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GERMAN

The German language in education in Denmark

| Regional dossiers series |

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From August 2012 onwards, Ineke Rienks has been responsible for the publication of the Mercator Regional dossiers series. Since September 2015, Mirjam Terlaak Poot and Rixt van Dongera have taken over this responsibility.

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Glossary

| | |
|-------------|--|
| BDN | Bund Deutscher Nordschleswiger (Alliance of German people in North Schleswig) |
| DSSV | German School and Language Association (Deutscher Schul- und Sprachverein für Nordschleswig) |
| VUC | Voksenuddannelsescenter (adult education centre) |

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 of and basic statistics on 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 concerned, 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

The German minority in Denmark has its origin in the plebiscite of 1920 when Germany ceded North Schleswig (Nordschleswig) to Denmark. However, the cultural, national and linguistic roots reach much further back into history. Already in medieval times there was a close association between the Duchies of Holstein and Schleswig and the Danish Crown. This relationship lasted over centuries with very intense trade relations to the south, overland along the so-called ox-trail (Ochsenweg) and also over sea with the merchant fleet of the Hanseatic League (Hanse). Because of that, there was an active cultural exchange with the German language in that region.

The influence of the German language next to Danish was strengthened in the fields of law and administration, but also some families in the rural area took up German as their cultural language (Kultursprache), although the influence of the Danish colloquial South Jutlandic dialect (Sønderjysk) was very high. The German language maintained in a special standard at that time, but it still had a minority position which was clearly expressed in a referendum written in 1920.

Since the plebiscite of 1920, the history of the German minority has gone through many different political stages. The majority of the people belonging to the German minority supported the National Socialist Movement, because its slogan "Home to the Reich" (Heim ins Reich) corresponded very well with the political goals and desires of the German minority. That is also the reason why the Germans in North Schleswig found themselves in an extremely difficult situation in 1945. The Danish State considered every deployment for National Socialist Germany as a disloyal act during the period of occupation 1940-1945. As a result, all public institutions of the German minority, including schools, libraries and kindergartens were closed and expropriated. 3000 men were arrested simultaneously in a so-called preventive detention.

A declaration of loyalty to the Danish State was signed by the German minority in 1945, although there were inner tensions and strong feelings of ambivalence among the people. The declaration consisted of the recognition of existing state power in Denmark, the existence of the border with Germany and the monarchy. In the hope of maintaining cultural autonomy, it is important to mention that this declaration was given without asking anything in return.

Immediately after World War II, there was great tension between the Danish population – the majority – and the German minority. Monuments were destroyed and there were also attempts on peoples' lives. As a result of the physical and psychological pressure of being German in Denmark, many members of the German minority chose to become Danish citizens.

In 1955, the Bonn-Kopenhagener Erklärungen (Bonn-Copenhagen Declarations) were signed in which is stated that members of the German minority may not be hindered from speaking and writing the language of their choice in public places (Article 2, paragraph 2). Since then, there have not been real problems between the German minority and the majority population. The German minority receives support from the German state of Schleswig-Holstein in Kiel and from the German Federal Government in Berlin. The relationship between majority and minority is very open-minded and friendly. During the years after World War II, it has changed from being against each other to being together and to help each other (vom Gegeneinander, zum Miteinander, zum Füreinander).

6

population

Today, approximately 15,000 people in the southern part of Denmark belong to the German minority. They all read and write German, because they have attended a German school. They hold Danish citizenship and identify themselves as ethnic Germans.

The area, which is called either South Jutland (Sønderjylland) or North Schleswig (Nordschleswig), covers an area of 3,938

THE GERMAN LANGUAGE IN EDUCATION IN DENMARK



Figure 1: The region of North Schleswig in Denmark and the distribution of schools in the German region (source: Bund Deutscher Nordschleswiger).

km² between the Danish-German border in the south and the river Kongeåen in the north. The German minority is mainly concentrated in and around the cities Tinglev (German: Tingleff), Haderslev (Hadersleben), Sønderborg (Sonderburg) and Tønder (Tondern), but also in the rural areas.

The total population of the area, about 250,000, remained steady over the past decades. The largest proportion in the region is rural and most people live in small towns.

Most people in this area are able to understand and speak German, but reading and writing often causes problems. English is their first foreign language and the German language has been an optional subject at the Danish Public Schools. The status of the German language is therefore quite low within this group.

language status As in the rest of Denmark, North Schleswig is officially monolingual Danish, but the German minority is free to identify with the German ethnicity and culture. This identification may not be denied or controlled by the authorities. German schools, churches and libraries are supported and the Danish government accepts the existence of German kindergartens and schools, libraries, sport and cultural organisations. The status of the German minority is guaranteed by the Bonn-Copenhagen Declarations of 1955 (Bonn-Kopenhagener Erklärungen).

