



MERCATOR EDUCATION
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Sami

The Sami language in education in Sweden



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Foreword

background

For several years now, Mercator-Education has made efforts to achieve one of its principal goals: to gather, store and distribute information on minority language education in European regions. Regional or minority languages are languages which differ from the official language of the state where they are spoken and which are traditionally used within a given territory by nationals of that state who form a group numerically smaller than the rest of the population. To date, Mercator-Education has been successful in establishing a computerised data bank containing bibliographic data, information about people and organisations involved with minority language issues. It has published data collected during four inventory studies on pre-school education, primary education, learning materials and teacher training. In addition there is a need for documents which give a brief outline of the most essential features of the educational system of regions with an autochthonous lesser-used language. With the establishment of regional dossiers we intend to meet this need.

aim

Regional dossiers aim at providing concise descriptive information and basic educational statistics about minority language education in a specific region of the European Union. This kind of information, such as features of the educational system, recent educational policies, division of responsibilities, main actors, legal arrangements, support structures and also quantitative information on the number of schools, teachers, pupils and financial investments, can serve several purposes.

target group

Policy makers, researchers, teachers, students and journalists may use the information provided to assess developments in European minority language schooling. They can also use a regional dossier as a first orientation towards

further research or as a source of ideas for improving educational provision in their own region.

link with EURYDICE

In order to link these regional descriptions with those of national educational systems, it was decided to follow the format used by EURYDICE, the European education information network in the European Union. EURYDICE provides information on the administration and structure of education in member states of the European Union. The information provided in the regional dossiers is focussed on language use at the various levels of education.

contents

The remainder of this dossier consists firstly of an introduction to the region being studied, followed by six sections which each deal with a specific level of the educational system. These brief descriptions contain factual information presented in a readily accessible way. Sections eight to ten cover research, prospects and summary statistics. For detailed information and political discussions about language use at the various levels of education, the reader is referred to other sources with a list of publications.

1

Introduction

language

Sami (*sámegiella*) is a Finno-Ugric language spoken in the Sami region, *Sápmi*, that is spread out between Norway, Sweden, Finland, and Russia. Sami is actually made up of three different Sami languages: South Sami, Central Sami, and Eastern Sami. Speakers of these languages are unable to understand one another. These Sami languages can be divided into a number of dialects. South Sami, which includes South Sami and Ume Sami, is spoken in Sweden and Norway by about 600-800 people. Of the Central Sami dialects, Arjeplog Sami and Lule Sami, are spoken in Norway and Sweden by about 800-1,000 people. North Sami, another Central Sami dialect, is spoken by about 20,000 people in Sweden, Norway, and Finland. The Eastern Sami

dialects--Enare Sami, Notozero Sami, Kildin Sami, and Ter Sami--are spoken by about 800-1,000 people in Finland and on the Kola Peninsula in Russia, where the majority of speakers live. These numbers are estimates since no reliable statistics exist concerning the number of speakers.

In Sweden, there are an estimated 5,000-7,000 people who speak North Sami, 600-800 people speak Arjeplog and Lule Sami and 400-500 people speak South Sami.

population

The Sami population is estimated to be 60,000 of which 17,000 live in Sweden. It is believed that the largest number (35,000) of Sami live in Norway. There are about 6,000 Sami in Finland and about 2,000 in Russia. The largest Swedish population of Sami (estimated to be 1/3 of the total population) is in the most northern municipalities of Kiruna, Gällivare, and Jokkmokk.

legislation

As of 1 April 2000, legislation ensures the right to use Sami when dealing with state authorities and the court in Sweden. There was a proposal put forward by a government commission in 1991, but the report did not result in a law. The law applies to municipal, state, regional, and local authorities in the Sami administrative area, which includes Kiruna, Gällivare, Jokkmokk, and Arjeplog. According to the law, an individual has the right to use Sami in all oral and written communication with authorities concerning official decisions related to a Sami individual. Authorities are obliged to use Sami in oral communications and provide information that a written answer can be translated orally to Sami if the individual requests it.

In the administrative area for the Sami language, individuals have the right to use Sami in the courts when a case is being heard related to the administrative area. The individual also has the right to submit information in Sami, have the information dealing with the case translated orally, and use Sami in oral communication before the court.

