



NORWEGIAN MINISTRY
OF LABOUR AND SOCIAL INCLUSION

Action Plan

Action Plan for Sami Languages

Fápmu

Aktijvuohhta

Gievrrudahka

Vieksiesvoete

Suodjalit

Ektievoete

Searvevuohhta

Vaarjelidh





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FOREWORD

During spring 2008 the Government put forward White Paper No. 28 (2007-2008), on Sami policy. The report provides a broad presentation of the most crucial challenges which face the Government and its policy on the Sami community. In the report it was discovered that the situation of the Sami languages is critical. As a result the Government prepared a plan of action for the Sami languages.

A number of measures have been implemented during the last decade to boost and develop the Sami language within many sectors of society. Many of these measures function well and have led to the Sami languages gaining a stronger standing in society. In some Sami areas, the Sami language is the language of everyday communication. The development of the individual's language skills occurs naturally through everyday interaction with other language users. These areas are important resources for the development of the Sami languages in Norway. Concurrently, the number of people using the Sami languages is declining, not rising, particularly outside the administrative district for Sami languages. There continues to be a significant shortage of Sami speaking staff within the public and private sectors, thus it is essential to bring in enhanced measures for the Sami languages.

Through this plan of action the Government will lay the foundations for a broad and long-term commitment to the Sami languages across all sectors and levels of administration. The objective is to ensure that the Sami languages have a secure future in Norway. In the Lule Sami and Southern Sami areas the situation is particularly critical. Therefore, it is essential that we pay particular attention to these languages in order to safeguard the survival of Lule Sami and Southern Sami as living languages of interaction and knowledge for generations to come.

A number of ministries have been involved in the

work on the plan of action. We have had comprehensive talks with the Sami Parliament and agreed on the plan of action through consultations. Various other environments have also made contributions.

The principal focus of the plan of action is to create the right conditions to increase the number of people actively using the Sami languages. This will be done through measures which aim to boost the instruction of Sami in kindergartens, primary and secondary education and training. Arrangements will also be made to establish more domains in which the Sami languages can be used. Stronger effort will also be made to recruiting people to Sami speaking educational programmes, and programmes that have Sami included in the subject range.

Through a larger commitment to the Sami language within the public sector, the Government will strengthen the likelihood of the individual being understood and making themselves understood in Sami. I know many people have been impeded from using their right to speak Sami in their contact with public administration and the health service – because no one can assist them in Sami. With a joint effort, we must turn this development around. I am delighted that the Government, in their revised budget, proposed to increase the allocation of money to the Sami Parliament so that the Municipality of Levangen can be included in the administrative district for Sami languages from 1 October 2009.



Dag Terje Andersen Foto:Scanpix

«The principal focus of the plan of action is to create the right conditions to increase the number of people actively using the Sami languages...»

The Sami Parliament's survey on the Sami languages, and the evaluation of the language provisions of the Sami Act, also indicate that many challenges still exist before the directives of the Sami Act's language provisions can be fully met. Additionally, there may be a need to look at the language provisions of the Sami Act in relation to with our international obligations. On the basis of this, the Government will undertake a review of the language provisions of the Sami Act.

By making the Sami languages more visible to the public we want the Sami languages to be available to each individual. The aim is that the Sami languages will emerge as a stronghold in society and they will be given room to develop in all areas of society.

I am aware that a lot of work is put into promoting the Sami language by Sami people in connection with their families; local communities; kindergartens; primary and secondary education and training; Sami language and culture centres; Sami organisations; and institutions. It will continue to be significantly important that the Sami people themselves use their language actively.

The work on promoting the Sami language requires a long-term and continuous commitment from most sectors, and it will be a long process. Therefore, the plan of action also describes more long-term objectives regarding the Government's work on enhancing the Sami languages in the future. These objectives will form the basis for the further development of measures inside the plan period.

A handwritten signature in blue ink, which appears to read 'Dag Terje Andersen'. The signature is fluid and cursive, written over a thin horizontal line.

Dag Terje Andersen

A BROAD AND LONG-TERM COMMITMENT TO THE SAMI LANGUAGES

The principal objective of the Government's policy on the Sami languages is to make plans to safeguard the Sami languages a secure future in Norway – Northern Sami, Lule Sami and Southern Sami respectively. A primary goal is to have more people speaking Sami. This requires a broad and long-term commitment within all areas of society.

During the time span of the plan of action, the Government will lay the foundations for a stronger commitment to the Sami languages within various areas of society – particularly within training, education, the public services and care services, as well as using and making Sami visible in public contexts. A secure future for the Sami languages depends on promoting the status of the languages, as well as the visibility of established rights that language users and the authorities, at various levels, are entitled to. Sami languages must be cultivated in all areas where Sami people live and meet. Therefore it is crucial to focus on environments and meeting places where the Sami languages are used.

A secure future for the Sami languages also depends on each individual Sami seeking to strengthen and develop their own competence in the Sami language. They must use the language in as many situations as possible and pass on their Sami language to the next generations whenever the opportunity arises.

A secure future for the Sami languages also depends on the municipalities and local communities protecting and cultivating the use of Sami in their areas by creating adequate conditions for teaching Sami in

kindergartens, primary and lower/upper secondary schools, and by making arrangements to provide adequate learning opportunities in Sami for parents and other adults. Moreover, the local communities should focus on creating Sami speaking meeting places for children, youths and adults, in addition to offering municipal services to the Sami population which are based on knowledge about the Sami language and culture. Placing signs written in Sami on and inside municipal buildings, as well as having road signs in multiple languages, will assist in making the presence of the Sami languages in the local community visible.

A prerequisite for securing the future of the Sami languages is a stronger commitment to Lule and Southern Sami, so that they too can become living languages in the future. Because the population is widely dispersed, and there are few Sami people in relation to the majority population in these areas, these groups are faced with a special challenge when it comes to revitalisation work. This particularly applies to the Southern Sami areas. Southern Sami people and Lule Sami people are minorities in the Sami society, thus it is necessary for everyone responsible for the Sami language to make a special effort to strengthen them.

For Eastern Sami/Skolte Sami and Pite Sami the commitment must involve the implementation of local and boundary-breaking projects that are based on the actual situation of these languages. Currently, it is not realistic to see these languages as living languages across various areas of society in the same way as it

is for Northern, Southern and Lule Sami.

The Government's work on the Sami languages in Norway has the following principal objectives:

- The Sami languages of Northern Sami, Lule Sami and Southern Sami shall be developed and survive as living languages in the future.
- The Sami languages shall be promoted and made visible
- Every individual shall have the right to learn the Sami languages
- Sami linguistic rights shall be promoted and made known
- The three Sami languages; Northern Sami, Lule Sami and Southern Sami shall be given equal opportunities to develop
- Public institutions shall become conscious of using the Sami languages; Northern Sami, Lule Sami and Southern Sami
- Knowledge of the Sami languages in Norway shall be developed and preserved for the future

Political background

The political platform of the majority Government – the «*Soria Moria Declaration*» – states that its objective is to carry out a Sami policy that will serve the Sami population and ensure that the Sami languages, culture and society have a secure future in Norway.

In *White Paper No. 28 (2007-2008)*, «*Sami Politics*» the Government has expressed that the Sami languages shall be living languages. Sami languages shall be used in all areas of society and the use of Sami language in public places shall be enhanced. Furthermore, the Storting report states that the challenges of Sami policy regarding language and culture must be solved by strengthening the public authorities' responsibility, and role, in relation to the Sami user within core welfare areas such as health, care and education. This presupposes an active policy that will introduce a Sami speaking and cultural perspective within the public services.

In *White Paper No. 35 (2007-2008)*, «*Objectives and Purpose*» the Government has made a basic outline for the shaping of a complete language policy. The whole perspective of the language report is that the securing of the Sami language's future also lies within the highest realms of political responsibility

concerning languages. In addition to being a central challenge for Sami policy, the work on Sami languages is therefore also a general challenge for language policies.

The Sami languages, and in particular the smaller Sami languages, are in a more vulnerable position than the national Norwegian language. The possibility of becoming extinct is a real threat for the smaller Sami languages. But also in an international context Northern Sami is characterised as an endangered language. To prevent languages from becoming extinct a much stronger, goal oriented and systematic commitment is needed. The language report states that the Government will work on paving the way for a new Sami language policy with a strategic and complete perspective on the Sami languages and community. This plan of action is a link in this work.

In *White Paper No. 23 (2007-2008)*, «*Language Builds Bridges*», measures for a complete language training policy in a lifelong and multi-language perspective are mentioned. Kindergartens are the most appropriate places for language stimulation measures for young children. The Ministry sees a need to assess the quality of the tools and methods used for mapping and stimulating language so that it is possible to develop good practices. Moreover, Sami is mentioned in connection with primary and secondary education, whereby the Ministry sees a challenge in securing each individual pupil's right to education in Sami, for instance, by finding qualified teachers and making sure that adequate Sami teaching materials are developed and produced, among other things. The Ministry aims to offer and further develop distance learning programmes, as well as provide regular information on the rights of the pupils to receive Sami education.

Moreover, the Storting report mentions language-based study programmes at universities and university colleges. Study programmes and teacher education programmes based on the Sami languages are vital prerequisites for protecting and developing the Sami language and culture in Norway, as well as across the national borders. In particular, attention must be drawn to the smaller Sami languages; Lule Sami and Southern Sami, and the Storting report points out that all the institutions with responsibilities in this area have to be diligent and put great effort into recruiting students to these study programmes.

In *White Paper No. 31 (2007-2008), «Quality in Schools»* the Government underlines that it is essential to give priority to the development of principle core skills in the early years. To ensure a systematic follow up of each pupil in the elementary years, the Ministry will introduce compulsory mapping of reading skills from Years 1-3.

The Ministry will implement a permanent system for the further education of teachers. The Norwegian state will finance student places on study programmes for a certain number of teachers, and the municipals will be offered to take advantage of these places. A master programme for school management will be introduced for all newly employed head teachers. The Norwegian state will cover incurred costs connected to the places on the study programmes.

The Government will further develop the quality control system, and give priority to providing guidance to schools and school owners who are faced with special challenges.

In *White Paper No. 11 (2008-2009), «The Teacher – role and education»*, Sami teacher training programmes are mentioned in particular. The Government suggests a number of measures to attract more people into incorporating Sami as a subject in their Norwegian teacher training programme. The Storting report also points out how necessary it is for institutions offering study programmes in one of the Sami languages to work closer together, because within such collaboration dormant opportunities are waiting to be exposed.

Legal background

A number of international conventions on minorities and indigenous peoples include provisions on the protection of languages. The ILO Convention No. 169 states for instance in Article 28 that «Measures shall be taken to preserve and promote the development and practice of the indigenous languages of the peoples concerned». Also the «*UN's Convention on Civil and Political Rights*» provides guidance for Norway's work on the Sami languages. Moreover, the UN's Declaration on the Rights of Indigenous Peoples states the language rights of indigenous peoples.

The European Charter for Regional or Minority

Languages was passed in 1992 by the European council with the intention of protecting minority languages so that European culture is preserved as a united and diverse culture. The Charter obligates the national states to carry out concrete measures to protect regional and minority languages so they are visible in politics, legislation and in general. Part II of the Charter stipulates a number of important objectives and principles regarding the states' obligations to ensure that minority languages are protected. Part III of the Minority Language Charter contains more comprehensive and detailed rules that put concrete constraints on the authorities in different fields, for instance, education, the health service and public administration. For Norway, part III of the Charter applies in relation to Northern Sami. After the inclusion of the Municipality of Snåsa and the Municipality of Tysfjord within the administrative district for Sami languages, the Norwegian Ministry of Labour and Social Inclusion will evaluate how much Southern and Lule Sami will be affected by part III of the Charter.

Norway submitted its third report in March 2005. The European Council's Resolution on Norway's adherence to the Minority Language Charter from 2007 gives concrete recommendations on the following points:

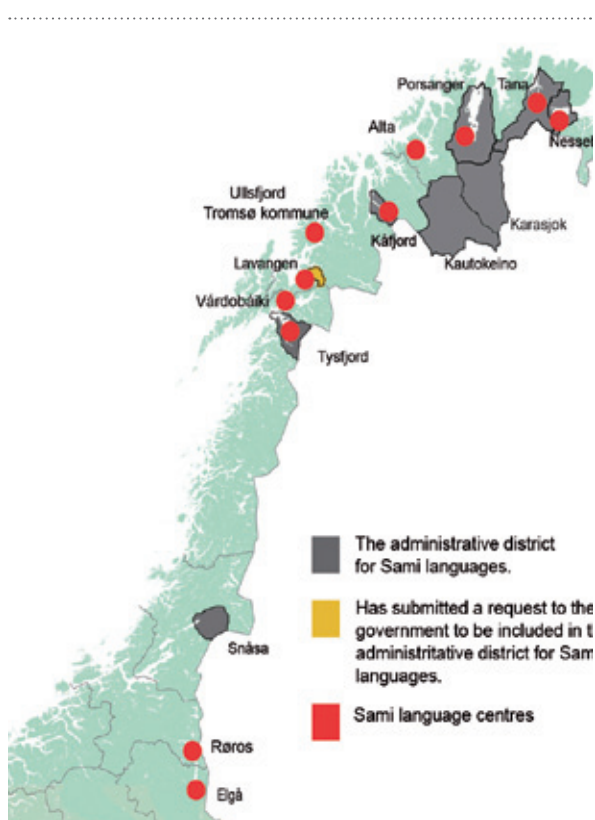
- Norway must have a stronger commitment to providing teaching materials as well as training teachers in Lule and Southern Sami
- Norway must ensure that social and health institutions within the Sami administration area offer services in Sami
- Norway must ensure that the National Registry and other public registers and institutions support the Sami character set

The European Council's Committee of Experts underlined that Lule Sami is still in a vulnerable position. With regards to Southern Sami, the Committee of Experts discloses that the language is in a particularly critical situation, and therefore immediate measures must be adopted in order for the language to survive in Norway. Positive support and innovative solutions that are adapted to the special situation of the Southern Sami languages are required. Moreover the Committee underlines the importance of collaborating with the Swedish authorities to strengthen the plight of the Southern Sami people.

Norway's fourth report was completed in summer 2008. The European Council has not finished reviewing it per xx 2009.

In the national legislation and embedded in The Norwegian Constitution, Section 110 is a state obligation to provide the right conditions to ensure that the Sami people can «secure and develop its language, culture and society». Among other things, this resulted in the Sami Act acquiring a new chapter 3 concerning language in 1990. The provisions came into force on 1 January 1992. Hence, they have been functional for 17 years.

The Sami Act, section 1-5 affirms that Sami and Norwegian are languages of equal worth. They shall be accorded equal status pursuant to the provisions of chapter 3 of the Sami Act. Some of the provisions are limited to the administrative district for Sami languages however others do not have such geographic limitations. Some provisions are particularly aimed at the municipalities, while others also apply to the state and regional authorities. For instance, the Act states that laws and regulations that are of particular interest to all, or just some of the Sami population, must be translated into Sami.



The language provisions of the Sami Act provide citizens with language rights in their meeting with the public authorities. This applies to the translation of regulations, announcements and forms into Sami; as well as the right to receive replies from the authorities in Sami; the extended right to use Sami in contact with the legal system and health and welfare services; the right to individual church services; the right to take absence of leave to study; and the right to Sami education.

The administrative district for Sami languages includes; the Municipality of Karasjok; Kautokeino; Nesseby; Porsanger and Tana in Finnmark; Kåfjord in Troms; Tysfjord in Nordland; and Snåsa in Northern Trøndelag. The Municipality of Lavangen in Troms has submitted a request to the government to be included in the administrative district for Sami languages.

Following the inclusion of the Municipality of Snåsa and the Municipality of Tysfjord, the administrative district has expanded to include Southern Sami and Lule Sami languages. This means that the municipalities, regional authorities and state authorities within the section of the administrative district that include these languages, are responsible for ensuring that the provisions of the Act are carried out in the respective languages. Laws and regulations that are of particular interest to all, or just some of the Sami population, must be translated into Sami.

The provisions of Sami Act's language chapter are a minimum requirement. This means that all public authorities are encouraged to take into consideration the users of the Sami language, also beyond the regulations and limitations of the administrative district. Good administrative practice states that written enquiries in Sami will be answered in Sami, also in cases where one is not obliged to do so by law.

The Sami Act and the Education Act form the legal basis for Sami education. Since the administrative district for Sami languages has been expanded to include municipalities within the Southern and Lule Sami regions, the term «Sami language» is to be understood as Northern, Southern and Lule Sami languages. The equivalent definitions can be found in the Education Act (section 6-1). The Sami Act, section 3-8 also states that «each person has the right to Sami education.» This applies to both Sami people and non-Sami people.

Other central laws include the Kindergarten Act which determines the municipality's responsibility to make specific arrangements for Sami children. The Courts Act refers to the provisions in the Sami Act regarding the use of the Sami languages. The Place Names Act ensures that Sami place names are pursuant to national laws, international agreements and conventions. Legislation on health regulates the relationship between the activities of the health service, practitioners and users of the health service. From a legal point of view, the stipulation in connection with health refers to the right to comprehensible information independent of the limitations of the language provisions. It is vital to have services in the Sami languages in order to perform correct and essential examinations and treatments, cf. the Patients' Rights Act.

Responsibility for preserving the Sami languages

All public services have a responsibility to consider Sami language users within their sphere of work in accordance with the principal of sector responsibility. All public authorities who come under the language provisions of chapter 3 of the Sami Act are obliged to guarantee that the regulations of the Sami Act are followed. Further details of responsibilities regarding health and education among others may be found in the measures section of this plan of action.

The Sami Parliament has and shall have an acute central role in the work on the Sami languages. However, the Norwegian authorities cannot place the prime responsibility for the Sami languages on the Sami Parliament. It will always be the responsibility of the state to prepare the necessary plans and conditions for the protection and further development of the Sami language. The Sami Parliament cannot have sole responsibility for making arrangements for the development of the Sami language. The further development of the Sami language depends on the efforts of a number of participators. The municipalities and regional authorities also have a central role to play.

The Ministry of Labour and Social Inclusion is responsible for coordinating Sami policy. However, the significance of language for the general development of Sami culture, enterprise and community is extremely

central. Therefore, the Ministry of Labour and Social Inclusion has implemented a number of measures for the Sami language during the last decade. As a result of the Ministry of Labour and Social Inclusion's central role in securing and developing the Sami language, the formal responsibility for the language provisions of Sami Act will be transferred from the Ministry of Culture and Church Affairs, to the Ministry of Labour and Social Inclusion. Following this, the Ministry of Labour and Social Inclusion will conduct inspections to ensure the enforcement of the provisions of chapter 3 of the Sami Act. Moreover, and in line with the above, the Ministry of Labour and Social Inclusion will take over the responsibility for coordinating the following up of Norway's obligations regarding the European Charter for Regional or Minority Languages. The Ministry of Culture and Church Affairs is in charge of language policy, and has the prime responsibility for a complete and sector-descending language strategy.

Private sector enterprises are not affected by the language provisions of the Sami Act. However, during recent years we have seen that some organisations and companies have started using the Sami language, for instance, in their names, advertisements, information on the Internet and in brochures. Some have also employed Sami speaking staff to assist Sami customers. The Government views this as a natural consequence of the improved standing that the Sami languages have gained.

The Sami Parliament and its work on Sami languages

Pursuant to the Sami Act, section 3-12 «*Organising Work on the Sami Language*» the Sami Parliament shall work on protecting the Sami languages in Norway, as well as developing them further. Moreover, the law states that every four years the Sami Parliament must prepare a report informing the Norwegian King about the situation of the Sami languages in Norway.

Each year the Sami Parliament is to put aside funds that can be divided between various *measures to strengthen and develop the Sami language in Norway*. This will amount to just under 60 million kroner in 2009. The funds will be given to the municipalities

and regional authorities in the administrative district for Sami languages, language centres and various applicant based projects. From 2008, some of the income from the Sami People's Fund¹ will also be used for language development measures. In addition, the Sami Parliament administers subsidies to kindergartens, teaching materials and grants.

Subsidies to municipalities/regional authorities under the language provisions of the Sami Act are paid out annually pertaining to certain criteria. The funds shall cover extra incurred costs that the municipalities endure as bilingual municipalities. The Sami Parliament shall have control of how the funds are used and the municipalities/regional authorities must report to the Sami Parliament each year. In 2009, NOK 42.75 million has been set aside. The Sami Parliament will review the criteria for awarding funds in connection with the budget in 2010.

The Sami Parliament in Norway has a language council which acts as an advisory body for the Sami Parliament Council on language issues. The language council is made up of members from the Northern Sami, Lule Sami and Southern Sami regions. Members for the northern authority, the Sami Language Council (SGL), are chosen from the members of the language council. SGL is the Sami Parliamentary Council's decision making authority on issues related to the Sami languages, and it shall promote and develop the Sami languages in both written and oral forms. In addition, the Sami Language Council provides information for national language authorities as well as others.

The tasks of the Sami Parliament regarding *terminology and the standardisation of the Sami languages* are conducted in collaboration with SGL. SGL's tasks are, among others, to approve terms and the standardisation of the Sami languages. SGL has three groups for terms; one for Northern Sami; one for Southern Sami; and one for Lule Sami. They are made up of experts from the three Sami assemblies, as well as language experts from the regions where the languages are spoken. In connection with standardisation, SGL also has language groups with linguistic

expertise extending across the national borders. This means that work on language is continually conducted at an all Sami level/Nordic level.

