



hosted by FRYSKÉ  AKADEMY

## **LADIN**

**The Ladin language in education in Italy**

| 2nd Edition |

| Regional dossiers series |



This document was published by the Mercator European Research Centre on Multilingualism and Language Learning with financial support from the Fryske Akademy and the Province of Fryslân.

© **Mercator European Research Centre on Multilingualism and Language Learning, 2016**

ISSN: 1570 – 1239  
2nd edition

The contents of this dossier may be reproduced in print, except for commercial purposes, provided that the extract is preceded by a complete reference to the Mercator European Research Centre on Multilingualism and Language Learning.

This Regional dossier was originally compiled in 2001 by Alie van der Schaaf and Roland Verra (Intendënza Scoles Ladines). Very helpful comments were provided by Edith Ploner (Istitut Pedagogich Ladin).

The present second version has been compiled in 2015 by Roland Verra. It updates the contents of the first version on the Ladin language.

Unless otherwise stated, academic data refer to the 2013/2014 school year.

Contact information of the authors of Regional dossiers can be found in the Mercator Database of Experts ([www.mercator-research.eu](http://www.mercator-research.eu)).

From September 2015 onwards, Mirjam Terlaak Poot and Rixt van Dongera have been responsible for the publication of the Mercator Regional dossiers series.

## Contents

Foreword.....	3
1 Introduction.....	5
2 Pre-school education.....	15
3 Primary education .....	18
4 Secondary education.....	23
5 Vocational education .....	26
6 Higher education .....	28
7 Adult education.....	31
8 Educational research.....	32
9 Prospects.....	33
10 Summary statistics .....	34
Education system in Italy.....	35
References and further reading.....	36
Addresses .....	44
Other websites on minority languages .....	46
What can the Mercator Research Centre offer you?.....	47





## Foreword

**background** The Mercator European Research Centre on Multilingualism and Language Learning aims at the acquisition, circulation and application of knowledge in the field of regional and minority language education. Regional or minority languages are languages that differ from the official language of the state where they are spoken and that are traditionally used within a given territory by nationals of that state forming a group numerically smaller than the rest of the state's population. For several years an important means for the Mercator Research Centre to achieve the goal of knowledge acquisition and circulation has been the Regional dossiers series. The success of this series illustrates a need for documents stating briefly the most essential features of the education system of regions with an autochthonous lesser used language.

**aim** Regional dossiers aim at providing a concise description of and basic statistics on minority language education in a specific region of Europe. Aspects that are addressed include features of the education system, recent educational policies, main actors, legal arrangements and support structures, as well as quantitative aspects, such as the number of schools, teachers, pupils and financial investments. This kind of information can serve several purposes and can be relevant for different target groups.

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

**link with Eurydice** In order to link these regional descriptions with those of national education systems, the format of the Regional dossiers follows the format used by Eurydice, the information network on education in Europe. Eurydice provides information on the

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

**contents**

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

## 1 Introduction

### language

Ladin is a neo-Latin language spoken in Ladinia, the Central and Eastern Alpine regions. The language is the result of the Roman conquest of the Central Alps in 15 b.C, when the local Raethic tribes were firstly defeated by the Roman empire and then romanised in the course of the following centuries. Ladin is divided into Central, Eastern and Western Ladin, which formed one language area in the past. Nowadays they are separated by areas where Italian or German is spoken: Eastern Ladin is referred to as *Friulan* and Western Ladin is spoken in *Grischun* in Switzerland (this is the Ladin name, it is *Graubünden* in German and *Grigioni* in Italian). The separation of the Ladin area into three parts is the consequence of invasions by Germans from the north and Venetian people from the south. All these Ladin varieties have witnessed a continuous decline, both in speakers and in territory. The three varieties are generally considered as separate language groups, although there is still an ongoing academic dispute whether they are to be considered as languages on their own or forms of one proto-language. This dossier deals exclusively with *Central* or *Dolomites Ladin* spoken in five valleys in the Dolomites, which belong to different provinces and regions in Italy (cf table 1 and figure 1) and have, for that reason, different language policies. This administrative partition severely hampers development and progress of Ladins political and cultural rights. The region of Trentin-Süd-Tirol (South Tyrol-Trentino) is autonomous, while the region of Veneto is not. Ladin as a whole is an endangered minority language.

valley			province			region
<i>Ladin</i>	<i>German</i>	<i>Italian</i>	<i>Ladin</i>	<i>German</i>	<i>Italian</i>	
Val Badia	Gadertal	Badia	Bulsan	Süd-Tirol	Bolzano	Süd-Tirol-Trentino (autonomous)
Gherdëina	Gröden	Gardena				
Fascia	Fassa	Fassa	Trent		Trentino	
Fodom	Buchenstein	Livinallongo	Belum		Belluno	Veneto (not autonomous)
Cortina de Anpezo	Hayden	Cortina d'Ampezzo				

Table 1: The five valleys where Ladin is spoken and the provinces and regions they belong to.

Because of the lack of special guarantees for Ladin education in the province of Bolzano, the main part of this dossier covers the three valleys in the autonomous region of South Tyrol-Trentino: Val Badia, Gherdëina and Fascia. Where possible, a distinction is made between the provinces, but when a specific province is not mentioned, the information refers to the situation in the province of Bolzano (Bolzano/Bozen in South Tyrol-Trentino), which covers the valleys Val Badia and Gherdëina. The majority of the Ladin population lives in this province. We will use the Ladin names in this dossier.

**population**

As said above, central Ladin is spoken in the five valleys in the Dolomites in Italy: Val Badia, Gherdëina, Fascia, Fodom and Cortina de Anpezo. Out of a total population of some 38,000 people in all five Ladin valleys, approximately 30,000 speak Ladin (79%). Census data for those speaking Ladin are available for the province of Bolzano, where about 19,000 Ladin speakers form 90% of its population. In the Fascia Valley in the province of Trent, the number of Ladin speakers is about 8,000. In the Fodom and Cortina de Anpezo Valleys in the province of Bolzano, some 5,000 persons still speak the language. The numbers of speakers did not significantly change in the last ten years, as confirmed by the last census in 2011, which saw the same percentage of people declaring themselves as Ladins in the province of Bolzano. While all Ladins understand and speak the Ladin language, about 14% declare to have some difficulties with writing it, according to the “Language Barometer” edited by the Autonomous Province of Bolzano in 2015.

**language status**

Legge 15 Dicembre 1999, n. 482. Norme in materia di tutela delle minoranze linguistiche storiche (1999) (Rules on the protection of historical linguistic minorities) is the only national law on linguistic minorities. This law states that all traditional historic minorities have the right to language education and to use of their language in the local administration.





Figure 1: The area where Central Ladin is spoken (Source: Istitut Ladin, San Martin, 2008).

#### **Bulsan and Trent**

Bulsan and Trent were located in what was called 'Southern Tyrol' and remained under Austrian rule until World War I. A period of forced Italianisation followed, carried out by the Fascist regime and Germanisation by the Nazis in 1943-1945. However, after World War II, Southern Tyrol was granted a significant degree of autonomy and minority language protection. The legal administrative self-rule of the region was established in the Legge costituzionale 1948, n. 5. Statuto speciale per il Trentino-Alto Adige (1948) (Constitutional Law. Special statute for the South Tyrol-Trentino region), in which the Ladins were explicitly mentioned (art. 87). Nevertheless, it was not until 1972 that the cultural and educational rights of the Ladins were guaranteed in the Decreto del Presidente della Repubblica 1972, n. 670. Approvazione del testo unico delle leggi costituzionali concernenti lo Statuto speciale per il Trentino - Alto Adige (1972) (Decree by the President of the Republic. Special statute for the South Tyrol-Trentino region).

The judgment of the constitutional court, dated 21 April 1976, about Ladin schools in the province of Bulsan was also of historical importance for the school system. It states that only one unitary multilingual school system is admitted in the Ladin valleys and not a monolingual Italian or German one.

The Legge provinciale 1976, n. 19. Determinazione dell'ambito territoriale di applicazione delle provvidenze di cui all'articolo 102 dello Statuto di autonomia per le popolazioni ladine della provincia di Trento (1976) (Provincial law on the definition of the territorial scope for the application of the provisions of article 102 of the Autonomy Statute for the Ladin population of the province of Trent) determines the territory where Ladin is used as an official language in the province of Trent.

Nowadays, South Tyrol only refers to the province of Bulsan, with the two Ladin valleys Val Badia and Gherdëina. In the province of Bulsan people mainly speak German, although Italian dominates in the city of Bulsan. The eastern part of the province includes the two main Ladin valleys of Gherdëina and Badia. The bilingual status (German/Italian) of the province of Bulsan is quite stable now. It is notable, however, that the protection of Ladin is merely a side effect of the high degree of protection granted to the German minority (a 'majority' in fact, within provincial boundaries). In Bulsan, the language question in general, especially between Italian and German, has always been a major issue in political, social and educational decisions and is still laden with historical value. Ladin is used as an official language mainly in the Ladin area.

The Special Statute of 1972 was also intended to apply to Trent, but its application was delayed until 1990. The localisation of the Fascia Valley in an Italian speaking region and the region's changed economic focus on tourism industry triggered the Italianisation process in Fascia. Ladin teaching was only implemented in the valley in 1997. However, since 2006 there has been quite a positive development due to new provisions for education of the province, such as teaching the Ladin language

for one hour a week in elementary and secondary schools and the teaching of one more subject in Ladin.