The administrative area for the Sami language includes the area where North and Lule Sami are traditionally spoken. South Sami is not covered by this legislation.

educational system

In Sweden, Sami children can attend a municipal nine-year compulsory school or the State-run Sami schools. The Sami schools have grades 1-6. There was actually a joint (middle) school (grades seventh through ninth) in Gällivare from the mid 1960s to the mid 1980s intended for all Sami school children in Sweden, but that school was replaced by the system of integrated Sami education. The Sami schools provide Sami children with an education that also deals with Sami and is equivalent to an education in the Swedish nine-year compulsory school. Instruction is given in both Swedish and Sami, and the Sami language is taught every year of the child's schooling. Sami schools are located in Karesuando, Lannavaara, Kiruna, Gällivare, Jokkmokk, and Tärnaby.

Some municipalities offer integrated Sami education, which means that the Sami children attend municipal schools, but a part of their education has a Sami focus. This type of education is offered in grades 1-9. It is common for pupils who have attended Sami schools to choose an integrated Sami education from grade 7.

Sami can also be studied as a mother tongue language (previously called home language) in municipal nine-year compulsory school and upper-secondary school.

The Swedish government provides objectives and guidelines for schools that apply throughout the country. These objectives and guidelines (spelled out in the School Act, in school curriculum, and various regulations) apply to all schools and are intended to guarantee an equal education for all children throughout the country.

administration

The individual municipalities have the main responsibility for primary and secondary education. There are also non-State run schools and in this case it is not the

municipalities but other institutions or organisations that hold primary responsibility over these schools. The number of these schools has increased over the last few years and about 3% of all students attend non-State run schools.

A special board, the *Sami School Board*, is responsible for the operation of the Sami schools. The Sami School Board is appointed by the *Sami Parliament*, a popularly elected government body established in 1993. Its mission is to examine issues dealing with Sami culture in Sweden. The Sami schools are funded by the State.

A municipality can make an agreement with the Sami School Board to arrange integrated Sami education for Sami students in a compulsory school. The municipality will then receive State funding for providing this education.

inspection

The *National Agency for Education* is a central administrative authority for public school education. The task of the National Agency of Education is to ensure that government and parliament guidelines and objectives are adhered to and achieved. It also supervises schools and childcare.

support structure

The Sami School Board also promotes and develops Sami education in the public school system for children and youth through pronouncements and proposals. They also promote the development and production of teaching material for Sami education. The Sami School Board, through agreement with a municipality, may provide pre-school and leisure activities for Sami children.

In accordance with the Sami Parliament Act, the Sami Parliament works to promote a living and dynamic Sami culture which involves initiating activities and proposing actions that promote Sami culture. The Sami Parliament is also responsible for allotting government grants and funding for Sami cultural events and activities as well as for dealing with Sami language issues.

The Sami Parliament has appointed a Sami Language Committee that promotes the position of the Sami language

in society. The Language Council provides advice and recommendations concerning the Sami language and handles standardisation issues and development of new words and terms.

Since 1996, the Sami Parliament has employed a Sami library consultant who works to ensure that Sami literature and culture find a larger audience. The library consultant administers a Sami library located in Jokkmokk. The library primarily serves Sami schools, associations, and organisations but it also serves as a satellite library for other libraries.

2 Pre-school education

target group

Every municipality is responsible for ensuring that all children one year or older who have not begun school (at 7 years) are offered pre-school, family nurseries, or drop-in nurseries.

The Sami School Board may offer pre-school options that fulfil a municipality's obligations through an agreement with the municipality. The Sami School Board has signed agreements with two municipalities: Kiruna and Gällivare.

Since 1999 there has been a special curriculum for pre-schools that outlines objectives and guidelines. The Sami School Board has stated that its own pre-schools will have a Sami curriculum and that the goal will be to preserve and strengthen the Sami language, culture, identity, traditions, and values.

statistics

There are no data available on the number of Sami pre-school age children. There are about 30 children in Kiruna and Gällivare that take part in pre-school activities arranged by the Sami School Board in accordance with agreements with the home municipalities. In addition to these, there are special Sami pre-schools in Jokkmokk. There are about 20 six-year old children attending the Sami schools. There are a total of about 50 children taking part in Sami pre-schools.

