



COUNCIL OF EUROPE CONSEIL DE L'EUROPE

Strasbourg, 18 May 2006

MIN-LANG/PR (2005) 3
Addendum 3

THE EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES

**Third Periodical Report
presented to the Secretary General of the Council of Europe
in accordance with Article 15 of the Charter**

NORWAY

***Replies to the questions submitted to the
Government of Norway regarding its 3rd Periodical Report***



DET KONGELIGE
KULTUR- OG KIRKEDEPARTEMENT

Royal Ministry of Culture and Church Affairs

Council of Europe
Secretariat General
Directorate of Co-operation for Local and Regional Democracy
67075 STRASBOURG

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The European Charter for Regional or Minority Language: Questions submitted to the Government of Norway regarding its third periodical report

Reference is made to the letter of 3 March 2006 from the Secretariat General.

Please find enclosed Norway's replies to the questions submitted from the Secretariat General as a supplement for the Committee of Experts in their examination of Norway's third periodical report. The replies have been co-ordinated by the Ministry of Culture and Church Affairs and have been based on reports from other ministries as far as their respective fields of responsibilities are concerned.

Yours sincerely,

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Question no. 1

As regards demography (3rd Periodical Report item 4), there are no statistics on ethnic affiliation and the number of regional or minority language speakers may not be accurate. Have the Norwegian authorities any plan to identify accurate figures or statistics of regional or minority language speakers, possibly on the model of the « language usage survey » completed by the Sámi Language Board in October 2000 ?

Norwegian law prohibits ethnic based statistics. The only exception is the Sámi electoral register. The registrations to the Sámi electoral register have to be done by individuals themselves on a voluntary basis.

The Government has granted funds to The Sámi Parliament which, in cooperation with Nordic Sámi Institute and Statistics Norway, is responsible for a development project on organising primary and basic data and making it accessible for social planning and research.

Many members of the national minorities are sceptical about statistics based on ethnicity. The Authorities are however in dialogue with the minority organisations to find other methods of gaining knowledge of their living conditions.

Question no. 2

As regards Sámi speakers, are there updated figures of the « language usage survey » completed by the Sámi Language Board in October 2000?

There are no updated figures of the “language usage survey” from the Sámi Parliament. However there is no reason to believe that there is a considerable change in the number of Sámi speaking people in Norway compared to the situation in 2000.

Question no. 3

Did the Ministry of Culture and Church Affairs consult the regional or minority language speakers when drafting the « Cultural Policy Plan up to 2014 », in particular on the Language related part? Can the authorities further describe measures they envisage to include the regional or minority languages in the framework of an overall Norwegian language and cultural policy?

The Ministry did not consult the regional or minority language speakers directly when drafting the chapter on language in “Cultural policy plan up to 2014”. However, the chapter only gives a short description of the current status in this field.

The Ministry is now planning a separate policy plan on language, with the intention of shaping a general and comprehensive language policy. Even though the main issue will be securing the position of the Norwegian language as a complete language in general and public use in Norway, the policy plan will also take into account the overall language situation in the country. This includes securing the position of the Sámi language and the language related rights and duties of the national minorities as well. The Ministry will be in contact with representatives of speakers of regional and minority languages during this process.

Question no. 4

Please provide the Committee of Experts with a copy of the governmental decree on bilingual names in the County of Finnmark.

Please find enclosed a copy of the governmental decree on bilingual names in the County of Finnmark.

Question no. 5

Has there been any judgement or decision from an administrative body following a request by regional or minority language speakers in relation to the use of their language?

The Ministry of Culture and Church Affairs is aware of one decision from administrative bodies following a request from Sámi speakers in relation to the use of their language. The Ministry of Justice has handled a case about translating the regulations concerning the fishery industry into Sámi, (The Sami Act § 3-2 first subsection). The Ministry of Justice recommended the Ministry of Fishery to translate the regulations into Sámi.

Please find enclosed a copy of the administrative decisions.

Question no. 6

Given that the periodical report is not translated into Norwegian, the Committee of Experts would need more information on the way regional or minority language speakers are consulted on the report, on the implementation of the recommendations adopted by the Committee of Ministers, and whether the speakers have the possibility to comment on the situation of their language.