Other laws in Trent that apply to status and use of the Ladin language are, for example, Decreto del Presidente della Repubblica 1988, n. 574. Norme di attuazione dello statuto speciale per la Regione Trentino-Alto Adige in materia di uso della lingua tedesca e della lingua ladina nei rapporti dei cittadini con la pubblica amministrazione e nei procedimenti giudiziari (1988) (Decree on the rules for the implementation of the special statute of the South Tyrol-Trentino Region on the use of the German and Ladin languages in relations between citizens and the public administration and judicial proceedings) in which it is written that Ladins have the right to use their language in local administrations. Another law, Legge provinciale 1985, n. 17. Norme per la valorizzazione delle attività culturali, di stampa e ricreative delle popolazioni ladine (1985) (Rules for the promotion of cultural, press and recreational activities of the Ladin population), grants financing for different cultural activities of local cultural unions and institutions and also for publications and media in Ladin.

**Belum**

The Ladin valleys of Fodom (also with the communes of Col and Rocia) and Anpezo are in the north of Belum in the region of Venice, which became part of the Italian Kingdom in 1866. Legal provisions for the protection of Ladins are very narrow in this region. The Law no. 482 on the protection of historic linguistic minorities and the Legge regionale 1994, n. 73. Promozione delle minoranze etniche e linguistiche del Veneto (1994) (Law on the promotion of ethnic and linguistic minorities in the Venetian region) only guarantee limited rights and means to the Ladin minority.

**status of  
language  
education**

**Bulsan**

Ladin was taught to some extent after the Special Statute of 1948. With the revised special statute (1972), the teaching of Ladin obtained a secure legal basis. The teaching of Ladin

received recognition, not only as a school subject in all nursery, elementary and secondary schools in the Ladin area, but also as a teaching instrument. Subsequent decrees were adopted to make teaching through the medium of Ladin a legally sanctioned option. The Statute on the one hand and the enforcement decrees on the other, reflect the practical needs of the Ladin minority. Nowadays, the regulations prescribe that each class at primary school level must be instructed in Italian for nearly half of the time and German for the other part of the time, with the exception of the two weekly lessons in Ladin (as described in the *Orientamenti educativi per la scuola delle località ladine* (Educational Guidelines for Ladin schools (Intendenza Scolastica Ladina, 1996). The same rules exist for secondary education. Religion is taught in the languages Ladin, German and Italian. This means that teachers in pre-school, primary and secondary education must be able to speak Italian, German and Ladin. They all have to pass a trilingual exam and must belong to the Ladin linguistic group. Ladin teachers are also given priority in job placement at secondary level. The use of the Ladin language is compulsory in official situations and documents. This is described in the Decreto del Presidente della Repubblica 1983, n. 89. Approvazione del testo unificato dei decreti del Presidente della Repubblica 20 gennaio 1973, n. 116, e 4 dicembre 1981, n. 761, concernenti norme di attuazione dello statuto speciale per il Trentino-Alto Adige in materia di ordinamento scolastico in provincia di Bolzano (1983) (Decree on the rules for the implementation of the special statute of the South Tyrol-Trentino Region concerning school regulation affairs in the province of Bolzano).

### **Trent**

In 1994, a Ladin branch of the provincial educational authority was instituted by the provincial government of Trent and in 1995 the *Sorastanza* (local school office) began its activity. The Legge provinciale 1995, n. 13. Introduzione dell'insegnamento curriculare del ladino nelle scuole secondarie di secondo grado ed artistiche delle località ladine (1995) (Provincial Law on the introduction of curricular teaching of Ladin in senior secondary

and artistic secondary schools in Ladin communities), introducing Ladin in grades 1-8, was accepted by the Italian State, together with the new Ladin curriculum. Since 1997, with the Legge provinciale 1997, n. 4. Insegnamento della lingua e cultura ladina nella scuola dell'obbligo (1997) (Law on the teaching of Ladin language and culture in compulsory education), Fascia has had specific hours of the teaching of Ladin as a subject at school. Passing a specific exam in Ladin language proficiency is required in order to teach in these schools.

**Belum**

Some training courses for Ladin teachers are conducted by schools in Belum, but teaching the Ladin language and culture is still on a voluntary basis and must be approved by the pupils' families.

**education system**

In Italy, school is compulsory for children from 6 to 16 years old. Between 16 and 18 years old, pupils have to attend either school or vocational training. After pre-school education, children must attend the first form of elementary school at age 6. After five years, they have to attend the first level of secondary school (*scuola media*) for three years. A state exam at the end of the third year must be passed in order to attend higher school levels, which are of different kinds: lyceums, technical schools and professional schools. They last five years and are concluded by a higher state exam. The passing of this exam admits one to a university or post-secondary education.

**private and public**

In Italy, about 90% of the schools are public, but private schools (the other 10%) must also implement state curricula. All schools in the Ladin speaking area are public schools. While private schools, generally run by the Catholic Church, are rather common in Italy, there are no similar schools in the Dolomites area.

**bilingual education forms**

In the valleys of the province of Bulsan where Ladin is spoken, all Ladin schools are multilingual, as they offer education in different languages (Ladin, German and Italian). After World War II, there

were different political positions on school languages in the Ladin area: some politicians wanted a German school and some an Italian one. The multilingual Ladin school model was the result of a political compromise.

**administration** The primary responsibility for the schools' functioning lies with the state. The costs of maintaining the schools are borne by different regional or provincial public authorities. In autonomous regions, the power to make provisions concerning education lies almost completely with the provincial authorities, which is the case with South Tyrol-Trentino. In general, the province has secondary legal authority in education and full powers only in pre-primary education. The province can make modifications in the curriculum according to regional needs and provides for the publication of textbooks and in-service training of teachers. The province is also entitled to pass independent legislation in the following areas: public assistance to school children, vocational training, school buildings and in-service training. Furthermore, the Italian state has a collective agreement for the teaching staff.

### **Bulsan**

In the province of Bulsan, the administration of teaching and management personnel for Ladin schools is handled by the Intendènza pur la scola di païsc ladins (Ladin provincial schools office), headed by the Intendënt dles scoles ladines (Ladin education officer). Teaching and management personnel are paid by the province. The supervision and promotion of instruction in nursery, elementary and secondary schools falls under the authority of the education officer. Administrative and pedagogical supervision in individual schools is entrusted to management staff. Checking the implementation of programmes is also part of the responsibilities of school headmasters.

### **Trent and Belun**

In Fascia, in the province of Trent, the school headmaster is also the director of the local school administration. In Belun, all schools are subjected to the Italian school administration, with no special regulations for Ladin schools.

**inspection** In the province of Bulsan, the inspection personnel for Ladin schools is handled by the Ladin provincial schools office. Inspection personnel is paid by the province. The chief of the Intendēnza Scolastica Ladina (Ladin school administration) is also responsible for the Ladin provincial school office. In Trent and Belun inspections are guaranteed by the provincial school offices.

**support structure** There is an office for the production of schoolbooks and other didactic means. It also cares for in-service training of teachers. This office, called *Inovazion y consulenza* (Innovation and counselling) is part of the Ladin Education Department and mainly refers to Ladin schools, even if it cooperates with similar structures for German and Italian schools. It has the task of collecting, developing, elaborating and distributing pedagogical materials and also carries out educational research in this field.

Some material is developed by teacher organisations like Union Maestri Ladins (Union of Ladin teachers, Val Badia) and the Lia di Maestri (Teachers' Union, Val Gherdëina). The Union di Ladins de Gherdëina (Ladin Union of Gherdëina), Union di Ladins dla Val Badia (Ladin Union of Val Badia), Union di Ladins de Fascia (Ladin Union of Fascia) and the Union di Ladins de Fodom e Anpezo (Ladin Union of Fodom and Anpezo) are part of the Union Generela di Ladins dles Dolomites (General Union of the Dolomites Ladins), the only global organisation of Ladin culture for the whole region of Ladinia. These cultural organisations also publish books (monographs and poems) and an annual summary with a variety of reports.

### **Bulsan**

In Bulsan, assessment of activities concerning Ladin teaching is carried out by the *Inovazion y consulenza* office of the Ladin provincial schools office which helps the teachers' committees in the schools. Apart from this pedagogical support, schools can also consult the cultural institute *Micurà de Rù* (proper name), though this is not part of the school system. This institute in Val Badia is also the main developer of books (not especially

designed for schools) and children's literature. The evaluation of teaching programmes is done by the evaluation service at the Ladin provincial schools office.

**Trent**

In Trent, the Ladin Cultural Institute of Vich serves as a feedback institute for language questions in the Fascia Valley. The Ofize Ladin Fascia Pedagogich (Pedagogical Office of the Fascia Valley) helps teachers with curricular matters as well as conducting in-service courses for teachers in Fascia Valley schools. Schools run by the province are non-religious and receive pedagogical support from the Scuole Materne Provinciali (Provincial Service of Pre-schools). Schools run by local authorities are religious schools. They depend on the Federazione Scuole Materne (Federation of Independent Pre-schools), which belongs for the most part to the Catholic Church.



## 2 Pre-school education

**target group** Children from the age of 3-6 years may attend *scuole per l'infanzia* (pre-primary schools), but are not obliged to do so. Pre-school education is not free of charge. Children of different ages may attend the same section or group.

**structure** Local communities are in charge of maintaining the buildings and structures, while the provincial school authority is accountable for the pedagogical personnel. Kindergartens in the Ladin valleys are under the supervision of the Ladin school administration. They also have an own director and inspector. The curriculum cares for emotional, cognitive and social competences.