The Sami Parliament has a word database «Risten. no» which contains some Sami terminology. The Sami Parliament also collaborates with the Ministry of Labour and Social Inclusion on «Divvun» – the development of a correction program for the Sami languages (see measure 54).

The Sami Parliament appoints place name consultants and gives advice on the use of Sami place names and the application of the Place Name Act. Currently, the Sami Parliament has three name consultants who give advice on how to write Sami place names in Norway. The name consultants are responsible for Northern, Lule and Southern Sami language areas respectively.

Ten Sami language centres received subsidies from the Sami Parliament in 2009. The function of the language centres is to revitalise, preserve and strengthen the Sami languages and culture. Incorporated within the work tasks is the development and strengthening of educational measures for the Sami languages, culture and business enterprises, as well as the distribution of information on Sami culture. The language centres arrange courses in everything from Sami play language for children, Sami education for municipal staff to duodji (handicraft) courses. The language centres are also meeting places for the Sami community in the area, thus they are important institutions for promoting and developing the Sami language.

The Sami Parliament awards subsidies to *Sami kindergartens* that by statute are built on the Sami language and culture. The Sami Parliament also offers subsidies for language training to certain children in Norwegian kindergartens; cf. the measures section in this plan of action for details. The Sami Parliament holds annual network meetings for various groups of staff in Sami kindergartens, among them, managers, language staff and male employees. The Sami Parliament awards subsidies for teaching materials that are suitable for Sami children in kindergarten.

¹ The fund was formed in the Storting's budget on 16 June 2000 as collective compensation to the Sami people for language and cultural losses caused by past Norwegian assimilation policies. The aim of the fund is to provide subsidies or contribute to measures that will strengthen and assist in revitalising Sami languages and culture.

For details on teaching materials and the role of the Sami Parliament in education in general, see the measures section.

The Sami Parliament awards *grants to students who have Sami in their subject range at upper secondary school*. In addition, the Sami Parliament has established grants for tertiary education, cf. the measures section.

Information/guidance on statutory rights: The Sami Parliament receives a number of enquiries from the community on the rights of the individual in their meetings with public authorities. The most common queries concern the right to learn Sami and receive education in Sami, and the places where these rights are actually enforced for the child. The same questions are also asked by parents whose children will be attending kindergarten, since they want a kindergarten that is adapted to the child's language and culture. The Sami Parliament has no formal authority to instruct the municipalities/school and kindergarten owners on what to do, however they can provide guidance on how they can organise schemes in kindergartens, as well as education in schools. The Sami Parliament also provides parents with information on how to go forward in solving their issues.

The Sami Parliament also receives queries regarding the right to receive Sami services from the health service, legal system, the Church of Norway, as well as questions on interpreting in various contexts.

A number of municipalities and institutions invite the Sami Parliament to information meetings, lectures and such like, on the Sami language. In addition, substantial information and guidance is provided in written form and over the telephone. Municipalities, schools, kindergartens and language centres are the ones who contact the Sami Parliament most frequently. The Sami Parliament also receives enquiries from writers, the media and other language users concerning, for example, terminology, place names and how one can strengthen and promote the Sami languages in various institutions.

The Sami Parliament has entered collaboration agreements with Finnmark, Troms and Nordland regional authorities in addition to a collaboration agreement with a number of regional authorities in the Southern Sami area. These agreements have, among other things, the intention of promoting the Sami languages and culture.

The Sami Parliament's concrete contribution to the work on the plan of action can be seen in the measures section in the plan of action.

Organisation of the drafting process and implementation

The work on the plan of action for the Sami languages is headed by the Ministry of Labour and Social Inclusion. The plan of action has been prepared in consultation with the Sami Parliament and other ministries that it concerns.

The President of the Sami Parliament and the Labour and Social Inclusion Minister, agreed during the biannual consultation meeting in May 2008 that work on the plan of action should be effectuated immediately. It was also agreed that work on the Sami language conducted by the Government and Sami Parliament would be coordinated. Ongoing contact and dialogue during work on the plan of action has been preserved, and final consultation meetings were held on an administrative and political level on 31 March 2009 and 17 April 2009, respectively.

During the process of preparing the plan of action for the Sami language, the Ministry of Labour and Social Inclusion has had meetings with county governors; regional authorities; municipalities; schools; institutions; language centres; other Sami linguistic environments; and research authorities. The Ministry has also received a number of written contributions from the public services, organisations and individuals.

The plan of action will be effective for five-years. Each ministry that is listed as the head of measures will be responsible for the implementation of them, including how the measures shall be organised and financed. Half-way through the plan period the Ministry of Labour and Social Inclusion will coordinate the following up and development of objectives and measures in the plan of action. Work will be performed in dialogue with the Sami Parliament in addition to consultations should they be required.

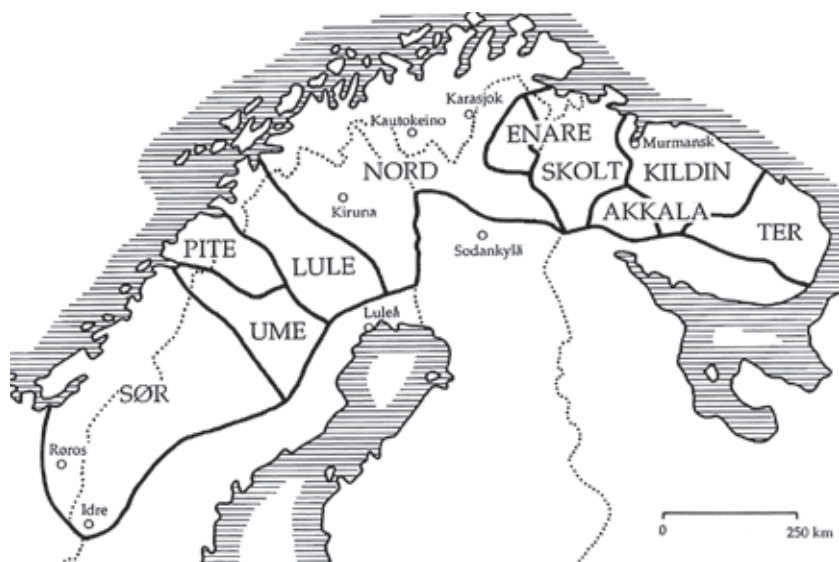
The implementation and scope of the measures described in the plan of action will be adapted to the annual budget proposals and Storting's handling of these. It is hoped to prepare annual status reports.

CURRENT STATUS OF THE SAMI LANGUAGES

The Sami language belongs to the Finno-Ugric language family. Sami languages are spoken in Norway, Sweden, Finland and Russia. There are ten different Sami dialects, or languages, and the language boundaries extend across the national borders. A survey conducted by the Sami Trade and Development Centre in 2000² for the Sami Language Council estimates that approximately 25,000 people speak the Sami language in Norway. About half of these speak, read and write Sami while the rest have an oral competence in the language. It is hard to provide an exact picture of how the languages are distributed, but Northern Sami is the most widespread of the Sami languages in Norway. In the case of Lule and Southern Sami, it is estimated that under a thousand people speak these languages, and only a small minority of people speak Eastern Sami/Skolte Sami and Pite Sami in Norway today.

Today the area of Eastern Sami/Skolte Sami is located within the Municipality of Southern Varanger. According to the Nordic Sami Language Council very few people in Norway have Eastern Sami/Skolte Sami as their mother tongue. The majority of Eastern Sami/Skolte Sami people live in Finland and Russia where the languages are still in use. Northern Sami is primarily spoken in the counties of Finnmark and Troms, in addition to the municipalities of Tjeldsund and Evenes in Nordland. In Norway, the Lule Sami

language area lies within the regional county of Nordland and stretches from Saltenfjorden in the south to the Municipality of Ballangen in the north. Tysfjord Municipality has the highest number of Lule Sami speaking residents. Today the Pite Sami community is particularly prevalent in the Municipalities of Saltdal, Beiarn and parts of Bodø and Fauske. The area of the Southern Sami language in Norway stretches from Saltfjellet in the north to Engerdal in Hedmark in the south, and it is comprised of many small communities.



²Survey on the Use of Sami Languages. Sami Industry and Development Centre, Tana, October 2000.

Northern Sami is classified as an endangered language on UNESCO's red list of endangered languages³. Eastern Sami/Skolte Sami, Pite Sami and Ume Sami are categorised as extinct in Norway. The reason that Southern Sami is seen as seriously threatened is that Southern Sami is primarily used by the grandparent generation. Very few children learn the language and even fewer are active users of it. In the case of Lule Sami, this is caused by only a small number of children learning the language and very few people using it actively. Younger language users have minor skills in the language and prefer to use the Scandinavian languages.

Sami is stronger in areas where there has been unbroken continuity in using Sami as the language of interaction and communication. First and foremost this applies to Northern Sami areas within the administrative district for Sami languages in Finnmark. In these areas many children have Sami as their language at home, either as a monolingual language or bilingual language with Sami-Norwegian/other non-Sami language. For many, Sami is the language of everyday interaction and communication in these areas. Sami is also visible in the local community to a much larger extent than in other Sami areas. These Sami speaking environments have been, and still are, important resources for the development of the Northern Sami language and other parts of the Northern Sami area. They also play a crucial role for cultural and linguistic continuity in the Sami community on the whole.

In the Northern Sami region, Sea Sami and Marka³ Sami areas have been particularly vulnerable to the pressures of Norwegianisation. The language changing process has reached far into these areas. One can estimate that the Sami languages are still disappearing here since few children have Sami as their language at home in these areas. The loss of continuity in passing down the languages between the generations has left many Sea Sami and Forest Sami dialects in danger of becoming extinct. However, significant cultural and language revitalisation activity has been conducted in the Sea Sami and Forest Sami areas during the last decade. The Municipality of Kåfjord has come under the administrative district for Sami languages and this is paramount for the development of Sami languages in this region.

Lule Sami and Southern Sami languages have seen certain development during the past decade.

Kindergartens that have Southern Sami and Lule Sami as their principal languages have been established, more pupils are taught Sami, and receive their education in Southern Sami and Lule Sami. However, it must still be said that the Sami languages have a very poor standing in these areas today. Very few local communities in these areas make Sami a visible part of everyday interaction and communication, and few families have Sami as their language at home. Many children and youths who receive their education in Sami do not meet Sami as the language of interaction; neither within the family or local community. This is the result of loss of continuity, since Sami is not used as the everyday language in these areas.

THE INSTITUTE FOR NORTHERN EUROPEAN STUDIES AT HUMBOLDT UNIVERSITY IN BERLIN heads a documentation project for Pite and Ume Sami languages (Ume and Pite Saami Documentation Project). The objective of the project is to compile modern dictionaries; short grammatical descriptions; transcriptions of old archived recordings; and a thesis on the morphophonological alternations in these two Sami languages. Between 10 -15 people speak Pite Sami today and the majority of the language users live in Sweden. In Norway the Salten Pite Sami Association has formed a foundation called Duoddará ráffe (Peace in the Plains). The aim of the foundation is to develop the Pite Sami language, culture and identity within the Pite Sami areas in Norway. The foundation will develop a centre for Pite Sami.

An interest has been shown from Eastern and Pite Sami environments for the revitalisation of Eastern Sami and Pite Sami, respectively. Eastern Sami/Skolte Sami has a stronger linguistic standing on the Finnish side of the border. When it comes to Pite Sami, there are also a very limited number of language users on the Swedish side of the border.

² http://www.helsinki.fi/~tasalmin/europe_report.html

³ Marka Sami – Sami traditionally settled in the valleys in Nordland and Southern Troms

Research on the Sami languages

In a report on bilingualism in the municipalities, within the administrative district for Sami languages, compiled by the Ministry of Local Government and Regional Development in 2002⁴, it was discovered that there are vast differences within the administrative district in relation to the number of Sami speakers among the municipal workers; Karasjok and Kautokeina had well over 80 percent; Tana 48 percent; Nesseby 40 percent; Kåfjord 26 percent; and Porsanger 21 percent.

An evaluation of the language provisions of the Sami Act conducted by the Nordic Sami Institute for the Ministry of Local government and Regional Development in 2007⁵ revealed that the majority of public authorities that are affected by the language provisions of the Sami Act do not fully comply with the stipulations of the law. As a result, the population within the administrative district for Sami language is not secured its right to use Sami when contacting public authorities to the extent that the language provisions require. Since the Municipality of Tysfjord and the Municipality of Snåsa came under the administrative district for Sami languages after the survey was conducted, there are no current figures for the number of Sami speaking employees in these municipalities.

The Sami Parliament's language research also shows that public authorities in general use the Sami language to a relatively small degree⁶, and that municipal services tend to use Sami more often than the regional services. The Sami Parliament's research in 2008 shows that marginal changes have been made when it comes to how much the Sami language is used in the areas where the research was carried out, when it is compared with previous research.

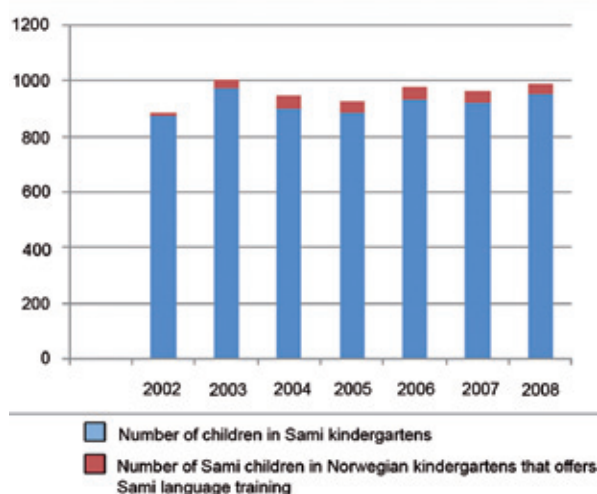
Kindergarten and primary and secondary education

In 2008 there were 41 Sami kindergartens in Norway with approximately 950 children. The majority of the kindergartens are in Finnmark. The number of

Sami kindergartens has been relatively stable in recent years. Sami children in Norwegian kindergartens are offered Sami language training and there has been an increase in this service during recent years. Nineteen Norwegian kindergartens with Sami children were awarded subsidies for Sami language in-struction in 2008,

CHILDREN IN SAMI KINDERGARTENS 2002–2008

Source: The Sami Parliament



In the 2008–2009 school year 1043 pupils are being taught Sami as their first language, while 1474 have Sami as a second language (2 or 3).⁷ Most of the pupils, 2339 of them, receive in-struction in Northern Sami; of these 997 pupils have Northern Sami as their first language. Seventy-seven pupils receive instruction in Lule Sami, of which 27 have Lule Sami as their first language. 101 pupils receive instruction in Southern Sami, of these, 19 pupils have Southern Sami as their first language.

Few changes can be seen when looking at the previous school year. At that time, 1027 pupils were taught Sami as their first language, while 1515 were taught Sami as a second language (2 and 3). In the 2007–2008 school year 2354 pupils received instruction in Northern Sami, of which 984 as their first language. 79 pupils were taught Lule Sami of which 25 had Lule Sami as their first language. 109 were taught

⁴ Expenses attached to bilingualism for the municipalities and regional authorities.

A report from the work group for the Ministry of Local government and Regional Development, May 2002.

⁵ Evaluation of the Sami Act's language regulations. Sami Institute, 2007.

⁶ The Sami Parliament must conduct a language survey every four years; cf. Sami Act, section 3-12. The survey may be found at www.samediggi.no.

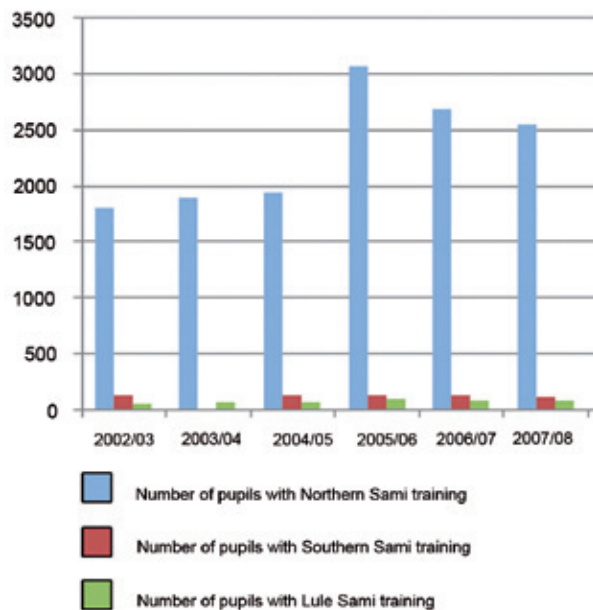
⁷ Source: (GSI) Information system for primary and secondary education and training

Southern Sami of which 18 had Southern Sami as their first language.

In the 2006–2007 school year, 285 students or apprentices received instruction in Sami at upper secondary school level⁸. This is a slight reduction in relation to the 2005/06 school year when 305 students and 5 apprentices received Sami instruction. Sami is taught at upper secondary school level in seven regional counties and three private schools. The majority of students/apprentices are educated in Finnmark (139); Troms (92); and Nordland (38 of which 23 have Northern Sami, 11 Lule Sami and 4 Southern Sami). In 2007 three students were instructed in Sami in Oslo and one student in Akershus. Instruction in Southern Sami was given to two students in Hedmark; two in Southern Trøndelag; and eight in Northern Trøndelag.

PUPILS IN PRIMARY AND LOWER SECONDARY SCHOOL (1-10) 2002-2008

Source GSI



In the report «Sami Statistics Reveal I. Commentaries on Statistics 2008» by the Sami Statistics Expert Analysis Group⁹, reference is made to figures that show the doubling of pupils with Sami in their language range at primary and lower secondary school during the 17-year-period from 1990–2007. This highlights an increasing interest for Sami instruction for children. At the same time, the expert analysis group stresses that the total number of pupils having Sami instruction has fallen significantly during the last two-years – from 3055 in the 2005–2006 school year to 2542 in the 2007–2008 school year. The most likely explanation is that the curriculum for «Sami Languages and Culture» was abolished in 2006. However, the expert analysis group believes that grounds exist for discussing the conditions of the second language subjects, in particular. When it comes to Sami as a first language, the expert analysis group points out that one may be in danger of reaching the limits of how many can choose Sami as a mother tongue subject when one considers what is available and the current schemes.

In relation to Southern Sami, the number of pupils has fallen from 123 in 2005–2006 to 105 in 2008–2009. However, the number of pupils receiving instruction in Southern Sami has risen four-fold during eleven years.

When it comes to Lule Sami the number of pupils has fallen from 88 in the 2005–2006 school year to 79 pupils in 2008–2009, however, the number of pupils with Lule Sami as a first language has risen from 18 to 25 in ten-years. There has been a 415 percent increase in pupils during 17 years in the city municipalities.

⁸ White Paper No. 28 (2007-2008) Sami Policy

⁹ Sami Statistics Speak. Comment 1 on Statistics 2008. Sami University College, report 2/2008

EXPERIENCES OF REVITALISING LANGUAGES IN OTHER COUNTRIES¹⁰

There are thousands of languages in the world, depending on how one defines language, but there are only slightly more than two hundred countries. Therefore, it is evident that the majority of the world's languages are not the principal languages in any country. A large portion of the languages that are not supported by the state authorities are more or less endangered languages. This means that a language shift is taking place, since the minority of languages are being overrun by the national majority languages within families and local communities, which have traditionally used minority languages. When a minority language is passed on less and less to the generations at home through natural processes, fewer and fewer natives will have any competencies in the language. If the language shift meets no resistance, the end result will be that the language will be left with no native speakers.

The explanation for such a language shift is particularly embedded in the fact that the majority of the native minority languages are traditional, low status languages. In modern times it is common for the speakers of these languages to be bilingual, that is, besides their mother tongue they are also proficient in the country's majority language. Bilingual parents can choose which language they want to pass on to their children at home. In this type of situation the language that has the lower status will generally lose out, and in most cases this is the minority language.

¹⁰This segment is written by Associate Professor Jon Todal, Sami University College



UNESCO's MAP OF ENDANGERED LANGUAGES

AFTER JUST A FEW GENERATIONS hundreds of languages have disappeared. UNESCO launched an electronic version of the organisation's atlas over endangered languages in connection with the International Mother Language Day on 21 February 2009. This electronic tool offers updated information on more than 2500 endangered languages worldwide, and it can be amended and updated by user contributions. One can search for different categories in the atlas and the endangered languages are ranked at 5 levels: Unsafe language, definitely endangered language, seriously endangered language, critically endangered language and dead/extinct language. www.unesco.no

Revitalisation

Within endangered minority language communities there is likely to be people who want to oppose the shift from the minority language to the majority language. These people believe that bilingualism is not a transition from one language to another; bilingualism shall be transferred from one generation to another. To safeguard this, the status of the minority language must be improved in as many areas of society as possible in order to make it an attractive choice for people.

If the language shift has advanced so far that it is impossible or too difficult for parents to pass on their language to their children, kindergartens and schools will become even more important language domains for people who want to work on enhancing the position of the minority language. We can call the work on strengthening endangered minority languages and turning the language shift around «the revitalisation of languages». Since the 1960s and 1970s, until the present day, we have seen many language revitalisation movements around the world.

