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EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES

**Information Document
on the implementation of the
Recommendations for Immediate Action
based on the 6th monitoring cycle**

Submitted by Finland

on 15 September 2025

European Charter for Regional or Minority Languages
Information by the Government of Finland on the implementation of
the recommendations for immediate action under the Charter

12 September 2025

Recommendations by the Committee of Ministers (CM/RecChL(2024)4)

1. Further strengthen education in Inari Sámi, North Sámi and Skolt Sámi, also outside the Sámi Homeland, especially by providing permanent financing for language nests and adult education.

Early childhood education

1. In order to provide early childhood education and care in Inari Sámi, North Sámi and Skolt Sámi in the municipalities in the Sámi Homeland, the Ministry of Education and Culture grants a yearly discretionary government grant of EUR 240 000 euros for these municipalities.

2. The Ministry of Education and Culture will also carry out a study on Sámi-language early childhood education and care in Finland, Sweden and Norway during 2025 as part of Finland's and Åland's presidency in the Nordic Council of Ministers.

Upper secondary and vocational education

3. Students who speak Sámi as their mother tongue can complete the mother tongue studies of vocational qualifications in their own language. In addition, education providers may offer instruction in other languages, including Sámi languages in addition to the official language specified in the authorisation to provide education. However, challenges include the limited availability of Sámi-speaking teaching staff, their geographical distribution across Finland, and the alignment of their expertise with various vocational fields. Cooperation between education providers is possible, including purchasing Sámi-language instruction from another provider.

4. Vocational education funding is calculated based on a formula, and there is no separate funding allocated specifically for Sámi-speaking or adult students. Instead, their education is funded through the general basic-, performance-, and effectiveness-based funding.

5. The Sámi Education Institute is a state-run upper secondary vocational institute under the Ministry of Education and Culture. It receives separate state funding, the level of which is determined annually in the national budget. The Institute's mission is to enhance the vocational skills of the Sámi population, provide training that supports the economic needs of the Sámi homeland, promote employment in the region, and preserve and develop Sámi culture. To achieve this, the Institute offers vocational education, instruction in North Sámi language and culture and development activities. Its campuses are located in Inari, Toivoniemi in Kaamanen, and Enontekiö. Dormitories are available in Inari and Toivoniemi, but the goal is to centralize both teaching and dormitory services in Inari to strengthen the conditions for providing education in this sparsely populated area with small student numbers.

6. In 2024, an average of 63 students speaking a Sámi language studied daily in vocational education. Of these, 24 were adults over the age of 20. These students were enrolled in 29 different vocational institutions across Finland. Outside of Northern Finland, a Sámi-speaking student was an individual case for the majority of education providers. In 2024, 33 students studied at the Rovaniemi

Education Consortium, 18 at the Sámi Education Institute, 6 at the Lappia Education Consortium in Kemi-Tornio, and 6 at OSAO in Oulu.

7. In upper secondary general education, North Sámi, Inari Sámi, and Skolt Sámi can be taught as part of the mother tongue and literature curriculum. For Sámi students who have not had the opportunity to learn Sámi in their environment, Sámi can be offered as a foreign language in varying scopes or as supplementary instruction alongside general upper secondary education. These curricula can be taught in any upper secondary school and do not require the rest of the instruction to be in Sámi. Instruction can also be organised in cooperation with other schools or through remote learning. The matriculation examination in mother tongue or in a short foreign language can be taken in North Sámi, Inari Sámi, or Skolt Sámi.

8. During the spring semester of 2025, there were on average 60 Sámi-speaking students in upper secondary general education daily. They were enrolled in 19 different schools, most of which had only one or a few Sámi-speaking students. The largest numbers were in Northern Finland: 12 in Rovaniemi, 9 in Inari, 9 in Utsjoki, and 6 in Oulu. In the 2024, in matriculation exams, 12 students took the mother tongue exam in North Sámi. Of these, 4 studied at the Sámi upper secondary school in Utsjoki, 3 in Enontekiö, and the rest were individual cases in various schools, mostly in Northern Finland. Two students took the mother-tongue exam in Inari Sámi.

9. A key way of allocating additional funding for Sámi language instruction has been through state grants, which are decided annually. In autumn 2025, a general grant will be available to support mother tongue instruction for students who speak foreign languages, Sámi, or Romani.

