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***DIRECTORATE-GENERAL FOR RESEARCH***

**Working Paper**

**LESSER USED LANGUAGES**  
**IN**  
**AUSTRIA, FINLAND AND SWEDEN**

*"Education and Culture" Series*

**W - 5**

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**Editor:** D.M. Morina, Principal Administrator  
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Tel.: (+352) 4300-22924  
Fax : (+352) 43 40 71

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SUMMARY

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LESSER USED LANGUAGES  
OF AUSTRIA



## Slovene [also known as Windisch]

### Origins and Extent of Use

*Language group* - Slovene is an Indo-European language of the Slavic branch.

*Number of speakers in 1991* - Carinthia 14,850  
- Styria - 1,695

*Areas spoken* - mostly throughout the three valleys of southern Carinthia: Gailtal, Rosental and Jauntal. The speakers are widely dispersed with one concentrated area in which the majority lives.

Styrian Slovenes mainly live in the area known as Radkersburger Eck: Goritz / Slovenska Gorica, Dedenitz / Dedonci, Laafeld / Potrna, Sieldorf / Žetinici and Zelting / Zenkovi. [Slovene is also spoken as a minority language in Italy, in the region of Friuli-Venezia Giulia].

*Historic background* - Slovenes have lived in Carinthia since the 6th century. In the middle of the 19th century, Klagenfurt / Celovec became the cultural centre for all Slovenes. The first World War led to the persecution of the Carinthian Slovene leadership and in December 1918, the Kingdom of Serbs, Croats and Slovenes [SHS] was established. The kingdom claimed south Carinthia as a new south Slavic state. During the 1919 Paris Peace Conference, a vote was cast on the territorial ownership of south Carinthia. In October 1920, 59% voted for Austria. During the First Republic of Austria, it was attempted to assimilate the Carinthian Slovenes. Most Slovene teachers and priests were expelled. This process continued throughout the Third Reich. [For details on present protected rights, see *Legal Provisions* below]

The Styrian Slovenes became a national minority as a result of the 1919/20 Paris Peace Agreement. Slovene was excluded from administration and education but was occasionally used in churches. In 1947, the Yugoslav government demanded that certain areas - Soboth / Sobote, Leutschach / Lučane and Radkersburg / Radgona with its 10,000 inhabitants be transferred to Yugoslavia. The 1955 Austrian State Treaty explicitly includes the rights of Styrian Slovenes in Article 7 but none of the provisions have been granted to date.

### Legal Provisions and Public Service

Resulting from the St. Germain State treaty [Staatsvertrag STGBI. No. 303/1920] - Articles 66; 67; 88] which is incorporated into the constitution, all Austrian national minorities are protected.

In accordance with this law, a consultative body has been set up by the State Chancellery to offer central and regional government advice on the protection of minorities and on the criteria for distributing central government funds to the national communities.



Article 7 of the Austrian State treaty includes the most important declaration of rights for Slovenes in Styria and Carinthia and for the Croatian speakers of Burgenland.

In addition, the law for national minorities [Volksgruppengesetz of 7 July 1976[BGB1. No. 196/197] protects the rights of Croatian speakers in Burgenland, Hungarian speakers in Vienna and Burgenland, the Slovene community of Carinthia and the Czech and Slovak speakers. Regional authorities have the right to determine which minority languages are used as official languages on political level along with German.

In accordance with the law for national minorities, bilingual signage is permitted in areas where more than 25% of the population speak the minority language. This is only the case of Carinthian Slovenes. Furthermore, the use of Slovene in the field of public services is governed by the Decree of 31 May 1977, which allows the use of Slovene for official business in areas where more than 20% of the population are Slovene. This means that Slovene may be used in 14 of the 35 bilingual local authority districts. In these areas, Slovene may be used not only in matters concerning local administration but in all public offices, including a total of 9 offices of the national police, and 8 customs offices. Slovene may be used in any dealings with the judiciary and military authorities.

Legal provisions concerning education in Slovene can be found in the Minority School Act for Carinthia [BGB1. 1959/101] [see also *Education* below].

In 1992, the Austrian government signed the European Charter for Regional or Minority Languages but it is yet to be ratified.

## **Media Provision**

*Television* - Since 1989, the Croatian community of Burgenland and the Slovenes of Carinthia receive a weekly half-hour programme which is broadcast every Sunday on the regional channel. The Austrian broadcasting company -ÖRF, is responsible for production of radio and television programmes.

The Styrian Slovenes are taken into consideration in one particular programme.

*Radio* - Radio Burgenland and Radio Kärnten both broadcast daily c. 50 minutes in Croatian and in Slovene.

No radio programmes are provided for the Styrian Slovenes. However, Ö1 and Ö-Regional occasionally reports news on the community.

*Press* - Three Slovene papers are published in Carinthia. The oldest is the religious weekly Nedelja [since 1926], the others being Slovenski vestnik [representing the Union of Slovene Organisations] and Naš tednik [representing the National Council of Carinthian Slovenes since 1949]. There are also a number of cultural magazines, while at local level there are publications from various associations and political groups.

*Publishing* - There are three publishing companies which put out a large number of books in both German and Slovene. Klagenfurt has two Slovene language bookshops and books in Slovene are also available in smaller towns.

In Styria, the Slovenes have no independent access to the communications media. Recently, however, the Article 7 Association [Artikel VII - Kulturverein für Steiermark / Kulturna društvo Člen 7 za avstrijsko Štajersko] which is responsible for most cultural activities, has begun to publish a bilingual magazine called Signal. Because Styria is close to the border and an area with few physical obstacles to reception, Slovene radio and television programmes are readily available.

### **Education** [1994-95 data unless otherwise stated]

**Partial immersion in Slovene at pre-primary and primary and secondary school. Two secondary schools, however, provide all teaching in Slovene:**

	Kindergarten	Primary School	Lower Sec.School	Upper Sec. School
No. of est.:	10	67	3	3
No. of child.:	100	1,486	332	274
No. of teach.:	180+70 assistants		70	

[figures from 1995-96 data]

The schools registered with the organisation Landesschulrat für Kärnten, Klagenfurt are State-run, except for two private schools [one at primary level and the other at secondary level]. In addition, 5 kindergartens [out of the 10 mentioned here] are private.

### *Funding*

Teachers' salaries are funded by the Federal Government.

In-service training is funded by the National Pedagogical Institute in Kärnten.

Maintenance of buildings and furniture are provided by the municipalities, and in the case of secondary schools they are provided by the State.

Provision of teaching materials is partly funded by the Federal Government. The other part is paid by parents or by local authorities.

### *Language use*

Standard Slovene is used for all purposes and in all situations in Slovene-speaking schools. However, children may be taught in their own dialects at the beginning of the year, if necessary.

At secondary levels, teachers may address their pupils in the Carinthian dialect.

In Slovene-medium kindergartens, activities are held in Slovene and German.

There is no exact data on the languages children speak at home, but it is known that approximately 30% of the children in Slovene-medium schools already speak Slovene before starting school.

Children speak Slovene to their teachers in villages where Slovene is commonly used. This is not always the case elsewhere.

The first language of the teachers who speak Slovene in the classroom varies according to teachers. Some are bilingual and others are German native speakers but have achieved a qualification in Slovene.

### **Primary School**

At primary school, all teaching is done half in Slovene and half in German [except language classes], for the first three years. At fourth year, only Slovene language classes are held in Slovene [from 3 to 5 hours a week], all other subjects being taught exclusively in German.

Classes in reading and writing are given initially in Slovene and German.

Each lesson, apart from language classes, is given in both languages.

The same teacher uses both languages in the classroom.

### *Material and Activities*

Teaching materials are provided by the teachers themselves.

A regional dimension is automatically included within the curriculum of Slovene-medium as well as German-medium schools.

Schools organise activities, such as day trips, and special events which are held in both languages. A bilingual newspaper is produced.

There are co-operation projects between Slovene bilingual schools in Carinthia.

### *Teacher Training*

Teachers' in-service training is organised by the Pedagogical Institute in Kärnten.

There are 48 hours of extra in-service initial teacher training for those who will teach in Slovene and German.

They take classes in Slovene language, literature and culture, as well as didactics aimed at bilingual teaching.

### *The main problems are as follows:*

There are not enough Slovene-medium pre-primary schools. Consequently, when children arrive at primary school, they have a linguistic deficit in Slovene.

Few parents speak Slovene to their children and thus leave schools the entire responsibility of helping their children acquire the language. In other cases, children have very sparse knowledge of the language and do not find enough input in schools to achieve a satisfactory level.

Minority languages are not well represented in multi-media materials.

There is insufficient political will to successfully develop minority languages.

### **Secondary School**

After completing primary school, about 50% of the pupils go to a Slovene-medium secondary school.

In one of the secondary schools, all teaching is done bilingually, with all subjects being taught in Slovene and German, whereas in the two remaining schools, Slovene is the only medium of instruction for all subjects, except German. However, books give terminology in both languages. Each lesson is given in one language only. In the bilingual school, it happens that a lesson is given in one language and repeated in the other.

3 hours a week of Slovene teaching are added to the curriculum in German-medium schools. There is also a little less English in the Slovene schools.

*Language use*

Languages pupils speak:

	to their teachers	between themselves
in the classroom:	Slovene	80% Slovene in one school
in the playground:	95% to 100% Slovene	80% to 100% Slovene

At home:

85% of the pupils speak only Slovene in one school, and around 50% in the other two schools.

10% of the pupils speak Slovene and German in one school, and around 40% in the two other schools.

5% of the pupils speak only German in one school, and around 10% in the other two schools.

The first language of the teachers who speak Slovene in the classroom is Slovene for 90-95% of them and German for 5-10% of them. All teachers are nevertheless bilingual.

*Material and Activities*

A regional dimension is included in history and social sciences, around 5 hours a week at each level in secondary school.

Teaching materials are provided by the Pedagogical Institute and by the teachers themselves.

The main problem is the lack of Slovene-medium teaching materials.

Schools occasionally organise extra-curricular activities, which are mainly held in Slovene.

**Higher Education**

Since 1990/91, there is a bi-lingual Business School Academy in Klagenfurt / Celovec. The curriculum is the same as that in other Austrian State schools. Teaching is conducted in Slovene and German.

*Teacher training*

Initial teacher training is done at a State university for 5 years, where all classes are given in German.

Teachers' in-service training is organised by the Pedagogical Institute in Kärnten, by the schools or by working groups, and lasts around 20 hours a year. Teachers' participation is optional.

Around 80% of classes are held in German and 20% in Slovene.

## Cultural Activities

Two organisations unite the Carinthian Slovenes: the National Council of Carinthian Slovenes [Narodni svet koroških Slovencev], a centrist and Catholic organisation which treats the minority as an independent and coherent body in its relationship with majority organisations; and the Union of Slovene Organisations in Carinthia [Zveza slovenskih organizacij na Koroškem] which is liberal and progressive and which has tended in recent years, to favour greater integration with the German-speaking majority, pursuing a multicultural agenda.

Styrian Slovenes have their own organisation, the Article 7 Cultural Association for Austrian Styria [Artikel VII - Kulturverein für Steiermark / Kulturna društvo Člen 7 za avstrijsko Štajersko].

