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# German

## The German language in education in South Tyrol (Italy)



\* numerically small language communities

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## Foreword

### *background*

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

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

### *aim*

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

### *target group*

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

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

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

## 1 Introduction

*short historical summary* After the fall of the last Western emperor of Rome in 476 AD, the first Langobards penetrated the central Alps from the south. In or around 556 AD, the Franks invaded the Alps from the west while, circa 600 AD, the Bavarians and the Slavs advanced through the Alps from the north and east respectively. Following this migration, the valleys of the Inn, the Eisack and the Pustertal, as well as the left side of the Etsch valley between Bozen/Bolzano and Meran/Merano, fell to the control of the Bavarians. The lower Etsch valley and the area on the right bank of the Etsch up to Lana fell to the Langobards and the Vinschgau valley fell to the Churwalchen. By 778 AD, the area that would later be known as Tyrol had been entirely incorporated by Charlemagne into his empire. In the years 1004 and 1027 respectively, the rulers of the Holy Roman Empire loaned estates in the Alps to the

bishops of Trento and Brixen. These were passed on by the county authorities and by the middle of the 12th Century the counts of Morit-Greifenstein, Eppan and Tyrol had become the rulers of what is now known as South Tyrol.

The Middle Ages saw the rise of the counts of Tyrol. They acquired the territories of the Bishop of Brixen in 1248 and steadily consolidated their power. In 1363, the last Countess of Tyrol, Margarethe Maultasch, transferred the province to Rudolph IV of Habsburg, Duke of Austria. Despite the Tyroleans' attempts at acquiring independence, the House of Habsburg ruled the province until 1918.

In 1919, South Tyrol, whose population was primarily German-speaking, became a part of Italy.

*population*

Today, South Tyrol's inhabitants number is approximately 460,000. According to the census in 1991 (new data from the 2001 census will be available in June 2002), 67.9% of the population consider themselves German speakers, 27.7% Italian speakers and 4.4% Ladin [Rhaeto-Romanic] speakers. The remainder did not declare to belong to any of these linguistic groups. The German-speaking population preponderates in all the cities and small towns of South Tyrol with the exception of the Ladin valleys where the majority is Ladin-speaking and the capital Bozen/Bolzano, as well as Leifers/Laives, Branzoll/Bronzolo, Salurn/Salorno and Pfatten/Vadena, where the majority is Italian-speaking.

*language status*

On 10 September 1919, the Tyrol south of the Brenner Pass was ceded to Italy in the Treaty of Saint-Germain. The peace treaty did not include any injunctions for the protection of the German minority. However, on 1 December 1919, King Victor Emanuel guaranteed 'careful preservation of local institutions and self-governance' for the new provinces. Nonetheless, pre-fascist Italy granted no autonomous rights to the South Tyroleans.

On 28 October 1922, Benito Mussolini's fascists began their march on Rome. The fascists emblazoned the annihilation of the German minority on their banners from the very start.

From November 1922 onwards, the fascist prefects forbade the teaching of German in schools, making it punishable by law. Teachers who were caught teaching German were imprisoned and afterwards banished to convict islands or to remote areas of southern Italy. All German teachers were relieved of their duties or were moved to the Italian provinces; all German officials were fired, replaced by a policy of 'Italians only'.

In 1923, all place names were Italianised and the name 'Tyrol' was forbidden. All German economic associations (workers' and farmers' unions) and all German clubs and societies (alpine, gymnastic, etc.) were dissolved and their property confiscated. All public announcements, signposts, signs and shop names had to be in Italian. Everything German was banished from public life. In 1923, the Italian school system was reorganised according to the 'Legge Gentile'. In 1925, Italian was decreed to be the only official language.

When the public schools were 'Italianised', South Tyrolean Germans responded by calling for 'private schools and home education'. This marked the birth of the 'catacomb schools'. Starting from 1925, these schools underwent a systematic and thorough organisation. According to Canon Michael Gamper, the leader of the South Tyrol catacomb schools, 'Every house, every cottage must become a school, every room must be a school room where children take instruction in their mother tongue'.

The illegal catacomb schools prepared the way for the reconstruction of South Tyrol schools after the Second World War and for a teaching staff with many assistants.

After the Berlin Agreement of 23 June 1939 between Hitler and Mussolini concerning the resettlement of the South Tyrol Germans, German education underwent an unintended revival. Official German-language courses for children whose parents opted to immigrate to Germany were at the centre of this revival. During the time of the German occupation, from 1943 to 1945, power relationships were reversed and German-language courses developed into the Deutsche Schule Südtirol [South Tyrol German School].



On 5 September 1946, on the fringe of the Paris Peace Conference, the “Gruber-Degasperi” or Paris Agreement between Austria and Italy guaranteed the protection of South Tyrol. The agreement guaranteed the German-speaking inhabitants of the new province of Bozen/Bolzano ‘full equality of rights in relation to Italian-speaking inhabitants within the framework of special measures to be taken for the protection of ethnic characteristics and the cultural and economic development of the German-language group’. The ‘citizens of German tongue’ were granted not only elementary and intermediate -school instruction in German (Par. a) but also ‘equal use of German and Italian in public offices and official documents as well as in place names.

