



REGERINGSKANSLIET

# Sweden's report on the Council of Europe Charter for Regional or Minority Languages

presented in accordance with Article 15 of the  
Charter, third Periodical Report

## Foreword

In Sweden's view the right to use minority languages both privately and in public is an integral part of the international protection for human rights. Sweden ratified the European Charter for Regional or Minority Languages on 9 February 2000 and the charter came into force in Sweden on 1 June the same year.

The Sami language was spoken in Sweden long before the country became a nation state. Finnish and Meänkieli have been spoken in Sweden for a very long time as well. Speakers of Romani Chib and Yiddish have been in Sweden since the 16th and 17th century respectively. The recognition of these languages as national minority languages in Sweden is an expression of them being an integral part of Sweden's cultural heritage and of the need to create the conditions needed to be able to preserve them as living languages in the country.

For the goals of the Government's minorities policy to be fulfilled, the needs and interests of national minorities must be considered in all parts of the country and in all areas of society. This is true for central agencies, as well as for regional and local authorities. For languages to be able to develop and survive, they need to be used. For cultures to be enriched and contribute to social development, they need space. It is my hope that Sweden's policy on national minorities is supporting such a development for the national minorities and the minority languages.

Sweden hereby submits its third report on the measures implemented up until 1 September 2007 to fulfil the country's undertakings in accordance with the Council of Europe's European Charter for Regional or Minority Languages. The report has been set out and the answers given in accordance with the instructions specified by the Council of Europe in its general guidelines. The report discusses the measures implemented and the changes that have occurred since Sweden submitted its last report. It also tries to reply to the comments made and questions asked by the Council of Europe in its reports about Sweden. An account of the measures implemented is given article by article.

Stockholm, 20 September 2007

Nyamko Sabuni

Minister responsible for Sweden's policy on national minorities



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## PRELIMINARY SECTION

**1. Please provide the necessary background such as the relevant historical development in the country, an overview of the demographic situation with reference to the basic economic data for the regions, as well as information on the constitutional and administrative structure of the state.**

### *Historical background*

Sweden's ethnic and cultural diversity has a long historical tradition. Several groups have been minorities in Sweden for a very long time and they have actively defended their respective cultures and languages, which today constitute a living part of Swedish society. The groups in Sweden that are now recognised as national minorities are: the Jews; the Roma; the Sami, which is also an indigenous people; the Sweden-Finnish population and the Tornedalers. These groups have lived in Sweden for a very long period of time and have a religious, linguistic or cultural affiliation as well as a desire to preserve their identity. They all make use of their language and in some cases the languages have several varieties.

### *Sweden's constitutional and administrative structure*

Sweden has three democratically elected levels of government: the Riksdag (Swedish parliament) at the national level; the county councils at the regional level; and the municipalities at the local level. They each have different tasks and spheres of responsibility. Elections to the Riksdag, county council and municipality assemblies are held every fourth year on the same day. The division of responsibility between the state, the county councils and the municipalities is determined by the Riksdag by law. The Sameting (the Sami parliament) is the Sami population's own democratically elected body as well as a Swedish central agency. Elections to the Sami parliament are held every fourth year and Sami people who are registered on the Sami electoral register are eligible to vote.

### *Demographic situation*

Quarterly, half-yearly and annual statistics on the population of Sweden are compiled by the national statistics agency, Statistics Sweden. Population statistics are presented in three sub-groups. The first includes population broken down by e.g. sex, age, citizenship and country of birth. The second describes population changes, e.g. migrations, births and deaths. And finally, future population trends are forecasted. Sweden does not compile official statistics on people's ethnic belonging, however, apart from their citizenship and country of birth, since there are no methods of calculating ethnic background that are both ethically acceptable and scientifically reliable. It is hence impossible for Sweden to submit statistical data on its national minorities. According to the

Personal Data Act (1998:204)<sup>1</sup>, it is prohibited to process personal information that reveals a person's race, ethnic origin or religion/belief.

It is worth remembering in this context that Sweden is a large country with a small population (9 127 058 on 31 March 2007). The population is not evenly spread over the entire country. Instead, half of the population is concentrated in just 3% of the country's surface area. Today, eight out of ten live in the south of the country and most of these live in the metropolitan areas around the capital, Stockholm, Göteborg and Malmö. The rural population, particularly in the northern two-thirds of the country, is extremely sparse. In Norrbotten, the northernmost county, there are about three inhabitants to every square kilometre, compared to Stockholm, where the corresponding figure is approximately 253.

**2. Please indicate all regional or minority languages, as defined in paragraph a of Article 1 of the Charter which exist on your State's territory. Indicate also the parts of the territory of your country where the speakers of such languages(s) reside.**

#### *Sami*

The Sami language consists of several varieties, three of which are spoken in Sweden (North Sami, Lule Sami and South Sami). When Sweden ratified the European Charter for Regional or Minority Languages, all of these varieties were recognised as part of the Sami language.

An area stretching from Idre in Dalarna county to Karesuando in Norrbotten has been traditionally inhabited by Sami. Nowadays, many Sami live in the coastal areas of northern and central Sweden as well as in Stockholm. The administrative district for the use of the Sami language comprises the municipalities of Arjeplog, Gällivare, Jokkmokk and Kiruna.

#### *Finnish*

The Finnish language is spoken all over Sweden although it is especially concentrated in the municipalities of Norrbotten and in the region around Lake Mälaren in central Sweden (Mälardalen). Historically, the geographic base for the Finnish language is in Norrbotten, close to the Finnish border. The administrative district for the use of the Finnish language comprises the northernmost Swedish municipalities - Gällivare, Haparanda, Kiruna, Pajala and Övertorneå.

#### *Meänkieli*

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<sup>1</sup> Extracts from the Personal Data Act, as well as other acts and ordinances submitted in this report and not submitted in previous reports, can be found in the enclosed appendices of relevant Swedish legislation, Appendix 2.

Meänkieli is a language that has a strong geographical affiliation and is hence mainly spoken by people who were born in the Tornedalen region, close to the Finnish border. The majority of Tornedalers, as they are known, live in the municipalities of Haparanda, Övertorneå and Pajala, as well as in various parts of Kiruna and Gällivare. All these municipalities constitute the administrative district for Meänkieli.

**3. Please indicate the number of speakers for each regional and minority language. Specify the criteria for the definition of “speaker of regional or minority language” that your country has retained for this purpose.**

*Speakers of regional or minority languages*

As stated under Point 1 (Demographic situation) above, Sweden does not compile official statistics on people’s ethnic belonging, apart from their citizenship and country of birth, since there are no methods of calculating ethnic belonging that are both ethically acceptable and scientifically reliable. There are hence no official statistics on ethnic, linguistic or cultural background. The figures given below are therefore rough estimates and are medians from different sources provided by researchers and the various linguistic minority groups themselves. They can also be found in Swedish Government Bill *Nationella minoriteter i Sverige [National Minorities in Sweden]* (1998/99:143).

Sweden has no official definition of “speaker of a regional or minority language” but instead applies the definition given in Article 1 of the European Charter for Regional or Minority Languages. A regional or minority language should therefore have been used by its citizens in a certain territory within a state and should differ from the official language of the country. Moreover, a significantly large number of people should speak it. If a language does not fulfil the criterion of having a strongly historical and geographic affiliation, it could be covered by the Convention as a non-territorial language. The criteria for being “a speaker of a regional or minority language” also include self-identification; only the individual him/herself can decide his/her own affiliation.

*Sami*

The Sami population in Sweden amounts to approximately 15 000 – 20 000 people. There are about 9 000 speakers of Sami in Sweden.

The Sami are an indigenous people. According to the Sami Parliament Act (Sametingslagen) (SFS 1992:1433), which determines who is eligible to vote to the Sami parliament, a Sami is a person who considers him/herself to be Sami and who speaks or has spoken Sami at home, or whose parents or grandparents speak or have spoken Sami at home, or has a parent who is or has been on the Sami parliament electoral register.

*Finnish*

Gällivare. A figure mentioned is that roughly 40 000 have some knowledge of Meänkieli. In the 1950s a remarkable movement of people took place from the region of Tornedalen to the southern part of the county of Norrbotten and the whole country.

The Sweden-Finnish population in Sweden is put at about 450 000, an estimated 50% of whom use the Finnish language to some extent. About 16 000 Finnish speakers live in the county of Norrbotten.

*Meänkieli*

Approximately 50 000 Tornedalers live in the municipalities of Haparanda, Övertorneå and Pajala and in certain parts of Kiruna and Gällivare. A rough estimate is that about 40 000 have some knowledge of Meänkieli. During the 1950s, a large-scale movement of people took place from the areas around Tornedalen to the southern parts of the county of Norrbotten and the rest of Sweden.

**4. Please indicate the non-territorial languages, as defined in paragraph c, Article 1 of the Charter, used on your State's territory and provide statistical data concerning speakers.**

*Romani Chib*

Romani Chib consists of several different varieties. In connection with Sweden's ratification of the European Charter for Regional or Minority Languages, all the varieties spoken in Sweden were recognised as one minority language.

The number of Roma living in Sweden is estimated at between 40 000 and 50 000 people. The Romani population in Sweden is not homogenous. It includes descendants of the Romani groups that arrived in Sweden in the 16th century as well as those who came to Sweden at the end of the 20th century. Among the oldest Romani groups in Sweden is the Finnish Kalé Roma, of which there are an estimated 3 200. The Travellers, who have also been in Sweden since the 16th century, are estimated to be around 20 000 in number. The Romani community in Sweden also includes the 2 500 or so Swedish Kelderash Roma whose forefathers came to Sweden some 100 years ago. The largest group of Roma in Sweden, normally referred to as "non-Nordic" Roma, is estimated to be about 15 000 in number and came to Sweden at the end of the 1960s or later. As a result of the collapse of former Yugoslavia, at



least 5 000 Roma came to Sweden, mostly from Bosnia and Herzegovina.<sup>2</sup>

There are no figures as to the number of speakers of the different varieties of Romani Chib in Sweden.

#### *Yiddish*

The Jewish community in Sweden is estimated at around 20 000 – 25 000 people and includes those with either one or both parents of Jewish origin. There are an estimated 3 000 Yiddish-speakers in Sweden.

As far as Yiddish is concerned, it is important to remember that the number of Yiddish-speakers in Europe has decreased unnaturally as a result of the Holocaust during the Second World War. Today, efforts are being made by Jewish congregations to increase the number of Yiddish-speakers in Sweden.

### **5. Please provide recent general statements on the policy of your State concerning the protection of regional or minority languages where it may be of use to supplement the above four points.**

#### *The goals of the Swedish minorities policy*

The goals of the Government's minorities policy have not changed since Sweden submitted its first and second report to the Council of Europe concerning the implementation of the European Charter for Regional or Minority Languages. The Government still considers that the national minorities right to protection and the right to use minority languages both privately and in public are, in accordance with the Framework Convention for the Protection of National Minorities and the European Charter for Regional or Minority Languages, an integral part of the international protection for human rights. The recognition of these languages as national minority languages in Sweden is also an expression of the integral part they play in Sweden's cultural heritage and of the need to create the conditions needed to be able to preserve them as living languages in the country.

#### *An integrated language policy*

In December 2005, the Swedish Riksdag discussed Government Bill *Bästa språket - en samlad svensk språkpolitik* [*The best language - an integrated Swedish policy on languages*] (Government Bill 2005/06:2). According to the adopted language policy goals, everyone has the right to languages, including developing and using their own mother tongue and national minority language. To achieve the goals of the language policy, government-financed language conservation has been

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<sup>2</sup> Fact sheet Ju 03.11e Sveriges Roma en nationell minoritet [The Swedish Roma - a national minority].

coordinated and strengthened as from 1 July 2006. Government-financed language conservation for Yiddish, Romani Chib, Finnish and Meänkieli is now accommodated within the Swedish Institute for Dialectology, Onomastics and Folklore Research. As far as Sami is concerned, the Sameting continues to have responsibility for managing Sami language conservation.

*The Delegation for Roma Issues*

During the autumn of 2006, the Government appointed a Delegation for Roma Issues with the task of improving the situation of the Roma in Sweden. The delegation consists of ten members, half of whom are of Roma origin. A number of experts and a broad reference group consisting of representatives for the Roma organisations have also been appointed for permanent consultation.

One of the delegation's first tasks is to gather experiences and knowledge in the area and submit proposals for how the living conditions of Roma in Swedish society can be improved. The delegation is also to promote and support municipal projects and activities aimed at improving the situation of Roma. Finally, the delegation is to inform and disseminate knowledge about Roma and their situation in Sweden and encourage the exchange of knowledge and experiences among central agencies and municipalities. In its activities, the delegation will draw particular attention to the conditions for Roma children and young people, the need for support and the situation for women and girls. A gender equality and child perspective is to be fully integrated into the delegation's analyses and proposals. The work also presupposes a close dialogue and cooperation with Roma, both women and men as well as girls and boys. The delegation is to present its final report in December 2009 and will then put forward proposals for how the work on improving the situation of Roma in Sweden is to continue.

## PART I

**1. Please state the main legal act(s) and/or provisions that you consider essential for the implementation of the European Charter for Regional or Minority Languages in your country.**

**Please provide:**

- copies of those acts and/or provisions, in English or French, should your country not have done so in relation to the initial periodical report;
- details and copies of new legislation or policy documents with relevance to the regional or minority languages;
- details of case law or other legal or administrative developments in this field

International agreements, treaties and legal instruments do not automatically become part of Swedish law. Treaties that have been ratified by Sweden must be incorporated into Swedish law in order to be directly applicable in Swedish courts and public authorities. One way of achieving this is to incorporate a treaty into Swedish law by stating in the laws or other enactment that the provisions of the treaty shall apply directly as Swedish law. A treaty may also be directly applicable in Sweden by “transformation”, which involves the provisions of the treaty being translated into Swedish and, normally after some revision, being included in a Swedish enactment. If the provisions in a treaty correspond with the content of current Swedish law, no special procedures are necessary.

Even before the Sweden ratified the European Charter for Regional or Minority Languages, Sweden already fulfilled many of the provisions in the charter through other legislation in other areas such as education, the freedom of religion, the freedom of speech and the prohibition of discrimination. Furthermore, Chapter 1, Section 2 of the Instrument of Government states that opportunities should be promoted for ethnic, linguistic and religious minorities to preserve and develop a cultural and social life of their own.

In addition to the laws that already existed when Sweden ratified the European Charter for Regional or Minority Languages, several other measures, presented in the Government Bill *National Minorities in Sweden*, have been taken within the framework of the Government’s minorities policy. The proposals in the bill were adopted by the Swedish Riksdag in December 1999 (Government Bill 1998/99:143, Committee Report 1999/2000:KU6, Government Communication 1999/2000:69).

In accordance with the decision, two new acts on the right to use Sami, Finnish and Meänkieli in dealings with public authorities and courts were adopted and Sweden ratified the European Charter for Regional or Minority Languages and the Framework Convention for the Protection of National Minorities.

The Act (1999:1175) concerning the right to use the Sami language in dealings with public authorities and courts and the Act (1999:1176) concerning the right to use Finnish and Meänkieli in dealings with public authorities and courts entitle individuals to use Sami, Finnish and Meänkieli in their contacts with public authorities and courts of law in geographical areas where these languages are spoken by tradition. These acts also entitle individuals to receive elderly and child care either totally or in part in the national minority language. These acts entered into force on 1 April 2000.

**2. Please indicate the bodies or organisations, legally established in your state, which further the protection and development of regional or minority languages. Please, list the names and addresses of such organisations.**

**The Delegation for Roma Issues** (- has replaced the Council on Roma Issues)  
Swedish Government Offices  
Regeringsgatan 30–32  
SE-103 33 Stockholm

**Swedish Institute for Dialectology, Onomastics and Folklore Research**  
Box 135  
SE-751 04 Uppsala.

**National Agency for School Improvement**  
Karlbergsvägen 77-81  
SE-113 35 Stockholm

**The National Archives**  
Box 12541  
SE-102 29 Stockholm

**Sami Education Centre**  
Borgargatan 2  
SE-962 31 Jokkmokk

**Sami Education Board** (-the Sami schools' own authority)  
 Köpmansgatan 4  
 Box 155  
 SE-962 24 Jokkmokk

**The Sameting (Sami parliament)**  
 Adolf Hedinsvägen 58  
 SE-981 33 KIRUNA  
 Telephone: +46 0980 780 30  
 Telefax: + 46 980 780 31  
 E-mail: [information@sametinget.se](mailto:information@sametinget.se)  
[www.sametinget.se](http://www.sametinget.se)

**Sáminuorra** (Sami youth organisation)  
 Adolf Hedinsvägen 36  
 SE-981 33 KIRUNA  
 Telephone: + 46 0980 821 47

**The Language Council** (- part of the Swedish Institute for Dialectology, Onomastics and Folklore Research, see above)  
 Box 20057  
 SE-104 60 Stockholm

**Swedish Arts Council**  
 Box 27215  
 SE-104 60 Stockholm

**The Finnish Language Council in Sweden** (now part of the Language Council, see above)

**SWEBLUL** (Swedish Bureau for Lesser-Used Languages)  
 +46 8 420 68 892  
[www.sweblul.se](http://www.sweblul.se)

**3. Please indicate if any body or organisation has been consulted on the preparation of this periodical report or about the implementation of the recommendations of the Committee of Ministers addressed to your state. In the case of an affirmative answer, specify which one(s).**

The Government's third report on the implementation of the European Charter for Regional or Minority Languages has been drafted by the Ministry of Integration and Gender Equality in cooperation with the other ministries i.e. the Ministry of Justice, Ministry of Health and Social Affairs, Ministry of Education and Research, Ministry of Agriculture, Ministry of Culture and Ministry of Employment.

When compiling the report, information has been gathered from the relevant authorities, including the Norrbotten County Administrative Board, the National Agency for School Improvement, the National Agency for Education and the National Courts Administration. Furthermore, a consultation meeting concerning the report, to which organisations representing all national minorities were invited, was held on 4 September 2007. SWEBLUL and the Delegation for Roma Issues were also invited. An opportunity to comment on the report was given to all the delegates during the meeting. The following organisations were invited to the consultation meeting:

The Sameting (Sami parliament)  
 Sverigefinländarnas delegation (Delegation of the Sweden Finns)  
 Svenska Tornedalingars Riksförbund – Tornionlaaksolaiset (Swedish Tornedalian Association)  
 Judiska Centralrådet (Official Council of Jewish Communities in Sweden)  
 Riksförbundet Romer i Europa (Roma in Europe National Union)  
 Riksförbundet Roma International (National Union Roma International)  
 Resandefolkets Romanoa Riksförbund (Travellers' Romany Association)  
 Föreningen Resande Folkets Riksorganisation (National Organisation of the Association of Travellers)  
 Romernas Riksförbund formerly Nordiska Zigenarrådet (Roma National Union formerly Nordic Gypsy Council)

Representatives of the Sameting, Delegation of the Sweden Finns, Swedish Tornedalian Association, National Union Roma International, Travellers' Romany Association, SWEBLUL and the Delegation for Roma Issues were present at the meeting.

**4. Please indicate the measures taken (in accordance with Article 6 of the Charter) to make better known the rights and the duties deriving from the application of the Charter.**

The Swedish minorities policy is intersectoral. In order to bring about effective, sustainable implementation of this policy, an interministerial working group has been in place since 2000. The working group, which is headed by the Ministry of Integration and Gender Equality, comprises officials from the Ministry of Justice, Ministry for Foreign Affairs, Ministry of Education and Research, Ministry of Culture, Ministry of Health and Social Affairs and Ministry of Agriculture. The working groups tasks are to coordinate government minorities policy measures, strive to ensure the policy has an impact within various subject areas and help to monitor and evaluate it. During 2005, the work done by the group has helped to raise the level of awareness of national minorities

within the Swedish Government Offices and to integrate the minorities perspective into the relevant sector policies to a greater extent than before.

Education on the Government's undertakings with respect to the Framework Convention for the Protection of National Minorities (the Framework Convention) and the European Charter for Regional or Minority Languages (the Minority Language Charter) has been included in the training programme held four times a year for new Swedish Government Offices employees.

Norrbottn County Administrative Board has the task of monitoring the application of the acts concerning the right to use Sami, Finnish and Meänkieli in dealings with public authorities and courts (SFS 1999:1175 and SFS 1999:1176). The County Administrative Board also distributes government grants to municipalities and county councils in accordance with the Ordinance (SFS 2000:86) on government grants for measures to support the use of Sami, Finnish and Meänkieli. The County Administrative Board reports annually to the Government on how government funding is being distributed to municipalities and county councils and on the results and costs of regional initiatives. Information to the general public concerning the acts on the right to use Sami, Finnish and Meänkieli in dealings with public authorities and courts of law is given on the Norrbotten County Administrative Board website. Information on the special legislation governing national minority languages is also part of the introduction training given to new county administrative board employees.

A special working group at the County Administrative Board has evaluated the extent to which the authorities comply with the legislation governing minority languages and the extent to which individuals invoke it. The evaluation shows, among other things, that the use of minority languages in dealings with public authorities and courts is associated with various difficulties and that information initiatives need to be improved. It also shows that, as regards the legislation concerning national minority languages, it is important to gain deeper knowledge about the extent to which individuals are able to utilise the rights and opportunities offered by the legislation.

In an effort to increase awareness of the minority language legislation, the County Administrative Board working group, in cooperation with the Norrbotten Branch of the Swedish Association of Local Authorities, organised a conference in Jokkmokk at the end of 2004. This resulted in cooperation between the two bodies being further strengthened in order to help the Association to stimulate its member municipalities to extend their collaboration on minority language issues within the various fields of public administration. Reports by the County Administrative Board to the Government show that efforts are ongoing to draw up minorities

policy action plans within all the municipalities covered by the minority language legislation.

An information project "*Information in minority languages*" is currently ongoing. In the project, the municipalities within the administrative districts for minority languages, the Norrbotten Branch of the Swedish Association of Local Authorities, Norrbotten County Council and Norrbotten County Administrative Board are cooperating to increase the amount of information available in the national minority languages.

The County Administrative Board is also using the following tools to disseminate information on the rights and obligations implicit in the Minority Languages Charter and on minorities policy decisions taken by the Riksdag:

- Advertisements in newspapers and other publications,
- Provision of background material to the mass media which has resulted in a large number of articles aimed at disseminating knowledge about the Swedish minorities policy and the special conditions in the county,
- Hosting of or participation in several annual conferences/seminars in cooperation with various actors, including the Norrbotten Branch of the Swedish Association of Local Authorities, organisations representing the national minorities, ministries and cultural organisations where the target groups have been regional/local authorities, cultural organisations, nonprofit associations, etc. The aim has been to disseminate knowledge about, generate commitment for and develop methods for supporting the minority languages,
- Regular meetings with the relevant municipalities, county councils and the Norrbotten Branch of the Swedish Association of Local Authorities to discuss how to use government funding, joint investigations and activities concerning national minority issues and
- Cooperation with the Luleå University of Technology in the form of investigative tasks and support to feasibility studies regarding the possible establishment of a research centre for national minorities and minority languages at the university, etc.

Through its evaluation of implemented government initiatives, the Committee on the Constitution at the Swedish Riksdag has followed up the decision on national minorities and minority languages adopted by the Riksdag in 1999.<sup>3</sup> The follow-up shows that there is a gap between central government and the municipal level when it comes to implementation of the minorities policy. One conclusion drawn by the Committee from the follow-up is that each national minority should be analysed separately in relation to the Framework Convention and the Minority Languages Charter. The Committee on the Constitution at the

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<sup>3</sup> Åström, Nationella minoriteter och minoritetsspråk – konstitutionsutskottets uppföljning av 1999 års riksdagsbeslut [National minorities and minority languages - follow-up of the 1999 Riksdag decision by the Committee on the Constitution]. Background, contents and results.



Swedish Riksdag arranged a hearing in March 2006 on the abovementioned follow-up of the minorities policy. The hearing was broadcast on national television.

For the goals of the Government's minorities policy to be fulfilled, the needs and interests of national minorities must be considered in all parts of the country and in all areas of society. This is true for central agencies, as well as for regional and local authorities.

Local self-governance has a long tradition in Sweden and is an important part of Swedish democracy. The local self-governance means that there shall be an independence for the municipalities, and within certain frameworks, free right of determination in certain matters of public interest that are linked to the municipality's own areas or its members and that are not exclusively dealt with by central government. Several of the areas regulated in the European Charter for Regional or Minority Languages are areas that are not exclusively regulated by central government. The Government has taken steps to increase knowledge about the minorities policy and to improve its implementation on all levels of society, particularly on the local level.

As a result of the conclusions reached by the Committee on the Constitution in the abovementioned evaluation of the Swedish minorities policy and the recommendations submitted to Sweden by the Council of Europe concerning the application of the Framework Convention and the Minority Languages Charter in Sweden, the Government sent out a minorities policy questionnaire to all 290 municipalities in the country. The aim of the questionnaire was to disseminate knowledge about the rights and obligations implicit in the Framework Convention and Minority Languages Charter, to obtain information on how the municipalities are progressing with their implementation of the convention and charter and how they want the Government to support them in their application of the convention and charter on the local level.

During the autumn of 2007, the Government is planning to hold a national conference on the national minorities, minority languages and the rights and obligations implicit in the Framework Convention and the Minority Languages Charter, in cooperation with the Swedish Association of Local Authorities and Regions. The recommendations of the Council of Europe and the results of the abovementioned questionnaire survey will form part of the basis of the conference.

In March 2006, the Government submitted its report *En nationell handlingsplan för de mänskliga rättigheterna 2006-2009* [A national action plan for human rights, 2006-2009] (Government Communication 2005/06:95) to the Swedish Riksdag. Before establishing the action plan, a survey of the situation regarding human rights in Sweden was

performed. The survey is based on the opinions put forward by international bodies, the evaluation of the first action plan and a number of “reference groups”, including NGOs, municipalities and central agencies in Sweden. The survey also covers the situation for the national minorities and the action plan announces a number of measures affecting them. The action plan has been distributed to all the municipalities in Sweden, several organisations including all organisations representing the national minorities in Sweden and central agencies.

As part of Sweden’s follow-up of the Council of Europe recommendations regarding compliance with the Framework Convention in Sweden, the Government organised a seminar in April 2005 in cooperation with the Council of Europe. The seminar discussed issues regarding implementation of the Framework Convention at the local level and legislation for the protection of national minorities, as well as language issues. Representatives of the Council of Europe, the Swedish Government, the Swedish Government Offices and other relevant central agencies, municipalities and national minorities took part in the seminar.

As mentioned in Sweden’s second report to the Council of Europe on the implementation of the Minority Languages Charter in Sweden, the Government organised two regional conferences, one in Göteborg in December 2003 and one in Stockholm in April 2004, on human rights and national minorities. The report also mentioned another conference that was to take place in Luleå in December 2004. This conference went ahead as planned. The aim of the conference was to disseminate knowledge about Sweden’s undertakings under the Framework Convention and the National Minorities Charter. These conferences were primarily for representatives of municipalities, county councils and certain central agencies. The conferences showed that there is a considerable need to problematise and concretise the significance of Sweden’s undertakings for the national minorities and the minority languages at the local level. In order to facilitate and encourage such a process, the Government has given Göteborg University the task of producing a handbook on human rights and national minorities for municipal activities. The handbook is to be designed as a practical tool for local politicians and civil servants and is to concretise how municipal activities can promote human rights and the rights of national minorities. The task shall finally be presented during the autumn of 2007.

The Government has also given the Sami Parliament the task of compiling a draft handbook for how municipalities and other public administrations can draw more attention to the Sami language in practice, improve the Sami language skills of its employees and increase the general public’s use of Sami in contacts with municipalities and other administrations. The handbook is to be presented on 31 January 2008. The Sami Parliament has also initiated a drive to establish contact with

municipalities in the South Sami region in order to inform about Sami as a national minority language and offer the municipalities support and help in the issue.

In order to strengthen the position of Romani women, a special project was initiated in this area in 2002. A working group was formed comprising Romani women and representatives of the Swedish Government Offices. Since February 2005, the working group has held a number of seminars on the regional level with and about Romani women and with municipality officials who work with Roma issues. The objective has been to discuss the situation facing Romani girls and women as regards education and working life and to stimulate and inspire the formation of local networks among Romani women. A seminar was held in Stockholm in 2005 and seminars have also been conducted in Malmö, Luleå and Göteborg during the spring of 2006. This work has now been taken over by the Delegation for Roma Issues. For further information on the delegation, refer to the Introduction, Point 5.

In order to inform about the minorities policy and Sweden's undertakings under the Framework Convention and Minority Languages Charter, information has been posted on both the Government's website, [www.regeringen.se](http://www.regeringen.se) and on the Government's human rights website at [www.manskligarattigheter.se](http://www.manskligarattigheter.se). The Minority Languages Charter is also available in both Swedish and English on these websites. On two occasions, information posted on the human rights website has particularly focused on national minorities - in 2003 on the subject of Roma and in 2004 on the theme of national minorities.

As Sweden mentioned in its previous reports to the Council of Europe concerning the implementation of the Minority Languages Charter, the Government has produced a brochure on the acts concerning the right to use Sami, Finnish and Meänkieli in dealings with public authorities and courts (SFS 1999:1175 and 1999:1176). This brochure is still being distributed.

The Government has also produced a fact-sheet on the national minorities and minority languages. The fact-sheet is available in Swedish, English and all the national minority languages and can be downloaded from the Government's website and the Government's human rights website.

To disseminate knowledge about the national minorities, minority languages and Sweden's undertakings under the Framework Convention and Minority Languages Charter to a wider audience, the Government Offices are also participating in various large-scale national events such as the Annual Human Rights Days and the Göteborg International Book Fair.

Both the Swedish Arts Council and the Swedish Institute for Dialectology, Onomastics and Folklore Research are actively disseminating cultural information to the general public on the significance of Yiddish, Romani Chib, Sami, Finnish and Meänkieli as national minority languages in Sweden in accordance with the undertakings in the Minority Languages Charter. This is being done through, inter alia, web-based information initiatives.

As far as education is concerned, the National Agency for Education has produced an information pack on the rights of the national minorities in schools, in conjunction with the Agency's publication of an in-depth study of the situation of Roma in Swedish schools (report 292:2007) in the spring of 2007. The information pack will be distributed to municipalities and schools during the spring and at the beginning of the autumn 2007. Furthermore, the National Agency for School Improvement has published the folder "Moving between Languages" in 16 different languages, in order to inform people of their right to home language teaching. The folder is primarily aimed at parents but also at schools and municipalities.

**5. It is understood that the full details of the measures taken to implement the recommendations of the Committee of Ministers will appear in the body of the report. Nevertheless, please summarise those measures for each recommendation.**

*1. Implement the proposals from the Government Investigation for the Finnish and South Sami Languages calling for an extension of the administrative districts for Finnish and Sami and the adoption of special legislation on regional or minority languages and the establishment of a national agency to oversee implementation.*

The investigator submitted its interim report on 1 May 2005 entitled *Rätten till mitt språk - förstärkt minoritetsskydd [The right to my language - Reinforced minority protection]* (Official Government Report 2005:40). The commission submitted its final report on 21 February 2006 entitled *Att återta mitt språk - Åtgärder för att stärka det samiska språket [Reclaiming my language - Measures to strengthen the Sami language]* (Official Government Report 2006:19). The investigator proposes an extension to both the Finnish and the Sami administrative districts and puts forward other proposals in the minorities policy area. The investigator's proposals have been circulated for comments and thereafter discussed within the Swedish Government Offices. This discussion has led to a decision to gather supplementary information.

*The gathering of supplementary information*

In July 2007, the Ministry of Integration and Gender Equality initiated an investigation into whether there are viable alternatives to the current system of geographically delimited “administrative districts” for language, within which people are entitled to use Sami, Finnish and Meänkieli at public authorities and courts of law. The investigator will submit its final report by 30 December 2007.

Refer to Part II, Article 7.1.d for more detailed information.

*2. Implement practical measures to strengthen access to the teaching of regional or minority languages by remedying the prevailing structural problems and resource problems and by formulating special strategies to increase access to teachers and offer lower secondary school education in regional or minority languages.*

Practical measures have been implemented to strengthen the access to teaching in the national minority languages. The National Agency for School Improvement has arranged national conferences for Sami, Meänkieli and Romani Chib. A number of language and cultural activities in conjunction with the national minority groups’ work with the Agency’s website Tema Modersmål (Mother tongue theme website) have also been implemented for Yiddish, Romani Chib, Sami and Meänkieli. Information about these activities is conveyed to almost 2 000 people every year in the form of newsletters, seminars and conferences. The aim is to increase knowledge about and change attitudes towards teaching in regional or minority languages. A brochure entitled “Moving between languages” is available in languages such as Romani Chib (Arli) and Finnish. The Agency has also produced teaching media in Romani Chib, for Swedish-speaking Roma and Swedish, travelling Roma. A Swedish-Romani Chib dictionary has also been compiled. The Agency has also developed a digital image and sound dictionary in, for example, Finnish and North, Lule and South Sami for use in pre-schools and schools. Information on how to adapt working tools and on new resources for language development is available for regional and minority languages on the Mother tongue theme website.

Further information on the work being done by the National Agency for School Improvement can be found in Part II, Article 7 and Part III. Refer to Part II, Article 7.1.h for information on university studies in Yiddish and Romani Chib.

*3. Adapt the existing forms of teaching in regional or minority languages to Sweden’s undertaking under the Charter, by, for example, increasing the quality of and access to “mother tongue” tuition and implement suitable measures for bilingual teaching.*

In May 2003, the Government decided to implement a pilot scheme for mother tongue tuition in nine-year compulsory school for a period of four years. The pilot scheme, which started in 2004, has made it easier to provide mother tongue tuition for the national minorities. One of the elements of distance learning courses for national minority languages is information about other national minority languages. The tuition is for pupils from grade 6 in compulsory school (12-13 year-olds) and is given in different languages, e.g. Sami and Meänkieli. The National Agency for School Improvement intends to develop these activities further.

Refer to Part II, Article 7.1.f for more information.