Carinthia counts around a hundred different cultural associations and groups under the umbrella of two central organisations: the Catholic Cultural Union [Krščanska kulturna zveza] and the Union of Slovene Cultural Organisations [Slovenska prosvetna zveza]. The Slovene community in Carinthia does not have its own professional theatre company but it hosts performances by Slovene companies and also from the repertory company of Trieste. New and more modern cultural initiatives have recently emerged. The community supports a Research Institute and other institutions of importance such as the Hemagoras Society of Klagenfurt [Celovška Mohorjeva družba]. It runs a publishing business, a students' college, a private elementary school, a bookshop and other cultural initiatives. Furthermore, the Slovene School Association [Slovensko šolsko društvo] runs another students' college and a library.

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## Czech [and Slovak]

### Origins and Extent of Use

*Language group* - Czech and Slovak are Indo-European languages of the Slavic branch.

*Number of speakers* in 1991 - Czech 8, 033  
- Slovak - 835

*Areas spoken* - Vienna and Lower Austria [Niederösterreich] in particular Marchfeld and Tullnerfeld.

*Historic background* - The first indications of Czechs and Slovaks in Vienna go back to the reign of King Premysl Ottokar [1253-78]. At the end of the nineteenth century, 230,000 Czechs and Slovaks came to Vienna to work as street builders. This made Vienna the second most Czech populated city in the world at the time. Approx. 150,000 Czech and Slovaks returned to the Republic of Czechoslovakia when it was established in 1918. [For details on present protected rights, see *Legal Provisions* below].

### Legal Provisions and Public Service

Resulting from the St. Germain State treaty [Staatsvertrag STGBI. No. 303/1920] - Articles 66; 67; 88] which is incorporated into the constitution, all Austrian national minorities are protected.

In accordance with this law, a consultative body has been set up by the State Chancellery to offer central and regional government advice on the protection of minorities and on the criteria for distributing central government funds to the national communities.

In addition, the law for national minorities [Volksgruppengesetz of 7 July 1976[BGBI. No. 196/197] protects the rights of Croatian speakers in Burgenland, Hungarian speakers in Vienna and Burgenland, the Slovene community of Carinthia and the Czech and Slovak speakers. Regional authorities have the right to determine which minority languages are used as official languages on political level along with German.

In accordance with the law for national minorities, bilingual signage is permitted in areas where more than 25% of the population speak the minority language. This is only the case of Carinthian Slovenes.

As a result of the Brünner Agreement between Austria and the Czech Republic [Czechoslovakia 7 June 1920 - BGBI. No. 163/1921], it is possible to establish private or public Czech or Slovak schools in Vienna.

In 1992, the Austrian government signed the European Charter for Regional or Minority Languages but it is yet to be ratified.

## Media Provision

*Television* - The Roma and Sinti, the Czechs, Slovaks and the Styrian Slovenes are taken into consideration in one particular programme.

The Austrian broadcasting company -ÖRF, is responsible for production of radio and television programmes.

*Radio* - No radio programmes are provided for the Roma, Sinti, the Czechs, Slovaks or Styrian Slovenes in their own languages. However, Ö1 and Ö-Regional occasionally reports news on these communities.

## Education [1994-95 data unless otherwise stated]

### Partial immersion through Czech at pre-primary, primary and lower secondary education:

	Kindergarten [3-5 yrs]	Primary	Lower second
No. of schools -	1	1	1
No. of pupils -	42	70	60
No. of teachers -	2	2	2

The schools registered with the organisation Direktion der Tschechischen privaten Volks- und Hauptschule des Schulvereins "Komenský" are private schools

### *Funding*

Teachers' salaries are funded by the city of Vienna. Maintenance of buildings, furniture and teaching materials are funded by the schools themselves through the above organisation.

### *Language use*

Standard Czech is used in the classroom for all purposes and in all situations.

In the Czech-medium Kindergarten, all activities are in Czech and German. However, the Czech language is dominant and is used for pre-reading and pre-maths activities.

## Primary School

All subjects are taught through both languages, except Czech as a subject [7 hours a week] which is taught through Czech, and German [4 hours a week] which is taught through German. Since 1995/95, there are 6 hours a week of Czech language classes and 5 hours a week of German classes.

Classes in reading and writing are given initially in Czech.



Each lesson is given in both languages. The same teacher uses both languages in the classroom. Unlike German-medium schools in Austria, Czech language lessons are part of the curriculum. There are in total 4 hours a week more in Czech-medium schools than in German-medium schools.

*Language use*

Languages children speak:

	to their teachers	between themselves
in the classroom:	70% Czech / 30% German	half Czech / half German
in the playground:	65% Czech / 35% German	half Czech / half German

The first language of the teachers who speak Czech in the classroom is Czech for 90% of them, Slovak for 5% of them, and German for 5% of them.

*Activities*

The Czech school takes part in out-of-school activities recommended by the Vienna School Authorities. These activities are held in German, but Czech is the language used when Czech artists come to visit the school.

*Teacher training*

Initial teacher training is given in Czech at the Pedagogical School for Primary Level Teachers in the Czech Republic.

Every teacher takes part in 5 days of in-service training each year. These events are held in German.

Having completed primary school, 75% of the pupils go to a Czech-medium lower secondary school.

The *main problem* for the Czech primary school in Vienna is transport to school, as pupils live scattered across the city, some of them even in the State of Lower Austria.

**Lower Secondary School**

All subjects [except language classes] are taught in both languages i.e. Czech and German. In comparison to German-medium lower secondary schools [Hauptschule], 4 hours a week of Czech language lessons are added.

*Language use*

Languages pupils speak:

	to their teachers	between themselves
in the classroom:	70% Czech / 30% German	60% German
in the playground:	50% Czech / 50% German	60% German

The first language of the teachers who speak Czech in the classroom is Czech for 90% of them, Slovak for 5% of them, and German for 5% of them.

**Higher Education**

On completing lower secondary school, the pupils who stay at school have to go to a German-medium upper secondary school as there is no Czech-medium equivalent.

In the Austrian school system, there are different types of lower secondary schools: Hauptschule, Volksschule, Realgymnasium and Gymnasium. The Czech-medium lower secondary school is a Hauptschule. Generally speaking, this type of lower secondary school does not have a very good image, which is the main problem for Czech-medium Hauptschule, hence restructuring is planned.

Having finished lower secondary school, some of the pupils go to a German-medium upper secondary school. Others stay on or start to work in the Czech or Slovak Republics.

**University education**

Czech can be studied in the University of Vienna [since 1775].

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Council of Europe - Strasbourg 1994

**Croatian [Burgenland]**  
[not to be confused with Serbo-Croat or Croato-Serb]

## Origins and Extent of Use

*Language group* - Croatian is an Indo-European Slavic language.

*Number of speakers* in 1991 - 19,109

*Areas spoken* - dispersed throughout Burgenland with the exception of the Jennersdorf region. Strong pockets of Croatian speakers are found in the area of Oberwart / Borta, Oberpullendorf / Gornja Pulja, Eisenstadt / Željezno and Neesiedl am See / Niuzalj. Strong migration has led a considerable number of Burgenland Croats to settle in Vienna.

[Croatian is also spoken as a minority language in Italy, in the Molise region (province of Campobasso)].

*Historic background* - When Turkey conquered parts of Bosnia, Croatia and Dalmatia in the fifteenth and sixteenth centuries, some 120,000 Croats settled in Austria, accounting for 25-28% of the population, while others fled to parts of Hungary, Southern Slovakia and South Moravia. After the first World War, the Treaty of Trianon put West Hungary under Austrian rule. The major economic centres were consequently in Hungary and in Slovakia which led to a massive emigration. The church constituted the main cultural and educational activities of the Croats of Burgenland until Croatian was forbidden during the Third Reich. During the First Republic of Austria, many immigrated to America and looked for work during the Second Republic in Graz and Vienna. [For details on present protected rights, see *Legal Provision* below]

## Legal Provisions and Public Service

Resulting from the St. Germain State treaty [Staatsvertrag STGBI. No. 303/1920] - Articles 66; 67; 88] which is incorporated into the constitution, all Austrian national minorities are protected.

In accordance with this law, a consultative body has been set up by the State Chancellery to offer central and regional government advice on the protection of minorities and on the criteria for distributing central government funds to the national communities.

Article 7 of the Austrian State treaty includes the most important declaration of rights for Slovenes in Styria and Carinthia and for the Croatian speakers of Burgenland.

In addition, the law for national minorities [Volksgruppengesetz of 7 July 1976[BGBI. No. 196/197] protects the rights of Croatian speakers in Burgenland, Hungarian speakers in Vienna and Burgenland, the Slovene community of Carinthia and the Czech and Slovak speakers.

Regional authorities have the right to determine which minority languages are used as official languages on political level along with German.

In accordance with the law for national minorities, bilingual signage is permitted in areas where more than 25% of the population speak the minority language. This is only the case of Carinthian Slovenes.

In the Burgenland, there are legal provisions for education in Croatian and Hungarian as contained in the Provincial School Act of the Burgenland [LGB1. 1937 / 40] [see also *Education* below].

In 1992, the Austrian government signed the European Charter for Regional or Minority Languages but it is yet to be ratified.

## Media Provision

*Television* - Since 1989, the Croatian community of Burgenland and the Slovenes of Carinthia receive a weekly half-hour programme which is broadcast every Sunday on the regional channel. [The Austrian broadcasting company - ÖRF, is responsible for production of radio and television programmes in Slovene].

*Radio* - Radio Burgenland and Radio Kärnten both broadcast daily c. 50 minutes in Croatian and in Slovene.

## Education [1994-95 data unless otherwise stated]

### Partial immersion through Croatian at pre-primary, primary and lower secondary education:

	Kindergarten	Primary School	Lower Secondary School
No. of schools:	26	28	2
No. of pupils:	1,020	1,302	152
No. of teachers:	64	96	45

The schools registered with the organisation Landesschulrat für Burgenland, Eisenstadt, are private schools, State schools and vocational schools.

### *Language use*

Burgenland Croatian is used for all purposes and in all situation in Croatian-speaking schools. In Croatian-medium kindergartens, the use of the Croatian language varies according to the groups and to the children's competence in the language.

At primary school, there are 3 hours a week of Croatian language classes. All other subjects are taught, where possible, half in Croatian, half in German [except German language classes].

Classes in reading and writing are given initially in Croatian and German.

Each lesson, apart from German language classes is given in both languages.

The same teacher uses both languages in the classroom.

Croatian language lessons are part of the curriculum. Instead, physical education, art and social sciences are reduced, so that the total number of hours a week is the same as in German-medium schools.

Children speak either Croatian or German to their teachers and between themselves, be it in the classroom or in the playground.

No exact data is available concerning the languages people speak at home. However, it is known that about 1/3 of the children have Croatian as their mother tongue.

The first language of the teachers who speak Croatian in the classroom is Croatian.

Some German-speaking parents take Croatian classes.

#### *Funding*

Teachers' salaries are funded by state authorities and by the State of Burgenland.

In-service training is funded by the Teachers' Institute. Maintenance of buildings, furniture and teaching materials are funded by the schools themselves in the case of private schools, and by the municipalities and the State in the case of State schools.