As mentioned in the third periodical report, item 3, The preparation of the third periodical report, The Ministry of Culture and Church Affairs invited the Sámi Parliament and representatives of the national minority groups to express their views on the current state of their languages, as part of the preparation of the third periodical report. The final version of the report was made available on the ODIN, the official website of public sector. The third report is not yet available in Norwegian. However The Ministry has initiated the job of translating the report into Norwegian.

The representatives of the national minorities are welcome to express their observations on the situation of their languages to the ministry independent of the preparation of the reports to the Council of Europe. The Ministry receives several requests and applications from the groups, especially concerning matters related to museums, language or cultural buildings. The authorities carry out separate meetings with the different national minority groups and that gives a good overview of the needs and challenges the different groups are facing.

Question no.7

The Norwegian authorities refer to consultations held with representatives of the speakers of several regional or minority languages (3rd Periodical Report p. 7). If available, please provide a copy of the conclusions of the consultations as well as the names and contacts of the relevant associations, if these are different from the list provided under item 2 of the 3rd Periodical Report.

Unfortunately there is no report or conclusions from the annual meeting with national minority language groups and relevant governmental bodies that took place on 16 December 2004. The associations that are invited to the Annual Meeting, held by the Ministry of Labour and Social Inclusion, are the same as provided in the list under item 2 in the third report. Every sixth month the Ministry consults with the Sámi Parliament on questions related to Sámi issues, e.g. language matters. Please find enclosed reports from the meeting with the Sámi Parliament held 1 June 2005 and 13 December 2005.

Question no. 8

In addition to the publication on the internet of the reports and the Charter, are there any other measures taken to disseminate the Charter, for instance through the media

The Ministry is concentrating on making the Charter available on the ODIN, the official website of public authorities. The authorities also regularly publish a newsletter on government policy in matters concerning national minorities. It is our understanding that local newspapers and radio stations give this subject great attention in areas where the numbers of minority language speakers are high.

Question no. 9

Have the Norwegian authorities come to a decision on the measures to be taken to make the report available in Norwegian? (3rd Periodical Report item 2.4)? See also question 8.

The Ministry has decided to make the report available in Norwegian. When the translation has been done the Norwegian version will be available at the ODIN. The Ministry will also make sure that the report is distributed to the various organisations representing the national minorities.

Question no. 10

Do the annual meetings with regional or minority language speakers gather the said speakers all together or are separate meetings organised for each regional or minority language?

The annual meetings with groups representing the minority languages are organized for all national minorities together. However the authorities hold separate meetings with the national minorities regarding other questions, such as cultural buildings and museums, see also the answer to question no. 6.

Question no.11

Since the submission of the 3rd Periodical report, Kven has been considered as a separate language. Therefore, and from now on, the Kven and Finnish languages will be covered and treated separately under Part II. In that respect, the Committee of Experts would be interested to know what concrete steps have been taken by the authorities to distinguish the two languages (in the relevant legislation for instance) and what specific measures have been taken to protect and promote the Kven language (cf. Part II questions as well).

At the request of the Kven minority group Finnish was introduced in 1995-96 as a separate subject that could be taught in the Norwegian school. Since then an ethno political awakening has taken place among the Kvens, and the group now calls their language "Kven". The developing of a Kven written language is a difficult matter without taking into account the measures already established for the teaching of Finnish in school.

Norway has recognised Kven as a separate language. That means that it is the language spoken by the Kvens that is protected under Part II of the Charter. It is important to emphasize that the official Finnish language is not a minority language in Norway in terms of the provisions of the Charter.

Regarding measures for developing the Kven language the Ministry grants funding to the Kainun Institutti – the Kven Institute (ref. question no 16). In December 2005, 220 000 NOK was granted to the publishing of a kven novel.

Question no.12

In addition to improving access of the Sámi people to the court system, what other recommendations are included in Report n° 23 (2000-2001) of the Minister of Justice and the Police?

There are no other recommendations in Report no. 23 (2000-2001) regarding regional or minority languages. The report deals with the future of the courts of first instance.

Question no.13

Has the Municipality of Tysfjord received an answer to its request to be included in the Sámi administrative district, as anticipated in the 3rd periodical report (D 1)? Where do the authorities stand in the process initiated by the municipality of Snåsa?