The Danish Parliament (Folketing) approved this declaration by decision of 19 April 1955 (ECMI: Living together, p.126)

- 1 It shall be possible to freely profess one's loyalty to the German people and the German culture and such a profession of loyalty shall not be contested or verified by an official authority.
- 2 Members of the German minority and their organisations may not be hindered from speaking and writing the language of their choice. The use of the German language in courts and administrative agencies shall be governed by the relevant legal provisions.
- 3 General schools and adult education centres as well as kindergartens may, in line with the relevant legal provisions, be set up by the German minority pursuant to the principle of the freedom of teaching in force in Denmark.
- 4 Since, under local legislation, the committees of local representative bodies are set up on the basis of proportional representation, representatives of the German minority shall be involved in committee work in proportion to their numbers.
- 5 The Danish government recommends that the German minority shall be duly taken into consideration with the framework of the rules in force on the use of radio.
- 6 In respect of assistance and other benefits from public funds on which a discretionary decision is taken, the members of the German minority shall not be treated differently from other citizens.

- 7 In respect of public notifications, the newspapers of the German minority should be duly taken into consideration.
- 8 The special interest of the German minority fostering contacts with Germany in the religious and cultural as well as in specialist fields shall be acknowledged.

The official representation of the German minority in Denmark is called Alliance of the German People in North Schleswig (Bund Deutscher Nordschleswiger; hereafter: BDN) and their political party, which is active in the area, is the Schleswig-Party (Schleswigsche Partei). Together with the German School and Language Association for North Schleswig (Deutscher Schul- und Sprachverein für Nordschleswig; hereafter: DSSV), these organisations actively promote the German language and culture among the minority.

**status of
language
education**

The Bonn-Kopenhagener Erklärungen of 1955 (the declarations between Germany and Denmark concerning institutions and schools of the German minority and the use of the German language) have been major steps to introduce the German language into the education system of the German minority after World War II.

Lov om friskoler og private grundskoler m.v. (2013) (Education Act for free and private primary schools) creates the juridical foundation of the school system of the German minority. This law points out the special details of education for private schools and describes the frame of freedom in creating education. It enables German schools in Denmark to teach all lessons in German (except Danish and English). Besides, each school may create its own profile, e.g., have a special focus on languages, religion or sports. The law for free and private schools also gives schools the opportunity to choose their teachers themselves without referring to the municipality or the Ministry of Education.

**education
system**

In Denmark the education system starts with pre-primary education in kindergartens from the age of seven months until the age of six years. Parents pay a monthly fee for their

children. Compulsary education begins at the age of six or seven depending on the child's readiness for school until the age of sixteen or seventeen.

The school system in Denmark is a comprehensive system from class zero (Vorschule) until class nine or ten. That means that all pupils are taught together in their classes in primary and secondary schooling. The idea of inclusion of pupils with special needs is introduced as an obligatory pedagogical method in 2012/2013. Teachers have to offer individual learning plans for pupils in their lessons.

After nine or ten years of comprehensive learning, pupils can choose a grammar school (Gymnasium) or go for vocational education. The grammar school takes three years and the variety of vocational training is very wide and takes two to three years. The grammar school ends with the final exams (Studentereksamen/Abitur) which give entry to university studies.

Higher education comprises three levels: the basic training (BA or Bachelor's degree, three to four years of study), the Master's training (MA degree, generally two years) and postgraduate, doctoral studies (PhD, three years). Institutions of higher education are public with universities and university colleges. The university colleges provide studies for e.g. teachers, midwives or physiotherapists and the final exam is a BA degree. Master's training is accessible at the universities only for those having completed the BA-level.

In Denmark parents are free to choose between the public communal school, the free basic school and lessons at home. The last possibility is rarely used, but Denmark's Riges Grundlov nr. 169 af 5. juni 1953 (The Basic Danish Law) gives all parents total freedom of choice to make a decision for their children. As a consequence there are two education acts in Denmark: Lov om folkeskolen nr. 1640 (2013) (Education Act for Public Schools) and the Education Act for free and private primary schools.

Private and public schools in Denmark are dealing with the same curriculum *Fælles Mål* (Common Aims) with the exception of the German Schools in North Schleswig, which have their own curricula (Lehrpläne, DSSV). These curricula have been recognised and confirmed by the Ministry of Education and refer to the Danish curriculum (this is important since all pupils have to be prepared for the national Danish exams). However, in the Lehrpläne, more attention is given to the German language, history and culture.

The most obvious difference between the national education system and the education system within the German minority is that all lessons are taught in German, with the exception of Danish and English, and that every communication with parents finds place in the German language. Danish and German are both taught as a mother tongue and English is the first foreign language.

In §2 of the statutes of the DSSV, the aims can be summed up as follows:

- 1 Our school is German. It wants to introduce its students to the German culture and strengthen the German Community.
- 2 Our school is a German school in Denmark. It therefore also wants to introduce its students to the Danish language and culture and prepare pupils for life as citizens of this state.
- 3 Our school is an open school and wants to make an active contribution to the cultural and socio-political development in the border region.

There is a close cooperation between parents, the head of the school and the umbrella organisation, DSSV. Parents take their responsibility in school boards and towards the Ministry of Education. The schools are dependent on employing primarily bilingual teachers for whom German is the first language. That is also the reason why the DSSV facilitates teachers from South Schleswig to work in German schools in Denmark.

**private
and public**

In Denmark, parents are free to choose between private and public schooling. The main difference between private and public schools is that the private schools have their own school law: the Education Act for free and private primary schools. This law gives schools more pedagogical freedom to develop and design their own profile. Schools can facilitate their own teachers conforming their profile and parents choose an school inspector. This way, parents can choose any type of school they want for their children, for instance, a school with a Christian background or a German school in the southern part of Denmark.