#### *Material and Activities*

Teaching materials are provided by the school inspector for Croatian schools.

The main problem is to obtain teaching materials written in Croatian and in German.

A regional dimension is guaranteed by the existence of a specific curriculum for schools for minorities in Burgenland.

There are co-operation projects of Croatian-medium teachers in Burgenland with teachers of the Slovene community in Carinthia [Austria] and of the Croatian community in Hungary

#### *Teacher training*

Initial teacher training is organised by the Pedagogical Academy foundation. After three years, future Croatian-medium teachers receive a State certificate that includes a Croatian language exam. There are literature, grammar, history and language courses held in Croatian.

Teachers' in-service training is organised by the Landesschulrat and the Pedagogical Academy. Bilingual teachers have two more days on in-service training a year [overall 3 to 5 days a year] than German-speaking teachers. Courses are held in Croatian, or in German when speakers do not know Croatian.

### **Secondary School**

After completing primary school, about 15 pupils [approximately 4-5%] go to a Croatian-medium secondary school. There are only two of them and most of the pupils live too far away to attend one of those Croatian-medium secondary schools.

At lower secondary school, Croatian is taught for four hours a week in each grade. In addition, in one of the secondary school [the Hauptschule], all subjects are taught in both languages. In

the other Croatian lower secondary school [the Gymnasium], all subjects except mathematics and language classes are taught in Croatian and German from the second grade onwards [at first grade, all subjects are taught in German only].

Since 1992, there has been a tri-lingual secondary school for minorities [Volksgruppengymnasium - German, Croatian, Hungarian]. The school has the same curriculum as other Austrian State schools. The leaving certificate of the school for minorities qualifies pupils for entry into all Austrian universities.

#### *Language use*

Children speak either Croatian or German to their teachers and between themselves, be it in the classroom or in the playground.

The first language of the teachers who speak Croatian in the classroom is Croatian.

#### *Teacher Training*

Initial teacher training is organised by the Pedagogical Academy foundation. After three years, future Croatian-medium teachers receive a State certificate that contains a Croatian language exam. There are literature, grammar, history and language courses held in Croatian.

Teachers' in-service training is organised by the Landesschulrat and the Pedagogical Academy. Bilingual teachers have two more days on in-service training a year [overall 3 to 5 days a year] than German-speaking teachers. Courses are held in Croatian, or in German when speakers do not know Croatian.

Teaching materials are provided by the school inspector for Croatian schools or by the Pedagogical Institute.

After completing lower secondary school, the pupils who continue their schooling have to go to a German-medium upper secondary school, since there is no Croatian-medium equivalent.

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## **Hungarian [Burgenland] - [also known as Magyar]**

### **Origins and Extent of Use**

*Language group* - Hungarian is a non Indo-European language which belongs to the Ugric branch of the Finno-Ugric family.

*Number of speakers* in 1991 - 4,973

*Areas spoken* - mostly in 4 large linguistic areas: Oberpullendorf / Felsőpulya, Oberwart / Felsőőr, Siget in der Wart / Órisziget, Unterwart / Alsóőr. A considerable number also live in Vienna.

*Historic background* - In the eleventh century, the Hungarians of Burgenland became the so-called protectors/guardians of the West Hungarian border. Following the Turkish war of the sixteenth century, the area became populated by Croats and German Protestants which meant that the Hungarians of Burgenland became separated from their own people. After the fall of the Austrian - Hungarian monarchy, the Hungarians of Burgenland became an actual minority in the newly formed Austrian Republic. This national minority became further isolated when Hungary was declared a Soviet style Republic in 1949.

When Hungary became a democratic republic, cooperation intensified between the Hungarian national minority in Austria and the Hungarians in Hungary. The fact that Hungarian is perceived as a useful language on an economic level means a realistic chance of survival for the Hungarian minority in Burgenland. [For details on present protected rights, see *Legal Provisions* below].

### **Legal Provisions and Public Service**

Resulting from the St. Germain State treaty [Staatsvertrag STGBI. No. 303/1920] - Articles 66; 67; 88] which is incorporated into the constitution, all Austrian national minorities are protected.

In accordance with this law, a consultative body has been set up by the State Chancellery to offer central and regional government advice on the protection of minorities and on the criteria for distributing central government funds to the national communities.

In addition, the law for national minorities [Volksgruppengesetz of 7 July 1976[BGBI. No. 196/197] protects the rights of Croatian speakers in Burgenland, Hungarian speakers in Vienna and Burgenland, the Slovene community of Carinthia and the Czech and Slovak speakers. Regional authorities have the right to determine which minority languages are used as official languages on political level along with German.

In accordance with the law for national minorities, bilingual signage is permitted in areas where more than 25% of the population speak the minority language. This is only the case of Carinthian Slovenes.

In the Burgenland, there are legal provisions for education in Croatian and Hungarian as contained in the Provincial School Act of the Burgenland [LGB1. 1937 / 40] [see also *Education* below].

In 1992, the Austrian government signed the European Charter for Regional or Minority Languages but it is yet to be ratified.

## Media Provision

Television - The Hungarian community of Burgenland is allocated 4 programmes of c. 25 minutes in length every year.

The Austrian broadcasting company -ÖRF, is responsible for production of radio and television programmes.

Radio - Every Sunday, 25 minutes of Hungarian is broadcast for the Hungarian community of Burgenland on Radio Burgenland.

## Education [1994-95 data unless otherwise stated]

**Smooth introduction to Hungarian at pre-primary school. Partial immersion through Hungarian at primary and lower secondary education:**

	Kindergarten	Primary School	Lower Second School
No. of schools:	5	2	1
No. of pupils:	47	33	65
No. of teachers:	5	7	4

The schools registered with the organisation Landesschulrat für Burgenland, Eisenstadt, are State schools.

### *Funding*

Teachers' salaries are funded by the Federal Government and by the State of Burgenland.

In-service training is funded by the National Pedagogical Institute.

Maintenance of buildings and furniture and teaching materials are provided by the municipalities for compulsory schooling and by the State of Burgenland after compulsory schooling.

*Language use*

Formal teaching is done in standard Hungarian, so are teaching materials. However, teachers address their pupils in the D. Wart dialect of Hungarian [covering Oberwart, Unterwart and Siget]

In Hungarian-medium kindergartens, Hungarian is used 6 hours a week. The rest of its activities are held in German.

Languages children speak:

	to their teachers	between themselves
in the classroom:	Hungarian / German	Hungarian / German
in the playground:	Hungarian / German	German

The first language of the teachers who speak Hungarian in the classroom is Hungarian.

**Primary school**

At primary school, there are 3 hours a week of Hungarian language classes. All other subjects are taught approximately half in Hungarian and half in German [except German language classes].

Classes in reading and writing are given initially in Hungarian and German.

Each lesson, apart from German language classes, is given in both languages.

The same teacher uses both languages in the classroom.

Hungarian language lessons are part of the curriculum. Physical education and art lessons are reduced correspondingly, so that the total number of hours per week is the same as in German-medium schools.

*Teacher training*

Initial teacher training is organised by the Pedagogical Academy. It is held at the Pedagogical Institute and lasts three years, after which trainee-teachers obtain a teaching certificate. There is no specific training for future Hungarian-medium teachers.

Teachers' in-service training is organised by the Landesschulrat and the Pedagogical Institute. Bilingual teachers have three extra half days of in-service training a year, in addition to German-speaking teachers. They take classes in linguistics, didactics, methodology, history and literature, which are all held in Hungarian.

*Materials and Activities*

Teaching materials are provided by the school inspector for Hungarian schools by specialists and by the teachers themselves.

The main problem is to obtain teaching materials written in Hungarian and German.

There are co-operation projects and organised activities shared with a primary school in Hungary.

A regional dimension is guaranteed by the existence of a specific curriculum for schools for minorities in Burgenland .

## Lower Secondary School

Hungarian is taught for four hours per week throughout the school. In addition, all subjects except mathematics and language classes are taught in both Hungarian and German from second year on [in the first year, all subjects are taught in German only].

### *Language use*

Languages pupils speak:

	to their teachers	between themselves
in the classroom:	Hungarian / German	Hungarian / German
in the playground:	Hungarian / German	German

The first language of the teachers who speak Hungarian in the classroom is Hungarian.

Since 1992, there is a tri-lingual school for minorities [Volksgruppennygnasium - German, Croatian, Hungarian]. The school has the same curriculum as other Austrian State schools. The leaving certificate of the school for minorities qualifies pupils for entry into all Austrian universities.

### *Materials and Activities*

Teaching materials are provided by the school inspector for Hungarian schools, by specialists and by the teachers themselves.

There are co-operation projects with a school in Hungary. Common activities are shared.

### *Teacher training*

Initial teacher training takes place at the University - where there is a Finno-Ugric section - or at the Pedagogical Institute. Future Hungarian-medium teachers receive a State teaching certificate.

Teachers' in-service training is organised by the Landesschulrat and the Pedagogical Institute. Bilingual teachers have three extra half-days of in-service a year, in addition to German-speaking teachers. They take classes in linguistics, didactics, methodology, history and literature which are all held in Hungarian.

## Cultural Activities

A cultural society was formed in 1968 which led to the formation of traditional dance groups and other cultural associations which are prominent in the region today.

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## Roma and Sinti

### Origins and Extent of Use

*Language group* - Roma and Sinti are Indo-European languages of the Indo-Iranian branch.

*Number of speakers* - There are no exact figures as to the number of speakers.

*Areas spoken* - Dispersed throughout Austria. The largest groups are found in Burgenland and in Vienna.

*Historic background* - Romas came to Europe from India via Turkey around a thousand years ago. They arrived in Austria along with the Turkish army in the 15th and 16 century. From the 18th century under Karl VI until the First Republic of Austria and later during the Nazi regime, this minority has suffered discrimination and persecution. From among the c. 8,000 Roma in Burgenland and the c. 3,000 Sinti who lived in Austria in 1938, less than half of them survived the Holocaust. Even following the Second World War, discrimination prevailed. Since they consequently found it impossible to find work, they moved to Vienna and other large cities in search of anonymity.

### Legal Provisions and Public Service

Resulting from the St. Germain State treaty [Staatsvertrag STGBI. No. 303/1920] - Articles 66; 67; 88] which is incorporated into the constitution, all Austrian national minorities are protected.

In accordance with this law, a consultative body has been set up by the State Chancellery to offer central and regional government advice on the protection of minorities and on the criteria for distributing central government funds to the national communities.

In accordance with the law for national minorities, bilingual signage is permitted in areas where more than 25% of the population speak the minority language. This is only the case of Carinthian Slovenes.

The Austrian State formally recognizes the Roma and Sinti as an Austrian national minority since 1992. It signed the European Charter for Regional or Minority Languages in the same year but it is yet to be ratified.

## Media Provision

*Television* - The Roma and Sinti, the Czechs, Slovaks and the Styrian Slovenes are taken into consideration in one particular programme.

The Austrian broadcasting company -ÖRF, is responsible for production of radio and television programmes.

*Radio* - No radio programmes are provided for the Roma, Sinti, the Czechs, Slovaks or Styrian Slovenes in their own languages. However, Ö1 and Ö-Regional occasionally reports news on these communities.

