

**THE EUROPEAN CHARTER FOR  
REGIONAL OR MINORITY LANGUAGES**

**SEVENTH PERIODICAL REPORT**

**NORWAY**

**The Norwegian Ministry of Local Government and  
Modernisation**

**2017**

**Contents**

Part I ..... 2

    Foreword ..... 2

    Users of regional or minority languages ..... 4

    Policy, legislation and practice – changes ..... 4

    Recommendations of the Committee of Ministers – Measures for following up the recommendations ..... 4

Part II ..... 9

    The Charter Part II – Overview of measures implemented to apply article 7 to the state's recognised regional or minority languages ..... 9

        Article 7 – Information on each language and measures to implement the Committee of Experts' recommendations ..... 9

    The Charter Part III – Implementation of the undertakings and initiatives to follow up the Committee of Experts' recommendations ..... 23

        Article 8 – Education ..... 23

        Article 9 – Judicial authorities ..... 24

        Article 10 – Administrative authorities and public services ..... 25

        Article 11 – Media ..... 29

        Article 11, paragraph 1 ..... 29

        Article 13 – Economic and social life ..... 29

Appendix 1 ..... 32

# Part I

## Foreword

The Council of Europe's Committee of Ministers adopted the European Charter for Regional or Minority Languages (the Charter) in 1992. Norway ratified the Charter in 1993 and it entered into force in 1998. In accordance with the Charter's article 15, the states must report every three years. This is Norway's seventh periodical report on the implementation of the Charter in Norway.

Sami (North Sami, Lule Sami and South Sami), Kven, Romanes and Romani are recognised as regional or minority languages in Norway, and are thus ensured protection under the Charter. North Sami falls within the scope of Part III of the Charter. The other languages fall within the scope of Part II.

The national minorities' organisations, Sami organisations and Sámediggi (the Sami Parliament) were briefed early on in the process. The organisations and Sámediggi were also informed of their opportunity to submit 'shadow reports' to the Council of Europe. To facilitate the involvement of the affected groups in the preparation of Norway's seventh periodical report, a draft report has been drawn up in Norwegian.

Involving affected groups in work on matters that concern them is a fundamental principle of the Framework Convention for the Protection of National Minorities. Therefore, involving organisations with a basis in a national minority has formed a natural part of the process of preparing the report on the Charter. The relevant organisations have been given an opportunity to submit inputs – both oral and written.

In Norway, the Ministry of Culture has general responsibility for adopting and implementing a comprehensive language policy and thereby also has a general responsibility for indigenous and minority languages. However, administrative responsibility for the Charter has been incorporated with responsibility for Sami and minority policy under the Ministry of Local Government and Modernisation. Consequently, the latter Ministry now has primary responsibility for the implementation of the Charter. The Ministry of Local Government and Modernisation has prepared the seventh periodical report in cooperation with other ministries concerned.

Norway's seventh periodical report on the Charter is available in Norwegian and English. Documents associated with Norway's reports in 2005, 2008, 2011 and 2014 are available in Norwegian and English. All documents relating to Norway's periodical reports on the Charter are available from the Ministry of Local Government and Modernisation's website: <https://www.regjeringen.no/no/tema/urfolk-og-minoriteter/nasjonale-minoriteter/midtpalte/minoritetsprakpakta/id86936/>

In this report, effort has been made to avoid repeating information provided to the Council of Europe in previous reports.

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## Users of regional or minority languages

*The Council of Europe requests updated information on the number of users of regional or minority languages, the geographic distribution of the users and the general demographic situation.*

No records are currently kept in Norway based on ethnicity (with the exception of Sámediggi's electoral roll). For historical reasons, many members of the national minorities themselves are sceptical of registration based on ethnicity.

The new National Registration Act of 9 December 2016 (not entered into force) includes a provision on registration in the National Registry about whether a person is a user of Sami language. Each person who wants to register their Sami language must notify of this themselves. The information will be confidential but will be available to the public authorities and others who have legal authority. Since registration is voluntary and requires action by the individual Sami language user, under-reporting must be expected. Therefore, the information will have limited value as statistical material.

## Policy, legislation and practice – changes

*In connection with Norway's seventh periodical report, the Council of Europe requests that Norwegian authorities explain changes in general policy, legislation or practice in relation to regional or minority languages. The Council of Europe also requests to be informed of political or budgetary developments that are expected to occur in the next monitoring period.*

*Among others, the following changes have been implemented in the period:*

### *Norwegian Place Name Act*

Amendments to the Norwegian Place Name Act entered into force on 1 July 2015, so that Kven place names may now be written with Kven spelling, not Finnish. This amendment was made by the Ministry of Culture to follow-up the standardisation work on the Kven language, and to strengthen the status of Kven spelling. Work is in progress to revise the regulations to the Place Name Act and the guide to the regulations.

### *Increased support for Kven language and culture*

In 2015, the Ministry of Local Government and Modernisation earmarked funds in the National Budget to Kven language and culture. In 2016, these funds were increased by NOK 1 million. The funds are used to develop Kven language technology and activities to strengthen Kven language.

## Recommendations of the Committee of Ministers – Measures for following up the recommendations

*Measures for following-up the recommendations of the Committee of Ministers:*

- 1. Implement a structured policy for Kven, giving priority to offering education and to strengthening the presence of Kven in the broadcast media;***

### *Structured policy*

To strengthen the work on Kven language, the Ministry of Local Government and Modernisation arranged an input event on Kven language in April 2016. Representatives of Kven organisations and institutions, ministries and government institutions responsible for Kven language attended the conference.

As a follow-up to the event, the Ministry of Local Government and Modernisation will initiate work on a targeted plan for future efforts to revitalise Kven language, in cooperation with the relevant ministries and in contact with Kven language environments.

In 2016, the Ministry of Local Government and Modernisation granted Troms county authority funding to prepare a Kven action plan for the county.

### *Education*

At the request of the Directorate of Education, NORUT conducted a survey to identify the reasons why there is a high drop-out rate from instruction in Finnish as a second language (instruction may be in Kven or Finnish). The report concludes that there are three reasons why fewer pupils choose to learn Kven/Finnish, and that a relatively large number of pupils drop-out during their school career.

- The first reason is related to lack of information about rights and options, as well as inadequate teacher training.
- The second reason is that the hours for instruction in Finnish as a second language are usually taken from other subjects, and many schools have difficulty finding good solutions for this. However, the picture is not entirely clear-cut – some schools find workable solutions. Sources also report of challenges related to the level of and progression in instruction, and that a number of pupils find the instruction boring.
- The third reason NORUT identified lies at community level and is related to Finnish/Kven almost no longer being a living language in the local communities. This means that few pupils and their parents, even those with Kven/Norwegian Finnish roots, show an interest in choosing Finnish/Kven as a school subject. It also emerged that pupils lose motivation and eventually drop out because they cannot practise the languages regularly outside of school hours. After the NORUT report, the Norwegian Directorate for Education and Training, in cooperation with the offices of the County Governors in Troms and Finnmark, drafted measures to meet the challenges highlighted in the report. The Directorate has also been in contact with Kven organisations in connection with this work. It is not clear yet what measures will be taken.

Primary and lower secondary school pupils in Troms and Finnmark have the right to receive instruction in Finnish as a second language if at least three pupils of Kven-Finnish background so request. The provision grants the right to receive instruction at the school the pupil is attending. There is a requirement of a total of three pupils at the same school, regardless of grade. Instruction in Finnish as a second language is provided from grades 1 to 10. The pupils may choose to receive instruction in Finnish or Kven. The curriculum for Finnish as a second language covers both Finnish and Kven language and culture.

Number of pupils with Finnish as a second language in primary and lower secondary education, nationwide:

School year 2015/2016	559 pupils
School year 2014/2015	582 pupils
School year 2013/2014	594 pupils
School year 2012/2013	600 pupils
School year 2011/2012	657 pupils
School year 2010/2011	754 pupils

The figures for the different grades for the 2015/2016 school year are as follows:

Grade	No. of pupils
Grade 1	70 pupils
Grade 2	56 pupils
Grade 3	77 pupils
Grade 4	57 pupils
Grade 5	85 pupils
Grade 6	60 pupils
Grade 7	50 pupils
Grade 8	37 pupils
Grade 9	35 pupils
Grade 10	32 pupils

The information system for primary and lower secondary educations (Grunnskolen's informasjonssystem (GSI)) publishes figures showing the number of pupils receiving instruction in Finnish as a second language, but not whether this tuition is provided in Finnish or Kven.

