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# Slovene

## The Slovene language in education in Italy

2nd edition



\* numerically small language communities

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2nd edition

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## Glossary

FF	Facoltà di Lettere e Filosofia - <i>Faculty of Humanities</i>
ASMLIT	Scuola superiore di lingue moderne per Interpreti e Traduttori - <i>Advanced School of Modern Languages for Interpreters and Translators</i>
SSIS	Scuola di Specializzazione per l'Insegnamento nella Scuola secondaria – <i>Postgraduate school for teaching in senior secondary school</i>
SLORI	Slovenski raziskovalni inštitut - <i>Slovene Research Institute</i>

## 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 forming a group numerically smaller than the rest of the state's population.

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

### *aim*

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

### *target group*

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

### *link with EURYDICE*

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

information on the administration and structure of education in member states of the European Union. The information provided in the regional dossiers is focussed on language use at the various levels of education.

*contents*

The remainder of this dossier consists firstly of an introduction to the region under study, followed by six sections each dealing 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 with a list of publications.

## 1

**Introduction***language*

Slovene is an Indo-European language with a highly developed inflection (the dual has been preserved). In relation to most other Slavic languages, it has several phonetic, morphological and lexical particularities. Slovene is a fully developed and internally highly articulated modern language. Grammatical, lexical and orthographic codification of the literary Slovene language has a rich legacy, going back to the 16th century (the first Slovene book was printed in 1550). In November 2001 the Slovene Academy of Sciences and Arts published a new Slovene grammar, featuring over 130,000 words. The work is already the sixth Slovene grammar and the first since Slovenia's independence in 1991. In the new state of Slovenia the Slovene language was immediately adopted by the army, government institutions and customs authorities, while its use is continuously expanding to areas opening up thanks to the latest social and technological developments. In fact, interest in Slovene as a foreign language is growing (it is taught in Ljubljana and at about 30 universities throughout the world).

Slovene is the official language of the Republic of Slovenia and the mother tongue of about 2.4 million people, of which about 1.85 million live in the Republic of Slovenia. As a second language, Slovene is spoken by about 11,000 members of the Hungarian and Italian autochthonous minorities in the Republic of Slovenia and by about 140,000 speakers who had moved to Slovenia from former Yugoslavia. They all belong to the group of 1.85 million people in Slovenia.

Despite the small size of the Slovene linguistic area and a reduced number of Slovene speakers, the dialectologists defined 46 clearly formed dialects, belonging to six major groups, which correspond to six Slovene provinces, which are: Koroška, Gorenjska, Dolenjska, Primorska, Rovtarska, Štajerska and Pano nska.

#### *population*

Slovenes living in Italy are one of the Slovene autochthonous minorities living outside Slovenia proper. The other two Slovene minorities live in Austria and Hungary. The Slovene minority in Italy lives in 39 municipalities of the Friuli-Venezia Giulia Region. (*See Maps 1 and 2 and the enclosed list in "Summary Statistics".*) The city of Trieste is the capital of the province with the same name, which together with the provinces of Udine, Pordenone and Gorizia forms the Region of Friuli-Venezia Giulia (in Slovene: Furlanija- Julijska krajina).

The first Slovenes, who as a minority became an integral part of Italy, were the 35.000 inhabitants of the Friulian Slavia, a territory now belonging to the province of Udine on the border with Slovenia. In 1866 after a plebiscite the population of this area decided to join Italy. After World War I, Italy was given Trieste and Gorizia with their hinterland, which included also a part of the present Republic of Slovenia, and the Canale Valley, the northernmost part of the present province of Udine near the three borders between Italy, Slovenia and Austria. Soon after the end of the war the Italian authorities started a denationalisation policy, which after the establishment of the Fascist

regime became systematic and cruel. After World War II Gorizia and Trieste became part of Italy, while their hinterland became part of Yugoslavia.

Today Slovenes in Italy live in the cities of Trieste and Gorizia, but their presence is very strong (more than half of the population) in the surrounding municipalities of San Dorligo della Valle/ Dolina, Monrupino/Repentabor, Sgonico/Zgonik, Doberdò del Lago/Doberdob, Savogna d'Isonzo/ Sovodnje ob Soči and San Floriano del Collio/Števerjan. In the province of Udine the Slovenes live mainly in the area of the Natisone and Torre river basins, the Resia and the Canale Valley.

The Italian State did not completely recognise the Slovenes in the province of Udine till the adoption of the global protection law in 2001. This lack of recognition led to adverse consequences for the use of the Slovenian language in general and for the field of education in particular.

There is no official record of the size of the Slovene community in Italy and geographic coverage of the Slovene language. Assessments mentioned below refer to the survey on interethnic relations, which was conducted in the autumn of 2002 by SLORI (Slovene Research Institute in Trieste) in cooperation with the nationally recognised opinion poll agency SWG based in Trieste.<sup>1</sup> The population of Slovene nationality (including dual nationality) is estimated at about 95,000. The Slovene language is spoken by over 100,000 inhabitants of the area surveyed, while almost 183,000 inhabitants understand it.

The Slovenes in Italy are a very dynamic and active community which developed its activities in all social fields: culture, sports, economy, mass media, politics.<sup>2</sup>

Already in the period of the Habsburg Empire the Slovenes in the territory of Trieste and Gorizia were well organised. With the strengthening of a sound economic basis, social differences between the Slovenes and the Italians were slowly disappearing: the financing of minority cultural and political activities along with the creation of new jobs in a



Slovene environment helped to avoid assimilation. The Fascist authorities put an end to all these activities. After World War II the Slovene minority with Yugoslav assistance was able once again to establish an economic basis. The Slovenes in Italy were particularly successful in the field of handicraft, catering, trade and banking. In rural areas agriculture is still alive, especially in the province of Gorizia. Because of the strong presence of commercial activities on the Italian-Slovene border and in view of Slovenia's imminent accession to the EU, the knowledge of both languages is a big advantage for the Slovenes in Italy. On the territory of the Friuli-Venezia Giulia region where Slovenes live, the Slovene language is used both in the literary and the dialect form. Dialects are divided into groups: the dialects of Zilje, Resia, Torre Valley, Natisone Valley, Brda and Kras. Educational activities take place in the Slovene literary language, except for the territory of Friulian Slavia, where the local dialect is used as well. That means that in Friulian Slavia, literary Italian, literary Slovene and the Slovene dialect are all used as languages of instruction. In everyday life literary language, spoken language and dialect are used.

#### *language status*

The right to use Slovene in public is regulated by several pieces of legislation arising from national and regional laws, municipal and provincial statutes and decisions, measures of the Allied Military Administration and from acts of international law.

With Law 482/1999 (law No. 482 of 15 December 1999 "*Regulations on the Protection of Historical Linguistic Minorities*," published in the Official Journal of the Republic of Italy No. 297, 20 December 1999) and particularly with Law 38/2001 (law No. 38, 23 February 2001 "*Regulations on the Protection of Slovene Linguistic Minority in the Region of Friuli-Venezia Giulia*," published in the Official Journal of the Republic of Italy No. 56, 8 March 2001) the right to use Slovene in public in the terri-

tory settled by the Slovene minority has been more or less fully regulated by the state legislator.

Pursuant to Law 482/1999, the right to use Slovene in public is regulated by several articles (articles 7., 8., 9. and 10), which apply also to Italian citizens who belong to the Slovene linguistic minority, unless differently regulated by Law 38/2001, which must be taken into account as well.

Law 38/2001 deals in particular with the question of the use of the Slovene language in the following articles: Article 8, regulating the *use of the Slovene language in public administration*; article 9, *regulating the use of the Slovene language in elected bodies*; and article 10, *regulating public education and toponymy*. The aforementioned articles also regulate the right of individuals to use Slovene publicly in their relations with public officials (who must answer in the same language), the use of Slovene in joint or collective bodies and in elected assemblies and in the so-called “visual bilingualism.” The law thus envisages a number of active implementations and acknowledgements of the bodies of public administration concerned. In this respect we should mention the decision which stipulates that the administrations concerned, including state administration, should implement all measures required to efficiently apply the right relating to the use of language in the territory where the minority is traditionally settled (including the provinces of Trieste, Gorizia and Udine), leading to the offices of such administrations employing qualified personnel and their internal organisation being adapted to this effect. In the city centres of Trieste, Gorizia and Cividale del Friuli, each administration concerned is to establish an office, also in the form of a consortium, intended for the citizens, even for those who do not reside in the territory that, in conformity with the stipulations of Law 38/2001, is included in the area traditionally settled by the Slovene minority. This is intended to give them the opportunity to exercise the rights stipulated by article 8 of the Law on the global protection of the Slovene minority.