*4. As a matter of urgency, to adopt flexible and innovative measures to preserve the South Sami language.*

In cooperation with e.g. the Sami Education Board, the National Agency for School Improvement has made efforts to promote the development and production of teaching media and dictionaries in South Sami. Older South Sami teaching resources have also been made available online.

Umeå University is arranging part-time courses in South Sami, making it easier for students who want to combine language studies with other studies.

For more information refer to Part II, Article 7.1.f and Part III, Article 8 regarding the Sami language.

*5. Establish a structured policy and implement organisational measures to encourage oral and written use of Sami, Finnish and Meänkieli in contacts with courts of law and public administrations within the specified administrative districts.*

The Norrbotten County Administrative Board, one of whose tasks is to enforce special language legislation that applies inside the administrative districts, has urged municipalities in these districts to draw up action plans to encourage the oral and written use of Sami, Finnish and Meänkieli in contacts with public authorities and courts of law.

For more information refer to Part III, Article 10 regarding Sami.

*6. Encourage and/or facilitate the establishment and/or preservation of at least one newspaper in Sami and Meänkieli.*

In its second report on the implementation of the European Charter for Regional or Minority Languages, Sweden informed about the

Government's intentions to appoint a commission on the media, *Presskommittén* [the Swedish Press Committee]. According to the Press Committee's directive, it was to highlight/study the scope for improving the situation for the national minorities. As the Committee of Experts noted (Points 147 and 286), the Press Committee submitted its final report in January 2006. The report included inter alia proposals for amendments to the press subsidies that are intended to facilitate the publication of daily newspapers in languages other than Swedish, including Sami, Finnish and Meänkieli. The Press Committee's report has been circulated for comments.

Based on the Press Committee's report, the Riksdag decided in June 2006 to make certain changes to the production subsidies that were to come into force on 1 January 2007 (Government Bill 2005/06:201, Committee Report 2005/06:KU40, Government Communication 2005/06:367). According to this decision, the minimum requirement for the number of copies in a newspaper issue was reduced from 2 000 to 1 500 subscribed copies, which lowered the threshold for establishing new daily newspapers in both Swedish and minority languages. The Riksdag decision did not contain any of the proposals for changes that were especially intended to facilitate the publication of daily newspapers in languages other than Swedish.

The European Commission was notified of the changes in production subsidies adopted by the Riksdag but then announced that the changes could not preliminarily be approved. Instead, a review of the entire production subsidy system would be undertaken to examine whether it was compatible with the European common market. With regard to the Commission's decision, the Riksdag decided that the amended conditions for production subsidies would not come into force on 1 January 2007 but at a later date determined by the Government.

The European Commission's review of the press subsidies is still ongoing, and before it is concluded, it is impossible to implement the adopted changes or implement new amendments to the press subsidies.

Refer also to Part II, Article 7.1.c regarding the support given by the Swedish Arts Council to cultural magazines published in e.g. Sami and Meänkieli.

*7. Take measures to increase awareness and understanding of regional and minority languages in Swedish society as a whole.*

Promoting awareness and understanding of regional and minority languages is an integral part of the cultural aspects of the national minorities policy. Support has also been given by the Swedish Arts Council for information campaigns concerning the national minorities.

The Swedish Institute for Dialectology, Onomastics and Folklore Research is also working actively to inform about the national minority languages, their history and use.

Refer to Part II, Article 7.3 for further information on measures taken to increase respect and knowledge concerning the national minorities and their languages.

**6. Indicate what steps your state has taken to inform the following of the recommendations:**

- all levels of government (national, federal, local and regional authorities or administration);**
- judicial authorities;**
- legally established bodies and associations.**

The Council of Europe's Committee of Experts on the application of the European Charter for Regional or Minority Languages has presented the results of its first review of Sweden's implementation of the European Charter for Regional or Minority Languages (the Minority Languages Charter) and the Council of Europe's Committee of Ministers has thereafter adopted a resolution containing certain conclusions and recommendations. The report and the resolution are available in their original language on the Government's human rights website at [www.manskligarattigheter.se](http://www.manskligarattigheter.se). The resolution has also been translated into Swedish and all the national minority languages. These translations are also available via the website. The resolution and the recommendations it contains have also been sent to all the organisations that represent the national minorities and other relevant parties on several occasions, often in conjunction with meeting invitations.

Sweden submitted its second report to the Council of Europe on its compliance with the Minority Language Charter in June 2004. The Council of Europe Committee of Experts presented the results of its review in a report in March 2006 and the Committee of Ministers adopted its recommendations in September of the same year. This report and recommendations are also available via the Government's human rights website. The recommendations have been translated into Swedish and will also be translated into the national minority languages. The resolution and the recommendations it contains have also been sent to all the organisations that represent the national minorities and other relevant parties on several occasions, often in conjunction with meeting invitations.

The recommendations submitted by the Council of Europe regarding the Framework Convention and Minority Languages Charter are also discussed in the training course given to new employees in the Swedish Government Offices (see above under Part I, Point 4).



**7. Please explain how your state has involved the above, in implementing the recommendations.**

The Government has regular consultation meetings with representatives of the national minority organisations. For further information on this point, refer to Part I, Points 4, 5 (Recommendations 5 and 6) and Part III, Article 10 regarding Sami.

## **PART II**

**1. Please indicate what measures your State has taken to apply Article 7 of the Charter to the regional or minorities languages referred to in paragraphs 2 and 4 of Part I above, specifying the different levels of government responsible.**

Measures that the Swedish authorities have implemented in relation to regional- or minority languages and non-territorial languages in accordance with Article 7 of the Charter:

### **Article 7 Objectives and principles**

**1. In respect of regional or minority languages, within the territories in which such languages are used and according to the situation of each language, the Parties shall base their policies, legislation and practice on the following objectives and principles:**

- a) the recognition of the regional or minority languages as an expression of cultural wealth;**
- b) the respect of the geographical area of each regional or minority language in order to ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of the regional or minority language in question;**
- c) the need for resolute action to promote regional or minority languages in order to safeguard them;**
- d) the facilitation and/or encouragement of the use of regional or minority languages, in speech and writing, in public and private life;**
- e) the maintenance and development of links, in the fields covered by this Charter, between groups using a regional or minority language and other groups in the State employing a language used in identical or similar form, as well as the establishment of cultural relations with other groups in the State using different languages;**
- f) the provision of appropriate forms and means for the teaching and study of regional and minority languages at all appropriate stages;**
- g) the provision of facilities enabling non- speakers of a regional or minority language living in the area where it is used to learn if they so desire;**
- h) the promotion of study and research on regional or minority languages at universities or equivalent institution;**
- i) the promotion of appropriate types of transnational exchanges, in the fields covered by this Charter, for regional or minority languages used in identical or similar form in two or more States.**

2. The Parties undertake to eliminate, if they have not yet done so, any unjustified distinction, exclusion, restriction or preference relating to the use of a regional or minority language nor intend to discourage or endanger the maintenance or development of it. The adoption of special measures in favour of regional or minority languages aimed at promoting equality between the users of these languages and rest of the population or which take due account of their specific conditions is not considered to be an act of discrimination against the users of more widely used languages.

3. The Parties undertake to promote, by appropriate measures, mutual understanding between all the linguistic groups of the country and in particular the inclusion of respect, understanding and tolerance in relation to regional or minority languages among the objectives of education and training provided within their countries and encouragement of the mass media to pursue the same objective.

4. In determining their policy with regard to regional or minority languages, the Parties shall take into consideration the needs and wishes expressed by the groups which use such languages. They are encouraged to establish bodies, if necessary, for the purpose of advising the authorities on all matters pertaining to regional or minority languages.

5. The parties undertake to apply, *mutatis mutandis*, the principles listed in paragraphs 1 to 4 above to non-territorial languages. However, as far as these languages are concerned, the nature and scope of the measures to be taken to give effect to this Charter shall be determined in a flexible manner, bearing in mind the needs and wishes, and respecting the traditions and characteristics, of the groups which use the languages concerned.

#### Article 7.1.a – Recognition of regional or minority languages as an expression of cultural wealth

In December 1999, the Riksdag adopted the Government's proposal in Bill 1998/99:143 *Nationella minoriteter i Sverige [National Minorities in Sweden]* (Committee Report 1999/2000:KU6, Government Communication 1999/2000:69). The Government subsequently ratified the Council of Europe Framework Convention for the Protection of National Minorities (the Framework Convention) and the European Charter for Regional or Minority Languages (the Minority Language Charter). Since then, minorities policy has been established as a separate policy sector and a minister has been appointed with responsibility for it. Following the general election in September 2007, the Minister

responsible for minorities policy has been Nyamko Sabuni, the Minister for Integration and Gender Equality.

The Riksdag's decision to recognise Jews, Roma, Sami, Swedish Finns and Tornedalers as national minorities, and their languages Yiddish, Romani Chib (all variants), Sami (all variants), Finnish and Meänkieli as national minority languages, is a recognition of their important part in Sweden's cultural heritage and hence a manifestation of cultural wealth.

Since the national minorities' culture, language and religion are important parts of Sweden's cultural heritage, the curricula and syllabi for the nine-year compulsory and upper secondary schools (Lpo 94 and Lpf 94) lay down that there must be teaching about the national minorities and the minority languages.

Another manifestation of the recognition of the important share of Sami, Finnish and Meänkieli in the Swedish cultural heritage was the introduction of Acts (1999:1175 and 1999:76) concerning the right to use Sami, Finnish and Meänkieli in dealings with public authorities and courts. The monitoring of the acts concerning the right to use minority languages, which has been carried out at the behest of the Riksdag's Committee on the Constitution, shows that the laws have had a positive effect in raising the status of the languages and that the reform has resulted in other measures which have been of benefit to the national minorities. (cf. Part I, Point 4)

#### **Article 7.1.b – Respect for the geographical region of every regional or minority language**

The current division of Sweden into municipalities and counties does not constitute a barrier to the promotion of regional or minority languages. The municipalities in Norrbotten which are administrative districts for Finnish and Meänkieli are among those in the region which have the highest number of Finnish-speaking inhabitants. In addition, the population in a number of these municipalities comprises Tornedalers, many of whom speak Meänkieli. Therefore the prevailing division into municipalities has not been regarded as a barrier to the promotion of these languages. As regards Sami, the population is more widely spread over a larger area. Nevertheless, the Sami population is more concentrated in the administrative districts for Sami than in other parts of Sweden. Even if there are pockets of Sami inhabitants in many municipalities in northern Sweden, this has not been considered a barrier to drawing the boundaries of the present administrative districts.

As stated by Sweden in its two previous reports on the implementation of the European Charter on Regional or Minority Languages (the Minority Language Charter), the Swedish Municipality and County

Council Boundaries Act (1979:411) adequately provides for the implementation of the obligations laid down in the Minority Languages Charter. Chapter 1, Section 1 of the same act makes provision for changes in the division into municipalities if such changes may be assumed to bring lasting benefit to a municipality, or part of one, or other benefits to the population at large. Particular attention must be paid to the wishes and views of the municipality or municipalities most closely affected by the change. If such a municipality is opposed to a revision of the municipal boundaries, a decision to change them can only be promulgated if there are special reasons for it. Particular attention must also be paid to the wishes and views of the local inhabitants.

According to the preparatory works for the Municipality and County Council Boundaries Act (1979:411), the boundaries may not be redrawn unless there are good objective reasons to do so (Government Bill 1978/79:145 *Proposed law on changes in the division of the state into municipalities, county councils and parishes, etc.*). All advantages and disadvantages must be taken into careful consideration. Judgement must be based on the conditions in the population.

Against that background, the Government considers that the legislation satisfactorily guarantees that changes in the division into municipalities and county councils cannot take place if they would be contrary to the promotion of regional or minority languages.

### **Article 7.1.c – Measures to promote regional or minority languages**

#### *State subsidies*

It has been possible for a few years now for organisations representing national minority groups to receive state subsidies. The aim of these subsidies is to promote efforts that strengthen the culture and identity of such groups, support minorities policy and allow the groups to exert more influence in society. As from 2006, this state support is regulated by the Ordinance (2005:765) on state subsidies for national minorities. A total of SEK 4 million is available every year.

#### *Language and culture*

The Swedish Arts Council is responsible for implementation of the cultural policy laid down by the Government and the Riksdag. It allocates funds in sectors such as drama, dance, music, literature, public libraries, cultural journals, museums, exhibitions and art. One task is to promote contacts between the various cultures in Sweden.

At the initiative of the Government, it earlier examined different ways of giving Jewish, Romany, Yiddish, Sweden-Finnish and Tornedal culture greater scope in Swedish cultural life. Its report, *‘De nationella minoriteterna och kulturlivet’* [The national minorities and cultural life]

(Swedish Arts Council 2001:4), was submitted to the Government in 2001 and the outcome was that since 2002, the Swedish Arts Council has had a particular responsibility, and special resources, to promote the languages and culture of the national minorities. This in turn has enabled a significant increase in the state support given to cultural centres, libraries and theatres, etc. The Arts Council shall carry out measures based on the focus laid down in the draft budget for 2002, while taking into account the recognition accorded by the Riksdag to Finnish-language theatre (Government Bill 2001/02:1, expenditure area 17, Committee Report 2001/02:KrU1, p. 35). The Government has every year earmarked special funds for this purpose, now amounting to SEK 8 million per annum. These funds are allocated by the Swedish Arts Council in sectors such as literature, libraries, theatre and dance, museums, language development and the dissemination of information. The Swedish Arts Council has also provided state support to the Tornedal Theatre, Uusi Teatteri (Sweden-Finnish theatre group), the Roma Cultural Centre in Stockholm, the Roma Library in Malmö, and the Jewish community. These are just some examples of activities that have received state cultural subsidies. In issues concerning both the allocation of this support and the culture and languages of Sweden's national minorities, the Swedish Arts Council consults representatives of the national minorities, through e.g. The Swedish Bureau for Lesser Used Languages (SWEBLUL). As part of this consultation process, SWEBLUL sends copies of subsidy applications received by the Swedish Arts Council to organisations representing the national minorities, which in turn propose who they think should receive the support. Their opinions are then considered before the Swedish Arts Council makes a final assessment. According to information from the Swedish Arts Council and representatives of the national minorities organisations, this consultation works effectively and in most cases the organisations and the Swedish Arts Council arrive at the same conclusion about the way in which budgetary allocations should be made.

#### *Cultural journals*

Since 1999, the Swedish Arts Council has also had a special task to give support to the cultural journals of national minorities. It must primarily be allocated in the form of production support but can also be accorded to projects or information efforts with a view to stimulating publications of this kind. During 2006, the Swedish Arts Council allocated a total of SEK 500 000 to six journals which are published wholly or partly in Yiddish, Romani Chib, Sami, Sweden-Finnish and Meänkieli.

#### *The Sameting Council for Cultural Affairs*

For information, refer to Part III, Article 12.1.a regarding Sami.

#### *The Year of Cultural Diversity in Sweden*

The Government proclaimed 2006 the Year of Cultural Diversity in Sweden'. The aim was to increase awareness of the significance of ethnic

and cultural diversity in cultural life. Another objective is to henceforward increase the ethnic and cultural diversity of state-financed cultural activities. This implies making cultural activities more multifaceted and increasing the number of authors, practitioners and cultural administrators with non-Swedish or minority background so that they constitute a greater proportion of those who are professional active within the entire spectrum of state-financed cultural life. During that year there were certain events and projects linked to the national minorities languages and culture. Examples that may be mentioned are the participation by various Regional State Archives in a project, the purpose of which was to digitalise records containing information about Sami conditions. These Archives were also involved in activities such as, for example, an exhibition about children in Tornedalen, lectures about Jews in Östersund and an investigation of source material on Sami history.

### *Film*

In the film sector, the Swedish Film Institute has responsibility for the distribution of state funds. There are no particular language criteria for film production support by the Institute and it is thus possible also to apply for it for the production of films in the national minority languages. In 2006 the Government gave the Film Institute the task of reviewing the possibilities for promoting film production in the national minority languages. In its report, the Institute noted that there is only very limited production of films in these languages in Sweden, but that the reason is not the difficulty of obtaining production support for them, but rather the absence of applications for it. The report also makes clear that there is no broad base for film production in the national minority languages, even though the situation varies and the Sami to some extent constitute an exception. One way to increase the number of applications, according to the Film Institute, would be to make efforts in the education institutes and in the regional resource and production centres. Support for Sami films is currently already included in the activity of the regional production centre, Filmpool Nord. The Film Institute also emphasises that the import of films produced abroad in the relevant minority languages would be a means of increasing their availability.

### *Language conservation*

As mentioned earlier in this report, see the Introduction, point 5, in December 2005 the Riksdag approved the Bill *Bästa språket – en samlad svensk språkpolitik* [The Best Language - a Coherent Swedish Language Policy] (Government Bill 2005/06:2). The language policy objectives emphasise that everyone must have a right to languages, including developing and using their own mother tongue and the national minority language, as well as the opportunity to learn foreign languages.

Measures for language conservation are necessary if the national minority languages are to develop and be preserved. It is a case of setting

norms and standards and of providing advice. In order to promote achievement of the language policy objectives, state-financed language conservation has been coordinated and given new resources, which makes possible increased efforts in support of the national minority languages. Language conservation – i.e. by the Language Council of Sweden, the Swedish-Finnish Language Council and the Plain Swedish Group in the Swedish Government Offices – was grouped together on 1 July, 2006 to form a new authority called the Swedish Institute for Dialectology, Onomastics and Folklore Research. In total, language conservation has thereby been reinforced by SEK 4.2 million with effect from 2006 (of which SEK 2 million in the current year).

Via the new language conservation organisation, the Swedish Institute for Dialectology, Onomastics and Folklore Research has been given the task of developing and promoting the conservation of national minority languages. The Institute also collects, preserves and researches dialects, place-names, personal names and folklore. Within the new organisation, the Language Council has responsibility for work on Finnish, Romani Chib and Yiddish, while the Department of Dialectology, Onomastics and Folklore Research in Umeå (DAUM) is responsible for Meänkieli and Sami. However, the Sami Parliament (Sami Language Board) still has responsibility for conservation of the Sami language. DAUM has recently appointed a language consultant for Meänkieli, who will take up work on 3 September, 2007, with responsibility for documentation and information, as well as research and adding to DAUM's archive on Meänkieli.

As stated above, the Swedish Institute for Dialectology, Onomastics and Folklore Research has since 1 July, 2006 had responsibility for conservation of Romani Chib. As representatives of both the Romani organisations and the Council of Europe have pointed out, there is a lack of teaching materials in Romani Chib. A precondition for Sweden being able to produce adequate teaching material in Romani Chib is the availability of dictionaries, collections of rules for the written language, grammars, etc. There is today no information about the existence of material of this kind in Sweden. In light of this, the Government has tasked the Institute for Language and Folklore to carry out a more thorough study of the situation of Romani Chib in Sweden. Within the framework of this task the Institute for Dialectology, Onomastics and Folklore Research shall

- catalogue what varieties of Romani Chib are spoken in Sweden and the extent to which the different varieties are used,
- investigate whether in Sweden or other countries there are dictionaries, rules of the written language, grammars or other forms of teaching materials for the varieties of Romani spoken in Sweden; and
- submit proposals for how the future work on language conservation should be carried out for the variants of Romani Chib spoken in Sweden.



This task is to be carried out after consultation with a reference group of representatives of Romani organisations gathered together by Institute for Dialectology, Onomastics and Folklore Research. A report on the implementation of this task shall be submitted in February 2008.

On 8 February 2007 the Government decided to appoint a special investigator to look into the possibility of drafting legislation on language. The investigator shall also consider whether such legislation should include regulations about the national minority languages. A report is to be submitted by no later than 31 December 2007 and the earliest any possible law could enter into force is 2009.

#### *Archives*

The Archives Commission which submitted its final report in 2002 (*Arkiv för alla [Archives for all]* (Official Government Report 2002:78) included proposals for measures to facilitate the preservation of archive material from the national minorities. Among them was a recommendation that special archive institutions should be given responsibility for the respective minority languages, that documents should be digitalised and that resources allocated by the Swedish Arts Council should be earmarked for these issues. The Government's response to the commission's proposals was contained in a Bill presented in 2005 (Government Bill 2004/05:124). Its conclusion was that it was extremely important to ensure the preservation of documents in the national minority languages and to create equal preconditions for archives which the national minorities can independently develop further. Against that background the National Archives was commissioned to develop forms of work for cooperation with other institutions and organisations on issues affecting documents in the national minority languages. This task was to be carried out in cooperation with representatives of the national minorities. In addition, the Government recognised that regard should be had to the national minority groups in appointing members of the Committee on Individual Archives, the National Archives' committee on cooperation with, and support for, individual archives institutions (such as, for example, the Sweden-Finnish archives).

As a consequence of the task given to the National Archives, a network of the relevant cultural heritage institutions, cultural centres, organisations and authorities has been created as a link in future work. The National Archives has also carried out a series of interviews and visits in order to obtain knowledge about documents in the languages concerned and their preservation. In the short term, the work is to be continued by consolidating the network and by continued cataloguing of the documents. A nationwide inquiry is planned, as well as a conference with a various interested parties. In the longer term plans are being laid

for assessing and summarising results and for possible proposals for a more permanent allocation of responsibility.

In this connection, mention should also be made of the efforts to facilitate digital transmission in other scripts. The National Archives is making preparations to be able to receive and handle digital material drafted in scripts other than those ordinarily received, including in the official minority languages. That applies e.g. to Sami.

### **Article 7.1.d – Facilitating and/or encouraging use of regional or minority languages in public and private life**

#### *Information efforts*

In the years immediately following the parliamentary decision about Swedish national minorities policy, the Norrbotten County Administrative Board, the municipalities, regional and local authorities affected, together with minorities organisations, focused on information efforts with a view to making minorities policy and the rights/obligations which follow from the minority language acts better-known and to increasing the availability of written information, especially at the local authority level. A further stage in this activity was to make inquiries/reports in order to obtain a picture of how minority languages are used and what priorities should be established.

During 2004 the Police, together with the Prosecutor-General, produced an information brochure intended for those held in detention on suspicion of crime. It makes clear the rights of those in detention, for example.

- the right to defence counsel,
- the right to an interpreter for those unable to speak Swedish,
- the right to necessary medical attention,
- the right to communicate with close relatives as soon as that can be done without prejudicing police inquiries; and
- the right of contact with their consulate, in the case of foreign citizens.

In addition to information about these rights the brochure also gives a description of the process which gets under way in connection with detention. This brochure has been translated into Yiddish, Romani Chib, Sami, Finnish and Meänkieli.

#### *Proposals for extension of the administrative districts for language*

As a consequence of the minorities policy introduced in 2000, measures were taken in a series of policy sectors to meet the policy objectives. They included the introduction of certain relaxations in the regulations on nine-year compulsory schooling and upper secondary schooling, in order to make it easier for the national minorities to receive tuition in their mother tongue. Other examples are that within the cultural sector

certain resources were earmarked for the national minorities cultures (cf. Part II, Article 7.1.c).

As the Council of Europe's Committee of Experts is aware, legislation was introduced following the establishment of the minorities policy. On 1 April 2000, acts entered into force concerning the use of Sami, Finnish and Meänkieli in dealings with public authorities and courts (1999:1175 and 1176). These language laws came about as a consequence of Sweden's ratification of the Framework Convention for the Protection of National Minorities and the European Charter on Regional or Minority Languages. The language laws entail the right to use Sami, Finnish or Meänkieli in dealings with public authorities and courts on matters related to the exercise of authority and the right to pre-school and elderly care wholly or partly in one of these three languages. The application of these laws is limited to certain geographical areas, the administrative districts, embracing seven municipalities in Norrbotten, namely Arjeplog, Gällivare, Jokkmokk, Haparanda, Kiruna, Pajala and Övertorneå.

Against the background of views expressed by the Sweden-Finnish interest groups, as well as by the Council of Europe, to the effect that there are also language needs outside the present Finnish administrative district, the Government appointed a special investigator in January 2004 with the task of analysing preconditions for enlarging the Finnish administrative district, to include also Stockholm and Mälardalen.

In the course of this work, the question arose of the critical situation for the South Sami language. Supplementary terms of reference in February 2005 gave the investigator the additional task of analysing the preconditions for extending the Sami administrative district to apply also in the South Sami area.

The investigator adopted the name "The Investigation on the Finnish and South Sami languages" [Utredningen om finska och sydsamiska språken]. An interim report, *Rätten till mitt språk – förstärkt minoritetsskydd* [The right to my language – reinforced minority protection] (Official Government Report 2005:40) was submitted in May 2005 and the final report *Att återta mitt språk – Åtgärder för att stärka det samiska språket* [Regaining my language – measures to strengthen the Sami language] (Official Government Report 2006:19) in February 2006.

Its proposals include that the administrative district for Finnish should be enlarged to extend to a total of 53 municipalities in the Stockholm and Mälardal region. As regards the Sami language, it is proposed that administrative district should be enlarged to include an additional 20 municipalities in the South Sami area. By the South Sami area is meant the southern parts of the traditional Sami language area which comprises

parts of the counties of Norrbotten, Västerbotten, Jämtland and Dalarna.

The extended administrative districts are proposed to embrace the same rights as apply in the present administrative districts, namely the right to pre-school and elderly care wholly or partly in Finnish or Sami, as well as the right to use to Finnish or Sami in dealings with public authorities and courts in matters related to the exercise of authority.

The cost of enlarging the administrative districts were estimated by the commission to amount to a total of SEK 92.15 million per year during a four-year introductory phase (SEK 69.6 million for the Finnish enlargement and SEK 22.55 million for the Sami enlargement).

These considerations were circulated for formal comment and are now being processed within the Government Offices.

*The gathering of supplementary information*

At the behest of the Norrbotten County Administrative Board working group, which is also mentioned in Part I, point 5, Recommendation 5, Luleå University of Technology carried out a study of the individual user's exploitation of the legal right to use Sami, Finnish and Meänkieli in dealings with public authorities and courts. The study shows that the actual increase in the use of minority languages in dealings with both authorities and courts has been limited. The decisive obstacles, according to the report, lie in the attitudes and values attaching to use of language in contacts between officials of the authorities and the language user. Linguistic, psychological and socioeconomic factors have meant that individuals have chosen to use Swedish in contacts with the authorities. In the study it is proposed that a more concentrated effort should be made, affecting a number of linguistic domains other than those relating purely to contacts with the authorities, in order to give support to the minorities.

The Norrbotten County Administrative Board, which exercises supervision over the special language laws that apply within the administrative districts, reports annually to the Government on its follow-up to the regional measures. From these reports, it emerges that use of the right to contact with the authorities has not noticeably increased since the above-mentioned study was carried out by Luleå University of Technology.

Within the framework of the Investigation on the Finnish and South Sami languages, a study was made of the Swedish-Finns' and the Sami's needs for public service. From this investigation it appears that the sectors which are stated to be important for public service are schools, pre-schools, elderly care and healthcare.

The present system of administrative districts builds on the idea that a national minority and its language is concentrated in a certain given geographical area and that greater protection should be given to the language in that region. The investigator questions whether the system of geographically delimited administrative districts is an optimal solution, because the individual's possibilities to uphold the minority language and culture are dependent on where in Sweden he or she lives. The investigation comes to the view that in the longer term, consideration should be given to whether the administrative district model should be supplemented by rights attaching to the individual and not simply to a specific territory, in the same way as has been done in, for example, Finland.

When the proposals from the Investigation on the Finnish and Sami languages were circulated for comment, it emerged that many municipalities and authorities were neither positive nor negative about the proposal for extended administrative districts. Against that, the majority were agreed that the full costs of the proposals must be borne by the central government. Some of the bodies consulted, including the Ombudsman against Ethnic Discrimination (DO) and a few municipalities, argued that there may be better alternatives than the system of administrative districts. The views put forward included that rights should be attached to the individual and to important functions of society that particularly affect individuals.

In July 2007, the Ministry of Integration and Gender Equality initiated a inquiry into whether there are viable alternatives to the current system of geographically delimited administrative districts for language, within which people are entitled to use Sami, Finnish and Meänkieli in dealings with public authorities and courts.

The inquiry includes examination of whether there is any alternative system that gives individuals the necessary opportunities to

- use their minority language in contacts with authorities,
- obtain a place in pre-school in which activities are conducted wholly or partly in the minority language; and
- enjoy elderly care wholly or partly in the minority language.

The inquiry shall

- analyse what real significance extended administrative districts for Finnish and Sami would have for the possibilities of Swedish Finns and Sami to develop and preserve their languages, as compared with alternative models,
- weigh the benefits of an enlarged administrative district against the financial consequences,
- analyse whether it is possible to satisfy the individual's right to use his minority language in contacts with the authorities by means of legislation already existing in various sectors,

- analyse whether it is possible to supplement the existing legislation within various service sectors in such a way that the national minorities' language rights are better served; and
- analyse possible negative consequences of substituting the geographical administrative districts by alternative models and in that way especially taking into account the significance of the symbolic and status-enhancing value that the present language legislation has for minority languages.

The aim of the inquiry shall be to achieve a system that lives up to the national minorities' right to retain and develop their language in the private and public context, while ensuring that the financial consequences are commensurate in relation to the benefit from the measures.

The situation in the Nordic countries and to some extent in other European countries will be illuminated and serve as a factual basis for the inquiry. There will also be consultation with representatives of the national minorities concerned, with the relevant authorities and the Commission on Language Law [Språklagsutredningen]. The inquiry will be conducted during the autumn of 2007.

### **Access to the media**

There is nothing in Swedish law or in practice that prevents national minorities from producing or using any forms of media. No distinction is made between people in the basic laws that govern freedom of the press and freedom of expression. Everyone is free to start and run media companies or to use or not use the media. Nonetheless, the Swedish Government has considered it important to implement appropriate measures to facilitate access to the mass media for persons belonging to national minorities.

Public service television and radio have a major responsibility to pay heed to the needs of the national minorities. From the broadcasting licences for the Swedish public service companies – Sveriges Television (SVT), Sveriges Radio (SR) and Sveriges Utbildningsradio (UR) [Education Broadcasting Company] – it has long been evident, and remains so, that work on behalf of language and ethnic minorities is a priority area. The licence applicable until 2002 placed Sami, Finnish and Meänkieli in a special position in programme activity. Since 2002 Romani Chib has also had a similar special position and the public service companies have also had to take account of the fact that Yiddish likewise has the status of a minority language. In March 2006 the Government approved the Bill *Viktigare än någonsin! Radio och TV i allmänhetens tjänst 2007-2012* [More important than ever! - Public service radio and television 2007-2012] (Government Bill 2005/06:112).

It sets out the overarching guidelines that apply to SVT, SR and UR during the present licensing period 2007-2009. According to the broadcasting licences for the present period, the companies must take into account linguistic and ethnic minorities' interests. This activity must be a priority area and access to it must be improved. The minority languages Sami, Finnish, Meänkieli Romani Chib must be given a special position. In addition, the public service companies must conduct a dialogue with the groups affected. As regards Yiddish, it was stated in the Bill (Government Bill 2005/06:112) that there are currently too few Yiddish speakers in Sweden to justify this group's being given a special position in programming, but the public service companies should take account of the fact that Yiddish has the status of a minority language in Sweden.

#### *Radio and TV broadcasts in minority languages*

It is up to the public service companies to shape their programming within the framework of the generally applicable formulations in the broadcasting licences. Sveriges Television (SVT) broadcasts various programmes in Romani Chib, Sami, Finnish and Meänkieli. During 2005, programmes in Romani Chib were sent in the form of two documentaries produced in-house. During 2006 SVT broadcast no programmes in Romani Chib.

In 2006 Sveriges Radio (SR) broadcast nationwide programmes in twelve different languages, of which four were in national minority languages.

During 2006 SR broadcast 165 hours in Romani Chib, an increase over 2005 when SR broadcast 120 hours in Romani Chib. SR broadcasts in Romani Chib in 2005 consisted both of a 30 minute current affairs programme dealing with everyday issues for Roma in Sweden, and of a news and current affairs programme with a mixture of social information and material on Romani culture.

SR has also broadcast programmes about and with Yiddish speakers.

For information about TV and radio broadcasts in Sami, Finnish and Meänkieli, see Part III, Article 11 for the respective languages.

#### *IT accessibility*

IT is of importance not only to the majority population but also to the national minorities. One problem for the Sami group has been that there has been no support for the language in data-processing. For that reason the Nordic Ministers for Sami Affairs and the Presidents of the Sami Parliaments made an approach to the IT industry to bring about a change. So far the result has been that as from 2004 there has been support for the Sami language in the latest version of Windows. Continued efforts are being made in this area, including drawing the

attention of the authorities to this possibility. Thanks to the Nordic work, there is also support for the Sami language in the new European Telecommunications Standard for mobile telephones. Provided that the mobile telephone industry applies this standard, it is possible to send and receive text messages (sms) in Sami.

### **Elderly care**

According to law, elderly people speaking Finnish or Meänkieli have the right to receive care wholly or partly in these languages within the relevant administrative district, which comprises Gällivare, Haparanda, Kiruna, Pajala and Övertorneå.<sup>4</sup> The same applies to Sami, for which the administrative district comprises Arjeplog, Gällivare, Jokkmokk and Kiruna. In addition, the needs of the elderly who belong to the national minorities must be taken into account nationwide.

In the spring of 2006, the Swedish Association of Local Authorities and Regions conducted a questionnaire survey including questions about whether the municipalities provide care and healthcare in the languages of the national minorities. A total of 281 of the 290 municipalities in Sweden replied to the inquiry. The report on it shows that health and social care in a national minority language is given as regards *Romani Chib*: in seven municipalities; *Meänkieli*: seven municipalities; *Sami*: four municipalities; *Yiddish*: three municipalities; and *Finnish*: 70 municipalities.

### **Article 7.1.e – Cooperation between speakers of the same language and other languages**

Applications involving several groups that speak one of the national minority languages have often been among the projects supported by the Swedish Arts Council. Of particular importance from this aspect is nevertheless primarily SWEBLUL, the Swedish National Committee for the European Bureau for Lesser-Used Languages (EBLUL), which also is consulted in matters affecting cultural support. SWEBLUL is an association that represents all five national minorities in Sweden. It is engaged in issues that affect all national minority languages in Sweden and because of the common interests is therefore an asset for all groups. It has on various occasions received funds from the Swedish Arts Council, including SEK 200 000 jointly with the Sami Parliament for information projects in 2005 and SEK 100 000 for the same purpose in 2006. Both previously and in the present year, money has been allocated for song competitions in which participants perform in various minority languages. The organisation has a rotating chairmanship and its

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<sup>4</sup> SFS 1999:1175 and 1176.



administration is conducted by a working group. SWEBLUL also takes part in certain of the consultation meetings that the Government holds with representatives of the national minorities organisations.