Every year, the Norwegian Directorate for Education and Training allocates over NOK 1 million towards developing teaching aids in Finnish as a second language, which includes Kven, as well as towards measures to improve the competence of teachers of the subject.

Three textbooks in Finnish as a second language have been published in recent years: one for grades 3 and 4, one for grades 5 to 7, and one for the lower secondary level. A teaching guide, dictionary and grammar book have also been published in connection with this. Textbooks in Kven have also been published for grades 1-6. Textbooks for grade 7 are under development. Storffjord language centre has also developed educational material in Finnish as a second language for grades 1- 10.

There are no immediate plans for a Kven curriculum. The curriculum for Finnish as a second language covers both the Finnish and Kven language and culture. The Kven digital dictionary and grammar book that was published in 2014 will ease the work on the Kven language in the curriculum. The language is still undergoing a process of linguistic prescription and standardisation. Work is in progress to develop Kven terminology and increase the language corpora.

The University of Tromsø (UiT) offers courses in Kven. The one-year programme consists of 6 individual courses that earn a total 60 credits. The programme provides a general fundamental insight into the Kven language, literature and culture. UiT is in ongoing dialogue with Kven-speaking communities and organisations to promote the courses in Kven. The University has revised the programme at Master's level and from the autumn of 2017 will

offer a course in Kven and Finnish under the Master's Degree in Languages that replaces the previous course in Finnish. Moreover, UiT is working on development of a Bachelor programme in the Kven language.

#### *Kven in the broadcasting media*

NRK P2 broadcast a weekly radio programme in Kven and Finnish.

In 2015, the Norwegian Broadcasting Corporation (NRK) broadcasted a television documentary on the history of the Kvens/Finns in Alta. NRK has also informed that they have held their own dialogue meetings with representatives of national minorities in 2015, including the Kven/Norwegian Finnish communities to identify their needs and wishes.

## ***2. Increase efforts to provide teaching in/of Lule Sami and South Sami, including the development of curricula and teacher training***

Teachers of the South Sami language in primary, lower and upper secondary schools have established a binding network, the main purpose of which is to share experience and develop relevant expertise. The County Governors of Nordland, Nord-Trøndelag and Sør-Trøndelag contribute to the networks and support the work financially.

In connection with language initiatives under the Action Plan for Sami Language, a methodical programme in South Sami is currently being developed based on the Ulpan method (see the discussion of the Ulpan method in Norway's fifth periodical report).

The Research Institute for Indigenous Studies at Árran - Lule Sami Centre is a joint project between the Nord University and Árran aimed at strengthening research, education, development activities and dissemination in an interdisciplinary perspective. Research will be linked to the Lule Sami area and focus on language and cultural research from a variety of perspectives, including an international indigenous perspective. The institute also aims to develop teaching programmes that focus on the knowledge and cultural traditions of indigenous peoples, High North issues and living conditions in the High North.

In 2012, the Nord University in Bodø established a bachelor's programme in the Lule Sami language. The programme will cover the Lule Sami culture and language. In 2016, a total of 24 students had completed this programme. Some students have completed parts of the programme, most of them taking Lule Sami 1, which earns 30 credits. It has been difficult to find qualified lecturers in the language at the University, and therefore it has not been possible to start a full programme every year.

There have also been efforts to establish a Master's degree in Lule Sami, but this has so far been unsuccessful, due to the lack of qualified lectures, as mentioned above.

Nord University in Levanger provides entry-level courses in South Sami, South Sami level 1 and level 2 and South Sami language and culture. The courses are offered separately and are not part of a complete bachelor's degree, but may be incorporated in the teacher training programme and the kindergarten teacher training programme.

#### *Overview of the number of students in 2014/15 and 2015/16*



(The figures refer to examinations taken. The number of students has been higher, but here, as in other courses, students have dropped out, for various reasons).

- South Sami Level 1 (30 credits): 3 students in 15/16
- South Sami Level 2 (30 credits): not offered in the period
- South Sami entry-level instruction module 1 + module 2 (15 + 15 credits): 11 + 7 students in 2014/15
- South Sami music course *Med joik som utgangspunkt* (15 credits): 13 students in 2014/15 and 14 students in 2015/16
- No courses on cultural knowledge in the period
- Training for qualified assistants and kindergarten teachers in the Sami kindergarten and Educational development work in the Sami kindergarten Suaja Maanagierte, developed and started in the period: 8 students

The County Governors of Nord- and Sør-Trøndelag and Nordland, and also Gaaltije (South Sami cultural centre) in Östersund, Sweden, are participating in an Interreg project, *Lyden av sørsamisk*. The objective of the project is to develop an app where the book "Gaskejijjen gærjagåetie"/"My first book" may be downloaded as an audio file. This work may be of great importance when transferring other books from text to audio. It must be investigated which technical solutions are possible today, where to publish a possible app, the easiest way for an app to be available to the sector today and in the future. An important objective is to find out whether this may be relevant to other books. The vision of the project is that it should be natural to think both text and sound when launching new products in South Sami for children of kindergarten age.

### ***3. Continue to raise awareness of and develop positive attitudes towards Romanes and Romani, and strengthen their offer in education***

#### *Education*

Mother tongue instruction in Romani and Romanes is linked to whether the pupil is sufficiently proficient in Norwegian to follow mainstream education, cf. sections 2-8 and 3-12 of the Education Act.

The Directorate for Education and Training has prepared information material on national minorities, including on the Roma and Romani people/Tater ([http://www.udir.no/globalassets/filer/samlesider/nasjonale-minoriteter/nasjonale\\_minoriteter\\_eng\\_trykk-01.02.pdf](http://www.udir.no/globalassets/filer/samlesider/nasjonale-minoriteter/nasjonale_minoriteter_eng_trykk-01.02.pdf)). This material is primarily intended for employees in kindergartens and schools and includes chapters on each of the minorities. The introductory chapter discusses the special rights of the national minorities (including the right to special language tuition). The chapter on Roma is translated to Romanes. However, the Directorate of Education and Training has chosen to postpone the translation of the chapter on the Romani people/Tater until further notice, because in meetings with representatives of the Romani people/Tater they have experienced that within the minority there is disagreement both on whether material written in Romani is desirable and what the correct standardisation is.

The National Centre for Multicultural Education (NAFO) was commissioned by the Directorate for Education and Training to develop schemes for national minorities for use in kindergartens and grades 1 to 7 of primary school (the schemes are found on the website

<http://minstemme.no/>). As part of these schemes, there are samples of the various minority languages. The schemes are linked to the framework plan for kindergartens and competence aims in the curricula that apply to everyone, but the schemes themselves are voluntary. NAFO also has plans to complete a scheme for lower and upper secondary education. The schemes are rooted in the organisations for the national minorities.

#### *The Language Council of Norway*

The Language Council has contributed to a parallel language book project by the Roma organisation Club Romano. The book has received funding from the Ministry of Culture and the Ministry of Local Government and Modernisation and was published in 2016. There is little written material in Norway on Romanes or the Lovara dialect, and this book is an important contribution to promoting this variant in written form and improving writing proficiency in their own mother tongue among the Norwegian Roma.

The Language Council has also held several Nordic meetings to promote cooperation between the various national minorities across national borders. Among other things, the Language Council gave a lecture on Norwegian minority language policy to the reference group for national minority languages in higher education in Sweden and have had contact with national minority organisations in Sweden, also regarding specific projects.

Romani has also been featured in several articles in “Språknytt” (the Language Council’s periodical). The Language Council has also given lectures and held meetings with the communities.

## **Part II**

### **The Charter Part II – Overview of measures implemented to apply article 7 to the state's recognised regional or minority languages**

*In this part of the report, the Council of Europe requests information on measures the state has implemented to apply article 7 to the state's recognised regional or minority languages. (Regional or minority languages are defined in article 1 a.)*

*The Council of Europe further asks that it is informed of new measures implemented after the previous report and that it is provided with a detailed account of legislative and practical measures the state has implemented to follow up the proposals and the so-called box recommendations that the Committee of Experts provided in the previous evaluation reports.*

In this part of the report we will, for each of the relevant languages, provide information on measures the state has implemented and account for the follow-up of the proposals and box recommendations from the Committee of Experts. The numbering of the questions from the Committee of Experts is identical to the numbering in the sixth evaluation report.