The greatest problem that must be overcome in order to fully apply the stipulations of Law 38/2001, laying down the right to use Slovene in public (Articles 8 to 10), is to define the territory where the law is to be enforced. The territory has not been defined yet and no list has been drawn up of municipalities and their districts that would have to be included in the territory traditionally settled by the Slovene minority. Furthermore, no Presidential Decree has been issued by the regional government to determine, also on the basis of the aforementioned list, the area on which the so-called visual bilingualism is to be applied (Article 10).

Due to these delays in the implementation of the legislative provisions, measures which have already been adopted for the implementation of the right to use Slovene in public remain valid (paragraph 7, Article 8 of Law 38/2001). In addition Law 38/2001 sets out a clear formulation of Article 28, "Final Provisions", which envisages that no legal stipulation can be interpreted in a way that would lower the already acquired level of protection of the Slovene minority. In this spirit, the first paragraph of Article 28 guarantees that by taking into account the stipulations of this Law, all protection measures, which have already been implemented to enforce the Special Statute annexed to the London Memorandum of 5 October 1954, shall remain valid. This is invoked by Article 8 of the agreement between the Republic of Italy and the Socialist Federal Republic of Yugoslavia, including annexes, ratified at the time of the signing of the agreement between the two parties, including annexes, as the final act and exchange of notes signed at Osimo (Ancona) on 10 November 1975, in compliance with Law No. 73 of 14 March 1977.

By invoking the protection measures which are already in force, we must draw attention to the situation in some municipalities of the provinces of Trieste and Gorizia (Duino-Aurisina/Devin-Nabrežina, Monrupino/Repentabor and San Dorligo della Valle/Dolina in the Trieste province and Doberdò del Lago/Doberdob, Savogna d'Isonzo/Sovodnje ob Soči and San Floriano del Collio/Števerjan in

the Gorizia province) where the measures have been implemented to guarantee the right to use the Slovene language in public. In the Trieste province these measures included an executive order, even though of a modest and administrative nature, sanctioned by the stipulations of the London Memorandum (providing for a limited number of bilingual signs and posters also in Slovene in the municipalities of the Trieste province, including several marginal areas of the main municipality) and by continued application of regulations, which have been in force since the time of the Allied Military Administration, which operated in Trieste until 1954 (AMA Decree No. 183, 2 September 1949 on the use of Slovene in the municipalities of Duino-Aurisina/Devin-Nabrezina, San Dorligo della Valle/Dolina, Sgonico/Zgonik and Monrupino/Repentabor).

More freedom to exercise the right to use Slovene in public has been granted also by several judicial orders. Let us not forget the activities of the Regional Administrative Court of the Region of Friuli-Venezia Giulia which more than once ruled in favour of minority rights (e.g., Decision RAC of FVG No. 789, 15 November 1997, acknowledging the complaint of ZSKD – Association of Slovene Cultural Societies regarding the alleged "impossibility of distributing the contributions because the application was not written in the Italian language") and in particular the ruling of the Constitutional Court, which, after the initial restrictive interpretations of the 1960's, adopted a more favourable position towards the granting of rights to the Slovene minority mirrored in its ruling No. 28, 11 February 1982, defining the Slovene minority in the Trieste province as a recognised minority fully entitled to minimum protection of the right to use the Slovene language. This led to Article 109 of the new Criminal Code incorporating the content of the Constitutional Court ruling No. 28/1982 (other significant rulings of the Constitutional Court in connection to the right to use a given language in court are Decisions No. 62, 24 February 1992, and No. 15, 29 January 1996)<sup>3</sup>.

Finally we must mention several other regional regulations on the right to use the Slovene language in public: Article 7 of Regional law, No. 20, 23 April 1981 (Establishment of the ombudsman: when establishing this office, the need of the Slovene minority to express themselves in their own language must be taken into account) and Article 42 of Regional law, No. 31, 9 September 1997 (Protection of linguistic rights of minorities: which envisages the use of appropriate instruments to guarantee the rights of citizens, members of the various linguistic groups of the Region, in their dealing with the Regional Assembly and Regional government).

Judging from this brief description, the situation of the Slovene minority with regard to the fundamental right of public use of one's own language is slowly improving. After considerable delay, the procedures for the implementation of the provisions of Law 38/2001 are under way. These procedures should grant the right of public use of the Slovenian language in its different meanings and "shades" also in those realities where it was previously denied. Nevertheless in order to be able to judge these events it will be necessary to wait and see if further progress is made without unnecessary delay and hesitation.

#### *education system*

Schools in Italy with Slovene as the language of instruction constitute an integral part of the Italian school system and function under the same rules that apply to state schools of the majority nationality. There are two school cycles, namely the primary (ages 3 to 11) and secondary (ages 11 to 19) cycle. The primary cycle is further subdivided into kindergarten (ages 3 to 6) and elementary school (ages 6 to 11), and the secondary cycle is divided into junior secondary school (ages 11 to 14) and senior secondary school (ages 14 to 19).

School is compulsory for a period of nine years, namely from ages 6 to 15. After completing compulsory school, students may choose a vocational programme, organised by the Region, instead of pursuing education at a senior

secondary school. A state examination is taken at the completion of elementary, junior and senior secondary schools. The primary cycle and junior secondary schools are the same for all students, while senior secondary schools are divided into lyceums, technical and vocational schools. A state examination is taken at the completion of all senior secondary schools which allows enrolment in any university faculty.

In the primary cycle the lessons are held according to the class principle, while in the secondary according to the subject principle. Lately, lessons focusing on subjects are being introduced also in the primary cycle.

The main changes envisaged by the recently adopted school reform for the next several years are the following:

- a) required age for enrolment in kindergarten and elementary school is to be lowered to 2.5 and 5.5 years, respectively;
- b) senior secondary school is to be divided into a system of lyceums and a system of vocational schools; the latter is to take four years instead of the current five years and will offer vocational competency and not an entrance level for university studies; this would require an additional year of studies; the changes around technical education have not yet been defined.
- c) at least two European foreign languages are to be taught at the junior secondary school.

*(See scheme of education system, p. 43).*

All described features apply also to schools with Slovene as the language of instruction in the Trieste and Gorizia provinces.

Slovene schools differ from Italian schools in terms of language of instruction and curriculum (in addition to the mother tongue, the local language is also taught). All the rest, including the learning and study objectives, programmes and contents are in full conformity – of course with the necessary adaptations and additions – with applicable national standards. Report cards and diplomas of

schools with Slovene as the language of instruction are legally valid throughout the country.

The Trieste and Gorizia provinces have schools with Slovene as the language of instruction of all kinds and levels, ranging from kindergartens to senior secondary schools. Kindergartens and elementary schools are grouped in “directorates” according to the territory principle. A directorate may be formed also by an autonomous Junior Secondary School and a Senior Secondary school (with possible branches). A multilevel school consists of a Primary and a Junior Secondary school which have the same headmaster. In the Trieste region there are five educational districts, five junior secondary schools (with two branches) and four autonomous senior secondary schools (scientific and classical lyceum, social studies and teachers lyceum, commercial school with a surveying department, and a vocational school for electronics, machine engineering and chemistry-biology). In the Gorizia province there is one elementary didactic district, one multi-level school, one junior secondary school and two autonomous senior secondary clusters, humanities (social studies, technological and classical lyceum) and technical (foreign trade, commercial vocational and computer science).

In the Friulian Slavia there is one directorate grouping of a bilingual kindergarten and bilingual elementary school.

Students who, having completed compulsory education, decide to interrupt their studies, can receive vocational education in the Slovene language, namely by enrolling in programmes offered with the support of the Regional government, i.e. by the *Slovene regional institute for vocational education*.

Specific legislation regulating the Slovene minority schools in Italy is twofold: a) international agreements and b) internal regulations. Among the international agreements mention should be made of the London Memorandum of 1954, providing for a Slovene school network in the Trieste

province which cannot be reduced or altered without the consent of Yugoslavia or Slovenia; and the Osimo Treaty of 1975, entrenching the acquired rights of the Slovene minority. In order to enhance the mentioned agreements many agreements on cultural cooperation have also been concluded. They also include several stipulations, which concern the operation of Slovene schools in Italy, particularly teacher training and introduction of textbooks. Within this framework is also envisaged an education counsellor for Slovene schools in Italy as a liaison between the minority school system and the school system of the Republic of Slovenia.

