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Addendum 1

**THE EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES**  
**(MIN-LANG)**

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

**FINLAND**

*Questions submitted to the  
Government of Finland regarding its 3<sup>rd</sup> Periodical Report*

During its 23<sup>rd</sup> meeting, the Committee of Experts of the European Charter for Regional or Minority Languages made a preliminary examination of the Finnish Third Periodical Report on the implementation of the Charter. The Committee of Experts did not finalise the examination of the report at this meeting. It was observed that a number of elements in the report needed to be clarified before the Committee of Experts would be in a position to undertake a more detailed examination as required by the Charter.

The Finnish Government is therefore requested to reply to the following questions in order for the Committee of Experts to continue its examination of the Third Report. This questionnaire will additionally serve as the working document during its forthcoming on-the-spot visit to Finland.

The structure of this document follows the Outline for Periodical Reports to be submitted by Contracting Parties. The questions that the Committee of Experts would like the authorities to reply to are presented in numerical order inside the original outline for clarification purposes.

## **PRELIMINARY SECTION**

**1. Please provide the necessary background information, such as the relevant historical developments in the country, an overview of the demographic situation with reference to the basic economic data for the regions, as well as information on the constitutional and administrative structure of the State.**

*Question no. 1.* Whereas the provisions of the Charter do not apply to the Aland Islands, the authorities state in the 3<sup>rd</sup> Periodical Report (p.6) that it is important to improve and maintain the Swedish language skills of judicial and administrative authorities. Please specify what kind of measures are taken (specific training, etc.) and if those measures will be disseminated in other parts of Finland.

**2. Please indicate all regional or minority languages, as defined in paragraph a of Article 1 of the Charter, which exist within your State's territory. Indicate also the parts of the territory of your state where the speakers of such language(s) reside.**

**3. Please indicate the number of speakers for each regional or minority language. Specify the criteria for the definition of "speaker of regional or minority language" that your state has retained for this purpose.**

*Question no. 2.* Has it been envisaged to update figures for the new election of the Sámi Parliament in September 2007, as was the case for the election in 2003 (see 3<sup>rd</sup> PR p. 7)?

**4. Please indicate the non-territorial languages, as defined in paragraph c of Article 1 of the Charter, used within your State's territory and provide statistical data concerning speakers.**

**Question no. 3.** Is it possible to carry out a survey similar to the collection of information made by the Population Register Centre, Local Regional Officers, and Statistics Finland for non-territorial languages, i.e. to identify persons according to the language spoken and not their ethnicity (see 3<sup>rd</sup> PR p. 8 on the Romani language)?

**Question no. 4.** Concerning the Roma community, there seems to be a trend in the new generation to use Finnish rather than Romany. Have specific measures been taken by the authorities to counter this trend (see 3<sup>rd</sup> PR p. 9)?

**Question no. 5.** Are the authorities supporting the relevant private initiatives carried out by the schools and the association in the Yiddish language (see 3<sup>rd</sup> PR p. 10)?

**5. Please provide recent general statements on the policy of your State concerning the protection of regional or minority languages where it may be of use to supplement the above four points.**

**Question no. 6.** Have the recommendations of the working group on the implementation of the new Language Act and the new Administrative Procedure Act been implemented yet, and in particular “the good administrative practices” that have been detailed (3<sup>rd</sup> PR p. 12)?

**Question no. 7.** Please indicate the timeframe for the publication of brochures on employment office services in the Romany language (3<sup>rd</sup> PR p. 12).

**Question no. 8.** Please indicate which other minority languages and cultural groups would need support for school attendance of children (3<sup>rd</sup> PR, p. 13).

## **PART I**

**1. Please state the main legal act(s) and/or provisions that you consider essential for the implementation of the European Charter for Regional or Minority Languages in your country. Please provide :**

- **copies of those acts and/or provisions, in English or French, should your country not have done so in relation to the initial periodical report ;**
- **details and copies of new legislation or policy documents with relevance to the regional or minority languages ;**

**Question no. 9.** Has the Ministry of Justice and/or Advisory Board on Language Issues adopted any recommendation on issues relating to legislation on the national language and taken measures to overcome the observed problems (see 3<sup>rd</sup> PR p. 15)?

**Question no. 10.** The government has submitted its first report on language legislation to the Parliament, which focuses on legislation but not implementation. Has the Parliament discussed the report and made comments and suggestions to the government in this field?

