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in accordance with Article 15 of the Charter

SWEDEN

Sweden's 6th Report to
the Council of Europe
under the European
Charter for Regional or
Minority Languages

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Foreword

Sweden takes its international commitments on human rights extremely seriously. Work is constantly being carried out on initiatives and measures to safeguard the human rights of the national minorities and of others. Human rights must be applicable to everyone, everywhere, and without exception. However, challenges remain before Sweden is entirely and fully able to live up to its undertakings on human rights.

Observance of the rights of the Sami, Jews, Roma, Swedish Finns and Tornedalers must be safeguarded. Ensuring that this is the case is a national concern, and it is my duty and that of the Government to ensure that all the conditions are in place for Sweden to be able to achieve this aim. The national minorities' empowerment and their opportunity to influence and participate in these endeavours are a central pillar of this work. As Albert Camus brilliantly put it, democracy is not the law of the majority but the protection of the minority.

The discrimination and racism that people who belong to the national minorities suffer must be combated. Daring, wanting and being able to speak one's own language is a large part of people's identity and contexts are needed in which people can gather together around their own language.

The efforts of the public sector in strengthening the protection of national minority rights have been successful in many respects and the Government is keen to ensure that these positive developments continue. I envisage stronger protection for our five national minorities in the future and I will appoint a committee of inquiry to strengthen minority policy to this end. In the meanwhile, the Government intends to continue to develop minority policy. We cannot afford for this work to grind to a halt while awaiting the results of the inquiry.

Systematic and ongoing work to safeguard compliance with human rights demands continuous follow-up. Sweden's Government welcomes an open dialogue with the Council of Europe on the existing and future challenges in this area. In this dialogue, the Government also welcomes the opportunity for the national minorities to contribute additional perspectives by submitting opinions to the Council of Europe.

Stockholm, May 2016



Alice Bah Kuhnke
Minister for Culture and Democracy

PART I

Statistical and geographic information on the number of speakers of minority languages and the general demographic situation

The five national minorities in Sweden are Jews, Roma, Sami, Sweden Finns and Tornedalers. Many of those who belong to a national minority speak one of the minority languages Meänkieli, Yiddish, Romani Chib, Sami or Finnish. Strengthened rights have been assured for Finnish, Sami and Meänkieli in specific administrative areas, currently covering 75 municipalities and 14 county councils. These rights include individuals having the right to use their minority language in dealings with an administrative authority the geographical sphere of activity of which coincides completely or partly with the administrative area of the minority language, and the right to pre-school and care of the elderly completely or partly in the minority language.

The administrative areas for Meänkieli and Sami are predominantly located in northern Sweden and the majority of the administrative areas for Finnish are located in Mälardalen and adjoining areas. Romani Chib and Yiddish are non-territorial languages and are thus not covered by the administrative areas. A map of the administrative areas for the different languages is appended.

As stated in previous reports, Sweden does not compile official statistics on the ethnic origins of individuals, other than their citizenship and country of birth, because no methods are available for determining ethnic origin that are both ethically acceptable and scientifically reliable. There are thus no official statistics with regard to ethnic, linguistic or cultural affiliation. On the other hand, collected data and knowledge about national minorities are available, based on qualitative and quantitative studies of various types, where participants have contributed voluntarily.

Gathering information and data on the composition of the population and experiences of discrimination is important in order to identify, monitor and scrutinise measures to combat discrimination. Some minority groups take a positive attitude towards such collection of data while others, partly for historical reasons, take a negative attitude.

One recurring question raised by international monitoring bodies and representatives of the national minorities is the need for statistical data to underlie decision-making. As stated above, Sweden takes a restrictive view of statistics and data collection in relation, inter alia, to the national minorities, and there is good reason to uphold this approach.

Nevertheless, voluntary qualitative data collection at an aggregated level, on the basis of the circumstances and needs of the respective minority, can help provide a clearer picture of the situation, so leading to a more qualitative basis for decision-making.

Changes in policies, legislation and practice in respect of minority languages and developments expected to occur during the next monitoring cycle, such as envisaged political or budgetary changes, new policies or other elements that may have a direct or indirect effect on the situation of the minority languages

Since the previous report in 2013, the requirement that a pupil must have basic knowledge of the language in order to obtain mother tongue tuition has been abolished regarding the national minority languages, which means that more children who belong to a national minority are now able to learn their mother tongue at school. To ensure that teaching is of good quality, regardless of whether or not a pupil receiving mother tongue tuition already has knowledge of the language, the Swedish National Agency for Education was commissioned by the Government to draw up syllabi for first and second language speakers respectively in the languages concerned. These syllabi have been adopted by the Government and will enter into force on 1 July 2016. For many people, daring, wanting and being able to speak their own language is central to their identity as part of a national minority. For this to be possible, continued initiatives are needed in the field of education.

A number of agencies are and have been tasked with activities in the field of minority policy. One such task was to improve access to teachers in the national minority languages through commissioned training adapted to fast-track the qualification of these teachers. Another example is a number of orders to agencies to draw up processes for consultation procedures, and various information initiatives, one notable example of which is a collaboration between the Swedish Tax Agency, Försäkringskassan (the Swedish Social Insurance Agency) and the Swedish Pensions Agency where these agencies operate in shared service centres which meet citizens face to face.

The Government's aim in the field of minority policy is ambitious; the rights of national minorities must be safeguarded. The objective adopted by the Riksdag for this policy area is to provide protection for the national minorities and strengthen their opportunities to exert influence, and to support the historical minority languages so that they are kept alive. The objective of minority policy is in turn divided into three sub-areas:

discrimination and vulnerability, influence and participation, and language and cultural identity.

For the objective to be achievable, it is necessary for the level of ambition and the goals to be translated into initiatives in a number of areas, which is also the focus laid down in the Government's Strategy for the National Minorities. The strategy and Sweden's international undertakings, together with the central legislation in the field, form the starting points for continued work to safeguard the rights of the national minorities.

Current Swedish minorities legislation has been in place since 2010. Work to safeguard the rights of the national minorities in the administrative areas has taken positive steps since this point. Development is clearly linked to the government grant, active consultation, and information and training initiatives. However, the Government considers that there is a need to examine the challenges in the current system in order to ensure that positive development is able to continue.

In the light of the comments from various quarters, the Government considers that there is reason to take action. To ensure continued progress in safeguarding the rights of the national minorities, the Government will appoint an inquiry to review the Minorities Act and to make clarifications of certain other measures announced as part of the Government Bill on the strategy for the national minorities.

This review will also cover the need for further clarifications linked to Sweden's undertakings under the Convention to safeguard the rights of the national minorities both in and outside the administrative areas. Ahead of the review consultations have been conducted with the national minorities. The national minorities have also been able to submit further input during the preparation of the terms of reference of the inquiry.

A systematic approach to international monitoring is one of the criteria for proactive work on rights issues. This means that the valuable examination of the current situation that this kind of monitoring offers will be made use of in the development of the area. The Government considers that practical steps are necessary and that these must be taken on the basis both of recommendations from international supervisory bodies and of the results emerging from national consultation. The results of the monitoring cycles must be taken on board in a more systematic manner.

Measures taken as a result of the Committee of Ministers' recommendations

Recommendations from the Council of Europe:

1. Strengthen education of/in all national minority languages by adopting a comprehensive and structured approach based on the needs of the speakers and according to the situation of each of the languages.
2. Ensure that "mother tongue" education meets the requirements of the Charter and offers adequate language tuition, enabling pupils to achieve mature literacy in the languages concerned.
3. Increase the amount of bilingual education available in Finnish and Sami, and establish bilingual education in Meänkieli.
4. Develop a dedicated and properly resourced system of teacher training for all national minority languages.
5. Create teaching and learning materials for all national minority languages.

Below Sweden sets out the measures resulting from the recommendations of the Committee of Ministers of the Council of Europe. As they concern the same area, namely education, the measures are all discussed in running text.

The right to education in the pupil's minority language is one of the fundamental rights to which the national minorities are entitled. This right must be realised in practice by the different actors within the education system and it is therefore necessary to ensure that individuals are able to exercise this right. Work on these issues is in progress within the Government Offices of Sweden, and the Government intends to return to the issue.

Since the last report, the Government has carried out a number of initiatives to improve the educational situation regarding the minority languages.

The right to mother tongue education

Pupils who belong to one of the national minorities are entitled to mother tongue tuition even if the language does not represent the daily means of interaction in the pupil's home. The education provider is obliged to organise mother tongue tuition in the national minority languages even if only one pupil at the school applies for tuition in the language concerned. However, the requirement that a suitable teacher must be available also applies to the national minority languages. The limitation whereby a pupil is only able to receive mother tongue tuition for a maximum of seven academic years if the pupil is receiving the tuition outside the guaranteed teaching time does not apply to tuition in the national minority languages. A Roma pupil who is from abroad may also be given mother tongue tuition in two languages if there are special reasons for doing so.

Amendments to the Education Act which entered into force on 1 July 2015 give pupils who belong to any of the national minorities a stronger right to mother tongue tuition in their national minority language. The amendment means that a pupil who belongs to a national minority no longer needs to have basic knowledge of their national minority language in order for the education provider to be obliged to offer mother tongue tuition.

In 2014 the National Agency for Education was commissioned by the Government to draw up proposals for syllabi for compulsory school, compulsory school for pupils with learning disabilities, special school and Sami school in the subject mother tongue for the national minority languages Finnish, Romani Chib, Meänkieli and Yiddish – as first and as second languages. The Agency reported back on 8 September 2015 and the syllabi enter into force on 1 July 2016. For this reason, no compiled statistics are yet available as the National Agency for Education presents its statistics in the academic year following the year to which the data refers.

Upper secondary school pupils who belong to one of the national minorities are entitled to teaching in their mother tongue even if the language does not represent the daily means of interaction in the pupil's home. However, pupils need to have good knowledge of the language, which will be the case, given that the amendments to the Education Act have now given pupils greater opportunities to study the language at compulsory school level. Pupils can also study their national minority language – Finnish, Sami, Yiddish, Meänkieli or Romani Chib – as a language option at upper secondary school. Studies can start at a level based on the pupil's existing skills.

Access to teachers

Teacher and pre-school teacher training and the attractiveness of the teaching profession is a priority area for the Government and this includes the issue of the availability of teachers in the national minority languages. Several of the national minority languages are currently subjects with few students at degree level. This gives rise to concern as there is a need for teachers in the education system capable of teaching the national minority languages and teaching in the national minority languages if these languages are to be able to survive and develop, and in order to ensure that children and young people are able to receive teaching in their minority language.

To safeguard the supply of teachers in the national minority languages, in 2013 some universities and higher education institutions were assigned special undertakings to build up and develop training for subject teachers in Sami, Romani Chib, Meänkieli and Finnish.

As it is important that the process of building up and developing subject teacher training in the languages continues, from 2016 onwards and into the future, the Government will be allocating an additional SEK 1.5 million to subject teacher training, which means that

the languages Finnish, Meänkieli, Sami and Romani Chib will be allocated SEK 2 million per language each year. The Government will continue to closely monitor developments.