The Slovene school in Italy (like the Italian school in Slovenia) is very important for the relations between the two neighbouring States, since it is the main educational institution of an ethnic community. On the basis of the existing agreements part of the responsibility for it belongs also to the Republic of Slovenia.

Among the national laws only Laws No. 1012 of 1961 and No. 932 of 1973 refer specifically to the Slovene schools. The former guarantees the right to education in the mother tongue in the Trieste and Gorizia provinces, and the latter provides an outline of the administrative structure, designed to regulate the operation of Slovene schools in Italy. Important are also Law No. 270 of 1982, which stipulates that the proficiency examination for teachers in Slovene schools must be conducted in the Slovene language and the Decree by the President of the Republic, No. 233 of 1998, according to which the Slovene schools may achieve administrative and educational autonomy, even if they do not attain the nation-wide enrolment standards. Law No. 38 of 2001 entrenches the mentioned stipulations and introduces several new elements at the level of administrative structure (see below).

*private and public  
schools*

Private schools do not play a significant role in the Italian school system. This holds true also of the Slovene minority



in the region Friuli-Venezia Giulia, with one significant exception of musical education. Since 1945 there has been a gap in this field since the state musical conservatory does not envisage education in the Slovene language. This gap is being successfully filled by private institutions such as *Glasbena matica* (Music School) in the provinces of Trieste, Gorizia and Udine as well as the Music school of *Emil Komel* in Gorizia. Private Slovene music schools are financed by state subsidies, contributions from the Republic of Slovenia and membership fees and other contributions. Competent musicians are offered a high-quality musical education of all major instruments according to national standards and prepare for the final state examination; they take the examination as private students at the national conservatory. Law No. 38 of 2001 envisages the founding of a Slovene section at the national conservatory in Trieste, but to this day this has not become a reality.

*bilingual education  
forms*

There are no bilingual schools in the Gorizia and Trieste provinces. Since the introduction of compulsory education at the end of the 18th century under the Austrian Empress, Maria Theresa, two parallel networks, namely a school network with Italian as the language of instruction and a school network with Slovene as the language of instruction, have been developed in these two provinces. And even today schools in these two provinces are still being developed on the basis of this deeply entrenched tradition. For every level of schooling there are schools with either Italian or Slovene as the language of instruction. There is no other possibility, although in the city centres of Trieste and Gorizia, because of a gradual worsening of family knowledge of the Slovene language, educators and teachers in Slovene kindergartens and elementary schools also use Italian as an auxiliary introductory language. For various reasons certain Slovene and ethnically mixed families enrol their children in the Italian school, where nobody deals with them as particular subjects and where they do not have Slovene language teaching.

The situation is different in the Friulian Slavia. Here the Slovene population lived for long centuries under the rule of the Aquileum Patriarch and the Venetian Republic, and in 1866 the region was annexed to the Kingdom of Italy. Until recently Italy did not recognise the Slovenes of the Friulian Slavia and as a result there were never any Slovene schools established there. Thus the linguistic culture and national consciousness of the Friulian Slavia Slovenes for long decades remained at the level of affiliation with the local dialect and regional affiliation. Ties with the main body of the Slovene nation, which is essentially the character of the Slovene minority of the Trieste and Gorizia provinces, were very weak here for the above reasons. Consequently the people of the Friulian Slavia zona, with the support of the entire Slovene minority in Italy, decided to establish a private bilingual kindergarten (in the school year 1984/85) and an elementary school (1986/87) at Špeter (S. Pietro al Natisone), where Italian and Slovene are the two languages of instruction on an equal footing (according to the didactic model of “one person – one language”), while the language education stems from the local dialect. From modest beginnings the school has progressed over the years and in the school year 1997/98 achieved the recognition of “equivalency.” In 2001, pursuant to Law No. 38 of 2001, it was nationalised and today covers almost half of the eligible population in the area of the Natisone river basin.

*administration*

Schools with Slovene as the language of instruction were governed by the regional school administration during the entire post-war period. Although the Allied Military Administration (1945-1954), and later the Italian school administration, made use of Slovene counsellors and officials for the management of Slovene schools, these schools were until recently without an independent administrative body in charge of the whole management of schools with Slovene as the language of instruction and bilingual schools in Friulian Slavia. Although Law No. 932

of 1973 officially awarded to the school administrations of Trieste and Gorizia a certain number of Slovene employees, the situation essentially remained the same, since Slovene personnel was not given any power in the decision-making process regarding Slovene schools. Pursuant to Law 932/1973, the Regional Commission for Slovene Schools, whose membership is composed of the educators and representatives of the regional administration, was established. This Commission provides opinions on all issues relating to the Slovene school system in Italy. Slovene educators also have a guaranteed representative in the national School Council in Rome. A step forward, relative to the status of 1973, was Law No. 38 of 2001, which, within the framework of the Regional School Administration, established an independent Office for Slovene Schools and a new regional assembly body, which is intended to reflect the Slovene school system of the Friuli-Venezia Giulia Region. Although the Office began operating at the end of 2002, at the time of writing its competencies have not been determined yet.

*inspection*

According to the Italian school system, supervisors are in charge of school inspections. Slovene schools have a certain number of legally guaranteed supervisors for various levels of schools. However, the ministry no longer publishes competitions for either Italian or Slovene inspectors, so that the Slovene school currently remains without a supervisory body with adequate proficiency in the Slovene language.

*support structure*

The decision to enrol a child in the Slovene school belongs to the family. But while among the Slovene families the choice of the Slovene school is somehow natural and obvious, in mixed families this choice is often very difficult. So far the State has not paid enough attention to the preservation of minority languages in the Friuli-Venezia Giulia Region. There are rare initiatives to introduce Slovene as an optional study programme in the schools with Italian as the language of instruction. However, in the last

few years the situation has been gradually improving. As far as the study of the minority language is concerned, there are many positive initiatives.

Additional facilities dedicated to the Slovene youth, such as Student hostels, sports and recreational centres and cultural associations, for instance, are taken care of by private minority institutions with the help of public funds.

The training of Slovene teachers and professors takes place in the Italian State universities and only partially in the Slovene language. It is also possible to study in the universities of the Republic of Slovenia. This study is then recognised by the Italian Ministry of Education, after a short procedure, as valid for teaching in Slovene schools in Italy. Updating and training courses are possible both in Italy and Slovenia. On the basis of the existing bilateral agreements, Slovenia organises two supplementary training courses each year, aimed at the Slovene teaching staff in Italy, one held in summer in Slovenia and the other at the beginning of the school year in Italy.

In Slovene schools in Italy Slovene textbooks are needed; some of them are imported from the Republic of Slovenia, others are written or translated for the needs of the Slovene school in Italy. In this case, there are legally recognised subsidies, allocated for the writing or translation of textbooks, for which the Regional Education Office for Friuli-Venezia Giulia, based in Trieste, is responsible.

## 2

## Pre-school education

*target group:*

Children aged 3 to 6 years.

*structure:*

By educational cluster: A – body and movement, B – speech and words, C – space, order, sequence, D – things, time, nature, E – messages, shapes and media, F – myself and others. The basic guidelines are national, but they are implemented and adapted by the teachers under the guidance of the headmaster.

*legislation:* *Guidelines for educational activities in public kindergartens* (Decision of 3 June 1991, published in the Official Journal No. 139, 15 June 1991).

*language use:* language of instruction is Slovene.

*teaching materials:* The materials are offered by the Ministry of Education, Science and Sport of the Republic of Slovenia; didactic materials are purchased by the school with funds provided under regional Law No. 10 and Law on Autonomy No. 440.