It is evident that the best conditions for revitalizing endangered languages lie within a democratic society. However, an earlier and well-known example of language revitalisation in Western Europe comes from an underprivileged country. After liberation from the United Kingdom in the 1920s, the new Irish state gave high priority to the revitalisation of Irish Gaelic. As a native language, Irish was used by a small minority in the 1920s, but the Irish authorities looked upon the language as an important symbol for the Irish nation. Previously, Irish had been the majority language on the island, but the high prestige of English had regressed Irish into becoming the language of Irish homes in only a few districts. The official policy of the new Irish state was that Irish was to be revitalised to become the language in Irish homes across the nation. It was not successful, but because of the place the Irish language has in the education system, a large number of Irish people can speak Irish today. In recent years, Irish speaking primary and lower secondary schools have become more and more common due to language immersion programmes. Language results at these schools are better than those with traditional Irish instruction.

In any case, Irish is an exception because it is rare for a country to want to turn an endangered minority

language into the nation's future majority language.

Examples of revitalisation

Sami political environments and professional language environments have collaborated with three types of language communities abroad in particular. Firstly, a long tradition of linguistic collaboration has been established with other Finno-Ugric language communities. Secondly, since the 1970s Sami politicians have collaborated with indigenous politicians worldwide. Thirdly, since the 1990s Sami institutions have been involved in some collaboration with indigenous language minority groups in Europe, who do not define themselves as indigenous people, regarding language and education

The following are some examples of revitalisation among indigenous peoples as well as indigenous European minorities:

Example of the revitalisation of indigenous languages
Among indigenous peoples, the Greenlanders and Maori in Aotearoa/ New Zealand have particularly done a considerable amount of work to boost their languages, and in Greenland the Inuit language can barely be called an endangered language anymore. At one time it appeared that Greenlandic was threatened by Danish. Maori in Aotearoa/ New Zealand however continues to be endangered by the majority language, English.

In the 1980s a kindergarten movement was formed among the Maori people in Aotearoa/ New Zealand. The Maori language is a Polynesian language that was spoken in Aotearoa/ New Zealand before the English arrived. The kindergarten movement wanted to pass on the Maori culture and Maori language to the youngest children. This happened at a time when very few children heard the language at home.

The majority of people with native competences in the Maori language were over fifty-years-old at this time, and English had taken over as the everyday language for most Maori families, however, not in all of them.

In Aotearoa/ New Zealand they wanted to match the youngest children with old people whose mother tongue was Maori. This was done in innovative kindergartens which were named Te Kōhanga Reo. Te Kōhanga Reo is Maori and means «language nest».

Only Maori was to be spoken in the language nests, and the older Maori were to function as linguistic models for the children through their presence and work in the kindergarten.

The work carried out in the language nests in Aotearoa/ New Zealand was in principal nothing new. Other places in the world already had language immersion kindergartens and schools. The new thing that the language nests introduced was the way in which the indigenous Maori language, with its low status and standing in society, was communicated. The language nests are also special because they put great emphasis on passing on their traditional culture to the children.

Te Kōhanga Reo has been a success, and a large number of Maori children have spent their kindergarten years in language nest kindergartens following their first introduction to the 1980s. As time has progressed a school system has also been built up in which Maori is used as the language of instruction in all school subjects. Children from the language nest kindergartens can attend the schools, and thus further develop their two languages right up to university college level. Some university colleges also use Maori.

Moreover, there is a movement in Hawaii that has created a system similar to the one in Aotearoa/ New Zealand. The old (pre-English) language on Hawaii is also a Polynesian language. The movement in Hawaii is not as comprehensive as its counterpart in Aotearoa/ New Zealand.

The Te Kōhanga Reo movement has been extremely significant in setting an example for other indigenous peoples and their language revitalisation. The Maori (who live in a rich and democratic country) are also very active at conferences on indigenous peoples, as well as language conferences where they provide information about their language revitalisation. Because of this Te Kōhanga Reo is well known among other indigenous peoples.

Example of revitalisation of European minority languages

Many native languages in Western Europe are also in the same situation as above, for example, Sami in Scandinavia, however these language groups and people are not defined as indigenous. Of these languages, Bask and Catalan in Spain for instance,

have gained considerable strength following the fall of the Franco regime in the 1970s. Since the 1960s the UK has put substantial effort into revitalising Cymraeg in Wales and also Gaelic in Scotland. While Scottish Gaelic is under immense pressure, it can be said that revitalisation in Wales is going well. Both Scottish Gaelic and Cymraeg are Celtic languages, however linguistically they are very different and cannot be mutually understood. Both languages are endangered by the English language.

Cymraeg was previously spoken throughout Wales, and before the arrival of the English on the shores of the United Kingdom, it was even more widespread. At the time of the 1901 Consensus half of the inhabitants of Wales spoke Cymraeg, but ninety-years later in 1991 only 19% of the Welsh could speak Cymraeg. The figures show that a comprehensive language shift has taken place, even when immigration from England is not included. The people who are concerned about the future of Cymraeg have campaigned actively for the revitalisation of the language since the 1960s. First there was a fight for visibility (for instance, Cymraeg place names on road signs and maps) then the right to use the language in all areas of society. Language in the media was also a battle area, for example a Cymraeg television channel has now been established.

All of this has been crucial in lifting the status of minority languages and thus halting the language shift from Cymraeg to English in homes. However, the biggest fight has involved the schools. Today, Cymraeg is a compulsory subject for all pupils in primary and lower secondary schools in Wales. Pupils who do not speak Cymraeg at home can choose between various language immersion programmes in which Cymraeg is the language of instruction in some or all of the subjects.

The vast resources that have been used on the Cymraeg language in Wales have produced results. If one uses the consensus as a source, one will see that the figures for the number of Cymraeg speakers have started rising for the first time in a hundred years. In the 2001 Consensus 21% of people said they could speak Cymraeg. It is particularly crucial for the future of the language that the percentage of younger people speaking Cymraeg overtakes that of the middle generation who can speak Cymraeg. This development could already be

registered in the 1991 Consensus.

The progress of the Cymraeg language in Wales can only be described as the result of active revitalisation work and conscious language planning by the public authorities.

Relevance for Norway

Irish, Greenlandic, Bask, Catalan, Maori, Hawaii, Scottish Gaelic and Cymraeg have been used as examples of endangered languages. In all of these language communities active revitalisation work has been carried out. Their situations are dissimilar and none of the experiences can be mechanically transferred to the Sami areas. However, the common factor in all these linguistic communities appears to be that a considerable amount of revitalisation work has been applied in kindergartens and schools. Language nest kindergartens and language immersion programmes have been central. Visibility and status improvements shall ensure that parents continue to pass on the minority language to their children. Kindergartens and schools are responsible for language transfer in situations where the parents would like to do it, but no longer can.

Proposal for new legislation on national minorities and minority languages in Sweden

On 29 January 2009, the Swedish Government put forward a new proposal to the Legislative Council concerning national minorities and minority languages. The proposal contained the following main points which apply to the Sami languages:

The administrative district for Sami, Meänkieli and Finnish languages will be extended. The administrative district for Sami languages will be extended to include 13 municipalities – Arvidsjaur; Berg; Härjedalen; Lycksele; Malå; Sorsele; Storuman; Strömsund; Umeå; Vilhelmina; Åre; Älvdalen; and Östersund. The administrative district was previously made up of Arjeplog; Gällivare; Jokkmokk; and Kiruna.

The proposed bill includes provisions for the right to use Finnish, Meänkieli and Sami in connection with the authorities and courts. Moreover the proposed bill includes provisions on Finnish, Meänkieli and

Sami in relation to kindergartens and the care of the elderly.

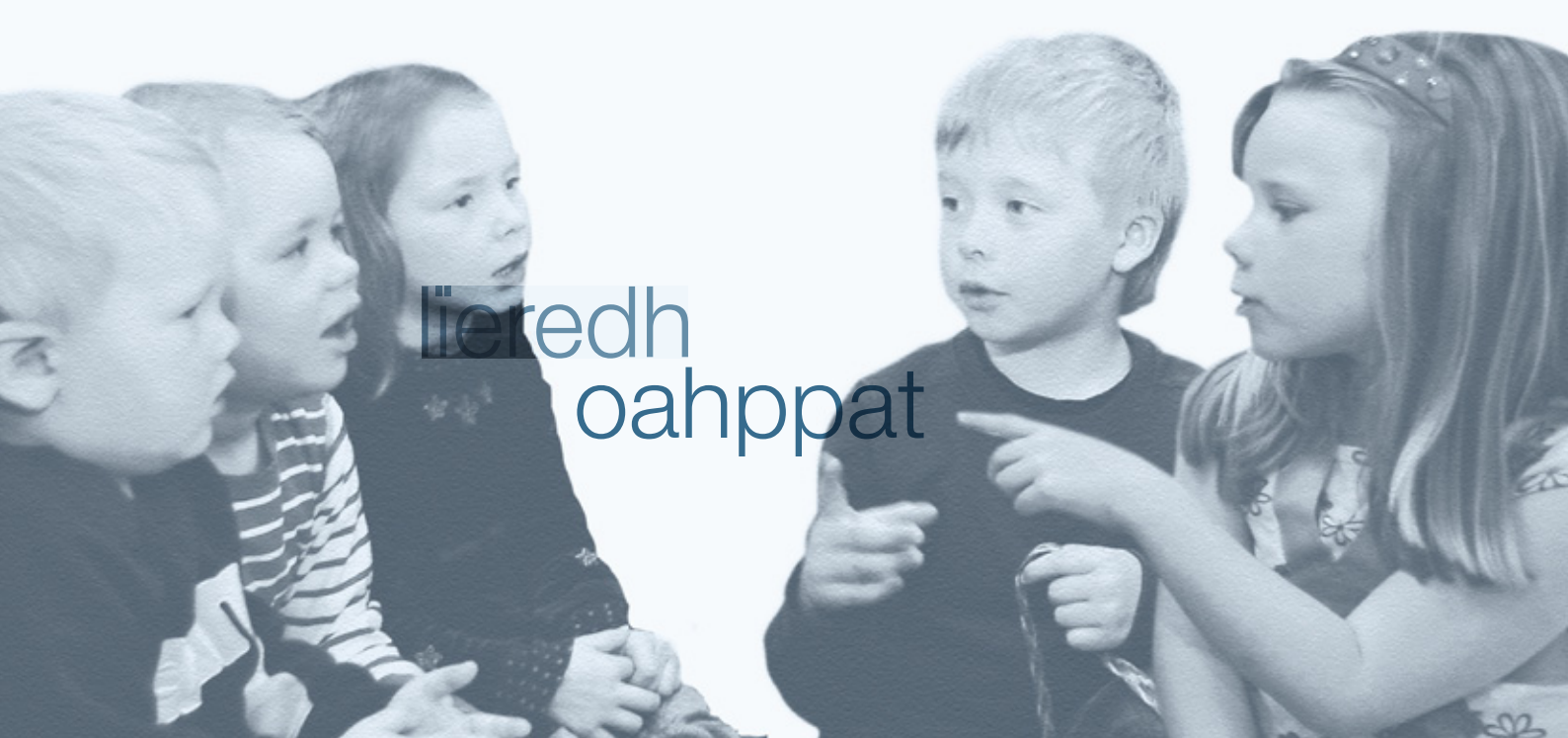
In connection with kindergartens, the municipality must offer parents a place in kindergarten where all or part of the activity is performed in Finnish, Meänkieli or Sami respectively, when they specifically ask for it.

In connection with the care of the elderly, an amendment to the Social Services Act is proposed stating that the municipalities must make efforts to find staff that is competent in Finnish, Meänkieli, or Sami when it is necessary in taking care of the elderly.

The Swedish Public Roads Administration has been assigned to increase their work on producing signs with minority language place names and make the presence of the minority language visible through signing and other marking.

Fifty million kroner will be allocated to the expansion of the administrative district for Finnish, Meänkieli and Sami in the form of a state subsidy to the municipalities it concerns. Two Sami language centres will be established in the Southern Sami area; Östersund and Tärnaby.

The Sami Parliament in Sweden was commissioned by the Government in 2008 to prepare a language handbook for municipalities and authorities www.samediggi.se/4009. The aim of the language handbook is to make the Sami language visible and increase the level of Sami competence among the staff, as well as increase the general use of Sami in contact with the authorities. The language handbook gives concrete proposals for models that can be used at the municipal level in connection with work on the Sami languages, that is, models for language programmes and plans of action. Moreover, it includes guidelines on how to map the situation of the language.



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Objectives, Challenges, Long-term Strategies and Measures

LEARN:

Boosted instruction in/of Northern, Lule and Southern Sami at all levels

The family is the most important place for laying the foundations for a child's language development. Many children learn Sami from birth as their mother tongue – a number of Sami children also learn two mother tongues; Sami and a non-Sami language, which is normally Norwegian. However, some parents do not have any competence in Sami thus they are unable to pass Sami on to their children as a mother tongue.

In the revitalisation of the Sami language the work on language in kindergartens and schools is particularly important, cf. the section on experiences with revitalisation in other countries. Language nest kindergartens and language immersion programmes are very central. Kindergarten and schools have the important task of transferring the Sami language to children when parents would like their children to

learn Sami, but cannot speak Sami themselves.

Kindergartens are important places for children to develop good interactional language skills in Sami. In areas where the Sami language is not the language of interaction, it is particularly important to lay the foundations for the development of Sami in kindergartens. Therefore, it is paramount that plans are made to strengthen the availability of Sami kindergartens, as well as the quality of kindergartens in Northern Sami, Lule Sami and Southern Sami areas, in addition to the larger towns.

Instruction in Sami or Sami as a subject throughout school life will develop Sami children's competencies in the Sami language and prepare them for participation in the Sami community as valuable language users. One of the objectives is to secure the offer of primary and secondary education in Sami for every-one who has the right to it in Northern, Lule and Southern Sami areas. Instruction shall be built on fair assessments of merit. Adequate Sami teaching materials are of paramount importance in connection with this.

The quality of education and adequate information on the availability of Sami instruction is presumed to have a positive effect on the number of people who will choose Sami throughout their school life.

There appears to be a relatively high number of Sami pupils who drop out from kindergarten to school, primary education to lower secondary education and lower secondary education to upper

secondary education. The report from the collaboration project between the Ombudsman for Children in Norway and the Ombudsman for Children in Sweden and Finland «*The Right of Participation for Sami Children & Youths*» comments that the teaching situation, and teachers and school management team's attitudes are significant factors in explaining the high drop-out rate in education. To safeguard recruitment to study programmes for occupations where there is a need for competence in Sami, it is important that pupils are offered adequate programmes to learn Sami throughout the entire school life.

By providing parents and other people in the child's environment with the opportunity to learn the Sami language while the child concurrently learns Sami in kindergarten and school, the child can receive support in the language learning process. Meeting places in the local communities and towns where it is natural to speak Sami will also be central in contributing to Sami becoming a natural language of interaction.

Recruitment to tertiary education in Northern, Lule and Southern Sami, and other education programmes where there is a need for competence in the Sami languages, is crucial in order to build up a base for Sami knowledge in society. It is also important for employers who are looking to recruit Sami speaking staff with adequate skills in the Sami language. Through information and knowledge of the options Sami language instruction provides, youths should be motivated into choosing instruction in the Sami languages. Moreover, it is also vital that adequate and predictable tertiary study programmes are made available in Northern, Lule and/or Southern Sami.

The Sami Act, section 3-8 states that each individual has the right to instruction in Sami. One of the objectives is to make instruction available in the Sami languages – Northern Sami, Lule Sami and/or Southern Sami - to everyone who is interested.

The following is a guide for further developments in this field:

- **Make arrangements to offer more children places in Sami kindergartens**
- **Make arrangements for early language stimulation in kindergartens**
- **Make arrangements to provide all pupils with Sami language training when they want it**

- **Make arrangements for a special commitment to Lule Sami and Southern Sami language training**
- **Prepare an adequate framework for Sami language training**
- **Make arrangements for good quality instruction in/of the Sami language**
- **Motivate pupils to continue with Sami in lower and upper secondary school**
- **Make arrangements for more and improved teaching materials for instruction in Sami/ Sami as a subject**
- **Make arrangements to educate more Sami speaking pre-school/primary/secondary school teachers.**
- **Make arrangements for additional and further education programmes in Sami available to kindergarten and school teachers**
- **Make arrangements to make Sami language training easily accessible to children, youths and adults**
- **Strengthen adult education in Northern, Lule and Southern Sami**
- **Make arrangements so it is possible for families to participate in Northern, Lule and Southern Sami language training**

Sami kindergartens

The municipalities are responsible for ensuring Sami children access to kindergartens in which they can enhance their language and culture. This is pursuant to the Children Act, section 8: «*Municipalities are responsible for safeguarding kindergartens for Sami children in Sami districts, which build on the Sami languages and culture. In other municipalities conditions must be arranged to ensure that Sami children develop their language and culture.*» The Children Act, section 2, stresses that kindergartens must consider Sami children's language and culture: «*It is a prerequisite that the staff in Sami kindergartens is competent in Sami language and culture.*»

Today various types of Sami kindergartens are available. A number of kindergartens use Sami as their everyday language, some use both Sami and Norwegian while others just use Norwegian. More Norwegian kindergartens have a Sami department. One can also find family kindergartens (run from home) with a Sami department/home. The work on promoting the Sami language is challenging because the children in the same kindergarten have different levels of competence in Sami.

The Framework Plans for the content and tasks of the kindergartens state that «(...) *Sami children need supporting in order to preserve and develop their language and culture, independent of where they reside in the country.*»

The Sami Parliament awards funding from the Ministry of Education and Research's budget in the form of subsidies to Sami kindergartens and towards the development of teaching materials; language training and development of information and advisory work for Sami kindergartens; and other kindergartens with Sami children. The Sami Parliament collaborates with the county governors on kindergartens. The Sami Parliament has prepared a strategic plan for Sami kindergartens for the period 2008–2011. The objective of the Sami Parliament is to run Sami kindergartens with a focus on Sami language and culture. During the plan period, the Sami Parliament will therefore give precedence to work on promoting the Sami languages; children's rights; collaboration with various authorities; enhancement of competence; network building; educational materials; recruitment; research; information and guidance. The Sami parliament will conduct an evaluation of the subsidies given to Sami kindergartens.

The county governor implements the kindergarten policy through the administration of state subsidies, the execution of tasks pursuant to the Kindergarten Act and through providing the municipalities with guidance. The county governor coordinates and initiates development work in the municipalities and kindergartens, and collaborates with the Sami Parliament on the arrangement of kindergarten conferences. The county governor provides information on statutory rights and services, among others, the kindergarten service for Sami children.

The Ministry of Education and Research has the principal responsibility for managing, financing and developing the quality of the kindergarten sector. The Ministry allocates funds to the Sami Parliament in section 231, entry 50. The Ministry collaborates with the Sami parliament on following up the measures of the Government's strategies for recruitment and competence development in the kindergarten sector.

MÁRKOMANÁK SAMI KINDERGARTEN is a private kindergarten in Skånland in Southern Troms. The kindergarten is run by Várdobáiki Sami Centre. It has 18 full-time places and 3.2 permanent staff positions. The kindergarten offers places to children from Evenes, Skånland and Tjeldsund municipalities. A small number of children have Sami as their language at home. Some of the children hear Sami from family members, e.g. grandparents. More Sami speaking staff is needed in order for Sami to be heard daily. A project worker has been present three days a week focusing on oral Sami through song and play, various topics such as grouse hunting, fishing and other topics where Sami and culture have been main themes. Games have also been played with rewards. The children have been in a Sami speaking environment and in other environments where conversation in Sami has been central. The kindergarten's staff has witnessed huge progress. Efforts have also been made through the project to increase the special needs competence of the staff related to bilingualism.

The Sami Parliament financed this three-year project which is part of its long-term commitment. The objective is that children will be able to have Sami instruction as their mother language when they start school. Following the project period, the kindergarten has now started the project 'Teach Me Sami before I Start School!'

Measure 1: Information on establishing kindergartens for Sami children

Information on statutory rights and services for Sami children: Better information on kindergartens for Sami children should be provided; both for children in Sami kindergartens and for Sami children in Norwegian kindergartens. The Ministry of Education and Research in collaboration with the Sami Parliament shall provide parents, municipalities and kindergarten owners with information on Sami children's rights, and the services and support schemes that are available.

Information to all municipalities: The Sami Parliament will prepare a guidance brochure concerning special subsidies for Sami kindergartens, including information regarding services for Norwegian children in Sami kindergartens. The Ministry is responsible for the distribution of the guidance brochure.

The Ministry, county governors and Sami Parliament are jointly responsible for encouraging the municipalities and kindergarten owners to establish kindergartens for Sami children.

Responsible: The Ministry of Education and Research and the Sami Parliament.

Timeframe: 2009

Measure 2: Developing competencies with a focus on language

A huge challenge lies within recruiting kindergarten staff with Sami competence. The Ministry of Education and Research has prepared its own «*Strategy on recruiting pre-school teachers to kindergartens 2007–2011*», with annual measure plans. The strategy underlines that «in kindergartens with Sami children there is a need for staff with competencies in Sami.» Additionally, *White Paper No. 23 (2007–2008)*, «*Language Builds Bridges*» underlines the need for staff with Sami language and culture competence in Sami kindergartens and kindergartens with Sami children. The Ministry of Education and Research will reinforce its efforts to recruit more pre-school teachers to the

kindergartens, including Sami speaking pre-school teachers, cf. measures in White Paper No. 23.