From 2016 onwards, the Government is switching responsibility for building up and developing subject teacher training in Meänkieli from Stockholm University to Umeå University, in the light of the Council of Europe's recommendation and the desire of the national minorities that teaching in the language and teacher training in Meänkieli should be concentrated at one university in Sweden. As Umeå University has national responsibility for the language, the Government considers it appropriate to locate the subject teacher training there. Consequently SEK 521 000 previously allocated to Stockholm University was re-allocated to Umeå. Stockholm University continues to have national responsibility for building up and developing subject teacher training in Finnish.

Umeå University is also tasked with building up and developing subject teacher training in Sami. Södertörn University has an equivalent responsibility for Romani Chib. Lund University has had a special undertaking for education in Yiddish for many years.

The higher education institutions are to conduct a dialogue with representatives of the national minorities and collaborate with relevant stakeholders in Sweden, and in some cases with other countries which have experience of working with minority languages. The higher education institutions report on the development of subject teacher training in minority languages in their annual reports.

Subject teacher training must be carried out in such an environment and maintain such a level of quality that ensures that the examination requirements are met. A higher education institution can be granted permission to award a subject teaching qualification in a minority language if the quality of the course is satisfactory.

In June 2013 Stockholm University was granted authorisation to issue a subject teacher qualification, specialising in work in years 7–9 of compulsory school in Finnish as a mother tongue. The course began in autumn 2015. 24 people applied for the course and one person was awarded a place. In June 2014 Umeå University was granted authorisation to issue a subject teacher qualification specialising in work in years 7–9 of compulsory school and specialising in work in upper secondary school in Sami as a mother tongue. This course has been offered since autumn 2015 but no-one has yet been awarded a place.

Access to teachers in the short term

The amendments to the Education Act that entered into force on 1 July 2015 provide expanded opportunities for pupils who belong to the national minorities to study a national minority language at school. This can be assumed to lead to a higher number of pupils attending minority language teaching, which will lead to higher demand for

teachers. According to the Swedish Schools Inspectorate and others, many municipalities find it difficult to recruit teachers able to teach the national minority languages.

In order to increase the availability of mother tongue teachers in the national minority languages Sami, Meänkieli and Romani Chib in the short term, the Government has given the Swedish National Agency for Education three tasks. The task assigned in 2013 includes ensuring that suitable training is organised and implemented in order to put in place at least twelve mother tongue teachers in the national minority languages. The additional task that the Swedish National Agency for Education was given in 2014 partly includes ensuring that conditions are in place for additional participants to complete the training initiatives in Sami and Meänkieli, and partly ensuring that appropriate training in Romani Chib is organised and implemented and that this training involves at least eight participants. The Government has earmarked SEK 6.1 million for this task.

To ensure that the education providers have the financial and organisational capacity to facilitate participation in the teaching initiatives to boost the supply of teachers in the languages, in 2015 the Swedish National Agency for Education was commissioned to allocate SEK 1.2 million in grants to the education providers who have participants in these initiatives.

Distance teaching

Distance teaching has been regulated by the Education Act since 1 July 2015. Distance teaching means interactive teaching run using information and communication technology. Pupils and the teacher are in different places when the teaching is taking place, but a supervisor must be present in the room where the distance teaching is taking place. The education provider, the body that runs the school, may arrange distance teaching in certain subjects where the school itself does not have a licensed or qualified teacher for the course or where the number of pupils is insufficient.

The subjects involved are mother tongue, modern languages and sign language and the provision applies to all school forms (compulsory school, compulsory school for pupils with special needs, special schools, Sami school, upper secondary school and upper secondary school for pupils with special needs). Furthermore, distance teaching may be provided to give pupils study guidance in their mother tongue. In compulsory school, distance teaching may also be provided for integrated Sami teaching and in Sami school it may also be provided for Sami language teaching.

The education provider may enter into an agreement on distance teaching with the Sami Education Board, which, from autumn 2015 onwards, offers distance teaching in Sami in the variants North Sami, Lule Sami and South Sami and follows the syllabus for the subject.

Teaching materials

In 2013 the Swedish National Agency for Education was commissioned by the Government to support the development and production of teaching materials in and for the national minority languages, a task which also involved developing and producing books and other teaching tools in the national minority languages designed for beginners. The agency reported on this task on 9 December 2015. The work was carried out during 2015 and is expected to result in improving the availability of teaching tools and teaching materials in the national minority languages and for teaching the national minority languages.

Within this remit, new teaching materials have been produced for use in national minority language teaching. The material published via the Swedish National Agency for Education's website is in the form of teacher guidance with pupil activities intended for teaching pupils with no or limited knowledge of Finnish, Yiddish, Meänkieli, Romani Chib and Sami. Not all the elements are yet complete but they will be published as they become available during 2016.

Drawing on previous experience of producing teaching materials, the Swedish National Agency for Education chose to carry out the development work in collaboration with people from a minority background and with organisations that represent the national minorities. One important factor in choosing this approach is the opportunity to further empower people and organisations within the national minorities in order to benefit from their experience and build experience for the future.

Teachers of the different languages were contacted in consultation with the Sami Education Board and the national minorities. Working groups were formed comprising two or three teachers for the respective language, which were then commissioned to develop the materials, supported by the academic reference group. The task involves creating teaching materials for teaching in the national minority languages with entry points for pupils in different years. The materials are made digitally available on the Swedish National Agency for Education's website.

The following materials have been produced within this remit:

- Finnish years 1–3 and 4–9
- Yiddish years 4–9
- Meänkieli years 1–3, 4–6 and 7–9
- North Sami years 1–3 and 4–9
- Lule Sami years 1–3 and 4–9
- South Sami years 1–3 and 4–9
- Romani Kelderash years 1–3 and 4–9
- Romani Lovara years 1–3 and 4–9
- Romani Kalé years 4–9

- Polish Romani years 4–9
- Swedish Romani years 4–9
- Romani Arli years 1–3 and 4–9

Romani Chib for years 1–3 is material presented in collaboration with the QualiRom project at the European Centre for Modern Languages of the Council of Europe. In the work on Yiddish, the focus has been on materials for pupils in years 4–9.

A framework plan has been drawn up to support the work on developing teaching materials. This task was completed in autumn 2014 at Stockholm University's Department of Slavic and Baltic Studies, Finnish, Dutch and German and at the Centre for Professional Development and Internationalisation in Schools at Uppsala University. The framework plan was made concrete in the new syllabi and helped in the work of developing teaching materials. It can be used by teachers who will be teaching national minority languages as a second language. The framework plan is published on the website of the Swedish National Agency for Education under teaching materials for national minority languages.

The first version of the materials has not been printed and instead these are presented as digital documents. They are intended to be used by teachers as guidance during lessons. The materials include worksheets for pupils which teachers can use with their students. The pages on the Swedish National Agency for Education's website where the materials are published also include links to syllabi, commentaries, explanatory videos and information on other resources that may be useful to teachers.

The Sami Education Board has a remit from the Government to take responsibility for developing teaching tools in Sami. In 2015 the Sami Education Board published a new teaching aid with letter cards in Sami. It has also translated teaching material focusing on society and on nature into North and Lule Sami for years 1–3. 13 picture books have been translated into North, South and Lule Sami. Reading books, workbooks and a songbook, *Lávllagirji*, have been revised. For 2016 the Sami Education Board has been boosted by a grant of SEK 1.5 million and the Government estimates being able to inject the same amount of funding in 2017 and 2018.

Work is under way at ministry and government agency level between Sweden, Norway and Finland to develop a consistent approach and put in place cooperation on teaching materials for the Sami population. The three countries are to draw up and jointly agree on a list of priorities which will be embedded in policy in all three countries. This work is expected to be completed in 2016.

Bilingual tuition

Chapter 9, section 12 of the Education Ordinance (2011:185) states that for pupils who have a language other than Swedish as their daily means of interaction with one or both

custodians in the home, parts of the teaching in years 1–6 may be organised in this language. For Finnish this also applies in years 7–9. The Government deems bilingual tuition to be an important part of language revitalisation and therefore decided to extend the pilot project with bilingual tuition in compulsory school until 30 June 2016, and it is now preparing a further extension.

To gain an overall view of teaching of and in the national minority languages, it is necessary to conduct a survey of the needs that exist and the measures judged to be necessary. In January 2015 the Committee of Ministers of the Council of Europe set out a number of recommendations for Sweden, including ensuring that mother tongue education meets the requirements of the European Charter for Regional or Minority Languages, increasing the amount of bilingual education available in Finnish and Sami, and establishing bilingual education in Meänkieli. The Government intends to review the measures that can be taken in this respect.

See additional information under Article 8.

PART II

Article 7

Below is an account of the general measures taken for the minority languages and also the measures particularly taken for the non-territorial languages. That set out in Part I is also applicable in many of the respects below but will not be repeated.

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

Language is an important part of a person's identity and cultural expression. It can serve as a bearer of culture and enriches Sweden's cultural diversity. Sweden has adopted a separate minority policy partly in order to strengthen the rights of national minorities to their language and their identity. The objective of the policy is to provide protection for the national minorities and strengthen their opportunities to exert influence, and to support the historical minority languages so that they are kept alive.

Ongoing follow-up of minority policy carried out on behalf of the Government by the Stockholm County Administrative Board and the Sami Parliament indicates that the current language transition process from the national minority languages to the majority language must be halted and turned around in order to attain the objective of supporting the historical minority languages so that they are kept alive. At the same time, it is important to continue initiatives to inform and spread familiarity with the Minorities Act and its application. Within the framework of the cultural collaboration model, the Swedish Arts Council has initiated a development dialogue with the county councils which can be expected to lead to an increase in initiatives promoting the languages and culture of national minorities in the longer term.

Article 7.1.b – Respect of the geographical area of each regional or minority language

For information on this aspect, we refer to previous reports.

Article 7.1.c – Action to promote regional or minority languages

With the aim of improving language cultivation initiatives for the national minority languages, Swedish sign language and for Swedes with a mother tongue other than Swedish, the appropriation for the Institute for Language and Folklore (ISOF) was increased by SEK 3 million from 2014 onwards. The funding has been spent on boosting language cultivation initiatives and in recent years ISOF has stepped up its work with and for the national minority languages.

As far as language cultivation in Yiddish is concerned, in September 2014 ISOF employed a Yiddish language advisor in a part-time (50%) post. Because there has never previously been a Government-run language cultivation body for Yiddish, work so far has mainly been concentrated on gathering information on the needs of Yiddish-speaking groups. There is now a reference group that meets twice a year. Advice on and in Yiddish is now part of the Institute's language advice service, which is open to everyone. A language cultivation seminar will also be held in the future.

The Language Council at ISOF gives lectures and advice and provides assistance with other information initiatives on the minority languages and their status primarily to Government agencies but also to the general public. These information initiatives are carried out in Swedish, Romani Chib, Finnish, Swedish sign language and to a certain extent in Yiddish. Language advice is given by telephone and e-mail, and on Facebook and Twitter. Information in and about the languages is also available on the Institute's website.

As far as language cultivation for Meänkieli is concerned, ISOF, in consultation with representatives of Meänkieli speakers, has so far prioritised spending resources for language cultivation on lexicographical work. Reference groups for Finnish, Romani Chib and Yiddish meet twice a year. The group for Romani Chib includes representatives of the language variants Arli, Kelderash, Lovari, Kalé and Resande (Traveller) Romani.