From 1 January 2006 the municipality of Tysfjord is included in the Sámi administrative district. The authorities await an application from the municipality of Snåsa. When this application arrives the government will carry through the process of implementation.

Question no.14

Are there other municipalities which may be eligible to be included in the Sámi language administrative district for Lule Sámi ?

The Ministry of Culture and Church Affairs have not received any other applications from municipalities that apply for participation in the Sámi language administrative district. There is no specific administrative district for Lule Sámi.

Question no. 15

According to the 3rd Periodical report, the Lule Sámi has not developed much new vocabulary. Have the Norwegian Authorities taken specific measures for the survival of this language, with a view in particular to enhancing the possibility for the Lule Sámi language to be spoken in the public sphere?

Tysfjord municipality is a Lule Sámi speaking area and from 1 January 2006 the municipality became a member of the Sámi administrative district. The implementation in the district will entail funding from the authorities that will give the municipality opportunity to protect and develop the language and enhance the possibility for the Lule Sámi language to be spoken in the public sphere. Other specific measures related to the Lule Sámi language have not been taken by the Norwegian authorities.

Question no. 16

Has the Kvætunet been inaugurated yet (see 3rd Periodical Report p.17)? The Committee of Experts would like to know if there is any financial plan to ensure a sustainable functioning of the Centre.

The Kvætunet has been inaugurated and the Kvens have now founded Kainun institutti - Kvensk institutt, an independent organisation to work with kvenish culture and language. A new building (for administrative and cultural activity) is raised in Børselv, Porsanger with funding from the Ministry (12 mill. NOK) and will be opened this spring. The fundings for Kainun institutti - Kvensk institutt have been substantially increased from 1,6 mill. NOK to about 3,3 mill. NOK. This augmentation is due to the new building, but also given to run a larger language project.

Question no. 17

Have the Norwegian authorities foreseen any additional means to ensure that both the Kven and Finnish languages will be promoted and protected in parallel?

The Norwegian programme for development of teaching and training material in Finnish continues as planned. In addition 2006 is the second year with allocated funds to prepare the Kven language as a subject in schools. Local Kven dialects have for many years been treated in the plans for the teaching and training of Finnish. The National School authorities' foresee that the Kven language will be gradually strengthened as it is developed as a school subject. Along the Finnish-Norwegian border we have a collaboration programme including development of trilingual's in the borders between Finnish, Norwegian and Sámi.

Question no. 18

Are the Norwegian authorities aware of the Action Plan prepared by the Kven association and ready to support the measures proposed? If so, in what way have the Norwegian authorities reacted to it?

The authorities are aware of the Action Plan prepared by the Kven association.

The Norwegian Directorate for Education and Training has asked the County Governor in Finnmark to administer the grants allocated to develop the Kven language as a school subject. This is because it is regarded important to emphasize the local knowledge. The development of teaching and training aids/materials for which the County Governor in Troms is responsible, will continue.

The Ministry of Culture and Church Affairs has allocated funding to the Kainun institutti – Kven Institute to enable the institute to execute a major language project conducted by a language committee.

Question no. 19

Please provide the conclusions of the consultations held between Romany and Roma communities and the public authorities. According to the Periodical report (p. 15), the public authorities have taken note of the need for resolute action. Have any steps forward been taken in that respect?

Except from the letter sent to the representatives of the Roma and the Romany communities inviting them to give their opinions regarding the present situation of their language, the Ministry has had no consultations with the groups on this matter. Recently a Romany section at the Glomdal museum, funded by the Ministry of Culture and Church Affairs, was inaugurated by the Crown Prince Håkon Magnus. The section will tell the story of the Romany people's history and culture. There is reason to believe that the establishment of this Romany section at the Glomdal museum will have a positive effect on the collaboration between the representatives for the groups and the government.

Regarding the Roma speaking people and their language we still have unsolved challenges to deal with.

Question no. 20

The Norwegian authorities have supported the construction and the running of the Árran Lule Sámi Centre (3rd Periodical report p. 17). Are the activities of the Centre limited to education or does it cover other fields such as cultural projects? The Committee of Experts would like to know why no projects were funded in 2005.

The activities of the Árran Lule Sámi Centre cover education, research, museum and business. Departments of the Sámi Parliament, a public library and the Sámi Radio are also located in Árran.