### **Article 7 – Information on each language and measures to implement the Committee of Experts' recommendations**

#### *Sami languages*

### *The Sami Language Committee*

The Sami Language Committee was appointed by the Norwegian Government, in cooperation with Sámediggi, on 19 September 2014. The committee's report, NOU 2016:18 "Hjertespråket", was submitted to the Minister of Local Government and Modernisation on 10 October 2016.

The Language Committee was composed of nine members with different backgrounds and expertise. The Committee's task was to clarify current schemes, initiatives and regulations for the Sami languages and consider how these may be adapted to current organisation of the public sector and ensure functional and equal public services in Sami.

The Sami Language Committee has tabled a number of proposals relating to distribution of responsibility and organisation of the Sami languages, the language area scheme, Sami language kindergartens, Sami language instruction in primary, lower and upper secondary schools, translations, the right to replies in Sami languages, use of Sami languages in the health and justice sector, complaints, supervision and ombudsman, recruitment of personnel with knowledge of Sami languages and culture, and development and use of the Sami languages.

The Committee's report has been submitted for public hearing. After this, the Ministry of Local Government and Modernisation will consider the Committee's proposal in cooperation with other ministries and in dialogue and consultations with Sámediggi.

### *Education*

In the administrative area for Sami language all pupils of primary and lower secondary school age have a right to receive instruction in Sami. The local authorities in the administrative area may decide that all pupils in the municipality should receive instruction in Sami.

It is the local authorities' responsibility to facilitate adult education, also in regional and minority languages. The adult education association and the local authorities may initiate courses if there is a demand for such activity.

As part of the following up of the Action Plan for Sami languages, The County Governors for Finnmark, Troms, Nordland, Nord-Trøndelag and Sør-Trøndelag arranges courses and network meetings for personnel in Sami kindergartens and kindergartens with Sami children. In 2016/17, course series VIII will be held with participation from kindergartens in the counties of Trøndelag and Nordland.

Nord University is involved in planning and implementing this initiative. Funding comes partly from initiatives, for which the County Governor of Nordland has responsibility through the Action Plan for Sami Languages.

In 2014, a plan was adopted for South, North and Lule Sami remote education. The County Governors of Finnmark and Nordland are now working on competence building, which consists of teaching qualifications, distance learning didactics and language methodology suitable for distance learning. The aim is that all providers will have adequate expertise in all of these areas by 2020.

*Cooperation between the Sami University College and Sami language centres on entry-level courses – that earn credits – in Sami languages for adults*

Several local Sami language centres offer entry-level courses in Sami language in cooperation with the Sami University College. These courses earn credits. The entry-level course is offered in North Sami in North Sami areas and in South Sami in South Sami areas. The entry-level courses provide the opportunity for adult Sami and people in public office to gain a basic knowledge of Sami language close to where they live. The entry-level courses are very popular.

#### *The information booklet Gávnos*

The information booklet Gávnos serves as a resource for local efforts to introduce Sami content in teaching plans. The booklet contains text covering Sami culture, language and social issues related to competence aims in Norwegian, religious and ethical education, social sciences, history, geography and religion and ethics. Teachers in other subjects can also gain insight and ideas from Gávnos. The booklet was revised in 2015.

#### *Sámi giellagáldu – Resource Centre for Sami Languages*

To ensure a harmonised development of the Sami languages across national borders, the Sami Parliaments in Norway, Sweden and Finland have joined forces on a project to establish a common resource centre for Sami languages – Sámi Giellagáldu. The Resource Centre will receive funding through Interreg up to the end of June 2018. The Sami Parliament in Norway receives funding for this work from the National Budget. The Sami Parliaments are working to ensure that the resource centre becomes a permanent arrangement.

The tasks of Sámi giellagáldu include lexicography and terminology development, standardisation, place name service, and information about Sami languages.

#### *The Sami language prize - Gollegiella*

Gollegiella – Nordic Sami language prize – was established in 2004 by the ministers responsible for Sami affairs and the Presidents of the Sami Parliaments in Norway, Sweden and Finland. The aim of the Nordic Gollegiella prize is to promote, develop and preserve the Sami languages in Norway, Sweden, Finland and Russia. The prize is of EUR 15,000 and is awarded every other year. Sami teacher and researcher Mikael Svonni (from Sweden), author Kerttu Vuolab (from Finland) and teacher of East Sami, Seija Sivertsen (from Finland) shared the language prize in 2014. In 2016, there were four winners of the Gollegiella prize. Máret and Inga Marja Steinfjell (both from Norway) have a South Sami talk show. Kirsi Paltto and Jan Skoglund Paltto (from Finland and Norway) have promoted North, South and Lule Sami through development of language learning methods and -tools.

#### *Investment in Sami language technology*

The Divvun group is a permanent unit at the University of Tromsø - the Arctic University of Norway, which is working on developing Sami language technology in close cooperation with Giellatekno at the same university.

In 2015, the Divvun group launched a text-to-speech system for North Sami, which makes it possible for North Sami text to be read out from a computer. The Divvun group has also launched new, updated spell checkers for South, Lule and North Sami. In the autumn of 2015, the Divvun group began work on developing grammar check software for North Sami. That same year, the group began a project on machine translation into North Sami.

In 2014, the Divvun group launched its own app “Sami keyboards” for smartphones. The app has keyboards for six different Sami languages (North, Lule, South, Pite, Enare and Skolte

Sami) and can be downloaded free of charge. Funding to the Divvun group was increased by NOK 1 million from the Ministry of Local Government and Modernisation's budget in 2017.

*The Committee of Experts has the following questions in relation to article 7, paragraph 1, sub-paragraph d:*

*Sami languages*

38. According to the sixth periodical report, the Directorate of Norwegian Correctional Services has drawn up an action plan which aims to ensure the language rights of Sami-speaking inmates and convicts and to recruit more employees to the Norwegian Correctional Services who have knowledge of Sami culture and Sami language skills. Rules, regulations and necessary information must be translated into Sami and made available electronically. Signs posted at the offices of the Norwegian Correctional Services in the Sami Administrative District must also be in Sami. The Committee of Experts welcomes this comprehensive approach.

*The Correctional Services*

The Directorate of Correctional Service (KDI) has drawn up an action plan designed to ensure that Sami prisoners serve their sentences under satisfactory, equitable conditions. The action plan is based on the report of the working groups and the oral public hearing in Karasjok and has been prepared in cooperation with the Northern Region and Sámediggi. Since 2014, item 1 of the Norwegian Correctional Services action plan to ensure that Sami prisoners serve their sentences under satisfactory, equitable conditions, has had top priority.

Regulations and necessary information on the correctional services for prisoners and visitors have been translated into North Sami. A separate menu option has been established for the North Sami language on the Norwegian Correctional Services' website, where the information is available. Various forms and guides for use in the prisons in Tromsø and Vadsø have also been translated into North Sami. Interpreters are offered to North Sami-speaking prisoners, in the prisons and at the probation offices. This service has so far not been used.

To increase recruitment of personnel with knowledge of Sami culture and language in the Norwegian Correctional Services, the information brochure about prison officer training has been translated into North Sami. The Norwegian Correctional Service Training Academy (KRUS) announces admissions in a Sami newspaper and attends the career fair in Alta, Tromsø and Bodø to reach Sami-speaking students. The prisons also need Sami-speaking summer substitutes in the administrative area for Sami language.

The Norwegian Correctional Services' units in the administrative area for Sami language now have bilingual signs. In connection with this, Sámediggi and Tana Sami Language Centre have created a new word in North Sami for "probation office".

In other respects, efforts have been made to further develop the quality of everyday life for Sami inmates and convicts, as well as cooperation with the National Mediation Service, the Sami resource centres and other service providers in the Sami administrative areas.