The public schools belong to their municipalities and have to deal with the school boards there. The private schools refer directly to the Ministry of Education and are subsidised with 75% of the costs of the pupils in the public school system. Parents pay the remaining 25% as school fees. For the German minority schools there are the same rules. Additionally, the German schools receive funding for transportation, investments in their school buildings and a general surplus funding. This additional funding is considered to equal the subsidies per pupil that is spent in the public school sector. The Danish Prime Minister Helle Thorning Schmidt underlined in 2013 that the Danish Government regards the German minority schools as the “public schools for the German minority”, however, they are still organised under the private school law. Providing a minority school system is more expensive than a regular public school system, but the parents do not pay any school fees. The additional costs are covered by subsidies from the Federal Republic of Germany.

The private schools are juridical foundations. There are six different private or free school associations in Denmark: Danmarks Friskoleforening (Association of Free Schools in Denmark), Danmarks Privatskoleforening (Association of Private Schools in Denmark including the Catholic schools), Lilleskolerne (Association of Small Schools), Foreningen af Kristne Friskoler (Association of Christian Free Schools), Foreningen af Private Gymnasier (Association of Private Grammar Schools)

and Deutscher Schul- und Sprachverein (Association of German Schools). They have statutes which have to be recognised by the Ministry of Education. The ideological foundation and the aims of the school have to be written into the statutes.

The private schools play an important role in Denmark. In 2013, there were 1,312 public schools and 508 private schools. Around 100,000 pupils attend private schools, which means that around 15% of all pupils in Denmark are educated in the private school sector. There are 14 German schools in North Schleswig with 1,400 pupils in total (Antal skoler – Antal elever Dansk Friskoleforening, n.d.).

More information on these different kinds of schools has been given in the section *education system* on p.9.

bilingual education forms All German schools in the region of North Schleswig are bilingual schools. German and Danish are taught as a mother tongue and the first foreign language is English.

administration Regarding the German schools in North Schleswig, the umbrella organisation DSSV is responsible for the education at the 14 schools. The DSSV makes sure that the German language is used corresponding to the curriculum and that all lessons are held in German, except the Danish and English lessons. Together with the head of each school, the DSSV is responsible for the quality of education in all subjects. That also means that the DSSV makes sure that teachers are available and that good teaching material is provided for each subject.

inspection The inspector has a pedagogical background and has gone through special courses in order to evaluate the expertise of teachers in different subjects. These courses have been developed and are offered and run by the Danish Private School Organisations together with the Ministry of Education.

On the homepage of the Ministry of Education (Undervisningsministeriet: www.uvm.dk) there is a list with all certified

inspectors all over Denmark. Parents of pupils of each German school choose an inspector from this list for their school every fourth year. The inspector visits the school once or twice a year and participates in lessons, has an interview with the head of the school and the teachers and writes a report about the school. This report deals with the learning atmosphere at the school and the knowledge and skills of pupils and teachers. In German schools the inspector investigates the German language skills of pupils, but also examines if the pupils' skills in the Danish language are the same compared to pupils of a public Danish school. This is important since pupils have to be prepared for studies in Denmark as well as in Germany after finishing their exams. The report of the inspector must be published on the school's homepage so all interested persons have the opportunity to read it.

**support
structure**

Besides the DSSV, there are some other associations within the German minority dealing with and supporting the German language in education in Denmark, such as the Jugendverband (youth organisation), which organises different sports courses in German, e.g. handball or mother and child gymnastics, the Sozialdienst (social affairs), which helps families and elder people in difficult situations and circumstances, the Bücherei (library) and the only German newspaper in Denmark, Nord-schleswiger, which focuses on minority issues and up-to-date topics in the German language.

The DSSV provides German language courses for parents who have decided to choose a German minority school for their children and who talk either Danish or another language at home. The idea with these courses is that parents are able to understand every information being sent from the schools and to motivate their children by showing them that they are interested in helping and understanding their language approach.

In September 2009, a new institute was founded: Institut für Minderheitenpädagogik (Institute for Minority Pedagogy).

It is established in the University College South Denmark in Hadersleben and it works together with the DSSV and the Danish School Association in South Schleswig. The aim of this institute is to develop and to impart professional and pedagogical competences in relation to the teaching of children who grow up in a minority. Characteristic of children in a national minority is that they deal with two or more languages and cultures. They have a special historical background and a special national connection.

The Institute for Minority Pedagogy wants to develop a learning- and teaching environment which can promote students' linguistic skills and their professional minority background knowledge. The institute deals with:

- professional and pedagogical development in the institutions of the minorities;
- encouraging students to enhance their understanding of the special circumstances in which children belonging to a minority grow up. Especially the linguistic, cultural and historical relations are important for the learning process of these children;
- doing research in order to develop knowledge about minority pedagogical tasks and challenges.

The Institute of Minority Pedagogy wants to collect knowledge and experience in this sector to develop the pedagogical work in the institutions of minorities.