Since 1997, parents have the right to enrol their children in compulsory and Sami schools.

language use The use of the Sami language has increased over the last several years in pre-schools in Kiruna, Gällivare, and Jokkmokk. The Sami language began to be used systematically in the pre-schools in Gällivare during the 1990s, even with children whose first language was not Sami. Sami is now also used as a medium of instruction in pre-schools in Jokkmokk and Kiruna.

3 Primary education

target group Children begin school at the age of seven and attend compulsory school for 9 years (grades 1-9). This means that pupils attend primary schools until approximately 16 years of age. If parents request it, a child can begin his/her schooling as young as the age of 6 and then the child usually attends 10 years of compulsory school. Sami children have the right to go to Sami schools, which offer grades 1-6.

legislation Regulations concerning Sami schools and Sami education are parts of The School Act. The School Act, which was passed by the Swedish Parliament, specifies the basic regulations for education in all types of school education. The act provides the overall objectives for education and the guidelines for how schools should design their programmes. The appendix to the School Act indicates a timetable for compulsory school.

The government has established national curricula for mandatory school education¹ and for independent schools.² The national curricula, which are used together with the School Act to give guidance to schools, outline the teaching task and the values to be used by teachers.

The government also establishes course syllabi as a complement to the national curricula. The course syllabi describe the content for each subject in compulsory school and provide teaching objectives. There are two types of ob-

jectives, those that are ideals to work toward and those that are minimum requirements that all students are expected to achieve by the end of their compulsory school education.

The School Act provides for Sami schools as an alternative to compulsory schools. Education in Sami schools should aim to provide Sami children with an education with emphasis Sami throughout the 6 grades. The Sami School Board establishes criteria for enrolling students in Sami schools. The Sami School Regulation regulates activities at Sami schools and provides a timetable for achieving objectives. The regulation stipulates that the national curricula for regular Swedish compulsory schools also apply to Sami schools. Additional regulations for the Sami schools are determined by the National Agency for Education. The Swedish Schoolboard stipulates 1) which will deal with matters concerning Sami culture, 2) that teaching is to be conducted in Swedish and Sami, and 3) that the Sami language should be taught as a subject in all grades. Teaching is to be conducted in Swedish and Sami and the Sami language is to be a subject in all grades. The regulation also stipulates that the National Agency for Education regulate curricula for Sami schools.

The national curriculum for compulsory schools specifies what students attending Sami schools should have achieved beyond the standard curriculum of regular compulsory school. The Sami schools are responsible for ensuring that every student has achieved the following objectives after attending Sami school. The student should be well versed in the Sami cultural heritage and able to speak, read, and write the Sami language.

In 1995, the National Agency for Education established a syllabus for the Sami language and determined that other subjects will follow the standard syllabi for compulsory schools. The School Board has also provided suggestions on how to include the Sami perspective in subjects such as art, natural sciences (biology, physics, chemistry), home

economics, sports and health, mathematics, music, social studies, handicrafts and technology.³

Compulsory school regulations allow a student whose parents do not speak Swedish as their mother tongue and whose home language is not Swedish to be provided with this language as a subject (mother tongue instruction). This subject is offered if a student has basic skills in his/her parents' language and if the student requests to take up a course in this language. A Sami, Tornedal Finnish or Romany (Gypsy) student has the right to mother tongue instruction even if the language is not used as the student's everyday language.

language use

A special type of school was created for Sami children at the beginning of the 1900s, the Nomad School. This school was for Sami who conducted nomadic mountain reindeer herding. Children of Sami who conducted forest reindeer herding and Sami who were not nomadic were not permitted to attend the nomad schools. This school form continued until 1962, when the new nomad school/Sami school was established. Even though the nomad school was highly adapted to the conditions of nomadic Sami, all instruction was in Swedish. The Sami language was not added as a subject at the nomad school until the 1950s.

In 1962, the Swedish Parliament reorganised Sami education, making nomad schools (i.e. Saami schools) voluntary and open to all Sami children. It also came to be regarded as equivalent to other schools. The Sami language became a mandatory subject and could be taught at most 2 hours per week.

In 1975, Parliament approved the teaching of Sami as a subject starting from the academic year 1977/78 in both compulsory and upper-secondary schools as part of home language instruction. After the mother tongue reform was enacted, the number of hours per week of instruction in Sami schools was increased. At its height, Sami was taught 6-8 hours a week in grades 1-3 and 4 hours a week in grades

4-6. In compulsory school, home language instruction in Sami was normally 1-2 hours a week.