The Ministry of Education and Research has implemented its own competence strategy «*Competencies in kindergartens – strategy for the development of competencies in the kindergarten sector 2007–2010*». The strategy includes language stimulation and the language environment as one of the four areas of priority, and in this connection, it is stressed that «Sami children must be supported in preserving their language.» For the 2007-2010 period of commitment the Ministry of Education and Research has allocated funding for competency measures. Kindergarten owners may apply for state subsidies for competency development through the municipalities. It is paramount that municipalities and private kindergarten owners encourage Sami kindergartens and kindergartens with Sami children to apply for such funding, particularly within the field of language.

The Ministry of Education and Research will set aside funding for the development of staff language competency in Sami kindergartens and in kindergartens with Sami children. The Ministry will form concrete measures for this in collaboration with the Sami Parliament.

In order to provide children with adequate language training, a prerequisite must be that the staff in Sami kindergartens command Sami, and use the language actively each day. It is important that kindergarten owners provide staff with the opportunity to acquire skills and knowledge of the Sami language. Language is the carrier of culture, and essential for passing on Sami values and knowledge. Kindergarten owners must actively seek out Sami speaking staff when they advertise vacant positions in kindergartens. It is particularly important that the staff has good knowledge of the various traditional activities, and can teach the words and terms that are natural in different situations. If the kindergarten staff does not have the required competency the kindergarten should consider obtaining resources elsewhere. It is also necessary that kindergartens are conscious of and have clear goals on how one works on the vitalisation and revitalisation of the Sami language. The methods that are employed are among other things dependent on local conditions, the language situation in the area etc. It is necessary for the kindergartens to conduct regular evaluations of their own practice regarding Sami language training. The

kindergartens should make the Sami language visible; in connection with both their own documents and signs.

Bilingualism is about mastering two languages as much as possible. In bilingual kindergartens/departments where both Sami and Norwegian are used, the staff must operate with several strategies, methods and principles, all of which will contribute to developing Sami children's own awareness of their bilingualism, and prevent them from discarding Sami as a language of communication when Norwegian or Norwegian-Sami speakers are present.¹¹

A need for development work, as well as work on developing models for language learning will prevail in Sami kindergartens and kindergartens with Sami children.

Responsible: The Ministry of Education and Research in collaboration with the Sami Parliament and county governors concerned.

Timeframe: 2009–2010

Measure 3: Developing educational materials

There is a shortage of educational materials adapted to the needs of Sami children and Sami kindergartens to support language work in kindergartens. The Ministry of Education and Research has prepared various theme brochures, including a theme brochure on Sami culture in kindergartens, as a follow up to the framework plan for the content and tasks of kindergartens. The brochures have been distributed to all kindergartens across the country. During 2009 a brochure will also be prepared on the language environment and language stimulation. The brochure will be translated into Sami. The Ministry of Education and Research will also translate the framework for the contents and tasks of kindergartens into Lule and Southern Sami. In addition, the Ministry will make an audio file of the Northern Sami translation of the framework plan. The Ministry will also consider the same for Southern and Lule Sami.

In collaboration with the Ministry of Education and Research, the Sami Parliament is about to complete a guide which will give instruction on the things kindergartens may include as content for Sami language and culture development.

The collaboration and relationship between kindergartens and schools is extremely important if the Sami child is to have continuity in its language development. The Ministry of Education and Research will have the guide «From the Oldest to the Youngest». The Collaboration and Relationship between Kindergartens and Schools' will be translated to Northern Sami, and thereafter possibly translated to Lule and Southern Sami. The guide should be a valuable tool in the work on ensuring Sami children and their parents a good transition between the two institutions.

The Ministry of Education and Research shall prepare guidance material on language stimulation for parents with children aged 1–3 (the age for receiving a cash benefit for parents with infants). The Ministry will have the material translated into Northern Sami and possibly into Lule and Southern Sami thereafter.

It is important to provide kindergartens, kindergarten owners and municipal kindergarten authorities with inspirational and motivational information on language work. The Ministry of Education and Research will arrange to spread information as well as examples of experiences with good language development measures (including various language immersion projects) on the Ministry's own website, in newsletters and by other appropriate channels to circulate information to the municipalities and kindergartens.

Responsible: The Ministry of Education and Research
Timeframe: 2009 and 2010

Primary and secondary education and training in Sami and Sami as a subject

The Ministry of Education and Research is to ensure that legislation and its practice is within the statutory rights of the people, and it must actively assess the legal and political obligations Norway has accepted through ILO Convention No. 169 and the UN Declaration on the Rights of Indigenous Peoples, in its execution of the law.

¹¹ Øzerk/Juuso: 1999: Educational idea book for bilingual kindergartens, pg. 27.

The Education Act regulates education in primary and lower/upper secondary school. The Education Act, section 6–2, makes a distinction between primary and lower secondary education within the administrative area for the Sami language and that outside of its boundaries. Within the administrative district, all children of primary and lower secondary education age are entitled to education in Sami, as well as Sami as a school subject. Outside the administrative district at least ten pupils in one municipality who wish to have their education in Sami, as well as Sami as a subject, have the right to do so as long as there are at least six pupils in a group. In areas outside the administrative district for Sami languages, Sami children of primary and lower secondary education age are entitled to Sami as a subject. In cases where instruction cannot be given in a classroom with a teacher present legislation allows for «alternative forms of instruction.» In practice, for instance, this will mean distant learning.

The Education Act, section 6–3 includes provisions on Sami in upper secondary education. Here it states that «*Sami people in upper secondary education have the right to Sami as a subject.*» In cases where schools cannot comply with this, distant learning, among other things, may be used. Moreover, the provision states that «*certain schools shall offer instruction in Sami or Sami as a subject, or have special Sami subjects as part of some courses/certain groups in upper secondary education. Additionally, the regional authorities can also offer such instruction.*»

Several authorities are responsible for Sami education

- Municipalities/regional authorities are responsible for planning, arranging and carrying out kindergartens services and basic training among other things.
- County governors are responsible for supervision; law abidance checks; complaints; information; guidance; the following up and implementation of laws and regulations; as well as coordinating and awarding subsidies among other things.
- The Directorate of Education is responsible for providing information on and implementing parallel curricula found in the Knowledge Promotion – Sami; compiling guides for the core subjects in primary and secondary education; collecting supervision reports; administering subsidies to the Sami Parliament; education in Sami/Sami as a subject; development measures announced in

the state budget and compiling national examinations in Sami as a mother language and second language, among other things. A large amount of this work is done in collaboration with the Sami Parliament.

- The Ministry of Education and Research is responsible for preparing laws; determining regulations; the scope of the Sami languages; resource plans for the Sami language; other special curricula; subjects; number of weekly school lessons; principal information regarding the field and consultations with the Sami Parliament among other things.

The Sami Parliament determines the curricula for the Sami language in primary and lower /upper secondary education, as well as curricula for special Sami subjects in upper secondary education. The Sami Parliament also makes regulations on the content of national curricula pursuant to section 2-3 and section 3-4, which rules that instruction must be provided on the Sami people, language, culture and community, cf. the Education Act, section 6-4. The Sami Parliament also has some of its own priorities, and prepares and implements measures based on their own policy within the sector. The Sami Parliament and state authorities are equal consultation partners and both parties are obliged to find solutions together.

Pupils with individual rights to Sami education can choose between the following four curriculum combinations for Norwegian and Sami in primary, lower and upper secondary education:

	SAMI	NORWEGIAN	
1.	Subject curriculum in Sami as a first language – Sami 1	Subject curriculum in Norwegian for pupils with Sami as a first language	Pupils have the right to exemption from instruction and assessment in the second-choice form of Norwegian
2.	Subject curriculum in Sami as a first language - Sami 1	Subject curriculum in Norwegian (national)	Two first languages. Pupils have the right to exemption from instruction and assessment in the second-choice form of Norwegian

	SAMI	NORWEGIAN	
3.	Subject curriculum in Sami as a second language - Sami 2 Level 1-10	Subject curriculum in Norwegian (national)	Pupils have the right to exemption from instruction and assessment in the second-choice form of Norwegian
4.	Subject curriculum in Sami as a second language- Sami 3 Level 1- 7	Subject curriculum in Norwegian (national)	Pupils have the right to exemption from instruction and assessment in the second-choice form of Norwegian

It is not mandatory for pupils with Sami as a first or second language to have a foreign language/in-depth study of a language in primary and lower secondary school, or a foreign language in upper secondary education, however they are entitled to such education should they ask for it. School owners can also offer instruction in Sami pertaining to the curriculum for foreign languages. Pupils who receive instruction in Sami pertaining to the curriculum for foreign languages are not exempt from instruction and assessment in the second-choice form of Norwegian.

Instruction in Norwegian and Sami must be seen in context because Norwegian as a subject «releases» lessons for Sami lessons. Norwegian and Sami as subjects have a number of common factors, thus it is crucial that these subjects are looked at closely and together, cf. the objectives in the subject curriculum in Sami, and the objectives in the subject curriculum in Norwegian for pupils with Sami as a first language.

The planning and organising of instruction in Norwegian and Sami is a challenging task for schools and school owners, particularly for schools outside the administrative district for Sami language. It shall be carried out according to a fixed number of lessons, a determined curricula and specially adapted education must also be considered, cf. the Education Act, section 1–3.

Planning and adapting Sami instruction is a challenge for teachers. In each year level there may be children

who speak fluent Sami; pupils who have a slight knowledge of Sami and pupils with no knowledge of Sami at all but would like to be educated in Sami. The instruction must be adapted to suit each pupil's needs.

In «*Sami Figures Reveal 1 - Commentaries on Statistics 2008*» by the Sami Statistics Expert Analysis Group, it is stated that there has been a reduction in the number of pupils having Sami as a second language and there are reasons to discuss the terms of Sami as a second language in particular. In such a discussion one must look at the total work burden of the pupils, as well as the requirements of schools and teachers for adapting instruction around pupil's needs. Some requirements that must be discussed and considered are:

- the subject curriculum in Norwegian (as a first language) and the number of lessons
- pupils with Sami as a second language shall have
- organising and planning lessons
- financing Sami instruction
- teaching aids (guides etc.)

An evaluation of the arrangement should be carried out. One should find out how the curriculum and number of lessons in Norwegian functions, and on the basis of the results, a discussion should be had on how things will be arranged in the future.

Municipalities and regional authorities receive their own annual *earmarked subsidy for Sami education*. That is, for Sami instruction as a first or second language. The funding is to assist financing so that Sami instruction is given to Sami pupils in primary and lower/upper secondary education. Additionally, the subsidy is to contribute in promoting the teachers' competence in the Sami languages and culture. The municipalities and regional authorities are obliged to provide Sami education to pupils who have the right to instruction in Sami pursuant to the Education Act. The Directorate submitted an evaluation of the subsidy scheme to the Ministry in 2008. The Ministry would particularly like it to be followed up with an assessment on the achievement of objectives, and for it to be seen in connection with the subsidy scheme for Finnish. As time has progressed, the Ministry has registered dissatisfaction with the level of the subsidy. The Ministry of Education and Research will take this up in connection with the processes of the annual budget. It must be under-

lined that the pupils' rights are fixed, independent of the subsidy level, and municipalities must ensure that a high quality service is provided so that the educational objectives can be reached.

Measure 4: Mapping pupil evaluations of Sami instruction

As pointed out in White Paper No. 28 (2007–2008), «Sami Policy», not much is known about a number of areas regarding everyday school life and what is actually going on in the schools. Among other things, one can see that the total number of pupils choosing Sami has gone down somewhat since the introduction of the Knowledge Promotion; however the number of applications for Sami education varies from one regional area to another. The Directorate of Education will conduct mapping to gain better background information on the extent to which pupils are having their rights fulfilled in relation to Sami education, and how pupils view the instruction themselves. The purpose of this is to provide a wider basis for any eventual changes in Sami instruction to meet the educational needs of the pupils even more.

*Responsible: Directorate of Education
Timeframe: 2009*

Measure 5: Curricula guides

The guides shall be formed in such a way that they will demonstrate how one can practice well adapted education. A guide for subject curricula should not cover the whole curriculum, but provide examples of how education can be planned and executed, as well as how pupils can be assessed in the different year levels at school. The guides should provide concrete examples of how the objectives can be given specific content in all the year levels, in addition to examples of the progression between the different year levels.

Guides to LK06-S (Sami Curriculum for Knowledge Promotion in Primary and Secondary Education and Training) are shaped in the same way as the guides to LK06 (National Curriculum for Knowledge

Promotion in Primary and Secondary Education and Training). That is, they include entries of assignment letters from the Ministry of Education and Research to the Directorate of Education.

The guide is to assist the organising of Sami and Norwegian instruction so that pupils are given the education that they are entitled to, pursuant to the applicable laws and regulations. The guides to Sami as a first language and Sami as a second language should be given priority. The Directorate of Education has the principal responsibility for preparing the guides in collaboration with the Sami Parliament.

It is estimated that the guide to Sami as a first language and Sami as a second language will be available on 15.05.2010. The preparation of the other guides will be decided in collaboration with the Sami Parliament and the Directorate of Education.

*Responsible: Directorate of Education in collaboration with the Sami Parliament.
Timeframe: 2010–2012*

Measure 6: Supervision of the implementation of the right to Sami education in the municipalities and regional counties

The Directorate of Education and the country governors supervise the obligations that are enforced on the municipalities, as well as the rights of pupils pursuant to the Education Act. This also applies to education in Sami and Sami as a subject. The Ministry of Education and Research asked the Directorate of Education in 2009 to supervise how the municipalities and regional authorities follow up the rights of Sami pupils pursuant to the Education Act, including pupil access to teaching materials. The Sami Parliament shall be involved in the supervision.

*Responsible: Directorate of Education/county governors
Timeframe: 2009–2014*

Measure 7: Network for distant learning

A number of municipalities collaborate on Sami education with the assistance of distant learning. The county governors' work on a network for teachers who offer distant learning instruction should be developed more, and regional meetings for teachers should be held in conjunction with the university colleges. A network for teachers who provide distant learning shall be established. The Directorate of Education will be commissioned to form such a network.

*Responsible: Directorate of Education/county governors/
university colleges*

Timeframe: 2009-2010

Measure 8: Collaboration with Sweden on Sami education

In autumn 2005 and spring 2006, Swedish and Norwegian Ministries responsible for Sami education contacted one another to discuss Southern Sami primary and lower secondary education, in areas close to the borders. Sami children in Sweden do not have the same rights as Sami children in Norway. Pupils are offered Sami in the form of mother tongue instruction, but no particular curricula have been developed for Sami pupils. Among other things it has been proposed that both countries should examine the possibilities and hindrances that may be found in the regulations concerning cross border collaboration on primary and lower secondary education. One is aware, however, that a problem of jurisdiction applies here and a solution is not easy to find. Among other things this applies to which nation shall have authority over the instruction that is given across the national borders. In some instances disagreement arises between the countries on specific educational services, and/or financing tied to the services. This will be challenged in connection with work on a new Sami convention.

Cross-border collaboration is vital, particularly when it comes to education and the development of Southern and Lule Sami. The Ministry of Education and Research will contact Sweden to re-discuss the

possibilities of finding solutions that will substantially benefit pupils in both countries.

Responsible: Ministry of Education and Research

Timeframe: Spring 2009

Measure 9: Collaboration with Finland on Sami education

Collaboration with Finland has primarily been in connection with schools in Sirma and Utsjok that have joint lessons twice a week. The goal is that the collaboration will continue. In addition, improved collaboration across the borders regarding all three Sami languages should be initiated in respect of the plan for distant learning.

*Responsible: Directorate of Education/County Governors
in Nordland, Troms and Finnmark*

Timeframe: 2009

Sami teaching materials

Within the available financial frameworks stated in the national budget for Sami teaching materials, the Sami Parliament has responsibility for administering subsidies and making priorities that do not go beyond the framework.

There is still a large shortage of teaching materials in Southern, Lule and Northern Sami that satisfy the stipulations of the «Knowledge Promotion for Sami». One of the challenges is to get enough teaching material writers without «robbing» the schools of their experts. In the «Sami Parliament's Strategic Plan for the Development of Learning Materials 2009–2012» priority is given to learning materials in Southern, Lule and Northern Sami due to input from kindergartens and schools in the relevant areas. One of the strategies is to make teaching materials free so they reach each individual pupil. The Sami Parliament has also implemented a pilot project in the Municipality of Tysfjord in which the objective is to develop a school called «Drag skole» into a resource school for the development of teaching materials in Lule Sami. The experiences gained from this pilot project will be used to develop resource schools in Southern and Northern Sami areas also.

IN THE RØROS SAMI REGION a close collaboration has been developed between institutions that are responsible for Sami instruction in primary and secondary education. In collaboration with the schools, the Aajege Sami Language and Competence Centre takes care of the Sami pupil throughout his/her primary and secondary education, and it follows up the pupil in the transition from kindergarten to primary and lower secondary school, and from lower secondary school to upper secondary school. Schools, parents and pupils are given advice; guidance; information on rights; education; language choice; number of weekly school lessons and subject lesson planning.

Measure 10: Sami teaching materials - production, distribution and translation

The shortage of Sami teaching materials has been focused on in several contexts. On commissioning from the Ministry of Education and Research, the Directorate of Education in collaboration with the County Governor in Finnmark has conducted mapping of existing teaching materials in Northern, Lule and Southern Sami which can be used to satisfy the requirements of the «*Knowledge Promotion for Sami*,» as well as finding out which teaching materials are missing for the different subjects/topics and year levels. The mapping shows that there is still a substantial need for Sami teaching materials that are adapted to the «*Knowledge Promotion for Sami*».

In spring 2009 a joint work group will be formed to come up with suggestions for measures which can make the development of Sami teaching materials more efficient.

Responsible: The Sami Parliament/Directorate of Education

Timeframe: The group will be formed in spring 2009

Measure 11: Information measures on the right to and obligations of Sami instruction

Improved information on rights and obligations connected to Sami instruction, as well as Sami teaching materials will be prepared and/or arranged. The information will be aimed at regional authorities, municipalities, parents and pupils. It will be stressed in the information that school owners should find out whether the pupil shall have Sami instruction when the pupil is first accepted into the school. This applies when starting school, changing schools and the transition between various levels of education. Such information will also apply to adult education.

The information should be placed on the Internet as well in brochures. The information will be distributed in a way that it reaches all the Sami areas.

Responsible: Directorate of Education/County Governors/ Sami Parliament

Timeframe: August 2009

Rural schools

In a Norwegian context, the places that are described as rural are often core Sami areas and excellent domains for preserving the Sami languages, culture and community life. Through the «*Knowledge Promotion of Sami*», primary and lower/upper secondary schools are obliged to provide good quality instruction based on the Sami languages, culture and community life. With their close proximity to the living Sami community and traditional enterprise, rural schools have wonderful opportunities to make such education possible. Being raised and educated in a Sami speaking environment provides great opportunities for the individual pupil to develop his/her Sami language as a natural language of communication. It is also easier to take advantage of resource people in the local community when the school is actually within it.

Closing down rural schools in Northern, Lule and Southern Sami areas would probably have a negative effect on the language development in Sami communities, and thus the entire Sami community. The consequences of closing rural schools may lead to people moving away from Sami villages. This presents a threat to small Sami speaking communities

which are vital for preserving the Sami languages. The result of people moving away may lead to the coming generation losing its attachment to the local community and knowledge about the community; nature; traditional enterprise and related terminology.

The municipalities and the regional authorities are responsible for the state school system. The Government cannot rule how the school system in the municipalities and regional counties shall be. This is part of the self-steering system of local government. Concurrently, the municipalities and regional authorities are responsible for following imposed international obligations regarding the Sami people. Consciousness of this should lead to a high threshold in relation to closing down rural schools in Sami areas, and this should not occur without thorough investigation. This is also an example of when the Sami Parliament should be given the opportunity to express its own opinion pursuant to the Sami Act. Regardless of this, local government will have the responsibility for a well-organised educational system, also in Sami and/or Sami as a subject, at the schools where the pupils are transferred to. In some instances, local conditions will make it possible to give better quality Sami education at a larger school. This is best decided locally.

In connection with this plan of action, the Sami Parliament would like the Government to consider introducing an earmarked subsidy for rural schools which offer education in Sami and/or Sami as a subject. The Government does not see this as purposeful, but mentions that the Ministry of Labour and Social Inclusion has taken steps to have closer collaboration with the Norwegian Association of Local and Regional Authorities (KS) and the Sami Parliament on municipal Sami policy, in which the municipalities' framework conditions for offering Sami will be a theme.

Language training and learning the alphabet for adults

When it comes to basic training for adults, the right to instruction in Sami and Sami as a subject is judged as somewhat different to that for children and youths. For adults to receive instruction in Sami it is natural that they are Sami people, and normally the entitlement to instruction in Sami will be met when a Sami adult needs primary and lower secondary education.

The Sami Act, section 3–8 mentions the right to Sami instruction. However, this is in regards to different rights to those stipulated in the Education Act. In the terms of this provision it is said that «The right implies that anyone can demand relevant adult education courses in Sami as a mother tongue pursuant to the applicable regulations for adult education.»

There are no subsidies for Sami instruction for adults. Incurred costs must be covered within the framework of the municipal and regional authorities. The individual municipality/regional authority is responsible for arranging such a service. Therefore, it is crucial that they prioritise education subsidies according to the regulations and educational needs.

Those who would like to receive adult education must report their educational needs themselves. Instruction is free and it must follow the current curricula.

The municipalities/regional authorities can commission study associations to provide education to cover primary, lower/upper secondary education respectively. Instruction will also be free for the parties concerned. However, should the study associations provide primary and lower secondary and/or upper secondary education without an agreement with the municipality/regional authorities, course fees will apply. Payment for courses is also charged when study associations arrange courses in other subjects and topics, among others, Sami.