*statistics:* School year 2002/2003: (*Source of these and the following data: The Regional Education Office for Friuli-Venezia Giulia*)

	<i>No. of Pupils</i>	<i>No. of Teachers</i>
<b><i>Trieste province</i></b>		
Didactic Directorate of Sv. Jakob	38	6
Didactic Directorate of Sv. Ivan	48	4
Didactic Directorate of Opčine	141	18
Didactic Directorate of Nabrezina	71	8
Didactic Directorate of Dolina	87	11
<b>TOTAL</b>	<b>385</b>	<b>47</b>
<b><i>Gorizia province</i></b>		
Didactic Directorate of Gorica	184	18
Multi-level School of Dobertob	167	14
<b>TOTAL</b>	<b>351</b>	<b>32</b>
<b><i>Udine province</i></b>		
Bilingual school of Špeter	71	6
<b>TOTAL</b>	<b>71</b>	<b>6</b>

### 3 Primary education

<i>target group:</i>	Children aged 6 to 11 years.
<i>structure:</i>	Basic curriculum guidelines are laid down by law and adapted by the teachers and principals.
<i>legislation:</i>	<i>The curriculum for the elementary school</i> (Presidential Decree of the Republic, 30 August 1990, published in the regular supplement to the Official Journal No. 29, 14 December 1990).
<i>language use:</i>	language of instruction is Slovene, which is also one of the subjects; Italian and foreign languages are also school subjects.
<i>teaching materials:</i>	See pre-school education.
<i>statistics:</i>	School year 2002/2003:

	<i>No. of Pupils</i>	<i>No. of Teachers</i>
<b><i>Trieste province</i></b>		
Didactic Directorate of Sv. Jakob	48	11
Didactic Directorate of Sv. Ivan	134	24
Didactic Directorate of Opéine	198	40
Didactic Directorate of Nabrezina	146	33
Didactic Directorate of Dolina	133	33
<b>TOTAL</b>	<b>659</b>	<b>141</b>
Auxiliary teacher (for special needs pupils)		3
<b><i>Gorizia province</i></b>		
Didactic Directorate of Gorica	211	30
Multi-level School of Doberdob	164	26
<b>TOTAL</b>	<b>375</b>	<b>56</b>
Auxiliary teacher (for special needs pupils)		2
<b><i>Udine province</i></b>		
Bilingual school of Špeter	118	15
<b>TOTAL</b>	<b>118</b>	<b>15</b>

## 4 Junior secondary education

<i>target group:</i>	Children aged 11 to 14 years.
<i>structure:</i>	Separate subjects of instruction; national standard envisages three years of 30 weekly periods of instruction (990 periods annually); in Slovene schools the mother tongue is taught along Italian which amounts to three years of 36 periods per week (1188 periods annually); the curriculum includes: Slovene, Italian, foreign language, history, mathematics, biology, technical education, art, music, physical education and religion; instruction takes place according to nationwide curricula, which are adapted by the teaching staff by taking into consideration the opinion of individual teachers and class councils. One of the Slovene junior secondary schools is experimental, namely a music school offering instruction in piano, flute, guitar and accordion.
<i>legislation:</i>	General national legislation.
<i>language use:</i>	Slovene as a subject is taught in all three years, 6 periods per week (198 periods annually), while as a language of instruction it is used in all other subjects except, of course, in the subjects of Italian and foreign languages.
<i>teaching materials:</i>	All didactic materials are in the Slovene language; the text books used are from the Republic of Slovenia or are textbooks published with the support of the Regional Education Office pursuant to Laws No. 932 of 1973 and No. 38 of 2001. Textbooks are selected by the teaching staff on the recommendations of the class councils.
<i>statistics:</i>	School year 2002/2003:

	<i>No. of pupils</i>	<i>No. of teachers</i>
<b><i>Trieste province</i></b>		
JSS of Sv. Jakob	50	5
JSS of Sv. Ivan (musical experimentation)	78	17 *
JSS of Opčine	91	13
JSS of Prosek	62	8
JSS of Dolina	45	4
JSS of Nabrezina	61	4
<b>TOTAL</b>	<b>387</b>	<b>51</b>
Auxiliary teachers (for special needs pupils)		2
<b><i>Gorizia province</i></b>		
JSS of Gorica	133	13
Multi-level School of Dobertob	52	4
<b>TOTAL</b>	<b>185</b>	<b>17</b>
Auxiliary teachers (for special needs pupils)		1

*\* of which 4 for individual instruments*

## 5 Senior secondary education: lyceums, technical and vocational schools

*target group:* ages 14 to 19 years.

*structure:* Five years; Separate subjects of instruction; from 32 to 40 periods per week (from 1,056 to 1,320 periods annually); Slovene schools offer instruction in the mother tongue as well as in the local language; the curriculum differs from programme to programme; all programmes offer the following subjects: Slovene, Italian, foreign languages, history, mathematics, physical education and religion; instruction takes place according to the national curricula, which are adapted to local needs by the teaching staff, taking into consideration the opinion of individual teachers and class councils. At the end of five years of studies, pupils take a state examination conducted in Slovene.

*legislation:* General national legislation.



*language use:* Slovene as a subject is taught in all five years, while Slovene as a language of instruction is used in all other subjects except in the subjects of Italian and foreign languages.

*teaching materials:* All didactic materials are in the Slovene language; text books used are from the Republic of Slovenia or are textbooks published thanks to the Regional education office pursuant to Laws no. 932 of 1973 and no. 38 of 2001. Textbooks are selected by the teaching staff on the recommendation of class councils.

*statistics:* School year 2002/2003:

	<i>No. of pupils</i>	<i>No. of teachers</i>
<b><i>Trieste province</i></b>		
Scientific Lyceum (classical, scientific and linguistic programmes)	219	34
Teacher Training School (teacher training and social studies programmes)	84	14
Technical Commercial School (commercial and surveying programmes)	142	22
Vocational School (electronic, mechanical engineering, biological-chemical programmes)	108	26
<b>TOTAL</b>	<b>553</b>	<b>96</b>
Auxiliary teachers (for special needs pupils)		1
<b><i>Gorizia province</i></b>		
Classical Lyceum	32	9
Teacher Training School (teacher training and technological programmes)	54	10
Vocational Commercial School	38	5
Technical Commercial School	31	10
Technical School with Information Technology	52	9
<b>TOTAL</b>	<b>207</b>	<b>43</b>
Auxiliary teachers (for special needs pupils)		1

## 6

**Higher education**

Italy has over 50 public and private universities. Slovene can be studied at public universities in Naples (lectureship only), Rome, Padua, Udine and Trieste. Within the University of Trieste the courses of Slovene language and literature are offered by the Faculty of Humanities and by the Advanced School of Modern Languages for Translators and Interpreters, and within the University of Udine, Slovene is offered at the Faculty of Foreign Languages in Gorizia, in the study programme for translators and interpreters.

In the school year 2001/2002 a reform of university studies was introduced in Italy in compliance with the Bologna Declaration. The basic university study programme takes three years and is based on a credit rating (60 credits per year). Students can then enrol in the two-year specialised study programme. A study programme at the scientific level is currently being introduced (graduate studies).

*University of Trieste*

The study of Slovene at the Faculty of Humanities at the Trieste University (Università degli Studi di Trieste) is offered either as a three or a five-year programme. On the one hand it is an autonomous course within the Programme of Modern Languages and Cultures (Lingue e culture moderne) and on the other hand it is a course which may be included in different study programmes and is studied at different levels. Slovene studies are taught within the Faculty of Humanities (official title: Facoltà di Lettere e Filosofia; hereinafter FF) at the Department of Languages and Literatures of Mediterranean Languages and Balkan Studies, Section for Slavic and Balkan Studies (Dipartimento di lingue e letterature dei paesi del Mediterraneo, Sezione di slavistica e balcanistica).

At the University of Trieste Slovene language can be thus studied in different combinations and as an autonomous study programme at the Faculty of Humanities and at the Advanced School of Modern Languages for Interpreters and Translators. Slovene can also be studied as an elective

course of study programmes which are also offered by other faculties (e.g. Faculty of Sociology, Faculty of Education, Faculty of Law and others). It is imperative that Slovene be introduced at the Faculty of Diplomatic Studies in Gorizia (several places at this school are reserved for Slovenes who are quite numerous also in other study programmes).

Only FF offers the study of Slovene as a major study programme. To complete the programme students take a final examination or write a diploma paper (in Slovene or Italian). Slovene can also be studied as a supplementary or elective course with different numbers of credits and can also be taken as a foreign language. In the school year 2004/2005, FF will also introduce a specialised undergraduate study programme for the field of Slovene studies (a 2-year course), so that it will be possible to achieve the title of Specialised Professor of Slovene Language and Literature.

Different objectives and prior knowledge means that there are different groups attending the Slovene lectures at the FF. Students whose mother tongue is Slovene, are included in one group, students with no prior knowledge in another group and students from other faculties in a third group. Students are further grouped by year of studies. All students must also attend lectures and seminars on literary history, which are normally taught in Italian at other universities but at the Faculty of Humanities these are also in Slovene.

At FF there are sixteen students of Slovene at the moment (school year 2002/2003) enrolled in the first year (six of them have no foreknowledge of Slovene and ten of them have Slovene as their mother tongue); in the second year there are eight students and three in the third year. The fourth year is attended by one student. If we add students from other faculties who take Slovene as a foreign language (about 15) and graduates, who attend specialised courses of Slovene introduced this year for the first time, the Slovene language is studied at FF by a total of 49 students, however, very few of them have chosen Slovene as their major.