## Education

The language of the Roma and Sinti is not taught at any Austrian school. Roma and Sinti children were integrated into the Austrian school system in 1945. It is widely found that the language is not transmitted to future generations for it is believed that it might hinder their education and career chances.

## Cultural Activities

In order to improve the situation of the Roma and Sinti and in order to obtain recognition as a national minority, the association *Verein Roma* was established in 1989. In 1991, a cultural organisation *Kulturverein österreichischer Roma* was formed in Vienna.

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European Bureau for Lesser Used Languages

**LESSER USED LANGUAGES  
OF FINLAND**





## Swedish

### Origins and Extent of Use

*Language group* - Swedish is an Indo-European language of the Germanic branch.

*Number of speakers* - Finland is a bilingual country. The whole population of Finland numbers 5 million, 94% of which are Finnish-speaking and 6% Swedish-speaking. According to the 1992 census, the number of Swedish-speakers amount to 296,435. The social structure of the Swedish-speaking population is generally similar to that of the rest of the population.

*Areas spoken* - Most Swedish-speakers live in the coastal parts of Österbotten, Nyland and Åboland and the Åland Islands. They cover an area of 16,000 kms of rural area very clearly demarcated from the areas where Finnish is spoken. In the towns and villages, however, the languages exist side by side. According to the Language Act, areas are counted as Swedish-speaking districts if the majority of the population is Swedish-speaking.

*Historic background* - Historians generally agree that the bulk of the present Swedish settlement in the coastal area of Finland originates from the population movements before and during the thirteenth century in connection with the Swedish crusades and the colonization of Finland. Since that time, there have been two historically important and distinct parts to the Swedish-speaking minority in Finland: the rural part, consisting of farmers, fishermen on the southern and western coasts of Finland, and the upper classes, which earlier consisted of the bourgeoisie and nobility in the country. The stability of the borderline between the Swedish-speaking communities in Finland has been remarkable. It is only in the twentieth century that the language borders in the countryside have blurred.

Finland was a part of the Swedish empire until 1809. Consequently, the Swedish language remained in a dominant position in the country almost throughout the Russian annexation of 1809-1917, but it was rapidly pushed back from the latter half of the nineteenth century onwards. From the time of the Swedish colonization to the last decades of the nineteenth century, the ruling classes of Finland were Swedish-speaking. Today it is difficult to imagine that the Finnish language had no official position in Finland until the middle of the nineteenth century. Despite the formal equality of the Finnish and Swedish languages in Finland, the position of Swedish is nowadays clearly that of a minority language.

### Legal Status and Public Service

According to the constitution of 1919, Finnish and Swedish are the *national languages of the Republic*. The constitution guarantees citizens the right to *use either their Finnish or Swedish mother tongue in legal cases in court or before administrative authorities*. The right of being attended to in one's mother tongue was guaranteed with consideration to the fact that the rights

of the Finnish and Swedish-speaking population are duly satisfied on identical grounds. Government proposals to Parliament and Parliament's replies, petitions, recommendations, and other communications to and from the Government, are drawn up in both languages. The same applies to all laws. The official bilingual status of the country, as laid down in the constitution, has called for special laws, decrees and government decisions. The Language Act and Decree of 1922, prescribe that the Finnish and the Swedish languages are to be used in court and before authority, and the right of petitioners to use their mother tongue. The Act likewise prescribes the official internal and external language of the authorities.

The Act prescribes the examination of proficiency in Finnish and Swedish for civil servants.

According to the Language Act, a municipality is unilingual if the minority which speaks the other national language does not attain 8% [or 3,000 persons]. If the minority exceeds that, the municipality is bilingual. A bilingual municipality shall, however, not be declared unilingual before the minority has sunk under 6%.

Furthermore, in 1994, Finland ratified the *European Charter for Regional or Minority Languages* and made it applicable to the Swedish and Sami languages.

### ***The Autonomy of the Åland Islands***

The province of Åland is officially considered a unilingual region in Finland where the predominance of the Swedish language and culture is guaranteed. 95% of the population is Swedish-speaking. This status is founded on an international convention, which Finland has undertaken to uphold, and a resolution of the Council of the League of Nations in Geneva [1921].

### ***The importance of the Swedish language***

In Finland, the demand for people who can speak Swedish has increased within business circles during the past decades since Sweden became Finland's second largest trading partner. Tourism is another important field. Taking into account the trade across the frontier and the ever expanding tourist industry, the number of visitors from Sweden exceeds by far those of other foreign guests. Swedish is the second most important language of communication in otherwise unilingual Finnish parts of Finland.

## **Cultural Activities**

Finland has four permanent Swedish-language theatres. Interest in theatre is expressed by amateur groups all over the country and there are numerous summer theatres.

Traditional folk culture is steadily increasing in popularity, as is witnessed by the use of national costumes. Folk music and song festivals are other examples of Swedish folk culture.

Literary works of authors writing in Swedish have readers even outside Finland [see Media / Publishing].

In the fields of sport and popular music, however, the Swedish-speaking organizations have experienced difficulties. It seems that activities are getting ever more Finnish especially in urban areas. Commercial popular music seems to be clearly under-represented among Swedish-speaking youth. The influence of Finnish and Anglo-American bands as well as bands from Sweden is predominant. Accordingly, Swedish cultural foundations have started giving financial

support to Swedish-speaking and Swedish-singing pop bands and to support the distribution and marketing of their cassettes and records.

Numerous institutions work actively to serve the needs of the Swedish-speaking Finns. Organisations and societies for politics, culture, sports, agriculture, religion and science etc. constitute an important element of the Swedish-speaking community.

### **Education** [1994-95 data]

The cultural needs of the Swedish-speakers are provided for on the same grounds as those of the Finnish-speaking community. This means that the municipalities maintain schools of various kinds and on various levels where Swedish is the teaching language. Curricula are made out and educational means are allocated to Swedish schools on the same grounds as to Finnish schools. The National Board of Education has an autonomous department for the Swedish schools.

#### **Full teaching through Swedish in primary and secondary education**

	Comp. Sch. [8-16 yrs]	Upper Sec. Sch. [lukio][17-19 yrs]	Vocational Sch. [17-19 yrs]
No. of schools:	315	32	39
No. of pupils:	33,030	5,930	9,740
No. of teachers:	1,100	380	1,160

Types of schools registered with the National Board of education, Helsingfors / Helsinki, are 372 State schools and 14 private schools [of which 8 are vocational schools].

### **Funding**

Teachers' salaries, teacher training, purchase of furniture, maintenance of buildings and provisions of teaching materials are funded by the Finnish State and by the municipalities. Standard Swedish is used for all purposes and in all situations in Swedish-speaking schools.

### **Pre-school education**

The day care system in Finland is in its main part under the responsibility of the Ministry of Social Affairs and Health. Local authorities are responsible for providing necessary services in the children's own languages, i.e. Finnish, Swedish or Sami. However, this law has not been totally put into force yet. The National Board of Education reports 225 kindergarten pupils in Swedish-medium primary schools.

Each primary school is free to decide which language to use as a medium of instruction in all different subjects. But usually, Swedish-medium schools use Swedish to teach all subjects.

Classes in reading and writing are initially given in Swedish.

Each lesson is given in only one language.

The distribution of languages is organised by each school. As a rule, however, education in Swedish schools is totally in Swedish.

### *Language use*

Languages pupils speak:

	to their teachers	between themselves
in the classroom:	Swedish	Swedish
in the playground:	Swedish	Swedish and Finnish

At home:

70% of the pupils speak only Swedish

25% speak Swedish and Finnish

5% speak only Finnish

The first language of the teachers who speak Swedish in the classroom is Swedish.

*Materials and activities*

A regional dimension is possible in all subjects, but each school decides how to implement it. There are teachers' cooperation projects with schools in Estonia, Hungary, Germany, Sweden, Denmark and Great Britain. Pupils have contact with foreign children via e-mail.

Teaching materials are provided by the National Board of Education, publishers and/or various organisations.

*Teacher training*

The demand for teachers is satisfied through independent training of e.g. class teachers and vocational teachers for the general 9-year comprehensive school.

Initial teacher training is held in Swedish at State universities for four years. Trainee-teachers also have the possibility of doing their initial training in Finnish but then have to pass a special Swedish language test.

In-service training is compulsory three days a year. However, a lot of voluntary in-service training is done [approximately a week a year for every teacher]. This in-service training is organised by universities and teachers' organisations, and can be held either in Swedish or Finnish.

**Upper Secondary School [lukio]**

On leaving comprehensive school, almost all pupils go to a Swedish-medium upper secondary school [55% go to lukio, 40% go on to a vocational school] and 5% either go to another school or leave the school system.

Schools decide themselves which languages to use in the teaching of subjects. Usually however, Swedish-medium upper secondary schools use Swedish to teach all subjects.

The language of instruction is exclusively Swedish.

A regional dimension is possible in all subjects, but each school decides how to implement it.

### *Language use*

Languages pupils speak:

	to their teachers	between themselves
in the classroom:	Swedish	Swedish
in the playground:	Swedish	Swedish / Finnish

No exact data on the languages pupils speak at home is available, but it is known that less than 5% of the pupils in Swedish vocational schools have Finnish as their mother tongue.

The first language of the teachers who speak Swedish in the classroom is Swedish.

The *main difficulty* is the widely differing linguistic backgrounds of the children in Swedish-speaking schools. Another important difficulty is the State's decreasing financial participation in the local community schools system, which has even more impact for the Swedish-speaking minority and its special needs than for Finnish-speaking schools.

### *Teacher training*

Upper secondary level trainee-teachers study an M.A. degree at the Universities of Åbo / Turku and Helsingfors / Helsinki, in addition to initial teacher training at the Pedagogical Department of the University of Vaasa. The latter includes practice in the classroom. Altogether, these studies last approximately 4 or 5 years. Courses are mainly taken in Swedish.

There is no formal in-service training, although various courses are organised for teachers by universities and school authorities.

### **Higher education**

Students who speak Swedish are able to attend institutions of higher education, where Swedish is the sole teaching language, for instance Åbo Academy University in Åbo [Turku]. It has 6 facilities and around 4000 students. The University of Helsinki has 25 chairs with Swedish as the language of instruction and the University of Technology in Helsingfors / Helsinki is also bilingual. In Helsingfors / Helsinki there is also a Swedish School of Economics and Business Administration and a College of Social Work and Public Administration. For local government officials there is a Swedish School of Social Sciences and Local Administration.

### **Media**

*Television* - The Swedish programme unit of the Finnish Broadcasting Corporation independently produces programmes both for radio and television. It has a budget of its own. There is a radio network covering all Swedish-speaking areas. At present, the Swedish language television, FST [Finlands svenska television], transmits over the broadcasting channels TV1 and TV2. Out of an annual total of 845 hours, the unit produces 545 hours itself. In addition, some 200 hours of sports news are transmitted as bilingual programmes. Text TV has its own Swedish-language pages. Swedish Television broadcasts from Sweden and can be seen in all Swedish-speaking areas in Finland.