Higher education / University level

10. The Government notes that the University of Oulu has a national responsibility, assigned by the Ministry of Education, concerning the Sámi languages and culture at the university level in Finland also during the new agreement period for higher education institutions 2025–2028. In addition, the agreement with the University of Lapland (2025–2028) mentions global Arctic responsibility as one of the university's areas of strength, including research on the Sámi and Indigenous Peoples. The agreement also mentions that the university develops Sámi-language content in its class teacher training (including special pedagogy).

11. Furthermore, the Ministry of Education and Culture has granted funding EUR 328,860 to the University of Oulu for developing international cooperation in all three Sámi-languages in higher education. The cooperation network includes all higher education institutions offering Sámi studies in Finland. The project (15 December 2024–30 June 2027) focuses on cooperation between higher education institutions and, in particular, on the training of Sámi-speaking teachers.

2. Take further measures to ensure the effective use of Inari Sámi, North Sámi, Skolt Sámi and Swedish in social and health care services.

12. As regards the implementation of the linguistic rights of Sámi speakers in the field of health and social services, under section 33 of the Act on Organising Healthcare and Social Welfare Services (612/2021), the wellbeing services county of Lapland has a special national mission to develop health and social services provided in the Sámi languages. The wellbeing services county has launched extensive measures to improve the availability and quality of services in Sámi. These measures include the management of Sámi-language services and the building of service chains, identifying Sámi-speaking personnel and increasing their presence in customer service tasks, training concerning the linguistic rights of Sámi speakers, and developing digital and cross-border services.

13. Furthermore, the wellbeing services county of Lapland has established Finland's first Sámi-language service house (assisted living facility) in Karigasniemi and developed new services across county boundaries, including a unit for psychosocial support for the Sámi in Uvja. The wellbeing services county has also introduced its own translation and interpretation services, which have increased cost-efficiency and enabled consistent terminology work in the field. The visibility of Sámi-language services has been increased through active communication in three Sámi languages.
14. Furthermore, the Ministry of Justice has supported the development of Sámi-language services, for example, with a discretionary government grant allocated under section 31 of the Sámi Language Act (1086/2003). The grant has primarily been used for the language training of the personnel and secondarily for translation services.
15. The realisation of linguistic rights is monitored every year in the annual report of the Sámi language board and through customer feedback and self-monitoring. The volume of customer feedback rose significantly in 2024, and the feedback was mainly positive. However, challenges continue to arise in the development of services in Sámi, notably in the availability of personnel speaking Inari Sámi and Skolt Sámi.
16. The availability of Sámi speaking personnel in the social and health care sectors has been supported through targeted funding. The Ministry of Education and Culture has financed, with a total of nearly EUR two million, two projects led by the University of Oulu and the Lapland University of Applied Sciences (2023–2025/2026), which aim to improve the availability of Sámi-speaking professionals, as well as the skills and knowledge of Sámi culture needed in health and social services.
17. Language skills needed for social and health care work can be developed during upper secondary education through the initial vocational qualification in social and health care. This qualification allows Sámi-speaking students to complete their mother tongue studies in Sámi. In addition, all students have the opportunity to choose Sámi languages as a foreign language as part of their qualification.
18. The wellbeing services county of Lapland has pointed out that the funding it receives does not correspond to the scope of its special national mission because of shortcomings in the statistics of the Digital and Population Data Services Agency concerning mother tongue, for example.
19. Concerning implementation of linguistic rights of Swedish speakers in the field of health and social services, under section 33 of the Act on Organising Healthcare and Social Welfare Services (612/2021), the wellbeing services county of West Uusimaa has a special national mission to develop health and social services provided in the Swedish language.
20. The wellbeing services county coordinates the network of bilingual wellbeing services counties, which meets regularly and serves as a forum for communication and the sharing of best practices. As the focus of the network is on cooperation between wellbeing services counties, it is not actually responsible for monitoring the functioning of services provided in Swedish. The Ministry of Social Affairs and Health is responsible for monitoring the implementation of services provided in Swedish and the effectiveness of cooperation agreements as part of the overall steering of the wellbeing services counties, in accordance with section 39 of the Act on Organising Healthcare and Social Welfare Services (612/2021). Should the only recently concluded cooperation agreements be considered insufficient in the future, the Ministry may use the means provided by legislation, such as negotiations or government decisions, to further specify the agreements.