The Department of Finno-Ugric Languages at Uppsala University provides for education and research in Sami and Finnish. Uppsala University also provides research training in the Finno-Ugric Languages, the only one of its kind. Recruitment of students from the basic education systems in Estonian, Finnish, Sami and Hungarian for the only research training in the Finno-Ugric Languages has been successful in creating a relatively large critical and creative research environment. In accordance with a decision by the Swedish National Agency for Higher Education, Uppsala University has authority to conduct Bachelor and Master Degree examinations in Finnish.

Through their national organisations, representatives of the national minorities can meet and exchange experience. These meetings are partly facilitated by financial support from the municipalities and partly also from the central Government funds.

For further information about cultural subsidies and their allocation, as well as central Government support for the national minority organisations, refer to Part II, Article 7.1.c.

#### **Article 7.1.f – Education in and studies of regional or minority languages at all appropriate levels**

##### **The right to learn one's own minority language, etc.**

The Swedish National Agency for Education has responsibility to monitor, assess and supervise at a national level. The Swedish National Agency for School Improvement has as one of its tasks to support, in close cooperation with municipalities, local work to raise quality standards and improve the learning environment.

Teaching and studies in regional and/or minority languages is provided at all levels within the Swedish education system. There is opportunity to receive education in the mother tongue for pupils whose mother tongue is Yiddish, Romani Chib, Sami, Finnish and Meänkieli in pre-school, nine-year compulsory school and upper secondary school.

In its report on Sweden the Council of Europe has asked for statistics regarding mother tongue tuition in the national minority languages. By way of introduction, Sweden wishes to emphasise that the Swedish National Agency for Education is working to improve the quality of statistics collection for mother tongue tuition so that it will also cover information on the national minority languages. What Sweden can

nevertheless provide information about at present is as follows. As regards pre-school, there are no statistics on mother tongue tuition broken down by language. During the academic year 2006/2007, 148 674 compulsory school pupils were entitled to mother tongue tuition (this applies to all mother tongue tuition and not only in the national minority languages). Of these, 83 042 pupils (59.9 per cent) received mother tongue tuition. As regards nine-year compulsory school, the National Agency for Education is collecting information on mother tongue tuition, broken down according to the 10 biggest languages. The Agency has in its report nevertheless given an account of the sub-division for the national minority languages during the academic year 2004/2005, as follows.

	Number of eligible pupils	Number of pupils participating
Finnish	9 992	41%
Meänkieli	1 190	41%
Sami	637	63%
Romani	1 208	25%
Chib		
Yiddish	8	100%

### *Pre-school*

In its Bill *Kvalitet i förskolan* [Quality in pre-schools] (Government Bill 2004/05:11), the Government emphasises the multicultural pre-school. The Government has amended the pre-school curriculum (Lpfö 98) to the effect that pre-schools shall strive to ensure that every child with a mother tongue other than Swedish develops his/her cultural identity and ability to communicate both in Swedish and in his/her mother tongue.

Furthermore, the Government has clarified that the Ordinance (1991:978) concerning state subsidies to the production of certain teaching media shall also be used for teaching media used for mother tongue support in pre-schools.

In the language administration districts for Sami, Finnish and Meänkieli, pre-school activities are provided wholly or partly in these languages.

### *Romani pre-school*

In April 2006, a new pre-school for Romani children opened in Malmö. The Roma Youth Center is behind the initiative and the aim is to prepare Romani children better prior to them starting school, since many Romani pupils leave compulsory school with incomplete grades. Another pre-school for Romani children, run by Romani women as a staff cooperative, has existed in Göteborg for a few years now.

The new pre-school will have a Roma profile, but will be run in accordance with existing guidelines and follow the national pre-school curriculum. The focus lies on the Sweden language and on giving a basic grounding in Romani Chib, as well as teaching about Roma culture. The staff includes both Roma and Swedish people.

From the beginning, 15 children will attend the pre-school. The intention is to start on a small scale and gradually increase the number of pre-school places.

#### *Nine-year compulsory school*

Mother tongue tuition in nine-year compulsory school is governed by Chapter 2, Sections 9-14 of the Compulsory School Ordinance (1994:1194). A pupil has a right to mother tongue tuition if one or both of its parents/guardians has a language other than Swedish as their mother tongue and if that language is a language of daily intercourse for the pupil. The legislation also requires that the pupil should have a basic knowledge of the language. However, particularly beneficial rules apply for mother tongue tuition in Romani Chib, Sami and Meänkieli. Those pupils that have one of these languages as his/her mother tongue has a right to mother tongue tuition in these languages even if that language is not a language of daily intercourse at home. A municipality has an obligation to provide mother tongue tuition in a language only if an suitable teacher is available. Furthermore, at least five pupils in the municipality must wish to have tuition in that language. This requirement for a minimum number of pupils does not, however, apply as regards Romani Chib, Sami and Meänkieli. However in the budget bill for 2008 (prop. 2007/08:1 Budget proposition för 2008), the Government has proposed that the rules for mother tongue tuition in Finnish and Yiddish shall be the same as regards Romani Chib, Sami and Meänkieli. The government budget bill for 2008 still has to be decided by the Riksdag.

Mother tongue tuition may be arranged as a language choice, the pupil's choice, the school's choice or outside the school timetable. Mother tongue tuition may not extend to more than one language per pupil, with the exception of Romani pupils from abroad or Finnish Roma who may receive mother tongue tuition in two languages if there are special reasons. Mother tongue tuition outside the timetable may be limited to a maximum of seven school years if the pupil does not have a special need for it. This limitation does not, however, apply as regards Sami, Tornedal-Finnish or Finnish pupils.

#### *Bilingual education*

For pupils who have a language other than Swedish as their language of daily intercourse with one or both of their parents/guardians, a municipality may in accordance with Chapter 2, Section 7 of the Compulsory School Ordinance (1994:1194) arrange some of the

education in grades 1–6 in the language of intercourse. According to Ordinance (2003:306) on pilot schemes offering bilingual education in nine-year compulsory school, a municipality may arrange pilot schemes offering bilingual education in grades 7–9. A maximum of 50 percent of the total bilingual education provided may be given in the language of intercourse.

In 2003 the Government instituted a pilot scheme with bilingual education in the upper years of compulsory nine-year school. For pupils in grade 7–9 who have a language other than Swedish as their language of daily intercourse with one or both of their parents/guardians, parts of their education may be conducted in the language of intercourse. For the total time during which bilingual tuition is arranged, a maximum of one half may take place in the language of intercourse and the education must be planned in such a way that instruction in Swedish progressively increases during the years of education. Within this programme are activities in Finnish, Romani Chib and Sami. The pilot scheme period has been prolonged until 1 July 2009. The National Agency for School Improvement will prepare an assessment of its outcome.

#### *Study guidance*

According to Chapter 5, 2 § of the Compulsory School Ordinance (1994:1194) a pupil shall receive study guidance in his/her mother tongue if necessary.

#### *Independent schools*

The obligation to provide mother tongue tuition is regulated for independent schools under Chapter 1, Section 5 of the Independent Schools Ordinance (1996:1206). This Section states that for the independent schools, the regulations about mother tongue tuition applicable to the corresponding type of school within the state school system must be applied. That means that an independent compulsory school has a duty to provide mother tongue tuition in the same way as a municipality must provide such tuition within the compulsory nine-year school. Furthermore, Chapter 1, Section 2 states that mother tongue tuition can be arranged either in the independent school or on the basis of agreements reached with another provider. Corresponding regulations on the independent upper secondary schools' duty to provide mother tongue tuition are to be found in Chapter 2, Section 7 of the Independent Schools Ordinance which refers to regulations on mother tongue tuition applicable in the corresponding type of school in the state education system.

The Government has a positive attitude to the creation of independent schools. Independent schools are financed from public funds and may be targeted towards national minority languages.

*School-leaving marks*

The ordinances (SKOLFS 1997:29) of the National Agency for Education on the form of school-leaving marks for nine-year compulsory schools, the schools for mentally disabled and the special schools have been changed by amendment ordinance (SKOLFS 2002:18). It states that for modern languages and the mother tongue, the marks must indicate which language the pupil has studied. If a pupil has received a mark in more than two modern languages, this mark may be recorded last in the list of subjects. It must then be stated whether the mark has been received in accordance with targets/mark criteria within the framework of the pupils' choice or in accordance with targets/mark criteria within the framework for language choice, as well as in what language the pupil has received marks.

*Upper secondary school*

Chapter 5, Sections 7–13 of the Upper Secondary School Ordinance (1992:394) contains regulations about mother tongue tuition in upper secondary school. The rules and exceptions that apply to national minorities are the same as in the Compulsory School Ordinance, the only difference being that for an upper secondary school pupil there is a requirement for good knowledge rather than basic knowledge of the mother tongue in order to have the right to tuition in it. In upper secondary school, mother tongue tuition can be arranged as an individual choice, an extended programme or as a substitute for a language other than Swedish and English. These rules apply both as regards both non-vocational and vocational national programmes in upper secondary school.

*Adult secondary education*

In accordance with the Education Act, municipalities shall provide municipal adult education (komvux). They shall endeavour to offer education which meets the demand and needs. Each municipality must publicise the possibilities for adult education and encourage adults to participate in it. Those wishing to learn a regional or minority language may request the municipality to provide such a course.

In folk high schools and adult educational associations, tuition is carried out primarily in Sami, Finnish and Meänkieli. Tuition in Sami is given at the Sami Education Centre.

*Access to higher education*

Adults who have the requisite qualifications to study at university have the possibility to study languages. This is facilitated by the fact that a number of universities nowadays provide both distance-learning and part-time study.

To promote equal opportunities for education, the Government is making a deliberate effort to overcome ethnic and social bias in recruitment to universities and discrimination is prohibited under the Act (2001:1286) on the equal treatment of students in higher education.

In its Bill *Den öppna högskolan* [Open higher education] (Government Bill 2001/02:15, Committee Report. 2001/02:UbU4, Government Communication. 2001/02:98), the Government presented a series of proposals and judgements about improving the work of universities with broader recruitment and facilitating the transition from upper secondary school and adult education to university. As a result of these proposals, a new provision was added in Chapter 1, Section 5 of the Higher Education Act (1992:1434) to the effect that the universities and university colleges must actively promote and broaden recruitment to higher education. A recruitment delegation appointed by the Government worked during the period 2002 – 2004 to stimulate recruitment to the universities and university colleges and SEK 120 million were allocated for this purpose.

In the Bill *Ny värld – ny högskola* [New World – New University] (Government Bill 2004/05:162, Committee Report 2005/06:UbU3, Government Communication 2005/06:160), the Government's measures to continue work on broadening recruitment were presented. Since 15 January 2006, the Swedish Net University Agency has had a new name - the Swedish Agency for Networks and Cooperation in Higher Education - and a wider remit to support universities, etc., in their efforts to broaden recruitment and improve their teaching.

For further information about the study of regional or minority languages at the university and university college level refer to Part II, Article 7.1.h below.

### **The Mother Tongue Theme website (Webbplatsen tema Modersmål)**

The Swedish National Agency for School Improvement is one of the two sectoral authorities in the field of education. It supports the work by municipalities and schools to improve quality and results.

Responsibility for implementation and results has been decentralised to local authorities and principals. To raise standards and achieve better fulfilment of objectives in all parts of the education system, central government allocates funds to stimulate local school development. School leaders, teachers and head teachers active in pre-school, school and adult education are the chief target groups for the Agency.

As regards the national minorities, the Agency's work is conducted primarily through the Mother Tongue Theme website. Over the period 2000 – 2005, the Government invested SEK 10 million in the

construction and development of this website. It is designed as a resource for those working in child care and the school, but is also for all those interested in support for the mother tongue, mother tongue tuition and study guidance in the mother tongue. It contains information and tools for communication as regards the mother tongue and embraces more than 30 languages, including the five national minority languages. Work on the website has been outsourced to more than 100 language editors in 15 municipalities and organisations. It is managed by active mother tongue teachers. In addition to producing educationally usable material the website editors arrange national conferences for teachers within the different minority languages. The ambition is to bring out good educational resources and good opportunities for meetings.

As regards the national minority languages, the Agency has cooperated with the Sami Education Board on three *Sami language* variants and also gathered together teachers of Sami to improve their qualifications. The Sami Working Group hosted a conference for editors in Abisko in the autumn of 2007. Work on *Yiddish* has been developed in cooperation with the Official Council of Jewish Communities in Sweden. Responsibility for *Finnish* has been delegated to the Language Centre in Stockholm and Trollhättan Municipality has been responsible for *Romani Chib*. Efforts on behalf of Roma, in addition to the the Mother Tongue Theme website, have consisted of support for compiling dictionaries and teaching materials for different age groups, in five variants of Romani Chib. The hope is that the dictionary that has been produced for the Arli variant will go to print during the autumn of 2007. As regards Romani Chib, the Agency has also cooperated with the National Board of Education in Finland and the Council of Europe. As regards *Meänkieli*, the support function for the the Mother Tongue Theme website is in Pajala. It should also be mentioned that during 2003 the first conference ever held in Meänkieli took place in Sweden. Its purpose was to create networks for work on Meänkieli in pre-school and school, as well as to arouse an interest among teachers for the then newly created Mother Tongue Theme website. Since then several conferences about, and in, Meänkieli have been held in Pajala.

Through the Mother Tongue Theme website the Agency has during the year further developed the pilot scheme that began in the autumn of 2004 with mother tongue tuition partly by distance-learning. During 2005 and 2006 the Swedish National Agency for School Improvement carried out a pilot-project with mother tongue tuition in Sami partly by distance-learning. The Sami Education Centre has offered distance-learning in Sami for some pupils. It will become possible for further development of distance-learning in Sami to take place through the Education Centre, particularly for upper secondary school pupils and for adults. In the autumn of 2006, in cooperation with "*Sofia distans*", the Agency will begin the development of an internet-based package of courses for pupils in grades 6-9 in compulsory nine-year school in

Finnish, Yiddish, Meänkieli and three variants of Romani Chib. The courses are ready for introduction in the autumn of 2007.

### **Teacher training and in-service training for teachers**

As was also mentioned in the second Swedish report on the implementation of the European Charter on Regional or Minority Languages, the Higher Education Ordinance (1993:100) makes it possible for universities and university colleges to give those on teacher training courses education about the national minorities and the national minority languages.

#### *Teacher training*

Teacher training is flexibly designed in the following way. In the Degree Ordinance, Annex 2 of the Higher Education Ordinance (1993:100), there is a degree description for a teaching degree. On the basis of this description and of other parts of the rule framework, the universities develop their own teaching plans and curricula. That means that so long as education fulfils the objectives set up in the degree description, it may vary from one university to another.

A common arrangement is to have a teacher training programme with 'open access', which means that the students can choose their specialisation (the school level, the subject skills, etc.,) after they have already begun their studies in the teacher training programme. It also happens that the teacher training programme has from the outset a clear focus on the early years or on certain subjects. It is also common for students to study on free-standing courses and subsequently to complement their studies with educational courses with a view to qualifying as a teacher. This structure gives great possibilities to choose specialisation and direction in accordance with the students' wishes. The built-in flexibility necessarily entails certain problems of quantification in seeking information about the number of students intending to qualify as teachers, as well as about the direction that the teaching examinations will take. It is also possible to provide teacher training by distance learning.

The rules in force for university education ensure that students who graduate have the necessary qualifications to meet the targets in the curricula adopted by the Government. According to the Report for 2005 (2005:272) by the Swedish National Agency for Education, 5 out of 18 teacher training courses had compulsory courses in the national minorities' culture, languages, religion and history. Seven teacher training courses offered optional courses in the national minorities' culture, language, religion and history.



In cooperation with other universities, Luleå University of Technology seeks to encourage more students to apply for these courses as well as to raise their level of achievement.

It is also possible to provide teacher training by distance learning. Furthermore, universities are free to cooperate with one another in whatever fashion they judge appropriate.

The pressure of applications for higher education, including teacher training, has in general fallen in 2007. The situation varies depending on the subject or the university.

Otherwise, it may be stated as regards higher education that under the Higher Education Act (1992:1434) universities have to provide information about their work, which includes student recruitment.

The system by which funds are allocated to universities and university colleges gives an incentive to recruit students: without students a university receives no compensation for its costs at the basic and advanced level. That applies to an even greater extent for courses such as teacher training in Sami which Luleå University Technology has a special undertaking to provide. This entails that the University must maintain teacher qualifications, etc., in order to live up to the standards which are required in higher education and which the Swedish National Agency for Higher Education regularly assesses. In other words, Luleå University of Technology has standing costs for this teacher training and needs to recruit students in order to recoup them.

For further information about teacher training in Sami, Finnish and Meänkieli, refer to Part III, Article 8.1.h regarding Sami.

*Bilingual teachers, etc.*

Prior to the 2006/2007 academic year, the Swedish National Agency for School Improvement invited applications for an incentive allowance (SEK 150 000/activity) for municipalities/schools that arrange tuition in the mother tongue in different subjects, or alternatively allow mother tongue speaking associate teachers to work in parallel with class teachers/subject teachers. These bilingual teachers must also be given the opportunity in the framework of their employment to study at university (at least 20 university credits). The hope is that the municipalities will make use of this opportunity and, for example, appoint Romani staff.

At the initiative of the Swedish National Agency for Education, Malmö University drew up a proposal for an educational programme in 2002 for those wishing to work with primarily Roma children and pupils (120 university credits, which corresponds to a two-year university course). Upon graduation, the student should be given a qualification as a

‘teaching assistant’. This course has unfortunately not got off the ground because there have been no applicants. The offer nevertheless remains open.

*Improving qualifications, etc.*

The National Agency for Education and the National Agency for School Improvement made it possible in 2001-2003 for pre-school staff and in 2005 and 2006 for nine-year compulsory school staff to attend a university course (respectively, 5 and 10 credits) entitled *Att undervisa flerspråkiga barn och elever i de lägre åldrarna* [Teaching multilingual children and pupils in the lower age-groups]. On the first occasion, municipalities in northern Sweden were invited to send staff working with Finnish, Meänkieli and Sami.

Teachers giving tuition in minority languages are each year invited to a two-day course to improve their qualifications in their respective languages, in the first instance for Sami, Finnish and Meänkieli. In 2006, days of this kind will also be arranged for Romani staff. On 14 May, 2007 a conference was held in Göteborg for mother tongue teachers of Romani Chib. A textbook author was also invited to the conference.

In January 2007 the Roma Culture Centre (RKC) in Stockholm organised a language conference in which the Swedish National Agency for School Improvement also participated.

On the Tema Modersmål website, a “media store” has been developed with texts, pictures and sound. An inventory has been made of teaching material in South Sami, as well as a catalogue of current research about the way in which parents can support their children’s language development when the mother tongue is in a minority situation. This cataloguing has resulted in a text addressed to parents and teachers in pre-school, pre-school class and the early years of nine-year compulsory school. A week’s language immersion course has also been arranged for pupils, parents and teachers, focusing on language learning in Sami. Meetings for South Sami teachers and pre-school staff have been arranged on three occasions, including in cooperation with Norwegian South Sami organisations. The Agency disbursed a grant of SEK 1 million to the Sami Education Board to carry out this task.

For mother tongue teachers in Finnish, the National Agency for School Improvement has produced an internet-based course.

### **Teaching media**

Responsibility for teaching media lies with the municipalities as the responsible authority for schools in their respective districts. The National Agency for School Improvement on the other hand supports

the production of teaching media in minority languages. Instead of supporting the development of traditional printed teaching materials, the Agency is in the first instance relying on the development of the Mother Tongue Theme website. Here there are increased opportunities to provide texts, pictures and sound material for educational use. The website has also radically improved access to materials for tuition in and about minority languages.

The Agency has been allocated a special grant of SEK 1.5 million to support the development and production of South Sami teaching materials. In 2006, the Government gave the Sami Education Centre SEK 1 million for a special project to develop and produce South Sami teaching media for adults. In addition, picture and sound wordlists in Lexin [an online Swedish dictionary for immigrants] have been translated into the three Sami variants. A South Sami dictionary has been prepared and the vocabulary in the EU Sápmi project has been made accessible, including on the Mother Tongue Theme website. For Roma, however, there is a great need for printed material. The Agency therefore provides support for the production of such teaching media in different variants of Romani Chib. The initiative for the materials that have been produced comes with certain exceptions from the Roma themselves. In particular, fairy-tale books such as “*Aja baja Alfons Åberg*”, “*Totte bakar*” and “*Hinkar, spadar, kattor*” have been translated into the Arli variant and is used in mother tongue tuition together with a CD containing fairy-tales recorded in Arli. During the spring of 2007, a textbook has also been produced in the Swedish Romani variant.

The County Administrative Board has over the years had contact and/or cooperation with regional representatives of the National Agency for Education, the National Agency for School Improvement and the Sami Education Board as regards issues relating to the development of teaching media in Sami and Meänkieli.

For information about teaching media for adults in South Sami, refer to Part III, Article 8.1.f.iii regarding Sami.

## **Reports relating to national minorities and education**

### *The education situation for the national minorities*

In November 2004, the Government gave the National Agency of Education the task of performing a new survey of the education situation for the national minorities in order to obtain a clear and up-to-date picture of the overall situation for the minorities and outline further measures that might be needed in the area. The Agency presented the assignment in October (Report 2005:498). The Agency pinpointed shortcomings in the current education situation for the national minorities and proposed proposals for measures to improve it.

The Agency's proposals mainly involved amendments being made to the regulatory framework for mother tongue tuition and the need for information initiatives. The proposals also presuppose an increased awareness on the part of the municipalities of their responsibility for the education situation of the national minorities and for arranging mother tongue tuition.

The Agency proposes amendments to the government regulations governing mother tongue tuition so that

- all five national minorities are offered tuition in the language even if it is not a language of daily intercourse or if the pupils do not have basic knowledge of it, and that
- all five national minorities are offered tuition in the minority language even if the number of pupils is less than five.

The Agency also proposed that the Government should consider incorporating a special provision governing the national minority languages into the compulsory school and upper secondary school ordinances, which would be a way of drawing positive attention to them. The Government has subsequently tasked the National Agency for Education to calculate the economic consequences of the proposals. The Agency presented the assignment in April 2006 and the report is currently being discussed within the Government Offices. The National Agency for Education has also submitted proposals for how the municipalities can improve the conditions for the education situation for the national minority languages. These proposals will be communicated to the municipalities via the Agency's report.

#### *The situation for the Roma in Swedish schools*

In December 2005, the Government gave the Swedish National Agency for Education Swedish the task of carrying out an in-depth study of the situation for Roma in Swedish schools. The Agency produced a report in the spring of 2007 which has been published (Report 292:2007). It was produced in close cooperation with Romani representatives who were employed on the project as experts. In its report the Agency argues that the municipalities must intensify their visiting work and find attractive solutions for pre-school activities for Romani children in cooperation with their parents. In addition, the Agency saw a need to assert the pupils' obligation to attend school and their right to schools in a number of ways, including through visiting work and meticulous monitoring of pupils' absences. The Agency will also monitor the Act (2006:67) prohibiting discrimination and other degrading treatment of children and school students, with a view to emphasising the importance of a secure school environment. In the Agency's view the municipalities should make efforts to increase the proportion of Romani pupils who take advantage of tuition in the mother tongue. In its report the Agency also

emphasised the importance of efforts in the municipalities to raise the proportion of pupils who take advantage of tuition in the mother tongue. Within the Government Offices further work is taking place on processing certain of the proposals submitted by the Agency in its report.

The Agency is at present working to improve statistics on the number of participants in Romani Chib, so that more dialects can be reported. Statistics currently exist as regards Kalderari/Lovara and Kalé but not for Arli. The Agency has also noted that special measures of support are often needed to improve school attendance by Romani children, including the appointment of special assistants, ‘bridge-builders’, of Romani origin.

**Article 7.1.g – Opportunities for those who do not speak a regional or minority language, and who live in the region where the regional or minority language in question is used, to learn that language if they so wish;**

*Language policy objectives*

As mentioned earlier in this report, see Introduction, Point 5 and Part I, Article 7.1.c, in accordance with the language policy objectives, everybody has the right to learn foreign languages.

*Education in pre-school, nine-year compulsory school and upper secondary school*

Refer to Part II, Article 7.1.f for more information.

*Adult secondary education*

Language courses in national minority languages are provided through adult education associations which receive state subsidies for their activities.

For further information about adult education, refer to Part II, Article 7.1.f and for Sami, refer to Part III, Article 8 regarding Sami.

*Universities and other institutions of higher education*

There are courses in Sami, Finnish and Meänkieli at university level. The studies are open to all applicants who are qualified. In addition the Government has taken measures as regards Romani Chib and Yiddish, in that two universities have been given the task of developing education in those languages. It is, however, still too early to say when courses in them will start.

Refer to Part II, Article 7.1.h for more information.

For further information as regards regional languages, refer to Part III, Article 8 for the respective languages.

#### **Article 7.1.h – Promotion of studies and research in regional or minority languages at universities or corresponding educational establishments**

In 2002, the Swedish Research Council was asked by the Government to support research in minor languages, which include the national minority languages, with a view to amalgamating fragmented resources into larger and more effective research environments. The Research Council consulted the universities about the way in which this effort could best create long-term conditions to mobilise resources and conduct high-class research within the sectors in question. In a number of cases this meant that several small institutes for different minor languages at the same university were amalgamated to create large institutions embracing several similar languages.

Within the framework of this project, SEK 25 million were allocated during the period 2002 – 2005 to a number of universities for research and the development of research environments in minor languages. Stockholm University was granted SEK 4.5 million for special projects in Finnish and Umeå University approximately SEK 6 million for projects in Sami. The funds which were distributed through the Research Council constituted a restructuring and start-up contribution for a limited period of time, while the universities assumed responsibility for the long-term running of the newly-created research and educational environments.

In the Government's appropriation directions of 2007, covering their budgetary allocation for the year, the universities of Lund and Linköping were given the task of developing and building up education in minority languages that has not previously been available at the university level, i.e. Yiddish and Romani Chib. Lund University has been given responsibility for Yiddish and Linköping University for Romani Chib. Each university is granted SEK 1.5 million annually for three years for this development. In order to build up this education, each university needs to recruit teachers and researchers and to develop course plans and curricula, etc. Since these resources began to be distributed only in January 2007, the time has been too short for applications to be made and for the courses to start this autumn.

Higher education in Finnish, Sami and Meänkieli has for some time been provided on campus and sometimes by distance-learning. The universities often show great flexibility (distance learning, part-time study) in order to make matters easier for students who show interest in

language studies. Courses in Romani culture have for some time been given at Uppsala University.

At Luleå University of Technology there is a two-year vocational programme in the national minorities' cultures. There is a certain profiling of the three major minorities in northern Sweden, that is to say Sami, Swedish Finns and Tornedalers. In addition, research on the national minorities is carried out at Uppsala University, Stockholm University and Malmö University.

For some time there has been a Forum for National Minorities in Sweden (NAMIS) at Uppsala University. Its objectives are to collect information and research on the national minorities and their languages, as well as to circulate this information through seminars and courses.

In 2000 Paideia, the European Institute for Jewish studies in Sweden, was founded with the aid of public funds (SEK 40 million through the Bank of Sweden's Tercentenary Fund). Paideia provides studies in Jewish history, religion and other subjects, including a one-year course that also accepts students from other countries. Paideia cooperates with the Shalom Hartman Institute of Advanced Jewish Research in Jerusalem, among others.

For further information about language studies and research in regional languages, as well as the Research Council's financial support, refer to Part III, Article 8 with regard to the respective languages.

#### **Article 7.1.i – Promotion of transnational exchanges**

*Transnational exchange and cooperation which affects all national minority languages*

All the Nordic countries – Denmark, Finland, Iceland, Norway and Sweden – have concluded agreements on cooperation in the cultural field, and on cooperation between the local authorities about the right of Nordic citizens to use their own language in the other Nordic countries.

The Nordic Council of Ministers decided in 2001 to extend the Nordic language convention, to include Sami. This change has not yet entered into force.

Cooperation between Finland, Sweden and Norway in the fields of education and culture form part of the 1971 agreement between all five Nordic countries on cooperation in the cultural field. This cooperation is conducted by institutes and committees under the Nordic Council of Ministers. The major part of the measures that have been adopted by the Nordic Council of Ministers relates to different aspects of culture, information services and education, where language is a central factor.

These projects include financial support for the translation of literature and cooperation between the Nordic Language Boards. The Nordic Council of Ministers has a special language programme for this, 'Nordplus språk'.

There has long been a joint Swedish, Finnish and Norwegian working group at the official level for the exchange of experience on minorities policy.

As mentioned earlier in this report, the Swedish National Agency for School Improvement has developed the Mother Tongue Theme website, which targets teachers and pupils in the Nordic countries. The Agency has encouraged contacts between South Sami and Lule Sami in Norway and Sweden, between Finnish and Meänkieli in Tornedalen and Romani Kale in Finland and Sweden. A network cooperation between representatives of the national school organisations in Finland, Denmark, Sweden, Norway and Iceland focuses on tuition in regional or minority languages.

As regards universities and university colleges, the seats of learning are responsible for implementing exchanges with other seats of learning both within Sweden and abroad. They have been granted a large degree of autonomy in this respect, which makes it possible for each institute on its own initiative to determine which foreign partner or partners are best suited for exchanges. It is mainly universities and university colleges that have responsibility for bringing about exchanges with other seats of learning both at home and abroad.

#### *Sami*

The transnational exchanges over the border between Sweden, Finland, Norway and Russia are extensive, both within the private sector and among the associations. An example of the latter is the foundation of the Sami Council in 1956 and the Nordic Sami Institute which was established in 1973. Today all the three Sami Parliaments in Norway, Sweden and Finland cooperate in a joint organisation, the Sami Parliamentary Council. Within the framework for this cooperation, work on the Sami language has taken an important place.

For more information, refer to Part III, Article 14 regarding Sami.

#### *Finnish*

Transnational exchanges across the border between Sweden and Finland take place within all sectors of society, both financial and cultural, as well as in social life and this applies to both the private and the public sector.

For further information, refer to Part III, Article 14 regarding Finnish.

#### *Meänkieli*



Transnational cooperation takes place in Tornedalen through the Tornedal Council and between the border municipalities of Haparanda in Sweden and Torneå in Finland. One example is the language school in Haparanda. About 50 per cent of the pupils come from Finland.

For further information, refer to Part III, Article 14 regarding Meänkieli.

#### *Romani Chib*

Sweden and Finland have cooperated on Roma issues since the 1970s in the form of seminars being arranged every second year in Sweden and Finland respectively. Finland arranged the latest conference in October 2004. Representatives from Norway also participated in the seminar. Discussions are now under way about staging the next seminar in Norway.

Cooperation on Roma issues takes place within the framework of the Council of Europe, the Organisation for Security and Cooperation in Europe (OSCE) and the European Union.

The Council of Europe has initiated a European NGO for Roma issues, the European Roma and Travellers Forum (ERTF). The ERTF is an autonomous organisation, but with close ties with the Council of Europe, which aims to give Roma in Europe the opportunity to influence decision-making in issues that concern them. The Roma minority in Sweden is represented in the ERTF with one permanent member and three alternates.

#### **Article 7.2 – Prohibitions, unjustified distinctions, exclusions, restrictions or preferences applying to the use of regional or minority languages**

Neither in Swedish law nor in practice is there anything to support prohibitions, unjustified distinctions, exclusions, restrictions or preferences relating to the use of any regional or minority language that aims to discourage or endanger its continuation or development.

#### **Article 7.3 – Promote mutual understanding between all linguistic groups in the country**

An important part in the work to promote mutual understanding between all linguistic groups in Sweden and particularly to work for respect, understanding and tolerance is the work to raise the level of knowledge. The Government has therefore taken several measures to promote respect and understanding and to raise people's awareness of the national minorities.

## Education

It is important that all children and pupils in the school, irrespective of whether they belong to a minority or the majority, are given knowledge about the national minorities' history in Sweden and their culture, language and religion. The curricula for nine-year compulsory school and upper secondary school have not been changed since Sweden submitted its second report about the implementation of the European Charter on Regional or Minority Languages to the Council of Europe. From the curricula it is therefore still evident that:

*“the school is responsible for ensuring that every pupil after completing nine-year compulsory school has knowledge about the national minorities' culture, language, religion and history”*

Responsibility for ensuring that the teaching media used by schools satisfy the standards laid down in the curricula rests with the municipalities and those responsible for the independent schools. The Swedish National Agency for School Improvement supports the municipalities in this responsibility. Teaching in Swedish schools is nevertheless not tied to individual teaching materials and it is up to the teacher, on the basis of wordings in the curricula, to make an independent choice as regards which teaching media are to be used, for example whether supplementary use may be made of the internet. In this respect the Mother Tongue Theme website therefore plays an important part.

As also pointed out by the Council of Europe in its report on Sweden, the Swedish National Agency for Education has stated in a report in 2005 (Report 2005:498), which is also discussed under Part II, Article 7.1.f, that: “The objective of spreading knowledge about the national minorities appears according to the results of this study not to have been achieved by all municipalities. One of the reasons why knowledge about the national minorities is not disseminated may be that individual teachers themselves lack the knowledge that they are supposed to communicate”.

Against that background and the views advanced by the Council of Europe the Swedish National Agency for Education produced information material in the spring of 2007 about the national minorities and their rights at school. The information pack will be distributed to municipalities and schools during the spring and at the beginning of the autumn 2007.

## Information

*Information and awareness about the Sami*

In December 2000, the Government launched a national information initiative on the Sami as Sweden's indigenous people and Sami culture, of which the language forms an essential part. The aim was to increase awareness of the Sami as Sweden's indigenous people and of Sami culture in Sweden. Another aim was to prevent and combat discrimination. Between 2001 and 2004, the Government made a total of SEK 20 million available for the information initiative. Within the framework of the initiative, the Government granted project funding to around thirty local and regional projects. Education issues were given high priority.