*Radio* -The National Swedish-language Radio broadcast 6738 hours in 1994, including 189 hours of news by the Finnish News Agency [FNB or Finska notisbyrå]. The nationwide Swedish-language radio offers a full-service channel, broadcasting 18.5 hours of programmes a day, 40% of which are music.

Local radios transmitted 10,000 hours in 1994. There are 6 Swedish-language stations, all with their own transmission facilities and channels. Three are in Uusimaa, and the others in the Turku, Ostrobothnia and Ålands areas. The self-ruling Ålands received their own radio and TV law in 1993.

*Press* - The Swedish language press comprises some 30 daily or weekly newspapers and about one hundred other regularly published papers. The daily circulation of papers totals about 300,000 copies.

*Publishing* - About 200 new Swedish books are published annually in Finland. The Swedish-Finnish publishing houses also publish translations from Finnish to Swedish.

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## Sami

### Origins and General Extent of Use

*Language group* - Sami is a non Indo-European language of the Finnic branch of the Finno-Ugric language group. It is the language of the Lapps or 'Sámi' people of Senno-Scandinavia [Sweden, Norway and Finland] and of the Kola peninsula in Russia.

*Number of speakers* -The estimated number at present is between 50,000 and 100,000 broken down [according to the Sami Parliament] into - 6,400 Finland; between 15,000 and 20,000 in Sweden, approx. 23,500 in Norway and 2,000 Russia. The number of those who speak the language however is estimated at approx. one third of the total population i.e. 35,000 speakers.

Three Sami languages are spoken in Finland: North Sami, Inari Sami and Skolt Sami. In 1992, a Sami Parliament enquiry concerning the primary languages of those who identified themselves as Sami yielded the following estimates: North Sami 1800, Inari Sami c. 400, Skolt Sami 400, Finnish 3000.

Approximately two-thirds of all Sami in Norway, Sweden and Finland speak North Sami.

*Areas spoken* -The area in which the language is spoken is a continuum which takes no account of national or international borders and it remains the most important sign of the identity of the Sami people.

The present area inhabited by the Sami, the Sami "homeland", extends from the Kola Peninsula to Central Scandinavia, and includes the areas of Murmansk and Lovozero in Russia, Utsjoki, Inari, Enontekiö and the northern part of Sodankylä in Finland, inland in Sweden as far as the northern part of the province of Sør-Trøndelag in Norway. Only in Utsjoki in Finland, Finnmark mountains, at the end of Veranger Fjord, and in parts of northern Sweden are the Sami in a majority.

*Historic background* - Historically, the question of the Sami area reflects the entire process during which the Sami indigenous people, who lived throughout Finland, as well as in the middle and northern parts of Scandinavia, and in what was Russian Karelia and the Kola peninsula, were forced to withdraw northwards by new settlers invading the territory.

In the Middle Ages, the Sami habitation extended very far to the south. Based on historical documents and on place-name research, it is possible to distinguish several areas, mainly alongside waterways in central and southern Finland where Sami have lived. Since the population was mobile, sparse and scattered, it was susceptible to being pushed further out of the way by the increasingly strong new settler migrations from the Middle Ages onwards. In the Middle Ages, the Sami were administratively and economically divided into separate villages. These became dispersed and the people either merged with the migrants or moved further north.

The concept of the Sami area has naturally been rather imprecise. Historically, it mainly means the area within the borders of which the Sami have been either in a numerical majority or at least an ethnically independent minority practising its traditional occupations.

The position of North Sami [the mostly spoken Sami language] was considerably strengthened after 1978, when it was taken into use as the official orthography of Sami in all three Nordic countries. Until then there had been at least 13 different styles of writing, with even simultaneous variations between countries.

## **Legal Status and Public Service**

A Sami Parliament exists in Finland, Sweden and Norway. It is an advisory body, democratically elected to legitimately protect the rights of the Sami.

In January 1992, the Sami Language Act came into force in both Finland and Sweden. The law applies to three different Sami languages spoken in Finland but does not accord Sami parity with Finnish and Swedish. It does not oblige an official to know the Sami language. Language rights are protected through translating and interpreting whenever the relevant official does not understand Sami. The Sami now have the right to use their language before an authority or agency and receive documents and information in the language. Public notices, announcements and proclamations in the Sami Home Area are drafted and issued in Sami language. Sami speakers also have the right to enter the Sami language as a native language in the population register. There is also a Sami Language Office, established under the Sami Parliament. Implementation of the new law can be seen in the Sami homeland - public buildings and road signs are now in two languages. Various announcements by the municipal and state authorities and notices in newspapers are in both Finnish and Sami.

The Sami of the four countries - Finland, Sweden, Norway and Russia - have their joint international organisation, the Sami Council, which endeavours internationally and in the territories of the four countries to promote the rights of the Sami. The Sami have observer status on the Nordic Council which is a cooperation organisation of the Nordic States.

Furthermore, in 1994, Finland ratified the *European Charter for Regional or Minority Languages* and made it applicable to the Swedish and Sami languages.

## **Media**

Sami language newspapers have been published since the 1870's, the oldest now-existing is Nuorttanaste. Other newspapers and magazines are Sápmelas [since 1934], samefolket [1918] in Swedish and Sagat [since 1952] in Norwegian. There is a Sami language newspaper, Min Áigi.

Since Sami started being used in schools in 1978, some publishers have sporadically published for schools in Sami language.

Sami Radio broadcasting to Sweden and Finland was set up in 1976. In addition, there is a general agreement between the national broadcasters of Sweden, Finland and Norway to

continue to develop their cooperation in the production of Sami language programmes. There are a total of about 12 hours of radio broadcasts in Sami language per week in Nordic countries, i.e., 4-6 hours each. It is possible to listen to 40 minutes of broadcasts a week of Sami radio in Russia [1993].

### **Education** [1994-95 data unless otherwise stated]

School legislation since 1985 in Finland has guaranteed the supply of Sami language teaching. In principle, it is possible to study in Sami through the elementary school and secondary school and then proceed studying that language in universities. Since the Language Act, there has been an increase in learning Sami. In 1993, around two-third of courses in Inari - the People's High School, were conducted in Sami.

#### **Full teaching through Sami at primary school**

**At secondary levels, the amount of teaching in Sami is very low:**

	Day Care Centre [3-6 yrs]	Comprehensive School [7-16 yrs]	Lukio [17-19 yrs] [Upp. Sec. School]	Vocational School[17-19 yrs]
No. of schools:	2+3	12	1	1
No. of pupils:	20	113		
No. of teachers:	10		2	
All these figures are estimates				

The schools registered with the organisation, Sami Parliament - Sámediggi, Inari, are all municipal schools, funded by the State.

#### *Funding*

Teachers' salaries, teacher training, maintenance of buildings, furniture and provision of teaching materials are funded by the Finnish State and by the municipalities.

Mostly North Sami is used for all purposes and all situation in Sami-speaking schools since 70% of the Sami population in Finland speaks the North Sami dialect. However, Inari Sami and Skolt Sami are also used at school to some extent.

### **Pre-school education**

The day care system in Finland is in its main part under the responsibility of the Ministry for Social Affairs and Health. Local authorities are responsible for providing necessary services in the children's own languages i.e. Finnish, Swedish or Sami. However, this law has not been totally put into force yet, which explains why there are only two official day care centres in which activities are run in Sami. 3 Sami-speaking family day care places, organised by parents have been reported.

### **Comprehensive School [Primary and Lower Secondary Levels]**

At lower levels of comprehensive school [i.e. primary school], Sami is the only language of instruction. Later, in the last three years of comprehensive school, only a few subjects are taught in Sami, because of the lack of teachers and of teaching materials.

Classes in reading and writing are given initially in Sami.

Each lesson is given in one language only.

The same teacher speaks both languages in the classroom.

#### *Language use*

There is no exact data in the languages children speak at school. But since Sami classes are integrated in ordinary Finnish-medium schools, it is known that they speak more Sami in the classroom than outside in the playground, because of the strong pressure of Finnish there.

There is no exact data on the languages children speak at home, but, usually speaking, they are bilingual.

The first language of the teachers who speak Sami in the classroom is, as a rule, Sami, or sometimes Finnish. Teachers have usually been bilingual since their childhood.

#### *Material and activities*

Teaching materials are provided by the provincial Government of Lapland, jointly with the Sami Board of Education.

The regional dimension is integrated in all subjects.

There are cooperation projects with teachers of the Nordic Sami Teacher Organisation. As regards exchanges between pupils, all Sami schools from Finland, Sweden and Norway are in contact with one another.

#### *Teacher Training*

Initial teacher training is held in Finnish at a State university for 4 years. Trainee teachers now also have the option of doing their initial training in Sami at the University of Kautokeino in Norway, in which case they then have to pass a special Finnish language test.

Teachers have approximately 8 lessons as their in-service training. They are organised by the provincial Government of Lapland and are held in Finnish. However, the teachers' organisation sometimes offers courses in Sami.

The *main difficulties* lie in the insufficient legislation and in the financial state of the municipalities which slow down the development of education in the Sami language.

They are: a lack of subject teachers in the Sami language, especially at the upper level of comprehensive school; a lack of a general framework for the curriculum in Sami schools; insufficient instruction in the Sami language at the upper levels of comprehensive school.

### **Lukio [Upper Secondary Level]**

Finnish is the main medium of instruction at the lukio. Sami is only used for teaching two subjects.

Each lesson is given in one language only.

The regional dimension is supposed to be integrated in every subject.

Pupils either speak Sami or Finnish to their teachers and between themselves, be it in the classroom or in the playground.

The first language of the teachers who speak Sami in the classroom is Sami and / or Finnish. Most Sami teachers have been bilingual since childhood.

#### *Activities*

Out-of-school activities consist of arts events and other events in support of the Sami language, hence they are held in Sami.

There are cooperation projects with teachers of the Nordic Sami Teacher Organisation.

#### *Teacher Training*

Initial second-level teacher training is held in Finnish at a State university for four years. Trainee teachers also have the option now of doing their initial training in Sami at the university of Kautokeino in Norway, but they then have to pass a special Finnish language test.

Teachers have approximately 8 lessons as their in-service training. They are organised by the provincial Government of Lapland and are all held in Finnish. However, the teachers' organisation sometimes offers courses in Sami.

### **University level**

At University level, it is possible to study Sami in the Universities of Helsinki and Oulu and the newly established University of Lapland in Rovaniemi. Only at Oulu is it possible to take Sami as the main or secondary subject. At the University of Lapland, the Sami language is a directional alternative in the curriculum for class-teacher training. Furthermore, Sami language students have a quota of places reserved in certain training programmes in the universities of Lapland and Oulu. Sami studies - tuition programme was established at the University of Helsinki in 1993.

In 1989, the Sami University [Sámi Allaskuvla] was established at Kautokeino [Guovdageaidnu] in Norway, with the purpose of producing Sami-speaking teachers and pre-school teachers. It is also possible to carry out various levels of Sami language research and also study communications theory and mass media. Sámi Allaskuvla is maintained by the Norwegian state, but takes students from elsewhere in Scandinavia. Tuition is in Sami and the states have agreed upon common qualifications for those graduating from the university.

## Cultural Activities

There are many Sami organisations / associations. In Finland, there are several associations but the Sami Parliament has gained status as the main political organisation.