FF has a Library of Slavic Studies containing over 4000 titles of scientific works. Most scientific publications come from Slovenia, while no independent Slavic study publications are published.

Students without prior knowledge of Slovene use textbooks of the Slovene language for foreigners (published by the Centre for Slovene as a Second/Foreign Language at the Faculty of Humanities in Ljubljana).

At the Advanced School of Modern Languages for Interpreters and Translators (hereinafter called ASMLIT) in Trieste, students are trained for the profession of interpreter and translator. Of course the structure of this institution reflects its educational programme. It must be stressed in particular that enrolment in the first year is limited. To be eligible for enrolment, students must first pass an examination in a foreign language of their own choosing (either English, German or French).

Representatives of the Slovene minority in the Friuli-Venezia Giulia region are in a disadvantaged position when it comes to enrolment because they are not allowed to take the exam in their mother tongue (they must translate for example from English into Italian and vice versa and not from Italian into Slovene or from Slovene into Italian). It is for this reason that the enrolment of minority members is relatively small. An exception was school year 1998/99, when Slovene as a minority language was included in the group of first languages. The enrolment of minority students in ASMLIT increased considerably that year. Unfortunately that option was no longer available the following year.

The first-level programme envisages a three-year study programme of two foreign languages and one-year study programme of a third language. The elective languages which a student can take three years in a row also includes Slovene. Students who choose Slovene as their second language, must attend courses of Slovene literary language and translation (translation from Slovene into Italian and vice

versa for each course). In the third year students also attend lectures on the history of Slovene literature.

This means that ASMLIT does not offer the Slovene language as a major. It must be stressed, however, that in all courses of Slovene, the language of instruction is Slovene. At this school Slovene is studied by about 30 students: some of them are members of the minority, others come from Slovenia proper, and at least one third of the students have Italian as their mother tongue.

There are scientific publications in Slovene, but possibilities for publication are rather limited. For this reason Slovene minority researchers publish their findings mostly in Slovenia.

#### *University of Udine*

At the Faculty of Foreign Languages in Udine, students can enrol in a programme with Slovene as a major, that is, they can graduate in this language (and literature).

The Slovene language and literature are offered in the following two programmes:

- a) the study programme of foreign languages and literatures (Corso di Laurea in Lingue e Letterature straniere)
- b) the study programme for cultural mediation of Central and Eastern European Languages (Corso di Laurea in Mediazione culturale Lingue dell'Europa centrale ed orientale)

The courses of both study programmes are offered by the Department of Languages and Literatures of Central and Eastern Europe (Dipartimento di Lingue e Civiltà dell'Europa Centro-Orientale). In addition students may also enrol in the study programme for translators and interpreters (Corso di Laurea per Traduttori ed Interpreti) located in Gorizia. In Udine 15 students are enrolled in these two programmes and Gorizia only has four. The study programme of Gorizia will soon be discontinued, because new rules have recently been adopted for the programme for translators and

interpreters. The study programme is offered only if a minimum of 10 students are enrolled each year.

*teacher training*

Until the school year 2000/2001 teaching staff obtained their teaching qualifications by passing a state qualification examination. Recently universities have been put in charge of ensuring the qualifications of teaching staff. For teaching in the primary cycle, a diploma from the Faculty of Education is required (*Scienze della formazione primaria*); for teaching in the secondary cycle, two-year specialised studies are required in addition to specific university education. The law envisages that teachers and professors with Slovene as their mother tongue may teach in schools with Slovene as the language of instruction.

a) Primary cycle: National legislation envisages a four-year study programme. To qualify as a teacher at a Slovene school, candidates must attend part of their study programme in the Slovene language and a practicum at a Slovene school. The Slovene portion of studies is conducted according to an agreement between the Universities of Trieste, Udine, Ljubljana and Maribor and the Friuli-Venezia Giulia Region, pursuant to Law No. 341 of 1990.

b) Secondary cycle: Candidates must first complete their studies at a specific faculty and these must include all the courses legally required for teaching a specific subject. Then candidates enrol in a two-year specialised study programme (SSIS). As for primary cycle teachers- they must attend part of the studies in the Slovene language and the practicum must be performed at a Slovene school. The Slovene portion of studies is conducted according to an agreement between the Universities of Trieste, Udine, Ljubljana and Maribor and the Friuli-Venezia Giulia Region, pursuant to Law No. 341 of 1990.

*In-service training of teaching staff*

Schools, universities and the Ministry of Education are charged with supplementary training of teaching staff.

Slovene educators have the possibility and the right to receive training also in the Republic of Slovenia by enrolling in the programmes of the Slovene Ministry of Education and Sport. Within the framework of applicable international agreements, the Republic of Slovenia organises two supplementary training courses each year: a) an autumn course (in Trieste and Gorizia) is intended for all Slovene educators in Italy; b) a summer course (in Slovenia) is intended for 40 educators of Slovene schools in Italy. In addition, on the basis of the mentioned agreements, 8 Slovene educators from Italy are entitled to a one-year scholarship at the University of Ljubljana.

## 7

### Adult education

The formal system of adult education in Italy is regulated by a dual system. Competent for formal adult education are local centres for continuing education, which organize courses of various levels for adults who have not completed compulsory education (elementary school, junior secondary school and first year of senior secondary school). There are no local centres for continuing education with Slovene as a language of instruction. At the higher education level, some schools organise evening classes for obtaining a diploma intended for employed adults. Senior secondary schools with Slovene as the language of instruction do not offer evening classes.

Vocational training falls under the jurisdiction of state administration. Vocational training institutions receive funds for organising various vocational and supplemental courses from the regional government as well as from the European Fund. The Slovene regional institution for vocational education offers a selection of Slovene language courses at various levels in the Trieste, Gorizia and Udine provinces. The analysis, which was conducted in 2000 by SLORI on the occasion of the 20th anniversary of this institution, takes account of almost 400 completed courses, over 6,000 students and almost 500 lecturers. Within the

scope of activities of public universities, third age university and the university of the free years, Slovene language courses are offered (for non-Slovene speakers) but Slovene is not the language of instruction. Private language schools offer courses in Slovene at all levels. Optional and non formal education is less structured and mostly left up to the private initiative of individual organisations and associations.

## 8

### Educational research

SLORI – Slovene Research Institute, which is the only existent Slovene research institute in Italy, has been paying considerable attention, since its founding in 1974, to the issues of minority education. Until recently research in this field dealt primarily with the characteristics of the school network and population in order to shed light on the trends of enrolment and to ascertain several key issues. Examples are the reduction of the school population as the consequence of the overall negative demographic trend, resulting in the closure of several schools; the presence of children of mixed marriages and non-Slovene marriages, leading to reduced motivation to opt for a Slovene-language school; the question of using the Slovene language in family environment, etc. Today statistics are available on the scope, social characteristics and linguistic behaviour of children in Slovene schools and their families and on the conditions and equipment of the school premises. Since most research projects were designed for obtaining a specific type of information, it can be assumed that these projects were from this point of view quite successful.<sup>4</sup>

In recent years SLORI has been striving to expand its research activities in the area of education to also include educational and didactic issues. Two research studies on the difficulties and dilemmas of language education in kindergartens, designed to highlight the problematic aspects of learning Slovene in groups of children of different ethnic



and linguistic origins. In both studies the participation of teachers and parents is envisaged.

The first studies on the assessment of educational services, which take into account the opinions and views of parents, pupils and teaching staff, are being conducted. These include all levels of Italian state schools with Slovene as the language of instruction.

A new element is also a research study on adult education among Slovenes in Italy and intended studies of functional literacy of the members of the Slovene minority in Italy in both Slovene and Italian language.

The mentioned research projects make use of different methodologies and instruments: questionnaires, tests, observations, and action research.

## 9

### Prospects

For the Slovenes in Italy it is very important that educational and training activities take place in their mother tongue. The school is the first among the minority institutions that contributes to the preservation and propagation of the Slovene language and culture in the region of Friuli-Venezia Giulia.

Since in schools with Italian as the language of instruction the Slovene language is not taught, knowledge of the Slovene language among the Italian community is very rare. Communication between the majority and the minority takes place only in the majority language, in Italian; that is why the presence of children from mixed or non-Slovene marriages in schools where Slovene is the language of instruction is a great success for the Slovene minority in Italy.