In 2002 and as part of the same information initiative, the Government gave the Same Parliament the task of establishing a Sami information centre. This centre and its web-portal [www.samer.se](http://www.samer.se) were opened in 2005. The information centre and its web-portal are seen as playing an important role in the efforts to create greater understanding for the Sami whilst at the same time helping to safeguard and increase the availability of relevant and trustworthy information about them. The information centre's website had 128 900 visitors per month on average in 2006.

At the beginning of 2000 and as part of the information initiative, the Government commissioned a survey of Swedish people's awareness of and attitudes to the Sami. The survey showed that the majority of those asked saw the Sami in a positive light. The 1001 people asked also had a general awareness of the Sami people. This awareness is on a rather low level, however, providing justification for further information initiatives on the Sami, their culture and history. Another reason why further efforts should be made in this area is that a large number of those asked showed a keen interest and would like to know more about the Sami, their culture, history and society.

#### *Living History Forum*

In light of the information project "Living History Forum" [*Forum för levande historia*] which was established on the initiative of the Government in 1997, a new agency was established in Stockholm for issues concerning democracy, tolerance and human rights based on the Holocaust. The agency was given the name Living History Forum. Its activities should aim to strengthen people's will to work actively for the concept of the equal value of all people. Combating antisemitism and antiziganism is central to the agency's mission. In partnership with the National Council for Crime Prevention, the agency carried out a survey of young people's attitudes to e.g. anti-Semitism. A total of 10 600 young people took part in the survey, which has been followed up in several more in-depth studies. On 14 March 2006, the Agency presented a report on antisemitism, Antisemitic images and attitudes in Sweden [*Antisemistiska attityder och föreställningar i Sverige*]. The aim of this in-depth study was to identify and thereby increase awareness both about prejudice against Jews and the forms and incidences of anti-Semitism among the Swedish population.

Living History Forum has launched a special Roma initiative, aimed at disseminating knowledge about the Roma, their history and situation in Sweden. Part of this work has been to compile the anthology *A banished people - oppression and discrimination of Roma/gypsies/travellers [Ett fördrivet folk - om förtryck och diskriminering av romer/zigenare/resande]*.

The above are examples of how the Government's policy highlights and conveys knowledge about the national minorities and their languages in order to e.g. combat prejudice and foster respect and understanding.

### **The national action plan for human rights**

At the UN World Conference on Human Rights that took place in Vienna in 1993, all states were urged to consider drawing up national action plans in order to identify measures to improve the promotion and protection of human rights. The Swedish Government put forward its first national human rights action plan in 2002 in the form of a written communication (Government Communication 2001/02:83). This action plan, which covered the period 2002-2004, has been subsequently monitored and evaluated. Due to overwhelmingly positive experience gained from drawing up the action plan, a new one has now been drafted. The new action plan, *A National Human Rights Action Plan 2006-2009 [En nationell handlingsplan för de mänskliga rättigheterna]* - (Government Communication 2005/06:95), was adopted by the Government and submitted to the Riksdag in March 2006. The Riksdag has now finished discussing the plan and put it aside.

The Government's long-term objective, as it is expressed in the communication, is to guarantee full respect for human rights in Sweden. In other words, human rights, as they are stipulated in Sweden's international undertakings, must not be violated. The Swedish judicial system shall be in line with the international human rights conventions to which Sweden is a signatory. These conventions shall be followed both on the central and the local level. In order to achieve the objective of full respect for human rights, it is important to perform a regular review of the problems that may occur regarding the protection of various rights in Sweden. Another central issue is increasing knowledge and raising awareness about human rights. Furthermore, it is important for the efforts to protect and promote human rights are well coordinated. As a result of its national action plan, the Government is taking a cohesive approach to human rights issues in Sweden, both as regards specific rights issues and awareness, information and organisation issues.

The communication is split into two parts. Part I outlines a human rights action plan for the period 2006–2009, and part II is a survey of the human rights situation in Sweden in 2005. The aim of the survey is to highlight the possible shortcomings as regards the protection and promotion of human rights in Sweden. Based on the survey, measures are announced in the action plan aimed at strengthening a number of rights. The focus of the action plan is on protection against discrimination. Other issues discussed include the right to employment, housing, health and education, political rights, the rule of law and asylum and migration issues.

The rights of the Sami and other national minorities are discussed in a special section both in the action plan and in the survey. Several measures are announced in this area, including measures to improve the situation for the Roma, better consultation with the national minorities and the establishment of a strategy for the implementation of the minorities policy in society.

The action plan also contains measures aimed at increasing awareness and information about human rights, within the education system, in the public sector and among the general public. Finally, issues relating to how human rights promotion is organised, the methods to be used and how to monitor and evaluation of the action plan are also discussed. This includes issues relating to public administration management of human rights and to the responsibility resting with the municipalities and county councils in these issues.

The choice of human rights issues to be discussed in the survey and the action plan was based on a considerable amount of material. This included opinions and criticism from international bodies tasked with reviewing the compliance of nation states with human rights conventions, as well as the comments made in conjunction with the evaluation of the first action plan. In addition, opinions and proposals on what should be included in the survey and action plan were gathered from a large number of societal actors, such as parliamentary parties, central agencies, municipalities and county councils, universities and NGOs, including those representing the national minorities. Opinions and proposals were collected via reference group meetings and written statements. A summary of the opinions of the national minority organisations is presented in Appendix 3 of this report.

At the same time as it adopted the national human rights action plan for 2006–2009, the Government also took the decision to establish the Swedish Human Rights Delegation. Based on the action plan, the Delegation's task is to support the long-term efforts to ensure full respect for human rights in Sweden. Within the framework of its terms of reference the delegation is to:

- support central agencies, municipalities and county councils in their efforts to ensure full respect for human rights in their activities,
- draw up and implement strategies for better information and knowledge about human rights among various target groups in society,
- stimulate public debate on human rights, and,
- submit proposals for how support for the efforts to ensure full respect for human rights in Sweden can be continued after the Delegation has concluded its assignment.

The Delegation consists of a chairperson and a number of members with varying types of skills within the area of human rights as well as other experts. The Delegation will have an associated reference group comprising representatives from Swedish public life. The Delegation also has a secretariat with three full-time secretaries. The Delegation is to present its final report to the Government no later than 31 March 2010.

### **The media**

Under Chapter 6, Section 1 of the Radio and TV Act (1996:844), those broadcasting TV or sound radio programmes under licence from the Government must ensure that programme activity as a whole is characterised by the democratic form of state's basic ideas and principles about the equal value of all human beings and the individual human being's liberty and worth.

As mentioned earlier in the report (refer to Part II, Article 7.1.f.), the public service companies Sveriges Radio AB (SR), Sveriges Television AB (SVT) and Sveriges Utbildningsradio AB (UR) must under the current licences for the period 2007–2009, take into account the interests of linguistic and ethnic minorities. This activity must remain a future priority area and accessibility must continue to be improved.

### **Article 7.4 – Participation and influence**

#### *Language laws*

In its second report about Sweden's implementation of the Minority Languages Charter, the Committee of Experts has pointed out that there is no authority that exercises supervision over the special laws that apply in the language administrative districts for Sami, Finnish and Meänkieli. As stated above, the Norrbotten County Administrative Board has

responsibility for enforcement of these laws. For further information on this, refer to Part I, Point 4.

### **Participation in cultural life**

The national minorities all have rich cultures of their own, which often find expression in a wide variety of artistic activities. These not only contribute to the preservation and development of minority cultures, but also enrich Swedish cultural life as a whole. As mentioned above, under Part II, Article 7.1.c., consultation takes place in the cultural field. For further information about this consultation, refer to the relevant section.

### **Participation in economic life**

#### *The economic tasks of the Same Parliament*

Since its establishment in 1993, the Same Parliament has helped provide a more comprehensive picture of Sami business and industry, Sami culture and the Sami language. This has been brought about by participation in various contexts with the aim of strengthening the position of the Sami in society, by active efforts to disseminate information and the distribution of financial support to Sami culture and Sami business and industry. For example, annual multi-million kronor grants have been allocated to Sami culture aimed at preserving, strengthening and disseminating knowledge on Sami culture and cultural heritage.

As part of the development of the Same Parliament, an investigator was appointed in 2000 to perform a review of its organisation. The investigator's proposals have resulted in a number of changes, e.g. with the intention of creating both a clear dividing line between the political body on the one hand and the administration on the other, and a clearer organisational structure. Both these changes will be significant as regards the Government's intention to gradually increase the influence of the Same Parliament over Sami-related issues.

### **Participation in public life**

#### *The Same Parliament*

The democratically elected body, the Same Parliament, is of considerable importance to the Sami, both to make themselves heard and as a symbol for the Sami people. Over the years since its establishment, the body's activities have gradually grown and in the autumn of 2004, the Government tasked the National Property Board to look into the construction of a parliament building for the Same Parliament in Kiruna. According to the proposal, the parliament building would not only accommodate party offices, but could also be used for official

engagements and plenary sessions of the Same Parliament. The issue of a parliament building is currently being discussed in the Swedish Government Offices.

The Government's aim is that attempts should be made in stages to extend Sami influence within the sectors where that is possible, taking account of results of the studies that have been completed. As a stage in this work, in 2005 the Government transferred to the administration of reindeer husbandry from the county administrative boards and the Swedish Board of Agriculture to the Same Parliament. In May 2006, the Riksdag adopted the Bill *Ett ökat samiskt inflytande* (2005/06:86) [Increased Sami influence], which has entailed the transfer of working tasks and responsibility to the Same Parliament beginning with effect from January 2007.

#### *The Delegation for Roma Issues*

For further information about the Delegation for Roma Issues, refer to the Introduction, Point 5.

### **Activities in the Government Offices linked with national minority groups**

#### *The Delegation for Roma Issues*

In its second report about Sweden's implementation of the minority language convention, the Committee of Experts expressed a wish to receive further information about the Council for Roma Affairs. The Council for Roma Affairs, which at the end of 2006 was replaced by the Delegation for Roma Issues, was formed in 2002 and was an advisory body for the Government. The chairman of the Council was the Minister who had responsibility for minorities policy. The Council included representatives of Roma organisations and also representatives of the Ombudsman against Ethnic Discrimination (DO), the Swedish Integration Agency, the Forum for Living History and the Swedish Association of Local Authorities and Regions. A number of sectors were highlighted in the Council's plan of work as being particularly important. These sectors were to draw attention to the Roma group, discrimination and human rights, education questions, culture and mass media, social questions and international cooperation. During the period when the Council for Roma Affairs was operative, the Roma representatives repeatedly argued that there was a need to combine all existing information about Roma in Sweden and, with that as a basis, to work in a more outward-looking and operational fashion. A new arrangement was therefore seen to be needed since the Council's remit was to be advisory, not executive. In light of this, the Government appointed a Delegation for Roma Issues and the mandate of the Council, which expired at the end of 2006, was not extended. It should, however, be mentioned that the organisations represented in the Council are today represented in a



reference group for the Delegation. It should also be mentioned that the Roma Group's dialogue direct with the Minister with responsibility for minorities policy has continued, but now within the ordinary conduct of consultation. For further information about the Delegation for Roma Issues, refer to the Introduction, Point 5.

#### *The Indigenous People's Delegation*

In December 1993 the United Nations declared an International Decade of the World's Indigenous Peoples, beginning on 10 December, 1994. The Swedish Government therefore appointed a special delegation, the Indigenous People's Delegation. This delegation consisted of individual Sami and experts from cultural life, the research world and the Government Offices and was placed under the Ministry of Agriculture. The delegation's objective was both to follow up the targets that affect Sweden in the Indigenous People's Decade declared by the United Nations and to contribute to an increased self-determination for the Sami, as well as to increase participation by Sami in political life, encourage Sami culture and language, and contribute to an increase in public awareness of the Sami cultural heritage. During the 10 years that the delegation operated, 1994 – 2004, projects have been carried out at both the regional and national level as well as internationally, to convey information about and reinforce the Sami's position as an indigenous people and a national minority.

#### *Information efforts about the Sami*

The Government decided in December 2000 on a national information effort about Sami in Sweden and Sami culture, in which the language constitutes an important part. The Government's information effort about the Sami as Sweden's indigenous people and about Sami culture, 2001–2004, is, like the Indigenous People's delegation, an activity conducted by the Government Offices. More information about this effort is to be found under Part II, Article 7.3.

#### *Consultation meetings*

Since 2000 in Government has convened an annual consultation meeting with representatives of organisations that represent the national minorities. The purpose is to increase the minorities' influence in the Government's work on minorities. This dialogue has now been assessed. In the assessment the Council of Europe's recommendations that consultation with minority groups should be developed and given more concrete form have been taken into account. The assessment shows that the annual consultation meeting with representatives of all national minorities should be complemented by a series of meetings between representatives of the Government and the respective national minority groups. That gives a greater opportunity for dialogue both about questions which affect only an individual group as well as about questions affecting all of them. A new arrangement for dialogue which

takes into account what has emerged through this assessment applies as from 2006.

The Government considers that it is important for the national minorities to participate in issues that affect them. As transpires from several passages in the report, the Government therefore states, when remits are given to authorities on matters affecting the national minorities, that they must be implemented in consultation with the minorities.

The Government also intends, as likewise emerges from the national action plan for human rights, to strengthen consultation further. It is important for the national minorities to participate in the collection of material for Sweden's reports to the Council of Europe, as well as in the follow-up to the criticisms and recommendations that are received. The Government's intention is therefore that representatives of the national minorities must be invited to meetings in connection with Swedish reports to the Council of Europe about implementation of the European Charter on Regional or Minority Languages and the Framework Convention for the Protection of National Minorities. That has been done in the preparation for the drafting of this present report. Representatives from the national minority organisations took part in a meeting together with officials from the Swedish Government Offices. During the meetings they were given information about the views put forward by the Council of Europe as regards Sweden's implementation of the Minority Language Charter and the principal content of Sweden's third report to the Council of Europe. Representatives from the national minority organisations were given an opportunity to put forward views, both as regards the content of Sweden's third report and about minorities policy in general, which as far as possible have been taken into account in the drafting of this report. A similar consultation meeting was also held in connection with the drafting of Sweden's second report to the Council of Europe about the implementation of the Framework Convention for the Protection of National Minorities.

The Same Parliament and the Government have regular contact to discuss current issues. This contact takes the form of both routine contact with the Government Offices and an annual dialogue in which issues relating to finance, staff, organisation and working tasks are discussed. In addition, the Minister responsible for Sami policy and representatives of the parties in the Same Parliament have annual discussions about current questions.

## **Participation in political life**

### *Political elections to the Same Parliament*

As for others in society, it is important that the Sami have an opportunity for real participation so that they have the possibility to influence both social development and their own culture and language. This was one of the reasons why the democratically elected Same Parliament was established in 1993. Election turn-out at Same Parliament elections indicates, as is the case with other elections, the degree of legitimacy in the political system. In order to be able to vote, a person must be enrolled in the Same Parliament electoral register. Election turn-out increased to 66 per cent in the latest election in 2005, but has fallen overall by 6 per cent since the first election in 1993. The development in the number of persons entered on the electoral register nonetheless indicates that the Same Parliament's legitimacy among the Sami people has gradually increased. Election turn-out has increased in terms of actual numbers as a result of an increasing number of Sami enrolling in the electoral register. The trend also points to greater trust being shown in the Same Parliament and its efforts to promote Sami culture and Sami business and industry.

#### *Participation in the political process*

In the run-up to the general election in 2006, the previous Government allocated SEK 26 million for a special project on democracy. This democracy initiative - which has been given the name Participating Sweden (*Delaktiga Sverige*) - is a programme of measures aimed at combating exclusion and increase people's participation in Swedish society. The programme will run between 2006 and 2009 and is divided into different activities aimed at strengthening political participation, combating discrimination and gathering more knowledge about the obstacles to and opportunities for participation both in everyday life and public life in general. Some of these activities are aimed in particular at the national minorities. The consultations/meetings between citizens and representatives of the public authorities on issues regarding participation and influence, etc., are one such activity that was conducted prior to the general election in 2006.

#### **Article 7.5 – Non-territorial languages**

There are two languages in Sweden which correspond to the definition of non-territorial languages in the European Charter for Regional or Minority Languages. They are Romani Chib and Yiddish. With the exception of the special regional measures applied in Sweden's seven northernmost municipalities with reference to the language administrative areas, these languages are largely treated in the same way as the territorial languages in Sweden's policy on national minorities.

The needs and preconditions for the five national minority languages differ greatly from one another. Significant differences between the various groups are the number of speakers, the level of education in the

respective groups, the existence of a written language, and so on. Since the needs of the different groups differ from one another it is important that those affected by the minorities policy can put forward their views and wishes before decisions are taken. One way for the Roma group to exert influence is through activities in the Delegation for Roma Issues. The measures taken by the Government are governed primarily by the needs and wishes that the national minorities put forward, as well as by the views advanced by the Council of Europe. Another method is through the regular consultation mentioned above. It should also be mentioned that, on several occasions when Roma issues have been examined, representatives from the group have participated in the work, for example as regards the above-mentioned report from the National Agency for Education.

For further information about the Delegation for Roma Issues, refer to the Introduction, Point 5.

### **PART III**

For each regional or minority language chosen at the moment of ratification, as follows from paragraph 2 of Article 2 of the Charter, please indicate in which way the paragraphs and/or sub-paragraphs<sup>5</sup> have been implemented.

When indicating the measures taken in order to implement each paragraph or sub-paragraph chosen, please specify the relevant legal provision and the territory where they are applicable.

## **Language: SAMI**

### **Article 8 – Education**

Sweden has undertaken to provide education in Sami as follows:

1. With regard to education, the Parties undertake, within the territory in which such languages are used, according to the situation of each of these languages, and without prejudice to the teaching of the official language(s) of the State:

- a.iii) to apply one of the measures provided for under i and ii above at least to those pupils whose families so request and whose number is considered sufficient; or
- b.iv) to apply one of the measures provided for under i to iii above at least to those pupils whose families so request and whose number is considered sufficient
- c.iv) to apply one of the measures provided for under i to iii above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient
- d.iv) to apply one of the measures provided for under i to iii above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient;
- e.iii) if, by reason of the role of the State in relation to higher education institutions, sub-paragraphs i and ii cannot be applied, to encourage and/or

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<sup>5</sup> For an index of the paragraphs and sub-paragraphs Sweden has ratified, please refer to appendix 2.

allow the provision of university or other forms of higher education in regional or minority languages or of facilities for the study of these languages as university or higher education subjects;

f.iii) if the public authorities have no direct competence in the field of adult education, to favour and/or encourage the offering of such languages as subjects of adult and continuing education;

g. to make arrangements to ensure the teaching of the history and the culture which is reflected by the regional or minority language;

h. to provide the basic and further training of the teachers required to implement those of paragraphs a to g accepted by the Party;

i. to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.

2. With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.

#### Article 8.1.a.iii –Pre-school activities

There is no legislation in Sweden that specifically relates to pre-school activities for the national minorities. The Act (1999:1175) concerning the right to use the Sami language in dealings with public authorities and courts does cover the situation of pre-school children, however. Under Article 8 of this act, the municipalities within the administrative districts for Sami must give parents or guardians the option of placing their children in pre-schools where all or some of the activities are conducted in Sami. The administrative districts for Sami cover the municipalities of Arjeplog, Gällivare, Jokkmokk and Kiruna.

There are pre-schools connected to four of the Sami schools and the number of children attending them has risen in recent years. Since 2005, the number of children has gone up by 16 and now totals 107. The number of children in 2004 was 73.

For further information on pre-school activities, refer to Part II, Article 7.1.f.

### **Article 8.1.b.iv – Nine-year compulsory school education**

#### *Sami School*

Under Chapter 8, Article 3 of the Swedish Education Act (SFS 1985:1100), Sami children, as well as other children if there are special reasons, may complete their compulsory schooling in grades 1-6 in Sami School (Sameskolan). Sami School must provide tuition in Swedish and Sami and Sami as a subject must be studied in all grades, refer to Chapter 3, Article 2 of the Sami School Ordinance (SFS 1995:205). According to the school curriculum (Lpo 94), Sami School, in addition to the general requirements placed on compulsory schools, has a responsibility to ensure that all pupils are familiar with the Sami heritage and can speak, read and write Sami when they leave school. The compulsory school syllabi established by the Government also apply to Sami School. Furthermore, the National Agency for Education has established a special syllabus for Sami tuition in the Same School. This syllabus can also be used for mother tongue tuition in Sami in other compulsory schools, refer to Chapter 3 Article 6 of the Sami School Ordinance. The provisions in the Compulsory School Ordinance governing mother tongue tuition and tuition in Swedish as a second language apply in relevant parts of Sami School, refer to Chapter 3, Article 9a of the Sami School Ordinance.

There were six Sami schools with a total of 163 pupils in pre-school class and grades 1-6 in 2006. Sami as both a first and second language and Swedish as a first and second language are taught at most of the Sami schools.

After grade 6, Sami school pupils transfer to ordinary compulsory school and, if they wish, can then continue to receive mother tongue tuition in Sami. As stipulated under Part II, Article 7.1.f above, pupils have the option of receiving distance mother tongue tuition via the Mother Tongue Theme website from grade 6 onwards.

Integrated Sami tuition is provided and regulated by agreements between the Sami Education Board and each municipality respectively. Sami pupils attend the compulsory school but are taught the Sami language, Sami culture and the Sami way of life. The most common subjects are the Sami language, Sami handicraft and social science subjects. There is integrated Sami tuition at 16 schools in 10 municipalities with a total of 154 pupils.

#### *Mother tongue tuition in primary schools*

Refer to Part II, Article 7.1.f and for information given to parents, municipalities and schools regarding the right to mother tongue tuition, refer to Part I, Point 4.

*Bilingual education*

Refer to Part II, Article 7.1.f.

*Study guidance*

Refer to Part II, Article 7.1.f.

*Independent schools*

Refer to Part II, Article 7.1.f.

**Article 8.1.c.iv – Upper secondary school education**

Upper secondary education with a Sami specialisation, in the form of language, handicraft and culture courses, has been available at the municipal Bokensskolan Secondary School in the municipality of Jokkmokk since 1999. This is a specially designed Sami programme with admissions from all over the country. On completion of the programme, students are eligible for higher education.

In its second report in Sweden, the Council of Europe's Committee of Experts points out that there should be upper secondary education in Sami at other schools as well as at the school in Jokkmokk and that Sweden should consider extending the remit of the Sami Education Board to include upper secondary education. In light of this, Sweden wishes to point out that the Sami Education Centre can offer distance education in Sami for compulsory and upper secondary school pupils. As regards the remit of the Sami Education Board, Sweden wishes to state the following: The Government has appointed a special investigator to carry out a review of the structure of the Swedish education system (dir. 2007:28). The Sami Education Board will be included in this investigation. One focus of the investigation will be the possibility of accommodating the activities conducted by the Sami Education Board within the Same Parliament in order to bring the responsibility for issues of special significance to the Sami population under the same roof. A proposal for a new structure is to be presented no later than 1 November 2007.

Refer also to Part II, Article 7.1.f.

**Article 8.1.d.iv – Technical and vocational training**

Some vocational education is provided at Bokensskolan in Jokkmokk through the special Sami programme mentioned above under Part III, Article 8.1.c.iv regarding Sami.



Some technical and vocational training is also available at the Sami Education Centre in Jokkmokk, see below under Part III, Article 8.1.f.iii regarding Sami.

### **Article 8.1.e.iii –University education**

In its report on Sweden, the Council of Europe has asked which universities are responsible for education in Sami. The rule of thumb in Sweden as far as higher education is concerned is that all universities/university colleges are free to offer education within the framework set by their authorisation to issue degrees. As regards the Sami language, however, Umeå University and Luleå University of Technology have a special responsibility. Umeå University must offer education in Sami every academic year. Luleå University of Technology must offer teacher education for lower and upper compulsory school teachers with a Sami specialisation every academic year.

The possibility to study and research Sami is provided at Uppsala University, Umeå University and Luleå University of Technology. Furthermore, an interpreters' course specialising in Sami was started at Luleå University of Technology in the 2003/2004 academic year.

Umeå University is arranging part-time courses in South Sami, making it easier for students who want to combine language studies with other studies.

In 2006, the Government gave the Nordic Sami Institute a special grant worth SEK 880 000 for studies and research in Sami.

Refer also to Part II, Article 7.1.f and Article 7.i.h.

### **Article 8.1.f.iii –Adult and continuing education**

#### *Sami for adults*

During 2006, the option for adult Sami, who speak the language but have never learnt how to read or write it, to receive “short-term study grants” to study Sami was introduced. These studies can be done in a study circle, at a folk high school or within the adult secondary education system. The grant can also be disbursed for residential education and will be administrated by the Same Parliament.

Government grants are awarded every year to the Sami Education Centre for inter alia language tuition in Sami. These courses often continue for one or two years. There is also technical and vocational training given at the Sami Education Centre in e.g. Sami handicraft, Sami entrepreneurship, Sami tourism and Sami culture. In cooperation with

Sveriges utbildningsradio (Swedish Educational Broadcasting Company - UR), the Centre has also produced a multimedia educational programme in Lule Sami. A similar package is being put together for North Sami. Studies at the Centre are also available for non-Sami people.

The Sami language can also be studied at a number of study organisations around the country. These study organisations receive state subsidies for these activities.

In 2006, the Government gave the Sami Education Centre SEK 1 million to develop teaching media for adults in South Sami.

### **Article 8.1.g –Teaching of history and culture**

Refer to Part II, Article 7.3

### **Article 8.1.h –Teacher training**

All universities and university colleges in Sweden are free to arrange education programmes in subjects for which they are authorised to issue degrees. This means that it is also possible to study Sami, Meänkieli and Finnish as a distance learning option and then count these subjects towards a teaching degree. The courses are easy to look for via the website at [www.netuniversity.se](http://www.netuniversity.se). Several of these courses are also run on a part-time basis. The built-in flexibility of the Swedish higher education system provides students with plenty of options to study e.g. minority languages at university level or do teacher training irrespective of where they live and what other undertakings they have.

Recent developments in distance learning have shown that it provides good opportunities for more groups to study at university level. Part-time studies (either on campus or at a distance) give already employed people or those who for some reason or other do not wish to study full-time the option of studying at university regardless of whether they already have a university education or not. This means, for example, that a student reading Finnish at Mälardalen University in central Sweden can combine his or her language studies with distance teacher training and then have the chance to become an authorised Finnish teacher.

In its appropriation directions, the Government has given Luleå University of Technology a special obligation to offer teacher training for lower and upper compulsory school teachers every academic year, with a focus on Sami, Meänkieli and Finnish. This means that the Government has gone further than usual and decided that this education in particular is especially important. The Ministry of Education and

Science monitors the issue by means of an annual dialogue with Luleå University of Technology.

The Government's strategy as regards teacher training at Luleå University of Technology is that continued flexibility in higher education provides the best prerequisites for more people to become authorised to work as teachers specialising in Sami, Finnish and Meänkieli.

Refer also to Part III, Article 8.1.e.iii regarding Sami for more information about the options of combining studies in South Sami with other subjects.

For further information on teacher training and teaching skills development, refer to Part II, Article 7.1.f.

#### **Article 8.1.i –Supervision**

As part of its supervisory role, the National Agency for Education exercises supervision over the state education system and independent schools. This also includes supervising the development of bilingual education and mother tongue tuition for the national minorities.

The Sami Education Board is responsible for the supervision of the Sami schools (and connected pre-schools) and integrated Sami education. The Sami Education Board is responsible for both the political and the financial management of these. Furthermore, the Sami Education Board is to promote and develop Sami tuition as part of the state education system for children and young people. Between 2008 and 2011, the Sami Education Board will carry out a new survey on the need for teaching media.

The Government has appointed a commission to examine changes in school inspection procedures. The commission will present its final report no later than 15 December 2007.

As already mentioned under Part I, Point 4, a special working group has been established by the Norrbotten County Administrative Board to ensure that the minorities policy is implemented at the local level. The working group consists of e.g. local authorities and representatives of the national minorities. The working group reports to the Government once a year.

## **Article 8.2 – Education outside the administrative districts**

Mother tongue tuition in Sami is also given in areas outside the administrative districts. Furthermore, distance mother tongue tuition is also offered via the Mother Tongue Theme website. For more further information, refer to Part II, Article 7.1.f.

The Government is aware of the problem of a lack of knowledge among municipalities, schools and parents as to their rights and obligations with regard to mother tongue tuition - a problem highlighted by the Committee of Experts in its report on Sweden. As a result, the Government, National Agency for Education, National Agency for School Improvement and the Norrbotten County Administrative Board have taken measures to increase knowledge and awareness of the rights and obligations associated with mother tongue tuition for the national minorities. Refer also to Part II, Article 7.3 and Part I, Point 4.

As mentioned above under e.g. Part III, Article 8.1.e.iii regarding Sami, it is possible to study and conduct research in Sami at Uppsala University, which is outside the administrative district.

Several of the study organisations that receive government subsidies for teaching in Sami are outside the Sami administrative district.

## **Article 9 – Judicial authorities**

Sweden has undertaken to ensure the use of Sami before judicial authorities as follows:

- 1. The Parties undertake, in respect of those judicial districts in which the number of residents using the regional or minority languages justifies the measures specified below, according to the situation of each of these languages and on condition that the use of the facilities afforded by the present paragraph is not considered by the judge to hamper the proper administration of justice**
  - a. in criminal proceedings:**
    - ii) to guarantee the accused the right to use his/her regional or minority language; and/or**
    - iii) to provide that requests and evidence, whether written or oral, shall not be considered inadmissible solely because they are formulated in a regional or minority language; and/or**
    - iv) to produce, on request, documents connected with legal proceedings in the relevant regional or minority language, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned**

**b. in civil proceedings:**

ii) to allow, whenever a litigant has to appear in person before a court, that he or she may use his or her regional or minority language without thereby incurring additional expense; and/or

iii) to allow documents and evidence to be produced in the regional or minority languages, if necessary by the use of interpreters and translations

**c. in proceedings before courts concerning administrative matters:**

ii) to allow, whenever a litigant has to appear in person before a court, that he or she may use his or her regional or minority language without thereby incurring additional expense; and/or

iii) to allow documents and evidence to be produced in the regional or minority languages, if necessary by the use of interpreters and translations

**d. to take steps to ensure that the application of sub-paragraphs i and iii of paragraphs b and c above and any necessary use of interpreters and translations does not involve extra expense for the persons concerned**

**2. The Parties undertake:**

a. not to deny the validity of legal documents drawn up within the State solely because they are drafted in a regional or minority language; or

**3. The Parties undertake to make available in the regional or minority languages the most important national statutory texts and those relating particularly to users of these languages, unless they are otherwise provided.**

**Article 9.1 –The right to use Sami in criminal proceedings, civil proceedings and proceedings in the administrative courts**

*Applicable legislation*

Under Section 4 of the Act (1999:1175) concerning the right to use the Sami language in dealings with public authorities and courts, anyone who is a party or party representative in a case before a court of law is entitled to use Sami in the proceedings provided that the case has a connection to the administrative district for Sami. This right applies to district and city courts, county administrative courts, certain special courts and the appeal courts.

The right to use the Sami language in court cases or matters, in accordance with the abovementioned section, includes the right to submit documents and written evidence in Sami, the right to have documents pertaining to the case or matter orally translated and the right to speak Sami in oral hearings before the court. The court shall translate documents and written evidence into Swedish unless this is clearly unnecessary (Section 5).

Persons wishing to use Sami during the court processing of a case or matter in accordance with Section 4, shall so request in connection with

the opening of the case or matter or the first time the party is to make a statement in the case or matter. If a request to use Sami is presented later, it may be rejected. A request to use Sami may also be rejected if it is manifestly for an unwarranted purpose (Section 6).

In connection with the Committee of Experts request for qualification of the concept of “improper purpose” in Section 6, Sweden would like to state the following: This provision is an exception to the rule and shall, in accordance with the preparatory works (Government Bill 1998/99:143, p. 81 and 86), be applied very restrictively, but can be used “for example when it is obvious the request has been made in order to delay the court proceedings”.

The abovementioned rights to use Sami are not associated with any costs for defendants in criminal cases or respondents in civil cases/administrative court matters.

#### *Courts*

Translation and interpretation do not involve any extra costs to anyone who is a party in the case. These costs are met by the court. The National Courts Administration (NCA) has been allocated extra funds by the Government to be able to meet such costs. NCA does not, however, report its costs for regional language translation separately.

The court assesses from case to case whether a document is to be translated or read out by an interpreter. As an example, the courts have stated that any document handed in before the proceedings take place will be translated. If a document is handed in during the proceedings, it may be sufficient for the interpreter to read it out. The administrative courts of appeal have stated that documents will be translated unless this is quite obviously unnecessary. No party has, however, ever invoked any of the minority language acts - a fact that may seem strange, according to the administrative courts of appeal in the administrative district for Sami, since many cases are brought before the courts concerning the Reindeer Husbandry Act of 1971 (SFS 1971:437).

As mentioned earlier in this report, refer to e.g. Part II, Article 7.1.d, there has been no major increase in the demand for using regional languages in dealings with public authorities and courts since the acts came into force. This does not mean, however, that it is not possible to use regional languages in dealings with public authorities and courts. It is however the individual who decides him or herself which language he or she wishes to use when visiting or telephoning the authorities.

A representative of the courts has been a member of the working group mentioned above in Part I, Point 4 and convened by the Norrbotten County Administrative Board as part of the courts' supervisory responsibility. One of the working group's tasks has been to evaluate and

inform about the minority language legislation. Representatives of courts in the administrative district have participated in seminars and conferences organised by the County Administrative Board.

NCA advertisements for new recording clerks or judges make no mention of minority languages when recruiting personnel for the courts covered by the legislation. The Norrbotten County Administrative Board states that knowledge of minority languages is an asset but at the same time of such marginal significance that it does not warrant a mention in job advertisements.

#### *Representation*

The Swedish Bar Association (SBA) has compiled a directory of all law firms in the country (lawyers and lawyers' assistants). When a law firm submits its details to the directory, it is asked to specify which languages are spoken among its staff. The directory is available on the SBA website. [www.advokatsamfundet.se](http://www.advokatsamfundet.se).