*The Committee of Experts has the following questions in relation to article 7, paragraph 1, sub-paragraph f:*

### *Sami languages*

65. During the on-the-spot visit, the Committee of Experts was informed by Sami representatives that outside the Sami Administrative District only inhabitants who are eligible to enrol in the election register for the Sami Parliament can request Sami-language education, i.e. those with Sami ancestors. However, the Committee of Experts underlines that the Charter, in particular Articles 7 (1) f, g and 8 (2), creates the legal obligation for the authorities to provide for minority language education irrespective of the ethnicity of the pupils/students. Consequently, the Committee of Experts encourages the Norwegian authorities to modify the relevant regulations so that Sami language education can be offered whenever an appropriate number of parents or students request it.

Outside Sami districts, the right to have instruction in and be taught Sami requires that at least ten pupils in a municipality wants it. This right uphold as long as there at least six pupils remaining in the group, cf. section 6-2 of the Education Act. As long as these conditions are met, pupils who are not Sami may also have the right to instruction in and to be taught Sami.

*The Committee of Experts has the following questions in relation to article 7, paragraph 1, sub-paragraph i:*

### *Sami languages*

78. According to the sixth periodical report, the co-operation between Sweden and Norway on Sami tuition has been expanded to include Finland. A working group will be set up to conduct a survey of Sami teaching materials in the three countries and propose ways in which they can make use of each other's materials. The Committee of Experts welcomes this co-operation and asks the authorities to provide information on the progress made.

In 2015, a working group with representatives from Norway, Sweden and Finland prepared a report containing proposed measures to improve Nordic cooperation on joint development and use of teaching aids in kindergartens and schools to strengthen Sami instruction. The measures the group proposes include a common digital learning tool service, cooperation on teacher training and further education for teachers and joint use of distance learning. In Norway, the Ministry of Education and Research and Sámediggi cooperate on following-up the report.

## *Kven*

### *Investment in Kven language technology*

In January 2014, a digital Kven dictionary was launched. The dictionary has been developed in cooperation between the Kven Institute and the University of Tromsø (represented by Giellatekno and the Institute of Linguistics). The work on the online dictionary is an ongoing process. So far the digital dictionary contains a total of 7,500 words.

The Kven Institute is working in cooperation with Giellatekno at the University of Tromsø – the Arctic University of Norway on development of Kven language technology, including an automatic morphological analysis program and a proof-reading and error correction program in Kven. In the ‘*Kven skriftsspråk til alle kvener*’ project the institute is working on developing the language technology tools, including the dictionary and error correction program, to include all the Kven dialects.

### *Research*

The Ministry of Local Government and Modernisation has in 2016 funded the announcement of a research project on Kven language and/or Kven /Norwegian Finnish culture in Norway today. The announcement is made by the Norwegian Research Council.

*The Kven Institute*

From 2014 to 2016, the Kven Institute, in cooperation with the municipality of Porsanger, has organised language nests for Kven kindergarten children. Eleven children and several kindergartens have participated. This has had very good results. In addition to project funding of NOK 500,000 in 2014 and 2015, the Kven Institute has also received funding of NOK 1,000,000 for the language nest project. The project continues in Porsanger in 2017. The Kven Institute has been allocated 450 000 kroner in 2017 to expand the language nest project to include Kven areas in North Troms.

The Kven Institute has also received funding for the “Word formation and vocabulary” project (Orddannelser og ordforråd). As part of the “Word formation and vocabulary” effort, the Kven Institute organises language cafés. The work on language cafés is in cooperation with the Norwegian Kven Association, local Kven Organisations, in addition to the Language Council and Halti Kven Cultural Centre.

In 2015, the Kven Institute translated the “Kohtaamissii” exhibition, among other things, at Halti in Nordreisa. In 2016, the institute translated the teaching material from Grom “*Troll i ord*”, Ruija Kven museum’s “*Varangerhus*” exhibition, Porsanger Museum’s “*Spor etter krig*” exhibition and Stabbursdalen National Park’s brochure.

The Kven Institute has 6 permanent employees and currently 3 project personnel.

The Kven Institute has received the following operational grants from the Ministry of Culture over a three-year period:

<b>2014</b>	<b>2015</b>	<b>2016</b>
NOK 5.317 million.	NOK 5.439 million.	NOK 5.541 million.

*The Committee of Experts has the following questions in relation to article 7, paragraph 1 sub-paragraph c:*

*Kven*

20. In light of the observations made under Article 7 (1) d and 7 (1) f below, it should be noted that neither a comprehensive structured policy for the promotion of Kven, nor an action plan yet exist. During the on-the-spot visit and in a statement, representatives of the Kven speakers voiced strong concern about the limited financial means available for the promotion of their language. The available means do not suffice to finance language nests (immersion teaching) or kindergartens using Kven.

The Committee of Experts strongly urges the Norwegian authorities to adopt and implement a comprehensive structured policy for Kven, combined with an action plan, in co-operation with the speakers.

See under “the Committee of Ministers' recommendations – Measures for following up the recommendations”, item 1.

*The Committee of Experts has the following questions in relation to article 7, paragraph 1, sub-paragraph d:*

*Kven*

26. The Committee of Experts considers that a radio programme of a twelve minutes' duration in Kven and Finnish is too short to strengthen the presence of Kven in the public and make a sustainable contribution to its promotion.

The Committee of Experts strongly urges the Norwegian authorities to take appropriate measures to improve the presence of Kven in broadcasting.

See under “the Committee of Ministers' recommendations – Measures for following up the recommendations”, item 1.

*The Committee of Experts has the following questions in relation to article 7, paragraph 1, sub-paragraph d:*

*Kven*

33. The Committee of Experts considers that the legal framework for the use of Sami, Kven and Finnish place names is best practice in Europe. Bearing this in mind, and considering information received from Kven speakers concerning deficits in implementation, the Committee of Experts encourages the Norwegian authorities to also ensure the use of the adopted minority language place names in practice.

The place name service for Norwegian and Kven place names is administered by the Language Council of Norway. As of August 2015, the position of name secretary in the Kven place name service was increased from a 50% to 80% post. A separate place name consultant has also been appointed. Pursuant to the Act relating to place names, the Ministry of Culture appoints place name consultants for Norwegian and Kven place names. Sámediggi appoints consultants for Sami place names. The place name consultants provide advice and guidance on the spelling of place names.

The Kven place name service (Paikannimipalvelus) often notifies of the need for administrative decisions regarding the spelling of Kven place names on maps and signs. A Kven place name database ([www.kvenskestedsnavn.no](http://www.kvenskestedsnavn.no)) has received funding for updating and editing through the Language Council of Norway and a new grant scheme for collection of place names. The database is edited and updated by the Kven place name service. The database is not a tool for collecting place names, but it is an important means of communication and dissemination of the place names that have been collected. The database is an important tool in the processing of place name matters.

One new Kven municipality name has been adopted since July 2014. Kaivuonon komuuni (municipality of Kåfjord) was adopted on 15 April 2016. Kven names have already been given to Porsangin komuuni (the municipality of Porsanger) and Omasvuonon kunta (the municipality of Storfjord).

In connection with the Language Council of Norway's work on collection, dissemination and use of Kven place names, the Kven place name service has cooperated with Vadsø museum



(Ruija Kvenmuseum) on Kven Week 2016. The theme for Kven Week was place names. There have also been language cafés and lectures with place names as a topic in cooperation with the Kven Institute and Halti Kven Cultural Centre. Contact has also been established with a project in northern Sweden that is working on place names in Meänkieli.

The Kven Language Assembly has adopted the Language Council of Norway's name in Kven, Kieliraati, and the Kven name of the Ministry of Local Government and Modernisation. Through cooperation with other Kven institutions, the Language Council of Norway and the place name service is working on informing local and regional authorities and other government agencies of the importance of using the Kven place names. Dissemination and attitude-forming work is important.

*The Committee of Experts has the following questions in relation to article 7, paragraph 7, sub-paragraph f:*

*Kven*

53. From the information that the Committee of Experts has at its disposal, it appears that the school has been closed but that Kven is still taught in another school within the Porsanger municipality. However, in the sixth periodical report the Norwegian authorities decline the government's direct responsibility regarding the opening or closure of schools, arguing that such decisions belong to the competences of municipalities. In this regard, the Committee of Experts underlines that the national authorities are responsible for ensuring Norway's compliance with its obligations under international law. Such responsibility may not be delegated to local authorities. The Committee of Experts encourages the authorities to provide information about the continued teaching of Kven in the next periodical report.