[In Norway: Sami Reindeer Herders Association [NRL], National Association of Norwegian Sami [NSR], Norwegian Sami Union [SLF]

In Sweden: the Swedish Sami Association [SSR], Sami Youth Organisation [Saminuorra], Swedish Sami Union [LSS].

Nordic: Swedish Sami Women's Organisation Sáráhkka, Nordic Sami Council.

Russia: Kola Sami Association.]

Samis have a range of institutions [e.g. Nordic Sami Institute [Sami research organ], Sami College, Sami Library in Karasjok, Sami Arts Centre, several museums.

The above associations were established between 1948 - 1989.

The original Sami art of music - yoiking [a form of yodelling] is still learnt at home in the Sami areas. Since the 1960's, there has been a strong tendency to combine traditional music with modern music.

The Sami theatre group Beivváš, based in Kautokeino Norway, was established at the end of 1979. The theatre tours the whole Sami area and abroad. In Sweden, the Dálvadis theatre group was established in 1971. In Finland, a Sami theatre group was started in 1981 called Rávgos. Russian Samis have several singing and dancing groups.

## General Considerations

In recent years, the position of the Sami has improved, mostly in Norway and least in Sweden. In Norway the state authorities have a relatively coherent plan to improve the position of the Sami; in Finland and in Sweden the progress to improve accomplished has been more sporadic. However, in the most recent years, the Finnish Government has paid increasingly positive attention to the Sami. Demand for official services in the language had been rather weak due to a lack of ability by Sami adults to read and write in their own language. However, interest in the language has increased since the introduction of the Sami Language Act and it now has a stronger presence on the Finnish school curriculum than before. Some geographical areas however show stagnant cultural development [e.g. Sevettjärvi, Finland].

In all three States, special measures have been taken quite successfully to improve the economic and social position of the Sami [see *Legal Status* above].

It could therefore be said that in spite of oppression, the Sami culture has reached a stage of positive development in certain areas - their own organisations and institutions, the use of their own language, legal protection of their culture and positive attitudes of the non-Sami authorities.

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## Russian

### Origins, Extent of Use

*Language group* - Russian is an Indo-European language of the Slavic branch.

*Number of speakers and historic background* - There were 13,728 people in Finland who declared Russian to be their mother tongue [Nov 1995]. These figures however refer to immigrants only. For those who permanently settled in Finland during previous decades and who can be considered to be part of a Russian-speaking ethnic minority in Finland it is difficult to estimate their numbers because, as for those who permanently settled in Finland during previous decades and who can be considered to be part of a Russian-speaking ethnic minority in Finland it is difficult to estimate their numbers because as Finnish citizens their linguistic background is not listed. There does exist however an autochthonous Russian-speaking minority in Finland which is made up mainly of descendants of the officers, clergymen, merchants, entrepreneurs and artisans who settled in old Finland during the eighteenth century. Later in the nineteenth century there was further settlement during the years of the Great Duchy of Finland between 1809 and 1917 when a number of resident Russians applied for and received citizenship of the Grand Duchy and took up permanent residence. These were for the most part merchants, factory workers and small business men.

### Legal Status

The language holds no official status in Finland today. Finland and Russia have recently, however, concluded two bilateral treaties which obligate them to pay special attention to those groups who live in their territory and originate from the other party. According to Article 10 of the 1992 Treaty on the Foundations of Bilateral Relations, the Finnish Government undertakes to support the preservation of the identity and distinctiveness of persons originating from Russia and the Russian Government assumes corresponding obligations vis-à-vis the Finns and Finno-Ugric peoples and ethnic groups living in Russia. A similar provision can be found in Article 4 of the 1992 Finno-Russian Cultural Treaty. Persons originating from Russia therefore have the chance to maintain their cultural heritage in Finland. [The Status of Min., Indig. Peoples and Refugee Groups in the Four Nordic Countries - Lauri Hannikainen].

### Cultural activities / Publishing

*Forum* is an association which was founded in 1994. It is a non-political body where the Russian-speaking population living in Finland is represented and can discuss mutual problems. It receives financial support from assistance grants made available by the state. Members of *Forum* include Russian-speaking organizations, clubs and other similar entities which are active throughout the country. The association takes initiatives, makes proposals and gives statements



to the authorities and other bodies with regard to issues concerning the Russian-speaking population in Finland.

The association publishes a magazine in Russian - *Vestnik*. It appears ten times a year and the Ministry of Education financially supports the activity. In order to inform and maintain contact among the Russian-speaking population, *Forum* regularly publishes a newsletter, *What, Where and When*, which is distributed free of charge to various public services.

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## Tartar

### Origins, Extent of Use and Status

*Language group* - Tartar belongs to the North Western branch of the Turkic group of the Altaic family of non Indo-European languages.

*Number of speakers and historic background* - It is spoken by circa. 6 million people in Russia and some of the Republics of central Asia. Speakers of the language arrived in Finland as merchants or farmers at the end of the last century. Family members joined these immigrants later and, slowly but surely, they became very organised and developed successful businesses. In 1925, they founded the Finnish Islamic Association and in 1935, the Finnish Turkic Society. Today they organize courses in the language and the number of speakers of the language in Finland today is estimated at just under one thousand. Practically all are Islamic and the mosque serves as a cultural, as well as a religious focal point for most Tartars.

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## Roma

### Origins and extent of use

*Language group* - Roma and Sinti are Indo-European languages of the Indo-Iranian branch.

*Number of speakers* - The Roma number some 6,000-8,000 in Finland. Their ancestors first came to Finland in the middle of the sixteenth century. The majority of Romanies can speak Romany to some extent, but its usage can be said to be diminishing in spite of some special measures to encourage the studying of the language taken by the State [see *Legal Provisions* below]. These days most Finnish Romanies speak Finnish as their mother tongue.

For years, there has been an Advisory Board for Gipsy Affairs working under the Ministry for Social Affairs and Health. In 1990, the Board became permanent and its name was changed to the Advisory Board of Romany Affairs, as the Romanies themselves have wished.

### Legal Provisions

In 1995, The Finnish Constitutional Act was amended by a provision according to which the Roma [as well as the Sami and other groups] have the right to maintain and develop their own language and culture. This recognition of the cultural autonomy of the Roma is a significant development for the recognition of the Roma minority rights in the European context. Another positive example is Finland's recognition of the Romany language as a non-regional minority language in its ratification document of the 1992 European Charter.

### Education

The Romany language is not taught in schools in Finland. Since 1990, the Romany pupils in the region of Helsinki / Helsingfors can learn their language at evening classes. Instructors teach Romanies who have graduated from the first elementary course in the Romany language organised in 1989-90 at the Helsinki Vocational Training Centre.

### General Considerations

As in many European countries, the Roma are on the lowest ladders of Finnish society. Legislation has provided affirmative action to help the Roma, especially in the field of housing and vocational training [see also *Legal Provisions*]. The possibilities of the Roma to use their own language have increased in recent years; it is possible to learn the Romany language as a voluntary subject in a few schools and there are also day-care centres using the Romany language. In the future, the teaching of the Romany language as the mother tongue at school will

become possible. There exists the Advisory board on Romany Affairs which is similar to the advisory Board on Sami Affairs. This Board has drawn attention to the needs and problems of the Roma in the Finnish society and has proposed improvements.

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**LESSER USED LANGUAGES  
OF SWEDEN**



## Finnish

### Origins and Extent of Use

*Language group* - Finnish is a non Indo-European language which belongs to the Finnic branch of the Finno-Ugric family.

*Number of speakers* - It is estimated that 200,000 - 250,000 Finnish-speakers live in Sweden. Their position as a language group is not comparable with their 'counterparts' / the Swedish-speaking Finns although they form the largest immigrant group in Sweden, amounting to 50% of all non-natives in the country.

*Historic background* - Finnish emigration to Sweden has been extensive since the sixteenth century and it is believed that the Finnish language has been spoken within the borders of Sweden for most of the State's existence. Sweden and Finland were united as one state for about 650 years and historically Finnish has been the second language of the nation. There are many road signs and place names of Finnish origin around the country reflecting migrations from Finland to various different parts of the country throughout the centuries. At the beginning of the eighteenth century, Finns constituted around 4% of the population of Sweden, and today they are mainly concentrated in the central areas of the country and in urban areas where they have assumed a strong identity.

The language was totally forbidden in schools [and during school break] at the beginning of the century and this ban was not removed until the 1950s. The language's status continued to improve during the 1960s in education but much remains to be done, however, to guarantee the Finnish-speaking minority their linguistic rights.

### General Legal Status and Public Service

Finnish has the same official status in Sweden as that of an immigrant language. In principle, therefore, the Finnish-speaking Swedes have only the same rights as other non-Nordic, immigrant groups i.e. the right to education, translation help in lawsuits and other basic needs. Despite this fact, they are better served than the formal rights alone indicate. They gain from their proximity to Finland and their numerical weight.

Furthermore, special recognition was accorded to the language in Parliament on 15 December 1994, but such status does little for the language on a local level since there is no legislation to support it. Local authorities are therefore free to decide for themselves on the needs of the Finns and how they can be addressed in the communes throughout the country.

The authorities provide information on essential services [pensions, insurance regulations etc.] in Finnish to a certain, but limited, extent. Communication with the bureaucracy has to take place in Swedish.



The National Association of Finns [NAFS] has been pressing the Swedish government to sign the European Charter for Regional or Minority Languages for the Finnish, Tornedalen Finnish and Sami languages. Other demands include a full-service broadcasting channel, improvements in education, homes for the older minority language speakers and the provision of other social services and general cultural autonomy for the Finns in Sweden.

The political future of Finnish in Sweden would now seem to depend on a committee and its recommendations. The newly appointed committee which has been given the task by the Swedish government to examine whether, if at all, Sweden can sign and ratify the *European Charter for Regional or Minority Languages* of the Council of Europe. The committee consists of three members of Parliament and three members representing the three minorities: the Sami, the Finns and the Tornedalen Finns. It is expected that the committee will complete its report in the second half of 1997.

## Education

It is now possible for an increasing - but still small - number of Finnish-speaking parents to enrol their children in Finnish schools. Over half of the pupils of Finnish origin were studying Finnish at school in the autumn term of 1993; most of them did this in after-school programmes, but many now have the possibility of selecting Finnish as the second foreign language.

In 1995 the Government made public plans which would have the effect of weakening the Finnish language as the language of instruction, but the Government also announced that it is planning to introduce a comprehensive bilingual teaching programme for Finnish-speaking pupils - Swedish-Finnish - in the primary school system.

Where there are a sufficient number of Finnish speakers, they have their own primary schools [or mother-tongue classes]. In Tornedal, the local dialect of Finnish is used as the initial language of instruction, while standard Finnish is introduced later on. In the 1970s, standard Finnish was used but it emerged that many pupils preferred Swedish to a variety of Finnish which they perceived as 'foreign'.

In the past seven or eight years the Finnish communities in Sweden have been actively working for the language by creating its own institutions. Some 10 private schools with several hundred pupils have opened in different parts of Sweden to replace communal Finnish school classes which were closed down as a result of economic cutbacks. These schools face tough times ahead due to local budget cuts, since the financing of these private schools comes mainly from local communes in accordance with the current law allowing this type of schooling.