In the late 1950s, and at the beginning of the 1960s, there were many bombing attacks on fascist monuments, police stations and the roads network. The most famous of these took place on 11 June 1961 in what was dubbed “the night of fire”. Over 40 transmission towers were blown up. These attacks were not attempts on people’s lives but rather a means to acquire the undivided attention of Europe insofar as the attacks were given broad national and international coverage by the media. During those years, more than 100 people were arrested with many sentenced to long terms of imprisonment. Some were also tortured and died in prison. The first Autonomy Statute of 1948 held to the principle that Italian would remain the official language in the Trentino-South Tyrol region. The very opposite principle, namely that of equal rights as upheld by the Paris Treaty, was expressed in the new Autonomy Statute of 20 January 1972: ‘In the region, the German language is given parity with the Italian language which is the official language of the State’ (Art. 99). Thus, in South Tyrol, German was granted an official status equal to that of the official state language.

*status of language  
education*

After the Second World War, German primary education in South Tyrol had to be rebuilt from the ground up. Through Decree No. 555 of 1947, it was the State that regulated organisation of the elementary schools for the German-

speaking minority. However, it took almost three decades before all teaching posts could be filled with trained teachers. The *Einheitsmittelschule* [comprehensive intermediate school] was introduced in 1962 and applied universally throughout Italy.

With the new Autonomy Statute of 20 January 1972, the authorities in Rome placed responsibility for the education of all three of the ethnic groups in South Tyrol in the hands of the Autonomous Province of Bozen/Bolzano. Primary jurisdiction was granted for kindergartens, public assistance for schools, school construction and vocational education or training. South Tyrol obtained secondary jurisdiction for teaching in both primary and secondary schools. Matters such as employment rights and the payment of teachers remained in the hands of the State. By this means, South Tyrolean schools lost, at least in part, their dependence on Italian schools legislation and regulation. Additionally, provincial school boards were established in 1975.

Provincial Law no. 48/1983 reformed and established intermediate-school curricula and the subjects and hours taught. Several subjects like geography or history were adapted to suit the situation in South Tyrol.

Provincial Law no. 64/1988 introduced a South Tyrol primary-school curriculum that resulted in new educational forms based on reform-minded educational principles. The new primary-school regulations (Provincial Law no. 25/1993) attempted to fulfil these educational principles by changing the way education was organised.

On 1 January 1996, as support for 'dynamic' South Tyrolean autonomy, the jurisdiction of state officials over the areas of employment rights and teacher salaries was transferred to the Autonomous Province. Agreement with the Ministry of Education was no longer necessary with respect to the development of schools and teaching positions. Provincial laws could now alter the subjects and hours taught, as well as the curricula and exams, in order to suit individual language groups and introduce additional subjects.

*education system*

Since the change of government in Italy in September 2001, the Minister of Education has been working on a far-reaching reform of the education system which is to commence as early as the school year 2002/3. The new concept provides for compulsory education or the right to education up until the age of 18. It would allow everybody to obtain the upper secondary leaving certificate or a vocational qualification.

Education will still be divided into a basic level, consisting of 5 years of basic education and three years of intermediate school, and a secondary level. However, in the secondary level, the pupils will be able to choose between upper secondary schools (gymnasium) which provide general education lasting 5 years and vocational schools lasting 4-5 years. Both school types give access to university or schools of further education. Moreover, the minimum age for pre-school will be 2½ years old and for primary school 5½ years old. These measures will guarantee that students finish their secondary level by the age of 18 as is presently the case in most European countries. Another new measure is the introduction of a foreign language from the age of 6 onwards. In South Tyrol, this will simply mean that the subject of Italian (or German) as second language will start one year earlier than in the past.

While the introduction of the vocational school with the dual system represents a major renewal for the rest of Italy, this has been common to South Tyrol for the last few decades. As a result of this reform, diplomas in vocational education from the area will be valid throughout the whole of Italy and thus the whole of the European Union.

The reforms do not bring any substantial changes to South Tyrol and its German schools. All competences in the area will be maintained.