**legislation** **Bulsan**  
Pre-primary schools fall under the province's responsibility and are regulated by the Legge provinciale 2008, n. 5. Obiettivi Generali ed Ordinamento della Scuola dell' Infanzia e del primo ciclo d'istruzione (2008) (Provincial law on the general structure and organisation of both pre-school and primary education). The most important laws and regulations on pre-primary education in the province of Bulsan regard the provincial guidelines for pre-primary schools in the Ladin localities and the reform of pre-primary education and primary education.

### **Trent**

The Decreto del presidente della repubblica 1976, n. 667. Norme di attuazione dello Statuto speciale della regione Trentino - Alto Adige in materia di scuola materna nella provincia di Trento (1976) (Rules for the implementation of the special statute of the Trentino – South Tyrol region in pre-primary education in the province of Trent) implements the statutory principle of using and teaching Ladin in pre-primary education in the Fassa Valley for the same number of hours as the Italian language.

The Legge provinciale 1990, n. 14. Sostituzione dell'articolo 21 (Uso della lingua ladina) della legge provinciale 1977, n. 13, concernente "Ordinamento della scuola dell'infanzia nella

provincia di Trento” (1990) (Substitution of art. 21, Use of the Ladin language, of provincial law no. 13, regarding “pre-primary schools regulations in the Province of Trent”) states that Ladin is used alongside Italian in pre-school education in the Fassa Valley on a basis of parity.

The Decreto del presidente della giunta provinciale 1998, n. 10-82/Leg. Regolamento per l'accertamento della conoscenza della lingua e cultura ladina nella scuola dell'infanzia, elementare e secondaria di primo e secondo grado (1998) (Regulations for the verification of knowledge of the Ladin language and culture in pre-primary, primary and lower and upper secondary school) includes the contents, standards and rules about the exams of Ladin for teachers which must be passed in order to get access to permanent jobs in education in the Fassa Valley. It is a written and oral exam, with particular regard to communication competency in the educational sector.

#### **Belum**

In the province of Belum there are no specific regulations for pre-school education, as it is no autonomous province. The national regulations must be applied with no particular minority rights.

#### **language use**

#### **Bulsan**

The regional statute of autonomy mentions Ladin as the main language of instruction in pre-school-education. Teaching the home language at this level is a condition for successful second and third language acquisition and for the safeguarding of an endangered minority language. Children with different linguistic backgrounds are educated in the same pre-schools. Ladin is used during group activities, while the teacher speaks the child's mother tongue during individual contact with the child. Regular multilingual activities are also carried out, following a so-called “integrated multilingual approach”. In Bulsan, all staff at the schools in the Ladin Valleys belong to the Ladin ethnic group.

**Trent**

In the six pre-primary schools in Fascia, the use of Ladin as a medium of instruction is guaranteed alongside the use of Italian on the basis of parity. It is used for the same amount of time in pedagogical activities in kindergartens in the Fassa Valley.

**Belum**

In Belum, Ladin is sometimes used in pre-primary education, but on a voluntary basis, mainly as informal communication between teachers and children.

**teaching material**

Teaching material in all three languages (Ladin, Italian and German) is provided by the pedagogical branch of the Ladin provincial schools office, for instance, *Material didatich por l'educaziun linguistica integrada* (Istitut Pedagogich Ladin, 2009). During multilingual activities, generally one hour a day, all three languages should be used on an equal basis.

**statistics**

valleys*	schools	pupils	teachers
Gherdëina and Badia (Bulsan)	16	687	37
Fascia (Trent)	6	141	17
<b>total</b>	<b>22</b>	<b>828</b>	<b>54</b>

Table 2: Numbers of schools, pupils and teachers involved in Ladin pre-primary education in the school year 2014/2015 (Source: *Intendënza Scoles Ladines*, 2015).

\* Fodom and Cortina de Anpezo (Belum) are not included because the use of Ladin is voluntary in these valleys.

### 3 Primary education

**target group** Primary schools are attended by pupils from 6 until 11 years. Primary education is free of charge and compulsory.

**structure** All *scoles elementeres* (elementary schools) are covered by the Ladin school administration. The five classes are structured depending on age classes. Curricula tend to provide the essential competencies, mathematics and science, in German and Italian using both languages as languages of instruction and Ladin as supporting language, if it is needed. Teachers are mainly responsible for teaching practices. They are generally organised in small teams of two or three for each class. In all Ladin Valleys, primary schools are public.

**legislation** National public educational laws provide the general framework. Teaching programmes are worked out autonomously in the provinces of Bulsan and Trent.

#### **Bulsan**

The most important rules and laws about primary education in the province of Bulsan regard teaching the minority language in the Ladin area. The educational programmes for primary schools of the Ladin communities indicate the main contents and goals of all school matters and the new contents and methods in elementary and the reform of primary education, introducing the principles of greater autonomy in primary schools in the province of Bulsan.

#### **Trent**

Trent has also own legislative competences in the school sector, according to the Special statute for the South Tyrol-Trentino region. Specific programmes can be worked out autonomously by the provincial school administration.

**language use** **Bulsan**

Since 2010, the Legge provinciale 2008, n. 5. Obiettivi formativi generali ed ordinamento della scuola dell'infanzia e del primo

ciclo di istruzione (2008) (Provincial law on the school reform of pre-primary education and primary education) applies, stating that in the province of Bulsan, all three languages (Ladin, Italian and German) are to be used in the first grade. From this class onwards, the teaching is done in Italian and German in each subject. Ladin is a school subject (two hours a week) and serves as a “provisional language”: it is used to explain content or expressions pupils cannot understand in Italian or German.

The choice of the language of instruction is not made according to school subjects, but has a daily or weekly pattern in elementary schools. In the past there was only one teacher per class, teaching all subjects, except for religion. Nowadays, there may be specialised teachers for certain subjects. From the fourth class onwards, English is taught for two hours a week.

On the basis of recent results in neurolinguistic science, the Ladin school administration in the province of Bulsan started a project of multilingual integrated learning at primary school level in 2000. This project was designed on the basis of former pragmatic experiences of language contact in Ladin kindergartens. Instead of language separation, the principle of language order was introduced, clearly identifying situations and activities when one language had to be used. The same system of colours used to identify activities and situations related to languages was also applied in Ladin primary schools and a coordinated action in teachers' training and parents' information was started. Meanwhile, the Ladin school administration and its pedagogical branch began editing specific school materials, specifically designed for the purposes of multilingual integrated learning. It was necessary to overcome conservative attitudes towards the new method, especially with regard to teachers who had been formed in monolingual schools and who were convinced that such a method would not work at all. One also had to explain to parents that all three languages are equally important and have the same cultural value and that children will not become overburdened by multilingualism at school. The higher level of language awareness conveyed by integrated

learning, helped to overcome some starting difficulties. This process was greatly encouraged by the visualisation of linguistic processes and dynamics. The project became very successful, as it helped teachers to meet the needs of a more globalised and varied school population, especially in areas where students have a very diversified linguistic background at home.

In a way, the project also helped the endangered Ladin language to gain social prestige, as the multilingual activities were generally well-balanced, thus freeing the minority language from the disadvantageous position of the two specific lessons a week. However, the project is far from being fully established, as it depends on the interest and effort of teachers and headmasters and needs a continuous new organisation and evaluation in order not to be overwhelmed by so-called “Italian” or “German” weeks, when all activities (with the exception of the two Ladin lessons) are carried out in one language only. It is, nevertheless, a great step forward if compared to the initial years of Ladin education at schools in the 1950s, when the usage of a Ladin ABC-board was prohibited through political interventions.

Regular Ladin language lessons always have a cultural component, mainly related to the local reality of life in the Dolomite Mountains, stretching from traditional tales and songs to social and environmental themes. Local history, arts and traditions are studied, using interactive school materials in well-combined thematic didactical unities. The Ladin lessons are far more than simple language lessons: they try to convey a sense of identity and cultural dignity in a curriculum dominated by Italian and German (the fourth language, English, is taught for two hours a week from the fourth class onwards). One should also remember that religion is taught using all three school languages, which is one more contribution to the idea of equal dignity of all languages. As the common Ladin language standard “Ladin Dolomitan” has not been officially recognised in South Tyrol, pupils learn their local Ladin variety. In that way they may get an even deeper feeling of identification with the kind of Ladin which they use at home.

**Trent**

Since 2010, parents may choose a new teaching model. This model entails that one third of the classes is taught in Ladin and two third in Italian. However, until now, only half of the schools in Fascia have chosen this model. From 2012 onwards, a new school experiment has been tested in some primary schools in Fascia Valley, using both Italian and Ladin on a basis of near parity. This project is called “Na comunanza che mpera” (a learning community) and wants to project the new orientation of primary education all over the valley. Moreover, German is taught from the first class and English from the third class onwards. The main goal of these innovations is to convey a good level of multilingualism and to strengthen the Ladin language in its prestige and fundamental competencies. The project is assisted by the province of Trent and the Pedagogical Office of the Fascia Valley. The same system is also applied in lower secondary education, with one weekly hour in which Ladin is taught and the use of Ladin as a language of instruction in at least two classes.

The province of Trent intends to introduce a new teaching model with more lessons in Ladin and German, but until now only one primary school in the valley has decided to adopt it. The first class started in September 2015.