2 Pre-school education

target group The kindergartens of the German minority in North Schleswig are institutions for children from the age of seven months (nursery) to the age of six years. Attendance is voluntary and parents pay a monthly fee for running costs.

structure There are 21 kindergartens in the area and they are all subsidised by the regional municipalities. The DSSV is the umbrella organisation for the kindergartens and also for the schools run by the German minority.

The kindergartens prepare children for school and there is a good and intense relationship between kindergartens and schools, especially concerning early bilingual language approach. The kindergartens are open for everybody – not only for members of the German minority. Many Danish parents choose a German kindergarten for their children, because the advantages of bilingualism are very attractive in the border region.

In the final year of kindergarten, when the children are five years old, there is an active relation between teachers of the kindergartens and the schools. They plan to give language lessons together in order to make the entrance to school as easy as possible for the children.

legislation The municipalities of each region in Denmark are responsible for kindergartens and pre-school education in their area, not only for the Danish institutions, but also for German kindergartens. The Social-, Børne- og Integrationsministeriet (Ministry for Social affairs, Children and Integration) is the authority for this level of education. The law dealing with pre-school education is called Dagtilbudsloven (Law on Day Care).

language use The language used in kindergartens is German, but the teachers have to be bilingual, because many children do not learn the German language at home as they often speak the local Danish dialect (Sønderjysk) or High Danish with their parents.

The teachers in the kindergartens conduct language screenings with every child at the age of three and after that at the age of five. The screenings are made in Danish and German in order to follow every child's language development during kindergarten time. The fact that young children from the age of seven months can attend a German kindergarten has a positive influence on their language approach in German.

**teaching
material**

The German kindergartens use teaching material from German publishing houses, e.g.:

- Mit Max Mummel in das Vorschuljahr (Mildenberger Verlag)
- Forschen mit Fred. Naturwissenschaften im Kindergarten (Finken Verlag)
- ABC der Tiere Handbuch (Mildenberger Verlag)

There is a library bus with picture books and different kinds of teaching material for the kindergartens driving from the Central German Library in Apenrade to all the small German institutions in the rural areas.

statistics

The DSSV runs 21 kindergartens. In 2014, there were 423 children from the age between three and six and 185 children from the age between seven months and three years old in these institutions. A lot of these children only hear Danish at home and learn the German language through pre-school education at a very young age. Other statistics are not available.

3 Primary education

target group In 1975, the system of comprehensive schools was introduced all over Denmark, which includes primary and lower secondary education. Pupils learn together in classes from the age of six until the age of sixteen or seventeen. The idea of inclusion goes through the whole system of education in Denmark and the German schools have to live up to the same standards.

structure The structure of the German primary schools is the same as the Danish schools. All schools are comprehensive schools which means that all pupils from class 0 to 10 are taught together. The main difference is that the German schools have their own curricula. These curricula are related to the Education Act for Private Schools, but also contain studies on German language and culture. The superior aim of the curricula is to prepare the pupils for a life in Denmark and at the same time introduce them to the linguistic, historical and cultural background of the German society.

The main focus in the lessons in both primary and secondary comprehensive schooling is on languages. All pupils have five lessons German and five lessons Danish a week from grade 0 to grade 9/10. English lessons start in class 4 with two lessons a week and from class 4 to class 9/10 pupils have four English lessons a week. Throughout their education there are also 5 lessons mathematics a week (see further the schedule of the DSSV's timetable (Stundenübersicht) in the appendix).

Teachers have to differentiate in their lessons, so that every pupil can work individually on his own level. Each teacher works out an individual plan (Lernplan) for the different subjects together with every student. Twice a year these plans are discussed with the parents in order to show if the aims which were set, have been fulfilled or not. In these plans there is also a special focus on the languages, especially the German language. The exams after the ninth or tenth grade are held in German and that is also the reason why it is so important that there is a strong focus on German. In the schools of the DSSV, there is a kind of slogan saying:

“Every lesson is a language lesson and every teacher is a language teacher” (“jede Unterrichtsstunde ist eine Sprachens-tunde und jeder Lehrer ist ein Sprachenlehrer”).

After class 9 there are final exams which are called “Folkeskolens afgangsprøve” (Exam of the Public School) and after class 10 “Folkeskolens udvidede afgangsprøve” (extended exam of the Public School). All pupils in Denmark have the written exams on the same day and have to go through exactly the same exams all over the country, also the pupils from the free and private schools, including the pupils from the German schools, the only difference being that the exams in the German schools are held in the German language.

There are fourteen German schools in the area of North Schleswig. Five of these schools are placed in the cities Apenrade, Hadersleben, Tingleff, Sonderburg and Tondern and run classes from 0-9/10, which means from the age of six years until the age of sixteen or seventeen. The other nine schools are placed in the rural area and teach pupils to the age of thirteen (grade 0 to 7). Hereafter, pupils change to one of the mentioned schools in the city, where they spend two or three years. In total there are around 1400 pupils attending the German schools in the Southern part of Denmark.

legislation The Education Act for free and private primary schools provides the frame for education in the German minority. The main difference to other free and private schools in Denmark is the fact that German schools have their own curricula (Lehrpläne, DSSV) and that all lessons (besides English and Danish) are taught in German.

language use Most of the pupils attending a German school in Denmark have visited a German kindergarten and are well-prepared in both languages, German and Danish. All lessons are taught in German. Danish lessons are taught by native speakers. The first foreign language besides German and Danish is English.

