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**EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES**

**Fifth periodical report  
presented to the Secretary General of the Council of Europe  
in accordance with Article 15 of the Charter**

**SWEDEN**



REGERINGSKANSLIET  
Government Offices of Sweden

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

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

## Foreword

Strengthening the protection of national minority languages and the national minorities is a central element of Sweden's systematic work for human rights at national level. Since Sweden submitted its fourth report in October 2010, work on minority policy has continued to be strengthened. We are seeing an increase in knowledge about the national minorities and their languages in society, at the same time as there is a growing desire and interest on the part of the national minorities to strengthen their languages and rights.

Work to promote human rights is, however, a continually ongoing process. Despite the significantly higher ambitions that have been seen in recent years, a good deal of work will still be required before minority policy achieves its full impact at local, regional and national levels. Situations and circumstances change and new shortfalls or needs may arise, which may then require new measures and working methods.

The supervisory process of the Council of Europe is an important tool in the work of following up, evaluating and developing the protection of the national minority languages as part of Sweden's minority policy.

Sweden hereby presents its fifth report on measures that have been taken, up until 1 September 2013, in order to fulfil its commitments under the Council of Europe's European Charter for Regional or Minority Languages.

Stockholm, September 2013

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## **Introductory comments**

Sweden's fifth report to the Council of Europe on the European Charter for Regional or Minority Languages, submitted in accordance with Article 15 of the Charter, adheres to the revised outline for periodical reports that was adopted by the Committee of Ministers during the Committee's 1056<sup>th</sup> meeting on 6 May 2009. Special attention has been given to the issues highlighted by the Committee of Experts in its fourth evaluation report ECRML (2011) 4. The Government has chosen presentation option B for presenting part III.

In order to avoid repeating information given in previous reports with regard to commitments where no relevant changes have occurred since the Government's fourth report, the Government has chosen to refer to these reports instead. The same applies to the commitments for which, in its report, the Committee of Experts did not consider to require a revised assessment or another account of the implementation.

The Government wishes to begin its fifth report by drawing the attention of the Council of Europe to some special initiatives that have been significant for developments in the area since the fourth report. After this, an account is given of the measures taken in order to comply with the Committee of Ministers' and Committee of Experts' recommendations. This is followed by a report of developments under each Article.

### **Special initiatives**

#### *The Act on National Minorities and its follow-up*

The Act (2009:724) on National Minorities and Minority Languages ensures fundamental protection of the five national minorities in Sweden. This fundamental protection represents a minimum standard for minority efforts in Sweden.

Over and above this fundamental protection, there is strengthened protection for three of the national minority languages, Finnish, Sami and Meänkieli. This enhanced minority protection within the administrative area for the Finnish, Meänkieli and Sami languages aims at raising the status of the minority languages, making these languages visible and increasing public services in the minority languages.

Since 2010, municipalities and county councils have been able, after applying to the Government, to join the administrative area for Meänkieli, Sami or Finnish. These municipalities and county councils receive central government grants for the higher costs ensuing from their greater obligations under the Act. Sweden's decision on continued extension of the administrative areas means that enhanced minority protection for the minority languages has increased from seven

municipalities and one county council to 64 municipalities and twelve county councils in 2013. For more information, see under Article 7.1.b.

The County Administrative Board in Stockholm County and the Sami Parliament are responsible for following up application of the Act on National Minorities and Minority Languages and they submit annual reports to the Government. Like the Council of Europe's supervisory process, these annual follow-up reports are an important tool for following up, evaluating and developing protection of the national minority languages.

The budget allocation for minority policy was SEK 10 million a year in 2009 and was raised to SEK 80 million a year as of 2010. In 2011–2012, the allocation was over SEK 85 million per year, and as of 2013, it amounts to more than SEK 108 million per year, over SEK 11 million of which will be used for special initiatives for the Roma minority.

#### *Amendments to the Constitution*

The Sami people have already been recognised as an indigenous people and a national minority in Sweden. Since 1 January 2011 (Swedish Code of Statutes 2010:1408), the Sami people are also specifically mentioned in the Instrument of Government (see Chapter 1, Section 2, paragraph 6 of the Instrument of Government). That the Sami people occupy an exceptional position among the national minorities in Sweden has thus been clarified. A previous statute containing aims has simultaneously been replaced by an obligation on the part of public institutions to promote opportunities for the Sami people and other ethnic, language and religious minorities to preserve and develop a cultural and social life of their own.

#### *A coordinated and long-term strategy for Roma inclusion, 2012–2032*

On 16 February 2012, the Government decided on a coordinated and long-term strategy for the inclusion of the Roma over the period 2012–2032. This twenty-year strategy is to be seen as a strengthening of minority policy. The overall objective of the twenty-year strategy is that a Roma individual who turns 20 in 2032 is to have the same opportunities in life as people who are not Roma.

Apart from the ordinary funds that are available for the national minorities, the Government has allocated SEK 46 million for 2012–2015 for measures within the framework of the strategy for Roma inclusion. Culture and language are one of the strategy's six priority areas. The strategy emphasises, among other things, the importance of ensuring that the culture and language of the Roma are made visible, preserved and developed in accordance with the established objective of the national minority policy.

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

1. *Strengthen education for all regional or minority languages, by adopting a comprehensive and structured approach, based on the needs of the speakers and according to the situation of the languages.*

Since the last report, the Government has undertaken initiatives to strengthen the educational situation of the minority languages.

After the most recent round of reporting, education at pre-school and compulsory school levels has undergone a number of reforms. A new Education Act (2010:800), a new Education Ordinance (2011:185) and a new curriculum (Lgr11) now regulate the school sector. These reforms have required great efforts on the part of the Government and the authorities involved.

The Government has tasked a number of higher education institutions with responsibility for education in minority languages. In the Swedish system, such assignments are only given in special cases, so as to ensure that courses are put into place.

See also the answer under recommendation no. 4 and under Article 8.1.h.

2. *Ensure that "mother-tongue" education meets the requirements of the Charter and offers real and adequate language tuition, enabling pupils to achieve mature literacy in the languages concerned.*

The right to mother tongue tuition in the national minority languages is subject to less strict requirements than those for other mother tongue tuition. For these languages, it is not necessary for the language to be the daily means of interaction in the home or for a specific number of pupils to request mother tongue tuition. However, the requirement for a pupil to have fundamental knowledge in the language in order to be offered mother tongue tuition also applies to pupils requesting mother tongue tuition in a national minority language.

It is up to each education provider to decide whether, and in what way, pupils are to be offered mother tongue tuition in the national minority language. The teaching offered must comply with the same quality norms and requirements as other teaching in the school. The education provider is responsible for ensuring that local conditions comply with national regulations.