*private and public*

Private schools are in the minority in South Tyrol. The Catholic Church and the schools that support it offer a very specific contribution to education. Legislative Decree no. 297 of 16 April 1994, Art.355, granted legal recognition to private schools which complied with State requirements for

subjects and hours taught, teachers' and headmasters' qualifications and school structure. In this way, private schools supported by the Church were accorded the same rights as public institutions with State-validated credentials and examinations. The Church and the religious orders have taken advantage of the opportunities open to them under constitutional law and have set up five schools with German as the language of instruction. These private schools include intermediate and secondary schools and one school with a *Pädagogisches Gymnasium* [a secondary school with a bias towards the humanities, educational theory and psychology]. Since these private schools have taken on the curricula of public schools, language instruction and the teaching of other subjects in private schools do not differ from those in the State intermediate schools or secondary schools. Meran/Merano has had a Waldorf School since the autumn of 1985. It provides instruction for years one to eight inclusive. It is not legally recognised and has been given the status of home education in which parents provide their children's education. Consequently, students have to take their final exams at public primary and secondary schools.<sup>1</sup>

*forms of bilingual education*

For the German-speaking population of South Tyrol, education at kindergarten, primary, secondary and vocational schools is given in German. Italian, the second language (now taught from the first year of primary school), and one foreign language (English from the second year of intermediate school) are both taught in all schools.

Only higher-vocational training and the university offer bi- and trilingual educational curricula. The vocational school for health professions is bilingual. Some of the courses are taught in German, others in Italian.

The Free University of Bozen-Bolzano offers some courses of study in three languages (German, Italian and English).

*administration*

The Autonomy Statute for South Tyrol of 1972 gives the province various options for influencing the development of its school. The Province of Bozen/Bolzano possesses primary legislative powers in the areas of school administra-

tion, welfare and construction, all matters relating to kindergarten, as well as vocational training and education. South Tyrol regulates these areas on its own, independent of State laws.

The province has secondary legislative powers in the area of education at the primary and secondary school levels. The province can regulate these areas with its own laws but they must comply with the principles laid down by the State. This means that it is possible to adapt State norms to local needs (e.g. curricula, subjects and hours taught and school calendars). South Tyrolean groups of experts have either planned curricula or are in the process of developing them for each level of education.

The first curricula to be completely revised were those for primary school (Provincial Law no. 64 of 30 December 1988)

The next stage was the Provincial Curriculum Commission's revision of the upper secondary school curriculum. However, only the curricula for German and Italian as subjects presently have legal validity for the first two years of school (Provincial Law no. 5 of 9 August 1994). All other curricula were submitted to the ministry as a 'Landesschulversuch' (provincial school experiment or set of trial activities) and published as 'Curriculum for German Secondary Schools in South Tyrol, Landesschulversuch'. The framework law for the autonomy of schools and the proposed school reform led the Provincial Curriculum Commission to set the work itself aside while waiting for the development of relevant regulations.

The Autonomy Statute of 1972 turned all South Tyrol schools into public provincial schools that remain within the State school system because they comply with State guidelines. This guarantees that education is uniform and that all diplomas are valid within Italian national territory.

Each ethnic group in South Tyrol has a political representative in the provincial government for matters relating to schools and since 1975 each group has had its own administrative office led by a *Schulamtsleiter* [head of the school board/local education authority]. The provincial

government appoints them in collaboration with the Ministry of Education. The appointments are for five years and can be extended. The German school board is responsible for the administration of kindergartens and primary and secondary schools where the language of instruction is German. The administration for job training lies with Provincial Office 20: German and Ladin Job Training.

Several different authorities hire school staff because of the special legal situation of the schools in South Tyrol. Teachers, administrators and inspectors of public primary and secondary schools are State officials but the province is in charge of personnel administration. Consequently, the provincial administration can use its own laws and its own collective wage agreement to adapt employment rights and teacher salaries to its particular requirements.

The provincial administration allocates school administration personnel, technical personnel, temporary staff and assistants for students with disabilities to individual schools. Teaching and administrative personnel and the inspector of the kindergartens and vocational schools are appointed by the province which has primary jurisdiction in this area.

*inspection*

The inspectors of the primary and secondary schools are State officials but are supervised by the province and, according to Provincial Law no. 10, Art. 8, of 23 April 1992, they belong to the staff of the head of the school board. Their primary tasks are in the areas of co-ordination and guidance and they also deal with school development. The authority to issue directives is not part of the inspector's job. The German school board is assigned one inspector for the kindergartens, two for the primary schools, three for the secondary schools, one for second-language instruction and one for Catholic religious education. The head of the school board can make arrangements for temporary inspection assignments and hire experts for special tasks, for example, in the area of integration of students with disabilities or in health education.

Due to the province's primary jurisdiction in the area of kindergartens, kindergarten inspectors have administrative

and directive tasks alongside those that are educational and didactic.

*support structures*

In addition to the administrative departments of the school board, the Pedagogical Institute and the Cultural Institute, there are also teachers' associations that support both schools and teachers.

In addition to offering guidance on educational matters, as well as generating curricula, education programmes and course schedules, the German school board handles such things as the integration of disabled students, school-improvement activities and technical administrative tasks.

The Pedagogical Institute is responsible, together with the German school board, for educational material and curricula for German instruction and for the professional development of teachers. It is an institution of the provincial government that was created in order to stimulate educational innovation and to support and advise the schools and individual teachers.