21. The Ministry of Social Affairs and Health is preparing a report on the availability of services in Swedish in the wellbeing services counties. It should be completed by the end of summer 2026. In addition, the Ministry has allocated discretionary government grants to competence clusters operating under the auspices of the hospitals of Porvoo and Raasepori, which are tasked with supporting the realisation of linguistic rights in healthcare and social welfare.

22. The Ministry of Social Affairs and Health has also ensured the financing of translations of the national Current Care Guidelines into Swedish by including a dedicated appropriation in the national budget. With the help of this funding, the Guidelines and their updates will be published simultaneously in Finnish and Swedish from now on, and some 30 previously untranslated Guidelines will be translated into Swedish within the next few years. The Ministry monitors the progress of the translation work in cooperation with the Finnish Medical Society Duodecim.

3. Take resolute measures to ensure the revitalisation of Romani, in co-operation with the speakers, in particular by developing an adequate and sustainable model of teaching in/of Romani, by improving the training of Romani teachers and the production of teaching materials.

23. Under the current Prime Minister Petteri Orpo's Government Programme, the Government is committed to strengthening the status of indigenous and minority languages, especially the Sámi languages, the Karelian language, the Romani language and the national sign languages. The Programme also states that linguistic rights will be promoted by continuing to implement the measures defined in the Strategy for the National Languages of Finland and in the Language Policy Programme. The Language Policy Programme is the first comprehensive language policy programme that examines the status of languages other than the national languages in Finland, notably the Sámi languages, the Romani language, the Karelian language and sign languages.

24. As one of the measures under the Language Policy Programme, the Ministry of Justice will commission this year a report on long-term language revitalisation efforts. The report, to be commissioned in cooperation with the Institute for the Languages of Finland (Kotus) and the Forum for Minority Languages under its coordination, will examine the kind of structure to be created to achieve sustained work on language revitalisation. The members of the Forum include the Romani Language Board and the Finnish National Agency for Education as experts in Romani.

25. Furthermore, a programme for the revival of the Finnish Romani language, including proposed measures, was published by the Finnish National Agency for Education in 2022. Moreover, Finland's third National Roma Policy (ROMPO3, 2023–2030) includes proposed measures related to the revitalisation of Romani. The implementation of the revival programme for Romani has progressed slowly, as no funds have been allocated in the national budget for this purpose. The revival programme is implemented by the Roma Community and other actors with support from the Finnish Cultural Foundation, which will contribute EUR one million during 2023–2030 to the revival of Romani and Roma art and culture.

26. In addition, a progress report on basic education for Roma pupils, compiled by the Finnish National Agency for Education, was completed in June 2025, allowing for the possibility of remote teaching projects at the national level to improve accessibility in the teaching of the Romani language.

27. During spring 2025, ongoing mapping has been carried out regarding the situation and state of Romani language education, as well as the availability of teachers in Romani language in Finnish schools. The mapping is conducted by the National Agency for Education with funding from the Ministry of Education and Culture. It investigates the prerequisites for further advancing Romani language learning in basic education in Finland.

28. There are national grants that providers of basic education can apply for to offer Romani children with complementary basic education in the Romani language. The number of pupils receiving this education has decreased over the past ten years (currently fewer than 30 children per fall/spring term). The results of the ongoing mapping will also be used to analyze this development.

29. The National Agency for Education has a steering group for Romani education, and the Agency is coordinating the work related to the revitalization programme for the Romani language in Finland for the period 2023–2030.

30. Learning materials for the Romani language are published by the Finnish National Agency for Education as low-distribution publications, and materials are available for nearly all grades in basic education.

Higher education

31. The University of Helsinki has a national responsibility, assigned by the Ministry of Education, concerning rare languages and cultures during the agreement period for higher education institutions (2025–2028). Regarding the Romani language, the organization of teacher education paths falls under the autonomy of the university.

4. Take measures to increase awareness and tolerance in the society as a whole vis-à-vis the regional or minority languages of Finland and the cultures they represent.