When providing details to the directory, not one law firm in the country has specified Sami as one of its spoken language.

#### *Swedish Prosecution Authority*

The Public Prosecutor's Office in Luleå is based in Luleå but also has two local branches, one in Haparanda and one in Gällivare.

The Public Prosecutor's Office in Luleå currently has no Sami-speaking members of staff. This does not prevent communication in Sami, which takes place when necessary with the help of interpreters and translation. If anyone were to ask to use Sami during pre-trial hearings, an interpreter would be brought in.

### **Article 9.2 – Validity of legal documents**

As Sweden has stated in its previous reports concerning the implementation of the European Charter for Regional or Minority Languages, the validity of a document may not by law be questioned simply because it has been drawn up in a regional or minority language. There has been no change in this respect.

### **Article 9.3 – Important national statutory texts**

As Sweden has stated in its previous reports concerning the implementation of the European Charter for Regional or Minority Languages, the Act (1999:1175) concerning the right to use the Sami language in dealings with public authorities and courts has been translated into North, Lule and South Sami and made available to the

general public in the form of a free brochure. The National Courts Administration has also translated information about the Act into North, Lule and South Sami for the benefit of the courts. This information is available via the National Courts Administration website at: [www.dom.se](http://www.dom.se). The police have also translated information into North, Lule and South Sami, refer to Part II, Article 7.1.d

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

Sweden has undertaken to ensure the use of Sami before administrative authorities and public services as follows:

1. Within the administrative districts of the State in which the number of residents who are users of regional or minority languages justifies the measures specified below and according to the situation of each language, the Parties undertake, as far as this is reasonably possible:
    - a.iii) to ensure that users of regional or minority languages may submit oral or written applications and receive a reply in these languages;
    - a.v) to ensure that users of regional or minority languages may validly submit a document in these languages
    - c) to allow the administrative authorities to draft documents in a regional or minority language
  - 2.b the possibility for users of regional or minority languages to submit oral or written applications in these languages
  - 2.c the publication by regional authorities of their official documents also in the relevant regional or minority languages
  - 2.d the publication by local authorities of their official documents also in the relevant regional or minority languages
  - 2.g the use or adoption, if necessary in conjunction with the name in the official language(s), of traditional and correct forms of place-names in regional or minority languages
4. With a view to putting into effect those provisions of paragraphs 1, 2 and 3 accepted by them, the Parties undertake to take one or more of the following measures
    - a. translation or interpretation as may be required
  5. The Parties undertake to allow the use or adoption of family names in the regional or minority languages, at the request of those concerned



## **Article 10.1.a.iii, 10.1.a.v, 10.1.c,10.2.b 10.2.c, 10.2.d and 10.4.a –Use of spoken and written Sami**

### *Applicable legislation*

Under Section 2 of the Act (1999:1175) concerning the right to use the Sami language in dealings with public authorities and courts, every individual is entitled to use Sami in his or her oral or written contacts with a public authority in matters concerning the exercise of public authority in relation to him or her, provided the matter is connected to the administrative district. If the private individual uses the Sami language in such a matter, the authority is obliged to give an oral answer in Sami. A decision in writing in such a matter shall contain information in Sami that the decision may be orally translated into Sami by the authority at the request of the individual. The act also states that the authority shall strive to use the Sami language with Sami speakers. The public authorities may determine special times and a special place for the visits and telephone calls of Sami speakers.

These rights apply to contacts with municipal, central government, regional and local public authorities, including county administrative boards, public prosecutors, the police and employment agencies.

The Government Bill “National minorities in Sweden” (Government Bill 1998/99:143) states that statutory texts that are of special significance for the national minorities must be translated into Sami (all varieties), Finnish and Meänkieli. The Act (1999:1175) concerning the right to use Sami in dealings with public authorities and courts has been translated into Sami and is available to the general public in the form of a free brochure.

Concerning issues relating to the translation of documents and access to interpreters, municipal, central government, regional and local public authorities, such as county administrative boards, public prosecutors, the police and employment agencies, must supply translations or interpreters that may be needed to fulfil the requirements laid down in the Act. A government subsidy, administered by the Norrbotten County Administrative Board, is available for this.

### *The police*

In the course of their daily work, police officers meet many people of different ethnic, cultural or linguistic background and adapt their working methods to the needs of these people. The tools used include printed material in the relevant languages (see i.a. Part II, Article 7.1.d), online websites, interpreters as well as members of their own staff who are proficient in the relevant languages.

The police try to be responsive to the needs of different minorities and since several of the minority populations can be found within delimited

geographical areas in the country, it is primarily up to the local police authority to adapt its working methods to meet the needs of different groups. The National Police Board does though offer different kinds of support: IT-support, translations, website development, etc. The National Police Board also works together with other agencies, including the Office of the Ombudsman against Ethnic Discrimination (DO), to be able to incorporate the needs of different minority groups and to ensure that the human rights of these groups are observed and respected.

The police also welcome training academy applicants from the national minorities and other groups with non-Swedish ethnic backgrounds and run special information campaigns targeted at such groups. In this way, the national minorities can exert more influence, whilst the police can be more successful in their work and guarantee the national minorities their statutory right to use regional or minority languages in their dealings with public authorities.

The police authority in Norrbotten employ around 10 police officers who come from the national minority groups. They speak several minority languages: Sami, Tornedal Finnish and Meänkieli. Some of these officers are also reindeer-herding Sami and are reindeer herders in the spare time. The police authority also tries to timetable its work so that police matters in Sami villages are taken care of by Sami-speaking police officers.

As regards the use of interpreters, the police should hire them in their dealings with people who do not have a command of the Swedish language, pursuant to Section 8 of the Administrative Procedure Act (SFS 1998:386). This provision is applied by the Swedish Police as a matter of course.

#### *Swedish Prosecution Authority*

Refer to Part III, Article 9 regarding Sami.

#### *Employment agencies*

The employment agencies in Norrbotten County have no systematically acquired skills in the Sami language among their own staff, but they do have a structured network together with other authorities and municipalities in the county, enabling them to offer services in Sami. The spontaneous demand for employment agency services in Sami is very limited, but the agencies feel it is important that Sami remains a living language in their exercise of public authority.

#### *Norrbotten County Administrative Board*

The Norrbotten County Administrative Board, whose tasks include the supervision of the special language legislation that applies within the various administrative districts, has provided funding for an extra temporary member of staff to work with national minority issues at the

Norrbottnen Branch of the Swedish Association of Local Authorities in order to increase the Association's commitment to supporting and coordinating the work of the municipalities in minority language issues.

Luleå University of Technology has been tasked by the County Administrative Board working group (see Part I, Point 4 for more information about the working group) to perform a study based on the individual user of minority languages. This study was presented in a report containing valuable information on existing problems and obstacles facing users of minority languages in their dealings with public authorities and courts.

Although the County Administrative Board working group has highlighted several different contributory factors for why there has been no actual increase in the use of minority languages in dealings with public authorities and courts, the Norrbotten County Administrative Board nevertheless proposed a number of measures in light of the report. The ongoing work with the proposed measures differs from one municipality to the next, depending in part on the different prevailing conditions in the various municipalities. To encourage oral and written use of Sami, Finnish and Meänkieli in dealings with public authorities and courts, the municipalities of Arjeplog, Gällivare and Haparanda have adopted minorities policy action plans. A similar plan is being developed in the municipality of Övertorneå.

Furthermore, in the municipality of Jokkmokk, a minority languages working group, appointed by the Jokkmokk Municipal Executive Board and consisting of elected politicians, has been preparing issues for discussion in the Board since 2003. This work is being pursued in a long-term perspective and is essentially the same as a minorities policy action plan.

The municipality of Kiruna has implemented a number of measures in recent years, primarily in its Childcare and Education Office.

For further information on inter alia the conclusions of the abovementioned report, refer to Part 1, Point 4.

#### *Elderly care*

Refer to Part II, Article 7.1.d.

### **Article 10.g – Place names**

Even before Sweden ratified the Framework Convention for the Protection of National Minorities and the European Charter for Regional or Minority Languages, the Riksdag decided that great attention must be paid to the Sami and Finnish minorities in northern

Sweden when establishing place names on maps and when raising road signs, etc.<sup>6</sup>

the Heritage Conservation Act (1988:950) regulates the designation of place names. When place names are to be established in multilingual areas, they must be produced in the languages spoken in the region. The minorities' way of spelling should also be adopted. Even though the minority language Meänkieli is not explicitly mentioned in the wording of the Act, the good place name practice prescribed in the Act implies that in regions where Meänkieli is traditionally spoken, signs shall be erected in Meänkieli. Something which has also been carried out.

Sami is traditionally spoken in large parts of the Swedish forest and mountain areas. Within this region, there are considerable differences in pronunciation, grammar and vocabulary, which is why the varieties of Sami spoken in Sweden are divided into North Sami, Lule Sami and South Sami.

As a result, Sami names are written differently in different parts of the region. A project has been going on for a number of years to insert the correct Sami place names on maps and to erect signs with the Sami names of places along the roads in different parts of Sápmi, Sameland. Place names are nowadays written according to Sami spelling rules, in accordance with a UN recommendation on minority names from 1972. The spelling has also varied over time. For example, the Sami word for mountain was previously spelt *varre* or *vare*, but today it is spelt *várri* in North Sami, *várre* in Lule Sami and *vaerie* in South Sami.

Finnish and Meänkieli, like Sami, have a long history in northern Sweden. Place names in Finnish and Meänkieli can primarily be seen in Tornedalen and adjoining rural districts and are spelt in accordance with Finnish and Meänkieli spelling rules. In the extreme north of Sweden, it is not uncommon to have mixed names, with a Finnish part, Meänkieli part and Sami part.

### **Article 10.5 –Family names**

There is nothing in Swedish legislation that prevents individuals from using or adopting Sami family names or surnames.

The Names Act (SFS 1982:670) contains provisions on how surnames are acquired. Under Section 12, paragraph 1 of the Names Act, a newly created surname must have a pronunciation, spelling and linguistic correctness that make it suitable as a surname in Sweden. The Swedish Patent and Registration Office deals with applications for amendments

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<sup>6</sup> Government Bill 1984/85:100

to and changes of names. When considering a name's appropriateness, Sami and Finnish language usage are considered to comprise national parlance. Established practice after decisions made by the Court of Patent Appeals gives inter alia national minorities the option of changing to reverting to previous forms of names and Swedish pronunciation and spelling requirements are waived. Each case is assessed on its own merit.

For technical reasons, however, the ability of different authorities to handle special Sami characters may vary and may result in first names and surnames not being properly dealt with.

## **Article 11 – Media**

Sweden has undertaken to ensure the use of Sami in the media as follows:

**1. The Parties undertake, for the users of the regional or minority languages within the territories in which those languages are spoken, according to the situation of each language, to the extent that the public authorities, directly or indirectly, are competent, have power or play a role in this field, and respecting the principle of the independence and autonomy of the media:**

a.iii) to make adequate provision so that broadcasters offer programmes in the regional or minority languages

d) to encourage and/or facilitate the production and distribution of audio and audiovisual works in the regional or minority languages

e.i) to encourage and/or facilitate the creation and/or maintenance of at least one newspaper in the regional or minority languages

f.ii) to apply existing measures for financial assistance also to audiovisual productions in the regional or minority languages

**2. The Parties undertake to guarantee freedom of direct reception of radio and television broadcasts from neighbouring countries in a language used in identical or similar form to a regional or minority language, and not to oppose the retransmission of radio and television broadcasts from neighbouring countries in such a language. They further undertake to ensure that no restrictions will be placed on the freedom of expression and free circulation of information in the written press in a language used in identical or similar form to a regional or minority language. The exercise of the above-mentioned freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary**

### **Article 11.1.a.iii –broadcasting licenses for public service companies**

In accordance with the broadcasting licenses for 2007-2009, public service companies in Sweden shall consider the interests of linguistic and ethnic minorities. The minority language of Sami shall, for example, be given special status. Within the framework of the general terms of the broadcasting licenses, the public service companies design their programme offerings independently.

Sveriges Television (SVT) broadcasted a total of 67 hours of Sami programmes in 2005 and 59 hours in 2006, including the news programme *Oddasat*.

Swedish Radio (SR) broadcasted a total of 467 hours or programmes in Sami in 2005 and 666 hours in 2006.

SR Sameradion (Sami radio) broadcasts programmes in North, South and Lule Sami as well as in Swedish.

Sveriges Utbildningsradio (Educational broadcasting arm of SR) broadcasted programmes in Sami on both the radio and television in 2005 and 2006. It broadcasted a total of 8 hours television in Sami in 2005. The programmes were aimed at children, young people and adults. The majority of the programmes were society-oriented programmes for children and young people. Sveriges Utbildningsradio has also broadcasted a course in North Sami on the radio.

Refer also to Part II, Article 7.1.d.

### **Article 11.1.d – Encouragement and/or facilitation of production and distribution**

In its report on Sweden, the Committee of Experts has asked whether Filmpool Nord has an obligation to produce films in Sami. Filmpool Nord has no such obligation. For further information on Filmpool Nord, refer to Part II, Article 7.1.d.

For further information on encouragement and/or facilitation of production and distribution, refer to Part III, Article 11.1.a.iii and 11.1.f.ii regarding Sami.

### **Article 11.1.e.i – Encourage and/or facilitate conditions for newspapers**

Adequate support for newspapers in minority languages is also essential to their preservation and development. The terms and conditions governing public press subsidies include special rules on the allocation of funds to newspapers that address minorities in their own languages. In October 2004, the Government decided to appoint a parliamentary committee to analyse the need for press subsidies to newspapers aimed at immigrants and national minorities. As the Committee of Experts noted in its report in Sweden, this parliamentary committee submitted its final report, entitled *Diversity and Scope* (Official Government Report 2006:8), in February 2006. In the report, the committee submitted proposals for how to facilitate the establishment of newspapers in Sami and Meänkieli respectively. These proposals are currently being discussed within the Government Offices.

For information on the Swedish Press Committee, refer to Part I, Point 5, Committee of Ministers' Recommendation 6.

### **Article 11.1.f.ii – Financial support to TV programmes in Sami**

The Council of Europe's Committee of Experts has asked whether Sweden has given any special support to the production of TV programmes in Sami. No special government support for the production of TV programmes, regardless of language, has been given.

### **Article 11.2 – Right to reception of radio and TV broadcasts from other countries**

There are no restrictions either on the freedom of direct reception of radio and television broadcasts from neighbouring countries in a language used in identical or similar form to a regional or minority language or on the rebroadcasting of radio and television programmes from neighbouring countries in such a language.

### **Article 12 – Cultural activities and facilities**

Sweden has undertaken to ensure the use of Sami in cultural activities and facilities as follows:

- 1. With regard to cultural activities and facilities - especially libraries, video libraries, cultural centres, museums, archives, academies, theatres and cinemas, as well as literary work and film production, vernacular forms of**

cultural expression, festivals and the culture industries, including inter alia the use of new technologies - the Parties undertake, within the territory in which such languages are used and to the extent that the public authorities are competent, have power or play a role in this field:

- a) to encourage types of expression and initiative specific to regional or minority languages and foster the different means of access to works produced in these languages
- b) to foster the different means of access in other languages to works produced in regional or minority languages by aiding and developing translation, dubbing, post-synchronisation and subtitling activities
- c) to foster access in regional or minority languages to works produced in other languages by aiding and developing translation, dubbing, post-synchronisation and subtitling activities;
- d) to ensure that the bodies responsible for organising or supporting cultural activities of various kinds make appropriate allowance for incorporating the knowledge and use of regional or minority languages and cultures in the undertakings which they initiate or for which they provide backing;
- e) to promote measures to ensure that the bodies responsible for organising or supporting cultural activities have at their disposal staff who have a full command of the regional or minority language concerned, as well as of the language(s) of the rest of the population
- f) to encourage direct participation by representatives of the users of a given regional or minority language in providing facilities and planning cultural activities
- g) to encourage and/or facilitate the creation of a body or bodies responsible for collecting, keeping a copy of and presenting or publishing works produced in the regional or minority languages
- h) if necessary, to create and/or promote and finance translation and terminological research services, particularly with a view to maintaining and developing appropriate administrative, commercial, economic, social, technical or legal terminology in each regional or minority language

2. In respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage and/or provide appropriate cultural activities and facilities in accordance with the preceding paragraph

#### Article 12.1.a -Encouragement of cultural activities

Since 1993, support has been disbursed from the culture budget to the Same Parliament to finance subsidies to Sami NGOs on the local and national level. This support has gone to education and research initiatives



as well as to projects focusing on Sami culture. The Same Parliament Council for Cultural Affairs decides independently, in accordance with established criteria and methods for awarding subsidies, on how government subsidies are to be allocated to Sami culture and Sami organisations. The support currently amounts to about SEK 14.5 million per year. In addition to government cultural funding, there is also SEK 5 million from the Sami Foundation. SEK 2 million of this goes to woodwork and handicraft, the same amount to Sami newspapers and SEK 700 000 to library facilities. SEK 5.5 million goes to dramatic and narrative art. This funding is earmarked for the Sami theatre in Sweden, Sámi Theáter, which is to perform Sami dramatic art as well as safeguard and promote the Sami language and Sami heritage. Sámi Theáter has received government support since 2001. Sámi Theáter can be found in both Kiruna and Tärnaby but its main base is in Kiruna. Sámi Theáter's goal is to stimulate renewal and development, whilst at the same time safeguarding and promoting the Sami language. During the 2004/2005 season and in cooperation with the Nordic Sami Theatre, it has performed two works by Shakespeare in Sami, Hamlet and Macbeth, at the Ice Globe Theatre in Jukkasjärvi. Among the subsidy recipients are also the Sami Handicraft Foundation (Sameslöjdstiftelsen) and the Samefolket newspaper.

The Same Parliament, which is itself responsible for Sami language planning, adopted its own action plan for a proactive language policy. As a result of this, the Same Parliament has also worked to integrate this aim into its subsidy allocation to projects and to distinguish projects that give this issue high priority. As regards the media, it has been a question of requiring a certain percentage of the editorial content to be written in Sami. This prioritisation of language policy will, in accordance with Same Parliament decisions, continue in the future. Among other things, a requirement for every nationwide organisation awarded a subsidy to produce a written report on its efforts with Sami language development will be introduced.

Refer also to Part II, Article 7.1.c.

#### **Article 12.1.b –Foster access in other languages to works produced in regional or minority language**

As part of the subsidies given by the Swedish Arts Council to national minority cultures, subsidies are given to projects that involve translation between majority and minority languages. A case in point is the publication support which has had such a focus. With the support from the Swedish Arts Council to national minority culture, language and literature having the focus, the undertaking to promote translation in different directions can be said to have been fulfilled.

Refer also to Part II, Article 7.1.c.

**Article 12.1.c –Foster access in regional or minority languages to works produced in other languages**

Refer to Part III, Article 12.1.b regarding Sami and Part II, Article 7.1.c.

**Article 12.1.d –Allowance for incorporating knowledge and use of regional or minority languages and cultures in productions**

The Film Institute has supported Filmpool Nord, a regional resource centre for film and video production in the county of Norrbotten. Within the framework of the Centre's activities, short films and documentaries with a Sami culture theme are produced by Sami and other Swedes. Film education programmes in which Sami have participated have been run at the Centre. This focus is Filmpool Nord's own initiative and no particular restrictions are linked to the financial support in this respect. It is also worth mentioning that this type of production has often taken the form of a transnational coproduction.

Refer to Part II, Article 7.1.c regarding the Swedish Arts Council, The National Archives and the Film Institute. Refer also to Part III, Article 12.1.a regarding Sami.

**Article 12.1.e –Staff who have a full command of the regional or minority languages concerned**

The Same Parliament has a Council for Cultural Affairs that handles most of the issues related to Sami cultural activities. The Same Parliament is both a public authority and a representative body for the Sami. Several of the staff at the Same Parliament have a command of both Sami and Swedish. Several of the employees also have knowledge of the minority languages Finnish and Meänkieli.

The Swedish Arts Council, which cooperates with SWEBLUL as regards the processing of project subsidy applications, has, as a result, also been able to utilise the language skills the council possesses. Refer also to Part III, 12.1.f and Part II, Article 7.1.c.

**Article 12.1.f –Participation of regional or minority language speakers**

In its work with the cultures of the national minorities, the Swedish Arts Council has continually consulted the groups concerned. The Council has worked in particular with the Swedish Bureau for Lesser Used

Languages (SWEBLUL). The Council has recently initiated a review of these forms of cooperation in order to find a model in which the strategic work can be intensified and information on available funding can be disseminated to the groups concerned in a better way. This review has also been started in response to the comments and recommendations outlined in the Committee of Experts previous review. Accordingly, round-table discussions have been held with representatives of the various organisations representing the national minorities. The idea is to find a model which involves several parties in the processing of applications so as to encourage more people to participate in cultural work. SWEBLUL and the skills it possesses will, however, continue to be a resource in this procedure.

The Sami have a far-reaching autonomy in the cultural field thanks to the Same Parliament. The Same Parliament receives government support for cultural activities, which is distributed by the Council for Cultural Affairs within the Same Parliament. The Same Parliament may put forward proposals in any area which the Sami themselves deem to be of special interest to a robust Sami culture. The Sami Council, an NGO, is also a forum in which the Sami can influence issues that concern them

Refer also to Part II, Article 7.1.c and Article 7.i.e.

#### **Article 12.1.g –Archives**

The Same Parliament has employed a special library advisor. This advisor administrates the Sami Library, which also functions as a depository library for loans to other libraries, schools and associations. The Library is located at the same place as the Ájtte Library in Jokkmokk and has collections of literature on the Sami written in the various Sami dialects and by Sami authors. There is fiction, non-fiction, child fiction, poetry and reference books, such as dictionaries, written in Sami. There are also archives at Ájtte which collect material in Sami and about Sami issues.

It is also worth mentioning the archives at the Swedish Institute for Dialectology, Onomastics and Folklore Research which are important for the heritage of the national minority, including the Sami language.

For further information on e.g. archives, refer to Part II, Article 7.1.c.

#### **Article 12.1.h -Language conservation**

According to the Sami Parliament Act (SFS 1992:1433), it is one of the Same Parliament's main tasks to manage Sami language conservation and development. The Same Parliament has elected to establish the Sami Language Council and cooperate with the other Nordic countries. The

action plan *Start for a proactive language policy (Start för en offensiv språkpolitik)* was adopted in a Same Parliament plenary session in February 2004. In accordance with the programme, it was decided at that time to suspend the Sami Language Council until further notice. At the same time, however, it was also established that the Sami Language Committee (Samisk språknämnd), the joint language body of the three Nordic Sami parliaments, would have a greater role in joint language planning and development. The Department of Language and Cultural Work at the Same Parliament provides more day-to-day language services.

The Swedish Institute for Dialectology, Onomastics and Folklore Research, and in particular the Department of Dialectology, Onomastics and Folklore Research in Umeå (DAUM) are also tasked with focusing on the Sami language.

Refer also to Part II, Article 7.1.c.

#### **Article 12.2 – Cultural activities outside the administrative districts**

One of the aims of the Swedish Arts Council is to support cultural diversity and exchange among different cultures throughout the country (Government Bill 1996/97:3; Committee Report 1996/97:KrU2 and Government Communication 1996/97:129). Accordingly, the forms of support that are relevant to the national minority languages are also aimed at the users of these languages outside their traditional areas of use. The same applies to most other forms of relevant government support for cultural activities.

#### **Article 13 – Economic and social life**

Sweden has undertaken to ensure the use of Sami in economic and social life as follows:

**1. With regard to economic and social activities, the Parties undertake, within the whole country:**

**a) to eliminate from their legislation any provision prohibiting or limiting without justifiable reasons the use of regional or minority languages in documents relating to economic or social life, particularly contracts of employment, and in technical documents such as instructions for the use of products or installations**

There is no legislation in Sweden that prohibits or limits the use of regional or minority languages in documents relating to economic or social life.

#### **Article 14 – Transfrontier exchange**

Sweden has undertaken:

- a) to apply existing bilateral and multilateral agreements which bind them with the States in which the same language is used in identical or similar form, or if necessary to seek to conclude such agreements, in such a way as to foster contacts between the users of the same language in the States concerned in the fields of culture, education, information, vocational training and permanent education**
- b) for the benefit of regional or minority languages, to facilitate and/or promote cooperation across borders, in particular between regional or local authorities in whose territory the same language is used in identical or similar form.**

#### **Transfrontier exchange**

Transfrontier exchange is common among the Sami, especially in the border districts between Finland, Sweden and Norway, where Sami is spoken. The Sami parliaments in Finland, Sweden and Norway work together in most areas through e.g. the Sami Parliament Council. The Sami in Russia participate as observers. The Council shall consider the transfrontier interests of the Sami. One common issue is language work. Together with the Sami in Russia, the parliaments cooperate in the joint Sami Language Council. An important task of the Language Council is to develop common standards for the Sami language in Sápmi, e.g. to harmonise the varieties spoken in the different countries and the terminology as well as to establish word data banks.

Other fora for transfrontier cooperation include the NGOs, the Sami Council and the Nordic Sami Institute (Nordiskt Samiskt Institut). The activities of the Sami Council are financed by the Nordic Council of Ministers. The Council is a common NGO for the Sami in Finland, Norway, Russia and Sweden and its task is to safeguard the Sami's interests in economic, social and cultural matters. The Sami Council is represented in the Arctic Council as an NGO and the Swedish Ministry for Foreign Affairs finances the Swedish part of it. One of the tasks of the Nordic Sami Institute is to improve the situation for the Sami population socially, judicially and economically through research and information.

The Nordic countries have agreed to cooperate on radio broadcasting and television programme production in Sami.

In Sweden at the Sami Education Centre in Jokkmokk and in Finland at Sámi allaskuvla in Kautokeino, Sami students from Sweden, Norway and Finland can read North, Lule and South Sami. This enables students who e.g. speak South Sami in Norway to read the language at the Sami Education Centre in Sweden

In Sweden and Norway there is also exchange in the form of two mobile libraries that regularly travel back and forth across the border between the two countries to Sami-speaking regions. Visitors to the libraries can borrow books in Sami and books written by Sami authors. The libraries are primarily financed by the Norwegian Same Parliament with help from some municipalities in Sweden.

To promote, develop and preserve the Sami language, the Sami ministers and the Same Parliament presidents in Norway, Finland and Sweden have established a Nordic Sami Language Prize, Gollegiella, which means “golden language”. The language prize is awarded every other year, as from 2004, and given to individuals or organisations who have made invaluable efforts to promote the Sami language.

A Nordic official body for Sami issues, the Nordic Sami Council, has been established to promote more regular contact between Nordic countries that have Sami populations. The Council has representatives on the civil servant level from the Nordic countries as well as from the Sami Parliaments and the ministries. The body meets twice a year.

During 2000, Sweden, Norway and Finland began to cooperate more closely on issues relating to the Sami people. The ministers responsible for Sami issues and the Presidents of the Sami Parliaments meet once a year to discuss issues that concern the Sami from a Nordic perspective. In 2002, the Nordic ministers responsible for Sami issues and the Nordic Presidents of the Sami Parliaments appointed a group of experts with the task of drawing up a draft Nordic Sami convention. The group presented its proposal in November 2005. The expert group’s draft convention is currently being discussed in the three countries.

In addition to the work with the draft convention, Sweden is also negotiating with Norway on a new convention that will regulate the cross-border Sami reindeer herding.

Work to draw up a declaration on the rights of indigenous peoples has been ongoing within the UN for about ten years. A working group under the UN High Commissioner for Human Rights completed its work in February 2006. A report containing a draft wording of the declaration will probably be submitted to the newly established UN

Human Rights Council later this year, to be subsequently adopted by the UN General Assembly in the autumn. The draft declaration makes reference to e.g. the right of indigenous peoples to self-determination and land. Sweden and the Nordic countries have taken a leading role in the establishment of the declaration.

For information on joint transfrontier cooperation for all the national minorities, refer to Part II, Article 7.1.i.

## **Language: FINNISH**

### **Article 8 – Education**

Sweden has undertaken to provide education in Finnish as follows:

1. With regard to education, the Parties undertake, within the territory in which such languages are used, according to the situation of each of these languages, and without prejudice to the teaching of the official language(s) of the State:

a.iii) to apply one of the measures provided for under i and ii above at least to those pupils whose families so request and whose number is considered sufficient; or

b.iv) to apply one of the measures provided for under i to iii above at least to those pupils whose families so request and whose number is considered sufficient

c.iv) to apply one of the measures provided for under i to iii above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient

d.iv) to apply one of the measures provided for under i to iii above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient;

f.iii) if the public authorities have no direct competence in the field of adult education, to favour and/or encourage the offering of such languages as subjects of adult and continuing education;

g. to make arrangements to ensure the teaching of the history and the culture, which is reflected by the regional or minority language;

h. to provide the basic and further training of the teachers required to implement those of paragraphs a to g accepted by the Party;

i. to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.

2. With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.



### **Article 8.1.a.iii –Pre-school activities**

Sweden has no legislation that specifically relates to pre-school activities for the national minorities. The Act (1999:1176) on the right to use Sami in dealings with public authorities and courts of law does cover the situation of pre-school children, however. Under this Act, the municipalities within the administrative districts in Norrbotten County must give parents the opportunity to put their children in pre-schools where all or some of the activities are conducted in Finnish or Meänkieli (Section 8). The administrative districts for Finnish and Meänkieli are the municipalities of Gällivare, Haparanda, Kiruna, Pajala and Övertorneå.

Unfortunately, the Government has no statistics on the number of pre-schools that are either entirely or partly run in Finnish.

### **Article 8.1.b.iv – Nine-year compulsory school education**

#### *Mother tongue tuition in compulsory school*

In the school year 2006/07, there were an estimated 9 000 pupils entitled to mother tongue tuition, about 40 per cent of whom actually took part.

Refer also to Part II, Article 7.1.f.

#### *Bilingual education*

There are currently seven independent compulsory schools in the country that call themselves Sweden-Finnish schools and are bilingual.

Refer also to Part II, Article 7.1.f.

#### *Study guidance*

Refer to Part II, Article 7.1.f.

#### *Independent schools*

The National Agency for Education has recently approved the Sweden-Finnish School in Upplands-Väsby as an independent special school, which is eligible to receive support from the municipality. The education in special schools aims to give children and young people with learning difficulties an education adapted to each pupil's individual needs and conditions. This education corresponds as far as possible to that offered in ordinary compulsory and upper secondary schools. The Sweden-Finnish School Foundation in Upplands-Väsby is the governor of the school. This approval is for years 7-10 (13-16 year-olds) and applies as from April 2006 and on condition that the school starts to take in students no later than the beginning of the 2007/2008 school year. The school has a bilingual profile, which means more teaching in the Finnish language. This is both feasible and in line with the requirements for openness as laid down in the Swedish Education Act.

Refer also to Part II, Article 7.1.f.

*Study guidance*

Refer to Part II, Article 7.1.f.

**Article 8.1.c.iv – Upper secondary school education**

Refer to Part II, Article 7.1.f.

**Article 8.1.d.iv – Technical and vocational training**

Access to different forms of education is strongly linked to demand. During the 1990s in Botkyrka Municipality close to Stockholm, a programme offering vocational education at upper secondary level in Finnish was run. The demand for this programme was very low, however, resulting in it being discontinued after only a few years.

Today, there are technical and vocational education programmes for school recreation leaders, computer operators and bilingual personal assistants at Axevalla Folk High School.

Refer also to Part II, Article 7.1.f.

**Article 8.1.e.iii – University education**

Finnish can be studied at several universities in Sweden. Studies in the Finnish language are offered at Uppsala University, Lund University, Umeå University and Stockholm University. Some of these universities have extensive exchange programmes with universities in Finland. It is also possible to study Finnish regardless of place of residence as there is a large range of distance learning programmes available.

The Government feels that it is important for Sweden to have well-developed and well-functioning education and research in the Finnish language. Since there is a large Sweden-Finnish minority in Mälardalen, an education initiative is needed at Mälardalen University. The Government has therefore given Mälardalen University financial support to be able to build up a *centre for Finnish language and culture* with the aim of strengthening the Finnish language and the position of the Sweden-Finnish minority in Mälardalen. The centre was established in 2002 and primarily focuses on education and research in Finnish and Sweden-Finns - their culture and history in Sweden.

Stockholm University and Mälardalen University cooperate through certain personal unions in the subject of Finnish. Research in Finnish can also be conducted at Uppsala University.

Refer also to Part II, Article 7.1.f and Article 7.i.h. For information on distance teacher training, refer also to Part III, Article 8.1.h regarding Finnish.

#### **Article 8.1.f.iii –Adult and continuing education**

The Sweden-Finnish folk high school in Haparanda offers distance learning in beginner's Finnish. Axevalla Folk High School and the Finnish Folk High School also offer general Finnish courses.

Courses in Finnish are also offered in large parts of the country through folk high schools and study organisations.

#### **Article 8.1.g –Education in history and culture**

Refer to Part II, Article 7.3.

#### **Article 8.1.h –Teacher training**

For information in teacher training and in-service training for teachers, refer to Part II, Article 7.1.f and Part III, Article 8.1.h regarding the Sami language.

#### **Article 8.1.i – Supervision**

Refer to Part III, Article 8 regarding Sami.

#### **Article 8.2 –Education outside the administrative districts**

Mother tongue tuition in Finnish is also given in areas outside the administrative districts. Refer also to Part II, Article 7.1.f for the key role played by the Mother Tongue Theme website regarding the teaching of Finnish.

The Government is aware of the problem of a lack of knowledge among municipalities, schools and parents as to their rights and obligations with regard to mother tongue tuition - a problem highlighted by the Committee of Experts in its report on Sweden. As a result, the Government, National Agency for Education, National Agency for

School Improvement and the Norrbotten County Administrative Board have taken measures to increase knowledge and awareness of the rights and obligations associated with mother tongue tuition for the national minorities. Refer also to Part II, Article 7.3 and Part I, Point 4.