The National Agency for Education provides information via various initiatives to pupils, custodians, education providers and school staff

about the rights and obligations existing in the area, using, for example, information material, both printed and on the Agency's website, and on the information site [www.modersmal.net](http://www.modersmal.net).

The provisions of the Education Act that stipulate that pupils must have fundamental knowledge to be entitled to teaching in their national minority language are subject to review at the Government Offices. This review is expected to be completed in the autumn of 2013. The result of the review will later form the basis for an assessment of how best to deal with the issue and any changes that may be necessary. See also the answer under recommendation 1.

3. *Increase the amount of bilingual education available in Finnish and Sami, and establish bilingual education in Meänkieli.*

It is possible to organise bilingual teaching in years 1–6. The Ordinance (2003:306) on pilot projects with bilingual teaching in compulsory school also enables education providers to offer bilingual teaching in years 7–9 in languages other than Finnish. It is the municipalities and the individual education providers that are responsible for how they organise their activities and the teaching they offer under the national regulations. In a quality control report that included bilingual teaching (Report 2012:2), the Swedish Schools Inspectorate noted that education providers (and in this case, often municipalities) need to acquire better knowledge of pupil's linguistic backgrounds and how bilingual teaching could be organised to enable an expansion in this type of teaching.

The number of pupils in the Sami school, particularly in the school division of Kiruna, is expected to increase in the next few years. In order to ensure that parents are able to choose Sami schools or pre-schools for their children, the Government announced in the 2013 Budget Bill that the Sami Education Board will be allocated funds to enable an expansion of the Sami school in Kiruna and allow it to continue to run existing activities with the increased costs that ensue from larger numbers of pupils.

A further measure to strengthen teaching in Sami is the integrated teaching that municipalities are able to organise in years 7–9, after an agreement with the Sami Education Board. Since 2010, the Sami Education Board has received greater funding of SEK 1 million per year from the Government, to expand the scope of this teaching. For more information on integrated Sami teaching, see under items 161 and 175.

4. *Establish a dedicated and properly resourced system of teacher training for all regional or minority languages.*

In 2010, the Government assigned the former National Agency for Higher Education (HSV) with the task of proposing measures for enabling Sweden to comply better with the commitments of the Council of Europe's minority conventions with regard to access to teachers who can give tuition in and on the national minority languages. This task included undertaking a review of higher education courses in the national minority languages. In May 2011, HSV presented its findings in the report, entitled 'Läraryrsörjningen för de nationella minoriteterna – hur kan den tryggas?' (*Teacher supply for the national minorities – how can it be secured?*) (Report 2011:14). The report was circulated for formal consultation to 72 consultation bodies.

In its Budget Bill for 2013, the Government announced its intention to task some higher education institutions with responsibility for education in the minority languages. In the 2013 appropriation directions, the selected higher education institutions were assigned special undertakings and were allocated national responsibility and funds for building up and developing subject teacher training in each language as soon as possible.

In their efforts to build up and develop subject teacher training, these higher education institutions are required to take into account the special needs and conditions of each language and to conduct a dialogue with the national minority concerned. The higher education institution is required to cooperate with the actors involved in Sweden, and where relevant, also with actors in other countries that have experience of work with the language concerned.

The aim is for the education to be run in such an environment and maintain such a quality to enable compliance with the examination requirements of the Higher Education Ordinance (1993:100) appendix 2 (Examination procedures), and for the higher education institution to be thereby authorised to issue subject teacher qualifications in one or more of the Finnish, Sami, Meänkieli and Romani Chib languages. For people with sufficient knowledge of one language, a supplementary teacher training (KPU) consisting of 90 higher education credits may lead to a subject teacher qualification and thus a teacher certificate and entitlement to teach in the subject.

The annual report must state how the higher education institution is working on building up and developing subject teacher training in the above-mentioned minority languages. The Government will evaluate these special undertakings and intends to monitor how many subject teacher qualifications are issued where the minority language is included as a teaching subject.

National responsibility and funds allocated for the development of subject teacher training in minority languages:

<i>Institution</i>	<i>Language and SEK allocated per year</i>
Stockholm University	Finnish and Meänkieli SEK 2 500 000
Umeå University	Sami SEK 2 000 000
Södertörn University	Romani Chib SEK 2 000 000

On 30 April 2013, Stockholm University was given authorisation to issue a subject teacher qualification, directed at work in years 7–9 in compulsory school in the teaching subject of Finnish as a mother tongue language.

Since 2007, Lund University has a special undertaking for Yiddish, which will remain unchanged. This undertaking means that every year, Lund University is required to offer education in Yiddish. The annual report is required to state the number of places offered, the number of applicants, the number of full-time students and full-time equivalent studies. Higher education institutions other than those receiving special funds for the development of subject teacher training in minority languages may also, in their appropriation directions, be tasked with offering education in a specific language each academic year. This is the case, for example, with Uppsala University, which has been tasked with providing education in Finnish every academic year.

Apart from this long-term effort to build up subject teacher training in the minority languages, the Government has assigned, in August 2013, the National Agency for Education with the task of implementing a special initiative for strengthening access to teachers, primarily in Sami, Finnish and Meänkieli. This task includes ensuring that a suitable programme is organised and implemented in order to put in place at least twelve people working as mother tongue teachers in the national minority languages. In its efforts for this task, the National Agency for Education is to build up cooperation to enable municipalities, independent schools and others, on their own initiative, to increase the availability of mother tongue teachers in the minority languages, by using the same educational model. The teacher training that is organised must primarily correspond to the ordinary teacher training programmes that are directed at compulsory or upper secondary schools, but it must be adapted to each person's previous knowledge, needs and conditions. A first report on implementation of this assignment is to be submitted to the Government in November 2014.

People belonging to the national minorities are also included in the efforts of the Government via *Lärarlyftet (Boost for Teachers)* and *Vidareutbildning av lärare utan lärarexamen (VAL) (Further education of unqualified teachers)*. The aim of the Boost for Teachers initiative is to

provide qualified teachers with the opportunity to supplement their qualifications to authorise them for all the teaching they undertake. VAL means that teachers who are working in schools without a teaching qualification can supplement their previous education at seven higher education institutions to achieve a qualification. The point of departure is the requirement for higher education institutions to take into account the student's previous experience as a teacher and to offer individualised programmes to make it easier, and shorten the period of study for individual students.

5. *Create teaching and learning materials, for all regional or minority languages.*

The decentralised structure of the school system has led to individual education providers being responsible for the material used in teaching. This also applies to the national minority languages. Thus in Sweden, central government has no general responsibility for teaching materials. However, since the number of pupils who participate in mother tongue tuition in the national minority languages is lower than what, in many respects, is commercially viable, the Government has seen the need for central government initiatives to ensure the diversity of teaching and learning material. This has been done via continuing Government remit to the Sami Education Board and the National Agency for Education to produce material.