The teachers in the German schools are organised into two occupational associations through which they participate actively in the development of South Tyrolean schools. The Katholische Südtiroler Lehrerbund [Catholic South Tyrolean Teachers' Association] or KSL is the professional organisation for the primary school teachers of the German and Ladin schools. Among its primary tasks are the development and representation of the political interests of the profession and the religious guidance of the teachers.

The Arbeitskreis Südtiroler Mittelschullehrer [Working Group of South Tyrolean Intermediate school Teachers] or ASM sees itself as a grassroots, democratic professional association that pools the concerns and opinions of the teaching staff so that these can become an impetus for change in school politics and development. Within the context of an ever-changing school and social situation, it attempts to represent the professional interests of the teachers across party and union lines.

The South Tyrol Cultural Institute organises cultural events for students, teachers and other interested adults, particularly on linguistic and literary matters.

## 2 Pre-school education

### *target group/ structure*

South Tyrol's kindergartens are institutions for children from the age of three to six. In the new system children will be able to start when they are 2½ and finish at the age of 5½. Attendance is voluntary. Parents pay a monthly fee for running costs.

### *legislation*

The Autonomy Statute grants the Province of Bozen/Bolzano primary legislative jurisdiction over the kindergartens. In 1976, on the basis of this jurisdiction, the South Tyrolean Assembly enacted a system of laws regarding kindergartens. In 1989, the Province of Bozen/Bolzano created its own educational programme for kindergartens.

### *language use*

The Autonomy Statute states that instruction in kindergartens must take place in the children's native language and that teachers must be native speakers of the children's language. In addition to the public German-language kindergartens, there are three legally recognised, private German-language kindergartens and one that is not legally recognised since it does not comply with state and provincial laws.

### *statistics*

	<b>Kindergarten headships</b>	<b>Kindergartens</b>	<b>Departments</b>	<b>Children</b>	<b>Kindergarten teachers and assistants</b>
<b>Public</b>	8	248	508	10,996	1,15
<b>Private</b> (legally recognised)	3	3	-	111	9

Table 1: Figures of German pre-school education (Source: German School Board, 2001).



### 3 Primary education

<i>target groups</i>	<p>As is the case throughout Italy, compulsory education in South Tyrol begins at the age of six. The first five years are primary school years and are free of charge.</p> <p>In the new reform, primary school (5 years) will make up the basic level, together with the intermediate school (3 years) The minimum age children can start primary school will be 5½. The intermediate school will be described in the following section.</p>
<i>law/structure</i>	<p>In the area of compulsory education the State provides the framework laws. However, the curriculum is adapted to the special situation in South Tyrol and, consequently, the province provides its own curriculum for German-speaking primary schools.</p>
<i>language use</i>	<p>From the second year of primary school (and with the reform of 2002 from the first year onwards), four to five hours of instruction in the second language – Italian – are compulsory. German as a subject is studied approximately five hours a week. All other subjects are taught in German by German native speakers.</p>
<i>teaching materials</i>	<p>The right guaranteed to students by the Autonomy Statute to be taught by native speakers of their own language implies that the schools have an obligation to provide German textbooks as well as German instruction.</p> <p>Textbooks from Austria, Germany and Switzerland offer teachers a broad selection but, because of the differences in curriculum, these texts do not correspond entirely to the needs of South Tyrol's students in many subject areas. For some subjects it is impossible to make use of textbooks from other countries. This is true of Italian as a second language and for many subjects in vocational secondary schools (law, applied economics, etc.). Historical, geographic, social and economic aspects of South Tyrol also have to be given adequate coverage.</p>

Some educational material is generated by the German school board in collaboration with the Pedagogical Institute and the teachers' associations and some of this is bought from other German-speaking countries and adapted to South Tyrolean conditions.

The choice of textbooks is up to the teaching staff of the individual schools.

*statistics*

Starting in the 2001–02 school year, the school distribution plan combined most primary school headships with intermediate school headships to form the what is known as 'Stufenübergreifende Schulsprengel' [Primary and Intermediate schools]. Over the next five years, all primary and intermediate schools will be combined in the same way. For statistics see below.

## 4

## Secondary education

### ***Secondary level I: intermediate school***

*target group/  
structure*

The second segment of compulsory education (from ages 11 to 14, in the new reform half a year earlier) takes place in intermediate school, a comprehensive school that gives all children in the same age group a general education, free of charge. Intermediate school has the task of educating young people according to the principles of the constitution, to prepare them for life and to offer assistance in orientation toward a choice of profession or further study. The leaving certificate provides access to upper secondary school and vocational education.

*legislation*

Comprehensive intermediate schools were introduced throughout Italy in 1962. The curricula prescribed by the State contained very few adaptations to the specific situation in South Tyrol.

The state curricula were translated into German in 1983 in the course of the intermediate -school curriculum reform. Moreover, the ethnic minorities in Italy, and therefore also the German community in South Tyrol was able for the first

time to make its own input in specific areas, particularly in the subjects of history and geography (Provincial Law 48/1983).