The County Governor of Finnmark informs that instruction in Kven is still given in the municipality of Porsanger.

*The Committee of Experts has the following questions in relation to article 7, paragraph 7, sub-paragraph f:*

*Kven*

55. In light of the above information, the Committee of Experts considers that the Norwegian authorities should take steps in promoting the teaching of Kven at primary and secondary levels with a view to reversing the trend of declining numbers of pupils. Furthermore, Kven immersion education should be introduced at pre-school level.

The Committee of Experts strongly urges the Norwegian authorities to improve the situation of Kven in primary and secondary education and to create an offer of Kven language nests in pre-school education.

See under "the Committee of Ministers' recommendations – Measures for following up the recommendations", item 1.

*The Committee of Experts has the following questions in relation to article 7, paragraph 7, sub-paragraph:*

*Kven*

71. The Committee of Experts urges the Norwegian authorities to take pragmatic measures facilitating a permanent offer of Kven courses and to provide information about the possibilities to study and do research on Kven and Finnish at the University of Tromsø.

The Ministry of Education and Research has been in dialogue with the University of Tromsø – the Arctic University of Norway, about the matter and is monitoring development. See further discussion under the Committee of Ministers’ recommendation no. 1.

In other respects, in 2016, the Ministry of Local Government and Modernisation funded the announcement of a research project on the Kven language and/or Kven/Norwegian Finnish culture in Norway today. The announcement was made by the Research Council of Norway. The deadline for applications was 15 February 2017.

### *Romani and Romanes*

*The Committee of Experts has the following questions in relation to article 7, paragraph 1, sub-paragraph d:*

*Romani/Romanes*

36. The Committee of Experts considers that the Norwegian authorities should develop, in co-operation with representatives of the speakers, an action plan for the promotion of Romanes and Romani in public life.

The Committee of Experts urges the Norwegian authorities to develop a structured approach for the promotion of Romanes and Romani in public life.

See under “the Committee of Ministers’ recommendations – Measures for following up the recommendations”, item 3. See also the reply to the Committee of Experts’ comments, item 72 and 73 below.

*The Committee of Experts has the following questions in relation to article 7, paragraph 1, sub-paragraph f:*

*Romani/Romanes*

60. The sixth periodical report also states that, in 2014, the Norwegian authorities granted the amount of NOK 5 million (about € 583,000) to the “Stiftelsen romanifolket/taternes kulturfond” for the promotion of the Romani language and culture. The Committee of Experts asks the Norwegian authorities to provide information, in the next periodical report, on which projects and activities have benefited from these funds.

In the period 2008 to 2015, approximately 160 different projects were allocated approximately NOK 10.5 million from Stiftelsen Romanifolkets/taternes kulturfond, a foundation for Romani people/Tater culture. An overview of allocations is available at <https://rtfondet.no/tildelinger/>.

The grants to the fund for 2015 and 2016 have been temporarily withheld.

The Committee of Experts urges the Norwegian authorities to develop a structured approach for Romanes and Romani language education, in co-operation with the speakers, including efforts to overcome difficulties regarding the development of teaching material.

See under “the Committee of Ministers' recommendations – Measures for following up the recommendations”, item 3. See also the reply to the Committee of Experts’ comments, item 72 and 73 below.

*The Committee of Experts has the following questions in relation to article 7, paragraph 1, sub-paragraph h:*

*Romani/Romanes*

72. In the fifth evaluation report, the Committee of Experts welcomed the new developments in research on Romanes and Romani and looked forward to receiving information on a PhD project position on the Romani Language announced by the Research Council of Norway.

73. The sixth periodical report states that the PhD project concerned started in autumn 2013 at the University of Oslo and will run for three years. The Committee of Experts asks the Norwegian authorities to provide an overview of the results of this project in their next periodical report.

In 2016, PhD candidate Jakob Anton Paul Wiedner submitted his thesis entitled "(De)mystifying Norwegian Romani – the discursive construction of a minority language". The overall finding in the thesis is that there is disagreement in the Romani people/Tater communities about what must be done with the Romani language as regards implementation in schools, standardisation and visibility in the public domain. Wiedner identifies three different views among Romani people/Tater he has interviewed:

- 1) Romani is independent of Romanes and must be revitalised as a “mixed language” (Romani words using Norwegian grammar).
- 2) Romani is no longer a complete language and must be revitalised by borrowing grammar from variants of Romanes in Europe (e.g. Sinti Romani in Germany or Finnish Romani).
- 3) Romani should be kept within the home environment and experts and Norwegian authorities should not meddle in language revitalisation.

The thesis shows that the current discourse on Romani in Norway is the result of a 150-year long discussion about who the Romani people/Tater are and how the Romani language may be categorised from a linguistic perspective. The thesis concludes that the Romani people/Tater’ history must always be taken into account when planning new language projects.

*All languages*

*Measures that apply to more than one of the regional or minority languages*

*The Committee of Experts has the following questions in relation to article 7, paragraph 1, sub-paragraph e:*

47. The Committee of Experts welcomes the Minority Language Day as a good initiative establishing cultural relations between speakers of different minority languages. The

Committee of Experts encourages the authorities to pursue this initiative and to develop similar initiatives in order to establish links between groups using minority languages.

The Language Council of Norway is continuing to work on this initiative, In 2017, the Language Council of Norway will hold a minority language day with youth organisations present. In the opinion of the Language Council of Norway, it is not necessary to meet every year. The Language Council of Norway also makes a strategic assessment of the benefit of the event.

*The Committee of Experts has the following questions in relation to article 7, paragraph 1 sub-paragraph g:*

68. The Committee of Experts asks the Norwegian authorities to provide, in the next periodical report, information about how many people have followed language courses in the Sami languages and Kven during the reporting period outside the regular school system.

Courses in Sami and Kven, outside the school system, are organised by many different institutions, including universities, colleges and language centres, in addition to online courses. Language courses are also held in many local communities. We do not have an overview of the number of participants at these courses.

Through universities, colleges, language centres and web-based courses, approximately 1,000 people have taken courses at different levels in North Sami, 80-100 people have taken courses in South Sami, and 10-20 people have taken courses in Lule Sami in the period 2014-2016. A few hundred people have also participated in other language activities, such as language cafés and camps.

From what we have been informed, approximately 300 people have taken courses in Kven in the reporting period under the auspices of associations, language centres and the university. A large number of people have also participated in other language activities, such as language cafés and camps.

*The Committee of Experts has the following questions in relation to article 7, paragraph 2:*

80. In the sixth periodical report, the Norwegian authorities state that the relevant county governors have not received any indications that parents were being advised not to let their children receive instruction in Kven or Sami languages. However, the governors have been informed by teachers who give instruction in Sami languages and Kven of parental concerns that pupils receive too little instruction in Norwegian, and that instruction in Sami languages and Kven may also affect instruction in other subjects. In response to these concerns, the distribution of subjects and hours has been changed, providing for the possibility to reallocate hours from one subject to another (up to 5%). The Committee of Experts looks forward to receiving information about the effect of these measures on the teaching of/in Kven and Sami.

In the ‘Spørsmål til Skole-Norge’ report in the autumn of 2014, it emerged that the flexibility of up to 5 per cent of the classes in grades 1-10 is well known, but that it is very little used. The report points out that it is the English, Mathematics and Norwegian subjects that have been allocated most teaching hours through local redistribution. The hours have primarily been taken from the subjects Knowledge of Christianity, Religion, Philosophies of Life and Ethics (KRLE), social studies and education options. This means that the school owners have prioritised subjects with a written examination in grade 10. The report does not state whether

the school administrators have moved teaching hours to or from Sami or Finnish as a second language (Vibe and Lødding (2014)).

The NORUT report on the reasons for pupils dropping out from instruction in Finnish as a second language concludes that the lack of teaching hours allocated to the subject, and therefore, that the pupils must use hours in other subjects or have more hours outside ordinary school hours, are the reasons for the low number of pupils. (See further discussion of this report under the reply to the Committee of Ministers' recommendation, item 1) However, the survey was not completely clear, and there were schools where allocation of teaching hours for the subject did not seem to be a problem. In the list of measures, there are several measures that concern distribution of subjects and teaching hours. Among other things, the Directorate for Education and Training wants to use experience from the schools where this works well in the information work – both at network meetings held by the County Governors of Troms and Finnmark, and in preparation of examples/ information material.