Within the framework of the Government's strategy for Roma inclusion over the period 2012–2032, the National Agency for Education has been tasked with promoting the development and production of books and other teaching tools for children, young people and adults in all the varieties of Romani Chib. This work has been implemented after consultation with teachers of Romani Chib and Roma representatives, and will result in nine different types of school material, which in principle are to be ready for the autumn term of 2013. In 2012, the Sami Education Board has translated and printed a number of work books in North and Lule Sami and a South Sami version is in the process of being produced. A Lule Sami reading book is being produced and a school dictionary in North Sami is in the process of being completed.

In addition, central government may inform the publishing sector, Svenska Läromedel (*Swedish Teaching Material*) and the Swedish Association of Educational Writers of the views received to draw the attention of the publishing sector to the problem. To some extent, this is already taking place through a dialogue between authorities at the local and national levels on the one hand and the publishing industry on the other.

On the Tema Modersmål website, the National Agency for Education has also collected children's books, music and other resources for multilingual children at pre-school. Mother tongue teachers have translated and dictated books that children can listen to directly on the web. Information is also available on how pre-schools work with multilingual material, on reading tips for teachers, links to Swedish and international websites and advice on how this material can be loaned/purchased. Several of the books are available in Finnish, Meänkieli and the different varieties of Sami.

Utbildningsradio (UR), the Swedish Educational Broadcasting Company, is one of the programme companies within the Swedish public service sector. Among its services, UR offers UR Play TV programmes in the national minority languages. The UR broadcasting licence states that the company has special responsibility for producing material for the national minorities and much of this is available via this open portal. Schools have access to more material at UR than do the general public. As part of its work of making available previously broadcast material, the UR Open Archive was launched on 16 April 2013. The Open Archive contains entire programmes and series of programmes in the national minority languages and others. Since the Archive is free and open to all, the material can be used by teachers as a supplement to their teaching in the national minority languages.

For one of the varieties of Sami that is most under threat, South Sami, a new teaching aid was launched in 2011. OAHPA Áarjel! is a teaching aid that provides opportunities for choice that can be adapted to the user's linguistic level. The programme is suitable both for young people and adults and is available on the Internet. This teaching aid has been written in cooperation between the Aajege - Samisk språk och kompetens senter i Röros (the Aajege-Sami Language and Skills Centre in Röros), the Centre for Language Technology at Tromsø University and the Sami Language Centre at the Sami Parliament.

In order to also promote Sami at pre-school, the knowledge box Jågløe has been produced and distributed to 425 pre-schools in the Sami administrative area. As well as containing inspiration material such as memory cards, pictures, songs and rhymes to strengthen the Sami language, the idea of the box is to promote knowledge about the Sami people and Sami culture among pre-school children

More information on teaching and audiovisual materials is given under Article 8.

**Description of developments with regard to the general provisions, part I, as a result of the Committee of Experts' questions and recommendations**

*15. (box) The Committee of Experts strongly urges the Swedish authorities to take pragmatic steps to collect, in agreement and co-operation with the speakers, reliable data on the number and geographic distribution of the speakers of regional or minority languages.*

As mentioned in previous reports, Sweden does not compile official statistics regarding the ethnic origins of individuals, only information with regard to citizenship and country of birth. This is because no methods are available for assessing ethnic origin that are both ethically acceptable and scientifically reliable. There are thus no official statistics with regard to ethnic, linguistic or cultural affiliation. For an estimate of the number of speakers of minority languages and their geographical distribution, previous reports are referred to.

On the other hand, collected data and knowledge about national minorities are available, based on different types of qualitative and quantitative studies, where participants have contributed voluntarily. For example, the National Institute of Public Health was tasked with a study of the health situation of the national minorities and with presenting proposals for how health-promotion and preventive public health efforts could be run among these groups. The findings were reported in April 2010. Based on these findings and the views expressed by minority organisations, the National Institute of Public Health was given a new assignment at the end of 2012. The aim is for a consultative forum consisting of representatives of the national minorities to study the need and conditions for collecting data on the health situation of the national minorities and possible methods that could be suitable for each group. The Institute is to report its findings in November 2013.

Apart from this, on 4 December 2011, the Government tasked the Equality Ombudsman (DO) with undertaking a pilot study on methods for investigating the composition and conditions of life of the population. One of the aims of this task was to study the possibilities of collecting information on the conditions of life among the population. This would be done based on the number of people who identify themselves as belonging to Sweden's national minorities. The aim was also to enable separate reporting of the grounds for discrimination in the Discrimination Act (2008:567), which are not currently reported in official statistics.

The findings of the pilot study were reported by the DO in November 2012. It is clear from the study that there is currently no general method that is suitable for collecting information on the national minorities. To enable investigations over a longer period, special solutions are required for each group instead. However, these special solutions mean that the investigations would make comparisons between different groups difficult, which could also be a problem from a minority policy

perspective. Another factor pointed out by the Equality Ombudsman is that, before investigations are undertaken systematically, there must be an acceptance in each group, which does not exist in all minority groups at present.

Thus a number of challenges remain before Sweden can take a position on whether it is suitable to compile statistics on minority language-speakers and their geographical distribution and the methods that would be suitable, were this to be the case, both in legal terms and from the perspectives of the minority groups themselves.

*41. The Committee of Experts asks for information concerning the state monitoring of the implementation of the law and would like to receive information about more examples of policy initiatives undertaken by public bodies.*

The aim of the follow-up system that was introduced in 2010 is to improve the Government's ability to monitor further developments in the area. As mentioned in the former report, the follow-up system consists of different parts.

- The minority policy objective has been made tangible and broken down into a number of sub-sections, so that the effects of minority policy can be followed up within each sub-section.
- Responsibility for follow-up has been introduced, in which the County Administrative Board in Stockholm County and the Sami Parliament have been assigned responsibility for following up the implementation of minority policy. These authorities also provide assistance to other administrative authorities through advice, information and similar activities related to the application of the Act (2009:724) on National Minorities and Minority Languages. The aim is to facilitate work at the municipal level. An annual follow-up report is submitted to the Government.
- Measures to increase knowledge on the Act (2009:724) on National Minorities and Minority Languages and the rights that are held by the national minorities.
- Better communication between public authorities.