There are two Sami study associations; the Sami Study Committee and the Sea Sami Study Association. Their main objective is to work for the cause of providing education in the Sami languages and cultural heritage.

THE REVITALISATION PROJECT IN ELGÅ In 2001 the Sami Parliament started a 5-year language motivating project at Elgå Educational Centre in Engerdal. The language project was organised in the kindergarten and based on the thought that children should learn Southern Sami through natural and daily use of the language. In primary and lower secondary school the children were given instruction in Southern Sami as a subject and received instruction in Sami in a number of subjects. On completion of the project the children could understand normal Southern Sami speech and also answer and hold a conversation in Southern Sami.

Measure 12: Five-year adult education programme in Sami

The Sami Parliament and Sami University College has entered an agreement on the development and implementation of a five-year Sami adult education programme in all the Sami language areas. The target group for the adult education programme is Sami people who cannot speak Sami throughout a broad geographic area. The measures will be particularly enforced in areas where the Norwegianising policy has done most damage.

Sami adults will be offered education in Northern Sami, Lule or Southern Sami. The aim is that Sami people will take their language back and that the Sami language will be promoted through more people using it. All the Sami language areas will be included in the work. This means that the Sami language centres, municipalities and other involved parties will work closely in their collaboration. The Sami University College will be responsible for carrying out the project. The measures will be financed by the Sami Parliament through funding from the Sami People's Fund.

*Responsible: The Sami Parliament
Timeframe: 2009-2014*

Measure 13: Mapping the extent of mother tongue illiteracy and the need for Sami language training for adults

In collaboration with Sami University College the Sami Parliament offers Sami instruction for adults through a five-year education programme. To gather more information on the need for this, the Ministry of Education and Research in conjunction with the Ministry of Labour and Social Inclusion will implement an investigation to acquire an overview of mother tongue illiteracy (that is, people who speak, but do not read and write Sami) among the Sami population. The investigation will also include Sami people with weak or no Sami language skills. The aim is not to do a complete mapping of the number of people

THE SAMI PARLIAMENT HAS INTRODUCED grants for tertiary education. The objective is to increase recruitment of Sami speaking professionals within various expert areas. In 2009 priority is given to tertiary education in Sami teaching materials pedagogy; preschool and general teacher students with Sami in their subject range; tertiary education in Southern Lule or Northern Sami languages where Southern Sami and Lule Sami is given the highest priority; further education in caring for the elderly; and further education in the prevention and rehabilitation of psycho-socio conditions among Sami children and youths. Should the framework for the individual grant scheme be pushed over the limit because of the number of qualified applicants, the allocated funds will be divided equally amongst the applicants.

THE NORDLAND REGIONAL AUTHORITY will stimulate increased competency in the Sami languages in order to provide qualified professional staff with Sami language competency within various occupations. The regional authority awards grants for language programmes to motivate people into taking study programmes in the Sami languages. Grants may be given to applicants who study the Sami languages at university and university college level, as well as applicants who have Sami language training in upper secondary school.

in these groups, but an impression of the extent of mother tongue illiteracy will be derived from the investigation, as well as an evaluation of educational needs.

An investigation/research assignment within the time framework of one-and-a-half-years has been an-

nounced. The Sami Parliament is invited to participate.
*Responsible: The Ministry of Education and Research/
Ministry of Labour and Social Inclusion/ Directorate of
Education*

*Timeframe: Completion 2010–2011 (dependent on
when the investigation commences)*

Measure 14: The Alphabet Learning Project for adults in Troms

Troms Regional Authority will implement an alphabet learning project for adults in the region. The objective of the project is to motivate participants into formalising their knowledge of Sami so they can use Sami both orally and verbally. The aim is that five or six study centres in different places of the Troms region will offer courses. The project is mentioned in the collaboration agreement between the Sami Parliament and Troms Regional Authority.

Moreover, a website will be developed for the project participants, where they will be given the opportunity to use the language freely, as well as communicate with each other and the project manager.

*Responsible: Troms Regional Authority
Timeframe: 2009–2012*

Tertiary education and recruitment

There is a need to strengthen research and study programmes in Sami and in Sami as a subject. Sami University College is a central institution in the world of Sami research and the earlier Nordic Sami Institute functions as a research department. The University of Tromsø has been given national responsibility for Sami research and education in Norway. The Centre for Sami Studies at the University of Tromsø works on promoting the university's collective research and educational activity when it comes to Sami and indigenous peoples. Through concrete projects, the centre implements and conducts its own research. It also initiates and coordinates cross disciplinary collaboration on research and education.

Bodø University College offers study programmes in the Lule Sami language as part of the general teacher training programme, pre-school teacher training

programme or as a further education programme. Northern Trøndelag University College has been given national responsibility for the Southern Sami language concerning teacher training programmes. The Sami Parliament has pointed out that programmes must always be offered at the relevant university colleges no matter how few students want to study Southern or Lule Sami. There will never be an abundance of students on these programmes, but it is of paramount importance, particularly for the smaller Sami languages, that competency is available in Sami.

The educational institutions have autonomy over which study programmes will be run and how they will be organised. In collaboration with the institutions offering programmes in Sami and Sami as subject, the Ministry of Education will go through the work and the division of responsibility for them and initiate a tighter collaboration between these institutions, as well as collaboration with other institutions in areas where there may be a need for Sami study programmes.

The educational institutions may apply to receive fixed quotas for Sami applicants upon acceptance onto certain study programmes, among other things. The University of Tromsø, University Colleges in Finnmark and Lillehammer in addition to the Norwegian School of Veterinary Science have quotas for Sami applicants in connection with some study programmes.

Measure 15: Sami teacher training programmes

In order to have the necessary flexibility, Sami university colleges should be exempt from future national frameworks for their teacher training programmes for primary and lower secondary education. The Ministry aims to give authority to Sami university colleges which will basically allow them to decide the structure and composition of new teacher training programmes in Sami. However, predominant national provisions (regulations) concerning the length and principal components of the programmes (subject, pedagogy, practical courses etc.) will also apply to Sami primary and lower secondary teacher training programmes.

Responsible: The Ministry of Education and Research
Timeframe: 2009–2012
Ansvarlig: Kunnskapsdepartementet
Tidsperspektiv: 2009–2012

Measure 16: Mapping basic requirements for recruitment and the need for Sami speaking teachers

It is necessary to implement measures that will boost the recruitment of Sami speaking teachers. The Ministry will map the basic requirements for recruitment to higher education programmes in Sami and the need for Sami speaking teachers. It is also necessary to collect data concerning the availability of teachers in Sami schools outside Sami areas.

*Responsible: The Ministry of Education and Research
Timeframe: 2009–2012*

Measure 17: Recruitment measures for Sami teacher training programmes and teacher training programmes with Sami in the subject range

Teacher training programmes in Sami or Sami as subject characteristically have low recruitment levels. It is necessary to provide extra incentives to increase interest for Sami teacher training programmes or Sami as a subject in Norwegian teacher training programmes. Recruitment measures should be planned and executed by the institutions offering the study programmes since they have the best knowledge of the environments from which it is natural to recruit students. The Ministry will allocate funding for recruitment measures.

*Responsible: The Ministry of Education and Research
Timeframe: 2009.*

Measure 18: Recruitment campaign in Finnmark – «The Dream Job»

Sami University College, the Sami Parliament, the Norwegian Association of Local & Regional Authorities (KS), Finnmark University College and the Country Governor in Finnmark have implemented a recruitment campaign to recruit more students to the two teacher training colleges. The campaign is called «The Dream Job/Gollevirgi».
<http://www.hifm.no/drommejobben>

*Responsible: The County Governor in Finnmark
Timeframe: January 2009 – June 2009*

Measure 19: Part waiver on student loan debts

In 2009 a scheme was introduced for students who completed certain types of teacher training programmes, for instance, a master degree teacher training programme with languages, mathematics or science subjects, whereby a portion of their student loan would be waived. The Ministry will consider an equivalent scheme for students who complete at least a 60 credit programmes in Sami as part of their basic teacher training.

*Responsible: The Ministry of Education and Research
Timeframe: 2009–2012*

Measure 20: Further education in Sami for teachers

In connection with the strategy «Competency for quality – further education for teachers», study programmes giving up to 60 credits will be offered in the three Sami languages at Sami University College, Bodø University College and Northern Trønderlag University College. People should know when the programmes will commence. The study programmes are primarily targeted at teachers but will also be open to other qualified applicants.

*Responsible: The Ministry of Education and Research
Timeframe: 2009–2012*

Measure 21: Courses and study programmes

The Ministry will also support Sami courses and study programmes at various levels which are arranged in collaboration with Sami University College, other teacher training institutions and Sami language centres.

*Responsible: The Ministry of Education and Research
Timeframe: 2009–2012*

Other Language Measures

Measure 22: Special measures to boost language development in Southern Sami and Lule Sami areas

Southern Sami and Lule Sami languages are in a vulnerable situation and require measures that are aimed at the special needs of these communities. Measures could involve; reinforcing and establishing resource centres for the Southern Sami language; the provision of opportunities for adult education and family based instruction in Lule and Southern Sami; as well as promoting local and regional language venues for children, youths and adults. It is important that the Southern Sami and Lule Sami communities are allowed to define their own needs in relation to making their languages stronger. Hence, funds will be allocated to projects that can enhance Lule and Southern Sami language environments. The Ministry of Labour and Social Inclusion will ensure the County Governor administers the funds.

*Responsible: The Ministry of Labour and Social Inclusion/County Governor in Nordland.
Timeframe: The plan of action's validity period*

Measure 23: Southern Sami language camps

The County Governor of Nordland and the Sami School Administration in Sweden has prepared a project plan for Southern Sami language camps. The objective is to revitalise, boost and develop Southern Sami as a language. The project is aimed at pupils who receive instruction in Southern Sami in Years 6–9 in schools in Norway and Years 5–8 in Sweden.

In addition, parents of participating pupils will be followed up. Project participants such as teachers, presenters and motivators will also be provided with opportunities for in-depth professional studies when it is advantageous for the project. The first language camp was held in Mittådalen in 2008 and it had seventy participants. The Ministry of Labour and Social Inclusion contributed by financing the project in 2008, and will continue with its support.

The project has planned two language camps each year for a period of three-years.

*Responsible: The County Governor in Nordland
Timeframe 2008–2011*

Measure 24: Northern Trøndelag Regional Authority development project

Northern Trøndelag Regional Authority was included into the administrative district for Sami languages in 2008. In 2009 it will establish a 3-year development project to develop and boost the Southern Sami language and culture. In particular the project will focus on coordinated Sami instruction. The project will develop models for coordinated Sami instruction during 13-years of schooling as well as at tertiary level, and develop measures where language and culture competencies can be seen in context. The project's collaboration partners are the Municipality of Snåsa and other authorities within the sector for primary and secondary education and training, in addition to tertiary education. The Ministry of Labour and Social Inclusion support the project.

*Responsible: Northern Trøndelag County Council
Timeframe 2009–2012*

**Measure 25:
Revitalising Eastern Sami language
and culture**

The Eastern Sami Museum in Neiden has implemented a project that aims to vitalise and boost Skolte Sami culture through trans-national boundary collaboration between the Eastern Sami people/ Skolte Sami people in Norway, Finland and possibly Russia. Contact with the relevant communities, organisations and institutions in Finland and Norway has been established in order to start joint Skolte Sami language and cultural measures from 2009. The Ministry of Labour and Social Inclusion is financing the measure.

*Responsible: The Ministry of Labour and Social Inclusion
Timeframe: 2008–2010*

**Measure 26:
Revitalising Pite Sami language
and culture**

The Pite Sami in Norway are a small group of people whose language and culture is under immense pressure. During the last decade the Pite Sami have started work on revitalising the Pite Sami language and culture. It is necessary to implement the same measures following the same model as for the Eastern Sami language. The Ministry of Labour and Social Inclusion will therefore allocate funds to start revitalisation measures for Pite Sami language and culture. Relevant measures will be implemented in dialogue with the Pite Sami people, Arran Lule Sami Centre and Sami Parliament. A pilot project is expected to start in 2009.

*Responsible: The Ministry of Labour and Social Inclusion
Timeframe: 2009–2011*



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USE:

Increase the use of Sami in the public services for users in all areas of society

Language develops and is preserved through communication and interaction, as well as by being used. Language that is not consistently used will lose its value. Many Sami people speak Sami, but they cannot write or read Sami. The lack of writing skills and Sami terminology makes Norwegian seem more appropriate. The result can quickly be that Sami loses its value in relation to Norwegian and the everyday need for the Sami language depreciates. To build up the language it is therefore necessary to continually develop areas and situations where the language has to be used and is perceived as useful for daily communication at work and in contact with the public services. A high level of awareness is required from Sami individuals, local communities, work places, institutions as well as the authorities when it comes to using the Sami language.

Boosted instruction in Sami and increased use of the Sami languages in public and private domains will provide a synergising effect, which can improve the position of the Sami language in everyday life and provide increased understanding that competencies in the Sami languages brings benefits.

Today the Sami language is private and difficult to get hold of in many ways. For example, there are few Sami texts on the Internet. Few book dealers sell Sami books and few libraries loan out Sami books. To increase the use of the Sami language it is therefore crucial to make Sami texts and Sami literature available in more places.

The majority of Sami speakers today are functionally bilingual in Norwegian and Sami. Those who grow up in monolingual Sami homes learn Norwegian at school, within their circle of friends and in society in general. Even though many appear to be equally competent in Norwegian and Sami, they can still express themselves better in Sami.

The right to use the Sami language in their meetings with the public sector is one of the most fundamental rights for Sami people. When the language provisions in the Sami Act were first introduced, it was pointed out that the right to use Sami, first and foremost, must be in places where one needs to express oneself clearly and precisely as well as understand what is being said. Here the health services and legal system are central because a breakdown in language communication can have particularly serious consequences for the people involved.

The Government believes that it is important to establish bilingual communities where possible, and it is positive to a further expansion of the administrative district for Sami languages.

The language provisions in the Sami Act provide citizens with language rights in their meeting with the public sector. This applies to the translation of regulations; announcements; and forms into Sami; the right to a reply in Sami; extended right to use Sami in connection with the legal system; extended right to use Sami in connection with the healthcare services; the right to individual church services; the right to leave of absence in connection with study programmes; and the right to instruction in Sami.

The evaluation of the language provisions in the Sami Act in 2007 revealed that the majority of public services under the language provisions in the Sami Act do not fully comply with the requirements of the law. Thus, the population within the law's enforcement area is not safeguarded the right to use Sami in their contact with public services to the degree to which the language regulations stipulate. The principal reason for this appears to be a lack of competence in the Sami language among the staff in the public sector.

A major challenge is to increase the use of the Sami language in areas where the language already has a weak position. That is, Sea Sami, Forest Sami, Lule Sami and Southern Sami areas. Other great challenges lie within; increasing the number of public employees with competence in the Sami language; safeguarding the rights of Sami speakers within the correctional services; securing adequate health and social welfare services; as well as Sami church services for Sami users.

The following objectives act as a guide for the further development of Sami public services:

- **Develop Northern, Lule and Southern Sami terminology for use in the health and care services, police and correctional services and public administration in general**
- **Develop adequate health services in Sami for Sami children and youths**
- **Secure health services in the Sami language for elderly Sami people**
- **Safeguard Sami speakers' rights in the correctional services**
- **Develop an adequate and well-functioning interpreting service**
- **Introduce a certification scheme for Sami interpreters**
- **Develop courses in the Sami language and culture for public sector staff**

- **Develop dictionaries in Northern, Lule and Southern Sami for the public administration**
- **Develop the Ministry's website in Northern, Lule and Southern Sami**
- **Make adequate arrangements for the translation of laws, regulations and public documents to Northern, Lule and Southern Sami**
- **Develop a certification scheme for laws that have been translated to Sami**
- **Safeguard supervision schemes for the following up of the Sami Act's language provisions**
- **Ensure that state departments use software that has the Sami language character set**

SHOULD A PUBLIC AUTHORITY not follow the provisions in the language chapter of the Sami Act, the person who is directly affected may complain to the public authority above the one that the complaint applies to, cf. the Sami Act, section 3–11. Complaints should be made to the County Governor when it involves municipal or regional authorities. Also, national Sami organisations and national public authorities that carry out tasks that are important for parts or the whole of the Sami population have the right to complain in such circumstances. Likewise, the same applies to cases where no one in particular is affected.

Language provisions in the Sami Act

The language provisions in the Sami Act were approved in 1990. The language provisions provide users with rights in their contact with the public sector. First and foremost, the objective of the language provisions is to increase the status of the Sami language and make arrangements for the use of the Sami language in connection with public services. All public authorities under the Sami Act's chapter 3 and the regulation are obliged to ensure that the stipulations are followed. Each public authority is responsible for making sure that its staff is compe-

tent in Sami. However, experience shows that it is difficult for the municipalities to fulfil the language provisions, particularly due to the low number of persons with competence in written and oral Sami who apply to positions in the municipalities.

The language provisions in the Sami Act were evaluated in 2007. The evaluation was conducted by the Sami Institute commissioned by the Ministry of Culture and Church affairs. The evaluation report shows that the public authorities that come under the language provisions of the Sami Act do not fully meet the requirements of the law. The principal reason appears to be lack of Sami language competence among the staff in the public services. Understanding that Sami and Norwegian are languages of equal worth, appears to be far from a natural way of thinking. However an extremely positive effect that has arisen from the language provisions in the Sami Act is that comprehensive and innovative work has been carried out in order to meet bilingualism and introduce Sami speaking services at municipal, regional and state level.

Moreover, the evaluation shows that it is questionable as to whether the language provisions in the Sami Act fully meet the European Charter for Regional and Minority Languages. It is stressed that the boundaries of the administrative district are significantly important for making rights pursuant to the Sami Act accessible. Reference is made to the geographical boundaries that are used in the European Charter for Regional and Minority Languages since these are more flexible than those stated in the language provisions in the Sami Act. According to the evaluation report, this leads to an in-built conflict between the principal of equal treatment and the principal of equal value and equality. The evaluation report therefore proposes that the question of more flexible geographic boundaries should be given specific consideration.

TROMSØ UNIVERSITY, IN COLLABORATION WITH THE MUNICIPALITY OF TYSFJORD, is arranging a study programme in Sami culture which focuses on the Lule Sami area. The study programme is organised as three meetings lasting for two days each. All the meetings will be held in Tysfjord. It has been arranged as a further education programme and will give 10 credits on passing the exam. The study programme has been prepared after commissioning from the Regional Training and Education Centre for Ofoten (RKK Ofoten) and is particularly aimed at teachers and other people within the education sector in the Municipality of Tysfjord. The study programme is also suitable for public sector employees in general, as well as other people who work with Sami issues or in a multicultural context. Over 80 people registered that they would attend the opening of the study programme and the first course meeting.

Measure 27: Reviewing the language provisions of the Sami Act

In light of the problems that arise in the evaluation of the language provisions in the Sami Act, and because the administrative district for the language provisions of the Sami Act has been extended to include Northern Sami, Lule Sami and Southern Sami languages, the Ministry of Labour and Social Inclusion sees a need to take a closer look at the language provisions in the Sami Act in relation to international directives on indigenous peoples and minority languages. Consideration will also be given to the input from the Sami Parliament and Sami Church Council in connection with issues concerning bilingualism in church services within the administrative district.

Thus the Ministry of Labour and Social Inclusion will start work on a review of the language provisions of the Same Act in relation to international obligations and assessment on the needs for a possible revision. The assessment will be done in consultation with the Sami Parliament.

*Responsible: The Ministry of Labour and Social Inclusion
Timeframe: 2009–2011*

Measure 28: Supervision of the language provisions of the Sami Act

Surveys on the Sami language conducted by the Sami Parliament in year 2000, 2004 and 2008 as well as an evaluation of the language provisions in the Sami Act in 2007, have revealed that the majority of the public authorities, under the language provisions of the Sami Act, do not fully meet the requirements of the right to use Sami in contact with public authorities within the administrative district for Sami languages. Additionally, the surveys show that there has been little change as time has progressed. In its review of the language provisions of the Sami Act, the Ministry will consider whether it should be legally established to supervise the way municipal and regional authorities implement the language provisions of the Sami Act, as part of the work to boost the Sami languages.

*Responsible: The Ministry of Labour and Social Inclusion
Timeframe: 2009–2010*

Sami-speaking staff in public administration

The major reason why the language provisions of the Sami Act are not fully met appears to be a lack of Sami language competence among the staff in public administration, as well as other things. Additionally, finding and recruiting people within the population who have professional qualifications as well as competence in Sami is a very challenging task. Increasing the number of public sector employees with Sami language competence requires

adequate education schemes in the Sami language, and adequate continuing and further education programmes in the Sami language.

In the Sami Act, section 3–7, it states that employees working in a local or regional public authority within the administrative district for Sami languages have the right to take absence of leave with pay in order to acquire knowledge of Sami when the authority is in need of such knowledge. This right may obligate the employee to remain with the authority for a certain period of time after the education programme has been completed. Section 2 of the regulations, expands on this, and says that where it is practical and financially advantageous, Sami instruction should occur in collaboration with several other authorities who come under chapter 3 of the Sami Act, and the regulations. Employees in authorities who are granted leave of absence to learn Sami at an educational institution have the right to salary payments while receiving instruction. Partial payment of salaries may be given when the training is more comprehensive than the authority requires, and when the training is not directly necessary for the service. Moreover, section 2 of the regulations states that other authorities that do not come under the Sami Act, section 3–7, should also give absence of leave to employees for Sami instruction when there is a need for competencies in Sami.¹²

In the view of the Sami Parliament, there is reason to believe that public authorities do not give priority to Sami instruction for their employees. This is seen from the results of the language surveys that have been conducted by the Sami Parliament.