In 2005 Árran received funding for several projects; many are related to language education and development of teaching materials. Most of the funding is received from the Sámi Parliament.

Question no. 21

Could the Norwegian authorities explain what criteria are applied by the Culture Council of Norway to approve the publication of a book? If the translation is made after the selection of a book, the Committee of Experts would be interested to know if members of the selection panel can read the original version of the book.

The Culture Council of Norway does not publish books. That task is not within its mandate. When the Culture Council considers Sámi literature in the national purchase system the books are already translated into Norwegian from the publisher. The Culture Council does not possess language skills in national minority languages.

Question no. 22

Please provide information on the role of the Culture Council of Norway in the attribution of funds to the Sami Parliament for cultural activities.

The Culture Council of Norway does not have any role in the attributions of funds to the Sámi Parliament for cultural activities. The specific responsibility of supporting Sámi literature has been passed on to the Sámi Parliament. Since 2002 the Ministry of Culture and Church Affairs transfers most of the national funding for Sámi cultural activities directly to the Sámi Parliament. The Parliament receives 44 million NOK each year from the Ministry of Culture and Church Affairs. According to the general principle that the Sámi people should have maximum influence on Sámi issues and activities the Sámi Parliament allocates the funding based on their own priority decisions to the relevant activities.

Question no. 23

Are funds allocated to the Finnish Library Service automatically every year? Is it envisaged to have a separate Kven library or a special section for the Kven language?

Funds are allocated to the The Finnish Library Service every year. The library receive funding of approximately 300 000 NOK from Norwegian Archive, Library and Museum Authority. Taken into consideration the few number of Kven books the Ministry have no information about plans to establish a library section for Kven language.

Question no. 24

The Committee of Experts would be interested to know if the Norwegian authorities have any concrete plans to facilitate further the use of Kven and of Finnish in public life, and in particular the standardisation of Kven.

This is covered by the answer to question no. 16.

Question no. 25

Question no. 1. In the 3rd Periodical Report (p. 18), the Norwegian authorities refer to programmes in the Kven language. The Committee has been informed that the 12-minute weekly radio broadcast is in standard Finnish. Is it envisaged to have a separate radio broadcast in Kven language? If so, what would be the frequency and the length of the programme?

Unfortunately, the use of the expression "Kven language" in the 3rd Periodical Report was inaccurate. In fact this was a reference to the mentioned 12-minute broadcast in Finnish. We are not aware of any plans to establish separate radio broadcasts in Kven language.

Question no. 26

How is support granted to the Kven and Finnish language newspapers (such as Ruijan Kaiku, 3rd Periodical Report p. 19) ? Is the amount of the allocations granted to Kven newspapers in 2005 similar or higher than in 2004 ?

The Kven newspaper *Ruijan Kaiku* has received government support since it was founded in 1995. The support is not allocated through one of the regulated press subsidy schemes, but decided by Parliament in the annual Fiscal Budget. In 2006, the newspaper will receive NOK 600 000. This is the same amount as in 2005. The Government evaluates the support in connection with the annual Royal Proposition concerning the Fiscal Budget.

Question no. 27

The Committee of Experts would like to have information on any structured policy for Romani and Romanes languages to facilitate the use of these languages in public and private life, notably in the media.

There is no media policy measures directed specifically towards Romani and Romanes populations or languages. However, these groups have access to the same support measures as other minority groups.

The Norwegian Mass Media Authority administers several support schemes aimed at facilitating access to the media by minorities. For instance, 1, 1 million NOK was distributed to local radios for ethnic and linguistic minorities in 2005 through the subsidy scheme for local broadcasting. The same year seven minority newspapers received a total of 1, 2 million NOK through the subsidy scheme for minority language publications.

Question no. 28

Lule Sámi, according to the 3rd Periodical Report, is written and spoken more often than before, but the number of speakers is still decreasing and losing ground to the majority language (p. 12). Are there any specific measures that the authorities have taken to turn this trend?

See the answer to question number 15.

Question no. 29

According to the Committee of Experts there seem to be no general policy and no structured links between the users of all various regional or minority languages. Have the Norwegian authorities taken steps in that direction?

See the answer to question number 44.