The County Administrative Board in Stockholm County and the Sami Parliament have been assigned responsible for following up application of the Act on National Minorities and Minority Languages and they submit annual reports to the Government. Follow-up is based on the Act on National Minorities, the minority policy objective and its sub-sections. The annual follow-up report from the Sami Parliament and the County Administrative Board in Stockholm County is based on information collected annually from all administrative municipalities, other municipalities, county councils and central government

authorities. The County Administrative Board in Stockholm County and the Sami Parliament have developed a web-based formula that makes it possible to compare developments in the area from year to year. Based on the latest follow-up report, it can be seen that work in the field of minority policy gives results since most of the municipalities included in the administrative areas currently comply with their commitments under the Act on National Minorities and Minority Languages. The need for different types of initiatives at local, regional and national levels continues, however, to be large, particularly outside the administrative areas. Outside the administrative areas, where only the statutory basic protection for national minorities applies, knowledge about minority rights and central government's responsibility for them, continues to be minimal.

Since 2010, the County Administrative Board and the Sami Parliament have undertaken a number of, often annual, initiatives to support municipalities and county councils. Some examples are:

- implementation of different information meetings, conferences and educational seminars for municipalities, county councils and authorities,
- visits to all the municipalities in the administrative areas,
- annual dialogue meetings with representatives of the national minorities,
- the production and distribution of information material to municipalities, county councils and minority representatives,
- meetings with specifically designated government authorities,
- The development of an intranet within the website [www.minoritet.se](http://www.minoritet.se), in order to facilitate the work of the authorities concerned,
- distribution of the Sami Parliament's language manual to Sami administrative municipalities, and
- the production and distribution of a manual for minority efforts, directed at municipalities and county councils.

As part of the work of coordinating authorities, eleven authorities were tasked in 2010–2012 with following up, analysing and reporting their internal efforts, based on the three sub-sections of minority policy: discrimination and vulnerability; influence and participation, and language and cultural identity. These authorities are the National Police Board, the National Board of Health and Welfare, the National Institute of Public Health, the National Agency for Education, the Swedish Schools Inspectorate, the former National Agency for Higher Education, Lantmäteriet (the Swedish mapping, cadastral and land registration authority), the Equality Ombudsman, the National Board for Youth Affairs, the Election Authority and the Swedish Arts Council.

The Committee of Experts would like to see examples of initiatives taken by these authorities. In its work on combating discrimination and vulnerability, the National Board for Youth Affairs has provided support to a number of activities working against discrimination, racism and intolerance and thereby combating exposure of national minorities and others to such phenomena. In addition, funds have been granted to activities being run by the groups themselves. Both the Jewish Central Council and the National Roma Youth Association have been granted project funds for initiatives to combat racism and intolerance. Several authorities have also taken initiatives designed to raise levels of knowledge aimed at combating the vulnerability of minority groups, and in the National Agency for Education's courses for further training for teachers, special attention has been given to issues related to national minorities in pre-schools and schools. At the National Police Board, a review is underway of the three-year national policy and plan for diversity and equal treatment that expired in 2012, aimed at including efforts for the national minorities.

Within the sub-section of influence and participation, it can be mentioned that several of the authorities have held consultative meetings and that some of them have been coordinating these meetings since 2010. This coordination has been appreciated by representatives of minorities. Over the period 2010–2012, there has been a positive development in the way in which authorities are providing minority groups with opportunities for influence in planning, implementation and follow-up of initiatives that particularly involve the national minorities. The National Board for Youth Affairs has granted funds to organisations for young people who belong to the national minorities, among other things, for the formation of a common platform for Sweden's national minority youth associations. Grants have also been allocated for the organisation of women and for gender equality projects.

Within the third sub-section, language and cultural identity, the Swedish Arts Council, for example, has monitored the regions' efforts to promote minority languages and culture via the new cultural cooperation model. This is a new model for distributing certain central government funds to regional cultural activities. The model was introduced in 2011 and the aim is to bring culture closer to the citizens and to provide the conditions for greater regional influence and responsibility.

The National Board of Health and Welfare has begun a project aimed at identifying the elderly care for Sami people offered by the administrative municipalities and the views of Sami people on how elderly care could, and should be run. The National Board of Health and Welfare has also held consultations or dialogue meetings with representatives of the Roma, the Sami, the Tornedalers and the Swedish Finns. In addition to

this, a dialogue meeting with Roma representatives has been held, focusing on children and young people, and a consultation meeting was held with representatives of the Jewish community in Stockholm in March 2013.

In 2011, the National Police Board published information on its external website ([www.polisen.se](http://www.polisen.se)), in the national minority languages, on how to report crime, contact the police, apply for a passport, the rules that apply to traffic and possible support for the victims of crime. In addition, over the period 2010–2012, the National Police Board has written to the 21 police authorities, requesting their submission of reports regarding their efforts within minority policy. The police authorities state that, when requested, they use interpreters in contacts with people belonging to one of the national minorities. Some of the police authorities also state that they have produced information specific to their own authority, in addition to information that has been made available on the Swedish Police's external website. One police authority also reports that it is participating in a cooperation project with a municipality, aimed at revitalising and developing the Sami language.

Beginning in 2013 and in order to actively continue to promote and speed up implementation of reforms at the national level, the Government has assigned several of the eleven authorities that were tasked in general with following up and analysing their initiatives on the basis of the minority policy objectives over a three-year period, with a renewed and more targeted task within the framework of their own areas of responsibility. The authorities that were given a renewed and more precise task in 2013 are the National Board for Youth Affairs, the Swedish Arts Council, the Swedish Schools Inspectorate, the National Agency for Education and the National Institute of Public Health.

With regard to Lantmäteriet's (the Swedish mapping, cadastral and land registration authority) work on place names, see the answer under Article 10.2.g. With regard to the National Board of Health and Welfare and the National Institute of Public Health, see also the answer under Article 7.1.d.

*46. The Committee of Experts encourages the Swedish authorities to clarify the status of Elfdalian as a language or dialect through, for example, commissioning an independent scientific study, in co-operation with the speakers.*

The Ministry of Employment held a meeting with representatives of Elfdalian on 14 March 2013, to discuss the situation of Elfdalian. Ahead of the meeting, a thorough survey was made of written material in the form of reports and other available written information on Elfdalian and its status. The meeting was also attended by representatives of the

Swedish Institute for Language and Folklore (ISOF). Notes from the meeting have been sent to the meeting participants.

Representatives of Elfdalian at the meeting expressed concern for the future of Elfdalian and pointed especially to the fact that many children lose their Elfdalian in connection with going to school.