Nowadays, Sami can be studied as a mother tongue language and replace other language study requirements (i.e. French, Spanish, or German). It can also be chosen as an elective or within the framework of the school's elective courses.

In Sami schools many of the potential elective hours are used for instruction in Sami instead of other subjects. Students have 800 hours of language instruction in Sami schools, 60 hours of electives, and school specific courses 210 hours (of a total of 4,200 hours for their education).

statistics

In Sweden, there are about 1 million students in compulsory school, 12% are eligible for mother tongue instruction and half of these study a language other than Swedish. Some 120,000 students in Sweden with a first language other than Swedish (i.e. immigrant pupils) are entitled to tuition in their first language as a school subject, but only 60,000 attend. According to a study from the early 1970s, the Sami population living in Sweden was barely 16,000, almost 2,800 were reindeer herding Sami. An ongoing study at Umeå University (Sami Studies) indicates that the individuals listed on the Sami Parliament's voting roles, and all the Sami that own reindeer, and their children, reach a total of 10,000. Of these, it is estimated that about 1,700 are in compulsory school, ages 7-15.

There are about 170 students in the Sami School this academic year (2000/2001). The numbers have increased over the last few years: 1994/95 115 students, 1995/96 132 students and 1997/98 155 students. About 180 students in grades 1-9 are taking part in integrated Sami instruction for this academic year.

medium of instruction

Only limited use of the Sami language as medium of instruction was made in teaching until the beginning of the 1990s. Earlier, the Sami School in Karesuando offered some

instruction in the lowest grades. This was justified as necessary because the children who came to the Sami school did not have a command of Swedish at the start of their schooling.

At the start of the 1990s, the Sami School Board initiated the evaluation of language instruction at Sami schools in response to the results of studies concerning the degree to which Sami children had a command of the Sami language (Hyltenstam & Svonni 1990; Svonni 1993). The studies showed that the way the Sami language was taught in Sami schools and compulsory schools was not particularly effective, especially for children who had a low level of knowledge of Sami at the start of their schooling.

A three-year research project began at three Sami schools (Karesuando, Kiruna and Gällivare) during the 1993/94 academic year aimed at developing a model for language instruction in Sami schools. This project recommended that instruction be given regularly in both Sami and Swedish. After this project, instruction in Sami increased in the other Sami schools.

teachers

Sami began as an elective in 1978 for teacher trainees of 7 to 13 year olds at the School of Education in Luleå. Applicants with a command of Sami and Tornedal Finnish were accepted through a special quota system. Pre-school teacher training was also involved. Students were enrolled every other year. Many Sami-speaking students have completed the education programme in Luleå in this way. In reality, however, this programme has not worked very well, because the school does not have its own teachers of Sami and temporary teachers have taught the courses. This model with quotas for special enrolment was ended in 1992. Now, elective courses in Sami are offered for students with a certain degree of knowledge in Sami.

Umeå University has arranged beginner courses in Sami as of 1975 and most of the teachers at the Sami schools have

studied at the School of Education in Luleå or have studied Sami at Umeå University.

instruction material

The need for teaching material in Sami increased as the instruction in Sami expanded in the 1970s. A Sami teaching material project was begun by the National Agency for Education to systematically produce teaching material in Sami for all education levels. Though the project had some State support, inadequate State funding and personnel resources limited efforts. When the Sami School Board was established in 1981, responsibility for textbook and teaching material development was transferred to the Sami School Board. The Sami School Board has since produced Sami textbooks and teaching aids but has not been able to keep up with demand, especially considering the fact that instruction in Sami is being offered at more schools. Sami language teaching aids and textbooks produced in Norway and Finland are also used in Sami instruction in Sweden.

4

Secondary education

structure

Upper-secondary school for ages 16-18 comes after compulsory school. There are no Sami schools at this level. The municipalities are obliged by law to offer all students who have completed compulsory school an upper-secondary education. No tuition fees are charged for upper-secondary school, which aims to prepare students for working life and life in the community as well as for higher studies. There are 17 national three-year academic programmes that provide a broad basic education and make students eligible for studies at universities and colleges. All national programmes contain eight core subjects: English, art, theatre and dance as one subject, physical education and health, mathematics, nature studies, social studies, Swedish (also available as a second language), and religious studies.