Question no. 30

The authorities have provided for alternative methods of teaching of the Finnish language in Regulation No. 722 of 28 June 1999. The Committee of Experts would be interested to know if this facility has been used, and if so, what the outcomes of this experience are. As a consequence of the separation of the languages, have the authorities considered revising this regulation in order to include the Kven language

The Education Act § 2-7 and the provisions of the Act § 7-1 can only come into force when competent teachers or instructors are not available. The National School authorities have no reports that actions like these have come into effect in the teaching and training of Finnish.

The plans for teaching have since 1997 included the Kven language under the heading *Finnish*. As long as teaching and training plans include Finnish and there are no parallel courses in the Finnish and Kven languages, a change in the act and/or the provisions is of no significance.

Question no. 31

Finnish is taught quite extensively at primary and lower secondary school in Troms and Finnmark and has benefited from special funding. This has led to a substantial increase in pupils over a 10-year period (3rd Periodical Report p. 20). Kven being now recognised as a separate language, how will the Norwegian authorities and in particular the National School authorities divide the amount of money granted between the two languages

Special resources for development are allocated to the Kven language in addition to the resources that for many years have been allocated to the development of teaching and training material in Finnish.

Question no. 32

Given the positive results of the Comenius project relating to primary and secondary education (3rd Periodical report p. 19, Article 7-1 f, g, h.), the Committee of Experts would be interested to know if there has been any follow-up project. Are there any concrete steps taken to ensure that Roma parents have continued relations with these schools?

The Roma pupils most commonly live in Oslo. Even if the school in the Comenius project has more Roma pupils than other schools, there are no plans to concentrate the Roma pupils into certain schools. National School authorities and the municipality of Oslo are seeking solutions to facilitate the school situation for the Roma pupils.

Question no. 33

The Norwegian authorities recognise the lack of teachers and the lack of scholars with a significant knowledge of the Romanes/Romani languages (3rd Periodical Report p. 19). What measures, if any, have they taken to find appropriate solutions, i.e. developing long distance training, scholarships for potential trainers to be trained in Norway or abroad, the development of adequate teaching materials, etc.?

Two university colleges in Trondheim have in cooperation with "Taternes Landsforening" for some years administered a project to find means to facilitate the situation for Romany people in pre-schools, primary and lower secondary schools. They give priority to focus on the positive dimensions of the Roma culture and traditions. It has, however, not been possible to offer Romani as a subject in schools because there is no linguistic documentation of the language.

Question no. 34

The Norwegian authorities identified a lack of qualified teachers in and of Lule Sámi (3rd Periodical report p. 12) and of motivation to improve the teaching. What are the reasons for such a lack of motivation and what concrete measures have been taken to find and/or train teachers?

The part of the report that the experts mention, was not meant to express pessimism as to the development of Lule Sámi language and culture.

The Lule Sámi area has had a strong cultural and academic growth since the official institution Arran – Lule Sámi Centre was established in 1994. Today Lule Sámi is offered in pre-schools, schools and university colleges, with an increase in pupils/students at all levels. In addition Arran Distance Education offers Lule Sámi in other parts of the country.

The situation for the Sámi culture in the local areas has changed considerably and positively, during the last decade. This is manifested inter alia by the fact that the municipality of Tysfjord, where Norwegian is the main language, has joined the administrative area of the Sámi language.

The Lule Sámi area is, however, also vulnerable to centralisation. Isolated Sámi rural districts have been more or less depopulated and have partly taken Norwegian as their main language. It is worth noticing that to have an academic education in a small language like Lule Sámi is quite expensive for the student because their knowledge has only very limited applicability.

Question no. 35

The Committee of Experts would like to know about the costs of long distance classes provided in Lule Sámi, by the Arran-Lule Sámi Centre - from primary school to college - and whether these classes are accessible to the majority of speakers. (3rd Periodical report p. 20)

Arran – Lule Sámi Centre works commercially. At school level this means that the municipalities in which the pupils live pay for the distance education. The last years the price has been a little less than 1 000 NOK per lesson. At academic level the teaching is commissioned from an authorized institution according to the institutions rules for admission. Arran does not have to report to National School authorities.

Question no. 36

What are the outcomes of the project « South Sámi tuition in local schools » which ended in 2004? Is there any follow-up to this plan or any tangible results? Are there other areas covered by the resource school outside the South Sámi area?