There is also a Finnish secondary school in Stockholm and two Finnish folk high schools in Haparanda and Tornedal. Some teachers' colleges train Finnish teachers and there is also advanced training for Finnish interpreters.

In mainly urban areas many children's nursery homes are run as cooperatives.

Work in the building up of a Swede-Finnish infrastructure continues in many parts of the country at many different levels. For example, there are plans for distant university level education in cooperation with some universities both in Finland and in Sweden. It will use the latest in information technology.

## **Media**

There are four Finnish newspapers in Sweden and several Swedish newspapers have Finnish columns. There are Finnish programmes on the Swedish radio and television.

In January 1996, the Governing Board of the Swedish Radio decided to establish a Finnish-language radio channel in 1998. The new channel will use advanced technology and broadcast from morning until night.

## **General Considerations**

Finnish-speakers in Sweden enjoy much fewer linguistic services than Swedish-speakers in Finland. The main reason for this is that the Swedish-speakers in Finland constitute an established indigenous population, while many Finnish-speakers in Sweden are immigrants. Initiatives aimed at improving the language's status throughout Sweden are eagerly supported by the Finnish government where there is a constitutionally protected Swedish-speaking minority of some 300,000 people [see information on minorities in Finland]. It is now an officially adopted policy that the government of Finland reminds its Swedish counterpart as often as possible of the relevance that both governments protect the minorities that speak the language of the neighbouring country. Meetings of the Nordic Council tend nowadays to include serious dialogue between the parliamentary and government officials of Sweden and Finland concerning the Finns in Sweden.

However, Sweden's grim economical situation is having an adverse effect on the language in many parts of the country: local politicians and authorities have lately come down heavily on the language in education and in other areas. Surveys reveal that the number of Finnish-speaking children receiving education in their own language has dropped as a result of financial cutbacks by local authorities.

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## Tornedalen Finnish

### Origins and Extent of Use

*Language group* - Finnish is a non Indo-European language which belongs to the Finnic branch of the Finno-Ugric family.

Tornedalen Finnish is a mixture of several varieties of Finnish with elements of other languages namely Swedish, Sami and Norwegian.

*Areas spoken* - The northernmost county of Sweden is Norrbotten. Two minorities reside in the area: the Sami and the Finns, or Tornedalians. Tornedalen Finnish has been spoken in the geographic Torne Valley since approximately the eleventh century. Finnish / Tornedalen Finnish is spoken in the five northernmost communes of county Norrbotten: Gällivare, Kiruna, Pajala, Övertorneå and Haparanda. The Finnish-speaking settlement in Kiruna and Gällivare communes date from the seventeenth century.

*Number of speakers* - Approximately 25-35, 000 persons or 35% of the population in the five Finnish-speaking communes speak the language. These areas have a population of ca. 75,000 in total. In the county capital of Luleå, where a high percentage of Tornedalians live, it is estimated that some 10-15,000 speak Tornedalen Finnish / Finnish which would account for 10-20% of the whole county. Norrbotten has ca. 270,000 inhabitants in total. In addition, approximately 10,000 Tornedalians live in southern Sweden who visit the home area every summer and can more or less speak Tornedalen Finnish. Therefore, ca. 45-60,000 in total have a fairly fluent speaking competence in the language. Tornedalen Finnish speakers constitute less than 1% of the whole national population of Sweden.

*Historic background* - After the separation of Finland and Sweden in 1809 when the border was drawn along the Torne river, and the rivers of Könkämä and Muonio, the local Finnish variety developed partly as an independent form of standard Finnish in Finland. Finnish was the dominant language in the five communes before this time. Today Swedish dominates in official as well as private domains.

Traditionally, Tornedalen Finnish / Finnish has been mainly used in the environments of the home, agriculture and hunting and is spoken today mainly by the over 30s age group. Immigration from Finland, however has always played an important role in the renewal of the language in the Swedish Torne Valley. Inter-marriage also plays a part in the language's conservation where one of the spouses, generally the woman, comes from Finland. In some border areas, some 30% of marriages are inter-marriages. Today this tendency is slowly changing as the economy of Finland is getting closer to Swedish economy.

In previous decades the official term for Tornedalen Finnish was *meänkieli* [our language], a term which distinguished between standard Finnish and that spoken in the Torne Valley. Usage of this term became more widespread at the beginning of this century to distinguish between Finnish spoken in Finland from the local variety spoken in Sweden. Today the term Tornedalen Finnish / Finnish is accepted as a positive description of the cultural identity of this community.

A turning point for the language came about in 1981 with the foundation of the association Svenska Tornedalungars Riksförbund-Tornionlaaksolaiset / The Association of Swedish Tornedalians [STR-T] when a campaign was introduced to start children with the local variety at home and then the standard language later. Both languages are mutually intelligible but Tornedalen Finnish, due to social and pedagogical reasons has been defined as a language in its own right.

## Education

Tornedalians, Gipsies and Sami people can demand home language instruction for only one pupil in primary school if the language is part of their environment. It is therefore not required that the parents speak Finnish/Tornedalen Finnish to qualify for home language instruction. All immigrant languages [inclusive Swedish-Finns and standard Finnish in southern Sweden] must have at least five pupils before they can attend home language instruction, and Finnish must be spoken as the language of the home. Apart from this exception, there is no difference between the education of Tornedalians and immigrants.

Tornedalen Finnish / Finnish is not used as a medium in any school in the region except for the language school in Haparanda which has 50% of pupils from Finland and 50% from Haparanda. The regulation for home language instruction has no time constraint with regards to how much language can be studied. It solely depends on the demand. It is not forbidden to use Finnish / Tornedalen Finnish as a medium, but it is rarely used as such. The general use of Finnish / Tornedalen Finnish is only as a subject for study. Normally Tornedalen Finnish / Finnish is studied 1-2 hours per week in primary school, and the same in secondary school. In Pajala and Changes there are two such primary schools where Tornedalen Finnish is mandatory for 1-2 hours a week. It is also used in some kindergartens and pre-primary schools.

In 1994, ca. 1,300 pupils in the five Finnish-speaking communes attended home language instruction in primary school, or ca. 35% of all pupils in primary school. In Norrbotten the participation in Finnish as a home language was ca. 3,200 in 1994. The numbers have decreased since then due to a change in the curriculum and in many communes Finnish must compete with the study of foreign languages such as English and French. The home language is placed in four different blocks: as a linguistic choice, the choice of the pupil, within the school instruction plan, or outside the normal school curriculum [Skollagen 1993:159]. The new regulation leaves a number of opportunities for each particular school municipality to decide what status the home language should have, and with which subjects it should compete.

### **Higher Education**

Tornedalen Finnish can be studied on a 10 week course at Luleå Technical University and at Stockholm University. It is the medium of instruction whenever the students have enough competence to understand. It is otherwise only taught as a subject.

#### *Teacher Training*

Luleå Technical University offers some teacher training for home language teachers in Tornedalen Finnish / Finnish and for pre-primary school teachers.

#### *Funding*

The home language instruction is paid by the local authorities. The university courses are funded by the State.

#### *Language use*

Very few original Tornedalians can read or write in the local language or in standard Finnish. They are functional illiterates in their first or second mother tongue. All immigrant Finns can of course write and read fluently in standard Finnish. In Haparanda, for instance, the population consists of ca. 40% first generation Finnish immigrants. It is therefore estimated that approximately 1,000 Tornedalians can read and write some Tornedalen Finnish / Finnish and ca. 5-10,000 Finnish immigrants living in the area can read and write fluently in standard Finnish. It could be roughly estimated that around 10-15,000 youngsters and adults living in the area understand spoken everyday Tornedalen Finnish/Finnish, but have difficulty in speaking the language.

### **Legal Status and Public Service**

Tornedalen Finnish is mentioned in a Government convention to mark the particularity of Finnish in Sweden and its distinction from other immigrant languages.

The Nordic countries have agreed on a language convention which means that Finnish immigrants can demand Finnish in some public services, e.g. before the Courts of Law and in hospitals. In reality Tornedalians do not use this opportunity. This is due to the fact that everybody can speak Swedish as well, and that Finnish is implicitly not accepted in public life. Tornedalen Finnish has no legal status, except one particular regulation in home language instruction [see *Education*].

A new committee has been appointed which has been given the task by the Swedish government to examine whether, if at all, Sweden can sign and ratify the *European Charter for Regional or Minority Languages* of the Council of Europe. The committee consists of three members of Parliament and three members representing the three minorities: the Sami, the Finns and the Tornedalen Finns. It is expected that the committee will complete its report in the second half of 1997.

Most local place names in the region are marked with original Finnish names and some public advertising occurs in Finnish. In general, however, Tornedalen Finnish / Finnish is confined to the private sphere, although a change is emerging.

## **Media and Cultural Activities**

### *Radio and television*

The local radio broadcasts Tornedalen Finnish for 6-8 hours a week and half an hour a week can be heard on the national radio. The whole population in the area has access to standard Finnish on Finnish television. There are no television programmes in Tornedalen Finnish.

Tornedalen Finnish became the language medium of a radio course for the first time in the region in 1997. The radio course is funded by the public radio.

### *Press and publishing*

The periodical *MET-aviisi* is published four times a year since 1981. It is written in Swedish, Tornedalen Finnish and Finnish. The local newspaper *Haaparannan lehti* is bilingual in Swedish and Finnish with a Tornedalen Finnish column. One or two books are published each year in Tornedalen Finnish, mostly of which are translations and books for children. Parts of the bible have also been translated and others are in progress. In total, about 30-35 books are published in Tornedalen Finnish, including one grammar book. It is probable that every library in the minority area lends books and music in Tornedalen Finnish, as well as few libraries in southern Sweden.

The language does not avail of special arrangements with regards to funding of the above. In economic terms, Tornedalen Finnish has a weaker position than immigrant languages in Sweden.

### *Theatre*

Tornedalen Finnish is extensively used in amateur theatre. About 120-150 different productions are annually performed bilingually in Swedish and Tornedalen Finnish and cassettes of Tornedalen Finnish music are sold.

## **General Considerations**

Increasing linguistic prestige has resulted in a number of positive consequences and attitudes towards the language are changing rapidly. Although half of the Torne Valley residents are still said to be in favour of a mono-lingual Swedish-speaking society, politicians proposed in the 1990s to have Tornedalen Finnish / Finnish as a mandatory subject in primary school and many more parents now speak Tornedalen Finnish with their children and grandchildren in comparison to the 1970s. The revivalist language movement continued throughout the eighties and in 1989 the Academia Tornedaliensis was founded to function as a people's academy and a summer university.

The Association of Swedish Tornedalians has struggled for 15 years for legal recognition as an organisation representing a national minority. Such recognition would ensure economic and cultural support for the promotion of this minority language but the Swedish parliament defines

the Tornedalen as being part of the original native population as opposed to being a national minority, despite the fact that the government has reported to the Council of Europe that Sweden has two national minorities: the Sami and the Tornedalians.

