

RIED FAN FRYSKE BEWEGING

‘On the spot’ visit Committee of Experts Council of Europe European Charter for Regional and Minority Languages, September 5th, 2007 at the Province Hall in Ljouwert

Because the time is very short we only mention the most important activities, products and measures. We have combined them as much as possible. Supplementary information you will find in the written appendix we handed over.

I. Activities and product carried out by the *Ried* to improve the position of the Frisian language during the period 2002-2005

1. Comments on plans and policies of the central government regarding the language.
2. Articles over the Frisian language and culture in ‘Swingel’, a periodical of the *Ried*.
3. Our committees for care, media education and economy worked on improving the position of the language in their field.
4. We advocated to maintain the equality of attainment targets between the Dutch and Frisian languages in primary schools.
5. In connection with the parliamentary and provincial elections we organised political meetings.
6. The *Ried* brought in a claim by the government to pay attention to the Frisian history in the ‘Canon Dutch History’.
7. The *Ried* develops an international play for and regarding minority language groups. Playboard and rules of the play are ready. At this moment a pilot-project is started with North- and East-Fryslân and Sealterlân yn Germany. In future we plan to extend the play to other European minority language regions and try to get a EU subsidy. Information over the play is appended.
8. In connection with the formation of the new Dutch Government and in consultation with Members of Parliament we advocated to include the Frisian language as the second national language in the Constitution. If the Frisian language is not included in the Constitution the position of the Frisian language will deteriorate because the equality in this matter between the Frisian and Dutch language will be lost and this is not in accordance with the promotion of equality between users of the Frisian and Dutch languages (par. 7.2).
9. In consultation with Members of Parliament we called attention to the facts that the central government doesn’t fulfil several of their important undertakings of the Charter.

II. Policies and measures of the government working positive or negative towards the position and promotion of the Frisian language. Measures that have to be taken by the governments to improve the position

1. Regarding the implementation of the undertakings of the Charter it has to be remarked that even if powers are delegated to local or regional authorities the Dutch Government is responsible for ensuring fulfilment of the chosen undertakings.
2. The *Ried* has noticed that many organisations and persons are not informed of the Charter and the rights and duties established by the Charter. The Dutch Government fails in this to give sufficient information that reaches not only authorities and cultural organisations and institutes but also other organisations and persons. There has to be a Frisian website for this.

3. 'Saying is one thing and doing another' is a Frisian saying. In the latest Dutch report 2002-2005 we find that the annual reporting regarding the implementation of the 2001 Covenant Frisian and Culture (BFTK) and the implementation covenants there of are still not implemented (see Dutch report 2002-2005). We don't need only plans; we need means and persons to implement them!

4. It is positive that the education inspection increased the attention for the Frisian language in schools. But the level of Frisian is in most schools very low and of a poor quality according to the latest official Dutch report 2002-2005. To fulfil the undertakings of the Charter the schools need more supervision and guidance. We are worried about the plans of the Dutch Government to limit the inspection visits, because for the Frisian language the supervision has to be intensified.

5. In order to check if the undertakings regarding education are fulfilled the concepts 'substantial part' and 'integral part' have to be given concrete form. Speaking from experience in trilingual and other primary schools that lead the way, it shows that if 40% of the time is used for the Frisian language, the quality of the Dutch language is on the same level and quality in comparison with the other schools.

6. The governments need to take action to encourage the use of the written Frisian language. To that end it is important that Frisian speaking children get the possibility in education to learn to write their own language. This is the more important now children and youngsters are using more and more the electronic media (websites, e-mails, sms). The command to write the Frisian language is for that reason essential, will the position of the Frisian language not change for worse.

7. New appointed teachers need to meet requirements regarding the command of the Frisian language.

8. The Dutch Government plans to test three year old children in Dutch. It will be very bad for the position of the Frisian language, if Frisian speaking children are not tested in Frisian. Parents don't want to risk that their children are called 'backward' and will start to bring them up in Dutch.

9. In many cases the governments (national, regional and local) are lacking to be an example in using the Frisian and making inhabitants conscious of the bilingual situation and Frisian in education. In the public relation especially young parents have to be stimulated to speak Frisian to their children. They often think that speaking Frisian limits the possibilities of their children. Information about the benefits of bilingual education needs extra attention.