In view of this meeting on 14 March and the written material available regarding Elfdalian, the Ministry states the following:

- There is no absolute consensus among linguists on whether Elfdalian is a language or a dialect. The general view in Sweden, however, is that Elfdalian is a dialect.
- Doreta Melerska's thesis 'Älvdalska- mellan språkdöd och revitalisering' (Elfdalian –*Between death and revitalisation of the language*) from 2011, shows that there are few domains of use for Elfdalian and that few parents speak Elfdalian with their children. According to her study, only 5 per cent (45 individuals) of children under 15 years of age can speak Elfdalian.
- According to people from Älvdalen, there are 12 different varieties of Elfdalian spoken today. There are fears among linguists that standardisation of Elfdalian would destroy the dialectal diversity currently existing in Älvdalen. Attempts at codifying Elfdalian in writing have met with opposition from people speaking Elfdalian.
- A recognition of Elfdalian as a minority language would probably mean that demands would emerge from groups speaking other dialects for these to be designated minority languages as well. In all probability, this could lead to the purpose of the European Charter on Regional or Minority Languages being undermined.

All in all, the Government finds no reason to review its previous position with regard to Elfdalian. As mentioned in previous reports, however, the Government considers that there is great value in preserving Elfdalian as part of the Swedish cultural heritage and that it is desirable for Elfdalian to be passed on to new generations.

*52. The Committee of Experts welcomes the support of the Sami Language Centre and of the authorities towards the revitalisation of Ume Sami and encourages the Swedish authorities to continue its efforts, most notably in relation to language acquisition and research. It also asks the authorities to clarify to what extent Ume Sami is specifically promoted by the Sami Language Centres.*

Various initiatives are being taken to revitalise Ume Sami at national and municipal levels. In 2010–2012, Ume Sami was included in 18 per cent of the applications received by ISOF for grants to revitalisation projects.

Projects that have been granted funds include a number of language immersion projects in Ume Sami in Ammarnäs and Lycksele. In several cases, these immersion projects have also received funding from the administrative municipalities concerned.

At Umeå University, university courses have been held in practical Ume Sami. The number of participants in these course, according to the Sami Parliament, was considered to be high in comparison with the number of speakers; in 2010–2011, 24 students took part and during academic year 2011–2012, eleven people.

The Sami language centre's work includes methods development initiatives to strengthen conditions for individuals to use and reclaim the Sami language and is intended to meet the needs of the Sami in reclaiming their language, regardless of its variety, through its activities in Östersund and Tärnaby. The aim is for the methods being developed to be used for all Sami varieties, and thus also Ume Sami. The Sami information centre has also contributed to the translation into Swedish, of a Master thesis in sociolinguistics on the use of Ume Sami and North Sami within reindeer husbandry in bilingual Sami villages, so that publication of the thesis could be assured in Sweden.

At the municipal level, primarily in the administrative municipalities in the area in which Ume Sami is spoken, a number of different activities are underway, in order to support and promote Ume Sami in various ways. Since January 2013, one municipality within the Ume Sami area is running a language revitalisation project to strengthen the national minority languages, where Ume Sami is included as a natural component. The project aims at finding other ways of strengthening languages, apart from mother tongue tuition. There are some municipalities within the Ume Sami area that are running outreach activities to inform Sami families of their rights and to encourage them to apply for mother tongue tuition for their children. Another municipality has offered its employees further training in Ume Sami at Umeå University, based on a survey of its personnel's language knowledge in 2012. This course has been funded by the municipality and held in working hours. Otherwise, the municipalities note an increased demand for pre-school and mother tongue tuition in Ume Sami. The lack of teachers, however, is a matter of concern and the solution for several of the municipalities has been to purchase teaching from other municipalities. Within elderly care, the demand is small, but several municipalities organise activities with a Sami theme for older people.

## **PART II. Description of developments under part II of the Convention**

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

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

For more information on this, the previous report is referred to.

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

This enhanced minority protection within the language administrative areas for Finnish, Meänkieli and Sami aims at raising the status of these minority languages, making the languages visible and increasing public services in the minority languages. In recent years, these areas have been extended to more municipalities. After an application to the Government, five municipalities were approved for an administrative area in 2011, nine in 2012, and eight in 2013. This means an extension from seven municipalities and one county council in 2009 to 64 municipalities and twelve county councils in 2013. In appendix 3, a map is given of the administrative areas for Finnish, Sami and Meänkieli.

The Swedish Government considers that opportunities for municipalities to apply for membership of an administrative area are a good way of strengthening minority policy in accordance with the minority policy strategy. Being part of an administrative area means taking on greater municipal responsibility for following the legislation that is to protect the national minorities.

It is particularly the need for elderly care and pre-school activities in minority languages in these municipalities that has actively promoted the increase in the interest of municipalities in wanting to join an administrative area. In the opinion of the Government, the increase in the number of municipalities that actively take a position on joining an administrative area indicates that interest and understanding for the Government's minority policy and the needs of the national minorities have been strengthened.

The substantial expansion of the administrative areas since 2010 means that the need for support has increased among the municipalities, county councils and central government authorities involved. The Government has therefore allocated special resources for coordination, measures to raise the level of knowledge and information and training initiatives, primarily in administrative municipalities. The County Administrative Board in Stockholm County and the Sami Parliament have thereby been able to undertake a number of initiatives, including a large number of information meetings, conferences and seminars.

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

*84. (box) The Committee of Experts encourages the Swedish authorities to ensure that Yiddish and Romani Kalé benefit from adequate practical and financial support from the Language Council of the Institute for Language and Folklore.*

The Language Council, which is part of ISOF, has reference groups for Romani Chib and Yiddish, as it has for the other national minority languages, for which the agency has language conservation (corpus planning) responsibility. ISOF has two full-time employed Roma language consultants, one of whom has Romani Kale as their mother tongue.

The initiatives implemented include a study of the need for language conservation initiatives for Yiddish and language seminars on, translations into, and the purchase of linguistics literature in, Romani Chib.

On the Language Council's website, news and information texts on Yiddish are available. Translations to Yiddish have been made when needed, and a transcription system for the spelling of Yiddish with Latin letters is in the planning stage. In addition, the Language Council has published material in different varieties of Romani Chib on its website. The Language Council provides advice and recommendations on Romani Chib via email and telephone.

ISOF grants funds for revitalisation projects, including those involving Romani Chib and Yiddish. The distribution of grants has been as follows in the three-year period during which revitalisation initiatives for national minority languages have been underway:

- In 2010, SEK 171 000 was granted for Yiddish and SEK 542 000 for Romani Chib.
- In 2011, SEK 641 000 was granted for Yiddish and SEK 557 000 for Romani Chib.
- In 2012, SEK 515 000 was granted for Yiddish and SEK 538 000 for Romani Chib.

For more information on the distribution of revitalisation grants, see under item 85.