**Question no. 11.** What measures, if any, have been taken to implement the Act on the Knowledge of Language required of Personnel in Public Bodies (424/2003)?

**Question no. 12.** Please provide, if possible, a copy in English of the recommendations issued by the Ministry of Labour on the Non Discrimination Act (3<sup>rd</sup> PR p. 17). Are the equality plans finalised and available?

- details of case law or other legal or administrative developments in this field.

2. Please indicate the bodies or organisations, legally established in your state, which further the protection and development of regional or minority languages. Please, list the names and addresses of such organisations.

3. Please indicate if any body or organisation has been consulted about the preparation of this periodical report or about the implementation of the recommendations of the Committee of Ministers addressed to your state. In the case of an affirmative answer, specify which one(s).

4. Please indicate the measures taken (in accordance with Article 6 of the Charter) to make better known the rights and the duties deriving from the application of the Charter.

5. It is understood that full details of the measures taken to implement the recommendations of the Committee of Ministers will appear in the body of the report. Nevertheless, please summarise those measures for each recommendation.

**Recommendation 1 :** Vigorously pursue the current efforts to improve education in the Sámi language and in particular take immediate measures to ensure the survival/viability of the Inari and Skolt Sámi languages, which are in grave danger of extinction.

**Question no. 13.** Does the support granted to municipalities and other providers of education concern all the Sámi languages or only the North Sámi language? (3<sup>rd</sup> PR p.22)

**Recommendation 2 :** Encourage and/or facilitate a positive development regarding the availability of a newspaper in Sámi

**Question no. 14.** Did the Sámi organisations or newspapers send any application or request to the authorities with a view to receiving grants/subsidies for the publication of newspapers (or developing an existing newspaper) in the North Sámi language, or in the Inari Sámi and Skolt Sámi languages (3<sup>rd</sup> PR p.22).

**Question no. 15.** Have the authorities explored possibilities of establishing a newspaper in Sámi, for example in co-operation with the newspapers in Sámi in neighbouring countries?

**Recommendation 3 :** Ensure the availability of Health and Social services in Swedish and Sámi

**Question no. 16.** Has any application been received from municipalities in the framework of the social welfare development project (3<sup>rd</sup> PR p. 23)?

**Recommendation 4 : Further implement measures for the protection and promotion of the Romani language and provide favourable conditions in particular in education, teacher training, radio and television**

**6. Indicate what steps your state has taken to inform the following of the recommendations :**

- all levels of government (national, federal, local and regional authorities or administrations) ;
- judicial authorities ;
- legally established bodies and associations.

**7. Please explain how your state has involved the above, in implementing the recommendations.**

## **PART II**

1. Please indicate what measures your State has taken to apply Article 7 of the Charter to the regional or minority languages referred to in paragraphs 1 and 3 of Part I above, specifying the different levels of government responsible.

### **Article 7 - Objectives and principles**

1. In respect of regional or minority languages, within the territories in which such languages are used and according to the situation of each language, the Parties shall base their policies, legislation and practice on the following objectives and principles:

- a. the recognition of the regional or minority languages as an expression of cultural wealth;

**Question no. 17.** The Constitutional Committee (see ECRML (2004) 7 p. 9) and the Committee of Experts encouraged the authorities to ensure the drafting of a legal framework for the Romani language. The authorities state that “provisions on other languages will also in the future be laid down in special legislation” (see 3<sup>rd</sup> PR p. 30). Have any measures been taken in that direction?

- b. the respect of the geographical area of each regional or minority language in order to ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of the regional or minority language in question;

**Question no. 18.** Have the authorities noticed effects on the use of regional or minority languages, in particular the **Swedish language**, resulting from the on-going reform of municipal and service structure in Finland (see 3<sup>rd</sup> PR p. 28)?

**Question no. 19.** Have the authorities clarified their interpretation of Article 122 of the Constitution and taken into consideration the criticism made by the Swedish

Assembly regarding the rearrangement of administrative boundaries for Swedish (ECRML (2004) 7 p.9 and 2<sup>nd</sup> PR p. 26)?

- c. the need for resolute action to promote regional or minority languages in order to safeguard them;

*Swedish language*

**Question no. 20.** The drafting of the Language Act was aimed at ensuring a more effective implementation of linguistic rights of the Swedish-speaking population in Finland (see 3<sup>rd</sup> PR p. 28). Please provide concrete examples of what the authorities have done in practice to actively secure the implementation of the Act.