10. In short term a policy for Frisian in childcare centre (for between and after school time) has to be formed and the necessary measures to use Frisian language to get a place in these centres. It is necessary to develop a project to see to the possibility of using Frisian in all playgroups and childcare centres.

11. It is time that the Dutch Government finally takes action to the implementation of the agreement in 2001 Covenant so that in view of the fact that Frisian is the second national language the government will strive to ensure that 'Omrop Fryslân'-tv (the Frisian speaking broadcast company) has sufficient funds to achieve a full and varied range of programmes. This is still not realised up till now. It means that the quality of the programs cannot be

improved. In concurrence with 10 Dutch programs this is bad for the development of the Frisian language.

12. The Dutch Government needs to influence the municipalities to improve their Frisian language program and implement this program.

13. The *Ried* is of the opinion that public money has to be used in responsible way. But this doesn't have to mean that rules and conditions for provincial, national and EU subsidies should be so complicated and extensive that it becomes too much for volunteers organisations to apply for subsidies and it thus frustrates their work. Especially for international exchange programs the fact that travel costs are not subsidized, limits the possibilities for these exchanges.

III. The opinion of the *Ried* about the description of the report of the Dutch government to the Council of Europe over the period 2001-2005

1. The *Ried* judges the report as description positive, but is of the opinion that the examples on look more than they in reality are in. The very general description makes it difficult to draw a picture of the real position of the language. The conclusions are in some cases more positive than the description justifies.

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Appendix with supplementary information about some of the subjects in the paper by the Ried

I. Activities and products carried out by the *Ried* to improve the position of the Frisian language during the period 2002-2005

[4] "We advocated to maintain the equality of attainment targets between the Dutch and Frisian languages in primary schools."

Addition:

Lowering the attainment targets for the Frisian language is a step backward to the position of Frisian in the existing equality between Dutch and Frisian. It lowers the status of the Frisian language and will therefore have a negative effect. The *Ried* wanted to keep the targets equal and from there differentiate in time and route to attain these targets. This differentiation should vary from school to school depending on the command of speaking Frisian and the number of pupils. By forming attainment programs for periods of 4 years and every time when the targets are reached to start with a more ambitious program for the next 4 years, the existing attainment targets could be reached.

[6] "The *Ried* brought in a claim by the government to pay attention to the Frisian history in the 'Canon Dutch History'.

Addition:

The national government has to take care that in this canon attention is paid to the influence of the Frisian culture had on the Dutch culture over the years.

II. Policies and measures of the government working positive or negative towards the position and promotion of the Frisian language. Measures that have to be taken by the governments to improve the position of the language

[1] “Regarding the implementation of the undertakings of the Charter it has to be remarked that even if powers are delegated to local or regional authorities the Dutch Government is responsible for ensuring fulfilment of the chosen undertakings.”

Addition:

When the Dutch Government has delegated power and implementation to local or regional authorities it has the tendency, if some undertakings of the Charter are not fulfilled, to shirk the responsibility and pass the buck to these authorities.

[2] The *Ried* has noticed that many organisations and persons are not informed of the Charter and the rights and duties established by the Charter. The Dutch Government fails in this to give sufficient information that reaches not only authorities and Frisian cultural organisations and institutes but also other organisations and persons. There has to be website for this.

Addition:

In contrast to the report 2002-2003 the *Ried* is of the opinion that the knowledge about the Charter especially by organisations, institutes and persons who are not directly engaged in Frisian language subjects, is failing by a shortage of easy information. The Dutch Government should take steps to improve this.

[4] “It is positive that the education inspection increased the attention for the Frisian language in schools. But the level of Frisian is in most schools very low and of a poor quality according to the latest official Dutch [third] report 2002-2005 [2007]. To fulfil the undertakings of the Charter the schools need more supervision and guidance. We are worried about the plans of the Dutch Government to limit the inspection visits because for the Frisian language the supervision has to be intensified.”

Addition:

Less than half of the primary schools teaches to read Frisian and pays attention to the lexicon of Frisian. In only 20% of the schools pupils learn to write Frisian. About half of the schools uses Frisian as instruction language. Of these schools the time spent on Frisian as instruction language varies from 16 to 40% of the time.