*The Committee of Experts has the following questions in relation to article 7, paragraph 2:*  
81. In addition, the county governors have provided guidance to municipal school authorities regarding the rules and regulations governing instruction in Sami languages. The guidance emphasises the pupils' rights and the responsibility of the authorities running the schools to ensure that schools give pupils information and facilitate instruction in minority languages. A special brochure has been produced on these educational rights. The county governors of Troms and Finnmark hold annual meetings with teachers who provide instruction in Kven to discuss issues related to pupils'/parents' choice of these subjects and the dropout rates.

82. The Committee of Experts welcomes the information measures taken and urges the Norwegian authorities to pursue them.

The County Governors of Troms and Finnmark still hold annual meetings with teachers who teach in Kven or Finnish as a second language. After the NORUT report on the reasons for pupils dropping out from instruction in Finnish as a second language, the Directorate of Education and Training is considering strengthening these meetings both with a view to content and target groups (school owner/administrator) to meet some of the challenges the report highlights. (See further discussion of this report under the reply to the Committee of Ministers' recommendation, item 1.)

The County Governor of Finnmark has meetings for Sami teachers who provide distance learning. These meetings are held annually in accordance with the action plan within the framework for distance learning. Moreover, the County Governor holds guidance and information meetings for school owners in Finnmark where rights and general working conditions of Sami teachers are an important topic.

A separate network has been established for teachers who teach in Sami in the district of Nord Troms. In addition to meetings with school owners, the County Governor of Troms receives many inquiries from school administrators who require guidance on the rights of pupils and organisation of instruction. In particular, there are many inquiries related to the distribution of subjects and hours.

*The Committee of Experts has the following questions in relation to article 7, paragraph 3:*

84. According to the sixth periodical report, an advisory and information service for minority languages was established within the Language Council of Norway in order to strengthen the efforts to create positive attitudes towards the national minority languages, including Romanes and Romani. The Committee of Experts asks the Norwegian authorities to provide more specific information in the next periodical report.

The Language Council of Norway has prioritised general information on the national minorities and national minority languages as an awareness-raising measure, among other things. Among other things, the Language Council, in cooperation with the National Library of Norway held a Kven book presentation with two authors who write in Norwegian. In cooperation with Sámediggi, the Language Council has organised two language cafés in Tromsø and Oslo. As well as being a place for Kvens to meet and converse in Kven, the language cafés have also provided a place for language documentation work.

During the year, the Language Council replies to a number of requests for advice, both written and verbal, on national minorities and national minority languages. The Language Council provides input to projects and events related to national minority languages, and has assisted the Ministry of Local Government and Modernisation with organising the Kven input event.

The Language Council has contributed with an article on national minority languages in a book about the national minorities in Norway.

The Language Council has had a meeting with a Polish ministerial delegation, where they have informed about Norwegian language policy and our work on national minority languages.

On several occasions, the Language Council has informed about Kven circumstances and the Kven language in the media, for example, twice in connection with the language café in Tromsø and in NRKs Finnish broadcast.

#### *Language work by the Language Council*

The Language Council has continued to develop its work on the various institutions that work with each national minority and their language.

- The Language Council has participated as an observer at the Kven Language Assembly meetings. The Language Council has also contributed with a lecture and workshop on its terminology work for the Kven Language Assembly.
- The Language Council has also held several Nordic meetings to promote cooperation between each national minority across national borders, and has given lectures on Norwegian minority language policy to the reference group for national minority languages in higher education in Sweden and has had contact with national minority organisations in Sweden, also regarding specific projects.

*The Committee of Experts has the following questions in relation to article 7, paragraph 3:*  
87. The Committee of Experts commends the authorities for the steps already taken when charging the Language Council of Norway to promote increased use of minority languages and to strengthen their status and looks forward to receiving more information concerning this provision in the next periodical report.

The Language Council communicates in Kven and Finnish, both in writing and orally. The Language Council has also promoted Sami and Kven text in social media where this has been natural.

The Language Council has awarded three Kven Master's degree scholarship in the last few years.

See also the discussion under “Policy, legislation and practice – changes”.

*The Committee of Experts has the following questions in relation to article 7, paragraph 4: 90. The Committee of Experts encourages the Norwegian authorities to continue the dialogue with the representatives of all minority languages concerning matters related to their languages and to provide more specific information about the existing consultation mechanism and bodies, in addition to the Sami Parliament, in the next periodical report.*

Contact Forum is a meeting place for the national minorities' organisations and the central government. The Forum discusses issues of common interest to the minorities. The representatives from the different national minorities also have the opportunity to discuss various issues among themselves. As a rule, the Forum is held every year.

In addition to the meetings in the Contact Forum, the Ministry has various meetings during the year with the organisations. These meetings are held either with the organisations within one minority or, when required, meetings are held with all the organisations e.g., in connection with reporting on international conventions.

## Part III

### The Charter Part III – Implementation of the undertakings and initiatives to follow up the Committee of Experts' recommendations

*The Council of Europe requests that in Part III a description be provided of how the undertakings under the Charter have been implemented, with a focus on new developments since the previous report.*

*The Council of Europe requests additional information in relation to the undertakings about which the Committee of Experts did not receive sufficient information in the previous round to evaluate their implementation.*

*For undertakings that the Committee of Experts believes were not met, we would request that the state indicate what measures have been taken to implement the provisions.*

*As far as the requests and so-called 'box recommendations' of the Committee of Experts are concerned, the Council of Europe requests a detailed description of the legal and practical measures the Government has implemented.*

*The Committee of Experts has not considered implementation of obligations that were fulfilled in the previous monitoring period, apart from the obligations about which the Committee of Experts has received new information. Therefore, this report will not discuss these unless there have been changes since the previous report.*

For Norway's part, Part III applies to North Sami. However, for the sake of clarity, some information on South and Lule Sami have also been included.

#### Article 8 – Education

Summary of the number of pupils that in school years 2014/2015 and 2015-2016 had Sami as a first and second language (GSI figures):

School year	Language	First language	Second language Sami 2	Second language Sami 3
2015-2016	North Sami.	833	593	509
	Lule Sami	28	39	46
	South Sami	21	81	14
2014-2015	North Sami.	878	641	424
	Lule Sami	22	30	47
	South Sami	15	46	13

In the spring of 2016, the Ministry of Education and Research appointed a committee to develop the proposed framework plans for new five-year Sami primary and lower secondary teacher training programmes for grades 1-7 and 5-10.



The committee was requested to use the structure from the national curriculum as a basis for its work. The proposal has been subject to public hearing and through consultation, Sámediggi has approved the new teacher regulations. The regulations were adopted in November 2016.

The Sami University College led the work of developing the regulations and will be the main national education institution for Sami primary and lower secondary school teacher training at Master's level.

In the spring of 2016, the Government presented a white paper to the Storting on kindergartens (Report to the Storting No. 19 (2015- 2016) *Tid for lek og læring (Time to play and learn)*) with several initiatives aimed at the Sami kindergarten sector. The white paper points out Sámediggi's comments on the need to legislate that all children who so wish must have a right to attend a kindergarten where Sami is spoken, regardless of where in the country they live. In the white paper, the Government states that the issue will be considered when the Language Committee's report has been presented (cf. NOU 2016:18 "Hjertespråket"). The Ministry of Education and Research will follow-up this work subsequent to the public hearing of NOU 2016:18.

The white paper on kindergartens was adopted in June 2016, and the Storting requested the Government to "prepare proposed amendments to the Day Care Institutions Act to ensure that employees in public and private kindergartens master the Norwegian language and that employees in Sami kindergartens master Sami language." The Ministry will follow-up this in its ongoing legislative work and understands it as "Sami languages".

The Ministry of Education and Research has sent the proposed new framework plan for the content and tasks of kindergartens on public hearing. The Ministry has had good dialogue with Sámediggi in the work on the framework plan. The plan deals with kindergartens for Sami children in particular. It is also pointed out that all kindergarten children should know that Sami are the indigenous people of Norway and learn about Sami culture. The plan had a broad consultation. The new framework plan will come into effect from kindergarten year 2017/2018. The Directorate for Education and Training is responsible for information and guidance material in the implementation phase.