*Sámi languages*

**Question no. 21.** How do the authorities see the future of projects on the vocabularies and terminologies of the three Sámi languages and in particular Skolt and Inari Sámi, given the financial constraints and a clear lack of financial resources to ensure the development of the Sámi languages (see 3<sup>rd</sup> PR p. 28)?

*Romani language*

**Question no. 22.** Please clarify what kind of “more visible measures (...) are needed to improve the status of the Roma language” (see 3<sup>rd</sup> PR p. 30).

*Russian language :*

**Question no. 23.** In its 2nd evaluation report, the Committee of Experts notes that the Advisory Board for Ethnic Relations made a request for the official recognition of the existence of the Russian language group in Finland and for legislation that would guarantee the possibility for this community to maintain its language, cultural tradition and religion. Please specify whether this request has been taken into consideration (see ECRML (2004) 7 p.9)?

**Question no. 24.** Please clarify why it has not been considered necessary to set up an advisory board for the Russian-speaking population (3<sup>rd</sup> PR p.31 and ECLMR (2004)7 p.10).

*Yiddish language :*

**Question no. 25.** Please further develop on the co-operation between Yiddish speakers and the authorities with a view to protecting and promoting this language (ECRML (2004) 7 p. 10).

- d. the facilitation and/or encouragement of the use of regional or minority languages, in speech and writing, in public and private life;

*Romani language :*

**Question no. 26.** According to the authorities, the current situation of the media should be improved (3<sup>rd</sup> PR p. 31). Please indicate what measures are being taken to improve the current situation (training of journalists, etc)?

**Question no. 27.** Please indicate which body/authority is financing the church activities relating to the Romani (3<sup>rd</sup> PR p. 32).

**Question no. 28.** Have the municipalities been more involved in the promotion of the Romani Language, in particular through the special development programme proposed by the National Board of Education (ECRML (2004) 7 p. 11)?

- e. the maintenance and development of links, in the fields covered by this Charter, between groups using a regional or minority language and other groups in the State employing a language used in identical or similar form, as well as the establishment of cultural relations with other groups in the State using different languages;
- f. the provision of appropriate forms and means for the teaching and study of regional or minority languages at all appropriate stages.

*Romani Language*

**Question no. 29.** Please provide, if possible, the following figures and data: the drop out rate of Roma children in primary and secondary school (see ECRML (2004) 7 p. 12).

**Question no. 30.** The National Board of Education proposed to introduce quotas for the admission of Roma students in teacher training and language studies (ECRML (2004) 7 p. 13 and 3<sup>rd</sup> PR pp. 36-37). Have the authorities envisaged implementing this recommendation?

- g. the provision of facilities enabling non-speakers of a regional or minority language living in the area where it is used to learn it if they so desire;

*Romani language*

**Question no. 31.** Is the Roma cultural instructor's diploma open to non-Roma (3<sup>rd</sup> PR p. 34, see also ECRML (2004) 7 p. 14)?

- h. the promotion of study and research on regional or minority languages at universities or equivalent institutions;

**Question no. 32.** Please describe and clarify the "tailor made teaching of Roma" at the University of Helsinki (see 3<sup>rd</sup> PR p. 36)? How many students are taking this course in the University? Are there non-Roma following the classes?

- i. the promotion of appropriate types of transnational exchanges, in the fields covered by this Charter, for regional or minority languages used in identical or similar form in two or more States.
2. The Parties undertake to eliminate, if they have not yet done so, any unjustified

distinction, exclusion, restriction or preference relating to the use of a regional or minority language and intended to discourage or endanger the maintenance or development of it. The adoption of special measures in favour of regional or minority languages aimed at promoting equality between the users of these languages and the rest of the population or which take due account of their specific conditions is not considered to be an act of discrimination against the users of more widely-used languages.

**Question no. 33.** Has there been any case law regarding discrimination based on languages (3<sup>rd</sup> PR pp. 17 and 49)?

3. The Parties undertake to promote, by appropriate measures, mutual understanding between all the linguistic groups of the country and in particular the inclusion of respect, understanding and tolerance in relation to regional or minority languages among the objectives of education and training provided within their countries and encouragement of the mass media to pursue the same objective.

**Question no. 34.** Is the national strategy for global education completed and implemented (see 3<sup>rd</sup> PR p. 39)?