**Belum**

In Fodom and Anpezo, one weekly hour in which Ladin is taught is offered at primary and lower secondary schools, if parents agree. Local school authorities have to ask the pupils' parents, if they intend to let their children attend the Ladin classes. If not, alternative contents must be offered by the schools during this time.

**teaching  
material**

Ladin schools use teaching material specifically designed by the pedagogical services of the Ladin provincial schools office: for instance the work-unities for the teaching of Ladin, *Drindrin ladin*, *Cudejel de Ladin* (Inovazion y Consulenza, 2015).

## statistics

valleys	schools	pupils	teachers
Badia and Gherdëina (Bulsan)	15	1,262	122
Fascia (Trent)	5	510	72
Fodom and Anpezo (Belum)	2	No data available	No data available
<b>total</b>	<b>22</b>	<b>1,772</b>	<b>194</b>

*Table 3: Number of schools, pupils and teachers involved in Ladin education on primary level in the school year 2013/2014 (Source: Intendënza Scoles Ladines, 2015).*



## 4 Secondary education

**target group** In Italy, secondary education is compulsory and split into two levels. The *scuola media* (lower secondary education) consists of three classes for pupils from 11-14 years of age. The *lyceum* (upper secondary education) is for pupils from 14-18 years old and has five classes. Education is compulsory until the age of 16.

**structure** All secondary schools are public and free of charge. Lower secondary education is concluded with a state exam, containing four written tests (Ladin, Italian, German and mathematics) and an oral examination on all subjects of the curriculum. After lower secondary education, pupils either continue to the lyceum or to vocational education.

The upper secondary level consists of five-year courses leading to the *Esame di Stato* (secondary leaving certificate). Students can choose from a variety of different types of schools (not all of them in the Ladin valleys), each leading to different certificates.

There are two commercial higher schools, one arts lyceum and a modern languages lyceum in Badia and Gherdëina. In Fascia there is a sports school, a modern languages Ladin lyceum and an arts lyceum. These schools are supervised by the Ladin school administration in Bulsan and by the local school office in the Fascia Valley.

**legislation** Most important rules and laws about Ladin upper schools deal with the introduction of curricular teaching of Ladin in upper secondary and artistic secondary schools in Ladin communities: the Legge provinciale 1995, n. 13. Introduzione dell'insegnamento curriculare del ladino nelle scuole secondarie di secondo grado ed artistiche delle località ladine (1995) (Provincial law on the introduction of curricular teaching of Ladin in senior secondary and artistic secondary schools in Ladin communities) and the Deliberazione della Giunta Provinciale del 2010, n. 2042. Indicazioni Provinciali per i licei e istituti tecnici delle località

ladine (2010) (Resolution of the provincial government. Provincial guidelines for upper secondary schools and technical schools in the Ladin localities). The provincial guidelines were issued after a broader school reform in Italy and guaranteed one more Ladin class per week in Gherdëina and Badia.

The school reform of the higher secondary level is also very important. Due to the Legge provinciale 2010, n. 11. Secondo ciclo di istruzione e formazione della Provincia autonoma di Bolzano (2010) (Provincial law on the school reform of the secondary level) national rules about secondary education were adapted to the situation of the autonomous province of Bulsan.

**language use**

In upper secondary education, Ladin classes have been introduced for one hour a week only since 1995 (provincial law no. 13). Since the entering into force of aforementioned provincial law no. 11, two weekly hours of Ladin are compulsory in all classes, but students from outside the Ladin area may choose another subject instead of Ladin. At this level, Ladin classes are also seen as a good basis for passing the compulsory language test which is necessary for access to jobs in the public service in the valley.

In lower secondary education in Gherdëina and Badia, both German and Italian are used as a language of instruction on an equal level. School subjects are taught either in German or in Italian. Not all teachers of the school subjects are mother tongue speakers of Ladin. When it comes to qualifying for a teaching post, Ladin speakers have overall priority. Ladin is used as language of instruction for two hours a week and at the same time it is a school subject. Since 1997/1998, English is a subject in the curriculum for two hours a week. This means that all pupils at the lower level learn four languages. At the end of this level, pupils have to pass a state examination, with written tests in Ladin, Italian, German and mathematics and an oral examination for all school subjects.

As in the lower secondary level, German and Italian are the main languages of instruction in upper secondary education. Ladin is offered as a compulsory school subject for two hours a week. For those students who did not attend a lower secondary school with Ladin, this subject is offered on an optional basis. In Fascia, Ladin is also taught as a school subject. In Belum, Ladin is not offered in upper secondary schools.

**teaching material** Secondary schools use German or Italian teaching material. Only for multilingual integrated learning and Ladin there are specific teaching supports edited by the Ladin provincial schools office, such as *Ravises y Eles* (Istitut Pedagogich Ladin, 2014), *Bel sarein* (1995) and *Material didatich por l'educaziun linguistica integrada* (Istitut Pedagogich Ladin, 2009).

**statistics**

valleys*		schools	pupils	teachers
Badia and Gher-dëina (Bulsan)	lower secondary education	5	795	85
	upper secondary education	4	497	68
Fascia (Trent)	lower secondary education	3	341	47
	upper secondary education	3	331	57

Table 4: Numbers of pupils, teachers and schools involved in Ladin education in lower and upper secondary education in the school year 2013/2014 (Source: *Intendënza Scoles Ladines, 2015*).

\* Fodom and Cortina de Anpezo (Belum) are not included because Ladin is not offered at secondary level in these valleys.

## 5 Vocational education

**target group** Vocational education is aimed at pupils who leave lower secondary education at 14 years and seek training in practical jobs.

**structure** Pupils may decide if they want to attend full-scale education during the week or just training courses alongside their apprentice experience (dual system). At professional schools, pupils may specialise in one or two years after a two-year basic course. Recently, the possibility of a fifth year, concluded by a state exam, has been introduced in South Tyrol.

The professional school in Urtijëi is administrated by the Arts Lyceum. The courses last from two until five years. There is only one artisan school in Urtijëi, where, for instance, woodcarving and painting is taught.

26

**legislation** Vocational training comes under provincial or regional laws, especially the provincial law no. 11 on the school reform of the secondary level (art. 7). Professional schools are a primary competence of the local autonomy.

**language use** Since 2010, the artisan's school in Urtijëi is also bilingual (Italian and German) with Ladin as a curricular school subject for two hours a week and a means of communication. Hence, Ladin can also be used for explanations regarding subjects which are taught in German or Italian, besides the two weekly hours of Ladin lessons.

**teaching material** An example of a teaching method is the *Material didatich por l'educaziun linguistica integrada* (Istitut Pedagogich Ladin, 2009) offering teaching modules on integrated learning in all three school languages. They contain exercises, grammar modules and other texts, which are compared in their structure and vocabulary, following the method of multilingual integrated learning, comparing grammar structures and linguistic peculiarities of different languages.

**statistics**

The school in Urtijëi had about 40 pupils in the school year 2013/2014. Pupils attend classes that are instructed for the same amount of hours in German and Italian and for two hours in Ladin.

## 6 Higher education

- structure** At tertiary level, Italy has universities and fine arts academies, offering Bachelor's and Master's courses. Since the school year 1998/1999, primary school teachers are taught at universities which to some extent also address the specific needs of the Ladin Valleys. There are no universities in the Ladin region, but the Faculty of Education in Porsenù/Bressanone/Brixen is not far from the Ladin area and offers courses for future teachers, including lessons in Ladin, German and Italian classes. The five-year programs offer students a certificate which enables them to teach in pre-primary and primary schools in the Ladin area of South Tyrol.
- legislation** Universities follow national laws, such as the Decreto del presidente della repubblica n. 1236/1969 sull' università (1969) (Decree on universities), which was the first greater reform of universities in Italy, or the Legge 30 dicembre 2010, n. 240. Norme in materia di organizzazione delle università, di personale accademico e reclutamento, nonche' delega al Governo per incentivare la qualità e l'efficienza del sistema universitario (2010) (Rules on the organisation of the universities, the academic staff and recruitment, as well as the delegation to the government to enhance the quality and efficiency of the university system). This concerns every university, even though the Libera Università di Bolzano (Free University of Bulsan) is autonomous and is for the most part funded by the local provincial administration.
- language use** At the universities in Brixen, Innsbruck, Salzburg, Padova, Zürich and Udine, there are special Ladin linguistic and literature courses, most of them in German or Italian. There are some university courses given in Ladin in Brixen, such as “Literatures of the Ladin School Languages” or “Educational Institutions in the Ladin area”.
- teacher training** Teachers must attend Italian, German and Ladin lessons at the Faculty of Education in Porsenù and also attend practical stages in Ladin schools. In order to become a Ladin teacher, one

needs a university degree in languages, attend a specialisation course offered by the University of Bulsan and pass an exam at the local Ladin school administration.

**pre-school training**

The faculty of Educational Science in Brixen offers training at university level for pre-primary and primary teachers in the province of Bulsan. The first course started in September 2000. The faculty has its own Ladin department, where some lessons in Ladin teaching are offered. The main curriculum is taught half in German and half in Italian.

At Ladin primary schools, some practical activities such as in-class training are conducted under the supervision of competent tutors.

The Ladin Department of the Free University of Bulsan in Brixen is responsible for the curriculum of the Ladin students and supervises the Ladin language and culture courses and multilingual education. There is no such course with a component of the teaching of Ladin offered in the provinces of Trent and Belum.

**primary training**

Primary training is offered at the Faculty of Educational Science in Brixen, where an own department cares for a balanced use of Ladin, German and Italian during lessons and training activities throughout stages in the Ladin area. The main contents of the lessons regard pedagogy, didactics, languages, science, art and music.