32. The Language Barometer 2024, the Sámi Language Barometer 2024 and the Sign Language Barometer 2024, commissioned by the Ministry of Justice, were published in early 2025. They are part of the Ministry of Justice's duties in monitoring the realisation of linguistic rights. The Ministry will take the results of these barometers into account when preparing the Government Report on the Application of Language Legislation, to be submitted to Parliament this year. A launch event was held for the barometers, and their results were widely publicised. The Report is currently being prepared at the Ministry of Justice.

33. A report by Maija Dahlberg, Associate Professor in Public Law at the University of Eastern Finland, entitled "*Report on the constitutional status of autochthonous minority languages in Finland — in particular the content and interpretation of section 17, subsection 3 of the Constitution*" was published in spring 2024, as commissioned by the Ministry of Justice. It is one of the measures included in the Language Policy Programme. Published in the Ministry of Justice's publication series, the report is publicly available on the Government website, also in Swedish.

34. The following is a quotation from the English abstract of the abovementioned report: "*The report examines by legal methods what section 17, subsection 3 of the Constitution of Finland (731/1999, Constitution) on the right to maintain and develop one's own language and culture means for different language groups. The report also takes a holistic look at national legislation and possible needs for amending it. The aim is to identify the means to strengthen the legislative status of indigenous languages*".

35. As a measure under the Strategy for the National Languages of Finland, the Ministry of Justice asked an advertising agency to produce audiovisual materials on the obligations of public authorities related to language laws. Videos about the Swedish, Sámi and sign languages are due to be published this year. The aim is to promote the realisation of linguistic rights by public authorities.

36. As a measure under the Language Policy Programme, the Ministry of Justice commissioned audiovisual content related to indigenous and minority languages to be used as supplementary teaching materials in upper secondary schools. In these materials, intended for adolescents, young people representing different language groups talk about their own language and culture.

37. Young people who speak Karelian, Romani, Sámi or Swedish, or who use sign language were sought in an open casting call. A young person speaking Inari Sámi and another using Finnish sign language were chosen to perform in the video. The video also contains small info boxes about other indigenous and minority languages. These materials are due to be published during the current year. The aim is to raise awareness of indigenous and minority languages among students in upper secondary schools.

38. The truth and reconciliation process for sign language users was launched in Finland on 5 June 2025. The aim of this long-prepared process is to investigate and identify violations of the rights of the deaf and sign language users and to build reconciliation between the Government and the communities concerned. The process examines the past and present impacts of public measures on the deaf and sign language users.

39. The aim is to obtain an overview of discriminatory structures and to propose changes that will improve the position of the deaf and sign language users in society. The changes to be made may concern language, culture, and interaction with public authorities, among others. Another important objective is to increase awareness of sign languages and sign language culture and history during the process.

40. A reform of the Act on the Sámi Parliament was adopted in Parliament on 19 June 2025. As part of implementation of the Act, the Ministry of Justice will provide training for public authorities on the newly introduced obligation to cooperate and negotiate. The objective of the obligation is to promote the right to self-determination of the indigenous Sámi people and to implement the principles of FPIC (Free, Prior and Informed Consent), which derive from international law on Indigenous Peoples.

41. The Ministry of Education and Culture launched a development programme for equity and equality in the education sector in May 2025. The central aim of the programme is to provide professionals working in the field of education with tools to combat bullying, harassment and discrimination based on personal characteristics – such as gender, appearance, worldview, sexuality, ethnic background, belonging to a national minority, disability or illness. Minority and regional languages are taken into account in this broader development programme, which covers the entire education system.

42. The overall steering, development and supervision of public employment services falls within the remit of the Ministry of Economic Affairs and Employment (Act on the Implementation of the Act on the Organisation of Employment Services and Certain Other Related Acts (383/2023).) As part of this task, the Ministry of Economic Affairs and Employment is responsible for preparing national employment promotion objectives for the Government for each government term. The national objectives for promoting employment were issued for the first time in December 2024. One of the objectives set by the Government was to ensure equal and non-discriminatory services in Finland's two official national languages. This objective, and especially its monitoring, are strongly linked to the Government Decree, which lays down provisions on the monitoring of the performance and effectiveness of employment services.

43. The Government Decree on Centres for Economic Development, Transport, and the Environment (387/2024) stipulates on the duty of the Development and Administrative Services

Centre to draw up an expert assessment of the performance and effectiveness of employment services. In the context of its assessment, the Development and Administrative Services Centre shall, every two years, draw up a report on the realisation of equity and non-discrimination in employment services.