Measure 29: Interpreter training programmes and certification of interpreters

A Sami/Norwegian interpreting service is available for the public services to a varying degree. Currently, there is a large shortage of Sami interpreters in Northern Sami, Lule Sami and Southern Sami.

¹² Determined by the Ministry of Culture and Church Affairs, 2 January 2003 pursuant to legislation dated 12 June 1987, no. 56 on the Sami Parliament and other Sami legalities (the Sami Act), section 3–7 and section 3–10.

In collaboration with other relevant ministries, the Sami Parliament and Sami University College, the Ministry of Labour and Social Inclusion will review the current interpreting service for the Sami languages and assess what measures are necessary to establish a well-functioning interpreting service. In connection with this issues regarding recruitment to interpreter training programmes; opportunities for continuing and further education programmes; the possibility of collaboration between the Sami University College and Oslo University College on interpreter training programmes and the existing interpreter certification scheme, should be considered.

Responsible: The Ministry of Labour and Social Inclusion
Timeframe: 2009–2010

Emergency Services

The Sami Parliament has on several occasions expressed its concern over the fact that the emergency services do not function well enough for the Sami population and Sami areas. The current service is such that the fire brigade's emergency service switchboard (110) in Finnland has Sami speaking staff on a shift scheme who connect to the conversation when required, and the emergency service switchboard for the police (112) and the health services (113) has Sami speaking staff available, however they are responsible for organising themselves.

The Government has formed a group to examine amendments to the emergency services' switchboard routines. The group is to submit its report on 1 June 2009. Sami user's need to report emergencies in their own language will be a natural consideration in the work. Language competent and well organised staff should be available when there is just one switchboard handling calls for all three emergency services.

Child Welfare

Pursuant to the UN's Children's Convention, Article 30, a child who belongs to a minority group or indigenous people must not be denied the right to be with other members of its group in order to live in harmony with its culture, use its own language and acknowledge and practice its own religion. This means that Sami children have the right to grow up in conditions where their ethnic attachment is accentuated and given sufficient space. The Children Act provides more details on provisions and consid-

erations that must be taken into account when placing children in foster care, institutions or educational institutions or treatment institutions. Placements must be chosen in consideration of the wish for continuity in the child's upbringing, as well as the child's ethnic, religious, cultural and language background etc.

It is paramount that Sami children's right to an adapted linguistic and cultural environment is preserved. Knowledge of the Sami language and culture is a crucial prerequisite for child welfare to provide Sami children and their families with a service that they are entitled to. The Child Welfare Development Centre in Tromsø works on developing methods for Sami child welfare and has expertise within child welfare based on Sami language and culture.

Sami children who have been exposed to abuse have the right and entitlement to the same assistance as any other child. Sami children within the administrative district for Sami languages have the right to be met with the Sami language in their contact with the police and prosecuting authorities. Thus, the Children's Crisis Centre (Barnehus) comes under the language provisions of the Sami Act. The Sami Parliament points out that the current situation is such that the police and courts do not have competence in the Sami language and culture when conducting judge interviews with Sami children. This is also the case when it comes to counselling, guidance and follow up services. These vital elements are non-existent and have consequences for the legal protection of the child. The Government will focus on enhancing competencies in Sami languages and culture, as well as competencies within the cultural areas of the minorities in general with the development of the children's crisis centres.

One of the objectives of the Government is to further develop an adequate and professional child welfare service with significant multicultural competence and excellent knowledge of Sami child welfare in areas that have a Sami population. The study programme "Child Welfare from the Perspective of a Minority Group" will commence in autumn 2008. Further training programmes will be offered at the University Colleges of Finnmark, Oslo, Lillehammer and Telemark. The Sami perspective is an extremely central element in the study programme as well as in connection with joint tasks, particularly at Finnmark University College.

Measure 30: Evaluation of further education training programmes

The further education training programme “Child Welfare from the Perspective of a Minority Group” will be evaluated. On the basis of the evaluation it will be determined whether the Sami part of the programme needs further improvements.

Responsible: The Ministry of Children and Equality

Timeframe: 2009–2010

Measure 31: Legally establishing a supervision scheme

Child welfare must consider Sami children's language and cultural attachment when assuming custody of children and placing them into care. The supervision of Sami children in child institutions will be legally established. This will occur in dialogue with the Sami Parliament.

Responsible: The Ministry of Children and Equality

Timeframe: 2009–2010

Health and Care services

The objective of the Government is to offer the population of the country equal health and care services independent of their language and cultural background. Through the municipal sector the Ministry of Health and Care Services focuses on research; knowledge development; the utilisation of pedagogical aids and methods; financial support for prioritised development methods; and the development of inspection and supervision methods. In relation to the specialised health services, the Ministry will preserve the Sami population's health service through private management.

The prerequisite for equal health and care services is that the Sami population is met by staff with competence in the Sami language and culture. In order to provide an adequate quality of service, competence in the Sami language and culture is a definite requirement. It is the health services' job to offer an adequate health service. Should the language barrier prevent

this, the health service must ensure that they communicate the service in an appropriate way to the citizens/users. When individuals become ill or have family members or friends who are ill, and they need to communicate illness symptoms or receive information, language and an understanding of culture are vital factors for adequately understanding what the health staff are saying and vice versa.

The municipalities, regional authorities or health institutions must ensure that interpreters are available if the staff does not have the necessary language and culture competencies. A user survey conducted by the Centre for Sami Health Research shows dissatisfaction with the Sami competence of health care staff, and the findings clearly underline that interpreting may be the last solution. A lack of language understanding by the staff may result in incorrect treatment and signs of serious illness will perhaps not be discovered in time.

In the commissioning documents for 2008 sent to the regional health institutions, the Ministry of Health and Care Services underlined that the Sami patient's right to and need for adapted services must be met and made visible in the planning, preparation and decision making concerning them. Information regarding this must be provided in the health institutions' annual reports.

The prerequisite for safeguarding equal health and care services for the Sami people is knowledge and competence within multicultural understanding, and the Sami language and culture. Sami people will also have a high level of responsibility for the health and care services.

The Sami Act, section 3–5, also mentions the right to use Sami in the health and care sector. Health institutions, child welfare institutions and social care institutions outside the administrative district for Sami languages that receive patients from a municipality within the administrative district also have obligations, cf. the Sami Act, section 3–1.

Division of responsibility in the health care services

The state is responsible for national insurance benefits; hospitals (health institutions) and other specialised health services including; mental health care and special care for drug and alcohol addicts.

The regional authorities are responsible for dental care services.

The municipalities are responsible for GP services; physiotherapy services; midwife services; child health clinics; school health services; community health and care services; rehabilitation services; and they offer the first stage of treatment for mental health patients and drug and alcohol abusers.

The Sami Parliament is a principal dialogue partner for state authorities regarding the development of policies, and for those who are responsible for executing services for the Sami population. Through granting subsidies for local projects in the regional authorities and municipalities, the Sami parliament also has the possibility to influence the health and care services for the Sami community. The objective of the Sami Parliament is to have a health service for the Sami people that is equal to that of the population in general. The health service must be based on Sami language and culture, and the health staff must be competent in the Sami language and culture. The Sami Parliament also awards grants for further education programmes with the objective of recruiting Sami speaking professionals to the profession.

The Ministry of Health and Care Services awards subsidies for the following up of the plan of action «Diversity and Equality in the Health and Care Services», including subsidies to the Sami Parliament, the Centre for Sami Health Research and to Finnish and Norwegian cross border collaboration, among others.

Training of health staff

Interpreters in the health and care services are very hard to come by. In addition to language competency it is necessary that the interpreting service has competency in Sami culture and history. In 2008 the following formulation of words was found in the commissioning documents of the four health regions: «Patients and users must be confident that the services are available to them and that they will be met with care and respect. In this work, the Sami patient's right to and need for adapted services must be met and made visible in planning, preparations and decision making.

The health institutions should implement measures to boost the competence of their staff in the Sami

language and culture. It is also crucial that the health institutions ask for such competence when employing staff, as well as making their needs visible when contacting educational institutions. In this way, the need for Sami language and culture inside the health institutions will be seen.

The Sami Parliament believes that it is important to provide instruction in Sami language and culture as part of the educational programmes for health and social care so that everyone who takes a programme in health care, or a social welfare programme, learns something about the Sami languages and culture. It is also vital to work on recruiting youths with competency in Sami language and culture to programmes for health and social care.

Recruitment of health staff

Tromsø University has quotas for applicants who are connected to Sami for a number of study programmes. In order to be considered for this quota Sami the attachment must be documented according to various criteria. When advertising for health staff, the Northern Norway Regional Health Authority (Helse Nord) asks for competency in the Sami languages and culture, and they make it known that when applicants are equally qualified their competency in the Sami languages and culture will be a decisive factor for employment. In certain instances extra financial benefits may be awarded for such competency.

Course packages at Sami University College in Kautokeino

Because there is a shortage of interpreters, the Ministry of Health and Social Services through the Directorate of Health, has prepared a proposal for a course package at Sami University College in Kautokeino for health and social welfare staff. Themes for the course will be the Sami languages and culture, and the rights of the Sami people. Additionally, simple ideas and terms will be learnt in order to improve the communication between Sami patients and the health service. Joint classes will be held several times a year. The measure is still being planned and the final format and financing of the measure has not yet been concluded.

Sami National Centre for Mental Health (SANKS)

SANKS is in Karasjok and is organised in three departments; one for adults, one for children and

youths and a mobile team for Central/Eastern Finnmark. Their own Research & Development Department (FoU) is responsible for research and development work. The Department for Child and Youth Mental Health (BUP) provides specialised health services with outpatient facilities; around the clock services for families and youths; in addition to educational and guidance services.

The Finnmark Clinic, under the Finnmark Regional Health Authority (Helse Finnmark HF), shall have, in collaboration with SANKS, responsibility for developing and maintaining specialized competencies concerning drug and alcohol abuse within the Sami population. To reinforce the cross disciplinary specialised treatment service for drug and alcohol dependency, NOK 375, 000 in 2009 and NOK 500000 for 2010 was awarded to the Finnmark Regional Health Service (Helse Finnmark HF) so the Finnmark Clinic can maintain a regional service for the Sami community.

In 2008 Helgeland Hospital HF arranged a Profession Day on Sami health in collaboration with representatives of the Sami population in Helgeland. Such profession days are an examples of how one can find concrete and goal directed measures that are locally adapted to boost the understanding of language and culture in health institutions.

Coordination reform

The Government will be making plans for a health reform which, in short, involves extended municipal responsibility. It will involve patients receiving more treatments outside hospital. This will lead to improved patient treatments and more health care for each kroner. The Government will put forward a white paper in spring 2009 concerning coordination in the health sector. Dialogue has been established with the Sami Parliament during the process.

Measure 32: Interpreting service for health institutions

For many years now it has been stated in the commissioning documents to the regional health institutions that interpreting services must be established for patients who require the service, and that measures must be implemented to boost the competencies of employees regarding the language and culture of the Sami population. In the annual report for 2008, the Northern Regional Health Authority (Helse Nord RHF) reports that interpreting services for health institutions are in place, with the exception of Helgeland Hospital which is working on arranging this service. A Sami interpreting service is available during the daytime in both the Finnmark Regional Health Authority (Helse Finnmark) and the University Hospital of Northern Norway (UNN). The Finnmark Regional Health Authority offers telephone interpreting outside normal working hours. At the UNN, interpreters are called in when required. Nordland Hospital reports that the interpreting service covers their needs.

In dialogue with the Sami Parliament, the Ministry of Health and Care Services will consider a project which aims to improve the interpreting service even further. The project will be implemented during the plan period, however it is still being planned and the final shape of it and how it will be financed has not yet been concluded.

Responsible: The Ministry of Health and Care Services

Timeframe: During the plan period

Measure 33: Supervision

In collaboration with the Norwegian Board of Health Supervision, the Ministry of Health and Care Services will consider how to preserve the Sami population's right to medical help as well as how the right to necessary medical help shall be followed up.

Responsible: The Ministry of Health and Care Services

Timeframe: During the plan period

Measure 34: Equal services in Lule and Southern Sami areas

In collaboration with the Sami Parliament, the Ministry of Health and Social Services will further examine how equality in the health services can be preserved in the Lule and Southern Sami areas. A significant contribution to this work for Southern Sami areas will be the Municipality of Snåsa's 3-year health and social care project «Southern Sami Guidance Service on Health and Social Care Issues within Southern Sami Areas».

Responsible: The Ministry of Health and Care Services
Timeframe: During the plan period

Measure 35: Translation of public documents

The Ministry of Health and Care Services will also consider translating relevant documents from subordinate authorities into Northern Sami, Lule Sami and Southern Sami and publish them on the authority's website for the communities.

Responsible: The Ministry for Health and Care Services
Timeframe: During the plan period

Measure 36: Phrasebook for use in health and care services

Due to project funding from the Sami Parliament, a phrasebook has been developed for use in nursing homes in Porsanger. The phrasebook may help to alleviate the communication in institutions between care providers and Sami patients/their family and friends, and within community health services. The Directorate of Health will publish the phrasebook on the Directorate's website.

Responsible: The Ministry of Health and Care Services
Timeframe: 2009

Measure 37: Information on dental health

In White Paper No. 35 (2006–2007), Availability, Competence, Social Equality and «Dental Health Services in the Future» section 8.4, is, among others, one of the follow up points aimed at the Sami population. The Government will prepare information for use in child health clinics and the school health service about dental health for children and youths in the minority population.

The Ministry of Health and Care Services has prepared such information by awarding subsidies to the voluntary organisation «Norsk tannvern» (Norwegian Dental Care) to prepare an informational DVD film on dental care aimed at parents and children. The film is suitable for use in child health clinics and in connection with the Sami speaking population. A language-neutral, foiled «speaking card» has also been made for use in information work.

Responsible: The Ministry of Health and Care Services
Timeframe: During the plan period

Measure 38: Mapping of dental health

There is little systematic knowledge of the dental health of the adult population. The Government will map dental health and possible causes of conditions before decisions are made on further measures to improve dental care within the Sami population (cf. White Paper No.35 (2006–2007)). The Centre for Sami Health Research will consider establishing a project to map the dental health of the Sami population.

Responsible: The Ministry of Health and Social Care Services
Timeframe: During the plan period

HEALTH MEETINGS FOR THE ELDERLY SAMI PEOPLE

Várdobáiki Sami Centre has a clear focus on the Sami language and culture. The objective of the health meetings is to create a meeting place where Sami culture is in focus and participants learn about health and culture related topics, in addition to socialising with others. This can prevent illness, loneliness, as well as increase people's quality of life and well-being. The older Marka Sami people speak the local dialect, but written Sami is somewhat harder for them. Short Sami texts are presented to the participants to read out loud, or Sami words and expressions that are suggested by the participants are put into writing. In this way, reading skills are improved and one utilises the Sami competencies of the participants.

The Norwegian Labour and Welfare Administration (NAV)

The Norwegian Labour and Welfare Administration shall offer users service, respect, competence, information, availability and a well adapted service. Users' backgrounds in relation to language, culture and experience, among others, varies and this puts demands on the shaping and adapting of services. The administration is to provide an equal service to each individual. With the establishment of new NAV offices in municipalities which have Sami communities, the need for Sami language and culture competency must be particularly considered. In 2008, a working group submitted a report on the Sami language and culture competencies to the Norwegian Labour and Welfare Administration and proposed a number of measures. The report provides a good basis for work on improving services for Sami users.

The Norwegian Labour and Welfare Administration is to review its own legislation and regulations to determine which laws, pursuant to the Sami Act,

section 3–2, are relevant for translation into Sami. The Ministry has encouraged the administration to translate regulations and announcements as an ongoing activity. The Norwegian Labour and Welfare Administration shall compile quarterly reports on the following up of the language provisions in the Sami Act and the extent that Sami is used, including the status of translating legislation, regulation, forms and other information.

Measure 39: Information from the Norwegian Labour and Welfare Administration (NAV) in Sami

www.nav.no is Norway's most comprehensive public website and the principal channel for information on labour and welfare services. The Norwegian Labour and Welfare Administration aims to have the most frequently asked for information about the administration's benefit schemes and people's rights available in Sami on www.nav.no by introducing the following points, among others:

- Creating a menu in Sami on the homepage of www.nav.no
- Creating a main page for all information in Sami on www.nav.no
- Translating reference information on benefits and schemes, hereunder:
 - Reference texts concerning families
 - Reference texts concerning unemployment benefit
 - Concurrent translation of applicable application forms
 - Concurrent translation of guides for the application forms

The Norwegian Labour and Welfare Administration will translate its most central brochures. The unemployment benefit brochure and old age pension brochure will be available during the first half of 2009. Brochures and information posters for use in local NAV offices will be based on Sami.

Responsible: The Norwegian Labour and Welfare Administration

Timeframe: Early 2010

Measure 40: User survey

The Norwegian Labour and Welfare Administration will conduct user surveys every six-months and annual user surveys on employers. Moreover, the administration shall carry out local user surveys in Sami administrative districts. The results from the user surveys will form the basis for quality enhancement within the services provided by the administration. The report must include an account of the experiences that have been gained from implementing measures for Sami users, including information on www.nav.no and other information material, as well as from user surveys in Sami areas.

Responsible: The Norwegian Labour and Welfare Administration

Timeframe: Ongoing

Church Services in Sami

A major consideration in preserving Sami church life within the Church of Norway is that it must be developed in accordance with how Sami people view themselves, as well as Sami traditions. In order for Sami church life to be integrated and have equal standing within church life in general, it is crucial to adapt the liturgy of the church to Sami language and music – particularly in the Lule and Southern Sami language areas. In the work on renewing psalms and liturgy great emphasis is therefore placed on the traditions of Sami church services, Sami language, culture and music.

The Sami Act, section 3–6, gives the right to individual church services in Sami in the Church of Norway parishes within the administrative district. «Individual church services» first and foremost means individual spiritual guidance. In addition, the term also covers; christenings, marriage ceremonies and the Eucharist. In relation to the latter services, the rule is that no one has the right to have these type of services when the church is open to everyone e.g. normal church services, but if the priest is willing to provide such services behind closed doors, one has the right to them in Sami, cf. Norwegian Public Reports (Ot.prp. No. 60, 1989–90). Sami in church services is not regulated by the Sami Act.

THROUGH THE RELIGION REFORM IN THE CHURCH OF NORWAY various measures have been implemented for Sami religious education. Education in the Sami faith shall be based on Sami experience and local Sami church life. It has been a wish to make bilingualism seen in practice in religious education. The Sami Church Council and the Norwegian Church Council is responsible for the project 'Activity Based Religious Education on the Web for Sami Children and Youths. A Sami website has been established in Southern Lule and Northern Sami in addition to Norwegian, www.osko.no. 'Osko' means faith or trust in Northern Sami. The website is divided into seven topics: Barn, beach, water, bonfire, earth, sun and church. It provides a good introduction to the central elements of the Christian faith from a Sami perspective.

Measure 41: Subsidy for Bible translation

For a long time the Ministry of Culture and Church Affairs has awarded a subsidy to the Norwegian Bible Society for the translation and revision of Bible texts in Northern, Southern and Lule Sami. The whole Bible was translated into Northern Sami in 1890. The revision of the New Testament in Northern Sami was finalised in 1998 and a revision of the Old Testament is currently taking place. The New Testament has also been translated into Lule Sami and some Bible texts have been translated into Southern Sami. The subsidy to the Norwegian Bible Society will continue.

*Responsible: The Ministry of Culture and Church Affairs/
The Norwegian Bible Society*

Timeframe: Ongoing work

**Measure 42:
Sami parish in the Southern Sami
language area**

The Ministry of Culture and Church Affairs has provided funding for the establishment of a Sami parish in a Southern Sami language area in 2009. The aim is to boost Southern Sami church life and the Southern Sami language. The establishment of the parish will be conducted as an experiment over a four-year period. The Ministry has prepared regulations for the scheme which will come into effect on 1 January 2009. The regulations will be translated into Southern Sami.

*Responsible: The Ministry of Culture and Church Affairs
Timeframe: 2009–2012*

**Measure 43:
Translating/adapting texts for
church services**

Work on Sami translations and text adaptation for church services into all three Sami languages has been assigned to the Norwegian Church Council/Sami Church Council. Liturgy from 1978 was translated into Northern Sami and Lule Sami in 2008. Since 2007 a liturgy for christenings has been available in Southern Sami as part of an experiment. Work is being done on a liturgy handbook in all three Sami languages with planned publication in 2009/2010. Psalm books were published in Northern Sami in 1993 and 1995, as well as in Lule Sami in 2005. Selected Southern Sami psalms have been included in Psalms 1997. A Southern Sami psalm book is being developed in 2008.