South Sámi Distance Education is established as a permanent system. A committee develops and coordinates the initiatives for the Sámi Distance Education.

Question no. 37

The Committee of Experts would like to be informed on the other recommendations that were made by the working group on South Sámi education (3rd Periodical Report p. 20). Does the concept of « Permanent service until further notice » mean that this might end? If so, on what grounds?

The Education Act's provisions of the rights of Sámi pupils according to education in the Sámi language all over the country makes it compulsory to maintain Sámi distance education. The system must, however, be evaluated on a regular basis to see what changes are most needed and suitable.

Question no. 38

Given the positive impact of the pre-school service provided to South Sámi children, both for the speakers and for the school, are there any new funds available to be extended to similar projects on a more permanent basis ?

Sametinget (the Sámi Parliament) assigns subsidies to Sámi pre-schools, to language education and training and to information, development and guidance in Sámi pre-schools and pre-schools with Sámi children. Sametinget gives priority to allocations to initiatives in the South Sámi districts. The Ministry of Education and Research and Sametinget are prepared to discuss the need for more permanent actions directed towards the pre-schools in the South Sámi districts in connection with the implementation of a new competence plan for the sector.

Question no. 39

The University of Trondheim offers a research programme in Romani culture (3rd Periodical report p. 20). Will this research programme be continued in the future? Could this research programme be used as a tool for teacher-training or for developing teaching materials in the future?

The question is probably referring to information given in the national report on page 19 (not page 20) on a research programme under the auspices of the Research Council of Norway. As stated in the report, this is a three-year-research programme, starting in 2006. The object of the programme is not to develop tools for teacher training or teaching materials.

Question no. 40

Do facilities exist at present in Universities in Norway to study the Romani and Romanes languages?

The facilities to study Romani and Romanes language do not exist in Universities in Norway.

Question no. 41

Please provide information on the current transnational exchanges as stated in the above undertaking for the Kven, Finnish, Lule Sámi, South Sámi, Eastern Sámi, Romanes and Romani languages.

The Ministry of Foreign Affairs is working out the information about the transnational exchanges for the minority language as mentioned above. The Ministry will make sure that the information will be passed on to the Council of Europe on their on the spot visit to Norway in June.

Question no. 42

The Committee of Experts would be interested to receive news, if available, of the outcomes of the pilot project for South Sámi (3rd Periodical Report p. 20). Has the Ministry of Local Government and Regional Development envisaged developing this kind of project for other regional or minority languages?

We assume that the question is referring to the project "South Sami tuition in local schools" conducted by the Director of Education in the County of Nordland, third periodical report p. 16. This project ended in 2004. Please find enclosed the summing up report from the project. These kinds of project are initiated at the local level, and are not a responsibility for the Ministry of Local Government and Regional Development. We are not aware of other project of this kind for the moment.

Question no. 43

The Committee of Experts would be interested to know if concrete measures have been taken by the authorities to encourage the mass media to promote mutual understanding between all the linguistic groups in Norway.

Norwegian media policy is mainly aimed at securing a plurality of voices in the public sphere, which inter alia includes an obligation to help underprivileged groups to be heard by providing them with the necessary means of addressing a wider audience. All media policy measures have been drawn up in strict accordance with the principle of editorial independence.

Question no. 44

Have the Norwegian authorities envisaged in any way establishing a consultative body where the representatives of the regional or minority languages in Norway can advise on all matters pertaining to the regional or minority languages in question?

In order to ensure that work in connection with matters that may affect the Sámi is performed satisfactorily, the Government and the Sámi Parliament has signed an agreement on procedures for consultations between central Government authorities and the Sámi Parliament. The consultation procedures apply in matters that may directly affect Sámi interests. The scope of consultations may include various types of matter, such as Acts, regulations, individual decisions, guidelines, measures and decisions (e.g. in Reports to the Storting). The consultation obligation may include all ideal and material forms of Sámi culture, including Sámi language.

The Contact Forum for national minorities was established in 2003 and comprises representatives from national minority organisations. The forum is chaired by the State Secretary for Sámi affairs in the Ministry of Labour and Social Inclusion. The Contact Forum is used to pass on information from the authorities and as a forum for dialogue to find good solutions for questions regarding national minorities, including matters pertaining to the minority languages.