44. The responsibility that the municipalities have for organising employment services entails that the municipality or joint municipal authority in charge of the task must ensure equal availability of the services and other measures to be organised.

45. The Constitution of Finland requires that gender equality be promoted in societal activity and working life. To safeguard the linguistic rights of jobseekers, the Act on the Organisation of Employment Services stipulates that in public employment services, clients have the right to use their own language, *i.e.* Finnish or Swedish, in a matter concerning them, even when dealing with a unilingual employment authority.

46. The Ministry of Economic Affairs and Employment, being responsible for the general steering and supervision of employment services, must be regularly informed of the realisation of equity and non-discrimination to effectively carry out its duties. This information is compiled in a report, which is based, among other sources, on data obtained from the national reporting system on employment services and integration services, owned and maintained by the Development and Administrative Services Centre, and on legality control materials of the Regional State Administrative Agency and the annual report of the Non-Discrimination Ombudsman.

Recommendations by the Committee of Experts (MIN-LANG(2024)3)

Inari Sámi

a. Take measures to strengthen teacher training at all levels.

47. The University of Oulu has a national responsibility, assigned by the Ministry of Education and Culture, concerning the Sámi languages and culture at the university level in Finland during the agreement period for higher education institutions 2025–2028. The Giellagas Institute (University of Oulu) is responsible for organizing, introducing, and providing Sámi language and cultural studies and research at the academic level. The Sámi languages North Sámi, Inari Sámi and Skolt Sámi are majors of the Languages and Literature degree programme. The Inari Sámi and Skolt Sámi programmes are suitable majors for both beginners and more advanced learners or speakers of these languages.

48. The Ministry of Education and Culture has funded collaborative and networked projects to develop teachers' pre-service and continuous professional learning. The project called Ketterä korkeakoulu (2018–2022) developed new and more effective models for the education of Sámi and Sámi-speaking teachers and trained Northern Sámi, Inari, and Skolt Sámi teachers.

49. The Ministry of Education and Culture has granted funding (EUR 620,000) to the University of Oulu for early childhood education and care teacher education and special education teacher education that takes into account the special needs of Sámi language and culture. The project (2022–2025) covers all three Sámi languages.

50. See also paragraph 11 above.

b. Make the funding for the promotion of Inari Sámi sustainable.

51. Each year, the Ministry of Justice awards discretionary government grants for the specific costs under section 31 of the Sámi Language Act (1086/2003) to operators to whom the Act applies. The Sámi Language Act covers all three Sámi languages spoken in Finland. Grants may be awarded for translation and interpretation costs, the provision of information, language training, and for promoting the application of the Sámi Language Act and the realisation of the linguistic rights of the Sámi. The total amount of the grants was EUR 120,000 in 2025.

c. Take measures to increase awareness and tolerance vis-à-vis Inari Sámi, both in education and in the media.

52. As part of the Language Policy Programme, the Ministry of Justice has commissioned audio-visual material on indigenous and minority languages of Finland as supplementary teaching material, especially for secondary school pupils. The aim is to increase pupils' awareness of indigenous and minority languages spoken in Finland. In the material, young people belonging to different language groups talk about their own language and culture. Through an open casting call, two young persons were selected for the video: one of them is an Inari Sámi speaker and the other a Finnish Sign Language user. The video also contains small information boxes of other indigenous and minority languages in Finland. The material is scheduled to be published in 2025.

d. Ensure an effective implementation of the legislation pertaining to Inari Sámi in social and health care services.

53. See paragraphs 12–13 and 16–17 above.

Karelian

a. Consult the speakers in order to provide teaching of Karelian at all relevant levels of education.

54. The Ministry of Education and Culture has funded the revitalisation of the Karelian language. The agreement between the Ministry and the University of Eastern Finland for 2025–2028 states that one of the university's national tasks is the research, teaching and revitalisation of the Karelian language.

55. The Karelian language revitalisation programme, published in May 2025, presents the current situation of the Karelian language in Finland and the measures needed to improve it. The programme was prepared by an expert group on the Karelian language appointed by the Ministry of Education and Culture and the Karelian language revitalisation project of the University of Eastern Finland, for which the Ministry of Education and Culture granted further funding for the period 15 December 2022–31 December 2024.