Schools with Slovene as the language of instruction in the Trieste and Gorizia provinces and the bilingual school in Friulian Slavia are an integral part of the Italian State school system and they operate according to the same principles and rules that are valid for the State schools of the majority community. In the Trieste and Gorizia provinces there are

schools with Slovene as the language of instruction of all orders and levels, ranging from kindergartens to senior secondary schools, while in Friulian Slavia there is a bilingual kindergarten and a bilingual elementary school.

Slovene-language education in Italy has the following characteristics:

- due to negative demographic trends, the network of public schools with Slovene as the language of instruction in Italy is progressively shrinking; instruction was discontinued at several compulsory schools, due to lack of enrolment; there are also many cases of small classes;
- despite the negative demographic trend, enrolment in the bilingual school at Špeter is on the increase; in Italian schools of the Udine province, interest in Slovene language instruction is on the increase; this is particularly true of areas not covered by the Špeter school and of the level of junior secondary school;
- some school premises do not comply with safety regulations and lack modern equipment;
- the school population is rather heterogeneous in terms of ethnic and linguistic composition; we are witnessing increasing numbers of children from non-Slovene families, while the number of children from Slovene families is falling; the share of children from mixed marriages has remained the same;
- the demand for learning the Slovene language and studying Slovene culture is gradually increasing, particularly in view of Slovenia's imminent accession to the EU;
- existing qualifications of the teaching staff do not ensure a suitable quality of instruction in schools with Slovene as the language of instruction; difficulties occur particularly in those school environments where the level of proficiency of Slovene varies considerably from pupil to pupil;
- the proficiency level of Slovene is decreasing and possibilities for using the Slovene language are diminishing.

On the one hand we are witnessing (despite intermittent delays) a gradual bridging of the gap between the majority and minority population. On the other hand the educational structures for the minority do not entirely meet the new needs and are unattractive for the current situation. It is true that changes and initiatives at the national and regional levels are difficult to implement, but it is also true that the minority so far has not been able to design a suitable development plan for the Slovene school system in Italy, or to seriously consider the prospects which Slovene- language schools in Italy certainly have, despite adversity.

The preservation of the features of Slovene schools in Italy and thus of the minority itself is possible only with the intervention of Slovene culture and propagation of the use of the Slovene language also among children of mixed and non-Slovene families. We must in this respect take into account the fact that the level of use of the majority language is quite different from that of the minority language. The status of both languages is not equal because the possibilities for public use of the minority language are limited and contingent on the subject of conversation. The fact that multilingual communication is making forays into the Slovene linguistic area can be cause for concern. There is a danger that Italian may gradually take the place of Slovene, or that the use of the minority language would be further restricted if the choice of one or the other code depended on the subject of conversation. Multilingual communication in the Slovene linguistic area in itself is not a negative occurrence, but it does present a threat in terms of preserving minority language usage, particularly if there is no authority to administer and supervise.

Research on colloquial language in the families of children who attend schools with Slovene as the language of instruction in Italy indicate that minority language usage is decreasing. The fact that in mixed and non-Slovene marriages as well, multilingual communication is preserved, or is being introduced, facilitates the slowing down of this process. In light of these findings the Slovene minority in

Italy should first abandon the conviction that nationally mixed families are exclusively a negative occurrence, accelerating the process of assimilation. The fact that it is possible in a mixed marriage not only to preserve and nurture a language, but also to transfer and thus propagate it, dictates the need to consider these families as potential vehicles of the values of Slovene culture. On this basis the minority should give serious thought to providing specific assistance to these parents, namely to convey to them the basic information on linguistic education of children in multi-lingual family environment and to raise their awareness of and interest in these issues. As already mentioned in the previous chapter, these issues and dilemmas are the object of specific research projects.

## 10 Summary of statistics

### Overview of Slovene pre-primary schools

	<i>No. of Pupils</i>	<i>No. of Teachers</i>
<i>Trieste province</i>		
Didactic Directorate of Sv. Jakob	38	6
Didactic Directorate of Sv. Ivan	48	4
Didactic Directorate of Opčine	141	18
Didactic Directorate of Nabrežina	71	8
Didactic Directorate of Dolina	87	11
<b>TOTAL</b>	<b>385</b>	<b>47</b>
<i>Gorizia province</i>		
Didactic Directorate of Gorica	184	18
Multi-level School of Doberdob	167	14
<b>TOTAL</b>	<b>351</b>	<b>32</b>
<i>Udine province</i>		
Bilingual school of Špeter	71	6
<b>TOTAL</b>	<b>71</b>	<b>6</b>

### Overview of Slovene elementary schools

	<i>No. of Pupils</i>	<i>No. of Teachers</i>
<i>Trieste province</i>		
Didactic Directorate of Sv. Jakob	48	11
Didactic Directorate of Sv. Ivan	134	24
Didactic Directorate of Opčine	198	40
Didactic Directorate of Nabrežina	146	33
Didactic Directorate of Dolina	133	33
<b>TOTAL</b>	<b>659</b>	<b>141</b>
Auxiliary teacher (for special needs pupils)		3
<i>Gorizia province</i>		
Didactic Directorate of Gorica	211	30
Multi-level School of Doberdob	164	26
<b>TOTAL</b>	<b>375</b>	<b>56</b>
Auxiliary teacher (for special needs pupils)		2
<i>Udine province</i>		
Bilingual school of Špeter	118	15
<b>TOTAL</b>	<b>118</b>	<b>15</b>

**Overview of Slovene junior secondary schools**

	<i>No. of pupils</i>	<i>No. of teachers</i>
<b><i>Trieste province</i></b>		
JSS of Sv. Jakob	50	5
JSS of Sv. Ivan (musical experimentation)	78	17 *
JSS of Opčine	91	13
JSS of Prosek	62	8
JSS of Dolina	45	4
JSS of Nabrezina	61	4
<b>TOTAL</b>	<b>387</b>	<b>51</b>
Auxiliary teachers (for special needs pupils)		2
<b><i>Gorizia province</i></b>		
JSS of Gorica	133	13
Multi-level School of Doberdob	52	4
<b>TOTAL</b>	<b>185</b>	<b>17</b>
Auxiliary teachers (for special needs pupils)		1

\* of which 4 for individual instruments

**Overview of Slovene senior secondary schools**

	<i>No. of pupils</i>	<i>No. of teachers</i>
<b><i>Trieste province</i></b>		
Scientific Lyceum (classical, scientific and linguistic programmes)	219	34
Teacher Training School (teacher training and social studies programmes)	84	14
Technical Commercial School (commercial and surveying programmes)	142	22
Vocational School (electronic, mechanical engineering, biological-chemical programmes)	108	26
<b>TOTAL</b>	<b>553</b>	<b>96</b>
Auxiliary teachers (for special needs pupils)		1
<b><i>Gorizia province</i></b>		
Classical Lyceum	32	9
Teacher Training School (teacher training and technological programmes)	54	10
Vocational Commercial School	38	5
Technical Commercial School	31	10
Technical School with Information Technology	52	9
<b>TOTAL</b>	<b>207</b>	<b>43</b>
Auxiliary teachers (for special needs pupils)		1

From the following figures certain trends can be identified. Fig. 1 shows the trends of enrolment in schools with Slovene as the language of instruction in Italy from 1970 to 2003. In the first seven years, the number of enrolled pupils rapidly increased, rising from the initial 4,000 pupils to 5,200. In the following 20 years, we witness a gradual and consistent decrease of the school population, which in 1997 numbered "only" 3,100 enrolled pupils. In recent years enrolment has stabilised and is even exhibiting a slight upward trend.

