.htm
The website of the European Commission gives information about the EU's 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 148 and 157, Strasbourg.
- Eurydice** http://eacea.ec.europa.eu/education/eurydice/index_en.php
Eurydice is the information network on education in Europe. The sites provides information on all European education systems and education policies.

What can the Mercator Research Centre offer you?

mission & goals The Mercator European Research Centre on Multilingualism and Language Learning addresses the growing interest in multilingualism and the increasing need of language communities to exchange experiences and to cooperate in a European context. The centre is based in Ljouwert/Leeuwarden, the capital of Fryslân – the bilingual province of the Netherlands – and hosted at the Fryske Akademy (Frisian Academy). The Mercator Research Centre focuses on research, policy, and practice in the field of multilingualism and language learning. The centre aims to be an independent and recognised organisation for researchers, policymakers, and professionals in education. The centre endeavours to promote linguistic diversity within Europe. The starting point lies in the field of regional and minority languages. Yet, immigrant languages and smaller state languages are also a topic of study. The centre's main focus is the creation, circulation, and application of knowledge in the field of language learning at school, at home, and through cultural participation.



partners

In 1987 Mercator Education started cooperation with two partners in a network structure: Mercator Media hosted at the University of Wales in Aberystwyth and Mercator Legislation hosted at the Ciemen Foundation in Barcelona. This network has developed into the Mercator European Network of Language Diversity Centres, which consists of the three aforementioned partners as well as the Centre for Finnish Studies of Mälardalen University in Sweden and the Research Institute for Linguistics of the Hungarian Academy of Sciences in Hungary. Besides, the Mercator Research Centre, the successor of Mercator Education, expands its network in close cooperation with a number of other partner organisations working in the same field. This cooperation includes partners in Fryslân, as well as partners in the Netherlands and in Europe. The provincial government of Fryslân is the main funding body of the Mercator Research Centre. Projects and activities are funded by the EU as well as by the authorities of other regions in Europe with an active policy to support their regional or minority language and its culture.

research

The Mercator Research Centre develops a research programme on the basis of the data collections available. Research activities focus on various aspects of bilingual and trilingual education, such as interaction in multilingual classrooms, language proficiency in different languages, and teachers' qualifications for the multilingual classroom. Whenever possible, research will be carried out in a comparative European perspective. Research results are disseminated through publications and conferences in collaboration with European partners.

conferences

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

q&a

Through the Question and Answer service available on our website (www.mercator-research.eu) we can inform you about any subject related to education in minority or regional languages in Europe. The experts in our extensive database of experts can also provide relevant information.

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

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