**secondary training**

After graduation, teachers must attend one more training course in order to get access to public exams and jobs. Special courses are offered at universities, but they are generally limited to the content “Ladin language and culture”.

**in-service training**

**Bulsan**

Every teacher is expected to follow a certain number of hours of in-service training every year. Such courses are mostly organised by the provincial school administration or by the schools themselves. Ladin teachers in Bulsan can also attend in-service teacher training courses offered by the German or Italian pedagogical services. For the specific Ladin language interests, the Ladin school administration has various activities to fill gaps, especially in the in-service training of teachers, meant both to cope with trilingualism at school and to broaden knowledge of the Ladin language and culture.

**Trent**

In Fascia, the Pedagogical Office of the Fascia Valley organises Ladin courses and provides pedagogical support.

**Belum**

Some courses are organised by the provincial administration in Belum. Ladin teachers may also attend courses in the province of Bulsan, on the basis of a mutual agreement between the school administrations.

**statistics**

There were 46 Ladin students at the Faculty of Education in Brixen in the academic year 2015/2016, as stated by the Ladin Section of the Faculty of Education. All the students have to study Ladin as a discipline and attend courses in the Ladin language, alongside classes taught in German and Italian, while there are no such courses in the other provinces.



## 7 Adult education

**structure and language courses** Adult education is organised by the provincial administration on the basis of the Legge provinciale 1983, n. 41. Per la disciplina dell'educazione permanente e del sistema di biblioteche pubbliche (1983) (Provincial law on permanent education and the system of public libraries).

Regular courses of Ladin for adults (Ladins and non-Ladins) are offered by the cultural institutes of Micurà de Rü, the Cësa de Jan (House of Jan) and the Majon di Fascegn (House of the inhabitants of Fassa Valley). They particularly target people who have come to the Ladin valleys because of the development in tourism. The challenge is to integrate newcomers as much as possible in the local culture. Some of these courses are also organised by the schools themselves. They provide basic competencies that are necessary to pass the *patentino di ladino* (certificate of the knowledge of Ladin), language exams that give access to local public administrations. There is no specific teaching material for adult education available.

**language use** Most of the courses for adults are in German (in the province of Bulsan) or Italian (in Trent and Belun). Only a small part of these courses is offered in Ladin.

**statistics** There is no statistical data available.

## 8 Educational research

Studies have been regularly conducted on the proficiency of schools, such as research on multilingual competence carried out by the evaluation service in the years 2009-2013. The comparative language-analysis *Resultac d'analisa linguistica* (2009, 2010 and 2012) conducted by the Servisc provinziel per l'evaluazion dla scoles ladines – Bulsan (Ladin Evaluation Service) confirms that Ladin pupils almost achieve the same results in Italian and German in comparison to native speakers of the same age. Unfortunately, most of the studies on multilingualism in South Tyrol are centred on Italian-German bilingualism. This seems to be the top political priority, while the Ladin school system with its peculiar multilingualism is seen as an exception in the educational panorama of this province. Trento University, on the contrary, seems more interested in the aspects of promoting Ladin in Fascia-schools. It, for instance, organises summer schools on the Ladin language and culture in the Fassa Valley in cooperation with the local school administration and Majon di Fascegn.

## 9 Prospects

The main goals for the future of the Ladin schools are developing modern interactive teaching materials, strengthening teacher training, especially with regard to Ladin and multilingualism, and establishing a better theoretical basis in education in cooperation with regional universities.

Generally speaking, the teaching of Ladin and language acquisition have improved a lot in the last ten years, even though the sociolinguistic situation of the minority language remains very critical in this area. The coordinated efforts of the local school administrations for the promotion of Ladin have improved the chances of this endangered language, even though its position in society is far from guaranteed.

On the other hand, no further improvements have been achieved in language acquisition in the Ladin communities of the province of Belun, with the little exception of some sporadic voluntary projects following the national law on the protection of language minorities. In the last years, these communities have tried to change parts of the administration of the province of Bolzano by holding a referendum which had an outstanding positive result. It was in the interest of the Ladin unity by aiming at the cancellation of the current administrative division. However, it has not yet been accepted by Italian authorities. That is why Ladin is particularly endangered in the two valleys of Fiemme and Ampezzo, where its presence at school is more or less only symbolic.

## 10 Summary statistics

	<b>Bulsan</b>			<b>Trent</b>			<b>total*</b>		
	schools	pupils	teacher	schools	pupils	teacher	schools	pupils	teacher
pre-primary schools	16	687	37	6	141	17	22	828	54

*Table 5: Numbers of pupils, teachers and schools involved in Ladin education in pre-primary education in the school year 2014/2015 (Source: Intendènza Scoles Ladines, 2015).*

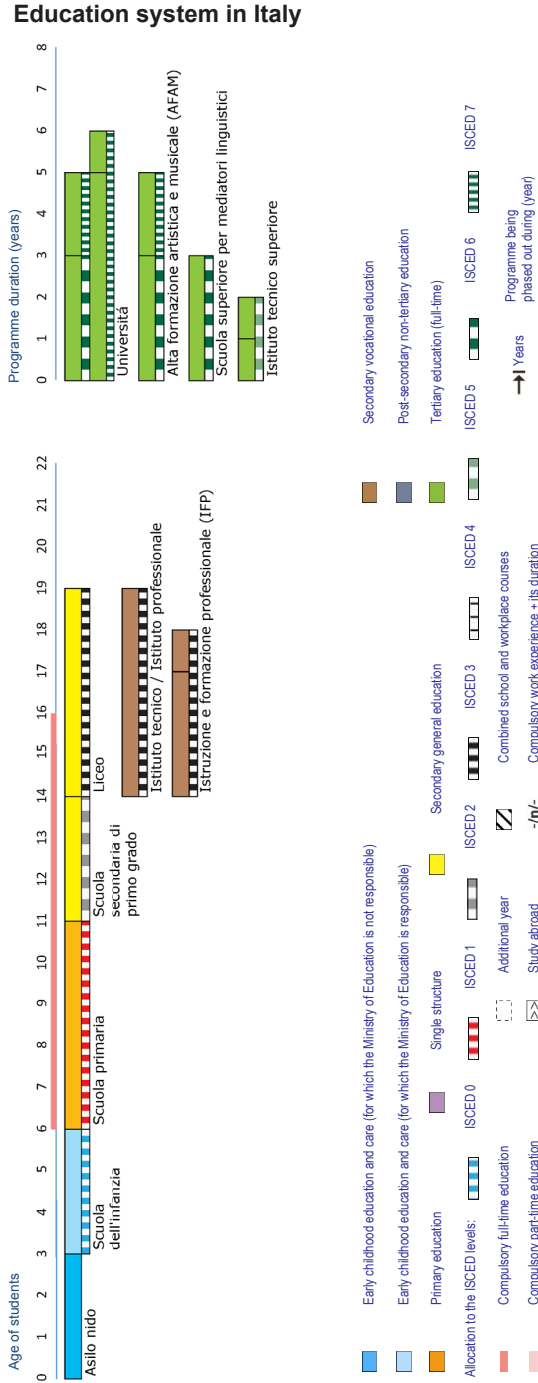
\* Fodom and Cortina de Anpezo are not included because the use of Ladin is voluntary in these valleys.

	<b>Bulsan</b>			<b>Trent</b>			<b>total*</b>		
	schools	pupils	teacher	schools	pupils	teacher	schools	pupils	teacher
primary schools	15	1,262	122	5	510	72	20	1,772	194
lower secondary	5	795	85	3	341	47	8	1,136	132
upper secondary	4	497	68	3	331	57	7	828	125

*Table 6: Numbers of pupils, teachers and schools involved in Ladin education in primary, lower and upper secondary education in the school year 2013/2014 (Source: Intendènza Scoles Ladines, 2015).*

\* Fodom and Cortina de Anpezo are not included because Ladin is not offered at secondary level in those valleys.

The structure of the education system in Italy 2014/2015



Source: Eurydice (2014/2015)

## References and further reading

All Italian laws can be found at: [www.normattiva.it](http://www.normattiva.it).

Laws and regulations pertaining to the Autonomous region South Tyrol-Trentino can be found at [www.consiglio.provincia.tn.it](http://www.consiglio.provincia.tn.it).

### regulations

*Legge costituzionale 26 febbraio 1948, n. 5. Statuto speciale per il Trentino-Alto Adige* [Constitutional Law no. 5, dated 26 February 1948. Special statute for the South Tyrol-Trentino region] (1948). Available at: [www.consiglio.provincia.tn.it](http://www.consiglio.provincia.tn.it) [accessed January 2016].

*Decreto del Presidente della Repubblica 31 agosto 1972, n. 670. Approvazione del testo unico delle leggi costituzionali concernenti lo Statuto speciale per il Trentino - Alto Adige* [Decree by the President of the Republic no. 670, dated 31 August 1972. Special statute for the South Tyrol-Trentino region] (1972). Available at: [www.consiglio.provincia.tn.it](http://www.consiglio.provincia.tn.it) [accessed January 2016].

*Legge provinciale 29 luglio 1976, n. 19. Determinazione dell'ambito territoriale di applicazione delle provvidenze di cui all'articolo 102 dello Statuto di autonomia per le popolazioni ladine della provincia di Trento* [Provincial law no. 19, dated 29 July 1976. Definition of the territorial scope for the application of the provisions of article 102 of the Autonomy Statute for the Ladin population of the province of Trent] (1976). Available at: [www.consiglio.provincia.tn.it](http://www.consiglio.provincia.tn.it) [accessed September 2014].