In addition to the public intermediate schools there are five legally recognised private intermediate schools that are supported by Church institutions and one intermediate school that is not legally recognised as it does not comply with state and provincial laws.

*language instruction* In the second year of intermediate school, students receive instruction in English for three hours a week in addition to their second-language instruction [Italian] of about five to six hours a week. The students' native language [German] is taught as a subject for five to six hours a week. All other subjects are taught in German.

*teaching materials* In intermediate schools, as in primary schools, teaching materials are in part developed locally and in part bought from German-speaking countries.

*statistics*

	<b>Grundschulsprenzel [Primary schools]</b>	<b>Stufenübergreifende Schulsprenzel [Primary and intermediate schools]</b>	<b>Intermediate schools</b>	<b>Total</b>
Headships	13	45	4	62
Students	6,504	23,951	1,846	32,301
Teachers	871	3,355	254	4,48

Table 2: Figures of public German primary and intermediate schools (German school board, 2001).

\* Most primary school headships were combined with intermediate school headships in 2001

<b>Private, legally recognised intermediate schools</b>	
Headships	5
Students	611
Teachers	56

Table 3: Figures of private, legally recognised intermediate schools (German school board 2001).

<i>target group/ structure</i>	<p><b><i>Secondary level II: secondary school</i></b></p> <p>After taking the state final exam for intermediate school, and to complete their compulsory education, students must study for one more year, either in upper secondary school or a vocational school.</p> <p>Essentially, the original structure of the secondary schools goes back to the Gentile reform law of 1923. Over the course of the 1980s and 1990s, secondary school was transformed in terms of content and structure in its orientation and focus through a series of Schulversuchen [experiments or trial activities]. The 2002 school reform plans still include a five-year upper secondary school free of charge. However, the wide range of different study courses at individual schools will be reduced and eight school types that provide general education will be established. Each five-year period of upper secondary school ends with a state final exam. The graduation diploma from such a school usually permits the student to enter any university and study any subject.</p>
<i>legislation</i>	<p>The framework directives for instruction in the upper secondary schools are received from the State. South Tyrol, however, is allowed to adapt the curricula to its own situation and needs.</p>
<i>language use</i>	<p>Just as there are kindergartens, primary schools and intermediate schools, there are also upper secondary schools for the German-speaking population.</p> <p>Moreover, in South Tyrol, there are three legally recognised upper secondary schools that are supported by Church institutions. There is also a provincial hotel school with a legally recognised course of study whose curriculum has been adapted to South Tyrolean circumstances like that of the other upper secondary schools.</p>
<i>teaching materials</i>	<p>The schools buy most of the teaching materials from</p>

German-speaking countries. In the case of specific subjects, for example law or tax law, it is South Tyrolean experts who develop the materials relevant to South Tyrol.

*statistics*

<b>Upper secondary school headships</b>	<b>Students</b>	<b>Teachers</b>
26	11,503	1,498

Table 4: Figures of German upper secondary school education (German school board 2001).

<b>Private, legally recognised upper secondary schools</b>	
Headships	4
Students	582
Teachers	84

Table 5: Figures of private, legally recognised upper secondary schools (German school board 2001).

## 5

### Vocational training

*target group/  
structure*

**Provincial vocational schools:**

Starting in the 2002–03 school year, vocational training will undergo a change of concept. Following intermediate school, a one-year orientation year will follow in which students will be given the opportunity to get a taste of various different professions. Afterwards, students can decide to opt for either a dual educational system with apprentice training or choose a vocational school. Training lasts three to five years and is received as units of instruction or in the form of weekly visits to the vocational school plus apprentice work. Vocational school ends after two years with a certificate of proficiency or vocational diploma and then offers opportunities for specialisation. Those who wish to study hotel administration and gastronomy can attend the relevant two-year school and, following three more years in the provincial hotel school, they can take a state exam for certification as a hotelier.

***Provincial technical schools:***

After intermediate school, students can also choose to attend a provincial three-year technical college for forestry, agriculture or home economics. All of these schools conclude with a final exam and a diploma, enabling such graduates to engage in their chosen profession after obtaining the relevant experience.

<i>legislation</i>	The province has primary legislative jurisdiction over vocational and technical schools. (Law(s)1972 Autonomy Statute).
<i>language use</i>	Instruction is given in German as in primary, intermediate and upper secondary schools. Normally, only German children attend a German school although Italian native speakers also have the right to attend German schools.
<i>teaching materials</i>	As in state schools, the schools develop some of the teaching materials for vocational and technical schools while some of these are bought from German-speaking countries.

*statistics*

	<b>Vocational schools</b>	<b>Schools of forestry, agriculture and home economics</b>
Headships	12	6
Students	6,725	493
Teachers	605	196

Table 6: Figures of provincial vocational and technical schools (German School Board 2001).