Language cultivation seminars are held once a year in Finnish and Romani Chib, and Yiddish will shortly be added. In Finnish language cultivation, the Language Council is involved in producing Finnish language columns in newspapers. When it comes to Finnish, ISOF works jointly with the educational radio service Sveriges Utbildningsradio AB (UR) in a partnership in which UR records the Language Council's language cultivation seminar in Finnish. ISOF also works with Sveriges Radio's Finnish language service *Sisuradio* in which the Language Council's Finnish language advisors answer language questions. ISOF also provides training and courses for Finnish-speaking care staff and issues an information sheet in Finnish 2–4 times a year.

In 2011 the Language Council at ISOF published *Riktlinjer för tillämpningen av språklagen* (Guidelines on applying the Language Act) and *Vägledningen för flerspråkig information – praktiska riktlinjer för flerspråkiga webbplatser* (Guidance for multilingual information – practical guidelines for multilingual websites). The purpose of these guidelines is to inform government agencies of how the Language Act and the Act on National Minorities and Minority Languages are to be applied.

The Language Council has carried out a survey of the websites of agencies, municipalities and county councils to investigate access to information in other languages, including the national minority languages. For Romani Chib, surveys have also been carried out on access to mother tongue tuition in Romani Chib.

The Language Council also monitors and reports on language policy events, including in the form of an annual report on the situation in general in which the Institute, for example, highlights the most relevant issues relating to the national minority languages during the year. In the report the Institute also points out potential inconsistencies or deficiencies in legislation regarding linguistic issues.

In 2010 and 2015 the Language Council carried out a TNS-Sifo survey of respectively 1 000 and 2 000 people in the population about knowledge of and attitudes to the national minorities and the national minorities' languages and cultures. The aim was to monitor trends in the population's knowledge of and attitude to the minorities in the long term, and to use the result to spread knowledge about the minorities' languages and cultures in the majority population.

Revitalising national minority languages

ISOF allocates funding for revitalising national minority languages. Within this remit, the Institute's intention has been to encourage, and prioritise in the future, more comprehensive and well-considered projects that also stimulate continued revitalisation once the projects are completed. The aim here is to strengthen the long-term nature of the work carried out. Bearing this in mind, in its selection process the Institute has prioritised applications founded on a long-term perspective and which thereby have greater chances of having a revitalising effect. Information on this is given out when the applicant gets in touch with the Institute, but ISOF has also provided information on this focus on the Institute's website. Information was also provided when ISOF announced the funding on the Institute's website and via press releases.

The number of applicants has fallen since 2015. So far, no analysis has been made of the underlying reasons for the lower number of applications, or whether the emphasis on projects with a long-term perspective has had the desired effect. In the report submitted by the Institute in February 2016 on the projects reported during 2015, ISOF notes that in several projects there is still a lack of continuity. Despite this, ISOF is able to say that the projects, in the main, have been successful and that the government grant has strengthened the national minority languages and thereby the minority language users.

Article 7.1.d – The use of regional or minority languages, in speech and writing, in public and private life

For the national minority languages to be able to be used in contact with government agencies, also within the judicial system, it is essential that the relevant terminology exists in those languages. For some of the languages, ongoing terminology work is required, focusing on words used in public administration and in society. This is true for all five languages to varying degrees, but the need is particularly great for languages that are not standardised (Romani Chib, Meänkieli and Yiddish). A large proportion of the language

cultivation initiatives for the minority languages at the Institute for Language and Folklore (ISOF) are therefore concentrated on terminology work in various areas of society, such as healthcare, law and public administration. There are plenty of glossaries in the different areas of society for Finnish. So far, Romani Chib glossaries have been created on the topics of education, medicine and social work in Arli, Lovari, Kelderash and Kalé. In Kalé there are also glossaries on the topics of transport, burials, and seizure and bankruptcy.

Care of the elderly in minority languages

In 2015 the Government commissioned the National Board of Health and Welfare to consider whether the administrative municipalities for Finnish, Meänkieli and Sami needed more effective knowledge support to ensure that more elderly people are able to have their right to care met. The report produced also includes the results of a survey into the views of the Sami people interviewed by the National Board of Health and Welfare on care of the elderly in Sami and on what the situation is like for older Sami people in the municipalities in the Sami administrative area.

In its report, the National Board of Health and Welfare finds that the municipalities vary in their capacity to comply with the intentions of the law. The number of inhabitants in the municipality and its geographical size, as well as the size of the minority groups are factors affecting ability to provide care of the elderly in minority languages, as are long geographical distances within the municipality. It is difficult to create separate provision for a particular language if only few elderly people are requesting it and there is a limited supply of staff with skills in minority languages. The majority of the municipalities in the Sami administrative area are also, according to the report, municipalities whose population is in decline.

The National Board of Health and Welfare further highlights problems in the form of a lack of knowledge of the Act on National Minorities and National Minority Languages among employees and elected representatives alike, and a lack of information translated into minority languages geared towards elderly people and their relatives. In the light of the problematic scenario described above, the Government has commissioned the National Board of Health and Welfare to supplement the publication *Din rätt till vård och omsorg – en vägvisare för äldre* (Your right to health and social care – guidelines for elderly people) with information on the rights of the national minorities and to translate the publications into Sami, Meänkieli and Finnish during 2016. Furthermore, the National Board of Health and Welfare is to work to ensure that the documents, as well as information on the rights of the national minorities are passed on to the municipalities affected. The National Board of Health and Welfare is to report on this work by 10 October 2016 at the latest.

Initiatives within social services are to be characterised by the best available knowledge, be of good quality and be based on the needs and conditions of the individual. The Government will be earmarking SEK 2 billion per year in 2016–2018 to increase staffing with the aim of improving the quality of care of the elderly, increasing security and reassurance for elderly people and laying more solid foundations for care of the elderly founded on gender equality, equal and equitable care for the elderly throughout Sweden. The Government has also commissioned the National Board of Health and Welfare to design a knowledge initiative for basic level staff in facilities for care of the elderly, which will partly enable development activities to reduce strategically crucial knowledge gaps in the long term.

Strategic procurement is essential in being able to provide good care to the elderly. This is also true when it comes to care of the elderly among national minorities. The National Agency for Public Procurement has been commissioned by the Government to improve procurement skills in agencies procuring activities involving elderly people and people with disabilities. The purpose is to raise awareness of how qualitative aspects can be taken into account during procurement and to increase skills in meeting the need for individually designed support initiatives, which in turn increase opportunities for all elderly people to be able to live an active life and have influence in society and over their own daily lives.

Visibility

The requirements set for the broadcast provision of Sveriges Radio AB (SR), Sveriges Television AB (SVT), and the education service Sveriges Utbildningsradio AB (UR) in minority languages have been tightened up; see the response under Article 11 on radio and television broadcasts in Sami, Finnish and Meänkieli. In 2014 SVT broadcast a total of 30 hours of programming in Romani Chib. SR broadcast a total of 391 hours in Romani Chib on the terrestrial network in 2014. Radio Romano has produced programmes explaining electoral institutions and the history and ideology of the Swedish parliamentary parties, for example. UR broadcast radio and television programmes in Romani Chib amounting to a total of 17 hours of broadcasting. Programmes in Romani Chib were also available on the television companies' respective online services SVT Play, SR Play and UR Play, and on the open online archive Öppet arkiv. All the broadcasters have provided programmes in Yiddish.

It is vital to the national minorities' opportunity to develop and reclaim the minority languages that the linguistic development of children and young people is stimulated and supported. In addition to the central role played by the education system in enabling children of school age to develop their linguistic skills, the everyday language environment is of great importance. In this environment, visual media such as film play an important role. The Government judges that there is a lack of films geared towards

children in the national minority languages. There is therefore a great need for measures to support access to films for children in these languages.

In December 2015 the Government commissioned the Swedish Film Institute to support access to children's films in the national minority languages. The Swedish Film Institute may spend a maximum of SEK 814 000 to this end. The funding must be used to adapt the language of films aimed at children, mainly for the ages 4 to 8, preferably through dubbing. The commission also involves working to ensure that the films so adapted are widely disseminated. Romani Chib, together with Sami and Meänkieli, are the languages prioritised in this initiative, with Yiddish and Finnish to be added where funding allows.

During the period a Roma and a Jewish film festival have received funding via the Swedish Arts Council's funding for national minority cultural activities. During the period the Swedish Film Institute granted production support to a film on a Roma theme: Pampusza.

Article 7.1.e – Collaboration between speakers of the same language and other languages

The Young Minority project is a shared forum for young people belonging to the youth organisations of the national minorities. Activities under the Young Minority banner seek to strengthen young people's identity and links to their origin, and also the opportunities for minority young people and the national minorities in general to make their voices heard.

The youth organisations of the national minorities work together in Young Minority to strengthen the rights of children and young people in society. The project serves as a platform for working together on issues such as minority rights and the questions within the youth organisations that affect the national minorities as a whole. The collaboration also opens up opportunities to learn more about other minorities.

Young Minority was set up with the help of project funding from the Swedish Agency for Youth and Civil Society (MUCF). In December 2015 the Government decided to allocate a grant of SEK 200 000 to Met Nuoret – the Tornedalian Youth Organisation on behalf of the Young Minorities network to enable the group to continue its activities. The grant covers the network's activities with the aim of strengthening young people's origin and identity.

MUCF also distributes government grants to the children's and youth organisations of the national minorities. In 2015 the Roma youth organisation received a grant for the project Young Roma ambassadors for Roma inclusion, which seeks to increase the influence of young Roma in the Government's strategy for Roma inclusion by running outreach work, recruiting young Roma at local level and creating training to make young people more aware of how to exert influence locally. The work is partly carried out in

collaboration with the municipalities running pilot schemes in the Government's initiative for Roma inclusion, and young Roma in these pilot municipalities.

Svenska Samernas Riksförbund (the National Association of Swedish Sami) has also been granted funding to create a youth council in which the views, ideas and suggestions of young people about future reindeer husbandry are voiced and heard.

The Swedish Arts Council provides activity and project grants to promote the languages and cultures of the national minorities. In 2014 the total funding granted to national minority cultural activities amounted to approximately SEK 8.8 million (in 2015 this figure was SEK 10.1 million). In addition in December 2013 the theatre Tornedalsteatern was granted SEK 2.2 million for work in 2014 (in 2015 the corresponding amount was SEK 2.6 million).

The Swedish Arts Council also allocates funding for planned publishing of national minority literature and awards production grants for cultural periodicals concerning the national minorities.

Government grants are issued to support and facilitate the work of the organisations that represent the national minorities. Of the 12 organisations that applied for government grants in 2014, 11 were awarded grants amounting to a total of SEK 4.6 million.

In 2015 the Swedish Agency for Youth and Civil Society reported on their commission from the Government to award grants to support the work of the national minorities against discrimination and for equality within the organisations concerned. A total of 19 organisations received funding of approximately SEK 10 million during the period 2011–2014. In carrying out this commission, the agency held meetings with the national minorities and arranged networking meetings and conferences to encourage exchanging experiences and spreading knowledge. The agency judges that these activities have helped to launch processes that will enable the organisations to work on these issues more systematically. The Swedish Agency for Youth and Civil Society also judges that the results will have long-term effects.