**Fig. 1: Enrollments in schools with Slovene as the language of instruction 1970 - 2003**

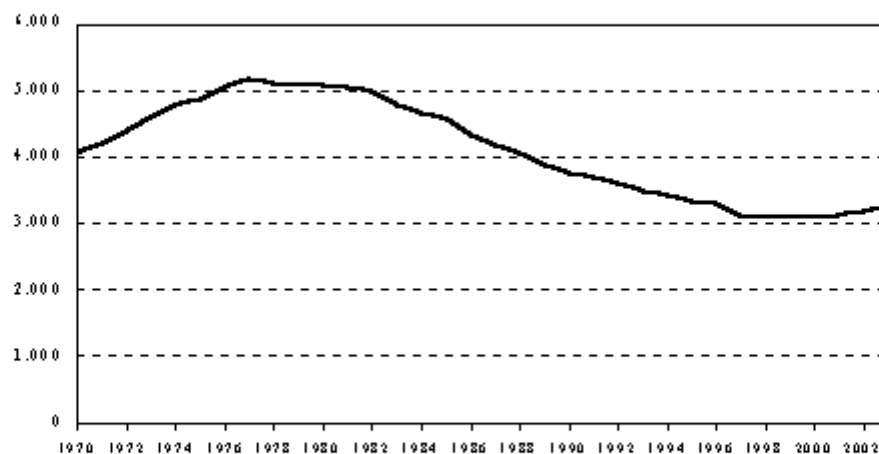
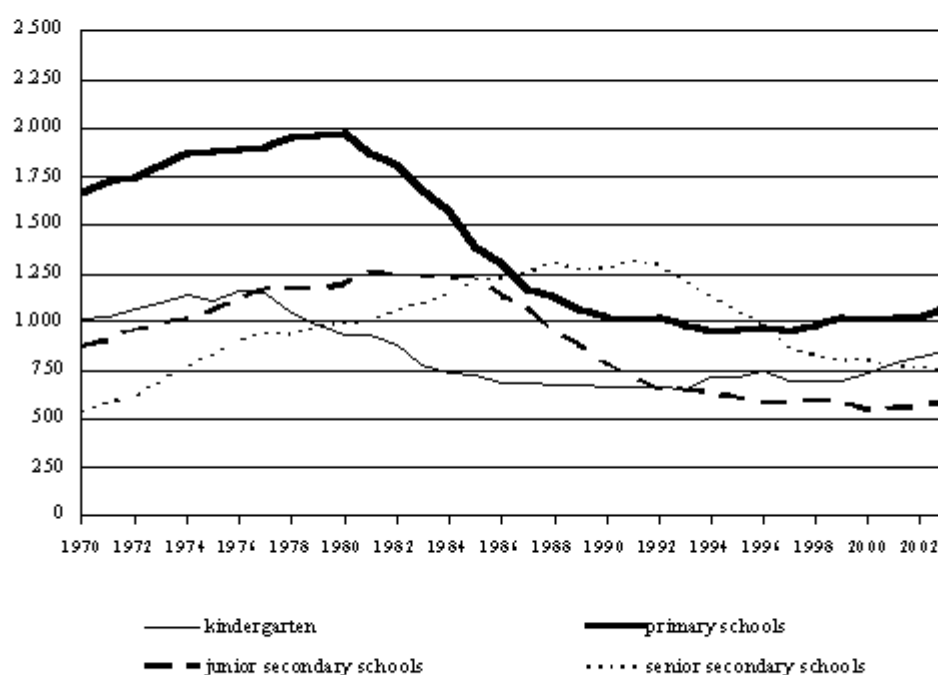


Fig. 2 indicates enrolment trends by school level. The number of pre-school and elementary school children has stabilised in the past decade, while in the junior and senior secondary school population this trend is only just beginning.

**Fig. 2: Enrollments by school level 1970 - 2003**

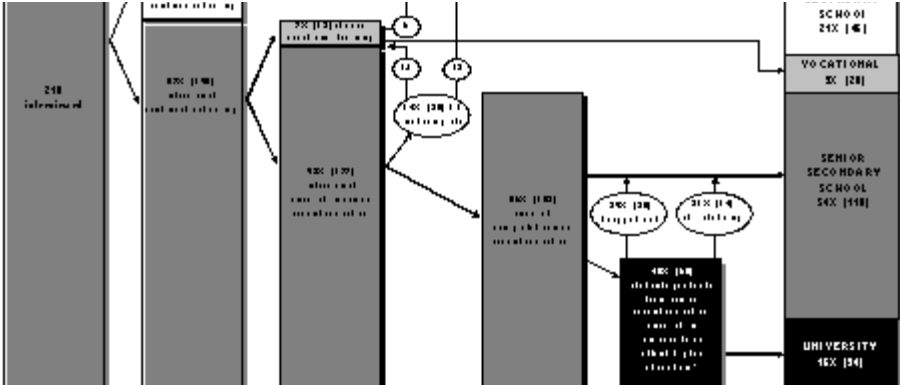
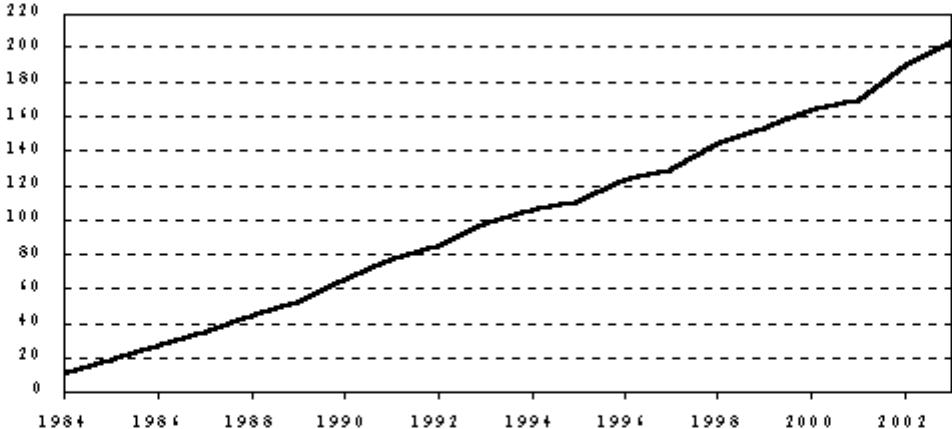


The constant increase of enrolment in the bilingual school of Špeter is evidenced by Fig. 3. In almost two decades the enrolment soared from 10 to over 200 pupils.

The enclosed Diagram 1 represents the education path of pupils who received compulsory education at schools with Slovene as the language of instruction in the Trieste province in 1984 and the appropriate educational structure of this generation of students in 2000. When interpreting the statistics, we must take into account that the pupils surveyed were also able to pursue their studies after compulsory education in the Italian language, which is particularly true of university level studies.



**Fig. 3: Enrolments in bilingual school 1984 - 2003**



<sup>a</sup> Insurance arrangements: single economic household and different university units considered.

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**Names and Surface Area of Municipalities where  
Slovene-Speaking Population Is Settled**

<b>Slovene name</b>		<b>Italian name</b>	<b>km<sup>2</sup></b>
<b>TRŽAŠKA POKRAJINA (Province of Trieste)</b>		<b>PROVINCIA DI TRIESTE</b>	
Dolina	1	S. Dorligo della Valle	24.51
Devin-Nabrežina	2	Duino-Aurisina	45.17
Milje	3	Muggia	13.66
Repentabor	4	Rupingrande	12.68
Zgonik	5	Sgonico	31.31
Trst	6	Trieste	84.49
<b>Total</b>			<b>211.82</b>
<b>GORIŠKA POKRAJINA (Province of Gorizia)</b>		<b>PROVINCIA DI GORIZIA</b>	
Krmin	7	Cormons	34.58
Doberdob	8	Doberdò del Lago	26.85
Dolenje	9	Dolegna del Collio	12.49
Foljan-Sredipolje	10	Fogliano Redipuglia	7.77
Gorica	11	Gorizia	41.11
Medeja	12	Medea	7.30
Tržič	13	Monfalcone	20.52
Ronke	14	Ronchi dei Legionari	16.98
Zagraj	15	Sagrado	14.14
Števerjan	16	San Floriano del Collio	10.57
Sovodnje	17	Savogna d'Isonzo	16.41
Štarancan	18	Staranzano	18.71
<b>Total</b>			<b>227.43</b>

**VIDEMSKA POKRAJINA (Province of Udine)****PROVINCIA DI UDINE**

Ahten	19	Attimis	33.36
čedad	20	Cividale	50.57
Dreka	21	Drenchia	13.28
Fojda	22	Faedis	46.61
Grmek	23	Grimacco	16.33
Bardo	24	Lusevera	52.80
Naborjet - Oveja Vas	25	Malborghetto – Valbruna	119.90
Gorjani	26	Montenars	20.55
Neme	27	Nimis	33.82
Tablja	28	Pontebba	97.67
Praprotno	29	Prepotto	33.24
Podbonesec	30	Pulfero	48.03
Rezija	31	Resia	119.19
Šentlenart	32	San Leonardo	27.00
Špeter	33	San Pietro al Natisone	23.98
Sovodnje	34	Savogna	22.11
Srednje	35	Stregna	19.70
Tipana	36	Taipana	65.47
čenta	37	Tarcento	35.08
Trbiz	38	Tarvisio	205.59
Tavorjana	39	Torreano	34.88
<b>Total</b>			<b>1,119.16</b>
<b>total surface area</b>			<b>1,558.41</b>

Map 1 : Region Friuli-Venezia Giulia



Map 2 : Municipalities of the Region Friuli-Venezia Giulia  
where the Slovene population is settled



## Endnotes

1. The sample included 1,499 respondents selected among the population of the above mentioned 39 municipalities of the Friuli-Venezia Giulia Region. Statistical analysis is in progress. Statistics on the ethnic affiliation and use of the Slovene language were processed for the present report.
2. For more information please read the work by P. Stranj, (1992): *The Submerged Community – An A to Z of the Slovenes in Italy*, Editoriale Stampa Triestina, Trieste.
3. For more information on these issues, please read the work of Mitja Ozbič, (1997): *La lingua degli atti: l'uso delle lingue minoritarie e straniere nel procedimento penale*, (Language of acts: The use of Minority and Foreign Languages in the Criminal Procedure) Slori, Trieste.
4. The two fundamental research studies in this field are:  
Bogatec, N., Bufon, M. (1996). *Slovene schools of the Trieste and Gorizia regions – kindergartens and elementary schools*, SLORI, Trieste.  
Bogatec, N., Bufon, M. (1999). *Slovene schools of the Trieste and Gorizia regions – junior and senior secondary schools*, SLORI, Trieste.