*Decreto del Presidente della Repubblica 10 febbraio 1983, n. 89. Approvazione del testo unificato dei decreti del Presidente della Repubblica 20 gennaio 1973, n. 116, e 4 dicembre 1981, n. 761, concernenti norme di attuazione dello statuto speciale per il Trentino-Alto Adige in materia di ordinamento scolastico in provincia di Bolzano* [Decree by the President of the Republic no. 89, dated 10 February 1983. Approval of the unified text of the decrees of the President of the Republic on 20 January 1973, n. 116, and 4 December 1981, n. 761, concerning the rules for the implementation of the special statute of the South Tyrol-Trentino Region concerning school regulation affairs in the province of Bulsan] (1983). Available at: [www.normattiva.it](http://www.normattiva.it) [accessed January 2016].

*Legge provinciale 28 ottobre 1985, n. 17. Norme per la valorizzazione delle attività culturali, di stampa e ricreative delle popolazioni ladine* [Provincial law no. 17, dated 28 October 1985. Rules for the promotion of cultural, press and recreational activities of the Ladin population] (1985). Available at: [www.consiglio.provincia.tn.it](http://www.consiglio.provincia.tn.it) [accessed September 2014].

*Decreto del Presidente della Repubblica 15 luglio 1988, n. 574. Norme di attuazione dello statuto speciale per la Regione Trentino-Alto Adige in materia di uso della lingua tedesca e della lingua ladina nei rapporti dei cittadini con la pubblica amministrazione e nei procedimenti giudiziari*

[Decree by the President of the Republic no. 574, dated 15 July 1988. Rules for the implementation of the special statute of the South Tyrol-Trentino Region on the use of German and Ladin in relations between citizens and the public administration and judicial proceedings] (1988). Available at: [lexbrowser.provinz.bz.it](http://lexbrowser.provinz.bz.it) [accessed September 2014].

*Legge regionale 23 dicembre 1994, n. 73. Promozione delle minoranze etniche e linguistiche del Veneto* [Regional Law no. 73, dated 23 December 1994. Promotion of ethnic and linguistic minorities in the Venetian region] (1994). Available at: [www.consiglioveneto.it](http://www.consiglioveneto.it) [accessed September 2014].

*Legge provinciale 13 febbraio 1997, n. 4. Insegnamento della lingua e cultura ladina nella scuola dell'obbligo* [Provincial law no. 4, dated 13 February 1997. Teaching of the Ladin language and culture in compulsory education] (1997). Available at: [www.consiglio.provincia.tn.it](http://www.consiglio.provincia.tn.it) [accessed September 2014].

*Legge 15 dicembre 1999, n. 482 Norme in materia di tutela delle minoranze linguistiche storiche* [Law no. 482, dated 15 December 1999. Rules on the protection of historical linguistic minorities] (1999). Available at: [www.camera.it](http://www.camera.it) [accessed September 2014].

*Legge provinciale 16 luglio 2008 n. 5. Obiettivi Generali ed Ordinamento della Scuola dell' Infanzia e del primo ciclo d' istruzione* [Provincial law no. 5, dated 16 July 2008. General objectives and organisation of both pre-school and elementary education] (2008). Available at: [www.isfol.it/sistema-documentale/banche-dati/normative/archivio/17461](http://www.isfol.it/sistema-documentale/banche-dati/normative/archivio/17461) [accessed January 2016].

*Legge 30 dicembre 2010, n. 240. Norme in materia di organizzazione delle università, di personale accademico e reclutamento, nonche' delega al Governo per incentivare la qualità e l'efficienza del sistema universitario* [Law no. 240, dated 30 December 2010. Rules on the organisation of the universities, the academic staff and recruitment, as well as the delegation to the government to enhance the quality and efficiency of the university system] (2010). Available at: [www.camera.it](http://www.camera.it) [accessed January 2016].

**regulations  
regarding  
Bulsan**

Laws and regulations pertaining to the Autonomous Province of Bulsan/South Tyrol can be consulted at [lexbrowser.provinz.bz.it](http://lexbrowser.provinz.bz.it).

*L'ordinanza ministeriale n. 5145/76 del 27 agosto 1948* [Ministerial Decree no. 5145/76, dated 27 August 1948, relating to the teaching of Ladin in primary schools] (1948).

*Legge provinciale 29 ottobre 1958, n. 7. Consulte culturali e fondo provinciale per le attività culturali* [Provincial law no. 7, dated 29 October 1958. Cultural councils financed by the province for cultural activities] (1958). Available at: [lexbrowser.provinz.bz.it](http://lexbrowser.provinz.bz.it) [accessed September 2014].

*Decreto del presidente della repubblica n. 1236/1969 sull' università* [Decree on universities] (1969).

*Legge provinciale 14 agosto 1975, n. 29. Istituzione dell'Istituto culturale ladino* [Provincial law no. 29, dated 14 August 1975. Establishment of the Ladin Cultural Institute] (1975). Available at: [www.minoranzelinguistiche.provincia.tn.it](http://www.minoranzelinguistiche.provincia.tn.it) [accessed September 2014].

*Judgement of the Constitutional court, dated 21 April 1976, about Ladin schools in the province of Bulsan* (1976).

*Legge provinciale 31 luglio 1976, n. 27. Istituzione dell'Istituto ladino di cultura* [Provincial law no. 27, dated 31 July 1976. Foundation of the Ladin Cultural Institute] (1976). Available at: [lexbrowser.provinz.bz.it](http://lexbrowser.provinz.bz.it) [accessed September 2014].

*Decreto del presidente della repubblica 12 agosto 1976, n. 667 Norme di attuazione dello Statuto speciale della regione Trentino - Alto Adige in materia di scuola materna nella provincia di Trento* [Decree by the President of the Republic no. 667, dated 12 August 1976. Rules for the implementation of the special statute of the Trentino - South Tyrol region in pre-primary education in the province of Trent] (1976). Available at: [www.consiglio.provincia.tn.it](http://www.consiglio.provincia.tn.it) [accessed September 2014].

*Legge provinciale 7 novembre 1983, n. 41. Per la disciplina dell'educazione permanente e del sistema di biblioteche pubbliche* [Provincial law no. 41, dated 7 November 1983, on permanent education and the system of public libraries] (1983). Available at: [lexbrowser.provinz.bz.it](http://lexbrowser.provinz.bz.it) [accessed January 2016].

*Legge provinciale 6 dicembre 1983, n. 48. Programmi, orari di insegnamento e prove di esame per la scuola media della Provincia di Bolzano* [Provincial law no. 48, dated 6 December 1983. Programs, education programs and exams in secondary education in the province of Bulsan] (1983). Available at: [lexbrowser.provinz.bz.it](http://lexbrowser.provinz.bz.it) [accessed January 2016].

*Legge provinciale 30 giugno 1987, n. 13. Ricerca educativa, aggiornamento culturale e professionale, sperimentazione - Creazione dei relativi Istituti* [Provincial law no. 13, dated 30 June 1987. Educational research, cultural and professional updating, experimentation – Creation of relevant institutes] (1987). Available at: [lexbrowser.provinz.bz.it](http://lexbrowser.provinz.bz.it) [accessed September 2014].

*Decreto del presidente della Giunta Provinciale 11 settembre 1987, n. 315. Approvazione del nuovo statuto del Comprensorio Ladino di Fassa* [Decree by the President of the Provincial Council no. 315, dated 11 September 1987. Approval of the new statute of the Ladin Fassa district] (1987). Available at: [www.regione.taa.it](http://www.regione.taa.it) [accessed September 2014].



*Decreto del presidente della repubblica 15 luglio 1988, n. 405. Norme di attuazione dello Statuto speciale per la regione Trentino - Alto Adige in materia di ordinamento scolastico in provincia di Trento* [Decree by the President of the Republic no. 405, dated 15 July 1988. Rules for the implementation of the special statute of the South Tyrol-Trentino region in school regulation affairs in the province of Trento] (1988). Available at: [www.consiglio.provincia.tn.it](http://www.consiglio.provincia.tn.it) [accessed September 2014].

*Legge provinciale 2 maggio 1990, n. 14. Sostituzione dell'articolo 21 (Uso della lingua ladina) della legge provinciale 21 marzo 1977, n. 13, concernente "Ordinamento della scuola dell'infanzia nella provincia di Trento"* [Provincial law no. 14, dated 2 May 1990. Substitution of article 21 (Use of the Ladin language) of provincial law no. 13, dated 21 March 1977, regarding "pre-primary schools regulations in the province of Trento"] (1990). Available at: [www.consiglio.provincia.tn.it](http://www.consiglio.provincia.tn.it) [accessed September 2014].

*Decreto del presidente della giunta provinciale 12 dicembre 1990, n. 1269/LH/III. Statuto dell'Istituto pedagogico provinciale di ricerca, sperimentazione e aggiornamento educativo per il gruppo linguistico ladino* [Decree by the President of the Provincial Council no. 1269, dated 12 December 1990. Statute of the Provincial Pedagogical Institute of research, experimentation and educational updating for the Ladin linguistic group] (1990). Available at: [lexbrowser.provinz.bz.it](http://lexbrowser.provinz.bz.it) [accessed September 2014].