Article 7.1.f – Teaching and study of regional or minority languages at all appropriate stages

The Government has commissioned the Swedish National Agency for Education to draw up proposals for syllabi and support the development and production of teaching tools in the national minority languages.

The current mother tongue syllabus for Yiddish and Romani Chib is the one designed for pupils studying the language as a first and second language in which the second language is taught from scratch. According to the syllabus, teaching is to seek to ensure that pupils

develop skills in and about the language and knowledge of the minority culture. It also states that teaching for all years must cover culture linked to the language concerned.

For example, the syllabus in Yiddish must include the topic of Yiddish culture, e.g. songs and other aesthetic forms of expression in Yiddish culture, the historic way of life in Yiddish speaking communities, and the history of the Jewish population in Sweden.

The amount of time that is to be spent teaching within the framework of mother tongue, national minority language, is not set. On the other hand, the teaching must be planned by pupils and teachers in such a way that the pupils are given an opportunity to attain the knowledge requirements linked to their capacities and the subject.

In compulsory school, Chapter 9, section 12 of the Education Ordinance applies, which states that for pupils who have a language other than Swedish as their daily means of interaction with one or both custodians in the home, parts of the teaching in years 1–6 may be organised in this language. In addition, the Ordinance on a pilot project with bilingual teaching in compulsory school has been extended to 30 June 2016, and the Government intends to extend it for a further year until 30 June 2017.

To gain an overall view of teaching of and in the national minority languages, it is necessary to conduct a survey of the needs that exist and the measures judged to be necessary. In January 2015 the Committee of Ministers of the Council of Europe set out a number of recommendations for Sweden, including ensuring that mother tongue education meets the requirements of the European Charter for Regional or Minority Languages, increasing the amount of bilingual education available in Finnish and Sami, and establishing bilingual education in Meänkieli. The Government intends to review the measures that can be taken in this respect.

Article 7.1.g – Provision of facilities enabling non-speakers of a regional or minority language living in the area where it is used to learn it if they so desire

Teaching at universities and higher education institutions is open to everyone qualified for admission to the course concerned, irrespective of their place of residence. Some courses can also be given in the form of online or distance teaching.

Non-formal adult education operates outside the traditional education system and is free and voluntary. This means that the education must be free of State control and voluntary for participants. Non-formal adult education sets its own goals and there are no particular requirements about the focus or the educational content. This means that no requirements can be set demanding that folk high schools or study associations organise courses in minority languages and this is why no statistics have been compiled on this. The data below is based on a free text search through the Swedish National Council of

Adult Education's database. Note that this data is not exact as the organiser does not always mention languages in the course information.

Non-formal adult education is divided between study associations and folk high schools. Below are examples of activities in study circles which include the national minority languages.

Study association activities with a minority language in the title in 2015						
	Finnish	Yiddish	Meänkieli	Romani Chib	Sami	Total
Activity	851	6	210	70	80	1 217
Hours of study	21 015	64	2 272	1 737	1 044	26 132
Participants	15 783	254	1 747	1 427	1 420	20 631
Women	9 511	139	1 204	835	817	12 506
Men	6 272	115	543	592	603	8 125

Below are examples of activities at folk high schools which include the national minority languages.

Name of school	Title	Name of course	Women	Men	Total
Fristad folk high school	Short courses	Adaptation course Finnish for the visually impaired	9	2	11
Edelvik folk high school	Short courses	Sami camp leaders	7	3	10
Edelvik folk high school	Short courses	Sami camp leaders	10	6	16
Edelvik folk high school	Short courses	Sami confirmation candidates	31	13	44
Sverigefinska folkhögskolan (the Sweden-Finnish folk high school, Svefi)	Special courses	Finnish for beginners, distance learning	5	0	5
Sverigefinska folkhögskolan (the Sweden-Finnish folk high school, Svefi)	Short courses	Summer course in Finnish	3	0	3
Sverigefinska folkhögskolan (the Sweden-Finnish folk high school, Svefi)	Cultural programme	Storytelling in Finnish and Tornedalian	23	9	32

Fristad folk high school	Short courses	Finnish for pensioners	20	2	22
Sverigefinska folkhögskolan (the Sweden-Finnish folk high school, Svefi)	Special courses	Finnish for beginners, distance learning	9	4	13
TOTAL			117	39	156

Article 7.1.h – Study and research at universities or equivalent institutions

The Government has given some education institutions responsibility and the associated financial resources for the respective language so that the institutions are able to build up, develop and offer teacher training and courses in Sami, Romani Chib, Meänkieli and Finnish. The Government is carefully monitoring developments regarding how the institutions are working on the issue and intends to return to the question of evaluation of the undertaking in question. For further information, see the section on access to teachers in Part I of this report.

For Romani Chib, two research projects are in progress at the Institute for Language and Folklore (ISOF). One European project is about the capacity of Roma children to learn grammar in pre-school class, where the aim is to scientifically counter the unjustified placement of Roma children in special needs classes. Another research project within the Institute is entitled *Romsk vardag* (Roma daily life), within which the Institute is gathering important information on e.g. Roma culinary culture, identity and customs and traditions.

Other research is in progress at some universities with a focus on the national minority languages. However, it is not possible to compile a summary of this research within the remit of this report.

Article 7.1.i – Transnational exchanges

Work is under way at ministry and government agency level between Sweden, Norway and Finland to develop a consistent approach and put in place cooperation on teaching materials for the Sami population. Sweden, Norway and Finland are to draw up and jointly agree on a list of priorities which will be embedded in policy in all three countries. This work is expected to be completed in 2016.

Article 7.2 Eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of a regional or minority language

Regarding the Committee of Experts' reference to the UN Convention on the Rights of the Child, in this context the Government wishes to state that an inquiry has been commissioned to investigate the circumstances for incorporating the Convention on the Rights of the Child into Swedish law. The Inquiry, which is currently undergoing consultation, proposes that the Convention on the Rights of the Child be incorporated into Swedish law from 1 January 2018.

Otherwise, reference is made to previous reports.

Article 7.3 – Mutual understanding between all the linguistic groups of the country

The Swedish National Agency for Education provides information through its digital channels on the availability of mother tongue tuition in the national minority languages. Information on the national minorities and teaching material supplements on Roma are further provided via these channels.

In 2010 the Sami Parliament, commissioned by the Government, produced a website, minoritet.se, on the national minorities and about the new minority language reform which entered into force on 1 January 2010. The website is charged with spreading knowledge on the national minorities and the minority languages. Representatives of the national minorities were involved in work on the website.

Minoritet.se contains information on Sweden's undertakings for minorities, current legislation and government agency information from the Sami Parliament and Stockholm County Administrative Board. The website makes work in the administrative areas easier by gathering material concerning the national minorities in one place. In autumn 2015 an updated website was launched with a new design and improved accessibility.

Article 7.4 – Participation and influence

Under Section 5 of the Act on National Minorities and National Minority Languages, administrative authorities shall give the national minorities the opportunity to influence matters which concern them and shall, as far as is possible, consult with representatives for the minorities in such matters.

Consultation is of major importance and is a prerequisite for attaining the objective of this policy area. It can be said that the national minorities who live within an administrative area whose municipality and county council are receiving government grants for their own minority language have the greatest opportunity to exert influence. The opportunity to exert influence differs, despite the provision of the Minorities Act on

influence, depending on the minority in question and whereabouts in Sweden the person concerned lives.

In 91 per cent of the municipalities and 77 per cent of the county councils in the administrative areas, the national minorities were given an opportunity to exert influence through formalised consultation during 2014. Of the municipalities outside the administrative areas, 10 per cent had formalised consultations and almost half state that they do not provide any particular opportunity to exert influence through consultation or similar. The biggest positive changes since 2013 have been seen in the county councils that are incorporated in the administrative areas, and in other Government agencies.

In 65 per cent of the municipalities and 62 per cent of the county councils in the administrative areas, dialogue with the minorities, which may also include opportunities other than formalised consultation, was decisive in making decisions and determining the focus of activities. Outside the administrative areas, the corresponding figure is seven per cent for the municipalities and 13 per cent for the county councils.

The greatest positive change since 2013 is seen in other government agencies. A quarter of the agencies state that influence for the national minorities played a crucial role in the agency's decisions in 2014, compared with only a twentieth in 2013.

Stockholm County Administrative Board and the Sami Parliament, the agencies responsible for coordination and follow-up in the area of minority policy, have carried out ongoing consultations throughout the reporting period. Furthermore, the responsible ministers or state secretaries have carried out at least six consultations per year during the period.

The Government's Strategy for Roma inclusion clearly states that Roma participation and influence must characterise work on the strategy at all levels. The Government Offices of Sweden, the agencies concerned and municipalities have carried out and further extended consultation with Roma experts and representatives in various ways. The Swedish Association of Local Authorities and Regions received a grant from the Government to develop a working model which supports several of the pilot municipalities in their work to develop high quality and systematic consultation with the Roma population. The agencies commissioned under the strategy also carry out various kinds of consultation and dialogue with representatives of the Roma community.

The Government Offices of Sweden are in continuous dialogue with a Roma reference group of 20 Roma experts in different areas, comprising women and men of different ages from the five major Roma groups in Sweden. The participants were appointed after a nomination process in which Roma were able to propose participants. In addition, the minister meets Roma representatives in other constellations, including special meetings

arranged with Roma girls and women to ensure that they are able to influence the work being carried out.

The Government has commissioned the Swedish Agency for Youth and Civil Society to carry out an initiative to make it easier for Roma and non-Roma organisations to exchange their experiences. The purpose was to facilitate Roma involvement in civil society and Roma organisations' participation in the work for Roma inclusion.

Article 7.5 – Non-territorial languages

The measures reported above apply to all the national minority languages, including the two non-territorial languages, Romani Chib and Yiddish. We thus refer to the responses under points 7.1 – 7.4 above.

PART III

Information on new developments regarding Finnish, Sami and Meänkieli

Below is an account of the general measures taken for the territorial languages Finnish, Sami and Meänkieli. That set out in Parts I and II is also applicable in many of the respects below but will only be repeated to a limited extent.

Article 8 – Education

The field of education involves a number of challenges in relation to the national minorities and minority languages.

For general developments within the area and responses to the particular recommendations received by Sweden, we refer to the measures reported on in Part I. For information on the specific types of education, we refer to the headings below.

Pre-school activity

All municipalities in the administrative areas carried out measures to protect and promote the language and culture of the national minorities in 2014. The initiatives carried out by the municipalities have resulted in continued growing interest in applying for pre-school teaching in the mother tongue. Approximately two-thirds of the municipalities in the administrative areas for Sami, Finnish and Meänkieli have some form of pre-school activity in minority languages. The proportion of municipalities offering pre-school activity in a minority language fell during 2014, while the proportion of municipalities offering other educational activities such as educational care, open pre-school, leisure time activities and care during unsocial working hours increased.

The Sami Education Board may, on agreement with the municipality, offer a pre-school in which teaching is carried out entirely or partly in Sami. Sami pre-schools are run at all five Sami schools. There were 137 children attending the Sami pre-schools in 2015. The number of children has increased by 22 children in the past three years and the pre-school in Jokkmokk has a waiting list. The Sami pre-schools have a higher staffing rate than pre-schools that do not run activities in the language. This is because the pre-schools provide teaching in the different Sami language variants. The aim of the work of the Sami pre-schools is to develop and strengthen the Sami language and the Sami culture in parallel with the priorities of the pre-school on the basis of the national goals for Sami pre-school.