Question no. 45

According to the legislation on place names (3rd Periodical Report p.18), the regional or minority language speakers have the right to be heard. The Committee of Experts would need

more information on the procedure for assigning names, and in particular whether regional or minority language speakers also take part in the final stage of the decision process.

The Norwegian Place-Names Act of 18 May 1990 has been revised, and the new Act will be put into effect 1 August 2006. New regulations are now being prepared by the Ministry of Culture. The Act and its Regulations provide rules for laying down the spelling of Norwegian, Sámi and Kvenish (Finnish) place-names in Norway. The spelling shall be based on the local inherited pronunciation and shall follow current orthographic principles for Norwegian and Sámi. For Kvenish place-names the spelling shall follow current orthographic principles in Finnish. Finnish place-names in Eastern Norway may be adjusted to orthographic principles of Norwegian. There are six regional Name Consultancy Services, with a secretariat and consultants for Norwegian, Sámi and Kvenish (Finnish) place-names. The Name Consultancy Services provides advice and guidance in place-name matters. When a name case has been taken up with the relevant decision-making body, the matter shall be made known to those who have a right to make statements. Local organisations (e.g. Sámi or Kvenish organisations) have a right to express their views in cases concerning any place-name where the organisation has a particular interest. Cases concerning Sámi or Kvenish place-names shall be forwarded directly to Sámi and Kvenish organisations without request. In addition to this, the regional name consultant shall give advice on the spelling. In cases concerning Sámi or Kvenish place-names, the consultant for such names shall be notified before the case is circulated for public comment. The decision-making body, usually either the local council or the Norwegian Mapping Authority, then comes to a decision in the light of these statements. Neither the Act nor the Regulations have provisions providing that regional or minority language speakers are taking part in the final stage of the decision process.

Question no. 46

Regarding pre-school education, could the Norwegian authorities inform the Committee of Experts about measures taken in relation to recruitment and training of personnel in the pre-school sphere. Has any progress been made in that respect?

The Sámi university college offers from time to time Sámi pre-school education. There have been pre-schools in the three Sámi language communities for several years. The courses give special education to pre-school teachers educated in an ordinary Norwegian university college, and in addition they give special courses for assistants in Sámi pre-schools. In the project "Romani - from child to adult", adaptation of Romani children in the pre-schools is one of the themes.

The Ministry of Education and Research will carry out a plan for the upgrading of skills in the pre-school sector for the period 2006-2008. The actions will primarily be directed towards the staff in pre-schools. They will involve education, research, development and information. In 2006 the focus is set upon the framework for the content and tasks in pre-schools.

Question no. 47

Are there possibilities for Sámi students living outside the municipalities of Karasjok and Kautokeino to have classes in and of Sámi in upper-secondary school? (see ECLMR (2003) 2 p. 16)

All upper secondary schools in the county of Finnmark and some schools in the counties of Troms and Nordland offer Sámi as a separate subject. Even some pupils in the south of Norway have special courses in Sámi in upper secondary education.

Question no. 48

Has the training offered in Sámi to interpreters and translators been improved? Has the variety of subjects available in the college increased? (see ECLMR (2003) 2 p. 16)

Unfortunately the Ministry of Education and Research has no information on this matter.

Question no. 49

When will the study on the regulation on tuition in and on Sámi be completed? (3rd Periodical Report p. 21). Please provide a copy of the amendment to the legislation, if available.

The legislation concerning instruction in and on Sámi is regulated in the Norwegian Education Act, chapter 6 (enclosed).

Concerning education and training organized especially for adults we refer to section 4 A-1 (the right to primary and lower secondary education for adults) and section 4 A-3 (the right to upper secondary education for adults) in the Education Act, both enclosed.

These sections include Sámi pupils if they otherwise meet the conditions set here.

There are at present no plans to alter the above-mentioned rules.

Question no. 50

Has the Sámi University College improved the teacher training and has it enough financial means to pursue this training? (see ECLMR (2003) 2 p. 17)

The teacher training at Sámi University College has improved. In 2005 the Sámi University College was awarded a quality prize on education from the Norwegian Ministry of Education and Research. The prize was awarded on the basis of several projects concerning modern teaching methods and the development of teaching and training materials in Sámi.

The number of students in teacher training has descended during the last years due to recruiting problems. The basic financial means are nevertheless maintained, so the Sámi University College has sufficient financial means to pursue the training.