## 6 Higher education

<i>structure</i>	<p>In the new educational system, higher education will consist in university and further higher education.</p> <p>The Free University of Bozen-Bolzano was founded in October 1997. Currently, the university offers the following courses of study: Education (kindergarten and primary school teachers and educators), Social Sciences, Economics and Management, Tourism, Design and the Arts, Computer Technology and Engineering.</p> <p>In addition, there is the School of Higher Education for Health Professions ('Claudiana').</p>
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*legislation*

The use of the languages has been laid down in the Statute of the Free University of Bozen/Bolzano, approved via the decision of the Foundation Council, no. 148 of 10.05.2001, published in the Gazette no. 204 of 03.09.2001 and effective from 18.09.2001 as shown in Section 2, Subsection 6. In view of the international structure of the university and the didactic requirements resulting from multilingualism, room has been made for foreign languages, particularly English, alongside the use of locally spoken languages. The use of languages is laid down in internal rules which can also provide for the separate use of the above languages if this is of service to working and studying.

*language use*

The teaching staff at the Free University of Bozen-Bolzano is primarily international. Lectures are given in German, Italian and English, except for courses for the professions of kindergarten and primary school teacher which are given separate courses of study in German, Italian and Ladin for the respective candidates. For German-speaking primary teacher candidates, German is not only the teaching language but is also studied as a subject. Additional training in didactics is provided in this field for those who go on to teach German as a second language in South Tyrol's Italian primary schools. Future Ladin teachers study Ladin as a subject (20% of the course) and attend half of the other lessons with Italian-speaking students and half of the other lessons with German-speaking students. The German-speaking students only receive instruction in German as they will not be teaching Italian or Ladin as a language. The technical college for health professions is bilingual: instruction for nurses, carers, physiotherapists, etc. is given alternately in German and Italian.

*teacher training for kindergartens and primary schools*

As mentioned above, the Education Studies Faculty of the University of Bozen-Bolzano offers four-year courses of study for kindergarten and primary school teachers. A secondary school diploma is a prerequisite for attendance. Before these university courses were introduced throughout Italy students could become a primary teacher at the age of



18 after having attended a special upper secondary school for primary teachers. In 2002 the first crop of students from the university in Bozen/Bolzano will graduate and so will the first primary school teachers with a university degree.

*teacher training for secondary schools*

Candidates for education degrees to teach in secondary schools usually train in neighbouring German-speaking countries (mainly Austria). In Italy, training for secondary-school teachers was not available until the university reform of 1996 when specialist post-graduate courses were introduced that included internships. A standard university degree for the subject a student wanted to teach was considered adequate at secondary level. In the autumn of 2002, the University of Bozen-Bolzano will also begin offering such teacher-training courses at the German schools. Although this has been planned, it was still not certain whether these courses would really start when this document went to print (May 2002).

*in-service training*

At the provincial and regional level, the German School Board and the Pedagogical Institute are primarily responsible for the in-service training of teachers at all German schools. Teachers' associations, the Cultural Institute and, in some areas, the university can also become involved. Through the autonomy of the schools, more in-service training will be organised by the schools and teaching staff themselves.

*statistics*

<b>University of Bozen-Bolzano</b>		
Total enrolled	Faculty of Education Studies	German as a subject
1,6	650	290

Table 7: Figures of enrolment at the University of Bozen/Bolzano (2001)

<b>School of Higher Education for Health</b>
Total number of students
586

Table 8: Figures of the school of Higher Education for Health (2001)

## 7

## Adult education

There are many courses in South Tyrol in further German-language education. In the brochure “Zeit für Weiterbildung” [Time for Advanced Education], published annually by the provincial office for advanced education. There are now no fewer than 41 education organisations offering more than 2,000 courses in total in the areas of professional education, Zweiter Bildungsweg – [adult education], languages, leisure activities, art, culture, health themes and social issues.

The German courses offered are directed at native speakers (especially those wishing to learn technical vocabulary) and people who would like to acquire German as a second language or as a foreign language.

## 8

## Educational research

The main object of research is that of native speaker abilities in standard German. A German dialect is spoken outside school and the switch to standard German is experienced as being difficult for children, especially speaking. Therefore, it is felt that native-speaker abilities in standard German need to be enhanced. Schools are the only environments where students can practice standard German. Working together with the Pedagogical Institute, the German school board assembles the curricula for native-speaker instruction and generates the teaching materials for the German-language schools. In the future, the German school board plans to formulate new standards to enhance the native-speaker capabilities of the students.

In 1994, within the context of an international study on reading (International Association for the Evaluation of

Educational Achievement), a study was carried out which tested the reading abilities of 14-year-old German-speaking students in South Tyrol. According to this study, the reading abilities of German-speaking students in South Tyrol are about average for Europe.<sup>2</sup>

The *Beobachtungsstelle Sprache* [office which observes language developments] in the South Tyrolean Cultural Institute plans to collect and evaluate scholarly research on the native-speaker abilities of the students in South Tyrol (language facility of students who have graduated from compulsory education, vocabulary research based on student essays and mistakes in expression in texts written by children aged 10–13).