Within the administrative area for Finnish, children, on request, are entitled to pre-school wholly or partly in Finnish. The municipalities in the administrative area for Finnish receive a government grant in order to meet this requirement.

In the administrative area for Meänkieli, children, on request, are entitled to pre-school wholly or partly in Meänkieli. The municipalities in the administrative area for Meänkieli receive a government grant in order to meet this requirement.

Compulsory school

Chapter 9, section 12 of the Education Ordinance states that for pupils who have a language other than Swedish as their daily means of interaction with one or both custodians in the home, parts of the teaching in years 1–6 may be organised in this language. For Finnish this also applies in years 7–9. In addition, the Ordinance on a pilot project with bilingual teaching in compulsory school has been extended to 30 June 2016, with a further year's extension to be added in spring 2016. Combined, this means that the national minority languages are offered within years 1–9 of compulsory school.

To gain an overall view of teaching of and in the national minority languages, it is necessary to conduct a survey of the needs that exist and the measures judged to be necessary. In January 2015 the Committee of Ministers of the Council of Europe set out a number of recommendations for Sweden, including ensuring that mother tongue education meets the requirements of the European Charter for Regional or Minority Languages, increasing the amount of bilingual education available in Finnish and Sami, and establishing bilingual education in Meänkieli. The Government intends to review the measures that can be taken in this respect.

Distance teaching has been regulated by the Education Act since 1 July 2015. The conditions under which an education provider must provide distance teaching are where the school does not have a licensed or qualified teacher for the subjects in question or where the number of pupils is insufficient. Despite this, it is required that the subject and the type of school are suitable for distance teaching.

Distance teaching may be arranged in the subjects mother tongue, Sami in Sami school, modern languages, sign languages and to provide students with study guidance in their mother tongue and for integrated Sami teaching in compulsory school.

Distance teaching may be a way of increasing access to equal education by making it possible to offer teaching by a qualified teacher in subjects and courses which could not otherwise have been arranged. It is also necessary to give school education providers greater opportunities to carry out teaching for other school education providers. Wherever in Sweden one lives, it should be possible to gain access to mother tongue tuition and study guidance and to this end on 28 April 2016 the Government passed the bill *Fjärrundervisning och entreprenad – nya möjligheter för undervisning och studiehandledning på modersmål* (Distance teaching and contracting – new opportunities for mother tongue teaching and study guidance).

The Sami Education Board is involved in drawing up a system for distance teaching in Sami for pupils nationwide. In autumn 2015, 52 pupils across Sweden took part in Sami distance teaching. In December 2015 an additional approximately 50 pupils joined, making the number now more than 100. There is demand from more municipalities and distance teaching will increase further. A project manager has been appointed by the Sami Education Board to manage distance teaching in Sami.

Regarding the Committee of Experts urging to Sweden to introduce measures for an appropriate model for Meänkieli teaching, the following can be stated. Since 1 July 2015 there have been separate syllabi for compulsory school and equivalent forms of education in the national minority languages, including Meänkieli. These syllabi are based on first and second language speakers. In other words, the steering documents are in place and are to be used for teaching in the mother tongue Meänkieli. The content of the syllabi for the national minority languages is similar, although they differ in terms of the parts dealing with the culture of the respective minority language.

Upper secondary school

The regulations that apply to upper secondary school education allow municipalities and other education providers to provide upper secondary education in a national minority language, which happens, for example, regarding Sami. See, for example, further information on the upper secondary school specialising in Sami in Jokkmokk municipality, Bokenskolan, in the previous report.

To gain an overall view of teaching of and in the national minority languages, it is necessary to conduct a survey of the needs that exist and the measures judged to be necessary.

University education and other higher education

Regarding the recommendation from the Committee of Experts on potentially moving the archives for Sami and Meänkieli from Umeå to Uppsala, see Article 12.

In addition to that stated above, there is an opportunity to study university courses in several of the national minority languages. For further information on the other issues, we refer to earlier reports.

Teacher training

From 2016 onwards and into the future, the Government will be allocating an additional SEK 1.5 million to subject teacher training, which means that the languages Finnish, Meänkieli, Sami and Romani Chib will be allocated SEK 2 million per language each year. As reported above, the Government has decided to switch responsibility for building up and developing subject teacher training in Meänkieli from Stockholm University to Umeå University from 2016, in the light of the Council of Europe's recommendation and the

desire of the national minorities that teaching in the language and teacher training in Meänkieli should be concentrated at one university in Sweden. As Umeå University has national responsibility for the language, it was considered logical to locate the subject teacher training there. Consequently SEK 521 000 previously allocated to Stockholm University was re-allocated to Umeå.

In June 2013 Stockholm University was granted authorisation to issue a subject teacher qualification, specialising in work in years 7–9 of compulsory school in Finnish as a mother tongue. This course has been offered since 2015 and so far one person has been awarded a place.

For further information, see Part I of this report.

Teaching in history and culture

On completing compulsory school, compulsory school for pupils with disabilities, Sami school or special school, each pupil is to have acquired knowledge of the culture, language, religion and history of the national minorities. This is an integrated part of the overall goals and guidelines set out in the general part of the curriculum.

The revised syllabi for compulsory school from 2011 highlight the national minorities in the subjects of Swedish, history and religious education and social science. According to the compulsory school syllabus in Swedish, teaching is to contribute towards pupils encountering and familiarising themselves with Sweden's national minority languages. For example, the position of the minority languages in society is part of the core curriculum for years 7–9. The purpose of the teaching in history, according to the compulsory school syllabus, is for pupils to gain an understanding of different cultural contexts and ways of life. Part of the core curriculum in years 7–9 consists of historical perspectives on the situation of the indigenous people, the Sami, and the other national minorities in Sweden.

There are no available statistics on the number of students or checks carried out by the Swedish Schools Inspectorate regarding compulsory school since the previous report. For information on this, we refer to the previous report.

Supervisory body

The Swedish Schools Inspectorate is the government agency charged with inspecting schools and assessing applications to run free schools. The agency has supervisory responsibility for schools, adult education, out of school centres, pre-schools and other educational activities. The aim is to ensure good education in a safe environment, and the agency's inspections are based on seeing the whole picture. No special examination of the situation for the national minorities has been carried out since the previous reporting round.

All inspection reports and examination reports from the Swedish Schools Inspectorate are public documents which are available on the agency's website.

Language teaching outside the administrative areas

The Institute for Languages and Folklore (ISOF) allocates funding for revitalising all the national minority languages, amounting to approximately SEK 3.5 million per year. The initiative seeks to enable individuals to acquire languages. When allocating grants, projects geared towards children and young people, literacy projects, projects focusing on the language as a bearer of culture, and language transfer between the generations are afforded particular priority. The number of applicants has fallen in recent years and the reason for this has not yet been explored in further detail. However, ISOF is able to state that the projects, in the vast majority, have been successful and that the government grant has strengthened the national minority languages and thus the minority language users.

Making minority language speakers more aware of their right to learn, develop and use the minority language in line with section 14 of the Language Act is also about making the public administration aware of its obligations. In working to spread knowledge of the national minority languages, ISOF gives lectures and advice and provides assistance with other information initiatives on the minority languages and their status, primarily to government agencies. In 2011 ISOF/the Language Council published *Riktlinjer för tillämpningen av språklagen och Vägledningen för flerspråkig information – praktiska riktlinjer för flerspråkiga webbplatser* (Guidelines on applying the Language Act and Guidance for multilingual information – practical guidelines for multilingual websites). The purpose of these guidelines is to inform government agencies of how the Language Act and the Act on National Minorities and Minority Languages are to be applied.

ISOF has also carried out a survey of the websites of agencies, municipalities and county councils to investigate access to information in other languages, including the national minority languages.

Distance teaching

A proposal was referred to the Council on Legislation on the opportunity to organise distance teaching on a contractual basis. It is proposed that information regarding distance teaching in a mother tongue or study guidance in a mother tongue is to be able to be subcontracted to another education provider. However, this provision may only be contracted out if the education provider has done what can reasonably be required in order to provide this teaching within their own organisation.

It is further proposed that the definition of subcontracting in the Education Act be amended. It is proposed that the subcontracting means that the municipality, a county council or an individual education provider, retaining that role, enters into a contract with another party to perform tasks in education or other activity under the Education Act.

An amendment to the Education Act is also proposed, whereby municipalities and county councils are authorised to perform tasks within the education system under contract to another education provider within the education system, even if the matter has no connection to the area or members of the municipality or county council. It is proposed that the amendments would enter into force on 1 August 2016.

For further information on distance teaching, see the section on compulsory school above and the section on distance teaching in Part I.

Teaching materials

In 2013 the Swedish National Agency for Education was commissioned by the Government to support the development and production of teaching materials in and for the national minority languages, a task which also involved developing and producing books and other teaching tools in the national minority languages designed for beginners. The agency reported on this task on 9 December 2015. The work was carried out during 2015 and is expected to result in improving the availability of teaching tools and teaching materials in the national minority languages and for teaching the national minority languages.

Within this remit, new teaching materials have been produced for use in national minority language teaching. The material published via the Swedish National Agency for Education's website is in the form of teacher guidance with pupil activities intended for teaching pupils with no or limited knowledge of Finnish, Yiddish, Meänkieli, Romani Chib and Sami. Not all the elements are yet complete but they will be published as they become available during 2016.

Drawing on previous experience of producing teaching materials, the Swedish National Agency for Education chose to carry out the development work in collaboration with people from a minority background and with organisations that represent the national minorities. One important factor in choosing this approach is the opportunity to further empower people and organisations within the national minorities in order to benefit from their experience and build experience for the future.

The Sami Education Board has a remit from the Government to take responsibility for developing teaching tools in Sami. In 2015 the Sami Education Board published a new teaching aid with letter cards in Sami. The Sami Education Board has also translated community-oriented and nature-oriented teaching material for years 1–3 into North and Lule Sami. 13 picture books have been translated into North, South and Lule Sami. Reading books, workbooks and a songbook, *Lávllagirji*, have been revised. For 2016 the Sami Education Board has been boosted by a grant of SEK 1.5 million and the Government estimates being able to inject the same amount of funding in 2017 and 2018.

For further information on teaching materials, see the section on teaching materials in Part I.

Article 9 – Judicial authorities

The right to use minority languages in contact with the judicial authorities remains a work in progress, as it is vital to maintain the linguistic quality of processes within the judicial system. Article 9 is reported on below regarding one context. For other issues, we refer to Sweden's previous reports.

On 1 October 2013 more stringent rules were introduced on interpretation and translation in criminal cases. One of the changes is tightening up the skills requirements regarding interpreters and translators hired by the courts and criminal investigation agencies. If possible, an authorised interpreter or translator must be hired. A person found guilty of a crime does not have to repay the costs paid by the State for public defence counsel expenses for interpretation of deliberations with the accused. A person who has a private defence counsel and is found guilty of a crime must also be able to have their own costs for interpretation of deliberations with the defence counsel repaid by the State. The rules also cover the minority languages and apply to all the courts in Sweden.