North Sámi

a. Make the funding for the promotion of North Sámi sustainable.

56. See paragraph 51 above.

b. Take measures to increase awareness and tolerance vis-à-vis North Sámi, both in education and in the media.

57. See paragraph 52 above.

c. Ensure an effective implementation of the legislation pertaining to North Sámi in social and health care services.

58. See paragraphs 12–13 and 16–17 above.

Romani

a. Take resolute measures to ensure the full implementation of the revitalisation programme for the Romani language; and

b. Develop, in co-operation with the speakers, an adequate and sustainable model of teaching in and/or of Romani.

59. See paragraphs 23–30 above.

60. The Roma community is strongly involved in all activities and development work.

c. Take measures to strengthen teacher training for Romani.

61. See paragraph 31 above.

d. Take measures to increase awareness and tolerance vis-à-vis Romani, both in the general curriculum at all stages of education and in the media.

62. See paragraph 52 above.

Russian

a. Take measures to increase awareness and tolerance among the majority population vis-à-vis Russian as a minority language of Finland.

63. The Ministry of Justice has funded the HVS project (a project to promote good relations between population groups), which has organized a series of Russian-language events to address issues concerning the lives of Russian-speaking residents in Finland. The outcomes of these events were presented to local decision-makers and discussed with a broader audience.

Skolt Sámi

a. Take measures to strengthen teacher training at all levels.

64. See paragraphs 47–50 above.

b. Make the funding for the promotion of Skolt Sámi sustainable.

65. See paragraph 51 above.

c. Take measures to increase awareness and tolerance vis-à-vis Skolt Sámi, both in education and in the media.

66. See paragraph 52 above.

d. Ensure an effective implementation of the legislation pertaining to Skolt Sámi as well as in social and health care services.

67. See paragraphs 12–13 and 16–17 above.

Swedish

a. Ensure the use of Swedish within regional and local authorities.

68. As a measure of the Strategy for the National Languages of Finland, the Ministry of Justice is producing audiovisual training material for the authorities on linguistic rights and the significance of language for the quality of services. The material is scheduled to be published in 2025 and will also cover Swedish.

69. In addition, as part of the Strategy for the National Languages of Finland, the Ministry of Justice carried out a project in cooperation with the National Courts Administration in 2024–2025 to develop services provided by courts in Swedish. The aim of the project was to support the development of the Swedish-speaking service environment in courts of law, to examine possible challenges in the provision of services in Swedish, and to propose solutions to these challenges. As part of the project, a model for planning and coordinating services in Swedish was produced, which bilingual courts can use at their discretion to plan and develop their operations. The project also laid the foundation for a network of bilingual courts.

b. Ensure the effective use of Swedish in social and health care facilities.

70. See paragraphs 19–22 and 68 above.

71. In addition, as part of the Strategy for the National Languages of Finland, the Ministry of Justice will organise a total of six dialogues between 2024 and 2026 in bilingual wellbeing services counties (which provide social and health care services) with the aim of increasing understanding of the significance of language for the quality of service. The dialogues focus on services provided by the wellbeing services counties in their minority language, which in most cases means services in Swedish. Participants of the dialogues are clients and authorities of the wellbeing services counties. A summary of each dialogue will be drawn up for the wellbeing services county in question, and at the end of the project, the Ministry of Justice will prepare a summary of the results of all the dialogues. So far, the Ministry of Justice has organised four dialogues, which have received positive feedback from the participants.

c. Strengthen efforts to increase tolerance vis-à-vis Swedish in the general public.

72. See paragraphs 32–37 and 41 above.

Yiddish

a. Take resolute action to promote Yiddish.

73. The Language Policy Programme, which aims to protect, revive, support and strengthen the indigenous and minority languages of Finland, contains measures that apply to all of Finland's indigenous and minority languages. Such measures include, for example, efforts to raise awareness of different language groups in teaching, as well as efforts to collect and disseminate information on good practices in language revitalisation and to promote dialogue and cooperation between languages.

b. Facilitate the teaching of Yiddish.

74. Hebrew can be studied from the first grade onwards at the Helsinki Jewish Co-educational School. The school is a private institution maintained by the Helsinki Jewish Community and it has long-standing traditions.

c. Raise awareness of Yiddish as a minority language of Finland.

75. See paragraph 52 above.

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