Sami as subject

Sami as a subject in upper-secondary school has been

taught as a home language course since 1978. The number of students taking the language was very low up until 1990. Less than 10 students studied Sami as a home language. There was a slight increase during the 1990s and the number of students who studied Sami increased to about 20.

medium of instruction

Sami is not used as a medium of instruction at any upper-secondary school.

5

Vocational education

structure

Upper-secondary schools offer programmes that have a vocational focus. These vocational programmes have at least 15 weeks of training at a workplace outside of school. Thirteen of the seventeen national programmes are vocational while the Art-Theatre-Dance, Natural Science, Social Science and Engineering programmes are intended to prepare students for higher education.

The Sami Education Centre in Jokkmokk organises some complementary vocational education within a Sami business programme framework. The education is aimed at increasing reindeer herding skills, Sami crafts, and tourism for reindeer herders. It requires studies to be combined with active reindeer herding. This 34-week programme contains 2-4 hours a week of Sami language instruction. The Sami Education Centre is a foundation and is sponsored by Sami organisations and Jokkmokk municipality. Its primary mission is to promote Sami educational efforts.

6

Higher education

structure

The teaching of Sami language in higher education takes place primarily at Umeå University. It is also offered to a limited degree at the Finno-Ugrian Department at Uppsala University. Some courses in Sami have also been offered at Luleå Institute of Technology. The courses at the university are usually divided into four levels, A-D. A level courses,

consisting of 20 points make up the first term of studies in the subject and B-D the following terms.

Sami Studies at Umeå University offers courses in North Sami each year at the A and B levels and Lule and South Sami are offered every other year at the A and B levels. The courses in North Sami are usually offered as regular courses, alternating years for native language speakers and for beginners. Lule and South Sami are normally offered as half-time courses and often as distance-learning courses. North Sami can also be offered as a distance-learning course, using interactive media such as video conferencing. The language of instruction in the native language courses is Sami and Swedish for the other courses.

The Sami language can be studied for two years at the A-D levels for a total of 80 points, and it can be the major for a bachelor or master's degree. There have been both undergraduate and graduate programmes in Sami language at Umeå University since 1974.

Undergraduate and graduate programmes in Sami Studies are available at Umeå University. These consist of studies of the Sami people, Sami society, and Sami culture and history. Sami studies can be taken for two years at the A-D levels and can also be a major for a bachelor and/or master's degree. Sami Studies have developed from courses in Sami culture and history at the Department for Sami (renamed Sami Studies) introduced at the beginning of the 1990s. Graduate level courses have been available in Sami Studies since 1995. The language of instruction is Swedish.

Courses in Sami Studies are also offered as distance learning courses and in the university's summer school.

statistics

About 200 students studied Sami language at the Department for Sami (renamed Sami Studies) at Umeå University during the 1990s and about 300 students took courses on Sami culture, history, and society (now known as Sami Studies). The majority of these students took only A level

courses. About 20 students took courses as native speakers for at least 40 points and between 20 and 30 students studied the Sami language as beginners for at least 10 points. Sami Studies has about 70 students who have completed at least 20 points and about 40 who have taken at least 40 points.⁴

7

Adult education

structure

Municipal adult education began to be offered in 1968 for adults who lack compulsory and upper-secondary education. The basic programme is equivalent to the nine-year compulsory school. The student's demonstrated ability determines the starting level. Students determine their own pace of studies and can combine studies with work. The municipality is obliged to organise these programmes for adults that do not have a compulsory school education.

Municipal adult education also includes upper-secondary education organised as courses in different subjects and is equivalent to the regular upper-secondary school for youth. Students choose the subjects they want to study and their own pace of studies.

The Sami Education Centre in Jokkmokk organises annual programmes in Sami crafts, language, and culture. The target group for these courses is adult Sami who have at least a compulsory school education. Sami crafts focus on wood and horn working and skin and textiles. The programme is 1-2 years. There are distance-learning courses offered for language and culture academic programmes which can focus on North, Lule or South Sami and that include courses on Sami culture and history. The programme includes a 6-week internship at a workplace where the Sami language is used.