During the first two school years, when the pupils learn reading and writing, Danish and German language teachers work together in coordinated classes (Koordinierter Anfangsunterricht). The pupils have five German and five Danish lessons a week. The idea behind the coordinated classes is that the German teacher introduces a new letter and the Danish teacher does the same with the identical letter in his lessons. In this way the pupils get a “double up-effect” in their reading and writing approach, as there is a parallel development in both languages.

From class 1-4, teachers use German books and teaching material in all subjects. In the beginning of class 5, Danish books are introduced as it is very important that the pupils also learn the Danish technical terms in, for example, mathematics or biology, because the written and oral exams in class 9 and 10 expect that the pupils can deal with these terms. Besides, after the ninth or tenth grade students can choose to attend either a Danish Gymnasium or the German Gymnasium (Deutsches Gymnasium für Nordschleswig).

English lessons start with two lessons a week in the fourth class. As there is a bilingual start with German and Danish at the schools, English is the first foreign language. In the fourth class, English lessons are taught with a lot of music, rhythm and rhyme in order to motivate the pupils for the new language.

**teaching
material**

The teaching material has been developed by two teachers, a German and a Danish language teacher, for all the German schools in North Schleswig.

statistics

| year | German language schools | boarding schools | total |
|-------------|--------------------------------|-------------------------|--------------|
| 2008 | 1,268 | 85 | 1,353 |
| 2009 | 1,280 | 83 | 1,363 |
| 2010 | 1,212 | 89 | 1,301 |
| 2011 | 1,233 | 94 | 1,327 |
| 2012 | 1,247 | 78 | 1,325 |
| 2013 | 1,204 | 84 | 1,288 |

Table 1: Number of pupils in German language schools and boarding schools in the years 2008-2013 (source: Deutscher Schul- und Sprachverein).

4 Secondary education

target group From the age of 16-17, after finishing grade 9 or 10 at the comprehensive school, pupils can choose to follow a vocational training programma (cf chapter 5, p.25) or choose for upper secondary education, which is called Gymnasium (grammar school). Grammar school has a duration of three years in Denmark.

structure In Denmark there is a big variety of grammar schools. Students can choose for a technical course as in the so called HTX programme, for a more business-minded way as in the HHX programme or choose for the wide variety within the STX gymnasium which has a humanistic, a mathematic or a science line.

Looking back in history, it is important to mention that the scientific and technical development of the 19th century led to a division of the education curriculum of the gymnasium into two lines: the language and the mathematics-science line. This division remained the backbone of the structure of the Gymnasium until the year 2005, when a major reform of the Gymnasium was enacted (Gymnasiereformen, 2005). According to the latest reform Lov om private gymnasieskoler, studenterkurser og kurser til højere forberedelseseksamen (Law for private grammar schools, student courses and courses for higher preparation) (2012), the Gymnasium still offers three years of general upper secondary education in two lines. The division of the two lines into three branches each has however been replaced by a more flexible system, under which each of the lines contains a core curriculum of obligatory subjects and a number of optional subjects which can be taken at two levels.

The DSSV runs one German Gymnasium in North Schleswig. It is seated in Apenrade and students come from all over the region. Some of them have quite a long way to school (60 km each way) and are picked up by a school bus. Others apply for the hall of residence and stay in Apenrade during the week. The Gymnasium is quite small with 150 students. In an official

ranging of marks of the final exams in the southern part of Denmark the German Gymnasium reached the first place of all grammar schools in Denmark in 2014.

The German Gymnasium offers the same upper secondary education over three years as the Danish Gymnasium. Lessons are taught in German and the students have the opportunity to take an additional exam in German. This written exam is sent to the Ministry of Education in Kiel in the federal state of Schleswig-Holstein (Germany), where external censors evaluate the results. If students pass this exam, their Danish final exam (studentereksamen), which is the general qualification for university entrance, will be accepted as a German Abitur (final exam of Gymnasium in Germany). This means that these students can apply for universities in Denmark as well as in Germany without any further entrance tests.

As mentioned before, the German schools in Denmark have their own curriculum for each subject. These curricula are a combination of the Danish and the German (Schleswig-Holstein) curricula. All exams at the end of the grammar school at Deutsches Gymnasium für Nordschleswig are in German, but since students can apply for higher education at universities in Denmark as well as in Germany, it is important that pupils know all the technical terms in mathematics, physics, biology or geography in Danish.

legislation The law applying to this level of education is called Lov om private gymnasieskoler, studenterkurser og kurser til højere forberedelseksamen (hf-kurser), LBK nr. 950 af 24.9.2012 (Law for private grammar schools, student courses and courses for higher preparation).

language use The languages used in the German Gymnasium are: German, Danish, English and French. The weekly amount of Danish and German lessons are the same, because pupils finishing the grammar school have their final exams in both languages. Teachers and pupils are able to talk German and Danish quite

perfect. English is the first foreign language and French is taught as an optional subject.

teaching material In this part of secondary education teaching materials are in part locally developed by the teachers and in part bought in Germany or in Denmark.

statistics

| year | German Gymnasium |
|-------------|-------------------------|
| 2008 | 137 |
| 2009 | 132 |
| 2010 | 140 |
| 2011 | 134 |
| 2012 | 160 |
| 2013 | 163 |

Table 2: Number of students in the German Gymnasium in the years 2008-2013.