[6] “The Dutch Government plans to test three year old children in Dutch. This will be very bad for the position of the Frisian language, if Frisian speaking children are not tested in Frisian. Parents don’t want to risk that their children are called ‘backward’ and will start to bring them up in Dutch.”

Addition:

Although the *Ried* as a matter of principle is against testing such young children, we take the view that if the Dutch Government will carry out this plan, Frisian speaking children will be tested in the *Frisian* language. Tests in the Dutch language can needlessly lead to a negative

result. These children are discriminated. Even if they function on a sufficient level they run the risk to be classified negative as children with a lag in development because they don't have already the command of the Dutch language. To test these children, the infant welfare centres ('consultatiebureaus') are not the right institutes. According to a survey conducted on the request of the Ministry of Interior, the staff of these centres demonstrates a below average command of the Frisian language and they don't have the expertise in language testing.

[9] "In many cases the governments (national, regional and local) are lacking to be an example in using the Frisian language and making inhabitants conscious of the bilingual situation and Frisian in education. In 'public relation' especially young parents have to be stimulated to speak Frisian to their children. They often think that speaking Frisian limits the possibilities of their children. Information about the benefits of bilingual education needs extra attention."

Addition:

To inform the people of the possibilities, position and benefits of the Frisian language the media have to be brought in more. The media need to offer more variation in programs especially for children and young people (see *Omrop Fryslân* as Frisian speaking broadcasting corporation). Small and grown up children need a variety of audio-visual materials.

[10] "In short term a policy for Frisian in childcare centre (for, between and after school time) has to be formed and the necessary measures taken to use Frisian language in these centres. It is necessary to develop a project to see to the possibility of using Frisian in all playgroups and childcare centres."

Addition:

At the moment a program is developed (see the provincial nota 'Boppeslach') and there are language development plans of the municipalities. But plans and programs need to be realised in practice with constant and consistent facilities and guidance.

[11] "It is time that the Dutch Government finally takes action to the implementation of the agreement in 2001 Covenant so that in view of the fact that Frisian is the second national language, the Dutch Government will strive to ensure that 'Omrop Fryslân'-tv (the Frisian speaking broadcast company) has sufficient funds to achieve a full and varied range of programmes. This is still not realised up till now. It means that the quality of the programs cannot be improved. In concurrence with 10 Dutch programs this is bad for the development of the Frisian language."

Addition:

The agreement that *Omrop Fryslân* needs to have sufficient funds for a full and varied program is up till now not realised. The argument is that the regional broadcasting corporations also will ask for such funds. This argument is not right. *Omrop Fryslân* is a Frisian speaking national broadcasting corporation. This corporation broadcasts also regional programs. The others are just regional broadcasting corporations. They broadcast in general in Dutch and have some programs in the regional languages.

[13] "The *Ried* is of the opinion that public money has to be spent in a responsible way. But this doesn't have to mean that rules and conditions for provincial, national and EU subsidies should be so complicated and extensive that it becomes too much for volunteers organisations

to apply for this subsidies and it thus frustrates their work. Especially for international exchange programs the fact that travel costs are not subsidized, limits the possibilities for these exchanges.

Addition:

To meet all the very comprehensive requirements in getting subsidies will ask so much time and energy of volunteers that they get fed up and give up. International exchanges are often organised by volunteers organisations. With a lot of voluntary efforts costs can be kept low. Only travel costs are a problem. And just these costs are not subsidized. This limits the possibilities of international exchanges especially for schools and young people out of regions with language minorities.

The opinion of the *Ried* about the description of the report of the Dutch government to the Council of Europe over the period 2002-2005

[1] “The *Ried* judges the report as description positive but is of the opinion that the examples on paper look more than they in reality are. The very general description makes it difficult to draw a picture of the real position of the language. The conclusions are in some cases more positive than the description justifies.”

Addition:

For instance: the report (par. 6.71) says that 6% of the primary schools don't give any attention to the Frisian language without the province granted them an exemption. This means 28 schools. This sounds quite different than the conclusion that 94% of the schools fulfils the legal obligation to teach Frisian (par. 6.98). In par. 6.57 to 6.60 regarding the Covenant 2001, it says three times that “the ambition before 2004 will be realised”. If it was indeed realised, is not mentioned in the report.