*Responsible: The Ministry of Culture and Church Affairs/
Norwegian Church Council/Sami Church Council
Timeframe: Ongoing work*

Norwegian Tax Administration

**Measure 44:
Norwegian tax administration –
extended service in Sami**

The Norwegian Tax Administration sends forms that have been translated into Sami to taxpayers who request this service. Between 140 and 150 people have used forms translated into Sami since the Norwegian Tax Administration introduced the service. Beyond the fixed routines involved with these forms, no concrete routines have been established for updating and translating documents into Sami or publishing such documents on the Government's or Norwegian Tax Administration's websites. The Norwegian Tax Administration offer services in Northern Sami for taxpayers when required. Taxpayers can choose Northern Sami when they make enquiries at the tax information service, and they will be connected to a Sami speaking executive officer. Taxpayers who make written enquiries in Northern Sami will receive a reply in Northern Sami. Among other things, executive officers provide assistance in explaining information material that is in Norwegian only.

Today it is technically impossible to submit tax return forms in Sami electronically. All forms that must be submitted electronically through Altinn must be registered in the Assignment Register. This does not however support the Sami character set. The aim is that in the future it will also be possible to submit tax returns in Sami. For more detail see measure 57.

The Norwegian Tax Administration will make forms and information more easily available on its website. The administration will also establish routines for updating and translating documents into Sami.

*Responsible: The Norwegian Tax Administration
Timeframe: Ongoing*

Norwegian Correctional Services

The Norwegian Correctional Services does not have any statistics available on how many Sami people have been convicted. It is prohibited to register the ethnicity of people who will be serving prison sentences.

The Sami Act preserves the rights of Sami speaking people who have been given punishments. Provisions in the law state that anyone wishing to use Sami as a way of strengthening their case in connection with the Norwegian Correctional Services within the administrative district for Sami language has the right to assistance in Sami. This applies to Northern, Lule and Southern Sami in the respective language areas.

In the Norwegian Correctional Services' prisons within the administrative district for Sami languages, inmates have the right to use Sami with one another and family/friends. The right to use Sami languages also applies when carrying out community service punishments and participating in drunken driving programmes. Inmates and convicts also have the right to use the Sami languages when making verbal enquiries to the Norwegian Correctional Services. Because of this the Norwegian Correctional Services must have staff that command the Sami language and are knowledgeable of the Sami culture.

Sami speaking staff is important both in association with prisons and probation. In prisons the staff can be used as interpreters, although this is not seen as an ideal arrangement. It is not viable to conduct all conversations between the probation officers and convicts with the assistance of an interpreter as the quality of communication will be affected in a detrimental way.

White Paper No. 37 (2007–2008), «*Punishments that Work*» was handled by the Storting in spring 2009. To follow up the white paper the Ministry of Justice and the Police will prepare an action plan which will also incorporate the prison conditions of Sami speaking convicts and Sami language and culture competence at correctional service centres.

Measure 45: Recruitment of Sami speaking prison staff

As one of their own incentives, the central administration for the Norwegian Correctional Services wants to focus on recruiting Sami speaking trainees to the Prison College following their talks on management with the Correctional Service of Norway Staff Academy (KRUS), who is responsible for training prison

officers. The objective is to accept a certain number of trainees each year who are competent in the Sami language. When two applicants are equally qualified, the applicant who has competence in Sami language will be given priority. In autumn 2007 there was one Sami speaker among the trainees who took their final examinations.

There are two prisons in Troms and Finnmark. Tromsø Prison has one member of staff who speaks Sami while seven others are now attending a Sami language training course. Vadsø Prison has two members of staff with Sami competencies and the Probation Office in Finnmark has one Sami speaking member of staff. In addition to this, Bodø Prison, Ila Prison and Custody and Remand Centre, as well as Ringerike Prison have one Sami speaking member of staff each.

At present it is extremely challenging to recruit enough officers to the two prisons in Troms and Finnmark. The Ministry of Justice and the Police has therefore made arrangements for decentralised prison officer training programmes to be carried out. From May 2008 there are approximately 15 trainees carrying out training in connection with the prisons in Tromsø and Vadsø, and focus has been put on recruiting Sami speaking trainees. There is a sub-probation office in Karasjok; however it is not permanently manned by professional staff.

Responsible: The Ministry of Justice and the Police

Timeframe: Ongoing

Measure 46: Review of prison conditions

When it comes to Sami convicts the Norwegian Correctional Services has principally focused on measures that safeguard the possibility of using and preserving the Sami language. The Ministry of Justice and the Police will therefore take the initiative to review prison conditions for Sami inmates and convicts. The purpose of such a review is to map the requirement for special resources or measures for Sami convicts beyond the arrangements for using their own language.

Responsible: The Ministry of Justice and the Police

Timeframe: Cf. The following up of White Paper No. 37 (2007–2008) Punishments that Work

Measure 47: Correctional service centre with competence in Sami language and culture

With the review of the Norwegian Correctional Services organisational structure in Troms and Finnmark, consideration will be given to establishing a correctional service centre with competence in Sami language and culture in particular. A handbook on the criminal punishments of Sami people may also be created. It is possible that it will contain particular questions that must be considered; when investigating people prior to sentencing; at the first cross disciplinary mapping assessment when the imposed sentence has been received by the Norwegian Correctional Services; at the introductory meeting in prison; or in connection with the first meeting with the probation office for community work. A discussion concerned with understanding the objectives of rehabilitation and returning back to the Sami local community will be needed in the handbook. Some possible collaboration partners in this work for the Sami people could be the Sami Parliament, Sami institutions and municipalities.

*Responsible: The Ministry of Justice and the Police
Timeframe: Cf. the following up of White PaperNor. 37
(2007–2008) Punishments that Work*

Secretariat of the Conciliation Boards

Many conciliation boards have Sami inhabitants within their boundaries. The largest group is found in Eastern and Western Finnmark and Northern Troms. Oslo and Tromsø have the largest number of Sami inhabitants. The conciliation boards in Nordland, Northern Trøndelag, Hedmark and Hordaland are also affected.

During spring 2009 a Sami speaking mediation group has been established in the Northern Sami area (Finnmark and Troms).

Measure 48: Sami language and the conciliation boards

The Secretariat of the conciliation boards started work on translating new information material into the Sami languages in 2008. The Secretariat's objective is that all Sami languages will be incorporated into this work as time progresses.

The Norwegian Conciliation Board's website has information on the conciliation boards in both Northern Sami and Lule Sami. Moreover, brochures can also be found in Northern Sami and Lule Sami in printed editions, but in very small numbers. The Secretariat has commenced work on translating the information brochure and other information material in addition to updating the content of the website.

*Responsible: The Secretariat of the Conciliation Boards
Timeframe: 2008/2009*

The Police Service

Units in the core Sami areas should have access to staff with competence in interpreting and transcription of videotaped and audio sound interviews. Moreover competence in Sami letter writing and translation of forms into Sami should also be available, as well as interpreters for police staff who do not have competencies in Sami. One should strive to recruit staff with competencies in Sami language and culture.

Measure 49: Increased understanding of the Sami languages and culture in the Police

Increased understanding of the Sami languages and culture will be provided through information/courses/education to Norwegian Police Service staff. The creation of a network for police officers and police staff with Sami language and culture competencies shall be considered.

*Responsible: The Ministry of Justice and the Police
Timeframe: Duration of the plan of action*

Measure 50: Incorporation of the Sami languages in software programs

The objective is to incorporate the Sami language into software programs that are used by executive officers in their work with the public. In particular, it is important that rights and obligations tied to the handling of criminal cases and other authoritative proceedings can be found in the Sami language. The most prominent Sami language group must be given first priority.

*Responsible: The Ministry of Justice and the Police
Timeframe: Undetermined*

Measure 51: Recruiting people with a Sami background to the Norwegian Police University College

The Norwegian Police University College through its communication and recruitment strategy has focused on recruiting people with a minority group background, including people with a Sami background. Some of the concrete recruitment measures that have been implemented are the following:

- Advertising in Sami in Sami speaking areas
- Collaboration between the Bodø Campus Norwegian Police University College, and the Eastern and Western Finnmark Police District concerning active recruitment. This involves information meetings amongst other things.
- With the project «Recruit and Keep», Sami police officers have followed up and given advice to applicants from their district.
- The entry requirements of the Norwegian Police University College allows 20 percent of applicants with so called «particular suitability» to be accepted if the applicants have abilities and qualities that the police authority is particularly looking for. This rule can also apply to applicants with a Sami background.

Since 1993 the Norwegian Police University College has worked actively on recruiting people with an ethnic minority background, including Sami, to the police training programme. The Norwegian Police Service does not have any methods for recording the ethnicity of its staff. Because of this it is hard to measure the effects of the efforts to increase the recruitment of people with minority backgrounds.

The project «Recruit and Keep» (2007–2008) is a collaboration project between the Norwegian Police University College and the National Police Directorate. Among other things the project established a resource group incorporating 30 police officers with minority backgrounds, three of which had a Sami background, who worked actively with youths concerning entry into the Norwegian Police University College. Two students with Sami backgrounds were admitted into the Norwegian Police University College in 2008.

The Bodø Campus of the Norwegian Police University College started a project in autumn 2008 with the aim of increasing the number of applicants with a Sami background to the police training programme. Information meetings will be held at which young policemen and policewomen with a Sami background will give information on entry procedures, training and the profession in general. In addition, work will be actively directed towards Sami newspapers, Sàmi Radio and other relevant information channels. The Norwegian Police University College will continue its efforts to increase the recruitment of potential candidates with Sami backgrounds through personal follow up and close contact with the police districts it concerns.

*Responsible: The Ministry of Justice and the Police
Timeframe: It will be followed up annually in connection with work on the budget and management talks with the National Police Directorate*

The Norwegian Armed Forces

Measure 52: Information on conscription

Through the Norwegian Conscription Service, the Norwegian Armed Forces will translate the brochure «Your Opportunities during Conscription» into Sami which will be sent to everyone who requests it. The brochure will also be easily available on the Internet in PDF format. Besides this, all candidates who are called in for medical examinations part I and II will be referred to the Norwegian Conscription Service's website for further details – also in Sami.

*Responsible: The Norwegian Conscription Service
Timeframe: During 2009*

Measure 53: Information and announcements regarding the exercise activities of the Norwegian Armed Forces

During 2009 the Norwegian Armed Forces will ensure that the biannual information on their main activities will also be published in Sami where it seems natural to do so. Announcements of requisitions where the Sami administrative district is involved will also be conducted in Sami, for example, through advertisements in Sami newspapers.

*Responsible: Armed Forces Headquarters,
Division for Operations
Timeframe: During 2009*

Use of the Sami languages within the Government

The Government's commitment to the Sami languages must also be reflected in the ministries own use of the Sami language. The Government's website www.regjeringen.no has included Sami as a language choice since 2004. Issues that are of direct interest for the Sami population and those of a more national nature may be presented here, primarily in Northern Sami, but also in Lule and Southern Sami.

SAMI LEGAL LANGUAGE

The project 'Sami Legal Language' commenced in 2004 was run by the Municipality of Tana. The Sami Industry & Development Centre (SEG) headed the project. The project was financed by; the Ministry of Justice and the Police, the Ministry of Local Government and Regional Development, the Sami Parliament, Finnmark County Council and the Municipality of Tana.

The project 'Sami Legal Language' commenced in 2006 and was supported by the Ministry of Labour and Social Inclusion, and the Sami Parliament. Linguistic and legal expertise was represented in the work on developing terminology. During the first stage of the project a list containing 691 Sami legal terms was produced. The Municipality of Tana aims to prepare a complete Norwegian-Sami dictionary with legal terms based on the Civil Law Act. The work has been based on the Civil Law Act because it is a significant law which contains many legal terms that are used daily. The terms will be published on www.risten.no as the Sami Language Council approves the terms.

It is necessary for the authorities to put more effort into making the three Sami languages visible through the formation of policies, measures and translation of public documents, etc.

Measure 54: Increased publication of Government documents in Sami

The Government will publish more information in Sami on its website and increase the number of documents written in Sami. In particular, the Government will focus on publishing more documents in Southern and Lule Sami.

A list of all the information that can be found in Southern and Lule Sami will be created. The Government will also safeguard more systematic updating and quality assuring of their web pages in Sami.

*Responsible: The Ministry of Labour and Social Inclusion
Timeframe: 2009–2014*

Measure 55: Administrative terms

The development of Sami terms is extremely significant when it comes to preserving and promoting the use of the Sami language. A prerequisite for Sami being used in professional contexts is the existence of professional terminology and professional terms in Sami. The development of Sami terminology transpires through special projects, for example, the project “Sami Legal Language” run by the Municipality of Tana. Moreover, the development of Sami terminology arises through casework in the various Sami institutions, for instance, the Sami Parliament. Additionally, the translation of public documents into Sami is also crucial in the process of developing Sami terminology. The Sami Language Council on the advisement of the Sami Parliament has published some terminology lists on www.giella.org.

*Responsible: The Ministry of Labour and Social Inclusion
Timeframe: Will be implemented in 2009*

Measure 56: Certification scheme for Sami law translations

The objective is that all documents that are translated by state authorities will be linguistically quality assured and new terminology will be approved by the correct authority. The Ministry of Labour and Social Inclusion will establish a Sami language quality assurance scheme in connection with the translation of laws and other public documents, in addition to a scheme that will ensure that laws that have been translated into Sami are also updated in Sami when they are revised.

*Responsible: The Ministry of Labour and Social Inclusion
Timeframe: 2009–2010*

Sami Language and IT

The objective of the Government is that all IT developments within the public sector will build on a universal approach. The Government’s aim is to ensure that every individual has the opportunity to use technologies and new services in the best possible way.

In connection with Sami, this first and foremost concerns the ability to use the Sami language in all IT contexts, that is, it must be possible to write Sami names correctly in public registers, and that new software programs are developed to support the Sami language. Safeguarding access to new technology, for Sami speaking people as well, is of paramount importance both for participating in society and developing the Sami language. The public sector has a prime responsibility for ensuring that the various IT and Internet based services do not lead to the creation of new barriers.

In total the Sami languages have 15 special characters in addition to the ordinary characters that exist in the Anglo-American system. In recent years there have been positive developments when it comes to the Sami character set and IT. The Sami language is now incorporated as a language choice in most operative systems.

www.samit.no

TO MAKE IT EASIER for public authorities to use the Sami character set, a competence base and its own website for the Sami character set and IT, called 'samIT' was established in 2003.

'samIT' has been organised as a project under Standard Norway, and is financed by the Ministry of Labour and Social Inclusion. All public authorities will be able to make enquiries at samIT for assistance regarding the Sami language and IT.

Measure 57: Sami languages in public registers – a requirement for state authorities

It is vital for the Sami speaking language group that written Sami is used correctly in society. To be used satisfactorily, Sami is dependent on some characters that are not found in Norwegian Bokmål and New Norwegian. The older public registers do not have these characters and this has led to the utilisation of various character conversions which have enabled Sami to be used in the registering systems. Typical examples of these registers are; the Brønnøysund Register Centre, the Norwegian National Registry, the Norwegian Mapping Authority, Primus (museum register), Askeladden (cultural heritage register) and the Norwegian Labour and Welfare Administration (NAV). This means that the Sami population and enterprises with Sami names cannot register their names and addresses in the correct form in the registers. The Government acknowledges this as a regrettable situation which must be corrected.

In its capacity as an advisory authority to the Ministry of Administration and Reform (FAD) on IT issues, the Norwegian Language Council has addressed the use of the character sets within public administration. In its recommendations, which are currently being assessed by FAD, the Council suggests that the

character set ISO/TEC 10646 should be introduced and represented by UTF-8 on public web pages and in public registers. This character set is widely used and does not only cover the requirements of the Sami language, but also represents the written form of the majority of the languages in the world. Technically, such a choice will provide a satisfactory solution for the written forms of all three Sami languages that currently does not exist.

It is considered relatively easy to introduce UTF-8 for public websites, however before a final conclusion can be made a consistency analysis must be carried out to prevent any unseen problems from arising. Because of the strong language bindings that exist in the present registers, it is necessary to have sensible transition arrangements and appropriate methods for conducting such a change. A number of involved parties will be affected by these amendments. A consistency analysis is scheduled for spring 2009.

The Government wants to introduce the character set ISO/IEC 10646 represented by UTF-8 on public websites and in public registers, however deep consideration must be given to how this will be carried out and which transition arrangements will apply.

*Responsible: The Ministry of Administration and Reform
Timeframe: The duration of the plan of action period*

Language Technology

Language technology is a cross disciplinary science which involves the development of computer software programs that can analyse and generate human language, for example, Norwegian or Sami. Language technology is built on knowledge within information technology, linguistics, artificial intelligence, phonetics and cognitive psychology, etc. Normally, language technology is divided into two principal areas; computer linguistics and speech technology. Computer linguistics mainly concentrates on analysing written texts which among other things will open up for surfing opportunities on the Internet and automatic translation. Speech technology is about computers handling human speech, that is, particular speech recognition and speech synthesis. Speech has proved to be an effective way to present information. Speech programs can provide people with reading and writing difficulties access to various types of texts ranging from academic books to news-

papers. The Sami Parliament has examined whether it is possible to develop speech synthesis for the Sami language. Speech synthesis will be used as an additional tool in combination with the usual correction programs. Experience has shown that by using speech synthesis both reading and writing are supported in the process. Additionally, speech synthesis could be used as a basis for developing a modern service in many areas.

Measure 58: Sami correction tools

Since 2004 the Sami Parliament has carried out a project (Divvun) for the development of a Sami correction program for electronic word processing programs. The program is free of charge and can be downloaded from the Internet. The Ministry of Labour and Social Inclusion, Ministry of Education and Research and the Sami Parliament are financing the project "Divvun 2" which will be responsible for the maintenance and operation of spell checks for Northern Sami and Lule Sami, in addition to developing spell checks for Southern Sami. The project will last for 3-years and the aim is to have a Southern Sami spell check in operation by the end of 2010.

The Sami Parliament has taken the initiative to discuss how the running of the Divvun project will be organised in the future. The languages are constantly expanding through the advancement of new terminology, which is happening at a rapid pace, thus it is vital that continuous updating and development of language tools is carried out. Moreover, new version program updates from program suppliers lead to the need for further development and upgrading of language correction tools.

Responsible: The Ministry of Education and Research, Ministry of Labour and Social Inclusion and Sami Parliament.

Timeframe: 2010

Sami Dictionaries

Today there is a large shortage of Sami dictionaries, particularly in Lule Sami and Southern Sami. A shortage of dictionaries can be a hindrance to the development of the languages. For example, Sami dictionaries can contribute significantly to Sami

functioning as a meta-language, that is, a language to explain what things mean. Dictionaries for Norwegian speakers who would like to learn Northern Sami are also non-existent, as are Sami-Norwegian dictionaries to explain the contextual use of Sami words for Norwegian speakers.

Measure 59: Mapping and developing Sami dictionaries

The Ministry of Labour and Social Inclusion will create a work group which will map existing dictionaries in Northern Sami, Lule Sami and Southern Sami, as well as propose measures to boost further work on Sami dictionaries. The Sami Parliament will be invited to participate in the work group.

Responsible: The Ministry of Labour and Social Inclusion
Timeframe: 2009–2010

GIELLATEKNO

The aim of the Centre for Sami Studies at Tromsø University is to develop a linguistic science based on the grammars of Sami and other Northern languages, e.g. word processing programmes, educational programmes, digital dictionaries and synthetic speech. On the project's website it is now possible to find tools that can analyse the grammars of Northern Sami <http://giellatekno.uit.no/cgi/index.sme.nno.html>, Lule Sami, Southern Sami, Enare Sami, Skolte Sami and Kildin Sami. Moreover, educational programmes and dictionaries in Northern Sami may be found.



vuejnedh
oaidnit
gæhttjat

SEE:

Make the Sami language visible to the public

In order to boost the Sami language as a functioning and culture carrying language, it is necessary for Sami to become more visible to the public. The population of Norway needs to meet the Sami languages in public domains wherever possible as this is vital in order to improve the status of the language within society. It will increase the individual's awareness of the Sami language and its importance as part of the national cultural landscape. Moreover, it will have a positive effect on attitudes surrounding the Sami language as well as interest in the Sami language from society in general. In recent years the Sami language has gained an improved standing as a cultural aspect of Norway to a much larger degree than ever before. Sami films, Sami singing artists and Sami festivals have contributed immensely to promoting the interest for the Sami language in society.

The visibility of the Sami languages is also crucial to enhancing language and cultural identity. In this respect, it is not least important that the diversity of the Sami language becomes more visible to the public so that Northern Sami speakers, Lule Sami speakers and Southern Sami speakers can meet their language in as many situations as possible. In the Children's Ombudsmen's report «The Right to

Participate for Sami Children & Youths» young people say that language plays a significant role in the formation of a positive identity - and that the mass media does far too little when it comes to directing information towards Sami youths.

Stronger visibility of the Sami language in public domains will improve the interest and need to take the language back or to cultivate and develop it. It will also be an important stimulus for the local Sami communities to work on enhancing the Sami language in their areas. Sami literature, Sami theatre and Sami films play a vital role in language identity and language awareness. Moreover, Sami literature can play a substantial role in advancing good usage of the Sami language, improving the individual reader's Sami language skills and developing the reader's identification with the language.

- Arrange to establish and enhance domains for the Sami language
- Arrange for TV and radio broadcasts to be in Sami
- Arrange for the development of Sami newspapers and news websites in Lule and Southern Sami
- Make the Sami language visible through focusing on signs in Sami language on public buildings and place name signs
- Increase the availability of Sami literature in public libraries across the nation
- Support theatres, films, literature and proposed activities in Northern, Lule and Southern Sami
- Arrange web based information services about the Sami language and in Sami
- Secure the availability of Sami texts on the Internet

SAMI WEEK IN TROMSØ

A Sami week was arranged in Tromsø in connection with the “Sami People Day” on 6 February 2009. The program opened with a seminar on the Sami language, technology and revitalisation at Tromsø Library. During the week, 30-minute drop-in Sami language courses were held at the library. Moreover, the week offered presentations on Sami literature, Sami art exhibitions, Sami culinary courses, Sami theatre, Sami story telling for children and Sami-Norwegian church services.