**Question no. 35.** The Committee noted in the 2<sup>nd</sup> evaluation report that there was a lack of awareness among the general Finnish population of the needs of the speakers of Romani and Russian (ECRML (2004) 7 p. 15). Has progress been made since the last evaluation round concerning those two minority languages?

## **PART III – Swedish Language**

### **Article 8 - Education**

1 With regard to education, the Parties undertake, within the territory in which such languages are used, according to the situation of each of these languages, and without prejudice to the teaching of the official language(s) of the State:

- a i to make available pre-school education in the relevant regional or minority languages; or

**Question no. 36.** Given the very low rate of tuition in regional or minority languages at the pre-school level, have the authorities taken any measures to increase the possibility for children to receive mother-tongue education (see 3<sup>rd</sup> PR p. 42)?

- b i to make available primary education in the relevant regional or minority languages; or

**Question no. 37.** As regards basic education, why has the number of establishments providing education in Swedish slightly decreased (see 3<sup>rd</sup> PR p. 42)?

- c i to make available secondary education in the relevant regional or minority languages; or

**Question no. 38.** Please provide, if possible, updated figures, concerning upper secondary education (see 3<sup>rd</sup> PR p. 42).



- d i to make available technical and vocational education in the relevant regional or minority languages; or

**Question no. 39.** Please state the reason for the decreased number of students receiving vocational education. (see 3<sup>rd</sup> PR p. 43)

- e i to make available university and other higher education in regional or minority languages; or

**Question no. 40.** Have the authorities made an estimate of the total amount of financial resources needed to ensure a full implementation of education in Swedish (see 3<sup>rd</sup> PR p. 44)?

- g to make arrangements to ensure the teaching of the history and the culture which is reflected by the regional or minority language;

**Question no. 41.** What measures, if any, have been taken to make the history of Swedish in Finland more visible in the curriculum (ECRML (2004) 7 p. 16)?

- i to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.

**Question no. 42.** Are the results of the overall assessment carried out by the National Board of Education and the State province offices available, and have recommendations been adopted regarding regional or minority languages education (see 3<sup>rd</sup> PR p. 45)?

**Question no. 43.** Please clarify whether periodical reports are drafted and made public (ECRML 2004-7 p. 16).

#### **Article 9 – Judicial Authorities**

**Question no. 44.** Are statistics available on the number of judges and prosecutors trained in the Swedish language (see 3<sup>rd</sup> PR p.47)?

- 1 The Parties undertake, in respect of those judicial districts in which the number of residents using the regional or minority languages justifies the measures specified below, according to the situation of each of these languages and on condition that the use of the facilities afforded by the present paragraph is not considered by the judge to hamper the proper administration of justice:

- a in criminal proceedings:

- i to provide that the courts, at the request of one of the parties, shall conduct the proceedings in the regional or minority languages; and/or

**Question no. 45.** Please give concrete examples (possibly statistics) of implementation of the relevant legislation. Has the level of personnel with a command of language improved? Has the use of the language by speakers in the courts increased?

- iii to provide that requests and evidence, whether written or oral, shall not be considered inadmissible solely because they are formulated in a regional or minority

language; and/or

**Question no. 46.** Has progress been made on the use of the Swedish language in the police administration in practice? What measures are envisaged to develop the teaching of the language for the basic police exam (see 3<sup>rd</sup> PR p. 48)?

**Question no. 47.** Please describe further the complaints addressed to the Chancellor of Justice on the language proficiency of the police (see 3<sup>rd</sup> PR p. 50). What were the practical problems resulting from the implementation of the new provisions on the knowledge of languages of the police (see 3<sup>rd</sup> PR p. 50)?

b in civil proceedings:

i to provide that the courts, at the request of one of the parties, shall conduct the proceedings in the regional or minority languages; and/or

**Question no. 48.** How do the authorities assess the progress made in practice regarding the command of the language among the judicial authorities responsible for civil proceedings in bilingual judicial districts (ECRML (2001) 3 p. 20)?

c in proceedings before courts concerning administrative matters:

i to provide that the courts, at the request of one of the parties, shall conduct the proceedings in the regional or minority languages; and/or

**Question no. 49.** How is the legal framework implemented in practice? Please provide concrete examples (eventually statistics) on progress made (ECRML (2001) 3 p. 20).