Taljochting yn it Frysk

RIED FAN DE FRYSKE BEWEGING

Taljochting op it Ingelsktalige stik (sjoch boppe) dat útsprutsen is op de gearkomste mei it Komitee fan Eksperts fan de Ried fan Europa op 5 septimber 2007. De measte teksten dêr't in taljochting op jûn wurdt, wurde werhelle, guon binne weilitten.

I. Aktiviteiten en produkten fan 2002oant 2005 útfierd troch de *Ried* foar it ferbetterjen fan de posysje fan it Frysk

De *Ried* hat yn guon gefallen hjirby gearwurke mei de *Feriening Frysk Underwiis (FFU)*, it *Pedagogysk Wurkferbân (FA)* en de *Fryske Rie*.

[4] “De *Ried* hat der foar krewearre dat de kearndoelen Frysk foar it ûnderwiis gelyk bliuwe oan dy foar it Nederlânsk.”

Taljochting:

It ferleegjen fan de kearndoelen foar it Frysk betsjut in efterútgong yn de posysje fan it Frysk. It wurket neidielich. De kearndoelen moatte gelyk bliuwe, mar it paad en de tiid om dy kearndoelen te berikken, soe fan skoalle ta skoalle ferskille kinne al neffens de behearsking

fan it Frysk en de gearstalling fan de skoalbefolking. Dêrby soe oer perioaden fan 3 à 4 jier in program foar it berikken fan in beskaat nivo foar it Frysk opsteld wurde kinne, werby't nei eltse perioade it te berikken nivo heger steld wurdt.

[6] “De Ried hat derfoar krewearre dat yn de ‘Canon Nederlandse Geschiedenis’ de Fryske skiednis in goed omtinken kriget en dat by it ûntwikkeljen fan de provinsjale kanon fan de yn Fryslân oanwêzige kwaliteit gebrûk makke wurdt.”

Taljochting:

De ryksoerheid moat der foar soargje dat yn de lânlike kanon mear omtinken jûn wurdt oan de ynfloed dy't de Fryske kultuer yn de rin fan de jierren hân hat op de Nederlânske kultuer. Om't der no gjin omtinken oan de Fryske kultuer jûn wurdt, wurdt it byld hanthavene dat Fryslân net fan betsjutting west hat.

[7] “De Ried ûntwikkelt in ynternasjonaal selskipsspul foar en oer minderheidstaalgroepen. Spylboerd en doaze binne yn ûntwerp klear. Op it stuit stiet in proefprojekt yn 'e mande mei trije oare Fryslannen yn de stegers. It doel is om dat selskipsspul út te wreidzjen nei oare taalminderheden mei in fersyk om subsydje nei Brussel.”

Taljochting:

Ynformaasje oer it selskipsspul wurdt apart tafoege.

II. Beliedsmaatregels en ûntwikkelings fan de oerheid (gemeente, provinsje, Ryk) dy't neffens de *Ried* in positive of negative ynfloed hân hawwe of hawwe sille op it yn stân hâlden en befoarderjen fan it Frysk

[1] “Oangeande de útfiering fan de ferplichtings moat dúdlik steld wurde dat it Ryk it Hânfest tekene hat en op grûn dêrfan de folsleine ferantwurdlikheid draacht foar it ymplementearjen fan de ferplichtings. It Ryk kin him net ferskûlje efter oerdracht fan foech oan legere oerheden of bestjoeren.”

Taljochting:

Mei't it Ryk foech en of útfiering oan legere oerheden of bestjoeren oer- of opdroegen hat, hat it oanstried om by net it neikommen fan de ferplichtings út it Hânfest de ferantwurdlikheid ôf te skouwen. Lykwols, it Ryk hat tekene en dus bliuwt it ferantwurdlik foar de útfiering.

[2] “It docht bliken dat gâns organisaasjes en benammen persoanen net op 'e hichte binne fan it Hânfest en de troch it Hânfest ûntstiene rjochten en ferplichtings. De lanlike oerheid sjit te koart yn it jaan fan foarljochting dêroer. It ûntbrekt bygelyks oan in hiemside fan de lanlike oerheid foar it Frysk.”

Taljochting:

Yn tsjinstelling ta de Rapportazje is de *Ried* fan miening dat de kennis oer it Hânfest benammen by organisaasjes en persoanen dy't har net direkt mei it Frysk dwaande hâlde, tekoart sjit troch in temin oan ynformaasje. It Ryk soe dêryn foarsjen moatte (ferl. kêst 6 fan it Hânfest).