It is anticipated that Sweden will soon ratify the *European Charter for Regional or Minority Languages* [see *Legal Status*]. Following a ratification, Sami and Finnish will obtain the highest level of protection in the minority region. It is now under discussion what kind of protection will be granted to the Tornedalen Finnish since politicians seem to prefer standard Finnish as the official written form. It is hoped, however, that both forms will occur in different official domains. This progress in minority protection will clearly change the willingness and aptitude to learn in local language[s]. In future, Tornedalen Finnish might lose its position as a written form and increase its importance and prestige as a spoken form, whereas standard Finnish will increase its importance as both written and spoken forms. This process is positive for both language forms, because Tornedalen Finnish will be a bridge to standard Finnish. It should not isolate the minority, but bridge the change of attitudes and improve the collective identity of the minority language speakers.



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## Sami

### Origins and General Extent of Use

*Language group* - Sami is a non Indo-European language of the Finnic branch of the Finno-Ugric language group. It is the language of the Lapps or 'Sámi' people of Senno-Scandinavia [Sweden, Norway and Finland] and of the Kola peninsula in Russia.

*Number of speakers* -The estimated number at present is between 50,000 and 100,000 broken down [according to the Sami Parliament] into - 6,400 Finland; between 15,000 and 20,000 in Sweden, approx. 23,500 in Norway and 2,000 Russia. The number of those who speak the language however is estimated at approx. one third of the total population i.e. 35,000 speakers.

Three Sami languages are spoken in Finland: North Sami, Inari Sami and Skolt Sami. In 1992, a Sami Parliament enquiry concerning the primary languages of those who identified themselves as Sami yielded the following estimates: North Sami 1800, Inari Sami 400, Skolt Sami 400, Finnish 3000.

Approximately two-thirds of all Sami in Norway, Sweden and Finland speak North Sami.

*Areas spoken* -The area in which the language is spoken is a continuum which takes no account of national or international borders and it remains the most important sign of the identity of the Sami people.

The present area inhabited by the Sami, the Sami "homeland", extends from the Kola Peninsula to Central Scandinavia, includes the areas of Murmansk and Lovozero in Russia, Utsjoki, Inari, Enontekiö and the northern part of Sodankylä in Finland and inland into Sweden as far as the northern part of the province of Sør-Trøndelag in Norway. Only in Utsjoki in Finland, the Finnmark mountains, at the end of Veranger Fjord, and in parts of northern Sweden are the Sami in a majority.

*Historic background* - Historically, the question of the Sami area reflects the entire process during which the Sami indigenous people, who lived throughout Finland, as well as in the middle and northern parts of Scandinavia, and in what was Russian Karelia and the Kola peninsula, were forced to withdraw northwards by new settlers invading the territory.

In the Middle Ages, the Sami habitation extended very far to the south. Based on historical documents and on place-name research, it is possible to distinguish several areas where the Sami have lived. Since the population was mobile, sparse and scattered, it was susceptible to being pushed further out of the way by the increasingly strong new settler migrations from the Middle

Ages onwards. In the Middle Ages, the Sami were administratively and economically divided into separate villages. These became dispersed and the people either merged with the migrants or moved further north. The concept of the Sami area has naturally been rather imprecise. Historically, it mainly means the area within the borders of which the Sami have been either in a numerical majority or at least an ethnically independent minority practising its traditional occupations.

The position of North Sami [the mostly spoken Sami language] was considerably strengthened after 1978, when it was taken into use as the official orthography of Sami in all three Nordic countries. Until then there had been at least 13 different styles of writing, with even simultaneous variations between countries.

### **General Legal Status and Public Service**

A Sami Parliament exists in Finland, Sweden and Norway. It is an advisory body, democratically elected to legitimately protect the rights of the Sami. The Swedish Sami Parliament is less independent than the others and the Sami language has not acquired a semi-official status in northern Sweden as it has in northern Norway and Finland [see information on Finland]. A Sami is not entitled to use the Sami language before public authorities in any part of Sweden. The number of Sami does not reach 10 per cent of the population in any municipality. Consequently, a normal municipal self-government does not favour or benefit the Sami.

The Swedish authorities use only the Swedish language. According to a convention signed by the Nordic countries, citizens of a Nordic country may however use their own language when dealing with Swedish authorities. Minority languages are in this matter not compared to a Nordic language. The authorities are obliged to use an interpreter as far as minority languages or any other language are concerned. It is also prescribed in the Administrative Procedure Act [Förvaltningslagen] and the Code of Procedure for the Administrative Courts [Förvaltningsprocesslagen] that when an authority deals with someone who is not in command of the Swedish language an interpreter should be used.

In January 1992, the Sami Language Act came into force in both Finland and Sweden but it is in apparent force in Sweden.

The Sami of the four countries - Finland, Sweden, Norway and Russia - have their joint international organisation, the Sami Council, which endeavours internationally and in the territories of the four countries to promote the rights of the Sami. The Sami have observer status on the Nordic Council which is a cooperation organisation of the Nordic States.

## Media

*Press* - Sami language newspapers have been published since the 1870's, the oldest now-existing is Nuorttanaste. Other newspapers and magazines are Sápmelas [since 1934], Samefolket [1918] in Swedish and Sagat [since 1952] in Norwegian. There is a Sami language newspaper, Min Áigi.

*Publishing* - Since Sami started being used in schools in 1978, some publishers have sporadically published for schools in Sami language.

*Radio and television* - Sami Radio broadcasting to Sweden and Finland was set up in 1976. In addition, there is a general agreement between the national broadcasters of Sweden, Finland and Norway to continue to develop their cooperation in the production of Sami language programmes. There are a total of about 12 hours of radio broadcasts in Sami language per week in Nordic countries, i.e., 4-6 hours each. It is possible to listen to 40 minutes of broadcasts a week of Sami radio in Russia [1993].

For the Tornedalen Finnish-speaking minority there is local radio broadcasting in their territory amounting to 2 hours a week. In addition, most of the people living there have easy access to television programme broadcast from Finland.

Initiatives from the minority groups themselves can be met within the non-public service community radio [närradio].

Television programmes for Sami-speaking viewers amount to 8 hours per year.

The Swedish public service broadcasting acts with a high degree of independence - based on the Radio Acts and agreement between the state and the broadcasting companies - and cannot be ordered by the Government or public authorities to allocate a certain amount of its resources to e.g. broadcasting in a specific minority language. The public service radio and television have a broad mandate to serve the interests of minority groups to a reasonable extent, both linguistic and others. At the same time the broadcasting companies alone are supposed to make the decision on priorities.

## Education

### Primary and secondary education

Sami children can complete their primary schooling either in the regular state-supported schools in their home districts or at one of the six state-run Sami schools where children are taught in both the Swedish and the Sami languages from grade one to six. Approximately 150 pupils attend Sami schools [Council of Europe]. The aims of the Sami school are generally the same as those of the other primary schools, except that the Sami language and culture are also taught.

For those children who do not attend special Sami schools, tuition is available in their native language and culture under the auspices of the home language programme which extends special language teaching to all children in Swedish compulsory and upper secondary schools, who use a language other than Swedish at home.

At upper secondary level it is possible to take special Sami subjects in schools with willing Sami students.

### *Funding*

The Sami School Board [Sameskolstyrelsen] has at its disposal certain funds to enable it to arrange for integrated Sami education at ordinary primary or secondary schools in cooperation with the municipalities. This means that the Sami pupils are enrolled in primary or secondary school and taught special Sami subjects separately. About 130 Sami pupils took part in such an integrated education during the school year 1991/92.

### **University education**

At university level, Sami studies and research have a firm standing at the University of Uppsala since at least 1896. When the University of Umeå was created in 1975, a chair was established for the Sami languages. The university offers undergraduate courses in North Sami, Lule and South Sami. The students have the opportunity to study the Sami that best suits their own mother tongue. There are alternative courses for students lacking proper qualifications for university studies. The university also offers introductory courses in Sami culture. These courses may form part of the teachers' education at the university and thus provide the future teachers with a better basis for their work.

### **Cultural Activities**

Since 1977, the Swedish state budget includes a separate vote for support to Sami culture [the Sami Fund]. The means are distributed by a special grants committee with a Sami majority among its members. Subsidies to Sami culture and Sami artists are also provided by general grant-giving bodies such as the National Arts Council, the Artists' Grants Committee, the Swedish Authors' Fund and the Crafts' Council.

There are many Sami organisations / associations. In Sweden: the Swedish Sami Association [SSR], Sami Youth Organisation [Saminuorra], Swedish Sami Union [LSS].

[In Norway: Sami Reindeer Herders Association [NRL], National Association of Norwegian Samis [NSR], Norwegian Sami Union [SLF].

In Finland, there are several associations but the Sami Parliament has gained status as the main political organisation.

Nordic: Swedish Sami Women's Organisation Sáráhkká, Nordic Sami Council.

Russia: Kola Sami Association.]

Samis have a range of institutions [e.g. Nordic Sami Institute [Sami research organ], Sami College, Sami Library in Karasjok and a Sami Arts Centre.

The above associations were established between 1948 - 1989.

A Sami museum, Ajitte, is situated in the village of Jokkmokk. The museum was erected through public investment and is run by special public corporate funding.

The original Sami art of music - yoiking [a form of yodelling] is still learnt at home in the Sami areas. Since the 1960's, there has been a strong tendency to combine traditional music with modern music.

In Sweden, the Dálvadis theatre group was established in 1971. It receives support from the Sami Fund and the Arts Council.

The Sami theatre group Beavvváš, based in Kautokeino Norway, was established at the end of 1979. The theatre tours the whole Sami area and abroad.

In Finland, a Sami theatre group was started in 1981 called Rávgos. Russian Sami have several singing and dancing groups.

The Nordic Sami Institute in Kautokeino is a research centre.

### **General Considerations**

In recent years, the position of the Sami has improved, mostly in Norway and least in Sweden. In Norway the state authorities have a relatively coherent plan to improve the position of the Sami; in Finland and in Sweden progress has been more sporadic. However, in the most recent years, the Finnish Government has paid increasingly positive attention to the Sami [see information on minorities in Finland].

In all three States, special measures have been taken quite successfully to improve the economic and social position of the Sami [see *Legal Status* above].

It could therefore be said that in spite of oppression, the Sami culture has reached a stage of positive development in certain areas - their own organisations and institutions, the use of their own language, legal protection of their culture and positive attitudes of the non-Sami authorities.

In general, however, the Sami language appears to be losing ground in Sweden in comparison to other areas since the Swedish government has not passed any Sami language act.

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## Roma

### Origins and extent of use

*Language group* - Roma and Sinti are Indo-European languages of the Indo-Iranian branch.

*Number of speakers* - The Roma number some 12-15,000 persons in Sweden. Most of them arrived in Sweden from other states. Over a half of them come from eastern Europe.

### General Considerations

The Swedish Government treats the Roma basically as an immigrant group. The Roma enjoys minor special rights in comparison with immigrant groups.

Compared with various immigrant languages, the Roma [as well as the Sami and Tornedalen Finns] enjoy a certain privileged status in the school system. However, even though one of the criteria of the Decree on the teaching of a pupils' mother tongue at school is that a pupil has the right to receive instruction in his/her mother tongue only if he/she uses it in daily communication, this criterion does not apply to the three said languages.

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