The website of the Swedish Courts contains exhaustive information on the opportunity and the right to use minority languages in a judicial process. The information is provided in Finnish, Sami and Meänkieli

There is a great need for interpreters in the Swedish courts and availability of interpreters is limited. In 2015 the Swedish Agency for Public Management was commissioned by the Government to produce a number of proposed measures to enable the courts to make more effective use of existing translation and interpretation resources. The proposals are currently being prepared within the Government Offices of Sweden.

Article 10 – Administrative authorities and public services

The opportunity to use minority languages in contact with the public sector, like rules on place names and personal names, is important to retaining and strengthening language and culture. The Government views this issue as extremely important and continuous follow-up and development in this area is therefore in progress. Work on place names is particularly active and during the spring the Government has made progress on a proposed new Names Act. See below for more details.

Communication with agencies

Sweden has previously reported that administrative agencies, in line with Section 11 of the Act on National Minorities and National Minority Languages, shall strive to ensure that

there is access to staff with a knowledge of Finnish and Meänkieli where this is necessary in contacts of individuals with the authority.

As part of their commission to follow up compliance with the Minorities Act, every year the Stockholm County Administrative Board and the Sami Parliament submit a report to the Government on the application of the act by municipalities, county councils and government agencies.

There is a lack of general information on the continuous work of agencies to improve language skills within their organisations and the extent to which this work has had an impact on the agencies' contact with individuals. The information available shows that there are good examples of agencies carrying out surveys of employees' language skills and also agencies that are particularly seeking language skills.

Regarding language and cultural identity, several County Administrative Boards state that they have carried out a survey of staff language skills. The county of Kronoberg, which is responsible for the majority of the County Administrative Board servers has carried out a separate survey of the language skills of staff answering phones. In Västernorrland the need for national minority languages will be included as a criterion in procurement of switchboard and reception services. Södermanland County Administrative Board is working for and promoting recruitment of Finnish speaking staff.

Several County Administrative Boards refer to the information available online in the national minority languages according to agreed national procedures for all County Administrative Boards. Some County Administrative Boards report that they highlight the national minorities online in conjunction with their festivals, and fly flags on these festival days.

Jämtland County Administrative Board reports that it launched a collaborative venture with Norway to preserve and develop South Sami, and the staff of the county council in Jämtland are given cultural training in the Sami population and their culture. Sami children must be addressed in Sami when visiting the child health clinics run by Jämtland county council. The staff get to learn a certain amount of Sami but the basic idea involves the use of a speaking pen. Using pictures and speaking pens, the staff are to be able to introduce Sami words and expressions into meetings with 3 year-olds. The purpose of integrating Sami is to confirm the child's Sami identity and support the family in using Sami day to day. Visits to the child health clinic are supplemented by a language package *Giellaskurppo* produced by the Sami youth organisation *Sáminuorra*.

The Sweden-Finnish youth organisation has also produced a language package for new parents. This package gives practical tips and information on multilingual living. There is also information on the national minority languages and on the linguistic rights of the national minorities.

Norrbotten County Administrative Board reports that part of their web content is available in Sami, Meänkieli and Finnish. Where necessary, translation or interpreting services are used. In addition, the switchboard has information on which people know languages other than Swedish, including minority languages. In the animal protection and veterinary unit, documents and decisions are translated into minority languages where relevant. To facilitate communication and enable owners to look after their animals correctly, some brochures and information sheets have been translated into the minority languages Finnish and Sami.

Oral or written dealings and official documents in minority languages

Section 8 of the Act on National Minorities and National Minority Languages states that a person shall have the right to use Finnish, Meänkieli or the Sami language in oral and written dealings with an administrative authority whose geographical sphere of activity coincides completely or partly with the administrative area of the minority language. If a person uses Finnish, Meänkieli or Sami in such a matter, the authority is obliged to give an oral answer in the same language.

Also, a person who lacks legal assistance shall have the right, on request, to receive a written translation into Finnish, Meänkieli or the Sami language of the decision and rationale for the decision in the matter. The authority shall otherwise also strive to use in these languages when dealing with such a person.

Place names

As far as place names are concerned, there is a positive trend in that more place names are being registered in Sami, Finnish and Meänkieli. During the current period, place names in the different variants of Sami have been added to the basic map database of Lantmäteriet (the Swedish mapping, cadastral and land registration authority). Most recently, over 100 place names in North Sami and Meänkieli were added in the Treriksröset/Naimakka area in Lantmäteriet's basic map database (1:10 000) and where applicable also on the Fjällkartan hiking map, scale 1:100 000, and the Vägkartan road map, scale 1:100 000. The Institute for Language and Folklore is currently carrying out a language check of about fifty South Sami names listed in Åre municipality.

In February 2016 there were 969 000 place names registered in the place name register, distributed over the following languages:

Language/variety	Number of place names in place name register
Swedish	938 429
Finnish	8 632
Meänkieli	5 936

North Sami	3 472
Lule Sami	6 162
South Sami	2 907
Ume Sami	3 466
Total	969 004

In 2015 330 064 unique users visited the *Kartsök och ortnamn* service (MapSearch and Place Names) on Lantmäteriet's website. At the Place Name Advisory Board's meeting in October 2013, the Sami Parliament gave views on the place name signs set up by the Swedish Transport Administration on the public road network. Place name signs bearing names in two forms often retain the outdated cartographical forms of the name together with the linguistically correct one. The Sami Parliament considers that the old forms must be eradicated, while also understanding that these are still used. It also considers that the Sami name with the correct spelling should be at the top on the place name sign if the origin is a Sami name, and that there should be no difference in the sizes of the two names given for the same place in the official maps and in digital data bases. The Sami Parliament also stated that most of the work of correcting the names in Lule Sami in the mountainarea was now complete.

The increased density of place names in the Sami and Tornedalian areas today is largely due to new lists of place names being reported to Lantmäteriet, either by private individuals or by representatives of the different Sami villages that carry out reindeer herding in the area. The listing work is usually run by study circles using existing maps in which the groups discuss the names that exist and then mark the area or place that the name refers to. The Sami Parliament also reports new names to Lantmäteriet.

Lantmäteriet has sent the question of the extent of Meänkieli in comparison with Finnish to the Swedish Tornedalian Association (STR-T) for consultation. STR-T considers that the area in which Meänkieli is spoken compared with Finnish is such that the whole of the area that constitutes the administrative area for Meänkieli (Kalix, Haparanda, Övertorneå, Pajala, Kiruna and Gällivare municipalities) also constitutes the area of spread of place names in Meänkieli. STR-T refers to the fact that there are only a few places which as well as names in Meänkieli also have a Finnish name, e.g. Kiiruna and Jällivaara, but that these are already shown in Swedish, Meänkieli and Sami at the moment. As far as Lantmäteriet is concerned, this means that the number of place names in Finnish will reduce as these will gradually be encoded into Meänkieli.

The Swedish Transport Administration's Northern Region is carrying out extensive work in the counties of Norrbotten and Västerbotten where names on all the public national roads within the areas of the minority languages Sami, Finnish and Meänkieli have been surveyed and sent for consultation to Lantmäteriet regarding potential changes to place name signs. This is in line with 'good place name practice', which means that the way place names are shown on road signs must be in harmony with the maps, i.e. the public

maps issued by Lantmäteriet. When marking place names, the Historic Environment Act applies, which entered into force in its current wording on 1 January 2014. The work also means that many of the place names that require signage need to be submitted to the Institute for Languages and Folklore (ISOF) and representatives of minorities (e.g. the Sami Parliament and STR-R) for consultation.

Adding names in minority languages only applies to place name signs, i.e. only such signs that label a geographical place such as a community, watercourse, etc. When it comes to road signs, i.e. signs showing the direction of a location, there is no double signage in both Swedish and the minority language.

In total 275 sites for road signs with place names in Sami, 8 sites for road signs with place names in Finnish and 41 sites for road signs with place names in Meänkieli have been set up.

During the current period ISOF has continuously examined place names in all the territorial minority languages, North, Lule, South and Ume Sami and Finnish and Meänkieli. This examination means that more place names in the national minority languages can be shown with the correct orthography in standard geodata, and through this work the correct place names can be spread further in society. This work also means that the competing incorrect forms of the names will become fewer in number and the benefit will be clear, for example in the context of rescue work. ISOF works closely with Lantmäteriet on these issues and for a large proportion of the current period the Sami Parliament has also contributed with checks in Sami areas, as has STR-T in the area which speaks Meänkieli.

To cement the current use of place names in each respective area, ISOF works with a far-reaching network of contacts at local level comprising, e.g. Sami study circle leaders, members of Sami villages and local place name projects plus municipal Sami coordinators. There is a similar network of contacts in Finnish and Meänkieli-speaking areas and this is supplemented by contacts with researchers in Sami in Sweden, Norway, Finland and Germany. This network of contacts replaces traditional collection and is judged to work well. ISOF runs training for organisations and government agencies to improve language skills and awareness of the importance of place names.

Recording the minority language place names in Lantmäteriet's underlying geodata improves the preservation of these names and thus also of the language concerned. The provision on good place name practice in the Historic Environment Act was amended in line with this. This provision offers a good opportunity to act to ensure that municipalities and other agencies use the place names in their established form. However, the section on observing good place names practice does not grant any authority either to ISOF or to Lantmäteriet to introduce binding rules in the area, and merely provides a basis for working actively to spread knowledge.

During the period ISOF arranged and participated in consultation meetings with the Sami Parliament and STR-T. ISOF has also been involved in the work of the Place Name Advisory Board, and through the board's active ongoing work in the field of minority languages, other government agencies are actively and deliberately working to make place names in the territorial minority languages visible and to use them. This is most clearly seen in road signs and maps, but also in addresses and other public activities.

Family names

Personal names are an important and natural part of our society. A name is something that gives an individual an identity and an opportunity to show that they belong to a family.

As stated in previous reports, there are no rules in Swedish law that prevent individuals from using or adopting family names or surnames in the minority languages. For more information on the provisions of the Names Act (1982:670) on how surnames are acquired, see Sweden's previous reports.

On 14 April 2016 the Government decided to submit a proposal to the Council on Legislation on a new law on personal names. The proposals referred to the Council on Legislation seek to strengthen the opportunities of the individual to choose their own name and to make the legislation more accessible to the individual.

Article 11 – Media

Minority language media is a strong factor in language cultivation and revitalisation. The Government shares this opinion and has therefore introduced requirements for reinforcements to the public service companies' broadcast licences. Additionally, the circumstances for other minority language media have been reinforced through special rules, partly in the Press Subsidies Ordinance.

Television channels in regional or minority languages, including public service

The public service programme companies have a great responsibility for taking into account the needs of the national minorities. Sveriges Radio AB (SR), Sveriges Television AB (SVT) and the educational radio service Sveriges Utbildningsradio AB (UR) have broadcasting licences that run for the period 2014–2019. The broadcast licences do not specify the lowest number of hours that the programme companies should devote to broadcasting programmes in the minority languages. On the other hand, it is stated that the range of programming overall must increase each year compared with the level in 2013 and that the increase must be significant. The requirements governing the programme companies' range of programming in minority languages have thus been tightened up compared with the rules that applied during the 2010–2013 licence period.

Furthermore, requirements are now set in the broadcasting licences that all the programme companies must provide programming in the national minority language Yiddish and other minority languages, and that particular attention must be paid to the linguistic needs of children and young people who belong to linguistic or ethnic minority groups.