In the SAMI Language Committee's report (NOU 2016:18 "Hjertespråket") the importance of Sami-speaking kindergartens is emphasised. In the view of the Committee, Sami-linguistic kindergartens are the most important single initiative to ensure preservation and vitalisation of Sami languages.

Statistics from Sámediggi for 2016 show that grants were given to 24 Sami kindergartens and 7 Sami sections of Norwegian kindergartens. A total of 640 North Sami, 21 Lule Sami and 7 South Sami children were given the opportunity to attend kindergarten. In addition, 29 kindergartens received grants so that they could offer some Sami language instruction, and this programme was available to 95 North Sami, 1 Lule Sami and 19 South Sami children.

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

In 2015, the Sami Forum in the courts was established. The Forum is a cooperative forum for the courts within the Sami administrative area. The Forum focuses on the judicial processing of cases with a Sami element within all subject matters in the ordinary courts and the land consolidation courts. The Sami Forum contributes to the exchange of information and sharing

of knowledge, and may provide recommendations and statements on judicial proceedings at a general and overarching level. The Forum has also been tasked to promote use of the Sami language and safeguarding Sami legal tradition in the administration of justice. The Forum may raise legislation issues and evaluate the need for skills upgrading, education and research. The Forum cooperates with other professionals in order to safeguard the Sami element in the legal system.

The Forum is led by a judge and consists of one Supreme Court judge and one judge from each of the courts in the administrative area, both the ordinary courts and the land consolidation courts. Moreover, representatives from Sámediggi, the Director of Public Prosecution, the Norwegian Bar Association and the Norwegian Correctional Service may also participate at the Forum's meetings. Norwegian Court Administration is also represented in the Forum and holds the secretariat.

### *Article 9, paragraph 3*

In 2016, the NOU 2016:18 "Hjertespråket" report was presented. The report points out the right to use and receive information in a language a person understands, including in courts, and to the States' responsibility to facilitate use of the Sami language in the Sami language area. The report proposes clarification of these rights in the Norwegian legislation.

### *Courts - "Sami legal terms"*

Proposed legal terms in North Sami have been developed and these are in use in the bilingual court, Indre Finnmark District Court. The official approval of the terms by Sámediggi has however not yet been granted. It is uncertain when such approval will be granted.

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

#### *Translation of documents to Sami in the transport sector*

The following documents have been translated to North Sami in the *road traffic area*:

- Written test Class B
- Written test Class S
- Information booklet about ATVs (four-wheeled motorcycle)
- Safety campaign signs along roads about use of seatbelts and keeping to speed limits
- Information to parents and guardians at the start of the school year about safe routes to school

There is already an information booklet on safe driving of snowmobiles. No laws or regulations related to the transport sector have been translated into Sami since last report in 2014.

The following information and forms are available in North Sami on the *Norwegian Tax Administrations' website*:

- RF-1084 Depreciation
- RF-1125 Use of car
- RF-1175 Income Statement 1
- RF-1176 Guide to RF-1175 Income Statement 1
- RF-1177 Agriculture
- RF-1178 Guide to RF-1177 Agriculture
- RF-1179 Inventories in agriculture
- RF-1189 Letting, etc., of real estate

- RF-1210 Guide to filling out Profit and Loss Account (RF 1219)
- RF-1219 Profit and loss account
- RF-1224 Personal income from sole proprietorships
- RF-1225 Guide to filling out estimated personal income from sole proprietorships
- RF-1270 Guide to depreciation 2011 (RF-1084)

*Translation of documents into Sami related to family, children and domestic violence*

The following documents have been translated into North Sami:

- Norway's fifth and sixth report to the UN on the rights of the child
- When your child is taken into care (2015)
- Guide to the “Guidelines on sexual abuse of an adult with developmental disabilities” (2014)
- Protection against abuse - easy-to-read pamphlet (2014)
- Guidelines on sexual abuse of an adult with developmental disabilities (2014)
- Guidelines for sexual assault - poster

In addition, Prop. 12 S Escalation plan to combat violence and abuse (2017-2021) is being translated into North Sami.

*The Government's strategy against hate speech*

The Government's strategy against hate speech was presented in November 2016. The strategy will be translated into North Sami. Information material on hate speech will be prepared for children and young people as part of the strategy. This material will also be translated into North Sami.

*Information in Sami in the Norwegian Labour and Welfare Administration (NAV)*

The main brochure “National Insurance retirement pension” is available in North Sami. The other main brochures, which deal with work assessment allowance, unemployment benefit and recruitment assistance for employers, are no longer available (either in Norwegian or Sami). The brochure “Do you have financial problems?” is available in North Sami. The cooperation agreement on a more inclusive workplace (the IA agreement) has been translated into North Sami. The same applies for the guides “Ready for work” and the “Self-assessment form” related to the IA agreement.

In 2014, there was an examination of how often the Sami fact sheets available at nav.no were read. It was found that of the 87 pages that had hits in 2013, only 27 of these were opened ten times or more. Only six pages were read by at least 10 people for an average of at least 30 seconds. Therefore, it was decided to reduce the number of Sami texts to the six pages that were used the most, as well as another two. As of 2016, the number of people reading these pages is still small.

*Article 10, paragraph 1 The Government's administrative areas*

*Article 10, paragraph 1, sub-paragraph a Oral and written inquiries*

*The Norwegian Labour and Welfare Administration's user surveys in the administrative area for Sami language*

The Norwegian Labour and Welfare Administration conducts local user surveys in the administrative area for Sami language. The results provide a basis for developing the quality

of services in the agency. The users are asked how accessible they perceive the NAV offices to be with regard to contacting the NAV office in Sami and receiving replies in Sami.

The users have responded that arranging a meeting with an advisor/executive officer who spoke Sami is not difficult. They also experience that they can inquire and receive answers in Sami when they visit the NAV office. However, they experience this to a lesser degree when they call NAV and when they write letters or e-mails. The average score for Finnmark to the question “I receive the service I need from the NAV office” in the local user survey has been 4.8 - 4.9 (on a scale from 1-6) in the period 2011-2015. The county score is slightly higher than the national average for the question.

#### *Electronic tax return*

*The Committee of Experts has the following questions in relation to article 10, paragraph 1, sub-paragraph iii:*

99. The Committee of Experts considers this undertaking still fulfilled. Nevertheless, it encourages the Norwegian authorities to ensure that electronic tax returns can be submitted in Sami to the Norwegian Tax Administration.

Electronic tax returns are submitted through the Altinn web portal. The Altinn web portal has a Sami language option, but all forms for submission, regardless of government agency and type of form, are sent to the Register of the Reporting Obligations of Enterprises, which does not have an electronic system that supports Sami characters. The Register of the Reporting Obligations of Enterprises is managed by the Brønnøysund Registers. Rough estimates indicate that it would be costly to enable electronic submission of tax returns where also Sami characters may be used. The Norwegian Tax Administration has so far not considered it justifiable based on the cost/benefit to require changes to the Register of Reporting Obligations of Enterprises, as there are few people who have requested a tax return in Sami – 189 people in 2015. However, the Norwegian Tax Administration has initiated a project to develop a new tax return and delivery solution. Development of a solution with Sami characters may be considered in connection with this.

#### *Article 10, para 4, sub-paragraph a*

*The Committee of Experts has the following questions in relation to article 10, paragraph 4, sub-paragraph a:*

102. The Committee of Experts considers this undertaking partly fulfilled. It encourages the Norwegian authorities to pursue their efforts to recruit and train interpreters for Sami.

The Interpretation Committee presented official report NOU 2014: 8 on Interpreting in the Public Sector to the Minister of Children, Equality and Social Inclusion on 24 September 2014. Sami languages and national minorities' languages are discussed in Chapter 6 of the report.

From 1 April 2016, the Ministry of Justice and Public Security took over responsibility for integration policy from the Ministry of Children and Equality, including interpreting in the public sector.

The Ministry of Justice and Public Security is now following-up NOU 2014: 8. The qualification arrangements for interpreters have been strengthened, and work on a separate Interpretation Act has been initiated. The Act will clarify the duty of the public service providers to use qualified interpreters when required. A ban on the use of child interpreters in the Public Administration Act came into effect on 1 July 2016. The ban applies to communication between Norwegian, Sami and other languages and also includes sign language interpretation.