5 Vocational education

target group After having finished their exam after the ninth grade (folkeskolens afgangsprøve, the exam of the Basic School) or tenth grade (folkeskolens udvidede afgangsprøve, extended exam of the Basic School) students at the age of sixteen have the opportunity to apply for different vocational training programmes. They can decide to opt for either a dual educational system with apprentice training or choose a vocational school. Vocational training programmes last two or three year, until students are eighteen or nineteen years old.

structure The German minority does not have its own vocational education, so all pupils who choose to go into that, choose a Danish vocational training school. Here it is possible to apply for special vocational training programmes, e.g. for electricians or carpenters. These programmes normally have a duration of three years.

According to an OECD-report (4.9.12) Denmark is called upon to build on the strengths of its vocational and educational training programme to ensure that young people enter the labour market with the skills companies need and to meet the national goal of having 60% of young people entering higher education by 2020.

The Danish further secondary vocational education and training system has many strengths, including strong engagement and support of employers and trade unions, and an impressive parallel adult education system. In 2008, 45% of the population aged 25-64 years participated in formal and/or non-formal training, which is above the OECD average of 41%.

The report also describes the challenges: the benefits of plans to reform the system remain unclear. A framework for recognition of prior learning could be used more effectively to facilitate access and completion of a programme. The report also proves that some teachers and trainers would benefit from a more systematic update of their vocational skills and knowledge (www.oecd.org).

There are many different certificates that can be attained, e.g. as a carpenter, a mechanic or in the field of trading or tourism. Everywhere in the border region the use of the German language in professional life is very important.

Pupils leaving a German school and deciding for a vocational programme or a vocational school have a great advantage because of their bilingualism. In the border region of South Denmark, it is very important to speak both Danish and German fluently. There are lots of transport companies along the border and for shop assistants in the cities it is a 'must' to be able to communicate in both languages. Tourism is gaining importance and many German tourists come to North Schleswig every summer.

legislation To this level of education the Lov om almen voksenuddannelse, LBK nr. 1073 af 4.9.2013 (Law of common vocational education) applies.

language use The German minority does not have its own vocational training programme. Students deciding to apply for a vocational school, have to choose for a Danish School. All lessons are given in Danish and German and English are taught as subjects.

teaching material Teaching material is provided via Danish publishing houses as all lessons are in Danish.

statistics As the German minority does not have its own vocational training programmes, it is not possible to provide further details on that.

6 Higher education

structure

Higher education in Denmark consists of three levels: the BA degree (three or four years), the MA degree (two years) and the postgraduate, doctoral studies (PhD, three years). Institutions of higher education are public and consist of universities and university colleges.

Higher education is regulated by the state. There is a high degree of autonomy within Danish educational institutions, but they also have to follow national regulations in terms of teacher qualifications, degree structures and examination processes. All institutions of higher education in Denmark use the European Credit Transfer and Accumulation System (ECTS). In Denmark there are eight University Colleges and eight universities.

The university colleges provide studies for e.g. teachers, midwives or physiotherapists and the final exam is a BA-degree. The professional Bachelor's degrees have in common that they all include an internship and last between three and four years. The University College of South Denmark (US South Denmark) is one of the eight university colleges and has five campuses in five cities (Esbjerg, Hadersleben, Kolding, Sonderburg and Apenrade), also in the region of North Schleswig. The headquarter is located in Esbjerg and there are about 700 employees in total. Thirteen professional Bachelor's degrees are offered and there is a wide range from teaching, nursing and social work to public administration and communication.

Universities offer Bachelor's, Master's and PhD programmes in all academic areas. The universities in Denmark are situated in Copenhagen, Roskilde, Odense, Aalborg and Aarhus. The German minority runs a few halls of residence for students belonging to the minority in the university cities Copenhagen, Aarhus and Odense. This is to help young people to find a favourable place to live and to be able to administer the community among each other.

As mentioned in chapter 4, p.23, it is possible for students who leave the German Gymnasium in Apenrade, to apply for universities in Denmark as well as in Germany. In Schleswig-Holstein – the most northern federal state of Germany – there are three universities: in Flensburg, in the capital of Kiel and in Lübeck (medicine studies).

Since 2012, there is a new, higher cross border education between the university in Flensburg (Universität Flensburg) in Germany and the South Danish University (Syddansk Universitet) in Odense and Sonderburg (Denmark). The studies at these universities are mainly industrial economics and industrial management with the languages German, Danish and English as subjects. These studies are very interesting for students coming from the German minority, because these students have grown up bilingually with Danish and German and their first foreign language is English. Therefore, they are very well-prepared for these studies.

legislation

In Denmark the Ministeriet for Forskning, Innovation og Videregående Uddannelser (Ministry for research, innovation and further education) is responsible for the education at the universities.