SVT has the express target of firstly realising nationwide and broad Sami programming for all Sami target groups and secondly of being the leading supplier and conveyor of Sami and origin-related programme content. In 2014, the first year of the new licence period, SVT broadcast Sami programmes for a total of 103 hours, including the news programme *Ođđasat*, which is co-produced with Norwegian NRK and Finnish YLE Sámi Radio. During the super election year of 2014 *Ođđasat* carried out in-depth election coverage in partnership with Sameradion with the aim of giving voters the opportunity of following the issues of the Sami indigenous population through the different elections for the EU, the Riksdag and local government.

SR broadcast programmes in Sami on the terrestrial network for 1 390 hours in 2015, which is a marked increase compared with 2012 when the broadcasts in FM and DAB amounted to 893 hours. SR Sápmi (Samiradion) is also broadcast via a web channel with internet-exclusive programming that can be accessed on a mobile device. SR Sameradion broadcasts programmes in several different dialects in all programme areas and for all age groups including children and young people. UR broadcasts educational programmes in Sami on television and radio. Provision has increased since 2012, from a total of 5 hours in 2012 to over 15 hours in 2015. Programmes in Sami were also available in the television companies' respective online services SVT Play, SR Play and UR Play. A total of 12 hours of programming in Sami was made available via the open archive SVT Öppet arkiv.

SVT broadcasts news, community programmes, children's programmes, documentaries, etc. in Finnish. In 2015 the total number of hours of Finnish language programmes broadcast on SVT was 325 hours and on SR there were 7 390 hours in Finnish. UR has broadcast programmes in Finnish on television and radio.

SR Sisuradio broadcast programmes in Finnish on the terrestrial network (FM and DAB) for 7 390 hours in 2015 and on its own Sisuradio web channel. SR has sought to reach the listeners who do not find their way to the Finnish language content on FM by having a presence on other platforms. In 2013 and 2014 initiatives were carried out on social media, partly through the projects #vågafinska, #finskapåjobbet, #kärienfinne and #språkband. UR broadcast programmes in Finnish on television and radio in 2015. Programmes in Finnish were also available on the websites of the respective programme companies' online services SVT Play, SR Play and UR Play. A total of 21 hours of programmes in Meänkieli were made available on SVT Öppet arkiv.

In 2015 SVT broadcast programmes in Meänkieli for a total of 19 hours. SR broadcast a total of 830 hours in Meänkieli on the terrestrial network in 2015. UR broadcast programmes in Meänkieli on television and radio in 2015. Programmes in Meänkieli were also available on the websites of the respective programme companies' online services SVT Play, SR Play and UR Play. A total of 7 hours of programmes in Finnish were made available on SVT Öppet arkiv.

TV Finland is available as a free television channel in Stockholm, Uppsala and Västerås. There is also a paid cable TV channel in parts of the country. News and some of Finnish YLE's other programmes are also available via the online service YLE Areena.

For further information or other questions, see the previous reports.

Production and distribution

As shown by Sweden's fifth report, the regional production centres are very important for linguistic and cultural diversity in Swedish film, particularly Filmpool Nord, which works actively to promote film production in Sami and Meänkieli. During the period 2013–2015 Filmpool Nord produced six films which entirely or partly include one of the national minority languages, four of which involved Sami, plus one short film in Meänkieli. The international drama serie "Midnattssol" includes five languages, one of which is Sami. This serie will be broadcast in Sweden and France in parallel in autumn 2016 and is expected to have high export potential and reach global audiences. Filmpool Nord works with the Sami Film Institute in Kautekeino, Northern Norway, partly via the project "7 Sapmi Stories" launched in Berlin in 2014.

The Swedish Film Institute which allocates production support does not have any particular forms of support for film production in minority languages. However, the Swedish Film Institute does have a number of initiatives for minority language projects in terms of distributing and showing films. Through this initiative the Umeå International Film Festival was granted support for its activities in 2013–2015. During the period the festival had a Sami section in its programme.

The Swedish Film Institute granted funding to the Finnish Institute for its work in spreading Finnish films in Sweden, and granted funding to local cinemas which showed new Finnish films in partnership with the Finnish Institute. During the period concerned, a film with Finland as the main production country was granted funding. Two film festivals for Finnish film and a Sami film festival received funding via the Swedish Arts Council's funding for national minority cultural activities.

In December 2015 the Government commissioned the Swedish Film Institute to support access to children's films in the national minority languages. The Swedish Film Institute has SEK 814 000 available to spend on adapting the language of films aimed at children,

primarily for the ages 4 to 8, mainly through dubbing. The commission also involves working to ensure that the films so adapted are widely distributed.

SVT has produced cultural programmes in Sami. In the programme *Sapmi Sessions*, Swedish and Sami artists created music together. The documentary *Tornedalens stolthet* was geared towards a young audience and was about the first Pride parade in Tornedalen. SVT produced and broadcast the talk show *Ei saa peittää*, which showed a modern picture of Sweden Finns and inspired viewers to use the Finnish language. SR's many programmes in Finnish include *Popula* and the children's programme *Roketti*. UR has produced and broadcast radio programmes in Sami, Finnish and Meänkieli with a language development aim. The programme *Radioskrivarklubben* in North Sami was geared towards pupils in the middle years of compulsory school and was aimed at children being able to develop the written form of their mother tongue. The radio and television series *Moderna spökhistorier*, in South Sami was geared towards pupils in the later years of compulsory school. *Moderna spökhistorier* was also produced and broadcast in Finnish and Meänkieli. The radio series *Pengasagor* in Meänkieli was geared towards pre-school children and up to year 3.

As shown by Sweden's fifth report, there is no particular State funding for the production of television programmes, irrespective of the language spoken in these productions.

Minority language newspapers

As shown by Sweden's fifth report, press subsidies can be granted for newspapers directed towards linguistic minorities, and these include newspapers in Finnish. To make it easier to produce newspapers in Sami and Meänkieli, since 1 January 2014 the subsidy criteria have been relaxed regarding eligibility for funding. Limited operational support can also be awarded to newspapers whose editorial content is written in one or more of the languages Finnish, Sami or Meänkieli to at least 25 per cent. Since 1 July 2015 the geographical scope of the provision has also been expanded for the Finnish language, to correspond to the provisions that apply for Sami and Meänkieli in that the entire administrative area is now covered. There is currently one newspaper entitled to subsidy which writes partly in Finnish and Meänkieli.

On 15 April 2016 a new Ordinance on government grants for printed public newspapers to develop electronic publication services entered into force. According to the ordinance, initiatives of particular importance to national minorities can obtain grants for up to 75 per cent of the cost of the initiative or the pilot study. In other cases the funding may cover a maximum of 40 per cent of the cost.

The period of validity of the Press Subsidies Ordinance has been extended to 31 December 2019 with certain amendments based on the findings of the final report of the

Press Subsidies Committee, *Översyn av det statliga stödet till dagspressen* (Review of press subsidies to the daily press), following the approval of the European Commission.

In March 2015 the Government appointed the Committee of Inquiry *En mediepolitik för framtiden* (A media policy for the future). The inquiry is charged with analysing the need for new media policy initiatives once the press subsidies cease in their current form and submitting proposals for new media policy tools. Consultation is to take place with representatives of the indigenous Sami population and the national minorities. The Inquiry is to submit its report by 31 October 2016 at the latest.

All the proposals that the Press Subsidies Committee submitted in the interim report *Stöd till dagstidningar på samiska och meänkieli* (Support for daily newspapers in Sami and Meänkieli), which were reported in Sweden's fifth report have been carried out. The circulation limit for public operational support has been lowered from 1 500 to 750 subscribers for daily newspapers which are mainly written in Sami or Meänkieli. At the same time, the requirement that 90 per cent of the circulation must be spread in Sweden has been removed for such newspapers but the subsidy is calculated, as it is for other newspapers, on the basis of the part of the circulation that is mainly distributed in Sweden.

The provision on limited operational support for a newspaper whose editorial content is at least 25 per cent Finnish has been expanded to also cover Meänkieli or Sami if at least 25 per cent of the editorial content is written in one or more of these languages and the place where the newspaper is published is a municipality included in the administrative area for one of the languages under the Act on National Minorities and National Minority Languages. The changes entered into force on 1 January 2014 and seek to make it easier for newspapers entirely or partly written in Sami or Meänkieli to obtain operational support. Up until now one newspaper has started to write partly in Meänkieli and has received funding under the provision.

The Swedish Arts Council also allocates funding for publishing cultural periodicals in the national minority languages. In 2014 eight national minority cultural periodicals received funding amounting to a total of SEK 850 000 from the Swedish Arts Council, six of which were published entirely or partly in a national minority language.

Article 12 – Culture

The culture of the national minorities is an important element of Sweden's shared cultural heritage, while at the same time it is necessary that measures are taken to strengthen and preserve the cultural distinctiveness that the national minorities have vis-à-vis the majority population. As such, initiatives are needed in a number of areas and the main developments in this field are set out below.

General development

The Sami Language Centre works with providing advice and information to the general public, government agencies and associations and to revitalise the Sami language and strengthen the position of Sami in society. Their mission includes spreading knowledge about the Sami language, developing methods that strengthen the individual's position in relation to using their language in society and promoting greater use of Sami in society. The remit of the Language Centre also includes documenting and contributing towards revitalisation. They work in partnership with other institutions and organisations and have been involved in the work on a number of Sami language projects, including a dictionary app that the general public can download to their phones and tablets free of charge. In 2015 the app was downloaded a total of 1 214 times.

The Sami Information Centre (SIC) produces information for the general public about Sami and their circumstances with the aim of raising awareness. The main channel for this is the website samer.se. SIC is also on social media such as Facebook, Twitter, YouTube and Instagram, which serve as supplementary channels in driving traffic to the website. In 2015 the campaign #mittsápmi was run on social media and the website. This was mainly geared towards young adults and it provided an opportunity to meet and ask different Sami people questions and get to the bottom of many of the prejudices directed towards Sami people today. The project lives on at samer.se under the tab #mittsápmi.

Giron Sámi Teáhter preserves and promotes the Sami language and Sami cultural heritage. The theatre also works with other theatre companies, including The Royal Dramatic Theatre (Dramaten), Tornedalsteatern and Beaivvás Sámi Teáhter in Norway. The board of the Sami Parliament has, at the theatre's request, appointed a working group to review the future organisation of the theatre with the aim of developing it into a Sami national theatre in Sweden in the long term.

The Sami Parliament, in its capacity as an administrative agency, annually allocates funding to Sami culture as part of the Government's Sami policy from the appropriation set up for the purpose. The State appropriation Grants to general cultural activities, development, international cultural exchange and cooperation, Chapter 5 Grants to Sami culture, in expenditure area 17, was permanently strengthened with the addition of SEK 1 million from 2016 onwards, thus amounting to over SEK 15 million.

The Swedish Arts Council has a permanent mission to work in particular for development that is valuable artistically and in terms of cultural policy in operations involving the culture of the Sami people and other national minorities. There is a special reference group at the Council which assesses grant applications for project and activity support, among other things.