As mentioned above under e.g. Part III, Article 8.1.e regarding Finnish, it is possible to study and do research in Finnish at the universities of Lund, Stockholm and Uppsala and at Mälardalen University, all of which are outside the administrative district for Finnish.

As mentioned under Part III, Article 8.1.f.iii regarding Finnish, it is also possible to study at folk high schools outside the Finnish administrative districts (Axevalla Folk High School in Skövde and the Finnish Folk High School in Göteborg). The same is also true of the courses in Finnish offered by the Swedish Workers' Educational Association, ABF.

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

Sweden has undertaken to ensure the use of Finnish before judicial authorities as follows:

1. The Parties undertake, in respect of those judicial districts in which the number of residents using the regional or minority languages justifies the measures specified below, according to the situation of each of these languages and on condition that the use of the facilities afforded by the present paragraph is not considered by the judge to hamper the proper administration of justice
  - a. in criminal proceedings:
    - ii) to guarantee the accused the right to use his/her regional or minority language; and/or
    - iii) to provide that requests and evidence, whether written or oral, shall not be considered inadmissible solely because they are formulated in a regional or minority language; and/or
    - iv) to produce, on request, documents connected with legal proceedings in the relevant regional or minority language, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned
  - b. in civil proceedings:
    - ii) to allow, whenever a litigant has to appear in person before a court, that he or she may use his or her regional or minority language without thereby incurring additional expense; and/or
    - iii) to allow documents and evidence to be produced in the regional or minority languages, if necessary by the use of interpreters and translations

- c. in proceedings before courts concerning administrative matters:
  - ii) to allow, whenever a litigant has to appear in person before a court, that he or she may use his or her regional or minority language without thereby incurring additional expense; and/or
  - iii) to allow documents and evidence to be produced in the regional or minority languages, if necessary by the use of interpreters and translations
- d. to take steps to ensure that the application of sub-paragraphs i and iii of paragraphs b and c above and any necessary use of interpreters and translations does not involve extra expense for the persons concerned

## 2. The Parties undertake:

- a. not to deny the validity of legal documents drawn up within the State solely because they are drafted in a regional or minority language; or

## 3. The Parties undertake to make available in the regional or minority languages the most important national statutory texts and those relating particularly to users of these languages, unless they are otherwise provided.

### Article 9.1 –The right to use Finnish in criminal proceedings, civil proceedings and proceedings in the administrative courts

#### *Applicable legislation*

Under Section 4 of the Act (1999:1176) concerning the right to use Finnish and Meänkieli in dealings with public authorities and courts, anyone who is a party or representative of a party in a case before a court has the right to use Finnish if the case has a connection to the administrative district for Finnish. This right applies to district and city courts, county administrative courts, certain special courts and the appeal courts.

The right to use the Sami language in court cases or matters, in accordance with the abovementioned section, includes the right to submit documents and written evidence in Sami, the right to have documents pertaining to the case or matter orally translated and the right to speak Sami in oral hearings before the court. The court shall translate documents and written evidence into Swedish unless this is clearly unnecessary (Section 5).

Persons wishing to use Sami during the court processing of a case or matter in accordance with Section 4, shall so request in connection with the opening of the case or matter or the first time the party is to make a statement in the case or matter. If a request to use Finnish is presented later, it may be rejected. A request to use Finnish may also be rejected if it is manifestly for an unwarranted purpose (Section 6).

In connection with the Committee of Experts request for qualification of the concept of “improper purpose” in Section 6, Sweden would like to state the following: This provision is an exception to the rule and shall, in accordance with the preparatory works (Government Bill 1998/99:143, p. 81 and 86), be applied very restrictively, but can be used “for example when it is obvious the request has been made in order to delay the court proceedings”.

The abovementioned rights to use Finnish are not associated with any costs for defendants in criminal cases or respondents in civil cases/administrative court matters.

#### *Courts*

The district court in Haparanda states that knowledge of Finnish is an asset and that this is made clear in their job advertisements. More than half the judges and court staff at the district court in Haparanda speak Finnish.

Refer to Part III, Article 9 regarding Sami.

#### *Representation*

The Swedish Bar Association has compiled a directory of all law firms in the country (lawyers and lawyers’ assistants). When a law firm submits its details to the directory, it is asked to specify which languages are spoken among its staff. The directory is available on the SBA website. [www.advokatsamfundet.se](http://www.advokatsamfundet.se).

A total of 51 law firms (throughout the country) have specified the Finnish language.

#### *Swedish Prosecution Authority*

The Public Prosecutor’s Office in Luleå is based in Luleå but also has two local branches, one in Haparanda and one in Gällivare. There are two administrators at the local prosecutor’s office in Haparanda who can speak Meänkieli. They have also received two years’ of training in Finnish through their employer. There is one prosecutor at the office in Luleå who can speak Finnish. This means that the Prosecution Authority can meet the existing need of contacts in Meänkieli and Finnish in eastern Norrbotten.

### **Article 9.2 – Validity of legal documents**

Refer to Part III, Article 10 regarding Sami.

### **Article 9.3 – Important national statutory texts**

As Sweden has stated in its previous reports concerning the implementation of the European Charter for Regional or Minority Languages, the Act (1999:1176) on the right to use Sami in dealings with public authorities and courts has been translated into North, Lule and South Sami and made available to the general public in the form of a free brochure. The National Courts Administration has also translated information about this act into Finnish for the courts. The information is available inter alia via the Administration's website. [www.dom.se](http://www.dom.se). The police have also translated information to Finnish, refer to Part II, Article 7.1.d

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

Sweden has undertaken to ensure the use of Finnish before administrative authorities as follows:

**1. Within the administrative districts of the State in which the number of residents who are users of regional or minority languages justifies the measures specified below and according to the situation of each language, the Parties undertake, as far as this is reasonably possible:**

**a.iii) to ensure that users of regional or minority languages may submit oral or written applications and receive a reply in these languages;**

**a.v) to ensure that users of regional or minority languages may validly submit a document in these languages**

**c) to allow the administrative authorities to draft documents in a regional or minority language**

**2.b the possibility for users of regional or minority languages to submit oral or written applications in these languages**

**2.c the publication by regional authorities of their official documents also in the relevant regional or minority languages**

**2.d the publication by local authorities of their official documents also in the relevant regional or minority languages**

**2.g the use or adoption, if necessary in conjunction with the name in the official language(s), of traditional and correct forms of place-names in regional or minority languages**

**4. With a view to putting into effect those provisions of paragraphs 1, 2 and 3 accepted by them, the Parties undertake to take one or more of the following measures**

**a translation or interpretation as may be required**

## 5. The Parties undertake to allow the use or adoption of family names in the regional or minority languages, at the request of those concerned

### Article 10.1.a.iii, 10.1.a.v, 10.1.c, 10.2.b, 10.2.c, 10.2.d and 10.4.a – Use of spoken and written Finnish

#### *Applicable legislation*

Under Section 2 of the Act (1999:1176) concerning the right to use the Sami language in dealings with public authorities and courts, every individual is entitled to use Sami in his or her oral or written contacts with a public authority in matters concerning the exercise of public authority in relation to him or her, provided the matter is connected to an administrative district. If the individual uses Finnish in such a matter, the authority is obliged to give an oral reply in Finnish. A decision in writing in such a matter shall contain information in Sami that the decision may be orally translated into Sami by the authority at the request of the individual. The act also states that the authority shall strive to use the Sami language with Finnish speakers. The public authorities may determine special times and a special place for the visits and telephone calls of Sami speakers.

These rights apply to contacts with municipal, central government, regional and local public authorities, including county administrative boards, public prosecutors, the police and employment agencies.

The Government Bill “National minorities in Sweden” (Government Bill 1998/99:143) states that statutory texts that are of special significance for the national minorities must be translated into Sami (all varieties), Finnish and Meänkieli. The Act (1999:1176) concerning the right to use Finnish and Meänkieli in dealings with public authorities and courts has been translated into Finnish and is available to the general public in the form of a brochure that can be obtained free of charge.

Concerning issues relating to the translation of documents and access to interpreters, municipal, central government, regional and local public authorities, such as county administrative boards, public prosecutors, the police and employment agencies, must supply translations or interpreters that may be needed to fulfil the requirements laid down in the Act. The Government supplies a grant for this which is administered by the Norrbotten County Administrative Board.

Furthermore, the municipalities in the administrative district for Finnish are obliged to supply elderly care either entirely or partly in Finnish.

#### *The police*

Refer to Part III, Article 10 regarding Sami.



*Swedish Prosecution Authority*

Refer to Part III, Article 9 regarding Finnish.

*The employment agencies*

The employment agencies in Norrbotten county supply all their services in Finnish as a matter of course. So many of the staff are bilingual that anyone visiting an agency will always be able to find someone with a good command of the Finnish language.

*Norrbotten County Administrative Board*

Refer to Part III, Article 10 regarding Sami.

*Elderly care*

Refer to Part II, Article 7.1.d.

**Article 10.g – Place names**

Refer to Part III, Article 10 concerning Sami.

**Article 10.5 - Family names**

Refer to Part III, Article 10 concerning Sami.

**Article 11 – The media**

Sweden has undertaken to ensure the use of Finnish in the media as follows:

1. The Parties undertake, for the users of the regional or minority languages within the territories in which those languages are spoken, according to the situation of each language, to the extent that the public authorities, directly or indirectly, are competent, have power or play a role in this field, and respecting the principle of the independence and autonomy of the media:
  - a.iii) to make adequate provision so that broadcasters offer programmes in the regional or minority languages
  - c.i) to encourage and/or facilitate the creation of at least one television channel in the regional or minority languages; or
  - d. to encourage and/or facilitate the production and distribution of audio and audiovisual works in the regional or minority languages
  - e.i) to encourage and/or facilitate the creation and/or maintenance of at least one newspaper in the regional or minority languages
  - f.ii) to apply existing measures for financial assistance also to audiovisual productions in the regional or minority languages

2. The Parties undertake to guarantee freedom of direct reception of radio and television broadcasts from neighbouring countries in a language used in identical or similar form to a regional or minority language, and not to oppose the retransmission of radio and television broadcasts from neighbouring countries in such a language. They further undertake to ensure that no restrictions will be placed on the freedom of expression and free circulation of information in the written press in a language used in identical or similar form to a regional or minority language. The exercise of the above-mentioned freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary

#### Article 11.1.a.iii – Broadcasting licenses for public service companies

In accordance with the broadcasting licenses for 2007-2009, public service companies in Sweden shall consider the interests of linguistic and ethnic minorities. The minority language of Finnish shall, for example, be given special status. Within the framework of the general terms of the broadcasting licenses, the public service companies design their programme offerings independently.

Sveriges Television (SVT) broadcasts news, current affairs, children's programmes, documentaries, etc., in Finnish. The daily news programme *Uutiset* highlights the conditions in Sweden and other countries from a Sweden-Finnish perspective. SVT broadcast a total of 139 hours of Finnish-speaking programmes in 2005 and 131 hours in 2006. Sveriges Utbildningsradio (Educational Broadcasting Company - UR) broadcasts television programmes in Finnish.

SR (Swedish Radio) Sisuradio is responsible for both nationwide and regional/local broadcasts in Finnish. A central component of SR Sisuradio's news coverage has been to review the development of Finnish as a national minority language in Sweden.

SR broadcast a total of 7 227 hours of Finnish programmes in 2005 and 7 225 hours in 2006. UR broadcast 36 hours of television programmes in Finnish in 2005. The programmes were aimed at children, young people and adults. The Finnish-speaking TV programmes discuss subjects such as literature, health, nature and the Finnish language. They have also broadcast a Finnish-speaking drama series for young people.

Refer to also Part II, Article 7.1.d.

#### **Article 11.1.c.i – Encourage and/or facilitate the creation of at least one TV channel in the minority languages**

In connection with the transition from analogue to digital terrestrial television broadcasting in Sweden and Finland, the exchange of TV broadcasts between Sweden and Finland has been slightly reorganised, resulting in a strengthening of the exchange due to the broadcasting area for both the Swedish channel in Finland and the Finnish channel in Sweden being extended. The claim that the exchange was in danger of disappearing is therefore unfounded.

In Sweden, a Finnish channel has been distributed in the Swedish digital terrestrial network in Stockholm, Västerås and Uppsala since 12 March 2007. By extending the distribution area from Stockholm only to basically the whole of Mälardalen, a considerably greater number of Finnish-speaking households can see the channel free of charge. The channel is also distributed in the digital cable network to a large number (significantly more than the previous 26) of places in Sweden.

Because digital distribution is cheaper than analogue, the transition in Sweden has meant that the same government appropriation can finance broadcasts not just in Stockholm but also in Västerås and Uppsala. In connection with the transition, the funding model has been changed to give the National Association of Finns in Sweden greater responsibility for practical issues that emerge in conjunction with the distribution of the channel. The National Association of Finns in Sweden is therefore allocated all the appropriation that is earmarked for the funding of a Finnish channel in Sweden. The National Association then enters into agreements with distributors to provide as easy access as possible to the channel for Finnish-speaking households.

#### **Article 11.1.d. – Encouragement and/or facilitation of production and distribution**

For information on Filmpool Nord, which has been involved in coproductions of films in Finnish, refer to Part II, Article 7.1.d.

For information on encouragement and/or facilitation of production and distribution, refer to Part III, Article 11.1.a.iii and 11.1.f.ii regarding Finnish.

### **Article 11.1.e.i – Encourage and/or facilitate conditions for newspapers**

Adequate support for newspapers in minority languages is also essential to their preservation and development. The terms and conditions governing public press subsidies include special rules on the allocation of funds to newspapers that address minorities in their own languages. In October 2004, the Government decided to appoint a parliamentary committee to analyse the need for press subsidies to newspapers aimed at immigrants and national minorities. The committee submitted its final report in February 2006. In the report, the committee submitted proposals for how to facilitate the establishment of newspapers in Sami and Meänkieli respectively. These proposals are currently being discussed within the Government Offices.

As the Committee of Experts noted in its second report on Sweden's implementation of the European Charter for Regional or Minority Languages (Point 212), there are two newspapers in Sweden with Finnish content - Ruotsin Suomalainen, published once a week, and Haparandabladet, which comes out three times a week.

For information on the Swedish Press Committee, refer to Part I, Point 5 (Recommendation 6) and for information on Committee Report *Diversity and scope* (Official Government Report 2006:8), refer to Part III, Article 11.e.i regarding Sami.

Refer also to Part III, Article 11.1.a iii and 11.1.f.ii regarding Finnish.

### **Article 11.1.f.ii – Financial support to TV programmes in Finnish**

Refer to Part III, Article 11.1.f.ii regarding Sami.

### **Article 11.2 – Right to reception of radio and TV broadcasts from other countries**

Refer to Part III, Article 10 concerning Sami.

### **Article 12 – Cultural activities and facilities**

Sweden has undertaken to ensure the use of Finnish in cultural activities and facilities as follows:

**1. With regard to cultural activities and facilities - especially libraries, video libraries, cultural centres, museums, archives, academies, theatres and**

cinemas, as well as literary work and film production, vernacular forms of cultural expression, festivals and the culture industries, including inter alia the use of new technologies - the Parties undertake, within the territory in which such languages are used and to the extent that the public authorities are competent, have power or play a role in this field:

- a. to encourage types of expression and initiative specific to regional or minority languages and foster the different means of access to works produced in these languages
- b. to foster the different means of access in other languages to works produced in regional or minority languages by aiding and developing translation, dubbing, post-synchronisation and subtitling activities
- c. to foster access in regional or minority languages to works produced in other languages by aiding and developing translation, dubbing, post-synchronisation and subtitling activities;
- d. to foster access in regional or minority languages to works produced in other languages by aiding and developing translation, dubbing, post-synchronisation and subtitling activities;
- f. to encourage direct participation by representatives of the users of a given regional or minority language in providing facilities and planning cultural activities
- g. to encourage and/or facilitate the creation of a body or bodies responsible for collecting, keeping a copy of and presenting or publishing works produced in the regional or minority languages
- h. if necessary, to create and/or promote and finance translation and terminological research services, particularly with a view to maintaining and developing appropriate administrative, commercial, economic, social, technical or legal terminology in each regional or minority language

2. In respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage and/or provide appropriate cultural activities and facilities in accordance with the preceding paragraph.

#### Article 12.1.a - Encouragement of cultural activities

Uusi teatteri (The New Finnish Theatre), which is one of the most important Sweden-Finnish cultural institutions in Sweden currently receives SEK 2 million a year from the Swedish state. The special Swedish-Finnish Cultural Foundation also receives government funding. The aim of the Foundation is to promote Finnish-speaking culture in Sweden and it has awarded grants to projects to increase mutual linguistic comprehension.

Refer also to Part II, Article 7.1.c.

### **Article 12.1.b – Foster access in other languages to works produced in regional or minority language**

Refer to Part III, Article 12.1.b in the section on Sami and Part II, Article 7.1.c.

Since 1961, Sweden has supported the translation to Swedish of certain Finnish specialist literature, through an agreement with Finland. The translation, which receives funding from the Swedish Arts Council, is done by the Committee of Experts for the Translation of Finnish Specialist Literature into Swedish.

### **Article 12.1.c – Foster access in regional or minority languages to works produced in other languages**

See Part III, Article 12.1.b regarding Sami and Part II, Article 7.1.c.

### **Article 12.1.d – Allowance for incorporating knowledge and use of regional or minority languages and their culture in productions**

Refer to Part II, Article 7.1.c.

### **Article 12.1.f – Participation of regional or minority language speakers**

See Part III, Article 12.1.f regarding Sami and SWEBLUL. Refer also to Part II, Article 7.1.c.

### **Article 12.1.g – Archives**

Sweden-Finns have had their own archive, the Sweden-Finns Archive (*Sverigefinländarnas arkiv*) for several years. The Archive, which has been in existence since 1977 and has its own premises and depositories at the National Archives, receives financial support every year from the National Archives' Private Archives Committee. In recent years, the Archive has received between SEK 175 000 and SEK 200 000 per year from this source. There are also other projects that are also financed by the Committee or the Swedish Arts Council.

The Finnish Institute in Stockholm (*Finlandshuset*), which is an institute for Finnish culture, is financed by the Finnish state with contributions from the Swedish Government. Finlandshuset has a Sweden-Finnish

library that has received support from the Swedish Arts Council, support that amounted to SEK 1 million in 2006.

Swedish public libraries have extensive collections of Finnish literature. Both the lending and purchase of Finnish books have decreased at Swedish libraries since the mid-1980s, however. To combat this trend, the Swedish Arts Council initiated a three-year project in 1995, the aim of which was to develop the Finnish-speaking activities of the libraries and to examine whether there was any connection between lending trends and the quality of the collections. The aim of the project has also been to find a practicable working method for future Finnish library activities at Swedish public libraries. Swedish libraries that have participated in the project are the county libraries in Borås, Göteborg, Norrbotten County Library and Västmanland County Library. All the libraries participating in the project have gone through their collections and tried different ways of making the Finnish literature more attractive to lenders. This also had a positive impact on lending. The project report also proposes certain measures to further promote Finnish literature at Swedish libraries.

See Part III, Article 12.1.g regarding Sami and the Swedish Institute for Dialectology, Onomastics and Folklore Research and Part II, Article 7.1.c regarding the Archives Commission.

#### **Article 12.1.h - Language conservation**

The Language Council of the Finnish Language in Sweden that has had the task of safeguarding and promoting the Finnish language in Sweden since 1975, was integrated into the new Language Council at the Swedish Institute for Dialectology, Onomastics and Folklore Research. Work with the Finnish language in Sweden is continuing unabatedly within this new framework. Furthermore, the idea, as previously mentioned in this report, has been to strengthen the work with minority languages through an overarching Swedish language policy.

Refer also to Part II, Article 7.1.c.

#### **Article 12.2 – Cultural activities outside the administrative districts**

Refer to Part III, Article 12.2 regarding Sami and Part II, Article 7.1.c.

### **Article 13 – Economic and social life**

Sweden has undertaken to ensure the use of Finnish in economic and social life as follows:

**1. With regard to economic and social activities, the Parties undertake, within the whole country:**

**a) to eliminate from their legislation any provision prohibiting or limiting without justifiable reasons the use of regional or minority languages in documents relating to economic or social life, particularly contracts of employment, and in technical documents such as instructions for the use of products or installations**

There is no legislation in Sweden that prohibits or limits the use of regional or minority languages in documents relating to economic or social life.

### **Article 14 – Transfrontier exchange**

Sweden has undertaken:

**a) to apply existing bilateral and multilateral agreements which bind them with the States in which the same language is used in identical or similar form, or if necessary to seek to conclude such agreements, in such a way as to foster contacts between the users of the same language in the States concerned in the fields of culture, education, information, vocational training and permanent education**

**b) for the benefit of regional or minority languages, to facilitate and/or promote cooperation across borders, in particular between regional or local authorities in whose territory the same language is used in identical or similar form.**

#### **Transfrontier exchange**

Finland and Sweden have a long common history. The two countries were one and the same state from the 12th century until 1809. The countries also have common languages. Swedish is an official language in Finland and Finnish is a minority language in Sweden. Therefore, it is natural that the language councils in both countries cooperate with each other.

The Finnish-Swedish Education Council has been assigned the task of facilitating the educational situation for the Finnish minority in Sweden



and promoting increased knowledge and understanding of the common history and heritage of Finland and Sweden.

Cooperation is also ongoing between the Swedish and Finnish Government Offices in the form of a Finnish-Swedish working group at senior official level. The focus of the working group is on the situation for the Finnish language in Sweden and for the Swedish language in Finland as well as other issues of common interest to the national minorities.

Transfrontier cooperation has been ongoing for decades between Sweden-Finnish organisations in Sweden and organisations in Finland, such as the Central Association for Nordic Citizen Cooperation (Pohjola - Norden), Finlandssamfundet (the Finland Society) and the Swedish Assembly of Finland (Svenska Finlands folkting). Such cooperation is important for the Sweden-Finnish minority in Sweden to preserve and develop their language and culture.

For information on transfrontier cooperation that is carried out jointly for the national minorities, refer to Part II, Article 7.1.i.

## **Language: MEÄNKIELI**

### **Article 8 – Education**

Sweden has undertaken to provide education in Meänkieli as follows:

1. With regard to education, the Parties undertake, within the territory in which such languages are used, according to the situation of each of these languages, and without prejudice to the teaching of the official language(s) of the State:

a.iii) to apply one of the measures provided for under i and ii above at least to those pupils whose families so request and whose number is considered sufficient; or

b.iv) to apply one of the measures provided for under i to iii above at least to those pupils whose families so request and whose number is considered sufficient

c.iv) to apply one of the measures provided for under i to iii above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient

d.iv) to apply one of the measures provided for under i to iii above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient;

f.iii) if the public authorities have no direct competence in the field of adult education, to favour and/or encourage the offering of such languages as subjects of adult and continuing education;

g. to make arrangements to ensure the teaching of the history and the culture which is reflected by the regional or minority language;

h. to provide the basic and further training of the teachers required to implement those of paragraphs a to g accepted by the Party;

i. to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.

2. With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.

### **Article 8.1.a.iii – Pre-school activities**

The Norrbotten County Administrative Board has allocated special support to Pajala Municipality to enable experiences from implemented development projects on pre-school activities in Meänkieli to be disseminated as best practice to other schools in the county.

Refer also to Part II, Article 7.1.f and Part III, Article 8.1.a iii regarding Finnish.

### **Article 8.1.b.iv – Primary school education**

#### *Mother tongue tuition in primary school*

Mother tongue tuition in Meänkieli is offered at three out of five municipalities in the administrative district for Meänkieli. One of the municipalities has said that there is no demand for mother tongue tuition in Meänkieli.

Refer also to Part II, Article 7.1.f.

#### *Bilingual education*

Refer to Part II, Article 7.1.f.

#### *Study guidance*

Refer to Part II, Article 7.1.f.

#### *Independent schools*

Refer to Part II, Article 7.1.f.

#### *Study guidance*

Refer to Part II, Article 7.1.f.

### **Article 8.1.c.iv – Upper secondary school education**

In 2004, mother tongue tuition was given in Meänkieli to two upper secondary school pupils in two different municipalities (Pajala and Övertorneå) within the administrative district for Meänkieli. One student has received a grade in Meänkieli during the 2006/07 school year.

Refer also to Part II, Article 7.1.f.

### **Article 8.1.d.iv – Technical and vocational training**

Refer to Part II, Article 7.1.f.

### **Article 8.1.e.iii – University education**

Within the framework of the initiative carried out by the Swedish Research Council between 2002 and 2005, and which is mentioned under Part II, Article 7.1.h, Stockholm University was awarded funding for special initiatives in e.g. Meänkieli. For information on the education of the Tornedalers as a national minority in Sweden, see Part II, Article 7.1.h.

In the autumn of 2007, there are courses in Meänkieli at Luleå University of Technology (flexibly in consultation with teachers) and at Stockholm University (evenings). During the spring term of 2008 (as in the summer of 2007), it will be possible to study Meänkieli at a distance (Umeå University). Distance learning makes people's place of residence irrelevant.

Studies in Meänkieli are also an integral part of studies in Finnish at some of the universities that offer courses in Finnish. Luleå University of Technology, for example, has had courses in Meänkieli lasting between five and twenty weeks. Refer also to Part III, Article 8.1.e.iii regarding Finnish.

Refer also to Part II, Article 7.1.f and Article 7.i.h.

### **Article 8.1.f.iii –Adult and continuing education**

Tornedalen Folk High School cooperates closely with Meänkieli-speakers in Tornedalen.

Some study organisations offer courses in Meänkieli.

The organisation Meän Akateemi/Academia Tornedaliensis offers language courses in Meänkieli throughout Arctic Scandinavia.

### **Article 8.1.g. – Education in history and culture**

For further information, refer to Part II, Article 7.3

### **Article 8.1.h – Teacher training**

At Luleå University of Technology, teachers from e.g. Övertorneå have undergone a ten-week course in Meänkieli.

For further information about teacher training and in-service training for teachers, refer to Part II, Article 7.1.f and Part III, Article 8.1.h regarding the Sami language.

### **Article 8.1.i. – Supervision**

Refer to Part III, Article 8 concerning Sami.

### **Article 8.2 – Education outside the administrative districts**

There is little demand for tuition in Meänkieli outside the administrative district for Meänkieli. The reason for this may be that Meänkieli-speakers mainly live in the administrative district for Meänkieli.

Via the Mother Tongue Theme website, it is possible to obtain distance mother tongue tuition in Meänkieli. Regarding the significance of the Mother Tongue Theme website for mother tongue tuition in Meänkieli, refer to Part II, Article 7.1.f.

Adult education associations have sometimes arranged courses in Meänkieli outside the administrative district.

The organisation Meän Akateemi/Academia Tornedaliensis offers language courses in Meänkieli throughout Arctic Scandinavia.

Refer also to Part I, Point 4, Part II, Article 7.3 and Part III, Article 8.2 regarding Sami.

As mentioned above under e.g. Part III, Article 8.1.e.iii regarding Meänkieli, it is possible to study and conducted research in Meänkieli at Stockholm University. Refer also to Part III, Article 8.1.e.iii regarding Finnish since several universities that offer tuition in Finnish also teach in Meänkieli as an integral part of their Finnish programmes.

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

Sweden has undertaken to ensure the use of Meänkieli before judicial authorities as follows:

1. The Parties undertake, in respect of those judicial districts in which the number of residents using the regional or minority languages justifies the measures specified below, according to the situation of each of these languages and on condition that the use of the facilities afforded by the present paragraph is not considered by the judge to hamper the proper administration of justice

a. in criminal proceedings:

ii) to guarantee the accused the right to use his/her regional or minority language; and/or

iii) to provide that requests and evidence, whether written or oral, shall not be considered inadmissible solely because they are formulated in a regional or minority language; and/or

iv) to produce, on request, documents connected with legal proceedings in the relevant regional or minority language, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned

b. in civil proceedings:

ii) to allow, whenever a litigant has to appear in person before a court, that he or she may use his or her regional or minority language without thereby incurring additional expense; and/or

iii) to allow documents and evidence to be produced in the regional or minority languages, if necessary by the use of interpreters and translations

c. in proceedings before courts concerning administrative matters:

ii) to allow, whenever a litigant has to appear in person before a court, that he or she may use his or her regional or minority language without thereby incurring additional expense; and/or

iii) to allow documents and evidence to be produced in the regional or minority languages, if necessary by the use of interpreters and translations

d. to take steps to ensure that the application of sub-paragraphs i and iii of paragraphs b and c above and any necessary use of interpreters and translations does not involve extra expense for the persons concerned

2. The Parties undertake:

a. not to deny the validity of legal documents drawn up within the State solely because they are drafted in a regional or minority language; or

3. The Parties undertake to make available in the regional or minority languages the most important national statutory texts and those relating particularly to users of these languages, unless they are otherwise provided.

## **Article 9.1 –The right to use Meänkieli in criminal proceedings, civil proceedings and proceedings in the administrative courts**

### *Applicable legislation*

Refer to Part III, Article 9 regarding Finnish. The information given under the heading “Applicable legislation” also applies to Meänkieli.

### *Courts*

Refer to Part III, Article 9 regarding Finnish. The information given under the heading “Courts” also applies to Meänkieli.

### *Representation*

The Swedish Bar Association has compiled a directory of all law firms in the country (lawyers and lawyers’ assistants). When a law firm submits its details to the directory, it is asked to specify which languages are spoken among its staff. The directory is available on the SBA website. [www.advokatsamfundet.se](http://www.advokatsamfundet.se).

When providing details to the directory, not one law firm in the country has specified Meänkieli as one of its spoken language.

### *Swedish Prosecution Authority*

The Public Prosecutor’s Office in Luleå is based in Luleå but also has two local branches, one in Haparanda and one in Gällivare. There are two administrators at the local prosecutor’s office in Haparanda who can speak Meänkieli. They have also received two years’ of training in Finnish through their employer. This means that the Prosecution Authority can meet the existing need of contacts in Meänkieli and Finnish in eastern Norrbotten.

## **Article 9.2 – Validity of legal documents**

Refer to Part III, Article 10 regarding Sami.

## **Article 9.3 – Important national statutory texts**

Refer to Part III, Article 9.3 regarding Finnish and to Part II, Article 7.1.d concerning information about the police that has been translated into Meänkieli.

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

Sweden has undertaken to ensure the use of Meänkieli before administrative authorities as follows:

1. Within the administrative districts of the State in which the number of residents who are users of regional or minority languages justifies the measures specified below and according to the situation of each language, the Parties undertake, as far as this is reasonably possible:
  - a.iii) to ensure that users of regional or minority languages may submit oral or written applications and receive a reply in these languages;
  - a.v) to ensure that users of regional or minority languages may validly submit a document in these languages
  - c) to allow the administrative authorities to draft documents in a regional or minority language
  - 2.b the possibility for users of regional or minority languages to submit oral or written applications in these languages
  - 2.c the publication by regional authorities of their official documents also in the relevant regional or minority languages
  - 2.d the publication by local authorities of their official documents also in the relevant regional or minority languages
  - 2.g the use or adoption, if necessary in conjunction with the name in the official language(s), of traditional and correct forms of place-names in regional or minority languages
4. With a view to putting into effect those provisions of paragraphs 1, 2 and 3 accepted by them, the Parties undertake to take one or more of the following measures
  - a) translation or interpretation as may be required
5. The Parties undertake to allow the use or adoption of family names in the regional or minority languages, at the request of those concerned

**Article 10.1.a.iii, 10.1.a.v, 10.1.c,10.2.b, 10.2.c, 10.2.d and 10.4.a –  
Use of spoken and written Meänkieli**

### *Applicable legislation*

Refer to Part III, Article 10.1.a.iii, 10.1.a.v, 10.1.c,10.2.b, 10.2.c, 10.2.d and 10.4.a regarding Finnish. The information given under the heading “Applicable legislation” also applies to Meänkieli.

### *The police*

Refer to Part III, Article 10 concerning Sami.



*Swedish Prosecution Authority*

Refer to Part III, Article 9 concerning Meänkieli.

*The employment agencies*

Meänkieli is not a problem for the employment agency in Norrbotten. In practice, Meänkieli users speak Swedish to the agency staff, although services in Meänkieli can be offered if necessary.

*Norrbotten County Administrative Board*

Refer to Part III, Article 10 regarding Sami.

*Elderly care*

Refer to Part II, Article 7.1.d.

**Article 10.g – Place names**

Refer to Part III, Article 10 regarding Sami.

**Article 10.5 – Family names**

Refer to Part III, Article 10 regarding Sami.

**Article 11 – Media**

Sweden has undertaken to ensure the use of Meänkieli in the media as follows:

**1. The Parties undertake, for the users of the regional or minority languages within the territories in which those languages are spoken, according to the situation of each language, to the extent that the public authorities, directly or indirectly, are competent, have power or play a role in this field, and respecting the principle of the independence and autonomy of the media:**

**a.iii) to make adequate provision so that broadcasters offer programmes in the regional or minority languages**

**d) to encourage and/or facilitate the production and distribution of audio and audiovisual works in the regional or minority languages**

**e.i) to encourage and/or facilitate the creation and/or maintenance of at least one newspaper in the regional or minority languages**

**f.ii) to apply existing measures for financial assistance also to audiovisual productions in the regional or minority languages**

**2. The Parties undertake to guarantee freedom of direct reception of radio and television broadcasts from neighbouring countries in a language used**

in identical or similar form to a regional or minority language, and not to oppose the retransmission of radio and television broadcasts from neighbouring countries in such a language. They further undertake to ensure that no restrictions will be placed on the freedom of expression and free circulation of information in the written press in a language used in identical or similar form to a regional or minority language. The exercise of the above-mentioned freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary

#### **Article 11.1.a.iii – Broadcasting licenses for public service companies**

In accordance with the broadcasting licenses for 2007-2009, public service companies in Sweden shall consider the interests of linguistic and ethnic minorities. The minority language of Meänkieli shall, for example, be given special status. Within the framework of the general terms of the broadcasting licenses, the public service companies design their programme offerings independently.

Sveriges Television (SVT) broadcasted documentaries and children's programmes in Meänkieli for a total of six hours in 2005, a figure that rose to ten hours in 2006.