For the universities in Schleswig-Holstein the following ministry is responsible: Bundesland Schleswig-Holstein: Ministerium für Bildung und Wissenschaft des Landes Schleswig-Holstein (Ministry for Education and Science). The law which is relevant to higher education is called Hochschulgesetz Schleswig-Holstein (2007).

language use

The language of instruction at universities in Denmark is either Danish or English. Many lessons in International Business and Economics are taught in English, while lessons in teacher training are always in Danish. It is possible to study German as a discipline at a university in Denmark, but there are no courses that use German as a medium of instruction.

In general the studies in Germany are given in the German language.

teacher training In 1994, the University of Flensburg in Germany was founded out of the former teacher training college (Pädagogische Hochschule Flensburg). It concentrates teacher-training (Lehrerbildung) in Schleswig-Holstein. As it is a German university, all the lectures, seminars and workshops are in German.

The studies refer to the rules of the Ministry of Education (Bildungsministerium des Landes Schleswig-Holstein) and are divided into two parts:

- 1 Bachelor of Arts in educational sciences: students have to choose two optional subjects and the compulsory subject is pedagogy
- 2 Master: students have to choose between
 - Master of primary schools (Grundschulen)
 - Master of comprehensive schools (Gemeinschafts- und Regionalschulen)
 - Master of special schools (Sonderschulen)

It is not possible to choose for a master of secondary training at the University of Flensburg. Students have to apply at the University of Kiel (capital of Schleswig-Holstein), where it is possible to become grammar school teacher.

Another option to apply for teacher-training is at the University College South Denmark in Hadersleben (UC Syddanmark) which is around 40 km north of the border. Students study two different subjects, e.g. mathematics and biology, and get a pedagogical background referring to comprehensive schooling.

At the campus in Hadersleben there were 1,212 students who wanted to become teacher in 2013. The Danish teacher-training studies finish with a Bachelor's degree after four years. This is a big difference with Germany where the teacher-training studies finish with a Master's degree entailing two more years of study at a university in Germany.

Teacher-training in Denmark refers to the rules of the Ministry of Education in Denmark (Undervisningsministeriet). At the UC South Denmark, it is possible to study the German language as a subject in the teacher-training courses.

Students from the German minority are free to choose their teacher-training studies either in Hadersleben or in Flensburg. They can apply for a job at the German School and Language Association with both exams.

pre-school training

Pre-primary training is part of the pedagogical education for teachers choosing to work in a kindergarten. These studies take four years and the students achieve a bachelor degree at the end of their exams. Unfortunately there are no special training courses dealing with bilingual education. These studies are provided at the university colleges in Denmark.

primary training

At the University of Flensburg students have the opportunity to choose for either primary or primary/lower secondary education (comprehensive schooling) after finishing their Bachelor's degree. In their master studies they concentrate on this subject and here they also have the possibility to choose the subject DAZ (Deutsch als Zweitsprache), where they deal with different aspects of learning German as a second language.

secondary training

As mentioned above, students can decide to choose for secondary education training after their Bachelor's degree. These studies are provided at the university of Kiel. Students have the opportunity to go deeper into the field of dealing with more than one language in their master studies, but it is not a differentiated study referring to minority aspects.

in-service training

In-service training for German minority teachers is provided by the Institute for Minority Pedagogy (Institut für Minderheitenpädagogik). This institute wants to strengthen the cross-border communication between teachers of the German minority in Denmark and the Danish minority in Germany. Every year there is a conference for teachers from both minorities. Advanced training seminars for teacher students and teachers of schools and kindergartens dealing with current challenges around bilingualism and culture are arranged once a year.

The institute is also involved in a project called SMILE – Strengthening Minority Identity, Language and Education (SMILE, 2015). The aim of SMILE is to strengthen the knowledge and competences of teachers and the teacher students, about how to teach children who grow up in an autochthonous minority. Autochthonous minorities do not have their status as a minority because of immigration, but because they have lived as “natives” in the country for a long time. Children from these autochthonous minorities need a form of teaching that respects the special political, cultural and individual circumstances of the languages. Through networking with teachers and teacher students, SMILE will contribute to develop professional and pedagogical competences. Lectures will be held in German, Danish and English.

Other in-service training is provided by the DSSV in cooperation with the Danish School Association of South Schleswig. New teaching materials and teaching methods to support pupils' language acquisition have been developed and teachers have been invited to advanced training courses that have a special focus on the slogan: 'We are all language teachers'.

statistics

| year | number of students |
|-------------|---------------------------|
| 2012 | 65 |
| 2013 | 51 |
| 2014 | 75 |

Table 3: Number of teacher students at the University College Syddanmark studying German as a foreign language (source: University College Syddanmark).

There is no statistical material of the university of Flensburg available.

7 Adult education

structure and language courses

The DSSV together with the Alliance of German people in North Schleswig (Bund deutscher Nordschleswiger, hereafter: BDN) provides German language courses for parents who have decided to choose a German minority school for their children and who talk either Danish or another language at home. The idea with these courses is that parents are able to understand every information being sent out from the schools and to motivate their children by showing them that they are interested in helping and understanding their language approach. The DSSV together with the BDN are the only organisations who provide German language courses for parents whose children attend a German minority school.