*85. The Committee of Experts asks the Swedish authorities to provide more detailed and language-specific information on the allocation of funds in the next periodical report (ISOF).*

During the period 2010–2013, ISOF has had some SEK 4 900 000 at its disposal for language conservation and revitalisation initiatives for the national minority languages, SEK 1 million of which were annually for

language conservation and SEK 3 900 000 annually for revitalisation measures. In addition to this, further initiatives involving the national minority languages are funded from the ISOF framework appropriation.

Initiatives for revitalising the national minority languages have primarily been taken via the granting of funds to revitalisation projects in accordance with the Ordinance (2010:21) on government subsidies to initiatives supporting the national minority languages. All the national minority languages are included in this support. When distributing funds, language projects that focus on children and young people, and reading-promotion projects have been given special priority. In addition, projects focusing on language as the bearer of culture and the transmission of language between generations have been promoted.

Most of the revitalisation projects have been implemented in the form of language camps, language immersion or language clubs, where games and play activities have been part of learning the language. On the whole, the number of participants has varied between 12 and 60 people and the participants have mainly been children or young people. Revitalisation projects aim, however, at being intergenerational. The main purpose of language revitalisation projects is to strengthen knowledge of the national minority languages by teaching children, young people and adults to speak, read and write and increasing their vocabulary. Another purpose is to develop a temporary, single-language environment in which children and young people are given the opportunity, in active and natural forms, to continually speak minority languages with the help of older people's initiatives.

In the last three years, it has emerged that there is a lack of continuity in language learning. For example, insufficient attention has been given in these projects to the need for repetition, time and continuity in order to learn a language. ISOF therefore intends to encourage and, in future, prioritise more extensive and well-prepared projects that also stimulate continued revitalisation after the conclusion of the project.

Project applications are dealt with in a reference group appointed by ISOF. This group contains representatives of the five national minorities. The reference group prepares applications and presents a joint proposal for the distribution of grants. Decisions on grants are made by ISOF's Director-General. It is worth noting that the number of applications has markedly declined during the years. The reason for this decline, however, is unclear. The distribution of funds has been as follows during 2011 and 2012.

### **Government grants in 2012 for initiatives to support the national minority languages**

	<i>Number of eligible applications</i>	<i>Number of applications approved</i>	<i>Sum of grants (SEK 1000)</i>	<i>Share of total sum of grants</i>
Finnish	30	10	627	18 %
Yiddish	5	3	515	15 %
Meänkieli	8	5	799	23 %
Romani Chib	15	4	538	15 %
Sami	19	10	971	28 %
Several languages	3	1	50	1 %
<b>Total</b>	<b>80</b>	<b>33</b>	<b>3 500</b>	<b>100 %</b>

### **Government grants in 2011 for initiatives to support the national minority languages**

	<i>Number of eligible applications</i>	<i>Number of applications approved</i>	<i>Sum of grants (SEK 1000)</i>	<i>Share of total sum of grants</i>
Finnish	57	17	832	24 %
Yiddish	10	5	641	18 %
Meänkieli	9	4	504	14 %
Romani Chib	19	8	557	16 %
Sami	24	10	966	28 %
Several languages	3	0	0	0 %
<b>Total</b>	<b>122</b>	<b>44</b>	<b>3 500</b>	<b>100 %</b>

In 2012, the special funds at ISOF's disposal for language conservation initiatives for minority languages have mainly been used for initiatives for Romani Chib and to a lesser extent, Meänkieli, Finnish and Yiddish. A special initiative has been taken to spread knowledge about, and show good examples of language conservation and revitalisation efforts for Romani Chib among the Roma.

A small portion of the funds from the appropriation has been used for translation into Sami and for a newly-established minority language prize. This prize is awarded annually to a person or an organisation that has made significant contributions towards minority languages in Sweden. This may, for example, be a matter of language policy work, interpretation and translation, or pedagogical work.

*86. According to information at the disposal of the Committee of Experts, the Swedish Government plans to change its funding system for cultural activities, organisations and smaller 16 archives. In future, such bodies are to be funded by a regional funding system only. It is not clear to the Committee of Experts what effect this may have on the national or umbrella organisations for*

*regional or minority languages that are currently being funded on a national level. The Committee of Experts asks the Swedish authorities to clarify this issue in the next periodical report.*

See the answer under Article 12.1.a and 12.1.g. with regard to the cultural cooperation model.

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

*93. The Committee of Experts welcomes these positive developments, and looks forward to receiving information on the practical application of these legal rights and obligations in the next periodical report. (elderly care in minority languages)*

*Health and medical care*

The Government considers it important that health and medical care providers increase the pace of their work on translating information into the minority languages. In June 2012, therefore, the Government decided to allocate SEK 3 million for the development of information in the national minority languages on the [www.1177.se](http://www.1177.se) and [www.umo.se](http://www.umo.se) websites. The website [www.1177.se](http://www.1177.se) contains health and medical care information and [www.umo.se](http://www.umo.se) provides information, support and advice on issues related to health, sex and relations, to young people between the ages of 13-25.

Since the last report, the National Institute of Public Health and the National Board of Health and Welfare have translated several documents and texts directed at the general public into the national minority languages. Information material that was distributed in connection with the swine influenza epidemic and information on the vaccination of children and translated into Finnish and Romani Chib can be mentioned as examples here.

The National Board of Health and Welfare has also published an information sheet 'New Act on National Minorities and Minority Languages' (5/2010) and an accompanying pocket-sized folder to disseminate knowledge on the new Act and to provide support for staff in health and medical care and the social services. The accompanying folder describes briefly and simply the most important aspects of the Act (2009:724) on National Minorities and Minority Languages and gives advice on where to find more information. The folder is free and began to be disseminated in the autumn of 2011. The effect expected is that individual people from the national minorities will feel that knowledge is increasing within health and medical care and the social services.

In 2012, the National Board of Health and Welfare adopted translation and interpretation guidelines that state that general information on the activities of the agency and the rights of the national minorities is to be available in all the minority languages on the external website. The same year, the National Board of Health and Welfare produced a web-based tool that offers each employee the opportunity to voluntarily state the languages of which they have a command and which they could consider using in their work, for example, by assisting colleagues and target groups with minor translation and interpreting tasks.