Sami place names and signing in Sami

Using Sami place names on signs (place name signs and road signs), is vital for making the Sami language and the presence of Sami people visible. Whether signs are in Sami or not is dependent on whether the Sami place name is used by the people living there. The law makes no distinction between areas inside or outside the administrative district for Sami languages.

Bilingual names (Norwegian and Sami) have been introduced in Troms and Finnmark following an initiative from the county councils. Regional state authorities in these regions must have their names in both languages in their logos, letters and on signs. The same applies to road signs at the regional borders. The county governors have been asked to supervise the implementation of this.

The Place Name Act is to safeguard Sami place names according to national legislation, international agreements and conventions. The Sami name must always come first on the sign within the administrative district for Sami languages. The Norwegian Public Roads Administration regional offices are responsible for signing on classified roads and regional roads, whilst the municipalities are responsible for signing on municipal roads (the road sign authority). Road sign authorities can choose whether or not the Sami name will come first on signs in areas outside the administrative district.

Sami place names that are used by the permanent residents of the area, or who have business attachments to the place, will normally be used by the public authorities on signs, maps etc, (section 9). Place names are subject to local laws, that is, the public authorities are responsible for enforcing the law within the boundaries of their own area of responsibility.

Complaints may be made over the lack of use of established Sami place names. Complaints may be sent to the Ministry of Culture and Church Affairs.

Name consultants for Sami place names

The Place Name Act, section 11 provides the Sami Parliament with the authority to appoint consultants for Sami place names. The Sami Parliament receives numerous enquiries concerning the use of Sami place names. The work on place names in the Sami Parliament’s name service involves first and foremost advice on how to write names. As time has progressed

HOW DOES ONE ESTABLISH A SAMI PLACE NAME?

Some start a case which is sent to the decision making authority, i.e. the municipality, regional authority or the Norwegian Mapping Authority (section 5). The decision making authority prepares the case and sends it to a Sami name consultant who will give temporary advice. The Name Consultancy Service sends the case further for a municipal hearing. The Municipality ensures that everyone who has a hearing right expresses their opinion and sends it back to the Place Name Consultancy Service for final advisement. The Place Name Consultancy Service sends the case to the decision making authority which grants a decision. The decision making authority sends the decision to the municipality who then announces the decision (section 7). The decision making authority also sends the decision to the Place Name Consultancy Service, other public authorities who will use the name in their services and to the Central Place Name Register.

and the Sami language is used more and more by the public authorities, the demand for names has also increased. All approved place names are entered into the Central Place Name Register, a database operated by the Norwegian Mapping Authority.

WHAT ARE THE REQUIREMENTS FOR HAVING A ROAD SIGN IN SAMI?

To put up a road sign for a Sami place name the place name must be approved and registered in the Central Place Name Register. Such signs are independent of the administrative area for the Sami language.

Normally the process starts by the municipalities, organisations or private individuals enquiring of the road sign authority. The road sign authority quality assures the proposed place name with the Norwegian Mapping Authority before the sign is ordered and assembled in the usual way. Costs for normal signing are paid by the Norwegian Public Roads Administration for signing on classified roads, whilst sign costs on regional roads and municipality roads are covered by the respective regional authorities and municipalities.

One of the Sami Parliament's administrative tasks is to improve the cases concerning names for the name consultants and help to collect background information on the place names, among other things.

When the writing style of a place name has been determined according to law and entered into the Central Place Name Register, the writing style has to be employed by all public authorities, companies that are owned outright by the public authorities, and in teaching materials that are used in schools.

Meeting places

Children and youths need to practice the Sami language in their spare time. Local meeting places are important stimuli for social, cultural and Sami speaking activities. The municipalities are responsible for arranging local venues and meeting places, however non-profit making organisations provide significant help through their work efforts. The majority of places have an adequate infrastructure should one wish to establish activities to promote the use of the Sami language.

The Sami Parliament awards subsidies to projects on developing meeting places for Sami children and youths, and measures and projects which improve the environment the child is brought up in. These are of paramount importance for promoting and revitalising the language.

«FRIFOND» FUNDING SCHEME

is aimed at children and youths. The purpose of it is to stimulate cultural activities at local level. Funds are distributed by three umbrella organisations; The Norwegian Children and Youth Council, the Norwegian Music Council and the Norwegian Theatre Council. Children and youth organisations can apply for subsidies for activities for children and youths through the «Frifond» funding scheme.

Measure 60: Sami speaking meeting places for children and youths

To promote the «Language Venue Project», the Ministry of Children and Equality, and the Ministry of Labour and Social Inclusion, together with the Sami Parliament, will arrange a conference on language venues regarding culture and spare time. Focus will be on how local resources and measures can be used

to establish meeting places for children and youths where they can combine hobbies with a commitment to practicing the Sami language. Based on the mapping of examples involving the use of spare time activity venues as language venues, it is desirable to put forward adequate examples which demonstrate the benefits of doing this at a conference.

The conference will also highlight what children and youths want and need to boost their Sami language through spare time activities. The conference will form a platform for further work on this topic.

*Responsible: The Ministry of Children and Equality in collaboration with other ministries concerned
Timeframe: 2009–2012*

NUORAI SIIDA

Várdobáiki Sami Centre arranges activities for Sami youths in the Marka Sami area – Nuoraid Siida. This is a place where Sami youths can meet. The aim is to offer Sami youths activities which they enjoy doing while at the same giving a positive attitude to preserving and developing the Sami language and culture. Nuoraid Siida also offers duodji courses in close collaboration with Skånland Upper Secondary School.

Internet

Through the growth of the Internet many domains and opportunities have appeared for minority language groups. Texts, audio clips, video clips and Internet based learning tools in Sami (and other minority languages) are more easily available. Through the Internet one can learn new languages wherever and whenever one wishes to do so.

Through the project «Wikipedia» one can find Internet based encyclopaedias in a number of minority

languages. This service bases itself on contributions from volunteers. Today, for instance, the popular Facebook service can be found in the minority language Welsh. In addition, a number of dictionaries can be found in minority languages through the project «Wiktionary». This is a side project to «Wikipedia» whereby word lists are created through the help of volunteers.

The common factor in these services is that they are managed largely by the users of the Internet. People do not want the state to play an active role in the content of the Internet. Sami speakers should be aware that the opportunities the Internet provides and the various services that can be found on the Internet are there for the advancement of the Sami language. More-over, users can actively contribute to increasing the availability of Sami texts through the various Internet services.

«YOU TUBE IN LULE SAMI» is a pilot project which involves making videos on the Internet combined with a high level of user participation. In this way it is hoped to create an informal and interactive environment for the Lule Sami language.

The editorial team consists of young local Sami speaking youths from Tysfjord and Sami speakers from the region with experience in journalism. The project is financed by Nordland Regional Authority, the Sami Parliament, the STH Fund and the Ministry of Labour and Social Inclusion. From, and including September 2009, a pilot project with weekly TV broadcasts will be started.

Internet based language domains can be important areas for communication – children and youths feel at home in these domains and use them daily. Here they can communicate in Sami, and thus use the language actively. One can blog, chat, send in questions and make comments in Sami on many of the websites.

For several years Nordland Regional Authority has taken great care in providing public information concerning youths in Sami. www.infonuorra.no is an information service for Sami youths. The Sami Parliament, the Ministry of Labour and the Social Inclusion and Ministry of Children and Equality have assisted with financial support since Infonuorra was established in 2004.

The Regional Library in the Nordland Regional Authority also has its own website www.skribebua.no. The website provides children and youths between the ages of 10 and 20 with the opportunity to send in their own texts. «*Den samiske skribebua*» (The Sami Writing Booth) has also been established on this website.

With the help of a subsidy from the Directorate of Health, the Nordland Regional Authority also runs the question page «*Klara Klok*» (Klara the Wise One), www.klara-klok.no. The website's services are in Norwegian and Sami.

www.diggi.no is a website for young people who want to learn more about the Sami Parliament and Sami policy. The primary target group is young people around voting age and others who require basic information about the political system.

The Media

NRK Sámi Radio's news service on the radio includes two broadcasts in Lule Sami and two broadcasts in Southern Sami per week. In 2007 the local offices in Tysfjord and Snåsa were reinforced by the employment of one journalist each, which has led to more content and geo-graphical diversity in the Sami news broadcasts on both radio and TV. The postings came from the main editorial team in Karasjok. TV programmes from Snåsa and Tysfjord are made in Southern and Lule Sami respectively. Hence, the two Sami dialects will be aired weekly on the national television channel NRK1.

NRK has started sending a television programme for Sami youths, called Izu. NRK Sámi Radio will be sending 5 programmes in 2008, and plan to have 10 new programmes during 2009. The teenage programmes are broadcast on NRK3 and are 20 minutes long. Izu is a Sami concept for teenagers and it already has its own radio broadcasts and website. The Sami Parliament has pointed out however that not everyone in

Sami areas receive NRK3. The Sami Parliament also believes that the current media service does not satisfactorily cover Southern and Lule Sami.

Today, the «Nord-Salten» newspaper has pages written in Lule Sami. In addition to the Lule Sami population being able to read news in their own language, it is also crucial that the Sami language and presence in the local community is made visible in the local newspaper.

Measure 61: Sami newspapers – increased use of Lule Sami and Southern Sami

Newspapers written in the Sami language play a vital role in preserving and developing the Sami language, for example, as a teaching material in schools etc.

The Press subsidy for Sami newspapers, which is awarded through section 335, entry 75 in the Ministry of Culture and Church Affairs' budget, shall compensate for the extra costs involved with publishing newspapers in Sami, among other things. The subsidy was increased by NOK 5 million in 2008 and a further NOK 3 million in 2009.

The regulations for awarding a press subsidy to Sami newspapers were amended in 2008. One of the amendments was that a somewhat larger portion of the subsidy would be distributed as a so called «variable subsidy» which must go exclusively to Sami language newspapers. Moreover, the subsidy that went to the production of newspapers which included pages in Lule Sami in Northern language newspapers was extended to incorporate Southern Sami too.

On the basis of consultations with the Sami Parliament, the Ministry has started examining how the subsidy scheme can provide a larger stimulus to incorporate all of the Sami written languages. In relation to this, the Ministry will also consider the need for a subsidy scheme for the establishment of a Sami language newspaper.

*Responsible: The Ministry of Culture and Church Affairs
Timeframe: 2009*

Measure 62: The newspaper «Avisa Snåsningen»: Newspaper pages in Southern Sami

From 2008 the Municipality of Snåsa is included in the administrative district for Sami languages. In connection with this the Municipality has established the project «Gielem Nastedh». The main objective of the project is to vitalise the Southern Sami language and culture, and make it visible. Furthermore, the intention is to promote bilingualism in Snåsa and Northern Trønderlag. This involves goals for an active and extensive use of the Southern Sami language, as well as increased use of Southern Sami in a public administration context.

The media will be of utmost importance during phase one for providing information on Snåsa as a bilingual municipality. Experiences from Northern Sami areas show that newspapers are crucial for language learning. Increased visibility of language and cultural expressions in public places will lead to increased use of the Southern Sami language, as will work on attitudes and awareness regarding the Sami language and culture.

From summer 2009 the newspaper «Avisa Snåsningen» will start a project involving newspaper pages in Southern Sami and more newspaper content applying to Southern Sami people. This will qualify the newspaper to receive a press subsidy for Sami newspapers from 2010. The Ministry of Labour and Social Inclusion will support the project in 2009.

*Responsible: The Ministry of Labour and Social Inclusion
Timeframe: 2009*

Measure 63: Southern Sami media centre

The Sami Parliament will implement a project to map the possibilities of developing media services in Southern Sami.

*Responsible: The Sami Parliament
Timeframe: 2009*

Culture – film, theatre, literature, library

Film

The Norwegian film policy shall contribute to preserving the Sami culture as well as developing it further. State subsidies for film production are important measures to ensure that the public receives an adequate number of films in their own language that are based on their own culture. This applies to Sami films as much as it does to Norwegian films. In addition to assisting with the creation and production of Sami films, the arrangement of Sami films and commitment to children and youths is seen as an area of priority.

Plans have been made to establish an international Sami film centre in Kautokeino. The Government looks positively towards building such a film centre, which could contribute to a further commitment to Sami films.

So that Sami people can manage the cultural policy themselves, the administration of the scheme for Sami theatre, literature, publishing house and library has been assigned to the Sami Parliament.

FILMS SUCH AS «KAUTOKEINO UPRISING» and «Pathfinder» (both directed by Nils Gaup) provide an insight into Sami history and traditional Sami culture, and they are also immensely valuable in making the Sami language visible. The films have been watched by a large number of people both in Norway and abroad. The films have also won a number of Norwegian and foreign awards.

Theatre

Beaivváš Sámi Teáhter is a national institution which in its wide spectre of theatre work, first and foremost serves the Sami audience in Norway, however it also tours the Sami areas in the neighbouring countries. The theatre is the only professional institution in Norway that has Sami as a stage language. The Sami Parliament is administratively responsible for the Beaivváš Sámi Teáhter and it administers a framework subsidy from the Ministry of Culture and Church Affairs.

The established Sami theatre has an important function when it comes to the Sami language. The theatre is a place for using the Sami language and making it noticeable. Many classic theatre plays – like Hamlet – have been translated into Sami and many new plays are produced in the Sami language. The amateur theatre, particularly for Sami children and young people, contributes to providing more places for children and young people to use the Sami language.

Åarjelhsaemien Theatre/Southern Sami Theatre is important for promoting the Southern Sami culture, language, identity and self esteem. From and including 2006, the theatre has received a permanent operations subsidy from the Sami Parliament's budget. Work is being done to secure further support for its activity through a collaboration agreement with the regional authorities in the Southern Sami area.

Library

An aim from both the Norwegian and Sami governing authorities is to secure an adequate library service for the Sami people. Today, the Sami Parliament has the prime responsibility for reinforcing and developing a library service for the Sami people while the Norwegian governing authorities are responsible for offering an adequate library service to all groups of people within the framework of a complete national library policy. The Ministry of Culture and Church Affairs will put forward a white paper on libraries in 2009. In collaboration with the Sami Parliament, the Ministry will consider issues concerning Sami libraries in the work on the white paper.

Literature

Subsidies for Sami language literature are awarded from the Sami Parliament. In addition to the allotted

money for literature through the subsidy scheme for the development of Sami literature, the Sami Parliament has its own subsidy scheme for publishers that primarily publish books in Sami. The principal purpose of the scheme is to secure increased production and reading of Sami literature, as well as preserving Sami publishing houses.

Measure 64: Purchasing arrangements for Sami literature

The purpose of having a separate purchasing scheme for Sami literature is to provide a stimulus to increase the availability of Sami literature and to ensure that a sufficient number of Sami books will be published to a satisfactory standard. In the agreement between the Sami Parliament and the Sami Artist Association for 2009 on the Arts, the parties agreed to create a work group consisting of 3 members to look at schemes that will secure access to published Sami fiction and music/joik. The work group will incorporate two members from the artist organisations and one from the Sami Parliament. The Sami Parliament has started a report on a purchasing scheme for Sami fiction and music/joik.

Responsible: The Sami Parliament

Timeframe: The report should be finished during 2009



The Need for Research and Development of Knowledge

First and foremost, the Sami language has developed through the transference of verbal communication from one generation to another. The advancement of the Sami languages as written languages is relatively new. In order for the Sami languages to be used in more language domains, both as written and oral languages, it is essential to develop terminology in Northern Sami, Lule Sami and Southern Sami. Research on the Sami languages is crucial to provide a foundation for the further development of the languages.

The individual local Sami communities and the various Sami areas differ immensely when it comes to how widespread Sami is used in everyday interaction and communication. It is crucial to obtain more knowledge on how factors such as the size of the Sami population, the dispersion of the Sami population, local attitudes, and the situation of the cultural and linguistic minority groups provide different prerequisites for the development of the Sami language in the different Sami areas. It is particularly important to gain a more subtle picture of the Sami languages' status and conditions for developing Sea and Marka Sami areas, as well as Lule and Southern Sami areas.

Many schemes and measures have been established to boost the development of the Sami languages. In order for equal conditions to exist for the advancement of the Sami languages it is necessary to see to what extent they have managed to contribute in promoting Northern Sami, Lule Sami and Southern Sami languages. Such knowledge will form a significant basis for further work on the Sami languages.

In a number of areas where the Sami language has been regressing, the continual reproduction of language from generation to generation has largely been taken over by kindergartens and Sami education at primary and lower/upper secondary schools. This creates altered framework conditions for the development of the Sami language when it comes to each individual person, local Sami communities and the Sami community as a unit. More extensive and systematic knowledge on these language development processes is required in order to understand the terms for developing the Sami languages in the future.

Also there is a need to obtain more knowledge of the idiosyncrasies that develop when Sami families, Sami children, Sami young people, Sami parents and other Sami adults use the Sami language as a language of interaction and communication in everyday life in Northern Sami, Lule Sami and Southern Sami areas.

At the same time as developments in the Sami community largely move away from traditional occupations towards more modern occupations, the

use and knowledge of traditional words and terms related to the primary industries are disappearing. It is important that these are documented and preserved as a significant part of the Sami cultural heritage, and as a basis for the further advancement of Sami terminology.

Because the language shift from Sami to Norwegian has progressed vastly in many areas, the use of Eastern Sami and Pite Sami in everyday life as well as other Sami dialects has more or less disappeared. These Sami languages and dialects are fundamental elements of the diversity of Sami, and therefore it is essential to preserve knowledge of them.

The Sami Parliament points out that there is a continued need for a general commitment to basic research on the Sami language when it comes to the condition of the language, literature and other topics regarding Northern Sami, Lule Sami and Southern Sami, but also when it comes to the other Sami languages. The development of systematic knowledge on the Sami languages will benefit language development in all areas. Moreover, the Sami Parliament believes that goal oriented effort must be put into recruiting Sami speaking researchers, promoting Sami as a language of science, as well as developing terminology within different areas of expertise. The Sami Parliament proposes that a research programme should be created for Sami language research.

The Research Council of Norway's «*Programme for Sami Research I*» was in operation during 2001–2005. From 2007, a new research programme was implemented – «*Programme for Sami Research II*». The programme will run from 2007–2017. When it comes to the Sami language, the programme stresses that it is paramount to stimulate the use of Sami language when performing the research and in this way contribute to forming a Sami language science tradition. Moreover, it is mentioned that Southern Sami, Lule Sami and Eastern Sami are small languages in a vulnerable position. It is underlined that the programme will particularly encourage more projects which can highlight and strengthen the situation of the Sami minority languages.

Measure 65: ***Build up research competencies in the Southern Sami and Lule Sami languages***

Today little systematic research on the Southern Sami and Lule Sami languages can be found. The building up of systematic knowledge and research on these languages will be a crucial foundation for further work on promoting and developing the Southern Sami and Lule Sami languages. On the basis of this, there is a need to develop research competencies in the Southern Sami and Lule Sami languages. In 2009 the Ministry of Labour and Social Inclusion will increase resources for the Research Council of Norway's earmarked research efforts on the Southern Sami and Lule Sami languages, including associate professor positions at PhD level, in connection with their «*Programme for Sami Research II*».

Responsible: The Ministry of Labour and Social Inclusion
Timeframe: Implementation 2009

Measure 66: ***Research and expertise/resource centre***

The Sami Parliamentary Council has prepared a proposal for new ways of arranging work on the Sami language within the Sami Parliament's area of responsibility. One of the recommendations is the establishment of a joint Sami research, expertise and resource centre for the Sami languages. The work tasks of this body will involve language research, language tending, language development, terminology work, standardisation, a naming service, place naming and information on issues related to the Sami language.

In the view of the Sami Parliament it would be ideal to have all the work on the Sami languages attached to one research and expertise/resource centre. Since work on the Sami languages is conducted in different countries, an "all Sami" resource centre would reinforce the work on the Sami language in a profes-

sional sense. By establishing a joint professional body or joint professional institution, there will be a higher chance of improving human and financial resources that focus on strengthening the advancement of the Sami languages. The Finnish Sami Parliament is currently collaborating with the Sami Parliament in Norway and Sweden on an application for a pilot project which will involve a research and expertise resource centre.

Responsible: The Sami Parliament

Timeframe: 2009

Sami statistics

The publication "Sami Statistics 2008" published by Statistics Norway contains statistics that are relevant to the conditions of the Sami community in Norway. Primarily, the statistics have a geographical approach with an emphasis on Sami settlement areas north of Saltfjellet. Some national Sami statistics are also included. The publication is based on information and statistics that have already been collected and published at Statistics Norway, or other available material from various Sami institutions.

The purpose of the publication is to provide a collective and updated representation of Sami statistics. The publication is in Norwegian and Northern Sami. An updated version of Sami statistics is published every second year. In addition, Statistics Norway will provide ongoing publication of newly developed Sami statistics online at www.ssb.no/samer.

Together with the Sami Parliament in Norway, the Ministry of Labour and Social Inclusion has taken the initiative to publish an annual report with commentaries on Sami statistics. The two parties have appointed a Sami statistic analysis group to carry out the work. The analysis group's mandate is not to compile statistics, but to find and comment on existing statistics.

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