8

Educational research

Research on Sami education is done at Sami Studies at Umeå University in collaboration with the Centre for Research on

Bilingualism at Stockholm University. A project on Sami children's command of the Sami language was conducted at the end of the 1980s and the beginning of the 1990s. The results indicate that there was an ongoing shift from the use of Sami to Swedish among the Sami in Sweden and instruction in Sami language was not very successful. The findings were published in Hyltenstam/ Svonni (1990) and Svonni (1993).

A three-year experimental project was undertaken at three Sami schools in Norrbotten County (Karesuando, Kiruna and Gällivare) starting with the 93/94 school year. It intended to develop new models for teaching the Sami language. The goal was to develop bilingualism among Sami students regardless of their linguistic background when they entered school. The project was conducted in collaboration with Sami Studies at Umeå University and the Centre for Research on Bilingualism at Stockholm University and the results will be published in the first half of 2001.

An ongoing study at Sami Studies at Umeå University on the language situation for Sami listed on the electoral rolls of the Sami Parliament and their children (about 8000 individuals) shows that 45% have some grasp of Sami while 55% have no grasp of the language. Of those with some knowledge of the language, 60% have skills in North Sami, 20% in Lule Sami, and 20% in South Sami. The results of the study will be published at the beginning of 2001.

Some research on the Sami language and bilingualism is being carried out at the Nordic Sami Institute in Kautokeino. The Sami Parliament is a member of the Nordic Council of Ministers. Part of the parliament's mission is to strengthen and develop the Sami language, culture, and society through research.

9

Prospects

The use of Sami has decreased the last five to six decades in Sweden as well as throughout Sápmi (Samiland) and several

of the smaller dialects are in danger of extinction. This is especially true of eastern Sami and south Sami languages. North Sami has the strongest position in society. Perhaps up to 80-90% of all those who speak Sami speak North Sami. The fact that more than half of all Sami in Sweden do not speak the language, points to the ongoing language shift from Sami to Swedish.

On the other hand, the use of Sami has developed within certain areas, e.g., within education and administration. More teachers have been trained in Sami in the last decade and instruction in the schools has improved. An increased use of Sami can also be seen in administrative institutions such as the Sami Parliament. The production of specialised literature, fiction, television programming, and radio programming in Sami has also increased substantially over the last few decades. The Act on the Right to use Sami with Public Authorities and Courts and in Pre-schools (1999) will improve the conditions for the Sami language in society. All of this will mean that Samispeaking parents will increasingly choose to speak Sami with their children, which is the primary prerequisite for the preservation of a language.

The language situation for South Sami is particularly difficult in Sweden since legislation on the use of Sami does not include this dialect. It only includes Lule and North Sami.

10

Summary statistics

School level	Number of children
Pre-school	
Kiruna + Gällivare	30
Jokkmokk (special Sami pre-schools)	20 six years old
Total special Sami pre-schools	50
Primary schools	
Sami schools	170
Integrated Sami instruction (grade	180

6-9)	
Upper secondary schools	30-40

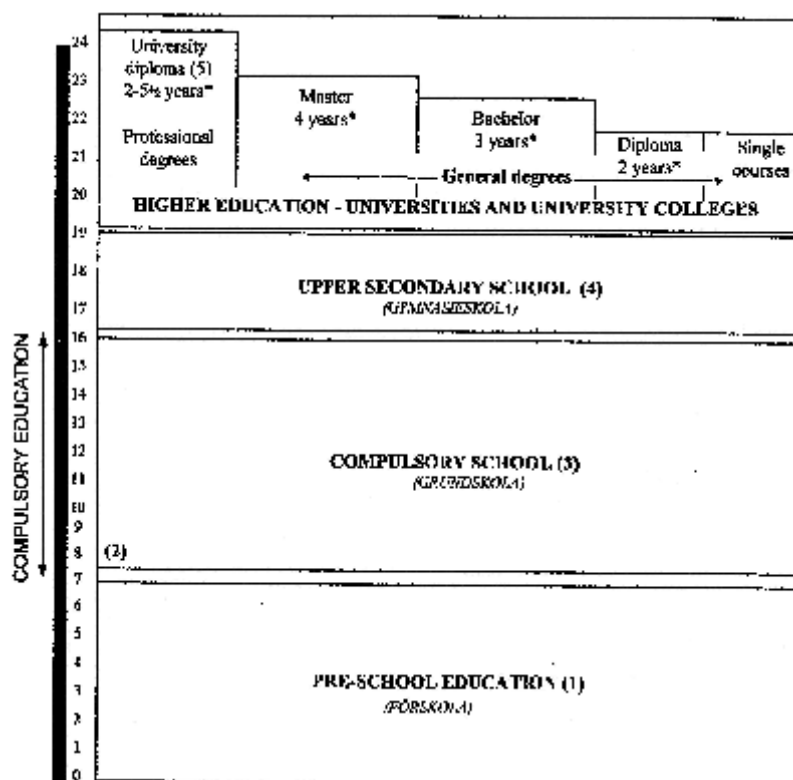
Table: Figures of schoolchildren receiving Sami education