#### *Elderly care in minority languages*

Since 1 January 2009, it has been possible for municipalities to use freedom of choice systems under the Act (2008:962) on systems of choice in the public sector (LOV). The aim of the reform is to create greater freedom of choice for the individual user by increasing the diversity of actors and the supply of services, within such sectors as elderly care. By enabling users themselves to choose the provider of a service, conditions are improved for being able to offer elderly care in the different minority languages, since representatives of the ethnic minorities themselves are able to offer certain community services in the municipalities that have chosen to introduce a freedom of choice system. At present, 133 municipalities have already implemented LOV and a further 42 municipalities have decided to implement it. The profiling of operations that has already taken place is often a matter of staff having special language skills. According to reports from the National Board of Health and Welfare, in 2012 there were around 900 care providers throughout the country that are active within the freedom of choice system. In some fifty municipalities, there are individual providers offering some type of special focus and/or special skills in their operations. In some 40 of these, this is a matter of special language skills, including staff who speaks Finnish. In some municipalities, elderly care that offers language skills in one or more of the minority languages is also offered by the municipalities themselves. One example of such housing is the home for the elderly in Kiruna, which was inaugurated in 2013 and offers elderly care for people who speak Finnish, Meänkieli or Sami.

The National Board of Health and Welfare has initiated a project that is to describe the elderly care offered by the 19 Sami administrative municipalities and the views of the Sami themselves on how elderly care in Sami could, and should be organised. The project has three objectives: to generate knowledge, to drive developments forward towards elderly care whose design is based on the needs of the national minorities and to develop and test new forms of consultation. The National Board of Health and Welfare's interest in the issue has been a support for local activities, aimed at developing elderly care in the minority languages. A report will be published in the autumn of 2013.

On 24 March 2011, the Government decided to appoint an Inquiry Chair tasked with presenting proposals for how the patient's position within, and influence over health and medical care could be strengthened (ToR 2011:25). The Inquiry presented its first interim report 'Patientlag' (*Patient legislation*) (Swedish Government Official Reports 2013:2) in January 2013. According to the Inquiry's proposals, the information that the patient is entitled to receive should be clarified and adapted to the recipient's age, maturity and language background.

Even according to today's legislation the patient must be given individually adapted information about his or her health status and on the methods for examination, care and treatment that are available. However, the Inquiry's proposals also mean more specific directions and clarification of the information obligation within health and medical care, such as, for example, higher demands for information to be individually adapted, in terms of language and so on. The Inquiry's proposals are currently being prepared at the Government Offices.

#### *Making visible*

See the answer under Article 10.2.g concerning place names in minority languages and the answer under Article 11 regarding radio and TV broadcasts.

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

*108. The Committee of Experts asks the Swedish authorities to report on measures taken to facilitate and support such co-operation between different minority language groups in the next periodical report.*

Since the last report, different measures have been taken, aimed at promoting and facilitating contact and at supporting cooperation between the national minority groups. One or two examples are given below.

In the Government Bill 'Från erkännande till egenmakt – regeringens strategi för de nationella minoriteterna' (*From Recognition to Empowerment – the Government's Strategy for the National Minorities*) (Government Bill 2008/09:158), the Government made the assessment that there was a need for gathering expertise, primarily among the national minorities, with knowledge of the situation for each minority language, experience from active revitalisation work and knowledge of current efforts in the field. To collect this expertise, the Government decided in 2010 to appoint a reference group for revitalisation of the national minority languages. In 2010–2012, this group has constituted an arena for dialogue and the exchange of experience between the national minorities regarding revitalisation issues, aimed at gaining more in-

depth knowledge, disseminating experience and coordinating initiatives in the area. The reference group's final report describes, among other things, the challenges involved in the work of revitalising the minority languages and the needs existing for a similar arena for cooperation between minority groups in the future.

In February 2012, representatives of young people who belong to the national minorities gathered for the first time at a consultative meeting with the Minister responsible for minority policy, Erik Ullenhag, at the Ministry of Employment. The aim of the meeting was to provide an opportunity for the exchange of experience and views on Sweden's minority policy. It was also an opportunity for the representatives to discuss important issues with young people from other national minorities. As a result of this discussion meeting with young people, a platform has been created for the national minorities' youth organisations. The platform will enable the exchange of knowledge and experience between these organisations and will be run in cooperation with the Svenska Tornedalingars Riksförbund (STR-T) (the Swedish association for Tornedalers), the Jewish Youth Association in Sweden, the Finnish-Swedish Youth Association, the Sami Parliament Youth Council and the magazine Sàminuorra. The National Board for Youth Affairs has granted project funds for the platform.

Another area in which cooperation between the national minorities takes place is work on the *minoritet.se* website. The Sami Parliament is responsible for the website for the national minorities ([www.minoritet.se](http://www.minoritet.se)). In order to get the national minorities involved in the development of the website, a council will be set up with representatives of all the national minorities.

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

*112. (box) The Committee of Experts urges the Swedish authorities to adopt a comprehensive and structured approach to strengthening the teaching and study of all regional or minority languages.*

See the answer under the Committee of Ministers' recommendations nos. 1, 2 and 4, and under Article 8.

*119. The fourth periodical report does not provide any information with regard to the teaching of regional or minority languages at förskoleklass level.*

The curriculum for the pre-school (Lpfö 98, revised in 2010) states that an awareness of one's own cultural heritage and participation in other peoples' culture are to contribute to children developing their ability to

understand and appreciate the conditions and values of other people. Children belonging to the national minorities can be given support in developing a multicultural identity at pre-school. According to the Education Act (2010:800), teaching at the pre-school and in the pre-school class should also contribute towards ensuring that children who have a mother tongue other than Swedish have the opportunity to develop both the Swedish language and their mother tongue.

Some municipalities are to provide parents with the opportunity to place their children in a pre-school or equivalent, where all, or parts of the activities are conducted in Sami, Finnish or Meänkieli. This right applies to the municipalities that are part of the administrative areas for Finnish (48 municipalities), Sami (19 municipalities) or Meänkieli (6 municipalities). The supervisory agency, the Swedish Schools Inspectorate, has undertaken targeted supervision (reg.no. 40-2011:3022) in the area to ensure that the municipalities fulfil their obligations. This supervision showed some shortfalls in part of the municipalities' activities. The Swedish Schools Inspectorate continually follows up the shortfalls that emerged in its review.

*128. (box) The Committee of Experts again strongly urges the Swedish authorities to devise innovative solutions to the lack of Romani-teachers in co-operation with the speakers.*

During its work on the report 'Lärförsörjningen för de nationella minoriteterna – hur kan den tryggas?' (*Teacher supply for the national minorities – how can it be secured?*), the authority that was then responsible, the National Agency for Higher Education, held consultative meetings with representatives of the national organisations for the national minorities on several occasions. The report's proposals have formed the basis of the deliberations and changes that the Government has implemented in recent years.

As previously mentioned in the report, in its Budget Bill for 2013, the Government tasked Södertörn University with national responsibility and funds for building up and developing subject teacher training in Romani Chib as soon as possible. The funds allocated for this purpose amount to SEK 2 000 000 per year. In this work, the University is to take account of a dialogue with the national minority concerned. The University is also required to cooperate with the actors involved in Sweden, and where relevant, also with actors in other countries that have experience of work with this language. The University is required to build up a programme in Romani Chib, based on the aim of offering education in Romani Chib every academic year beginning in 2014. The Government intends to return to the issue of evaluation of this special undertaking.