In Denmark there is also a centre for adult education called voksenuddannelsescenter (adult education centre; hereafter: VUC). In every region of the country there is a VUC in the bigger cities. Here it is possible to be trained in different subjects, including following a study on German as a foreign language on different levels. Courses in the different subjects have the aim to qualify adults for further education, e.g. to be able to apply for a grammar school (Gymnasium) or for technical or business exams as HTX or HHX as mentioned in chapter 4, p.22.

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language use

The German language courses provided by the DSSV to parents of children attending a German school are taught in Danish.

The courses provided by VUC's are also given in Danish, including the courses to learn German as a foreign language.

statistics

In 2014, 85 people attended German language courses provided by the DSSV together with the Alliance of German people in North Schleswig. Statistics on the number of students that follow a German language course at VUC's are not available.

8 Educational research

The Institute of Minority Pedagogy has had the opportunity to employ a PhD-candidate from December 2012 for a period of three years to carry out research on the special pedagogical background of the two languages in the border region. This is the first research that goes deeper into the educational system of the German minority in Denmark and its aim is to give a deeper insight in the field of responsibility of the teachers concerning the bilingualism of the children and to work out a future-oriented view in order to strengthen and encourage the childrens' bilingual language approach. The methods of teaching with the coordinated teamwork of Danish and German language teachers are very important here.

The higher aim of this PhD-research is to qualify teachers in their language awareness and to analyse which methods and teaching materials have been successfully used in the past. Proposals of continuing education, development of new teaching methods and the use of teaching material will be given to promote the German language.

In the past years, there have been researches completed on special details of bilingual language education, e.g. how to deal with the second language in the pupils' writing approach (Westergaard & Kühn, 2009), but the PhD research of the Institute of Minority Pedagogy is the first one to have a focus on teachers' work and teaching methods.

In the last years, the Danish School Association of South Schleswig and the DSSV have made some pedagogical and didactical decisions to support the pupils' language acquisition. New teaching material and teaching methods have been developed.

Teachers have been invited to advanced training courses to have a special focus on the slogan: "We are all language teachers". The DSSV has provided teaching material for

so-called coordinated classes, so that German and Danish teachers work together on their way to literacy.

Naturally, there is a special emphasis on the German language and that is also the reason why a language concept (Sprachenkonzept) has been published, which describes in detail how to deal with this subject. Parents are also involved. When parents send their child(ren) to a German school, they receive a manual which gives tips concerning how to deal with the German language (Sprachförderung – ein Ratgeber für Eltern zweisprachiger Kinder, 2011).

9 Prospects

After World War II, the situation of the German minority and its institutions was very complicated and the relationship between majority and minority was very tense. However, since the Bonn-Copenhagen Declaration in 1955, things have changed.

Today there is a well-established German school system in South Denmark and not only people belonging to the minority choose the school for their children, but also people from the Danish majority. The schools are open for everybody and the fact that children learn the German language by native speakers, makes the schools attractive for parents seeing the advantages of bilingualism. The schools are small schools and parents recognise that teachers work out individual plans for each pupil to help them on their way to reach their goals.

The German language gets more and more influence in the area and is also gaining more importance all over the country. The language ability of the pupils leaving the German schools is recognised as being very good and this again turns out to be a great advantage when these young people apply for jobs in the region.

10 Summary statistics

| age group 7 months - 3 years | age group 3-6 years | total |
|------------------------------|---------------------|-------|
| 185 | 423 | 608 |

Table 4: Number of children in kindergartens run by the DSSV in 2014 by age group (source: Deutscher Schul- und Sprachverein).

| year | German language schools | boarding schools | total |
|------|-------------------------|------------------|-------|
| 2008 | 1,268 | 85 | 1,353 |
| 2009 | 1,280 | 83 | 1,363 |
| 2010 | 1,212 | 89 | 1,301 |
| 2011 | 1,233 | 94 | 1,327 |
| 2012 | 1,247 | 78 | 1,325 |
| 2013 | 1,204 | 84 | 1,288 |

Table 5: Number of pupils in German language schools and boarding schools in the years 2008-2013 (source: Deutscher Schul- und Sprachverein).

| year | German Gymnasium |
|------|------------------|
| 2008 | 137 |
| 2009 | 132 |
| 2010 | 140 |
| 2011 | 134 |
| 2012 | 160 |
| 2013 | 163 |

Table 6: Number of students in the German Gymnasium in the years 2008-2013.

| year | number of students |
|------|--------------------|
| 2012 | 65 |
| 2013 | 51 |
| 2014 | 75 |

Table 7: Number of teacher students at the University College Syddanmark studying German as a foreign language (source: University College Syddanmark).

| year | number of students |
|-------------|---------------------------|
| 2014 | 85 |

Table 8: Number of people attending German language courses provided by the DSSV together with the Alliance of German people in North Schleswig in 2014 (source: DSSV).

References and further reading

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Other websites on minority languages

- 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 Network** www.mercator-network.eu
General site of the Mercator European Network of Language Diversity Centres. It gives information about the network and leads you to the homepages of the network partners.
- European Commission** <http://ec.europa.eu/languages>
The website of the European Commission gives information about the EU's support for language diversity.
- 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>
Eurydice is the information network on education in Europe. The site 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 Stockholm 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.

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