In 1997, the province engaged a team of experts which carried out tests on language knowledge in the final years of primary, intermediate and upper secondary schools. 10 classes from each school level were tested. The result was that 70% of the German speakers had an adequate knowledge of German whereas 30% did not. The results were the opposite in the Italian schools: 70% did not have an adequate knowledge of the German language while 30% did.<sup>3</sup>

Until now, little additional research had been performed on German in the German community itself.

## 9

### Prospects

At the end of World War One, the borders between Austria and Italy were redrawn and from that time onwards the citizens of the German community were in the minority.

The 1920s and 1930s were characterised by an immense suppression of German language and culture.

Within the context of post-war reconstruction, South Tyrol focussed in the first instance on rebuilding German schools. The most important thing for the population was to have schools in the mother tongue where both teachers and students were able to use the same language

The educational system has flourished in South Tyrol over the past 50 years and the establishment of schools in the mother tongue has proved to work very well. The German schools in South Tyrol also teach the second official language (Italian), performed by teachers whose native tongue is Italian, as well as one or more foreign languages from secondary level on.

Schools in the mother tongue are seen as essential for the linguistic and cultural survival of the German community and are regarded as the cornerstone of the autonomy of South Tyrol.

The principle of teaching in the mother tongue also applies to the Italian community. Students learn German as a second language, taught by teachers whose native tongue is German, as well as one or more foreign languages from secondary level on.

Both communities therefore share the same opportunities and options. The pupils can attend the school of their choice. Experience shows that children from bilingual families mostly attend German schools.

Recently new developments have emerged whereby above all the Italian community is demanding more bilingual tuition. According to these concepts, part of the school subjects should be taught in the mother tongue while other subjects should be given in the second language of the country. As the German community speaks with a dialect, introducing bilingual tuition would mean taking away their only possibility to learn the standard language. Many examples in Europe show what missing or failing tuition in the mother tongue can lead to.

The South Tyrol school system is considered the best solution for the German minority because it assures that minority the full right to use its own language. It is a school system which includes every opportunity for students to be taught in their mother tongue, in which the official national language can be learnt and in which foreign languages are part of the curriculum to keep abreast with the rest of

Europe. As stated in the report, major challenges are the language abilities of the schoolchildren and the quality of tuition, to ensure that the German language and culture can develop to satisfaction.

## 10 Summary Statistics

<b>Pre-school</b>						
	<b>Kindergarten Headships</b>	<b>Kindergartens</b>	<b>Departments</b>	<b>Children</b>	<b>Teachers</b>	<b>Teachers' assistants</b>
Public	8	248	508	10,996	623	528
Private	3	3	-	111	6	3

<b>Primary and intermediate schools</b>				
	Grundschulsprengel [Primary schools]	Stufenübergreifende Schulsprengel [Primary and intermediate schools]*	Intermediate schools	Total
Headships	13	45	4	62
Students	6,504	23,951	1,846	32,301
Teachers	871	3,355	254	4,48

\* Most primary and intermediate schools were combined into one administrative unit in 2001

<b>Private, legally recognised intermediate schools</b>	
Headships	5
Students	611
Teachers	56

<b>Upper secondary schools</b>		
Headships	Students	Teachers
26	11,503	1,498

<b>Private, legally recognised upper secondary schools</b>	
Headships	4
Students	582
Teachers	80

<b>Vocational training</b>		
	Vocational schools	Forestry, agriculture and home economics
Headships	12	6
Students	6,725	493
Teachers	605	196