#### *Article 10, paragraph 5 Use and introduction of last names*

*The Committee of Experts has the following questions in relation to article 10, paragraph 5:*

104. According to the sixth periodical report, the regulation of 5 April 2013 No. 959 concerning ICT standards in the public sector (standardisation regulation) requires public agencies to incorporate Sami characters in their IT systems as of January 2012 for central government agencies, and January 2013 for municipal agencies. Any electronic exchange of information with other agencies must also support Sami characters. Nevertheless, the authorities estimate that the full implementation of this regulation will be gradual, due to the high costs it would incur otherwise. According to information received from representatives of the speakers during the on-the-spot visit, there are still problems with the use of Sami letters in civil registers.

105. Considering the new regulation, the Committee of Experts now considers this undertaking partly fulfilled. It asks the authorities to provide information about the progress made towards the full implementation of this regulation.

#### *Use of Sami characters in public registers*

A requirement of a common set of characters for state enterprises was introduced in a circular in 2009 and for central government and local authorities in the Standardisation Regulations in 2011. The requirements ensures support for Sami characters in all new public IT systems and in communication between all systems. This assumes that the requirements are followed up.

The Norwegian Mapping Authority and the Central Coordinating Register for Legal Entities fully support Sami characters. The Norwegian Tax Administration deals with 90 per cent of Sami names with characters that do not belong to the Norwegian alphabet.

However, there are still a few older systems in the public sector that do not support Sami characters. The National Population Register does not support Sami characters. Mainframe systems in NAV and the Directorate of Customs and Excise also have limited support for these characters. Financial reasons are mainly given as the reason why these systems have not been modernised.

In September 2016, the Government presented a draft new Act on the National Register. The aim is more updated provisions and a more user-friendly national register. Today there is inadequate use of Sami characters in the National Population Register, and arrangements are being made to change this in an updated register. At the request of the Sami Parliament and the Sami Language Committee, the Government also proposes allowing voluntary registration in the National Population Register about whether a person is a user of the Sami language. Each person who wants this to be registered must notify of this themselves. The detailed provisions, including which Sami languages it will be possible to register, are set forth in regulations.

There is a prevalence of a common character sets of roughly 60-70 per cent. UTF-8, which has been chosen as the common character set, is the standard that will be used in most of the new systems. However, some older systems in the public sector are still lagging behind. When the upgraded population register is realised, all the registers will support Sami characters, but enterprises that have an older character set in their IT systems with limited support of characters, will have problems writing the Sami names correctly when they receive these from the National Population Register.

Statistics Norway (SSB) consistently uses Sami and Norwegian place names in their tables and analyses. Similarly, SSB's regular statistics publication of the Sami area, Sami statistics, is published in Norwegian and North Sami. To the extent that large surveys include parts of the Sami population, SSB has good procedures to ensure that the questionnaire is also published in Sami.

## Article 11 – Media

### Article 11, paragraph 1

#### *Radio and television broadcasts*

NRK (Sápmi) has daily TV news broadcasts in cooperation with the Sami broadcasters in Sweden and Finland. A Sami children's programme is broadcast daily (NRK Super). In connection with the municipal elections in 2015, NRK TV broadcasted own debates from the Sami municipalities on the internet.

There are daily news broadcasts on the radio in North Sami, South Sami and Lule Sami. NRK also broadcast news and other content on the internet and mobile phones in three Sami languages.

In connection with full transition to digital radio transmission, NRK Sámi Radio will become a 24-hour Sami radio channel, which will also take over the Sami content that is currently distributed through the FM network on NRK P2.

## Article 13 – Economic and social life

### Article 13, paragraph 2 sub-paragraph c:

*The Committee of Experts has the following questions in relation to article 13, paragraph 2 sub-paragraph c:*

107. According to the sixth periodical report, several initiatives have been taken with regard to this undertaking. A three-year Sami project within the dementia programme concluded with the publication of a report in 2013. Awareness among personnel was raised on the particular cultural needs of the Sami. Subsequently, the Centre for Care Research in Northern Norway was assigned the production of a booklet containing knowledge of specialised nursing and care issues identified as needs for Sami users, and another one in Sami for its usage in teaching programmes for health and care personnel. Furthermore, the Sami National Centre for Mental Health (SANKS) translated several documents into North Sami. This centre also offered a training programme in Sami language and culture for the employees of the

Finnmark Hospital Trust. A two-year language interpretation project at the Hammerfest Hospital was completed, and in 2014 the Regional Health Authority was assigned the task of funding the continuation of a Sami interpretation programme. Initiatives have been taken to encourage Sami to work in the health and care sectors in small municipalities, including bonuses for Sami language skills. During the on-the-spot visit, representatives of the Sami speakers stated that, although the right to have an interpreter when seeing a doctor exists, it is complicated and time-consuming to apply for this.

108. The Committee of Experts commends the authorities for the initiatives taken, and considers this undertaking fulfilled. Nevertheless, it asks the authorities to provide information about the practical outcome of these initiatives.

Geriatric services for the Sami population currently include a geriatric ward and outpatient department at Hammerfest hospital where an interpreter is employed full time (daytime). The annual letter of instruction for the regional health authorities (RHA) for 2015 instructs the Northern Norway RHA to establish a geriatric and rehabilitation service that addresses Sami language and culture. The Northern Norway RHA has reported that from 1 January 2016 a nurse has been employed and is stationed in Karasjok, who will plan the running of a geriatric team, and that other resources are being redeemed for the geriatric team. Furthermore, emphasis is being placed on use of the Sami language and culture in agreements with private rehabilitation institutions. The rehabilitation centre in Finnmark has several Sami speakers among its personnel and in other respects has broad expertise in the area.

In the annual letter of instruction from the Ministry of Health and Care Services for 2016 to the Northern Norway RHA, the regional health authority has been tasked with funding continuing of the Sami interpretation project. It is emphasised in the assignment letter that Sami patients' right to and need for personalised services must be required and made visible from the planning phase, through the assessment phase and when decisions are made. The annual letter of instruction also states that the Northern Norway RHA must ensure strategic development of the specialist health care services for the Sami population and that the RHA must ensure that the services to Sami adults and children who are the victims of sexual abuse is adapted to Sami language and culture.

The Northern Norway RHA is in the process of developing a Sami interpretation services for the whole of the regional health authority, which in time will be available 24-hours a day for patients with Sami as first language. The interpretation service will be based on on-site interpreting, audio-visual interpretation and possibly telephone interpreting, depending on which clinic the patient is in and the time of day. Today's service applies to interpretation to and from North Sami, which is available between 3 p.m and 10 p.m. on week days and weekends. Interpretation takes place over Skype. This service is currently provided at the Hammerfest Clinic and at the clinics in Alta and Karasjok. In the appointment letter, list patients are encouraged to pre-order an interpreter.

Survey work and assessments are carried out with regard to expanding the service. It is planned that clinic pre-hospital services and mental health care and substance abuse will be involved at the beginning of 2017 with the same availability as at the clinic in Hammerfest.

The clinic in Kirkenes is scheduled to be included from the autumn of 2017.

Finnmark hospital has initiated work to ensure that Sami patients' need for linguistic and cultural adaptation is identified. Among other things, this must be evident from referrals by family doctors to specialist health care services if the patient wants Sami as a contact language.



## **Appendix 1**

**A list of the national minority and Sami organisations that have been informed about the process and were invited to meet with the Ministry og Local Government and Modernisation if wanted.**

De reisende kvinners forum

Det Mosaiske Trossamfund i Oslo

Det Mosaiske Trossamfund i Trondheim

Foreningen Romanifolkets kystkultur

Gáldu - Kompetansesenteret for urfolks rettigheter

International Romani Unions representative in Norway

Kvenlandsforbundet

Landsorganisasjonen for romanifolket

Norske Kveners forbund

Norske samers riksforbund

Norsk-finsk forbund

Romani Council Union

Romanifolkets forening

Romsk Råd i Norge

Samenes folkeforbund

Sametinget

Skogfinske interesser i Norge

Taterne/romanifolkets menneskerettighetsforening

Taternes landsforening