#### **Article 10 – Administrative authorities and public services**

1 Within the administrative districts of the State in which the number of residents who are users of regional or minority languages justifies the measures specified below and according to the situation of each language, the Parties undertake, as far as this is reasonably possible:

a i to ensure that the administrative authorities use the regional or minority languages;

**Question no. 50.** The legal framework relating to the use of regional or minority languages by the administrative authorities is comprehensive. However, the Committee of Experts needs more information on the way this legislation is applied in practice (i.e. training of public officials) in order to ensure that the number of available public officials with a command of the Swedish language is improving (ECRML (2004)7 p. 18).

**Question no. 51.** The authorities refer to the legislation in force, and in particular to the obligation of local authorities (3<sup>rd</sup> PR p. 52). Are the authorities aware of problems faced by minority speakers that do not have access to services in their own language in bilingual municipalities?

2 In respect of the local and regional authorities on whose territory the number of residents who are users of regional or minority languages is such as to justify the

measures specified below, the Parties undertake to allow and/or encourage:

- 3 With regard to public services provided by the administrative authorities or other persons acting on their behalf, the Parties undertake, within the territory in which regional or minority languages are used, in accordance with the situation of each language and as far as this is reasonably possible:
  - a to ensure that the regional or minority languages are used in the provision of the service;

**Question no. 52.** Please describe how Sections 24 and 25 of the Language Act are implemented in practice (see ECRML (2004) 7 p. 19 and 3<sup>rd</sup> PR p. 53).

4 With a view to putting into effect those provisions of paragraphs 1, 2 and 3 accepted by them, the Parties undertake to take one or more of the following measures:

- b recruitment and, where necessary, training of the officials and other public service employees required;

#### **Article 12 – Cultural activities and facilities**

1 With regard to cultural activities and facilities – especially libraries, video libraries, cultural centres, museums, archives, academies, theatres and cinemas, as well as literary work and film production, vernacular forms of cultural expression, festivals and the culture industries, including inter alia the use of new technologies – the Parties undertake, within the territory in which such languages are used and to the extent that the public authorities are competent, have power or play a role in this field:

- g to encourage and/or facilitate the creation of a body or bodies responsible for collecting, keeping a copy of and presenting or publishing works produced in the regional or minority languages;

**Question no. 53.** The Committee of Experts had information on printed work in Swedish in Helsinki University Library but no information on audio, audiovisual, and other work (ECRML 2001-3 p. 27). Please provide concrete examples, if any, of the latter.

- 3 The Parties undertake to make appropriate provision, in pursuing their cultural policy abroad, for regional or minority languages and the cultures they reflect.

**Question no. 54.** The Swedish speakers were of the view that the reflection of Swedish culture in Finnish cultural centres abroad could be improved. The undertaking was considered fulfilled but the Committee of Experts would like to know if any new promotion activities have been undertaken since the first monitoring round (ECRML (2001) 3 p. 27).

#### **Article 13 – Economic and social life**

- 1 With regard to economic and social activities, the Parties undertake, within the whole country:
  - a to eliminate from their legislation any provision prohibiting or limiting without justifiable reasons the use of regional or minority languages in documents relating to

economic or social life, particularly contracts of employment, and in technical documents such as instructions for the use of products or installations;

**Question no. 55.** Please indicate if the situation has improved in larger companies, where there is no incentive to use Swedish (ECRML (2001) 3 p. 27).

- 2 With regard to economic and social activities, the Parties undertake, in so far as the public authorities are competent, within the territory in which the regional or minority languages are used, and as far as this is reasonably possible:
  - c to ensure that social care facilities such as hospitals, retirement homes and hostels offer the possibility of receiving and treating in their own language persons using a regional or minority language who are in need of care on grounds of ill-health, old age or for other reasons;

## **PART III - Sámi languages**

### **Article 8 - Education**

- 1 With regard to education, the Parties undertake, within the territory in which such languages are used, according to the situation of each of these languages, and without prejudice to the teaching of the official language(s) of the State:
  - a i to make available pre-school education in the relevant regional or minority languages;

**Question no. 56.** How are the language nests in the villages of Inari and Ivalo funded? Please explain why is it difficult to arrange a permanent financing system and what could be done by the authorities to overcome this problem and ensure sustainable permanent nests (see 3<sup>rd</sup> PR p. 64).

**Question no. 57.** Have there been any requests to develop the language nests in other parts of the Sámi homeland (see 3<sup>rd</sup> PR p. 64)?