[3] ‘Sizzen is neat dwaan is in ding’. Ut de Rapportazje docht bliken dat fan it oerlis en de rapportazje y.f.m. de útfieringskonvenanten BFTK net folle op 'e hispel komt. It moat net by

moaie plannen en taken foar it Frysk bliuwe. Se moatte útfierd wurde en dus sille de oerheden de middels en personiel dêrfoar beskikber stelle moatte.”

Taljochting:

Sjoch *Tredde Rapportazje*, 2007, side 23, punt 3.7.5.

[4] “Posityf is dat troch de ynspeksje wat mear omtinken jûn wurdt oan it Frysk yn skoallen, alhoewol’t it der mei it ûnderwiis yn it Frysk yn de measte skoallen poermin foarstiet neffens de lêste (tredde) Rapportazje (2007). Om te foldwaan oan it Hânfêst sil der mear kontrôle en begelieding wêze moatte. Wy meitsje ús dan ek soargen oer de plannen fan it Kabinet om de ynspeksje te beheinen. Foar it Frysk soe it krekt tanimme moatte.”

Taljochting:

Minder as de helte fan de skoallen jout it lêzen en de wurdskat fan it Frysk in goed plak, en foar it skriuwen jildt dat foar minder as 20% fan de skoallen. Boppedat wurdt it Frysk as ynstruksjetaal mar yn de helte fan alle skoallen brûkt en by de helte dy’t dat al docht, binne der grutte ferskillen: fan 16 o/m 40% fan de tiid.

[8] “It doel fan it regear om 3-jierrige bern in toets Nederlânsk ôf te nimmen, sil funest foar it stân hâlden fan it Frysk útpakke as dy toets foar fan hûs út Frysktalige bern yn it Frysk ôfnommen wurdt. Alden wolle út noch yn de kâns rinne dat har bern as efterstânsbern bestimpele wurde en sille dus begjinne om de bern Nederlânsk op te fieden.”

Taljochting:

Alhoewol’t de *Ried* yn prinsipe tsjin it hâlden fan toetsen fan pjutten is, is de Ried wol fan betinken dat as der toetsen komme, dy foar Frysktalige bern yn it Frysk ôfnommen wurde moatte. Toetsen yn it Nederlânsk sille in negative útslach foar Frysktalige bern as gefolch hawwe. Dy bern wurde dan diskriminearre, wylst se yn wêzen op in foldwaande nivo funksjonearje. Se sille trochdat se op dy jierren it Nederlânsk (noch) net goed behearskje, yn in efterstânssituaasje groepearre wurde. Foar it ôfnimmen fan de toetsen binne de konsultaasjeburo’s net de goede ynstânsjes. Undersyk wiist út dat dy buro’s net de goede hâlding foar it Frysk oer hawwe en boppedat de profesjonaliteit net yn ’e hûs hawwe om dy taak op har te nimmen.

[9] “Yn fierste folle gefallen wurdt troch oerheden te min dien oan bygelyks it foarbyld jaan yn it brûken fan it Frysk, it bewust meitsjen fan de ynwenners fan de twatalige sitewaasje en it ûnderwiis yn it Frysk. Yn de *pr* foar it Frysk is it nedich om foaral ek kontakt te sykjen mei jonge âlden om harren te stimulearjen om mei har bern Frysk te praten. Om’t gâns ynwenners en benammen âlden noch altyd miene dat Frysk beheinend wurket, sil dêr ekstra omtinken oan jûn wurde moatte.”

Taljochting:

Der moat folle mear gebrûk makke wurde fan de media om foarljochting oer it Frysk te jaan. En de media soene benammen foar de bern en de jongerein mei in folle breder programma-oanbod komme moatte (*Omrop Fryslân* moat as algemiene Frysktalige omrop sjoen wurde). Der moat in breed ferskaat komme oan Frysktalich audio-fisueel materiaal foar lytse en grutte bern.

[10] “Op koarte termyn sil der in ynfolling komme moatte fan it belied oangeande it Frysk yn de foarskoalske, tuskenskoalske en bûtenskoalske dei-opfang.”