Swedish Radio (SR) broadcasted a total of 827 hours in Meänkieli in 2005, a figure that rose to 834 hours in 2006. SR Sisuradio also broadcasts locally across Norrbotten in Meänkieli, Mondays to Fridays.

SR Sisuradio is responsible for both national broadcasts as well as regional/local broadcasts in Meänkieli. A central component of SR Sisuradio's news coverage has been to review the development of Meänkieli as a national minority language in Sweden.

Refer to also Part II, Article 7.1.d.

#### **Article 11.1.d. – Encouragement and/or facilitation of production and distribution**

Refer also to Part III, Article 11.1.a iii and 11.1.f.ii regarding Meänkieli.

For information on Filmpool Nord, which produces, among other things, animated children's programmes in Meänkieli, refer to Part II, Article 7.1.d.

#### **Article 11.1.e.i – Encourage and/or facilitate conditions for newspapers**

Adequate support for newspapers in minority languages is also essential to their preservation and development. The terms and conditions governing public press subsidies include special rules on the allocation of funds to newspapers that address minorities in their own languages. In October 2004, the Government decided to appoint a parliamentary committee to analyse the need for press subsidies to newspapers aimed at immigrants and national minorities. The Committee submitted its final report in February 2006. In the report, the committee submitted proposals for how to facilitate the establishment of newspapers in Sami and Meänkieli respectively. These proposals are currently being discussed within the Government Offices.

For information on the Swedish Press Committee, refer to Part I, Point 5 (Recommendation 6) and for information on *Committee Report Diversity and scope* (Official Government Report 2006:8), refer to Part III, Article 11.e.i regarding Sami.

Refer also to Part III, Article 11.1.a.iii and Article 11.1.f.ii regarding Meänkieli.

#### **Article 11.1.f.ii – Financial support to TV programmes**

Refer to Part III, Article 11.1.f.ii regarding Sami.

#### **Article 11.2 – Right to reception of radio and TV broadcasts from other countries**

There are no restrictions either on the freedom of direct reception of radio and television broadcasts from neighbouring countries in a language used in identical or similar form to a regional or minority language or on the rebroadcasting of radio and television programmes from neighbouring countries in such a language.

The Tornedalers are interested in receiving media productions in Finnish. Refer also to Part III, Article 11.2 regarding Finnish.

## **Article 12 – Cultural activities and facilities**

Sweden has undertaken to ensure the use of Meänkieli in cultural activities and facilities as follows:

**1. With regard to cultural activities and facilities - especially libraries, video libraries, cultural centres, museums, archives, academies, theatres and cinemas, as well as literary work and film production, vernacular forms of cultural expression, festivals and the culture industries, including inter alia the use of new technologies - the Parties undertake, within the territory in which such languages are used and to the extent that the public authorities are competent, have power or play a role in this field:**

- a. to encourage types of expression and initiative specific to regional or minority languages and foster the different means of access to works produced in these languages**
- b. to foster the different means of access in other languages to works produced in regional or minority languages by aiding and developing translation, dubbing, post-synchronisation and subtitling activities;**
- d. to ensure that the bodies responsible for organising or supporting cultural activities of various kinds make appropriate allowance for incorporating the knowledge and use of regional or minority languages and cultures in the undertakings which they initiate or for which they provide backing;**
- f. to encourage direct participation by representatives of the users of a given regional or minority language in providing facilities and planning cultural activities**
- g. to encourage and/or facilitate the creation of a body or bodies responsible for collecting, keeping a copy of and presenting or publishing works produced in the regional or minority languages**

**2. In respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage and/or provide appropriate cultural activities and facilities in accordance with the preceding paragraph**

### **Article 12.1.a - Encouragement of cultural activities**

The Tornedal Theatre is an active amateur theatre that performs plays in Meänkieli and Swedish. Since the financial year of 2002, the Theatre has received financial support from the Swedish Arts Council every year. This support has increased and currently amounts to SEK 2 million each year.

The Swedish Tornedalian Association (Svenska Tornedalingars Riksförbund Tornionlaaksolaiset - STR-T) was founded in 1981. The aim of the Association is to look after the linguistic and cultural interests of the Tornedalers. It does this by producing teaching material and a dictionary in Meänkieli in order to develop the written form of the language. The Association has received project support from the Swedish Arts Council to produce literature in relevant areas of interest. Meän Akateemi (Academia Tornedaliensis) is a foundation that offers different cultural activities, language programmes and publications in Meänkieli. It also runs a kind of informal language council. This foundation has also received project support from the Swedish Arts Council.

Refer also to Part II, Article 7.1.c.

#### **Article 12.1.b – Foster access in other languages to works produced in regional or minority language**

The Swedish Arts Council, as mentioned previously, allocated support to national minority literature and culture. In response to the comments made in the Council of Europe's previous review of Sweden's policy in this area, it is worth mentioning that the Swedish Arts Council has given subsidies to a number of publishing companies, including Barents publisher, Kaamos, Meän akateemi and Meänkieli förlaaki. The aim has normally been to support Meänkieli as a language, i.e. mainly support for the publishing of books in Meänkieli. Several of the books published by these companies are bilingual, however, which also fosters access to these works for users of the majority language.

See Part III, Article 12.1.b regarding Sami and Part II, Article 7.1.c.

#### **Article 12.1.c – Foster access in regional or minority languages to works produced in other languages**

The Swedish Arts Council is the agency responsible for allocating support to cultural activities. For further information on the Council's support to the national minorities, information on the National Archives and the Film Institute, refer to Part II, Article 7.1.c.

#### **Article 12.1.f – Participation of regional or minority language speakers**

See Part III, 12.1.f regarding Sami and SWEBLUL. Refer also to Part II, Article 7.1.c.

### **Article 12.1.g –Archives**

As mentioned in previous reports, a collection of literature published in Meänkieli is kept at the National Library of Sweden. Furthermore, books in Meänkieli are also available in the administrative district for Meänkieli and the collection at the Swedish Institute for Dialectology, Onomastics and Folklore Research are important for all the national minority languages, including Meänkieli. Support from the Swedish Arts Council to the North Scandinavian Library (*Nordkalottbiblioteket*) in Övertorneå is disbursed annually to set up a centre for Meänkieli containing both archives and printed material. SEK 250 000 is currently allocated in support every year via the Norrbotten County Library.

Refer also to Part II, Article 7.1.c regarding e.g. archive issues

### **Article 12.2 – Cultural activities outside the administrative districts**

Cultural activities that involve Meänkieli are normally conducted in the Tornedal region, even though interest in the culture of the Tornedalers has been shown in other places.

Refer to Part III, Article 10 regarding Sami.

### **Article 13 – Economic and social life**

Sweden has undertaken to ensure the use of Meänkieli in economic and social life as follows:

**1. With regard to economic and social activities, the Parties undertake, within the whole country:**

**a. to eliminate from their legislation any provision prohibiting or limiting without justifiable reasons the use of regional or minority languages in documents relating to economic or social life, particularly contracts of employment, and in technical documents such as instructions for the use of products or installations**

There is no legislation in Sweden which prohibits or limits the use of regional or minority languages in documents relating to economic or social life.

## **Article 14 – Transfrontier exchange**

Sweden has undertaken to:

- a) to apply existing bilateral and multilateral agreements which bind them with the States in which the same language is used in identical or similar form, or if necessary to seek to conclude such agreements, in such a way as to foster contacts between the users of the same language in the States concerned in the fields of culture, education, information, vocational training and permanent education
  
- b) for the benefit of regional or minority languages, to facilitate and/or promote cooperation across borders, in particular between regional or local authorities in whose territory the same language is used in identical or similar form

### **Transfrontier exchange**

Sweden's universities and university colleges are primarily responsible for setting up exchanges with other universities both within Sweden and abroad. Sweden has given the universities and university colleges considerable autonomy in this respect, enabling each institution to decide for itself which foreign partners are best suited to exchange programmes.

Cooperation is ongoing across the Tornedal region and between the border municipalities of Torneå in Finland and Haparanda in Sweden. Bilateral cooperation is carried out under the Boundary Rivers Agreement (*Gränsälvöverenskommelsen*) with Finland as regards management of the Torne river (SÖ 1971:44).

For information on transfrontier cooperation that is carried out jointly for the national minorities, refer to Part II, Article 7.1.i.

## APPENDICES

## Appendix 1, ratified articles

Sweden has ratified the following Articles in the European Charter for Regional or Minority Languages, Section III

<b>Sami</b>	<b>Finnish</b>	<b>Meänkieli</b>	
8.1.a.iii)	8.1.a.iii)	8.1.a.iii)	<i>Education</i>
8.1.b.iv)	8.1.b.iv)	8.1.b.iv)	
8.1.c.iv)	8.1.c.iv)	8.1.c.iv)	
8.1.d.iv)	8.1.d.iv)	8.1.d.iv)	
8.1.e.iii)	8.1.e.iii)	8.1.e.iii)	
8.1.f.iii)	8.1.f.iii)	8.1.f.iii)	
8.1.g	8.1.g	8.1.g	
8.1.h	8.1.h	8.1.h	
8.1.i	8.1.i	8.1.i	
8.2	8.2	8.2	
9.1.a.ii)	9.1.a.ii)	9.1.a.ii)	<i>Judicial authorities</i>
9.1.a.iii)	9.1.a.iii)	9.1.a.iii)	
9.1.a.iv)	9.1.a.iv)	9.1.a.iv)	
9.1.b.ii)	9.1.b.ii)	9.1.b.ii)	
9.1.b.iii)	9.1.b.iii)	9.1.b.iii)	
9.1.c.ii)	9.1.c.ii)	9.1.c.ii)	
9.1.c.iii)	9.1.c.iii)	9.1.c.iii)	
9.1.d	9.1.d	9.1.d	
9.2	9.2	9.2	
9.3	9.3	9.3	
10.1.a.iii)	10.1.a.iii)	10.1.a.iii)	<i>Administrative authorities and public services</i>
10.1.a.v	10.1.a.v)	10.1.a.v)	
10.1.c	10.1.c	10.1.c	
10.2.b	10.2.b	10.2.b	
10.2.c	10.2.c	10.2.c	
10.2.d	10.2.d	10.2.b	
10.2.g	10.2.g	10.2.g	
10.4.a	10.4.a	10.4.a	
10.5	10.5	10.5	
11.1.a.iii)	11.1.a.iii)	1.1.a.iii)	<i>Media</i>
11.1.c.i)			



11.1.d	11.1.d	11.1.d	
11.1.e.i)	11.1.e.i)	11.1.e.i)	
11.1.f.ii)	11.1.f.ii)	11.1.f.ii)	
11.2	11.2	11.2	
12.1.a	12.1.a	12.1.a	<i>Cultural activities and facilities</i>
12.1.b	12.1.b	12.1.b	
12.1.c	12.1.c		
12.1.d	12.1.d	12.1.d	
12.1.e			
12.1.f	12.1.f	12.1.f	
12.1.g	12.1.g	12.1.g	
12.1.h	12.1.h		
12.2	12.2	12.2	
13.1.a	13.1.a	3.1.a	<i>Economic and social life</i>
14.a	14.a	14.a	<i>Transfrontier</i>
<small>14.b</small>		<small>14.b</small>	<small>14.b exchange</small>
46	46	43	

## **Appendix 2, Relevant Swedish legislation**

### **The Constitution**

#### Chapter 1 Basic principles of the form of government

**Section 2:** Public power shall be exercised with respect for the equal worth of all and the liberty of the private person.

The personal, economic and cultural welfare of the private person shall be fundamental aims of public activity. In particular, it shall be incumbent upon the public institutions to secure the right to health, employment, housing and education, and to promote social care and social security.

The public institutions shall promote sustainable development leading to a good environment for present and future generations.

The public institutions shall promote the ideals of democracy as guidelines in all sectors of society and protect the private and family lives of private persons. The public institutions shall promote the opportunity for all to attain participation and equality in society. The public institutions shall combat discrimination of persons on grounds of gender, colour, national or ethnic origin linguistic or religious affiliation, functional disability, sexual orientation, age or other circumstance affecting the private person.

Opportunities should be promoted for ethnic, linguistic and religious minorities to preserve and develop a cultural and social life of their own. (Amendment Act 2002:903).

### **Swedish Municipality and County Council Boundaries Act (1979:411)**

#### Chapter 1. Amendments to the division of Sweden into municipalities

##### *Prerequisites for amendments*

**Section 1:** The Government may decide on amendments to the country's municipal boundaries provided that the amendment can be assumed to involve lasting benefit to a municipality or part thereof or other benefits to the population at large. The Government may then give notice of the provisions that are needed to implement the amendment.

When assessing the issue of division amendments, special consideration shall be given to the wishes and views of the municipality or municipalities that are most immediately affected by the amendment. If such a municipality opposes an amendment to the division, notice of a decision to implement an amendment may only be given on exceptional grounds. Particular consideration shall also be given to the wishes and views of the population.

## **The Swedish Education Act (1985:1100)**

### Chapter 8 Sami School

**Section 1:** Sami School education shall be aimed at giving Sami children an education with a Sami orientation otherwise equivalent to education up to and including grade 6 of compulsory school (12-13 year-olds).

Special support shall be given to pupils who have difficulties with school work.

**Section 2:** Pupils shall have influence over how their education is structured. The scope and model of the pupils' influence shall be adapted to their age and maturity.

**Section 3:** Sami children may complete their compulsory schooling in Sami School instead of in mainstream compulsory school. This also applies to other children, if there are special reasons.

**Section 4:** Sami School education shall be free of charge to the pupils. They shall without payment have access to books, writing materials tools and other aids that are needed for a modern education. There may, however, be occasional elements in the education that cause pupils negligible expense.

**Section 4 a:** Pupils in Sami School shall be offered free school meals. Act (1997:1212).

**Section 5:** For Sami School pupils who, in order to go to school, may live away from home, the State shall be responsible for ensuring they have satisfactory living conditions at no extra cost.

The State shall be responsible for Sami School pupils being provided free of charge with the transport required for the education.

**Section 6:** There shall be a board for the Sami School.

The board shall decide admission of pupils to Sami School. The pupil or his or her representative may appeal the board's decision in such matters to the Board of Appeal for Education.

**Section 7:** The home municipality shall pay compensation to the State for certain costs for Sami School pupils.

The Government or authority appointed by the Government may issue regulations concerning the amount of compensation. Act (1994:152).

## **The Sami Parliament Act (1992:1433)**

### Chapter 1 Introductory provisions

**Section 1:** In this Act provisions are made for a special authority - the the Sami Parliament - whose principal responsibility is to monitor issues pertaining to Sami culture in Sweden.

**Section 2:** For the purposes of this Act, a Sami refers to a person who considers himself/herself to be a Sami and

1. can show that he/she speaks or has spoken the Sami language at home, or
2. can show that one of his or her parents or grandparents speak or have spoken Sami at home, or
3. has a parent who is or has been entered on the Sami Parliament electoral register.

What is stated in the first paragraph 3 does not apply if the county administrative board has decided that the parent shall not be entered on the Sami Parliament electoral register on the grounds that the parent is not Sami. Act (2006:803).

### Chapter 2 The Sami Parliament

#### *Responsibilities of the Sami Parliament*

**Section 1:** The Sami Parliament shall contribute to a vibrant Sami culture and to this end take initiatives for activities and propose measures to promote the Same culture. The tasks of the Sami Parliament include in particular to:

1. take decisions on distribution of state subsidies and of funds from the Sami Foundation to Sami culture and Sami organisations and from other funds at the joint disposal of the Sami people,

2. appoint the board of the Sami schools referred to in Chapter 8, Section 6 of the Education Act (1985:1100),
3. lead Sami language work,
4. participate in community planning and ensure that Sami needs are taken into consideration, including the interests of the reindeer breeding industry pertaining to use of land and water,
5. spread information about Sami conditions,
6. perform other tasks that rest with the Sami Parliament according to the law or other statute. Act (2006:803).

## **Higher Education Act (1992:1434)**

### Chapter 1. Initial provisions

**Section 5:** Universities shall in their activities promote sustainable development so that present and future generations are assured a healthy and good environment, economic and social welfare, and justice.

Gender equality shall always be observed and promoted in the activities of the universities.

Furthermore, the universities should in their activities promote an understanding for other countries and international conditions.

The universities shall also actively promote and broaden their recruitment. (Amendment Act 2005:1208)

## **Personal Data Act (1998:204)**

### *Processing of personal data subject to the Act*

**Section 13:** It is prohibited to process data that reveals

- a) race or ethnic origin,
- b) political opinions,
- c) religious or philosophical beliefs, or
- d) membership of a trade union.

It is also prohibited to process such personal data as concerns health or sex life.

Information of the kind referred to in the first and second paragraphs is designated as sensitive personal data in this Act.

## **Equal Treatment of Students at Universities Act (2001:1286)**

### *Purpose of the act*

**Section 1:** The purpose of this Act is to promote in the higher education sector equal rights for students and applicants and to combat discrimination owing to sex, ethnic origin, religion or other religious belief, sexual orientation and disability. (Amendment Act 2003:311).

### *Definitions*

**Section 2:** In this Act:

**University:** means a university or a university college which is managed by the State, a municipality or a county council and which is subject to the Higher Education Act (1992:1434) and also private organisers of education who hold a licence to award degrees in accordance with the Award of Certain Degrees Licensing Act (1993:792),

**Student:** means a person who has been accepted and is undertaking basic higher education or research education in accordance with the Higher Education Act or a course that can result in a degree that a private organiser of education may award in accordance with the Award of Certain Degrees Licensing Act; however, a person who is employed as a doctoral student shall not be deemed to be a student when applying this Act,

**Applicant:** means a person who by the appropriate procedure has given notice that he or she wishes to be accepted for basic higher education or research education in accordance with the Higher Education Act or to a course that can result in a degree that an individual organiser of education may award in accordance with the Award of Certain Degrees Licensing Act,

**Ethnic belonging:** that someone belongs to a group of people who have the same colour or national or ethnic origin,

**Sexual orientation:** homosexual, bisexual or heterosexual orientation,

Disability: permanent physical, mental or intellectual limitation of functional capacity as a consequence of an injury or an illness that existed at birth, has arisen thereafter or which may be expected to arise. (Amendment Act 2003:311).

### *Active measures*

#### *Goal-oriented work*

**Section 3:** A university shall, within the framework of its activities, conduct goal-oriented work to actively promote the equal rights of students irrespective of their sex, ethnic origin, religion or other religious belief, sexual orientation or disability.

More detailed regulations concerning the obligations of universities in accordance with the first paragraph are contained in Sections 4 and 5. (Amendment Act 2003:311).

#### *Preventing and precluding harassment*

**Section 4:** A university shall take measures to prevent and preclude students or applicants being subjected to harassment. In this Act, the term harassment means conduct that violates a student's or an applicant's dignity in higher education studies, if the conduct is related to

- ethnic origin (ethnic harassment),
- religion or other religious belief (harassment owing to religion or other religious belief)
- sexual orientation (harassment owing to sexual orientation),
- disability (harassment owing to disability), or
- sex or is of a sexual nature (sexual harassment). (Amendment Act 2003:311).

#### *Annual plan*

**Section 5:** A university shall each year prepare a plan that shall contain a review of the measures that are required to promote the equal rights of students irrespective of sex, ethnic origin, religion or other religious belief, sexual orientation or disability and in order to prevent and preclude harassment in accordance with Section 4. The plan shall also contain a report on which of these measures the university intends to commence or implement during the forthcoming year.

A report on how the planned measures in accordance with the first paragraph have been implemented shall be included in the plan for the following year. (Amendment Act 2003:311).

*Obligation to investigate and take measures against harassment*

**Section 6:** A university that becomes cognisant of a student considering him or herself to have been exposed to such harassment as referred to in Section 4, shall investigate the circumstances surrounding the said harassment and, in appropriate cases, take such measures that may reasonably be required to preclude continued harassment.

*Prohibition against discrimination*

*Direct discrimination*

**Section 7:** A university may not disfavour a student or an applicant by treating him or her worse than the university treats, has treated or would have treated someone else in a comparable situation, if the disfavour is connected with sex, ethnic origin, religion or other religious belief, sexual orientation or disability.

The prohibition does not apply if the treatment is justified taking in to account a special interest that is manifestly more important than the interest of preventing discrimination at the university. (Amendment Act 2003:311).

*Indirect discrimination*

**Section 8:** A university may not disfavour a student or an applicant by applying a provision, a criterion or a method of procedure that appears to be neutral but which in practice especially disfavours persons of a particular sex, with a particular ethnic origin, religion or religious belief, or sexual orientation or particular disability. However, this does not apply if the provision, criterion or method of procedure can objectively be justified owing to a reasonable goal and the means are appropriate and necessary in order to achieve the goal. (Amendment Act 2003:311).

*Harassment*

**Section 8 a:** A university may not discriminate against a student or an applicant by harassing him or her. (Amendment Act 2003:311).

*Instructions to discriminate*

**Section 8 b:** A university may not issue orders or instructions to an employee at the university concerning the discrimination of a student or an applicant according to Sections 7–8 a. (Amendment Act 2003:311).



### *Scope of the prohibitions*

**Section 9:** The prohibitions against discrimination contained in Sections 7–8 b shall apply when a university

1. decides on entry to higher education or takes any other measure that is important for entry,
2. decides on examinations or makes any other assessment of study performance,
3. decides or conducts any other similar assessment on matters concerning
  - a) crediting of education,
  - b) respite with studies or continuation of studies after study breaks,
  - c) change of tutor,
  - d) withdrawal of tutor or other resources in connection with research education,
  - e) training allowance for doctoral students, or
4. takes a disciplinary measure against a student. (Amendment Act 2003:311).

**Section 10:** The prohibition contained in Section 7 against direct discrimination when a university decides on entry to higher education and underlying education, also applies when the university, by making premises accessible and usable, can create a situation for a person with disability that is comparable to that for persons without such disability, provided it is reasonable to require that the university takes such measures.

### *Prohibition against victimisation*

**Section 11:** A university may not subject a student or an applicant to victimisation because he or she has reported the university for discrimination or participated in an investigation under this Act.

### *Information concerning credentials*

**Section 12:** An applicant who has been denied access to education is entitled, upon request, to be provided with written information from the organiser of the education concerning what education or what other credentials the person who has been accepted for the education

possesses. This right applies if the education sought can lead to a degree that an individual organiser of education may issue in accordance with the Award of Certain Degrees Licensing (Amendment Act 1993:792).

### *Damages*

**Section 13:** The State, a municipality or a county council that is the manager of a university and a private organiser of education who has a licence to award degrees in accordance with the Award of Certain Degrees Licensing Act (1993:792) shall pay damages for the violation that a student or an applicant has been subjected to by reason of the university neglecting

- the obligation under Section 6 to investigate and take measures against harassment of students,
- the prohibitions contained in Section 7, 8, 8 a or 8 b and Section 9 or Section 10 against discrimination of students or applicants,
- the prohibition contained in Section 11 against subjecting students or applicants to victimisation.

If it is reasonable, the damages may be reduced or lapse completely. (Amendment Act 2003:311).

### *Appeals*

**Section 14:** A decision by a university or a university college that is managed by the State, a municipality or a county council may be appealed against to the University Appeals Board on the grounds that the decision contravenes the prohibitions on discrimination contained in Section 7 or 8 and Section 9, items 1, 3 or 4 or Section 10 or the prohibition against victimisation contained in Section 11. If the Appeals Board considers that the decision violates any of the prohibitions and that it may be assumed that this had an impact on the outcome, the decision shall be annulled and the matter, if it is necessary, be remitted to the university or university college to be considered anew.

If a decision may be appealed against in accordance with any other enactment, the appeal shall be made according to the procedure prescribed there instead of in accordance with the provisions contained in the first paragraph.

**Section 15:** A decision by the University Appeals Board under this Act may not be appealed against.

### *Supervision*

**Section 16:** The Equal Opportunities Ombudsman, the Ombudsman against Ethnic Discrimination, the Ombudsman against Discrimination because of Sexual Orientation and the Disability Ombudsman shall ensure that this Act is complied with.

An Ombudsman shall endeavour to secure voluntary compliance with this Act by the universities.

A university is liable, if directed by an Ombudsman, to provide the information concerning the circumstances regarding the operations of the university that may be of importance for supervision. A university is also obliged to submit information when an Ombudsman supports a request made by an applicant under Section 12.

### *Trial applicable rules*

**Section 17:** Cases concerning damages in accordance with Sections 6–11 and also Section 13 shall be dealt with in accordance with that prescribed in the Code of Judicial Procedure regarding litigation in contentious cases where settlement of the matter is allowed.

However, in such cases it may be ordered that either party shall bear his or her own litigation costs, if the party that lost the case had reasonable cause to have the dispute considered.

### *Burden of proof*

**Section 17 a:** If a person who considers that he or she has been discriminated against or victimised shows circumstances that give cause to assume that he or she has been discriminated against or victimised, it is the university that shall prove that discrimination or victimisation has not occurred. (Amendment Act 2003:311)

### *Right to bring an action*

**Section 18:** In a dispute in accordance with Section 17, the Equal Opportunities Ombudsman, the Ombudsman against Ethnic Discrimination, the Ombudsman against Discrimination because of Sexual Orientation or the Disability Ombudsman may as a party bring an action for a student or an applicant who gives consent for the same.

If an Ombudsman brings an action for a student or an applicant pursuant to this Act, the Ombudsman may within the same litigation also bring another action as a representative for the student or the applicant.

That prescribed by the Code of Judicial Procedure concerning situations of disqualification relating to parties, personal attendance, questionings under truth affirmation and other issues that relate to evidence shall also apply to a person for whom an Ombudsman brings an action in accordance with the first paragraph.

*Limitation periods, etc.*

**Section 19:** An action in a case for damages in accordance with Sections 6 – 11 and also Section 13 shall be instituted within two years after when the act complained of occurred or an obligation should have at the latest been performed. Otherwise the right to bring proceedings expires.

**Section 20:** An action that is brought by the Equal Opportunities Ombudsman, the Ombudsman against Ethnic Discrimination, the Ombudsman against discrimination because of Sexual Orientation or the Disability Ombudsman shall be treated as if the action had been brought by the student or by the applicant him or herself.

**Prohibition of Discrimination and Other Degrading Treatment of Children and School Students Act (2006:67)**

*Purpose and scope of the Act*

**Section 1:** The purpose of this Act is to promote equal rights for children and school students and to combat discrimination on grounds of sex, ethnic origin, religion or other belief, sexual orientation or disability. This Act also has the purpose of combating other degrading treatment.

This Act is applicable to education and other activities referred to in the Education Act (1985:1100).

*Definitions*

**Section 2:** In this Act the following terms have the meaning set out in this section.

school student: a person being educated or applying for an education under the Education Act (1985:1100),

child: a person taking part in or applying to a pre-school activity or school age child care under the Education Act,

staff: employees and contractors in education and other activities,

ethnic origin: the condition of belonging to a group of persons who have the same national or ethnic origin, race or skin colour,

sexual orientation: homosexual, bisexual or heterosexual orientation,

disability: permanent physical, mental or intellectual limitations of a person's functional capacity that, as a consequence of injury or illness, existed at birth, have arisen since then or may be expected to arise,

harassment: conduct that degrades a child's or school student's dignity and that

1. is related to

- ethnic origin (ethnic harassment)
- religion or other belief (harassment on grounds of religion or other belief)
- sexual orientation (harassment on grounds of sexual orientation),
- disability (harassment on grounds of disability),
- sex (harassment on grounds of sex) or

2. is of a sexual nature (sexual harassment),

other degrading treatment: conduct that otherwise degrades a child's or school student's dignity.

### *Responsibility for employees and contractors*

**Section 3:** The organiser of an activity referred to in Section 1, second paragraph is responsible for the employees and contractors in this activity complying with the duties specified in this Act when they act in their post or within the framework of their contract.

### *Mandatory provisions*

**Section 4:** Terms in an agreement that restrict duties under this Act have no legal force.

### *Active measures*

### *Goal-oriented work*

**Section 5:** The organiser of the activity shall ensure that it is conducted in a goal-oriented manner in order to promote the purposes specified in

Section 1, first paragraph. Special provisions on this are set out in Sections 6–8.

*Equal treatment plan*

**Section 6:** The organiser of the activity or the person designated by the organiser shall ensure that there is an equal treatment plan for each individual activity. The plan shall aim to promote the equal rights of children and school students irrespective of sex, ethnic or national origin, religion or other belief, sexual orientation or disability and to prevent and hinder harassment and other degrading treatment. The plan shall set out the measures planned. The plan shall be followed up and reviewed each year.

*Duty to prevent and hinder harassment and other degrading treatment*

**Section 7:** The organiser of the activity or the person designated by the organiser shall take measures to prevent and hinder children and school students from being subjected to harassment and other degrading treatment.

Duty to investigate and take measures against harassment and other degrading treatment

**Section 8:** If the organiser of the activity, the head teacher or some other person with a corresponding management function or some other staff member becomes aware that a child or a school student in the activity considers that he or she has been subjected to harassment or other degrading treatment in connection with the conduct of the activity, the organiser or the person designated by the organiser shall investigate the circumstances and, where necessary, take the action that can reasonably be required to prevent the continuation of the harassment or other degrading treatment.

*Prohibition of discrimination*

*Direct discrimination*

**Section 9:** The organiser of the activity, the head teacher or some other person with a corresponding management function or another staff member may not disadvantage a child or a school student by treating the child or school student worse than the representative of the activity treats, has treated or would have treated some other child or school student in a comparable situation if the disadvantageous treatment is related to sex, ethnic origin, religion or other belief, sexual orientation or disability.

*Indirect discrimination*

**Section 10:** The organiser of the activity, the head teacher or some other person with a corresponding management function or some other staff member may not disadvantage a child or a school student by the application of a provision, a criterion or a procedure that is apparently neutral but that in practice particularly disadvantages children or pupils of a particular sex, ethnic origin, religion or other belief, sexual orientation or disability. This does not apply, however, if the provision, criterion or procedure can be motivated by a legitimate aim and the means are appropriate and necessary to achieve the aim.

#### *Harassment*

**Section 11:** The organiser of the activity, the head teacher or some other person with a corresponding management function may not subject a child or a school student to harassment.

#### *Instructions to discriminate*

**Section 12:** The organiser of the activity, the head teacher or some other person with a corresponding management function or another staff member may not give orders or instructions to discriminate against a child or a school student in his or her activity under Sections 9–11.

#### *Prohibition of other degrading treatment*

**Section 13:** The organiser of the activity, the head teacher or some other person with a corresponding management function or another staff member may not subject a child or school student to other degrading treatment.

#### **Prohibition of reprisals**

**Section 14:** The organiser of the activity, the head teacher or some other person with a corresponding management function or another staff member may not subject a child or school student to reprisals because the child or school student has reported or complained that someone in the activity has acted contrary to this Act or because the child or school student has taken part in an investigation under this Act.

#### *Damages*

**Section 15:** If the organiser of the activity, the head teacher or some other person with a corresponding management function or another staff member sets aside his or her duties under Sections 6–14, the organiser shall both pay damages to the child or school student for the degrading treatment and pay compensation for any other damage caused by the setting aside of the duty. However, damages for degrading treatment in

cases other than discrimination or reprisals are not payable if the degradation is minor.

If there are special reasons, the damages for degrading treatment can be reduced or cancelled.

### *Supervision*

**Section 16:** The Equal Opportunities Ombudsman, the Ombudsman against Ethnic Discrimination, the Ombudsman against Discrimination because of Sexual Orientation, the Disability Ombudsman and the National Agency for Education shall each ensure that this Act is followed in their areas of responsibility.

At the request of an Ombudsman or the National Agency for Education the organiser of the activity, the head teacher or some other person with a corresponding management function is required to supply the information on circumstances in the activity that can be of importance for the supervision.

### *Legal proceedings*

**Section 17:** Cases concerning damages under this Act shall be dealt with in accordance with the provisions of the Swedish Code of Judicial Procedure concerning procedures in civil cases where conciliation in the matter is permitted.

In such cases it may, however, be ordered that each party shall bear its litigation costs, if the party that has lost the case had reasonable grounds for bringing the dispute to court.

### *Burden of proof*

**Section 18:** If a child or a school student who considers that he or she has been discriminated against under Sections 9–12, subjected to other degrading treatment under Section 13 or subjected to reprisals under Section 14 presents circumstances that give grounds to presume that he or she has been discriminated, subjected to other degrading treatment or subjected to reprisals, the organiser of the activity shall show that the discrimination, other degrading treatment or reprisals have not taken place.

**Section 19:** If a child or school student shows that he or she has been subjected to harassment or other degrading treatment by another child or school student in connection with the conduct of the activity, then, in order to escape liability for damages, the organiser shall show that every reasonable measure had been taken to prevent or hinder such treatment.



*Right to bring an action*

**Section 20:** In a dispute on damages under this Act, the Equal Opportunities Ombudsman, the Ombudsman against Ethnic Discrimination, the Ombudsman against Discrimination because of Sexual Orientation, the Disability Ombudsman or the National Agency for Education may bring an action as a party for a child or school student who consents to this. For children and school students under 18 years who are not married the custodians shall give consent.

If an Ombudsman or the National Agency for Education brings an action under the first paragraph, the Ombudsman or the Agency may also bring another action in the same proceedings as the representative of the child or school student.

The provisions of the Swedish Code of Judicial Procedure concerning parties with respect to disqualification, personal appearance and examination on oath as well as other questions relating to evidence shall also apply to the person on whose behalf an Ombudsman or the National Agency for Education brings an action under the first paragraph.

*Statutory limitation, etc.*

**Section 21:** Legal proceedings in a case on damages under Section 9, 10, 12 or 14 shall be initiated within two years from the date of the action complained about or from the last date on which a duty should have been fulfilled. Otherwise the right to initiate legal proceedings is forfeited.

**Section 22:** An action brought by the Equal Opportunities Ombudsman, the Ombudsman against Ethnic Discrimination, the Ombudsman against Discrimination because of Sexual Orientation, the Disability Ombudsman or the National Agency for Education is treated as if it had been brought by the child or school student himself or herself.

*Transitional provisions*

2006:67

This Act enters into force on 1 April 2006 and is applicable to cases of damage that take place after its entry into force.