With the introduction of the 'cultural collaboration model' the Swedish Arts Council has addressed the objective of minority policy in dialogue with the regions. The appropriation

directions for the Swedish Arts Council from 2014 states that the Council, in its assessment and monitoring of regional cultural plans, must pay particular attention to the work of the county councils to promote the culture and cultural heritage of the national minorities, particularly the Roma. In 2014 the Swedish Arts Council also set the culture of national minorities as one of five priorities for awarding government grants within the cultural collaboration model. Furthermore, in 2014 the Swedish Arts Council also surveyed how the culture and cultural heritage of national minorities is promoted and made visible around Sweden by means of a questionnaire sent to county councils, national and regional cultural institutions and independent groups receiving government grants for their activities.

The Swedish Arts Council is able to use development grants for regional cultural activities to earmark government funding for regional cultural projects. In 2015 the Council used grants to allocate over SEK 4 million to initiatives that entirely or partly promote national minority culture.

The Swedish Arts Council also allocates funding for publishing literature and cultural periodicals in the national minority languages. The Council continues to see a great need for professional publishers of literature in the national minority languages, especially in terms of literature for children and young people. In 2015 the Swedish Arts Council doubled its funding budget for planned publishing of national minority literature compared with 2014. This means that the Swedish Arts Council was able to award SEK 1 600 000 for the planned publication of national minority literature in 2015. In 2014 eight national minority cultural periodicals received funding amounting to a total of SEK 850 000 from the Swedish Arts Council, six of which were published entirely or partly in a national minority language.

Intangible cultural heritage

In 2011 Sweden ratified the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage. In 2011–2013 the Institute for Language and Folklore (ISOF) was commissioned by the Government, as the coordinating authority, to develop work on applying the Convention. Its final report was submitted in February 2014 and was entitled *Levande traditioner, Slutrapport om tillämpningen av Unescos konvention om trygghet av det immateriella kulturarvet i Sverige* (Living traditions, final report on application of the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage in Sweden). ISOF has subsequently had a continued remit to make use of and develop the work begun on applying the Convention.

The Institute has laid the groundwork for an organisation divided into ‘nodes’ of agencies, organisations, associations and non-profit actors able to cover the aspects that intangible cultural heritage may comprise. It is hugely important that the national minorities are involved in this work. The Sami Parliament is involved and has formed a

Sami working group which appointed representatives to the different nodes. The Sweden Finnish and Tornedalian minorities and Meänkieli speakers have also been involved in the work with the nodes. ISOF is continuing to work actively for greater participation from more national minorities.

Together with the nodes, ISOF has started the listing work that is incumbent upon all the countries that have ratified the Convention. The list brings up examples of intangible cultural heritage in Sweden and is available on ISOF's website. Associations, private individuals and organisations are able to submit suggestions for the list. In its appropriation directions for 2016 ISOF has been commissioned by the Government to report on and assess the progress of Sweden's work to apply the Convention. The Institute must particularly report on how minorities are involved in this work. The remit is due to be reported to the Government Offices of Sweden with a deadline of 16 May 2016.

In the appropriation directions for 2015 and 2016 the Government has commissioned the Swedish Board of Agriculture, the National Heritage Board, the Sami Parliament and ISOF regarding traditional small-scale culinary culture. During 2015–2018 the agencies are to promote living and dynamic cultural heritage linked to food and food production. Within this remit the traditional knowledge of the Sami population in the area will be highlighted, utilised and developed.

Through the National Swedish Handicraft Council, the Government supports *Sámi Duodji*, the Sami craft foundation. *Sámi Duodji* employs Sami handicraft consultants who work in Jokkmokk. The Sami handicraft consultants offer Sami craftspeople advice on choices of materials and pricing and arrange exhibitions and courses. On the basis of Sami traditions and needs, the consultants work to ensure that Sami crafts develop and are passed on. There are three Sami handicraft consultants with different specialisms: marketing and communication, business issues, and crafts and cultural heritage

Works in minority languages

In 2015 the Swedish Arts Council doubled its funding budget for planned publishing of national minority literature compared with 2014. The Swedish Arts Council continues to see a great need for professional publishers of literature in the national minority languages, especially in terms of literature for children and young people. This means that the Swedish Arts Council was able to award SEK 1 600 000 for the planned publication of national minority literature in 2015.

Translation and dubbing in minority languages

Below is an account of the prevalence of dubbing and versioning in minority languages in line with the Committee's recommendation 413. This is mainly in relation to the public service companies' operations. The fundamental principle is that all of the companies'

own productions are made in the respective minority language, but when it comes to Romani Chib and Meänkieli, some programmes have been dubbed. This mainly involves the programme *Sverige Idag* (Sweden Today), which is dubbed into the different variants Arli and Lovara (Romani Chib) and Meänkieli. The drama series *Vikingshill* with a youth target audience was also dubbed into Romani Chib and Meänkieli.

The majority of the programmes reported as programmes broadcast in a minority language by Utbildningsradion (UR) in its public service accounts for 2014 were ‘versioned’ programmes. About 80 per cent of the broadcast provision is programmes with voiceovers in different minority languages and about 15 per cent is originally, i.e. entirely, produced and broadcast in a minority language. A small proportion of programmes, an estimated 5 per cent of the total volume broadcast are dubbed.

When it comes to subtitles, there are cases where the programme also contains Swedish as well as the minority language. In this case the part of the programme that is in Swedish is subtitled in the minority language.

Archives and documentation

The Swedish National Archives consult and work with a large number of actors. Collaboration is particularly close with the national organisations whose representatives are part of the Collaboration Council for Private Archives at the Swedish National Archives. In line with the instructions for the National Archives and the Ordinance on State Subsidies to Private Archives, in 2014 the agency decided, after consultation with the Collaboration Council, on subsidies to the archive of Sweden Finns amounting to SEK 290 000. In 2015 under the same system the Swedish National Archives awarded grants to the Sweden Finns’ archive amounting to SEK 300 000, with SEK 310 000 awarded in 2016. For information on the archives of the Institute for Language and Folklore, see below.

Reorganisation of the Institute for Language and Folklore

The Institute for Language and Folklore (ISOF) has a new organisation from 2015 which means that the Institute’s former department in Umeå has been closed down. The majority of the written collections and libraries formerly in the department in Umeå will continue to be located in Umeå but they are now in the Umeå city archives. ISOF carried out consultation with representatives for all three national minorities involved before the decision was made to geographically locate the collections in Umeå.

Responsibility for collections and activities rests with ISOF’s research departments in Uppsala. Regarding supervision and availability of the archive material located in Umeå, ISOF works with Västerbotten County Museum and the Popular Movement Archive in Västerbotten. The collaboration model gives the parties an opportunity to also work

together on various collection and research projects and to develop forms of mutual use of each other's skills, experiences and knowledge in the respective areas of operation.

The sound material from Umeå is currently placed in a climate-controlled archive in Uppsala and the material is being digitised. In about four years, all sound recordings will be available in digital form, available for researchers and interested members of the public, wherever they may be in the world. In addition to the digitisation in progress, digitisation is also carried out on request when required by the research community, among others.

Collection of new archive material is not dependent on the physical location of the archive but mainly on existing expertise. The new organisation means that the Institute is now better placed to recruit relevant competence, partly thanks to a balanced budget and a good research environment within the Institute.

Regarding the Institute's task in the Sami area, the Institute does not have responsibility for Sami language cultivation, which rests with the Sami Parliament. ISOF conducts a dialogue with the Sami Parliament on how the extensive collections of the Institute can better be made available to the Sami community. One complication is that much of the Sami material is integrated with other material.

Article 13 – Economic and social life

Funding for a study on Sami people with disabilities

There is currently insufficient knowledge of the situation of people with disabilities from the national Sami minority group. The Government has therefore reached a decision to grant the Nordic Centre for Welfare and Social Issues funding to carry out a study on what the living situation is like for Sami with disabilities and their relatives in the Sami administrative municipalities. The study will include a survey to the Sami administrative municipalities with questions on initiatives under the Act concerning Support and Service for Persons with Certain Disabilities and needs in the Sami language, knowledge of Sami life and culture among the different groups of staff, activities targeted towards the Sami population and the disabilities perspective within this, housing and transport services in relation to the needs of the Sami population, home health care, pre-school and schools, the connection to specialist support and special education, and work and employment. The final report on the study will be submitted on 15 January 2017.

Article 14 – Transfrontier exchanges

The Government considers that cooperation with our Nordic neighbours and other countries strengthens opportunities to develop the policy area. Bilateral contacts take place on an ongoing basis with the aim of exchanging knowledge and experiences. The major processes that are in progress are outlined below.

Work on a Nordic Sami convention is central to the Government's policy for the Sami people. Sweden launched negotiations in 2011. The Government has intensified the negotiations on a Nordic Sami convention in order to strengthen and clarify the rights of the Sami people to preserve and develop their language, their culture, their livelihoods and their community life impeded to the least possible extent by national borders. An important aspect of the negotiation work is ensuring that it has backing among the Sami people themselves. The members of the delegation negotiating the Nordic Sami convention comprise representatives of the Government Offices of Sweden and the Sami Parliament.

The negotiations surrounding a Nordic Sami convention are important endeavours in creating international law – international law which affects the Sami people to the greatest possible extent. It is therefore important that the negotiation work is able to be conducted as efficiently and as appropriately as possible. The Sami people live in three different countries but their interests in terms of work on a Nordic Sami convention can be considered to be shared. The fact that the Sami people live in three countries with three different Sami Parliaments, however, means that coordinating the views of the Sami people, through their publically elected representatives, is by no means an uncomplicated matter. The Government Offices of Sweden has therefore earmarked special funding for the Sami Parliamentary Council. The Sami people have a natural collaborative body in the Sami Parliamentary Council.

A Nordic Sami language prize, *Gollegiella*, has been founded by the ministers responsible for Sami issues and the presidents of the Sami Parliaments in Norway, Sweden and Finland. The language prize has been awarded every two years from 2004 onwards and seeks to encourage, develop or preserve the Sami language in Norway, Sweden, Finland and Russia. *Gollegiella* is awarded to individuals or organisations that have made a valuable contribution to encouraging, developing or preserving the Sami language. In 2016 Sweden is the host country for awarding the prize and the Government has commissioned the Sami Parliament to administer and pay out the prize money for *Gollegiella*. The award ceremony will take place in Stockholm in November 2016.

Sweden actively participates in work within the EU Framework for National Roma Integration Strategies up to 2020, and reports annually on how work on the Swedish strategy is being carried out. Since 2012 this work has partly been carried out through the network of national contact points for Roma inclusion set up by the European Commission. The aim is to drive the work of Member States on their Roma inclusion strategies by providing support and creating opportunities to exchange experiences and for in-depth discussions between the different government offices.

Sweden also annually attends meetings of CAHROM (Ad hoc Committee of Experts on Roma Issues), which answers directly to the Committee of Ministers of the Council of

Europe. The Committee's remit includes analysing the implementation of the national policies of Member States and contributing towards thematic exchanges of experience and good practice.

The Nordic group of civil servants on minority issues meets with a certain amount of regularity. The purpose of the group of civil servants is to exchange ideas and experiences among the government offices of the Nordic countries. The aim is to facilitate long-term knowledge transfer between the countries.

Sweden, Norway and Finland also work together on teaching materials for the Sami population; see further information under Article 8.

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