Taljochting:

Der is yndied in belied ûntwikkele en yn ûntwikkeling yn de foarm fan bgl. de provinsjale nota ‘Boppeslach’ en gemeentlike taalbeliedsplannen, mar dat sil mei konstante en konsistinte fasiliteiten en begelieding yn de deistige praktyk ynfierd wurde moatte.

[11] “Der sil troch de lanlike oerheid einlings ris earnst makke wurde moatte mei de útwurking fan de fêstleine ôfspraak dat *Omrop Fryslân* op basis fan it Frysk as twadde rykstaal foldwaande middels kriget om in folsleine en alsidige programmearring te realisearjen.”

Taljochting:

De ôfspraak dat *Omrop Fryslân* foldwaande middels hawwe moat foar in folsleine programmearring, wurdt net neikommen ûnder it mom fan de opfetting dat dan ek oare regionale omroppen hjir oanspraak op meitsje soene. Dat argumint doocht net. *Omrop Fryslân* is in Frysktalige algemiene omrop dy’t ek de regionale programma’s fersoarget. De oare omroppen binne yndied regionale omroppen, dy’t neist it útstjoeren yn it Nederlânsk, programma’s yn har regionale talen fersoargje.

[12] It Ryk sil folle mear syn ynfloed jilde litte moatte nei gemeenten ta om it taalbelied it Frysk oangeande better stal te jaan. Ek gemeenten sille in foarbyldfunksje foar it Frysk hawwe moatte.

[13] “Alhoewol’t wy fan betinken binne dat mienskipsjild ferantwurde brûkt wurde moat, moat it net sa wêze dat foarskriften en betingsten foar oerheidssubsydzjes (Ryk, provinsje, EU) sa wiidweidich en yngewikkeld binne, dat it wurk fan frijwilligersorganisaasjes sa as de *Ried* frustrearre wurdt. Benammen by ynternasjonale útwikselings passe guon betingsten net by de kosten fan frijwilligersorganisaasjes.”

Taljochting:

It ferwurkjen fan guon foarskriften en de ferslachjouwing dêrfan freget fan frijwilligers safolle tiid dat it lak hast djoerder wurdt as it brief. Boppedat begjinne guon ôf te heakjen. By útwikselings binne, mei troch in grutte frijwillige ynset wat húsfersting begelieding en sa mear oangiet, de grutste koste-post de reiskosten. Mar krekt dy post falt net ûnder de subsydzjefergoeding. Dat beheint de mooglikheden ta útwikselings tige, benammen as it giet om gebieten mei in taalminderheid.

[14] It is fan belang dat der in Frysktalige jongereinteatarskoalle komt, om út dy sektor wei in bydrage te leverjen foar it fuortsterkjen fan it Frysk.

III. It algemiene oardiel fan ús organisaasje oer de beskriuwing fan de rapportaazje fan Nederlân oan de Ried fan Europa oer de jierren 2002-2005

[1] “De Ried beoardielet de rapportaazje as beskriuwing *posityf*, mar is al fan betinken dat de oanfierde foarbylden op papier mear lykje as yn de wurklikheid wiermakke wurdt. Dat komt om’t de beskriuwing tige algemien is en der dêrom net in reël byld jûn wurde kin. De konklúzjes binne yn guon gefallen positiver as dat de beskriuwing rjochtfeardiget.”

Taljochting:

De beskriuwing is neffens ús tige algemien om't it foaral in opsomming fan beliedsfoarnimmens en -prosesen is, mei te min spesifikaasje fan de stân fan saken yn de deistige praktyk. De konklúzjes binne neffens ús yn guon gefallen te posityf. Sa wurdt yn punt 6.71 steld dat 6% fan de basisskoallen neat oan it Frysk docht, sûnder dat der sprake is fan ûntheffing; dat binne likernôch 28 skoallen. En dat de oare 94% *minimaal* wat oan it Frysk docht. Dat klinkt hiel oars as de konklúzje (6.98) dat 94% *foldocht* oan de wetlike bepaling ta it jaan fan ûnderwiis Frysk. Yn de punten 6.57 oant en mei 6.59 wurdt trije kear neamd dat yn de Bestjoersôfspraak Fryske Taal en Kultuer 2001 ôfptraat waard om de ambysje foar 2004 te realisearjen. Oft it ek bard is, wurdt net sein yn it rapport.