*Legge provinciale 10 luglio 1992, n. 29. Modifiche ed integrazioni alla L.P. 6 dicembre 1983, n. 48, e alla L.P. 17 agosto 1979, n. 13.* [Provincial law no. 29, dated 10 July 1992. Regulations and supplements to provincial law no. 48, dated 6 December 1983, and to provincial law no. 13, dated 17 August 1979] (1992). Available at: [lexbrowser.provinz.bz.it](http://lexbrowser.provinz.bz.it) [accessed September 2014].

*Decreto legislativo 16 dicembre 1993, n. 592. Norme di attuazione dello Statuto speciale della regione Trentino - Alto Adige concernenti disposizioni di tutela delle popolazioni ladina, mochena e cimbra della provincia di Trento* [Legislative decree no. 592, dated 16 December 1993. Rules for the implementation of the special statute of the South Tyrol-Trentino region regarding safeguarding provisions for the Ladin, Mochene and Cimbrian language population in the province of Trento] (1993). Available at: [www.consiglio.provincia.tn.it](http://www.consiglio.provincia.tn.it) [accessed September 2014].

*Legge provinciale 1° giugno 1995, n. 13. Introduzione dell'insegnamento curricolare del ladino nelle scuole secondarie di secondo grado ed artistiche delle località ladine* [Provincial law no. 13, dated 1 June 1995. Introduction of curricular teaching of Ladin in senior secondary and artistic secondary schools in Ladin communities] (1995). Available at: [lexbrowser.provinz.bz.it](http://lexbrowser.provinz.bz.it) [accessed September 2014].

*Legge provinciale 12 dicembre 1996, n. 24. Consiglio scolastico provinciale e disposizioni in materia di assunzione del personale insegnante* [Provincial law no. 24, dated 12 December 1996. Provincial school board and regulations on recruitment of teaching staff] (1996). Available at: [lexbrowser.provinz.bz.it](http://lexbrowser.provinz.bz.it) [accessed September 2014].

*Deliberazione della Giunta Provinciale 15 settembre 1997, n. 4611. Approvazione dello statuto del Museo provinciale dell'Alto Adige per la cultura e la storia ladina* [Resolution of the Provincial Council no. 4611, dated 15 September 1997. Approval of the statute of the Provincial Museum of Ladin Culture and History of the South Tyrol Region] (1997). Available at: [lexbrowser.provinz.bz.it](http://lexbrowser.provinz.bz.it) [accessed September 2014].

*Lo Statuto dell'Amministrazione provinciale di Belluno è stato approvato dal Consiglio Provinciale con Deliberazione n° 28/231 del 22 settembre 1997 e successivamente modificato con deliberazioni n° 6/43 del 26 novembre 1999, n° 22/183 del 19 febbraio 2001, n° 52/403 del 30 settembre 2003, n° 100/2006 del 23 ottobre 2006 e n° 7 del 21 marzo 2012* [The statute of the province of Belun has been approved by the provincial council with resolution no. 28/231, dated 22 September 1997, and subsequently amended by resolutions no. 6/43, dated 26 November 1999, no. 22/183, dated 19 February 2001, no. 52/493, dated 30 September 2003, no. 100/2006, dated 23 October 2006 and no. 7, dated 21 March 2012] (1997). Available at: [www.provincia.belluno.it](http://www.provincia.belluno.it) [accessed September 2014].

*Decreto del presidente della giunta provinciale 11 maggio 1998, n. 10-82/Leg. Regolamento per l'accertamento della conoscenza della lingua e cultura ladina nella scuola dell'infanzia, elementare e secondaria di primo e secondo grado* [Decree by the President of the Provincial Council no. 10-82, dated 11 May 1998. Regulations for the verification of knowledge of the Ladin language and culture in pre-primary, primary and lower and upper secondary education] (1998). Available at: [www.consiglio.provincia.tn.it](http://www.consiglio.provincia.tn.it) [accessed September 2014].

*Legge provinciale 29 giugno 2000, n. 12. Autonomia delle scuole* [Provincial law no. 12, dated 29 June 2000. School autonomy] (2000). Available at: [lexbrowser.provinz.bz.it](http://lexbrowser.provinz.bz.it) [accessed September 2014].

*Legge provinciale 7 agosto 2006, n. 5. Sistema educativo di istruzione e formazione del Trentino* [Provincial law no. 5, dated 7 August 2006. Educational system of Trentino] (2006). Available at: [www.consiglio.provincia.tn.it](http://www.consiglio.provincia.tn.it) [accessed September 2014].

*Legge provinciale 16 luglio 2008, n. 5. Obiettivi formativi generali ed ordinamento della scuola dell'infanzia e del primo ciclo di istruzione* [Provincial law no. 5, dated 16 July 2008. School reform of pre-primary education and primary education] (2008). Available at: [lexbrowser.provinz.bz.it](http://lexbrowser.provinz.bz.it) [accessed September 2014].

*Deliberazione della Giunta Provinciale del 27 aprile 2009, n. 1181. Indicazioni provinciali per le scuole dell'infanzia delle località ladine* [Resolution of the provincial government no. 1181, dated 27 April 2009. Provincial guidelines for pre-primary schools in the Ladin localities] (2009). Available at: [www.provincia.bz.it](http://www.provincia.bz.it) [accessed September 2014].

*Deliberazione della Giunta Provinciale del 27 aprile 2009, n. 1182. Indicazioni provinciali per le scuole primarie e secondarie di primo grado delle località ladine* [Resolution of the provincial government no. 1182, dated 27 April 2009. Provincial guidelines for primary and lower secondary school in the Ladin localities] (2009). Available at: [www.provincia.bz.it](http://www.provincia.bz.it) [accessed September 2014].

*Legge provinciale 24 settembre 2010, n. 11. Secondo ciclo di istruzione e formazione della Provincia autonoma di Bolzano* [Provincial law no. 11, dated 24 September 2010. School reform of the secondary level] (2010). Available at: [lexbrowser.provinz.bz.it](http://lexbrowser.provinz.bz.it) [accessed September 2014].

*Deliberazione della Giunta Provinciale del 13 dicembre 2010, n. 2042. Indicazioni Provinciali per i licei e istituti tecnici delle località ladine* [Resolution of the provincial government no. 2042, dated 13 December 2010. Provincial guidelines for upper secondary schools in the Ladin localities] (2010). Available at: [www.provincia.bz.it](http://www.provincia.bz.it) [accessed September 2014].

**publications**

Belardi, W. (1991). *Storia sociolinguistica della lingua ladina*. Rome: Biblioteca di ricerche linguistiche e filologiche.

Craffonara, L. (1986). *Die Dolomitenladiner*. Badia: Istitut Ladin Micurà de Rù.

Departimènt Educazion y Cultura Ladina (2014). *Material didatich por l'educaziun linguistica integrada (4.-5. tlassa). Materiale didattico per l'educazione linguistica integrata (4.-5. classe). Unterrichtsmaterial für die integrierende Mehrsprachendidaktik (4.-5. Kl.)*. Bozen: Ferrari-Auer.

Dutto, M. (1990). *Bilinguismo potenziale e bilinguismo possibile*. Vigo: Istituto Culturale Ladino.

Ellecosta, L. ed. (2007). *La Scora Ladina*. Bulsan: Istitut Pedagogich Ladin

Eurydice & Cedefop (1995). *Structures of the education and initial training systems in the European Union. Second edition*. Luxembourg: Luxembourg: Office for Official Publications of the European Communities.

Intendènza Scolastica Ladina (1996). *Orientamenti educativi per la scuola delle località ladine*.

Istituto Culturale Ladino (1989). *Le lingue di minoranza e la scuola*. Monograph issue of *Mondo Ladino*, no. 1-2. Vigo di Fassa: ICL.

Istitut Pedagogich Ladin (2009). *Material didatich por l'educaziun linguistica integrada (1.-3. tlassa)*. *Material didattico per l'educazione linguistica integrata (1.-3. classe)*. *Unterrichtsmaterial für die integrierende Mehrsprachendidaktik (1.-3. Kl.)*. Bozen: Athesia.

Landesinstitut für Statistik (2014). Südtiroler Sprachbarometer. *Sprachgebrauch und Sprachidentität in Südtirol*. Available at: [www.provinz.bz.it/astat/de/haushalte-soziales-leben/537.asp?SonstigeSozialstatistiken\\_action=4&SonstigeSozialstatistiken\\_article\\_id=287605](http://www.provinz.bz.it/astat/de/haushalte-soziales-leben/537.asp?SonstigeSozialstatistiken_action=4&SonstigeSozialstatistiken_article_id=287605) [accessed September 2014].

Marcantoni, M. ed. (2006). *Nuovo atlante ladino*. Trento: IASA.

Martinelli, C. & Salvatori, M. (1994). "Ladin language at infant schools in the Fassa Valley". In: A. van der Goot, W.J.T. Renkema & M.B. Stuijt (Eds.), *Pre-primary education, an inventory of the current position of lesser used languages in pre-primary education in some member states of the European Union*. Ljouwert/Leeuwarden: Fryske Akademy, Mercator-Education.

Milian I Massan, A. (1992) *Drets linguistics i dret fonamental a l'educació: un estudi comparat. Itàlia, Bèlgica, Suïssa, el Canadà i Espanya*. Barcelona: Institut d'Estudis Autònoms.

Ministero dell'Interno (1994). *Primo Rapporto sullo stato delle Minoranze in Italia*. Rome: Ministro dell'Interno.

Seberich, R. (2000). *Südtiroler Schulgeschichte*. Bozen: Raetia.