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### a) International Agreements

- London Memorandum, signed in London, 5 October, 1954.
- Osimo Accords, signed in Osimo in 1975 and ratified with Law no. 73 of 14 March 1977.
- Notice published in Official Journal on 8 September 1992, with which the Republic of Italy recognised Slovenia's right to legal succession of international agreements, among them also the Osimo Accords.

### b) National legislation

LAW No. 248	13 March 1958	Regulations in favour of teaching staff in the territory of Trieste
LAW No. 1012	19 July 1961	Categories of educational institutions in the province of Gorizia and the territory of Trieste
PRES.DECR., No. 2114	6 June 1962	Establishment of technical and commercial school in the field of economics in Slovene language in Trieste
PRES.DECR., No. 938	30 September 1962	Establishment of state scientific lyceum in Slovene language in the community of Trieste.
PRES.DECR., No. 939	30 September 1962	Establishment of state teacher-training school in Slovene language in the communities of Gorizia and Trieste
PRES.DECR., No. 940	30 September 1962	Establishment of state gymnasium lyceum in Slovene language in the community of Gorizia.
PRES.DECR., No. 478	15 March 1964	Establishment of elementary school in Slovene as the language of instruction in the territory of Trieste and Gorizia Province by implementing Law No. 1012 of 19 July 1961.
PRES.DECR., No. 1099	26 May 1965	Timetables, examinations and curricula in junior secondary schools with Slovene as the language of instruction.
PRES.DECR., No. 1287	8 October 1965	Approval of school programmes for elementary schools with Slovene as the language of instruction.
PRES.DECR., No. 1635	30 October 1965	Programmes, timetables and examinations at the classical lyceums and teacher-training schools with Slovene as the language of instruction.

LAW No. 1523	30 December 1965	Expansion and supplements to Laws No. 526 of 23 April 1952 and No. 799 of 12 August 1957 and No. 16 of 15 January 1960, in favour of several categories of teachers in special transitional roles, belonging to the special register and status of the former territory of Trieste.
LAW No. 603	25 July 1966	Inclusion of qualified teachers among full-time teachers of junior secondary schools.
PRES.DECR., No. 418	24 April 1967	Timetables, examinations and curricula in junior secondary schools with Slovene as the language of instruction.
PRES.DECR., No. 450	27 April 1967	Timetables, curricula and examinations in technical schools with Slovene as the language of instruction.
PRES.DECR., No. 1375	11 July 1967	Conditions for establishing professorships in junior schools with Slovene as the language of instruction.
PRES.DECR. (No number)	20 February 1968	Establishment of junior secondary schools with Slovene as the language of instruction.
LAW No. 468	2 April 1968	Inclusion of qualified teachers among full-time teachers of senior secondary schools.
PRES.DECR., No. 1355	5 May 1969	Establishment of state vocational school in Gorizia in Slovene language.
LAW No. 477	30 July 1973	Authorisation to the government for issuing regulations on the legal status of the principals, inspectors, teachers and non-teaching staff in state kindergartens, elementary, secondary and art schools.
LAW No. 932	22 December 1975	Amendments and additions to Law No. 1012 of 19 July 1961, relating to the establishment of schools with Slovene as the language of instruction in the provinces of Trieste and Gorizia.
PRES.DECR., No. 416	31 May 1974	Establishment and reorganisation of staff bodies in kindergartens, elementary, secondary and art schools.
PRES.DECR., No. 417	31 May 1974	Regulations on the legal status of the teachers, non-teaching staff, principals, inspectors in state kindergartens, elementary, secondary and art schools.
PRES.DECR., No. 419	31 May 1974	Testing and educational research, culture and professional refreshment and establishment of appropriate institutions.
LAW No. 1	14 January 1975	Amendments to Presidential Decree No. 416 of 31 May 1974, relating to the establishment and new formation of staff bodies in kindergartens,



PRES.DECR., No. 902	25 November 1975	elementary, secondary and art schools. Amendments and additions to regulations on the implementation of a special statute of the Province Friuli-Venezia Giulia.
PRES.DECR., No. 1131	23 November 1978	Establishment of state vocational school for industry and crafts in Slovene as the language of instruction in Trieste.
PRES.DECR., No. 420	30 March 1982	Timetables, examinations and curricula in state secondary schools with Slovene as the language of instruction.
LAW No. 270	20 May 1982	Corrections for hiring teaching staff for kindergartens, elementary, secondary and art schools, staff restructuring, use of proper measures to avoid temporary hiring and regulation of the status of staff already employed on a temporary basis.
LAW No. 582	14 August 1982	Amendments and additions to articles 16 and 18 of Presidential Decree No. 416 of 31 May, relating to staff bodies in schools
PRES.DECR., No. 315	10 January 1984	List of subjects and subject clusters of professorships and teaching duties for secondary schools with Slovene as the language of instruction and determination of conditions for establishment of professorships and full-time teaching positions, and teaching duties for assistant professors.
LAW No. 971	13 December 1984	Ratification and implementation of the agreement stemming from the exchange of letters between the Republic of Italy and the Republic of Yugoslavia on the recognition of diplomas and academic titles issued by universities and institutions of higher education, which took place 18 February 1983 in Rome.
LAW No. 417	27 December 1989	Regulations on hiring school personnel.
LAW No. 341	19 November 1990	Reform of university order.
PRES.DECR., No. 471	31 July 1996	Rules on didactic regulations for undergraduate studies in natural sciences for elementary education
LAW No. 103	7 April 1997	Ratification and implementation of mutually agreed memorandum between the Government of the Republic of Italy and the Government of the Republic of Slovenia on reciprocal recognition of Italian and Slovene diplomas and academic titles,

		which took place 10 July 1995 in Rome.
LAW No. 127	15 May 1997	Urgent provisions for accelerating administrative activities and procedures for decision-making and supervision.
LAW No. 302	28 August 1997	Ratification and implementation of conventional/framework law on the protection of state minorities, which took place in Strasbourg, 1 February 1995.
LEGIS. DECR., No. 80	31 March 1998	New provisions on the organisation of working relations in public administration, on the settlement of disputes at the place of work and on administrative law, issued for the implementation of paragraph 4, article 11 of Law No. 59 of 15 March 1997.
LEGIS. DECR. , No. 112	31 March 1998	Granting of functions and administrative duties by the state to regional and local institutions for the implementation of the first part of Law No. 59 of 15 March 1997.
PRES.DECR., No. 233	18 June 1998	Regulations containing rules for the optimal scope of educational institutions and on determining the functional bodies of each institution in compliance with article 21 of Law No. 59 of 15 March 1997.
LEGIS. DECR., No. 387	29 October 1998	Supplemental stipulations of Legislative Decree No. 29 of 3 February 1993 and subsequent amendments and Legislative Decree No. 80 of 31 March 1998.
LEGIS. DECR., No. 233	30 June 1999	Reform of teaching staff of regional school bodies in compliance with article 21 of Law No. 59 of 15 March 1997.
LAW No. 482	15 December 1999	Regulations on the protection of historic linguistic minorities.
LAW No. 38	23 February 2001	Regulations on the protection of linguistic minority in the Region of Friuli-Venezia Giulia
PRES.DECR., No. 345	2 May 2001	Regulations on the implementation of Law No. 482 of 15 December 1999 for the protection of historic linguistic minorities

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## Other websites on minority languages

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