## **Ordinance (1991:978) on state subsidies for the production of certain teaching media**

**Section 1:** State subsidies in accordance with this ordinance may be granted for the production of teaching media if there is a lack of suitable teaching media.

State subsidies will only be granted for the production of

1. teaching media that is intended to be used for

- mother tongue tuition at pre-schools for children with a mother tongue other than Swedish,

- teaching that is monitored by the Swedish National Agency for Education.

2. interpreters' glossaries. Ordinance (1997:604).

**Section 2:** State subsidy issues are assessed by the Swedish National Agency for School Improvement, unless otherwise stipulated in Section 3.

Applications for state subsidies are submitted to the Swedish National Agency for School Improvement.  
Ordinance (2002:1162).

**Section 3:** Issues regarding government support for the production of teaching media for students with disabilities are decided by the Swedish Institute for Special Needs Education.

Applications for state subsidies are submitted to the Swedish Institute for Special Needs Education. Ordinance(2001:289).

**Section 4:** State subsidies may be granted as

1. support for the entire production cost or parts thereof,

2. support with a repayment clause for some of or the entire sum in question,

3. a guarantee of support if losses are incurred. Ordinance (1993:454).

**Section 5:** Decisions with regard to state subsidies may not be appealed. Ordinance (1993:454).

**Section 6:** The Swedish National Agency for School Improvement and the Swedish Institute for Special Needs Education may separately

communicate the regulations required to implement this ordinance. Ordinance (2002:1162).

## **Upper Secondary School Ordinance (1992:394)**

### Chapter 5 Educational content

#### *Mother tongue tuition*

**Section 7:** If a pupil's parents or guardians or one of them has a language other than Swedish as their mother tongue and the language represents a language of daily intercourse for the pupil, the pupil shall receive tuition in his or her mother tongue as a subject (mother tongue tuition) provided that the pupil has good knowledge of the mother tongue and that he or she also wishes to have such tuition.

A Sami, Tornedal-Finnish or Romany pupil is entitled to receive tuition in his or her own language, even if the language is not the pupil's language of daily intercourse at home. The same applies to a pupil who is an adopted child and who has a mother tongue that is not Swedish.

Chapter 8, Sections 5 and 6 contain provision on study guidance in the pupil's mother tongue. Ordinance (1997:605).

**Section 8:** Mother tongue tuition may not include more than one language per pupil.

A foreign Romany pupil may however receive mother tongue tuition in two languages, if there are special reasons. Ordinance (1997:605).

**Section 9:** Mother tongue tuition can be organised as:

1. an individual choice.
2. extended programme, or
3. as a replacement for tuition in languages other than Swedish and English. Ordinance (1999:844).

**Section 10:** A pupil is entitled to receive mother tongue tuition for a maximum of seven academic years during his or her schooling within the state education system. If the pupil has a special need, however, he or she is entitled to mother tongue tuition for longer.

Neither does the limitation apply if the tuition:

1. replaces tuition in a language other than Swedish and English,

2. is provided as an individual choice, or

3. is provided for a Sami, Tornedal-Finnish or Romany pupil or for a pupil with Finnish or a Nordic language as a mother tongue. Ordinance (1999:844).

**Section 11:** The head teacher decides on a pupil's mother tongue tuition. Ordinance (1997:605).

**Section 12:** A municipality is not obliged to provide mother tongue tuition if there is no suitable teacher available.

Neither is a municipality obliged to organise mother tongue tuition if the number of pupils wanting such tuition in a certain language in the municipality is less than five.

The second paragraph does not apply to mother tongue tuition for Sami, Tornedal-Finnish or Romany pupils. Ordinance (1997:605).

**Section 13:** A pupil who receives mother tongue tuition may, subject to the limitation stated in Section 10, continue to participate in such tuition even if the language ceases to be the pupil's everyday language of intercourse. Ordinance (1999:844).

## **Compulsory School Ordinance (1994:1194)**

### Chapter 2 Educational content

#### *Bilingual education*

**Section 7:** For pupils who have a language other than Swedish as their everyday language of intercourse with one or both their parents/guardians, a municipality may provide parts of the education in grades 1-6 in the language of intercourse (bilingual education). For pupils with Finnish as a language of intercourse, such education may also be provided in grades 7-9.

A maximum of 50 percent of the total bilingual education provided may be given in the language of intercourse. The education shall be planned so that tuition in Swedish gradually increases during the pupil's schooling.

**Chapter 8:** of the Sami School Ordinance (1995:205) contains provisions on integrated Sami tuition in compulsory school. Ordinance (1997:599).

#### *Mother tongue tuition*

**Section 9:** If one or both the pupil's parents/guardians has a language other than Swedish as their mother tongue and the language represents an everyday language of intercourse for the pupil, he or she shall receive tuition in the language as a subject (mother tongue tuition), if

1. the pupil has a basic knowledge of the language and
2. the pupil wishes to have such tuition.

A Sami, Tornedal-Finnish or Romany pupil shall be offered mother tongue tuition even if the language is not the pupil's everyday language of intercourse at home. The same applies to a pupil who is an adopted child and who has a mother tongue that is not Swedish.

Chapter 5, Sections 2 and 3 contain provision on study guidance in the pupil's mother tongue. Ordinance (1997:599).

**Section 10:** Mother tongue tuition can be provided:

1. as a language choice,
2. as the pupil's choice,
3. within the framework of the school's choice, or
4. outside the school timetable.

Mother tongue tuition may not include more than one language per pupil. A foreign Romany pupil may however receive mother tongue tuition in two languages, if there are special reasons.

The syllabus for Sami established by the National Agency for Education pursuant to Chapter 3, Section 6 of the Sami School Ordinance (1995:205) shall be used for mother tongue tuition in Sami. Ordinance (2002:1010).

**Section 11:** If mother tongue tuition for a pupil is provided outside the school timetable, the pupil is entitled to receive such tuition for a maximum of seven academic years during his or her schooling within the state education system. The pupil is entitled to the tuition for longer if he or she has a special need for it.

This limitation does not apply to mother tongue tuition for Sami, Tornedal-Finnish, Romany or Finnish pupils or if the tuition relates to a Nordic language. Ordinance (1997:599).

**Section 12:** If a decision is made to provide mother tongue tuition for a pupil within the framework of the school's choice or outside the school timetable, the pupil and his or her parents/guardians shall be consulted beforehand. Ordinance (1997:599).

**Section 13:** A municipality is obliged to provide mother tongue tuition in a language only if there is a suitable teacher.

A municipality is obliged to provide such tuition if at least five pupils wish to have it. As regards Sami, Tornedal-Finnish or Romany pupils, the municipality is obliged to provide mother tongue tuition even if the number of pupils is less than five. Ordinance (1997:599).

**Section 14:** A pupil who receives mother tongue tuition may, subject to the limitation stated in Section 11, continue to participate in such tuition even if the language ceases to be the pupil's everyday language of intercourse. Ordinance (1997:599).

#### Chapter 5 Special support measures

**Section 2:** A pupil shall receive study guidance in his or her mother tongue if he or she needs it. Ordinance (1997:599).

### **Sami School Ordinance (1995:205)**

#### Chapter 1 General provisions

**Section 1:** This ordinance contains provisions relating to Sami School in addition to those laid down in the Education Act (1985:1100).

Chapter 8 contains provisions on Sami tuition that is integrated into compulsory school education.

**Section 2:** Sami School is provided at "units" determined by the Sami Education Board. A "unit" in this ordinance is called a "Sami school".

A Sami school may only be established within the framework of available funding.

A school boarding house may be linked to a Sami school.

**Section 3:** In this ordinance the term.

- school days refers to the days during an academic year when education shall be provided,

- teaching time refers to the work planned by teachers and pupils jointly or which the pupils attend under the direction of a teacher,
- subject refers to a subject for which the Government, or, after being authorised by the Government, the National Agency for Education has established a syllabus.

**Section 4:** When this ordinance refers to the Compulsory School Ordinance (1994:1194), the provisions governing the “board” shall relate to the Sami Education Board. The provisions governing the “head teacher” shall relate to the “school director”.

**Section 5:** The National Agency for Education establishes the forms needed to implement this ordinance.

**Section 6:** Tasks relating to school healthcare which, in accordance with the Education Act (1985:1100), is taken care of by the State in its capacity as principal of the Sami School may instead be performed by a municipality or a county council, provided that the Same Education Board and the municipality or county council agree.

**Section 7:** Education for persons designated by the principal may, upon special remuneration, be provided at a Sami school on behalf of someone other than a private individual. Ordinance (1996:551).

## Chapter 2 Sami Education Board

### *Information*

**Section 1:** The Sami Education Board is the governing body of the Sami schools and their related activities.

The Sami Education Board shall also:

- through reports and proposals promote and develop elements of Sami education in the state education system for children and young people, and
- promote the development and production of teaching media for Sami tuition.

**Section 2:** The Sami Education Board should

- support the municipalities with respect to outreach activities among Sami.

– inform about Sami School and about elements of Sami education in the state education system for children and young people.

**Section 3:** The Sami Education Board may, after entering into an agreement with a municipality, perform the municipality's tasks with respect to pre-school class, pre-school and leisure-time centre activities for Sami children. Ordinance (1997:1232).

**Section 4:** has been abrogated by Ordinance (1996:551).

#### *Composition of the Board*

**Section 5:** The Sami Education Board consists of five members.

One of these is chairperson and one is vice-chairperson

#### *Organisation*

**Section 6:** The Sami Education Board has its own secretariat headed by a school director.

The school director shall assist the Sami Education Board in its activities and is the Board's chief lieutenant in charge of the Sami schools. One of the school director's main tasks is to develop Sami education.

#### *Application of the ordinance*

**Section 7:** The following provisions in Ordinance 1995:1322 shall be applied to the Sami Education Board:

Section 26 on who may request explanations, etc.,

Sections 27 and 28 on the authority's regulations,

Section 29 on the collection of data,

Section 30 on schedules of business,

Section 31 on the authority's decisions.

The Same Education Board has the responsibility for the activities and the tasks specified in Sections 6 - 9, 11, 13 and 15 of the ordinance. Ordinance (1996:551).

#### *Conduct of business*

**Section 8:** The Sami Education Board is quorate when the chairperson and at least half the other members are present.



When more important matters are to be discussed, all members shall, if possible, be present.

**Section 9:** If a matter is so urgent that the Sami Education Board has not the time to meet to discuss it, the matter may be decided in communication between the chairperson and at least as many of the other members needed to form a quorum.

If this procedure is unsuitable, the chairperson may decide on the matter alone in the presence of the school director. Such a decision must be reported at the next board meeting.

**Section 10:** The Sami Education Board may delegate responsibility to the school director for taking decisions on routine or special matters that do not need to be assessed by the Sami Education Board.

**Section 11:** Such matters are decided following presentations.

Regarding routine and special decisions, however, it may be stated the the matter being decided in accordance with Section 10 need not be presented.

*Appointments, etc.*

**Section 12:** Pursuant to Chapter 2, Section 2, second paragraph of the Sami Parliament Act (1992:1433), the members of the Sami Education Board are appointed by the Sami Parliament. The members are appointed for a fixed period.

The Sami Parliament appoints the chairperson for a fixed period.

The Sami Education Board appoints its own vice chairperson for a fixed period.

**Section 13:** The school director is hired by the Sami Parliament after a proposal from the Sami Education Board.

Only someone with the appropriate pedagogical education and experience may be hired as school director.

**Section 14:** Employees working with pedagogical tasks under the school director shall also have the necessary pedagogical experience.

**Section 15:** The National Disciplinary Offence Board decides in matters of disciplinary responsibility, prosecution and dismissal, as regards the school director.

## Chapter 3 Educational content and organisation

### *Curriculum*

**Section 1:** There is one Sami School curriculum

The curriculum incorporates the overarching educational aims and guidelines.

The curriculum is established by the Government.

### *Timetable*

**Section 2:** The timetable outlined in the annex to this ordinance applies to Sami School.

The following applies in this regard:

- the education shall be provided in Swedish and Sami, and
- Sami as a school subject shall be provided in all grades.

The timetable specifies the minimum total teaching time to be offered to pupils in grades 1-6.

**Section 3:** Decisions on the allocation of hours for subjects, subject groups and pupils' choices for each grade are taken by the Sami Education Board based on proposals from the school director.

**Section 4:** To an extent determined by the school director, outdoor activities under the direction of a teacher shall be provided in Sami School.

**Section 5:** For pupils who have been admitted to Sami School pursuant to special grounds referred to in Chapter 8, Section 3 of the Education Act (1985:1100), tuition in Sami and tuition in Sami as a subject may be replaced by tuition in another subject.

### *Syllabi*

**Section 6:** The compulsory school syllabi established by the Government also apply to Sami School.

The National Agency for Education shall establish a syllabus in Sami that can also be used in mother tongue tuition in Sami in compulsory school. Ordinance (2002:1009).

### *Certain regulations governing the timetable*

*Pupil's choice*

**Section 7:** The timetable includes a certain number of hours for the pupil's choice. The aim of this education is to deepen and broaden the pupil's knowledge in one or more subjects.

The content and focus of the education shall be in line with the aims in the syllabus or the syllabi established for the subject or subjects that constitute the pupil's choice.

**Section 8:** The Sami Education Board shall offer the pupils a comprehensive range of subjects from which the pupil can make his or her choice. The Board shall strive to cater for the pupil's choice by utilising the options available within the framework of the applicable provisions.

*The school's choice*

**Section 9:** The timetable includes a certain number of hours that may be used for the school's choice. Bearing in mind the limitations specified in the annex to this ordinance, the scope for the school's choice shall be used for education in one or more subjects.

The content and focus of the education shall be in line with the aims in the syllabus or the syllabi established for the subject or subjects that constitute the school's choice.

Decisions as to how the scope for the school's choice shall be used are taken by the Sami School director.

*Mother tongue tuition and tuition in Swedish as a second language*

**Section 9a:** The provisions on mother tongue tuition and tuition in Swedish as a second language in Chapter 2, Section 9-16 of the Compulsory School Ordinance (1994:1194) also apply to the appropriate extent to Sami School. Ordinance (1997:600).

*Plan of work*

**Section 10:** A plan of work shall be drawn up for the implementation of the established educational aims.

This plan of work shall be drawn up together with teachers and other staff as well as with representatives of the pupils and their guardians. The Sami School director decides on the plan of work.

The plan of work shall be continually monitored and evaluated.

*Teaching media*

**Section 11:** Chapter 8, Section 4 of the Education Act (1985:1100) stipulates that Sami School education shall be free of charge for the pupils and that they shall, without payment, have access to books, writing materials, tools and other aids that are needed for a modern education.

Special emphasis shall be placed on pupils having access to study aids that cover essential elements of a subject or group of subjects and that are aimed at bringing consistency and context to the education.

*Teaching time, etc.*

**Section 12:** Regulations governing teaching time, classes and groups, timetables and decisions on exemption from the obligation to participate in compulsory elements in Chapter 4 of the Compulsory School Ordinance (1994:1194) shall apply to Sami School. Ordinance (1996:551).

*Special support measures*

**Section 13:** Regulations governing special support measures in Chapter 5 of the Compulsory School Ordinance (1994:1194) apply to the appropriate extent to Sami School.

Chapter 4 Forms of cooperation*Cooperation among different interest groups*

**Section 1:** The forms of cooperation among different interest groups in each Sami school shall be developed bearing in mind the local conditions. This applies unless there are special provisions in statutes or collective agreements relating to the treatment of a certain issue.

*Pupil welfare committee*

**Section 2:** Pupil welfare issues shall be dealt with by a pupil welfare committee.

**Section 3:** The following shall be members of the pupil welfare committee:

1. The school director
2. A pupil welfare representative, and

3. The relevant form teacher and other relevant staff.

The school director decides the composition of the pupil welfare committee in more detail. The school director or the employee appointed by the school director is chairperson. The school director may send another employee in his or her place.

The pupil welfare committee may also allow persons other than committee members to be present at meetings and pass comment.

**Section 4:** The pupil welfare committee is quorate when more than half the members are present.

Minutes shall be recorded at all pupil welfare committee meetings.

### *Pupil influence*

**Section 5:** In each class or teaching group, pupils shall be given the opportunity to discuss issues of common interest with the teacher. What form this should take shall be set out in more detail in the plan of work. Ordinance (1997:600).

## Chapter 5 Pupils

### *Admission*

**Section 1:** Chapter 8, Section 6 contains provisions governing the admission of pupils to Sami School.

Point 4 in the transitional regulations relating to the Act (1991:1107) on amendments to the Education Act (1985:1100) contains provisions relating to the admission of children to Sami School in the autumn term of the calendar year in which the pupil has his or her sixth birthday.

An application for admission is submitted to the Sami Education Board by the parents/guardians according to a procedure decided by the Board.

**Section 1a:** The Ordinance (2001:976) on education, pre-school activities and after-school care of asylum-seeking children, etc., contains special provisions governing the admission of asylum-seeking children, etc., to Sami School. Ordinance (2001:981).

Progress to the next school-year, leave of absence and disciplinary measures, etc.

**Section 2:** The regulations governing progress to the next school-year, leave of absence, absenteeism, school rules and disciplinary measures in

Chapter 6, Sections 3-10 of the Compulsory School Ordinance (1994:1194) shall be applied at Sami School. Ordinance (2006:206).

#### *Pupil development meetings*

**Section 3:** The teacher shall constantly inform the pupil and the pupil's parent/guardian about the pupil's schooling. The teacher, pupil and pupil's parent/guardian shall at least once a term discuss how the knowledge and social development of the pupil can best be supported (pupil development meetings). In the development meeting, the teacher shall summarise in writing in a progressive, individual development plan the measures needed to ensure that the pupil reaches the set goals and otherwise develop as far as possible within the framework of the curriculum and syllabi. The development plan may also contain agreements between the teacher, pupil and parent/guardian. The information at the pupil development meeting should be based on an evaluation of the pupil's development in relation to the set goals in the curriculum and syllabi.

At the request of a pupil's parent/guardian, the teacher shall also provide further written information on the pupil's schooling in addition to that specified in paragraph 1.

The information in the development plan and information referred to in paragraph 2 here must not be in the form of a school grade.

Pupil development meetings shall in certain cases result in a programme of measures similar to the action plan referred to in Chapter 5, Section 1 of the Compulsory School Ordinance (1994:1194). Ordinance (2005:176).

#### *Leaving certificate*

**Section 4:** When a pupil leaves a Sami school, he or she shall be issued with a leaving certificate.

This certificate shall include details about:

1. the grade from which the pupil has left,
2. the date the pupil left,
3. the subjects in which the pupil has been taught, and
4. the number of hours teaching the pupil has been offered.

The certificate shall be signed by the school director

## Chapter 6. Sami School staff

### *General provisions*

**Section 1:** When the Sami Education Board intends to hire a new member of staff, the vacant post should be reported to the public employment agency, unless this is obviously unnecessary. If the post is not reported to the public employment agency, the Sami Education Board shall inform about the vacant post by notifying the board and the school in question.

### *School management*

**Section 2:** The Sami Education Board determines the make-up of every Sami school's management team immediately under the school director. Anyone appointed to the school management team shall have the relevant pedagogical qualifications and experience.

The school director may instruct anyone in the management team to perform tasks that, in accordance with this ordinance, fall within the school director's remit or that are the responsibility of the head teacher in accordance with the curriculum or other statute.

### *Teachers*

**Section 3:** Teachers are obliged to complete educational tasks that fall within the remit of their employment contract and other tasks that are within the framework of their professional qualifications and that are in line with their role in accordance with the curriculum or provisions in other statutes.

**Section 4:** A teacher is, as instructed, obliged to

1. be a form teacher in accordance with Section 5 below.
2. assist in teacher training at the Sami school in which he or she works.

**Section 5:** The form teacher has the general responsibility for a class or a particular teaching group. One of the form teacher's key tasks is to manage pupil welfare in the class.

The form teacher shall assist the school management in issues concerning the class or group.

**Section 6:** The Sami Education Board may stipulate that an applicant having knowledge of the Sami language will be looked on favourably when employing teachers at Sami School.

**Section 7:** To make up the required number of contract hours, work as a teacher at a different type of school within the state education system is included as part of a teacher's employment though not if the teacher is only employed by the hour. A position as a music teacher may also include work at a municipal music school to make up the required number of contract hours.

**Section 8:** Chapter 2, Sections 3-5 apply when employing a teacher unless otherwise dictated by paragraph 2.

Part-time teachers (employed by the hour) who fulfil the requirements under Chapter 2 Section 4 of the Education Act may be employed on a permanent basis until a fixed date during the academic year. The part-time teacher shall otherwise be permanently employed though only until a certain date during the term.

#### *Other staff*

**Section 9:** Chapter 14, Section 2 of the Education Act (1985:1100) stipulates that there shall be a school medical officer and school nurse for school healthcare.

#### Chapter 7 Appeals

**Section 1:** Decisions by the Sami Education Board in staff matters in accordance with this ordinance may be appealed to the National Agency for Education, if the decision relates to:

1. the hiring of an employee, and
2. a teacher's supplementary hours.

Under Section 21 of the Employment Ordinance (1994:373), no appeal may be made against a Sami Education Board proposal to appoint a school director or decision to discontinue an employment procedure.

**Section 2:** No appeal may be made against decisions by the Sami Education Board in matters relating to this ordinance other than staff issues

**Section 3:** No appeal may be made against decisions by the National Agency of Education in matters relating to this ordinance.

#### Chapter 8 Integrated Sami tuition

**Section 1:** A municipality may provide Sami tuition for Sami pupils at its compulsory school if an agreement has been concluded between the municipality and the Sami Education Board.



The term “Sami tuition” refers to tuition with Sami elements and tuition in Sami in addition to the tuition provided as mother tongue tuition in Sami. Ordinance (2002:1009).

**Section 2:** Tuition for Sami pupil shall be integrated with comparable education for other compulsory school pupils.

The Sami tuition may also be administered outside the school timetable during the school day.

**Section 3:** Sami teachers are employed by the education board after consultation with the Sami Education Board. The provisions on teachers in Chapter 2, Sections 3-5 of the Education Act (1985:1100) thereby apply.

**Section 4:** The Same Education Board shall report the scope of and experience gained in integrated Sami tuition activities every year in connection with grant applications.

## **Independent Schools Ordinance (1996:1206)**

### Chapter 1 Independent pre-school classes

#### *Mother tongue tuition*

**Section 5:** The provisions governing mother tongue tuition that apply to equivalent types of schools within the state education system shall also apply to independent schools.

Mother tongue tuition may either be provided at the schools or offered by an external education provider with whom the schools conclude agreements. Ordinance (1997:603).

### Chapter 2 Independent upper secondary schools and upper secondary special schools

#### *Mother tongue tuition*

**Section 7:** The provisions governing mother tongue tuition that apply to equivalent types of schools within the state education system shall also apply to independent schools.

Mother tongue tuition may either be provided at the schools or offered by an external education provider with whom the schools conclude agreements. Ordinance (1997:603).

**Ordinance (2000:86) on state subsidies for measures in support of the use of Sami, Finnish and Meänkieli.**

**Section 1:** This ordinance contains provisions on state subsidies for measures in accordance with the Act (1999:1175) on the right to use Sami in dealings with public authorities and courts and the Act (1999:1176) on the right to use Finnish and Meänkieli in dealings with public authorities and courts.

**Section 2:** State subsidies for measures in support of the use of Sami are allocated to the municipalities of Arjeplog, Gällivare, Jokkmokk and Kiruna and to Norrbotten County Council.

Subsidies for measures in support of the use of Finnish and Meänkieli are allocated to the municipalities of Gällivare, Haparanda, Kiruna, Pajala and Övertorneå and to Norrbotten County Council.

**Section 3:** State subsidies to the municipalities are determined based on an estimation of the number of inhabitants in each municipality who speak Sami, Finnish or Meänkieli. When allocating subsidies, the special needs of municipalities to take measures in support of the use of Sami, Finnish and Meänkieli respectively must also be taken into consideration.

State subsidies to the county council are determined based on the county council's need to take measures in support of the use of Sami, Finnish and Meänkieli respectively.

If the municipalities concerned and county council agree, other supplementary allocation criteria may also be applied.

**Section 4:** Decisions on state subsidies in accordance with this ordinance are taken by the Norrbotten County Administrative Board.

Before the allocation of state subsidies is decided, the County Administrative Board shall consult the municipalities concerned and the county council.

**Section 5:** No appeal may be made against the decision of the County Administrative Board in accordance with this ordinance.

## **Ordinance (2003:306) regulating pilot schemes offering bilingual education in nine-year compulsory school**

*The Government prescribes the following:*

**Section 1:** A municipality may implement pilot schemes in accordance with the provisions of this ordinance.

For pupils who have a language other than Swedish as their language of daily intercourse with one or both their parents/guardians, parts of their education in grades 7-9 may be provided in the language of intercourse (bilingual education).

Provisions governing bilingual education can also be found in Chapter 2, Section 7 of the Compulsory School Ordinance (1994:1194).

**Section 2:** A maximum of 50 percent of the total bilingual education provided may be given in the language of intercourse.

The education shall be planned so that tuition in Swedish gradually increases during the pupil's schooling.

**Section 3:** A municipality that participates in the pilot scheme shall continuously monitor and evaluate the activities.

Provisions regulating quality audits can be found in the Ordinance (1997:702) on quality audits in the education system.

**Section 4:** A municipality that has decided to participate in the pilot schemes shall notify the National Agency for School Improvement of their decision. This notification shall contain information on:

1. activities at the school in question,
2. the grounds for participating in the pilot schemes,
3. design of the pilot scheme, and
4. how the pilot scheme shall be monitored and evaluated.

## **Ordinance on government support for national minorities (2005:765)**

*Scope*

**Section 1:** This ordinance includes provisions on government support for the Sami Parliament and organisations that represent the national minorities.

Provisions in Sections 4 to 14 do not apply to the Sami Parliament and organisations that represent the Sami minority.

#### *Aim*

**Section 2:** The aim of this government support is to aid and facilitate activities at the Sami Parliament and the organisations that represent the national minorities.

#### *Types of support*

**Section 3:** Government support in accordance with this ordinance is submitted in accordance with the conditions stipulated in Sections 7 and 8 with an equally large fixed portion per national minority and a flexible portion that is based on the number of local associations or sections. This does not, however, apply to the Sami. Instead the Government determines the level of support to the Sami Parliament on an annual basis depending on the availability of funds with a figure that corresponds to half of one of the fixed portions referred to in the first sentence.

#### *Definitions*

**Section 4:** A minority organisation referred to in this ordinance is a national organisation or an organisation of national interest which

1. represents one of the national minorities and where the members of the organisation or its local associations or sections consist to an overwhelming extent of people who belong to the national minority, and which
2. organises activities aimed at empowering the national minority, promoting the identity, culture and language of the national minority group, combating discrimination or disseminating knowledge about the group in question.

**Section 5:** A national organisation in this ordinance is an organisation that has at least five local associations or sections in different parts of Sweden.

**Section 6:** A local association or section in a minority organisation in this ordinance is an association or section which

1. is included on the minority organisation register of local associations or sections,

2. has members and bodies, appointed by the members, which determine the activities or finances of the local association or section, and which
3. pursues activities.

*Preconditions for support*

**Section 7:** Support is awarded for one year at a time depending on the funds available. A “support year” corresponds to a government budgetary year.

**Section 8:** Government support may be submitted to a minority organisation which is applying for support in accordance with its needs and which

1. has statutes and a board or equivalent body,
2. is an open group and where membership is voluntary
3. is democratic,
4. has pursued activities in Sweden for at least the last two years, and which
5. strives to ensure that there is an equal distribution of power and influence between men and women in the organisation.

Moreover, the minority organisation must have at least two local associations or sections for the flexible portion of the government support.

When an assessment of the minority organisation’s need for government support is being made, account shall be taken of whether the organisation receives other state subsidies for its activities.

*Applying for support*

**Section 9:** Applications for support in accordance with this ordinance are decided by the Government.

A decision with regard to support may be conditional.

**Section 10:** An application for government support shall be made in writing on the form provided by the Government Offices. The application shall be signed in person by the authorised representative

from the organisation and the Government Offices shall have received it by 1 October the year before the support year at the latest.

Along with the application, the organisation shall submit its statutes and annual report for the latest financial year and information with regard to the composition of the board or corresponding body.

The organisation is also obliged to submit to the Government Offices other documents and information that are required for a decision to be made concerning the application.

**Section 11:** If an organisation applying for support in accordance with this ordinance does not submit the documents and information stipulated under Section 10, the applicant shall be given the opportunity to submit the complementary documents within a certain time period. If the applicant does not do so, the application shall be considered at it is.

#### *Financial accounting*

**Section 12:** An organisation which has been granted support in accordance with this ordinance is obliged to submit the accounts, annual reports and other information determined by the Government Offices. A financial account must be signed by an accountant or if the support that has been granted amounts to SEK 250 000 or more, by a chartered or certified accountant.

#### *Repayment*

**Section 13:** The Government may decide that support must be repaid in part or in its entirety if

1. the support has been paid on erroneous grounds,
2. the organisation does not submit the documents or information referred to under Section 12 or if
3. the conditions stipulated have not been adhered to.

#### *Appeals*

**Section 14:** Decisions in accordance with this ordinance may not be appealed.

#### *Transitional provisions*

2005:765

1. This ordinance comes into force on 15 December 2005 and

will be applied for the first time for government support for support year 2006.

2. Applications for government support for the support year 2006 must be submitted by 16 January 2006 at the latest.

### Appendix 3, Summary of comments made by national minority organisations

During 2005, Sweden performed a survey of the situation as regards human rights in Sweden. As previously mentioned in this report, this survey forms part of the *National action plan for human rights, 2006–2009*. The comments of the national minority organisations summarised below are an extract from the action plan.

The Government has an ongoing dialogue with representatives of national minority organisations. Each minority group has within the framework of this dialogue highlighted various priority areas in which they feel that further measures are required. The five minority groups have all claimed that there are considerable shortcomings as regards the rights of the national minorities concerning education. Many municipalities do not know what their obligations are when it comes to providing mother tongue tuition in the minority languages. There is also a severe shortage of trained teachers of the minority languages and the supply of teaching media is very limited.

Representatives from the Swedish Finns has criticised the requirement that at least five pupils in one municipality must request mother tongue tuition in Finnish before the municipality is obliged to organise the tuition. For Sámi, Meänkieli and Romani Chib one pupil requesting mother tongue tuition suffices. Representatives from the Swedish Finns have also brought up the issue of mother tongue use at pre-schools and claim that the situation as regards the language development of the children is alarming. According to the representatives, there is no statutory right nor earmarked fund for mother tongue support in pre-schools. As a result, many municipal Finnish-speaking pre-school groups have closed. In conjunction with the survey carried out prior to the new human rights action plan, representatives from the Swedish Finns called for a new bill of rights as regards Finnish tuition and tuition in Finnish at pre-schools and schools to supplement the national human rights action plan. They also call for the right of the Swedish Finns minority and the other national minorities to their own mother tongue and their own culture to be highlighted to a greater extent in the new action plan.

Roma representatives have identified the fact that the educational level of most Roma people is very low as a major problem. Many graduate from compulsory school with incomplete grades, few attend upper secondary education and very few Roma people pursue an academic education. Today there are many adult Roma people who have not completed their compulsory education. This low level of education in turn means that Roma people have problems competing on the labour market.



Representatives from the national minorities have stated that the way schools teach about the national minorities, their languages, history and culture is deficient and quite often non-existent despite the fact that the school curriculum stipulates that this shall be taught. Representatives from the minorities say that there is no teaching media to use when teaching about the national minorities.

The situation of the national minority languages is something that all the groups highlight as a problem. Several of the minority languages have been languages that have basically only been spoken at home and not in contact with society as a whole. During certain periods it was not even permitted to speak any other language than Swedish at school. This means that the national minority languages are to a varying extent threatened today. All the five national minority groups want to see more support for the national minority languages in order to be able to preserve and develop them. This includes everything from developing dictionaries to drawing up action plans for the different languages. Many have said that there is a need for some kind of body to offer linguistic guidance for the minority languages.

All the minority groups request information about the national minorities not only in central government and municipal activities but also in society at large. It is clear that the municipalities and central agencies still have very little knowledge as regards the existence of rights of the national minorities and their languages. Many representatives from the national minorities feel that there is a lack of knowledge about the existence of a minorities policy and about which minorities are classed as 'national minorities'. They believe that the minorities policy is not being implemented at the local and regional level, which makes it difficult for individuals to ensure that their rights are upheld in practice when they, for example, request mother tongue tuition for their children at school. A further problem is that many who belong to one of the national minorities themselves do not know their rights and because of this are unable to uphold them. Information measures are requested that are geared towards informing the national minorities of their rights.

The national minority organisations have annually applied for support for their activities since the minority policy was established. All the organisations have, however, stated that the support is not sufficient to be able to pursue the activities they wish to.

Several of the minority groups have demanded elderly care in their language. Representatives from the national minorities have also emphasised the importance of respecting a person's background and culture in elderly care.

All the minority groups have demanded that their influence as regards issues affecting the national minorities at all levels is enhanced.

Representatives from the Swedish Finns have also proposed the introduction of a language register to provide statistical information concerning the size of the Swedish Finns group so that the measures provided by society can stand in relation to the figures. Other national minorities have, however, strongly disassociated themselves from such demands since they have experienced oppression on the grounds of their ethnic origin.

The Swedish Finns has observed that the health of its members is in general much poorer compared to other groups in Sweden. They believe that the issue of the health of Swedish Finns should be included in the general public health initiative.

Representatives from the Jewish group have reported a number of times that the issues receiving most priority are Yiddish tuition, the legalisation of kosher slaughter, Jewish elderly care and childcare as well as measures to combat anti-Semitism.

As regards media issues it seems that the lack of a daily newspaper in Meänkieli is seen as a serious shortcoming for the inhabitants of Tornedalen. They have demanded that the Swedish public service broadcasters Sveriges Television (SVT), Sveriges Radio (SR) and Utbildningsradion (UR) should increase their broadcasts in Meänkieli. They have also said that there is still a lack of knowledge within public service broadcasting about Meänkieli being a language in its own right and that it therefore should not be defined as Finnish. The Roma group would also like more space in different types of media, for example radio, television and the printed press.