Sikma, J. & D. Gorter (1991). *European Lesser Used Languages in Primary Education: Inventory and Proceedings of the Colloquy*. Leeuwarden: Fryske Akademy.

Tjeerdsma, R.S. & J. Sikma (1994). *Provision of Learning Materials for Primary and Pre-primary Education*. Leeuwarden: Fryske Akademy.

Verra, R. ed. (2000). *La minoranza ladina. Cultura, Lingua, Scuola*. Bulsan: Istituto Pedagogico Ladino, Intendenza per la scuola delle località ladine.

Verra, R. (1989). "La lingua e la cultura ladina nella scuola in Val Gardena e in Val Badia." In: *Mondo Ladino XIII*, (pp. 49-58).

Verra, R. (1993). "L'approccio ladino a una didattica linguistica integrata." In: *Ladinia XVII* (pp. 5-11).

Verra, R. (2004). *Ladinisch – paritätisch – mehrsprachig*. Bozen: Ladinisches Schulamt.

Videsott, P. & T. Rifesser eds. (2011). *L Ladin tl sistem formatif*. Bulsan: University Press.

Vidoni, C. (2013). *La scuola dell'Autonomia provinciale*. Rome: Armando Editore.

Vittur, F. (1984). *Report on the situation of the Ladin speaking pre-primary schools in the Province of Bolzano*. s.n.: s.l.

Vittur, F. (1988). *The Ladin language in primary education in the Ladin Valleys of the Province of Bolzano*. Leeuwarden: Fryske Akademy.

**pedagogical  
publications**

“Aules – Plata dla Scola Ladina” (Bulletin of Ladin Schools) by Intendènza Ladina. Available at: [www.provincia.bz.it/](http://www.provincia.bz.it/).

## Addresses

### official bodies

**Consiglio Regionale del Veneto** (Regional Council of Venice)

Palazzo Ferro Fini  
San Marco 2322  
30124 Venezia  
T +39 0412 701111  
E [posta@consiglioveneto.it](mailto:posta@consiglioveneto.it)  
W [www.consiglioveneto.it](http://www.consiglioveneto.it)

**Departimënt Educazion y Cultura Ladina**

**Dipartimento Istruzione, Formazione e Cultura ladina**

**Ladinisches Bildungs- und Kulturressort** (Department of Education and Ladin Culture)

Via Bottai/Bindergasse 29  
39100 Bulsan  
T +39 0471 4170001  
F +39 0471 417009  
W [www.provincia.bz.it/intendenza-ladina](http://www.provincia.bz.it/intendenza-ladina)  
E [intendenza-ladina@provincia.bz.it](mailto:intendenza-ladina@provincia.bz.it)

**Provincia Autonoma de Bulsan Südtirol / Autonome Provinz**

**Bozen Südtirol / Provincia Autonoma di Bolzano Alto Adige**

(Autonomous Province of South Tyrol)

W [www.provinz.bz.it/la/](http://www.provinz.bz.it/la/)

**Provincia Autonoma di Trento** (Autonomous Province of Trento)

W [www.provincia.tn.it/](http://www.provincia.tn.it/)

**Provincia di Belluno Dolomiti** (Province of Belluno)

W [www.provincia.belluno.it](http://www.provincia.belluno.it)

**Sorastanza Scoles de Fascia** (local school office)

Strada G. Soraperra, 6  
38036 Pozza di Fassa (TN)  
T +39 0462 763702  
F +39 0462 760340  
E [segr.scuolaladinadifassa@scuole.provincia.tn.it](mailto:segr.scuolaladinadifassa@scuole.provincia.tn.it)

### cultural centres and associations

**Istitut Cultural Ladin “Majon di Fascegn”** (Cultural Ladin Institute)

Loc. San Giovanni  
Via della Chiesa, 6  
38039 Vich/Vigo di Fassa (TN)  
T +39 0462 764267  
F +39 0462 764909  
E [info@istladin.net](mailto:info@istladin.net)  
W [www.istladin.net/web/default.asp](http://www.istladin.net/web/default.asp)

**Istitut Cultural Ladin “Micurà de Rù” (Cultural Ladin Institute)**

Zënter 13  
39030 San Martin de Tor  
Val Badia (BZ)  
T +39 0474 523110  
F +39 0474 524228  
E [info@micura.it](mailto:info@micura.it)  
W [www.micura.it/it/istituto-ladino](http://www.micura.it/it/istituto-ladino)

**Istitut Ladin Cesa de Jan (Ladin Institute)**

Via Villagrande 54  
32020 Colle Santa Lucia (BL)  
T +39 0437 720609  
E [info@istitutoladino.org](mailto:info@istitutoladino.org)  
W [www.istitutoladino.com](http://www.istitutoladino.com)

**Union Generala di Ladins dla Dolomites (General Union of Ladins of the Dolomites)**

Cësa di Ladins  
Streda Rezia 83  
39046 Ortisei (BZ)  
T +39 0471 797199  
F +39 0471 797384  
E [info@uniongenerela.it](mailto:info@uniongenerela.it)  
W [www.Lauscdiladins.com](http://www.Lauscdiladins.com)

## Other websites on minority languages

- Mercator Research Centre** [www.mercator-research.eu](http://www.mercator-research.eu)  
Homepage of the Mercator European Research Centre on Multilingualism and Language Learning. The website contains the series of Regional dossiers, a database with organisations, a bibliography, information on current activities, and many links to relevant websites.
- Mercator Network** [www.mercator-network.eu](http://www.mercator-network.eu)  
General site of the Mercator European Network of Language Diversity Centres. It gives information about the network and leads you to the homepages of the network partners.
- European Commission** <http://ec.europa.eu/languages>  
The website of the European Commission gives information about the EU's support for language diversity.
- Council of Europe** <http://conventions.coe.int>  
European Charter for Regional or Minority Languages (1992) and Framework Convention for the Protection of National Minorities (1995). European Treaty Series 148 and 157, Strasbourg.
- Eurydice** <http://eacea.ec.europa.eu/education/eurydice>  
Eurydice is the information network on education in Europe. The site provides information on all European education systems and education policies.



## What can the Mercator Research Centre offer you?

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

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

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

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

**q&a** Through the Question and Answer service available on our website ([www.mercator-research.eu](http://www.mercator-research.eu)), we can inform you on any subject related to education in minority or regional languages in Europe. The specialists in our extensive database of experts can also provide relevant information.

**Available in this series:**

**Albanian; the Albanian language in education in Italy**  
**Aragonese; the Aragonese language in education in Spain**  
**Asturian; the Asturian language in education in Spain (2nd ed.)**  
**Basque; the Basque language in education in France (2nd ed.)**  
**Basque; the Basque language in education in Spain (2nd ed.)**  
**Breton; the Breton language in education in France (2nd ed.)**  
**Catalan; the Catalan language in education in France**  
**Catalan; the Catalan language in education in Spain (2nd ed.)**  
**Cornish; the Cornish language in education in the UK**  
**Corsican; the Corsican language in education in France (2nd ed.)**  
**Croatian; the Croatian language in education in Austria**  
**Frisian; the Frisian language in education in the Netherlands (4th ed.)**  
**Friulian; the Friulian language in education in Italy**  
**Gaelic; the Gaelic language in education in the UK**  
**Galician; the Galician language in education in Spain (2nd ed.)**  
**German; the German language in education in Alsace, France (2nd ed.)**  
**German; the German language in education in Belgium**  
**German; the German language in education in Denmark**  
**German; the German language in education in South Tyrol, Italy**  
**Hungarian; the Hungarian language in education in Slovakia**  
**Hungarian; the Hungarian language in education in Slovenia**  
**Irish; the Irish language in education in Northern Ireland (2nd ed.)**  
**Irish; the Irish language in education in the Republic of Ireland**  
**Italian; the Italian language in education in Slovenia**  
**Kashubian; the Kashubian language in education in Poland**  
**Ladin; the Ladin language in education in Italy (2nd ed.)**  
**Latgalian; the Latgalian language in education in Latvia**  
**Lithuanian; the Lithuanian language in education in Poland**  
**Maltese; the Maltese language in education in Malta**  
**Meänkieli and Sweden Finnish; the Finnic languages in education in Sweden**  
**North-Frisian; the North Frisian language in education in Germany (3rd ed.)**  
**Occitan; the Occitan language in education in France**  
**Polish; the Polish language in education in Lithuania**  
**Romani and Beash; the Romani and Beash languages in education in Hungary**  
**Sami; the Sami language in education in Sweden**  
**Scots; the Scots language in education in Scotland**  
**Serbian; the Serbian language in education in Hungary**  
**Slovak; the Slovak language in education in Hungary**  
**Slovene; the Slovene language in education in Austria (2nd ed.)**  
**Slovene; the Slovene language in education in Italy (2nd ed.)**  
**Sorbian; the Sorbian language in education in Germany (2nd ed.)**  
**Swedish; the Swedish language in education in Finland (2nd ed.)**  
**Turkish; the Turkish language in education in Greece**  
**Ukrainian and Ruthenian; the Ukrainian and Ruthenian language in education in Poland**  
**Võro; the Võro language in education in Estonia**  
**Welsh; the Welsh language in education in the UK**

# THE LADIN LANGUAGE IN EDUCATION IN ITALY



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

T 0031 (0) 58 - 234 3027  
W [www.mercator-research.eu](http://www.mercator-research.eu)  
E [mercator@fryske-akademy.nl](mailto:mercator@fryske-akademy.nl)