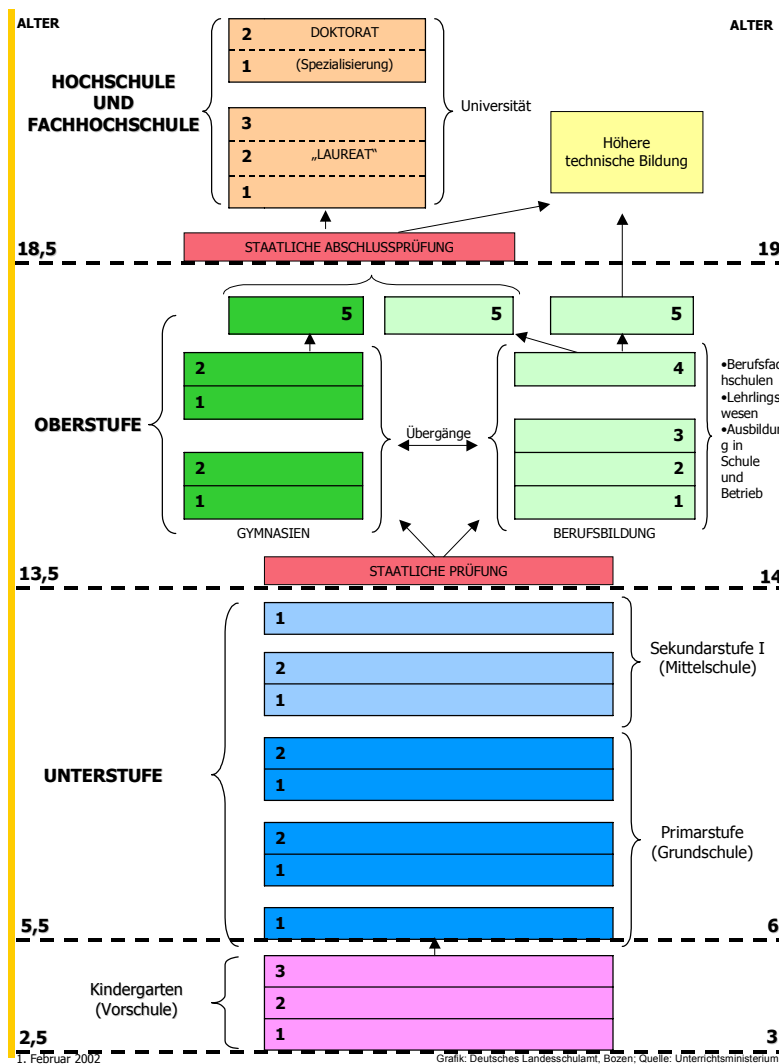
<b>University of Bozen-Bolzano</b>		
Total enrolled	Education Faculty	German as a subject
1,6	650	290

<b>School of Higher Education for Health</b>	
Total number of students	586

## Endnotes

1. The 2002 Schools Reform resulted in dropping the requirement for a final exam at the end of primary school.
2. See: Lesestudie Südtirol- Kurzfassungen – Studio Lettura Alto Adige sintesi, Pädagogisches Institut für die deutsche Sprachgruppe, Istituto Pedagogico Provinciale di ricerca, sperimentazione e aggiornamento per il gruppo linguistico italiano (Istituto Pedagogico Ladin, Bozen, 1994).
3. These results have not been published and only booklets exist on the subject: “Untersuchung über den Zweitsprachenunterricht in Südtirol: 1. Motivation und Kontakte, 2. Methodisch-didaktische Bedingungen der verschiedenen Schulstufen, 3. Zweitsprachkompetenz der Schüler der verschiedenen Schulstufen” Assessorat für deutsche Schule und Berufsbildung, Bozen 1997.

### Educational system in Italy (2002)



- Kindergarten (vorschule) = pre-school
- Unterstufe = basic level
- Primarstufe (grundschule) = primary school
- staatliche prüfung = state final exam
- sekundarstufe I (Mittelschule) = intermediate school
- oberstufe = upper level
- übergang = transition
- berufsbildung = vocational education
- berufsschulen, lehrlingswesen = vocational schools, apprenticeship
- Höhere technische bildung = Further Technical Education
- Hochschule und Fachhochschule = Higher Education

1. Februar 2002

Graphik: Deutsches Landesschulamt, Bozen; Quelle: Unterrichtsministerium

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teaching*

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## Addresses

*official bodies*

### **Deutsches Landesschulamt**

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*pedagogical institute*

**Pädagogisches Institut**

**für die deutsche Sprachgruppe**

39100 Bozen, Bindergasse 29

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<http://www.schule.suedtirol.it/pi/>

*teacher associations*

**Katholischer Südtiroler Lehrerbund (KSL)**

39100 Bozen, Schlernstraße 1

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E-Mail: [kslbz@tin.it](mailto:kslbz@tin.it)

**Landesverein Südtiroler Kindergärtnerinnen**

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<http://www.unibz.it>

*cultural institute*

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- Mercator*                    **<http://www.mercator-central.org>**  
General site of the Mercator-project. It will lead you to the three specialized centres:
- Mercator-Education*    **<http://www.mercator-education.org>**  
Homepage of Mercator-Education: European Network for regional or minority languages and education. The site contains the series of regional dossiers, a database with organisations and bibliography and many rated links to minority languages.
- Mercator-Media*            **<http://www.aber.ac.uk/~merc/>**  
Homepage of Mercator-Media. It provides information on media and minority languages in the EU.
- Mercator-Legislation*    **<http://www.troc.es/ciemen/mercator>**  
Homepage of Mercator-Legislation. It provides information on minority languages and legislation in the EU.
- European Union*            **<http://europa.eu.int/comm/education/langmin.html>**  
At the website of the European Union an explanation is given of its support for regional or minority languages.
- Council of Europe*        **<http://conventions.coe.int/>**  
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- Eurydice*                    **<http://www.eurydice.org>**  
Eurydice is the information network on education in Europe. The site provides information on all European education systems and education policies.
- EBLUL*                      **<http://www.eblul.org/>**  
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