**Question no. 58.** In day care nests, have the authorities envisaged alternatives to staff adequately trained in all three Sámi languages (see 3<sup>rd</sup> PR p. 64)?

- b i to make available primary education in the relevant regional or minority languages;

**Question no. 59.** Are there any measures envisaged to improve the qualification of teachers for pupils following 7th-9th grades (see 3<sup>rd</sup> PR p. 66)?

**Question no. 60.** Are there measures envisaged to overcome the problem of the lack of teachers in Inari and Skolt Sámi at the upper level of comprehensive school (see 3<sup>rd</sup> PR p. 66)?

- d ii to make available a substantial part of technical and vocational education in the relevant regional or minority languages; or

**Question no. 61.** Please indicate the ratio between courses taught in Finnish and Sami in vocational education.

e ii to provide facilities for the study of these languages as university and higher education subjects;

**Question no. 62.** Have the authorities evaluated the necessary additional measures for the study of Skolt and Inari Sámi and have they taken further steps (see 3<sup>rd</sup> PR p.67)?

f ii to offer such languages as subjects of adult and continuing education; or

**Question no. 63.** Please indicate how many open colleges and workers' institutes arrange regular classes in the Sámi language and culture. Does “mainly” (see 3<sup>rd</sup> PR p.67) mean that there are also Centres outside the Sámi area? If so, please indicate their location.

g to make arrangements to ensure the teaching of the history and the culture which is reflected by the regional or minority language;

**Question no. 64.** According to the ECRI's recommendation (see ECRML (2004) 7 p. 23) efforts should be stepped up to improve the representation of Sámi history and culture in the history syllabus of Finland. Have any concrete steps been made in that respect?

h to provide the basic and further training of the teachers required to implement those of paragraphs a to g accepted by the Party;

**Question no. 65.** Please clarify whether the efforts made concern all three Sámi languages (see 3<sup>rd</sup> PR p.68 and ECRML (2004) 7 p. 23)?

i to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.

**Question no. 66.** Has the Official in charge of developing the position of the Sámi languages and the teaching of Sámi made any reports available (see 3<sup>rd</sup> PR p. 68)?

**Question no. 67.** Please inform the Committee of Experts on the tasks of the newly created Department for Minority Languages that belongs to the Research Centre (see 3<sup>rd</sup> PR p.69)?

**Question no. 68.** Please explain the lack of research or planning of Skolt Sámi in Finland? Will there be any initiatives to plan research activities in the future (see 3<sup>rd</sup> PR p. 69)?

**Question no. 69.** Please clarify whether the monitoring of education in the Sámi language is carried out by the Sámi Parliament or the Evaluation Council (see ECRML (2004) 7 p. 24)?

2 With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.

**Question no. 70.** Have measures been taken to evaluate the education in the Sámi languages outside the Sámi homeland? (see ECRML (2004) 7 p. 24) Is there any progress regarding the teaching of Inari and Skolt Sámi outside the Sámi Homeland (see ECRML (2004) 7 p. 24)?

#### **Article 9 – Judicial authorities**

**Question no. 71.** During the previous evaluation round, the Committee of Experts was informed of serious problems regarding the implementation of the undertakings in all proceedings before courts because of the lack of language skills of judicial officials (ECRML (2004) 7, pp. 24-25). Please provide information on the implementation of the existing legal framework and describe practical measures taken (training of officials, etc).

#### **Article 10 – Administrative authorities and public services**

**Question no. 72.** As regards the labour administration, are the authorities referring to the three Sámi languages when mentioning “frequently used forms and instructions needed in customer service are translated into the Sámi languages”, despite the lack of skilled translators and revisers (see 3<sup>rd</sup> PR p. 75)?

- 1 Within the administrative districts of the State in which the number of residents who are users of regional or minority languages justifies the measures specified below and according to the situation of each language, the Parties undertake, as far as this is reasonably possible:
  - a iii to ensure that users of regional or minority languages may submit oral or written applications and receive a reply in these languages; or

**Question no. 73.** Please specify the changes brought by the new Act on the Use of the Sámi language before the authorities in practice (see 3<sup>rd</sup> PR pp. 73-74).

- 2 In respect of the local and regional authorities on whose territory the number of residents who are users of regional or minority languages is such as to justify the measures specified below, the Parties undertake to allow and/or encourage:
  - g the use or adoption, if necessary in conjunction with the name in the official language(s), of traditional and correct forms of place-names in regional or minority languages.