Endnotes

- 1.1994 Curriculum for the compulsory school, the pre-school class and the after school centre.
- 2.1994 Curriculum for the non-compulsory school system
- 3.Sameskolan. Kursplaner, timplan och kommentarer. Skolverket 1996. [Sami Schools. Syllabi, timetables, and comments. The National Agency for Education 1996.]
- 4.A course of 20 points is equivalent to one term's study at the university and an A level course makes the first term of studies in a given subject, the B level the second term and so on, and A-D (i.e. 80 points) make four terms' studies of a given subject.

EDUCATION SYSTEM SWEDEN

EURYDICE



1. In pre-school education there are several institutions catering for children 0 to 6/7 age: home day care centres (*daghem*), part-time groups (*skolexgrupper*) and open pre-school institutions (*öppen förskola*).
2. Since 1991, children have the right to start compulsory school at the age of six years, if their parents so desire, and if the municipality has the capacity to provide this opportunity. This option should be available in all municipalities by the school year 1997/98.
3. The compulsory school is attended by children aged 6/7 to 16 years. It is a comprehensive socio-cultural school designed to accommodate all members of the young generation.
4. In the new comprehensive upper secondary school, introduced in 1992 and to be fully implemented at the beginning of the school year 1993/96, all education is organized in study programmes of three years' duration. There are to be 16 nationally determined programmes, 14 of which are primarily vocationally oriented and two preparing primarily for university studies.
5. The professional degrees awarded at universities and university colleges (*högskolor*) are obtained upon completion of programmes of varying length (2 to 5 1/2 years). The programmes lead to specific professions, e.g. University Diploma in Medicine or in Education (for Upper Secondary School).

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Addresses

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Website: <http://www.sameskolstyrelsen.se/>

Sami parliament
Sametinget [Sami Parliament]
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phone: +46-980-780 30
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Website: <http://www.sametinget.se/>

education/ research

Samiska studier [Sami Studies]
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Website: <http://www.umu.se/samiska/>

Sámi Instituhtta [Sami Institute]
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Website: <http://www.nsi.no/>

Samernas Utbildningscentrum

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Borgargatan 2

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phone: +46-971-44 000

fax: +46-971-44 001

Website: <http://www.samernas.nu/>

Other websites on minority languages

- Mercator* **www.troc.es/mercator**
General site of the Mercator-project. It will lead you to the three specialized centres:
- Mercator-Education* **www.mercator-education.org**
Homepage of Mercator-Education: European Network for regional or minority languages and education. The site contains the series of regional dossiers, a database with organisations and bibliography and links to minority languages.
- Mercator-Media* **www.aber.ac.uk/~merc/**
Homepage of Mercator-Media. It provides information on media and minority languages in the EU.
- Mercator-Legislation* **www.troc.es/ciemen/mercator**
Homepage of Mercator-Legislation. It provides information on minority languages and legislation in the EU.
- European Union* **<http://europa.eu.int/comm/education/langmin.html>**
At the website of the European Union an explanation is given of its support for regional or minority languages.
- Council of Europe* **<http://conventions.coe.int/>**
European Charter for Regional or Minority Languages. (1992) and *Framework Convention for the Protection of National Minorities* (1995) European Treaty Series/Série des traités européens 148+157, Strasbourg.
- Eurydice* **www.eurydice.org**
Eurydice is the information network on education in Europe. The site provides information on all European education systems and education policies.
- EBLUL* **www.eblul.org/**
Homepage of the European Bureau for Lesser Used Languages. This site provides general information on lesser used languages as well as on projects, publications and events.

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