Question no. 51

Is the project on the development of legal terminology in Sámi, expected in August 2005, and completed (3rd Periodical report, p. 21)? What measures have been envisaged by the authorities to train law officials, translators, etc. to familiarise themselves with the new terminology?

The project is completed. The new terminology is published on www.risten.no.

Question no. 52

The Sámi Language Board proposed to establish a specialised body for monitoring the use of the Sámi language in public institutions (see ECLMR (2003) 2 p. 20). Has this proposal been implemented?

The proposal to establish a specialised body for monitoring the use of Sámi language in public institution has not been implemented. The Ministry of Culture and Church Affairs shall during 2006 carry through an evaluation of the chapter 3 in the Sami Act related to Sami Language. In the work of following up the evaluation the proposal of establishing a body for monitoring the use of Sámi language in public institutions could be considered.

Question no. 53

Have the Norwegian authorities taken steps to train professional interpreters in the Sámi language (ECLMR (2003)2 p.24)? The 3rd Periodical Report (p. 25) does not specifically refer to any such measures.

The Sámi College has offered a one year basic training programme for Sámi interpreters. The intention was to offer a half year unit building further on this, where interpretation in the health and social affairs sector was one of three possible specializations. This branch of the programme has unfortunately come to nothing because of lack of interest from the students.

Question no. 54

Please provide a copy of the amendment to the Act relating to personal names (3rd Periodical Report p. 26).

The act relating to personal names is published on <http://www.lovddata.no/all/nl-20020607-019.html>. Unfortunately it is not translated into English.

Question no. 55

Does the Social Security administration use the competences of the pool of experts in Sámi language and information technology? (3rd Periodical Report p. 27) Please illustrate how this measure has improved concretely the situation of Sámi language speakers.

The pool of experts in Sámi language and information technology has not been involved in the National Insurance Administration's endeavours towards solving the practical problems connected with the integration of Sámi diacritics in their computer software.

Question no. 56

Please provide a copy of the new regulations of the Minister of Culture and Church affairs issued in June 2004 (3rd Periodical Report, p. 27).

Please find enclosed a copy of the regulations of the Norwegian Broadcasting Corporation (NRK) as amended in June 2004. Unfortunately, the regulations are available in Norwegian only.

Question no 57

Is the training and education programme for journalists provided by the University College in Kautokeino in the Sámi language still running? (ECLMR (2003)2, p. 24)

The training and education programme for journalists provided by the University College in Kautokaino in the Sámi language is still running. The University College receive new students every second year. There are 15 students studying the Sámi Language at the University College in Kautokeino.

Question no. 58

To what extent are the local authorities bound by the Action plan relating to staff having a command of Sámi in the health sector? Please give examples of the expected results of the action plan (see ECLMR (2003)2 p. 26)

The local authorities are not bound to provide Sámi speaking staff by the Action plan in itself, since the Government has not given legally binding instructions to municipalities through the plan. But within the area where the Sámi Language Act is valid, the mentioned obligation already exists. Outside this area, the Patients Rights Act can be considered a weaker legal instrument for the same purpose, as the health care provider carries the responsibility to judge weather the patient should be offered services in Sámi or any other language than Norwegian.

Question no. 59

Which municipalities are improving staff knowledge of Sámi language and culture? (3rd Periodical report p. 31). Does this process include personnel in child welfare services?

There are several municipalities in the traditional Sámi area that offers some training in Sámi language and cultural topics for selected employees. The training carried out in Karasjok and Kálfjord is probably

among the most comprehensive, but we believe that the other municipalities in the Sámi Language Act area also do this. In addition training is provided in a handful of other important Sámi municipalities, for example Storfjord. It is important to note that the project activities administrated by the Sámi parliament lately have spread beyond the mentioned act area. We consider the improved ideological climate for such issues as equally important for the patients as the skills obtained by personnel during training.

Appendices:

- Gouvermental Decree on bilingual names in the County of Finnmark
- Decision from adminstative bodies, The Ministry of Justice
- Report from the meetings with the Sami Parliament
- Norwegian Education Act, chapter 6
- The summing up report from the project” South Sami tution in local schools”
- Regulations of the Norwegian Broadcasting Corporation (NRK)