**Question no. 74.** Have the authorities envisaged a time frame in setting up a technical system which allows the registration of written street names in the Sámi language (see 3<sup>rd</sup> PR p. 77)?

- 3 With regard to public services provided by the administrative authorities or other persons acting on their behalf, the Parties undertake, within the territory in which regional or minority languages are used, in accordance with the situation of each language and as far as this is reasonably possible:
  - b to allow users of regional or minority languages to submit a request and receive a reply in these languages; or

**Question no. 75.** Please provide further information on the implementation of Sections 17 and 18 of the Sámi Language Act (ECRML (2004) 7 p. 27).

- 4 With a view to putting into effect those provisions of paragraphs 1, 2 and 3 accepted by them, the Parties undertake to take one or more of the following measures:
  - a translation or interpretation as may be required;

**Question no. 76.** In the previous evaluation rounds, the Committee of Experts observed that interpretation and translation was not adequately provided to meet the demand (ECRML (2004) 7 p. 27 and ECRML (2001) 3 p. 36). Please provide updated information on this undertaking.

- b recruitment and, where necessary, training of the officials and other public service employees required;

**Question no. 77.** Please provide further information on measures taken to improve the use of the Sámi language in practice (see ECRML (2004) 7 pp. 27-28), i.e. the recruitment of Sámi speakers, the provision of language courses to employees. The Committee of Experts is interested in information concerning municipalities other than Utsjoki.

- 5 The Parties undertake to allow the use or adoption of family names in the regional or minority languages, at the request of those concerned.

**Question no. 78.** Have there been any plans, or contacts made with other Nordic countries to include Sámi diacritics in computer systems (see 3<sup>rd</sup> PR p. 77)?

#### **Article 11 – Media**

- 1 The Parties undertake, for the users of the regional or minority languages within the territories in which those languages are spoken, according to the situation of each language, to the extent that the public authorities, directly or indirectly, are competent, have power or play a role in this field, and respecting the principle of the independence and autonomy of the media:
  - ii to encourage and/or facilitate the broadcasting of television programmes in the regional or minority languages on a regular basis;

**Question no. 79.** Please inform the Committee of Experts if children’s programmes are available in the Sámi languages on TV (see ECRML (2004) 7 p. 28).

**Question no. 80.** Have the authorities taken steps for the development of programmes in Inari and Skolt Sámi in TV broadcasting (see ECRML (2004) 7 p. 28)?

- i to encourage and/or facilitate the creation and/or maintenance of at least one newspaper in the regional or minority languages; or

**Question no. 81.** Please clarify what are, if any, the possibilities for the Sámi Inari newspaper to have a sustainable financial support, i.e. grants or subsidies from the Ministry of Education (see 3<sup>rd</sup> PR p. 79).

- ii to apply existing measures for financial assistance also to audiovisual productions in the regional or minority languages;

***Question no. 82.*** Please inform the Committee of Experts whether positive discrimination has been applied in specific cases (ECRML (2001) 3 p. 38)?



#### **Article 12 – Cultural activities and facilities**

**Question no. 83.** Please inform the Committee of Experts on the time-frame envisaged for the construction and opening of the Sámi Cultural Centre (see 3<sup>rd</sup> PR p. 82).

**Question no. 84.** Is support granted to Sámi literature covering all three Sámi languages (see 3<sup>rd</sup> report p. 83)?

#### **Article 13 – Economic and social life**

- 1 With regard to economic and social activities, the Parties undertake, within the whole country:
  - c to oppose practices designed to discourage the use of regional or minority languages in connection with economic or social activities;

**Question no. 85.** Has any decision been taken yet regarding the publication and distribution of information on the emergency numbers in the three Sámi languages by the Emergency Response Centre Administration (see 3<sup>rd</sup> PR p. 61)?

- 2 With regard to economic and social activities, the Parties undertake, in so far as the public authorities are competent, within the territory in which the regional or minority languages are used, and as far as this is reasonably possible:
  - c to ensure that social care facilities such as hospitals, retirement homes and hostels offer the possibility of receiving and treating in their own language persons using a regional or minority language who are in need of care on grounds of ill-health, old age or for other reasons;

**Question no. 86.** Is the money allocated to the municipalities for health and social welfare (such as early education and old age care) used for different Sámi languages? Is there any control over the allocation of this money between the languages (see 3<sup>rd</sup> PR p. 84)?