In the autumn of 2008, an agreement was drawn up between the Education Department in Stockholm City and Södertörn University regarding a contract educational programme directed at three unqualified Roma teachers. In principle, this teacher training programme followed the ordinary teacher training programme, with the focus on pre-schools, the pre-school class and the earlier years of compulsory school. A few partial courses were merged and the programme included a specialisation of its own on Roma history and the current situation of the Roma. The Roma teachers received their qualifications at an examination ceremony in October 2010.

*130. (box) The Committee of Experts again urges the Swedish authorities to increase the availability of teaching in or of Yiddish, in particular in Gothenburg, Stockholm and Malmö.*

The Vasa Real School in Stockholm has applied for, and been granted permission by the National Agency for Education to organise a special programme in Jewish studies. Pupils taking this special programme are also to be offered the chance of selecting Hebrew and Yiddish, as their language choice. Apart from this, Hillel School in Stockholm has offered teaching in Yiddish outside the ordinary teaching.

Lund University has had national responsibility for Yiddish since 2007 and the University has received funds for building up the programme in order to increase access to teaching in Yiddish. This has resulted in Lund University being able to offer in 2012, for the first time, a course at BA level in the subject of Yiddish. A total of 71 places were offered, 12 of which at BA level and 12 in a web-based beginner course. These places were applied for by 118 people, 69 of whom were first-choice applicants. The number of full-time students was 12 and the number of full-time equivalent studies was 6.

In the autumn term of 2012, Lund University provided courses on the campus and distance courses in the language as well as in Jewish culture and history. The courses are provided at beginner, basic and advanced levels. Teaching takes place in Swedish or English. According to our information, the University is one of the few higher education institutions in the world offering distance courses in Yiddish both to national and international students at different levels. This also enables interested people from other parts of Sweden to take part in courses. It is also possible for other universities and higher education institutions to offer education in Yiddish.

**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**

See the answer under Article 7.1.h.

**Article 7.1.h – The promotion of study and research on regional or minority languages at universities or equivalent institutions**

Teaching and research in Finnish is available at the universities of Stockholm, Uppsala, Umeå and Mälardalen. Teaching and research in Sami is provided, for example, at the universities of Uppsala and Umeå. Teaching and research in Romani Chib are to be developed at Södertörn University. Teaching and research in Yiddish are provided at Lund University.

Teaching on national minorities and their linguistic conditions is provided, for example, at Hugo Valentin-centrum at Uppsala University and at Institutionen för moderna språk at Uppsala University and at Centrum för tvåspråkighetsforskning at Stockholm University. At the latter institutions, some research is also undertaken on Swedish language policy.

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

On 10 January 2012, Fylkesmannen in Norway, i.e., the Norwegian equivalent of county administrative boards, presented a report from the working group for cooperation between Sweden and Norway on Sami teaching. The report contained proposals for initiatives and greater cooperation between Norway and Sweden. As a result of this, possibilities for cooperation between Sweden and Norway are being discussed with regard to efforts to strengthen teaching in Sami. Examples of measures being discussed are an improvement in access to teaching materials and access to trained teachers.

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

For more information on this, the previous report is referred to.

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

The Government provides funding to the website [www.minoritet.se](http://www.minoritet.se), which aims at spreading knowledge and information on Sweden's national minorities, minority languages and minority rights. This is done by increasing the knowledge of the majority population, decision-makers, civil servants and the national minorities themselves about Sweden's international minority commitments and minority and

discrimination legislation. The Sami Parliament is responsible for the website.

The revised curriculum for compulsory school entered into force on 1 July 2011. This focuses more clearly on the national minorities. One of the overall knowledge goals is that schools are to be responsible for each pupil acquiring knowledge of the cultures, languages, religions and history of the national minorities after completing compulsory school. The syllabi draw attention to the national minorities, particularly in the subjects of Swedish, history and civics.

According to the syllabus in Swedish, one of the aims of the course is to help enable pupils to meet and acquaint themselves with the national minority languages in Sweden. For example, the status of minority languages in society is part of the core contents of Swedish in years 7–9.

The aim of teaching in the subject of history, under the compulsory school syllabus, is for pupils to acquire an understanding of different cultural contexts and ways of life. Part of the core content of years 7–9 is a historical perspective on the indigenous people, the Sami, and the situation of the other national minorities in Sweden.

In the subject of civics under the syllabus, teaching in years 4–6 must discuss the status of the Sami as an indigenous people and other national minorities in Sweden and their rights. In the core content of years 7–9 in the same subject, a further discussion is required of the significance of the special situation and rights of the national minorities and the Sami indigenous people.

See also the answers under Article 7.1.e and Article 8.1.g.

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

The aim of Sweden's strategy for national minorities includes strengthening opportunities for the national minorities to influence issues that involve them within important social sectors, and by doing so, increase these groups' empowerment.

Under Section 5 of the Act on National Minorities and Minority Languages, the administrative authorities are to give the national minorities the opportunity to exert influence on issues that involve them, and as far as possible, consult with representatives of the national minorities on such issues.

The annual follow-up reports of the Sami Parliament and the County Administrative Board in Stockholm County show that opportunities for the national minorities to exert an influence have increased, both at the

local and national levels. Within the administrative areas, all the municipalities, apart from three, state that they have held consultations during 2012, which is an improvement since the previous year. At the same time, this improvement does not apply to all five national minorities to the same extent, and it varies in different parts of the country. Several of the authorities that have had special undertakings in the period 2010–2012 have held consultative meetings with representatives of the national minorities. In order to make minority participation easier and to enable a more coherent picture of different areas of activity, several authorities have been coordinating their consultations since 2011. For example, the National Agency for Education, the former National Agency for Higher Education and the Swedish Schools Inspectorate have held joint consultations with each minority group. The National Agency for Special Needs Education and Schools and the National Agency for Higher Vocational Education have also joined this consultative group.

The obligation for the administrative authorities to provide opportunities for influence has led to a demand for minority organisations' participation in consultation. In order to support and facilitate activities for the organisations representing national minorities, government grants are allocated every year after an application, under the Ordinance on Government Support for National Minorities (2005:765). Fourteen organisations applied for grants in 2012, and twelve organisations were considered to fulfil the requirements under the Ordinance. This organisation grant amounts to a total of SEK 4 600 000 per year. In 2012, the Sami Parliament and the County Administrative Board held a national conference, aimed at developing knowledge about consultation and influence. The result of the conference will be disseminated in various ways, including an inspiration manual in 2013. In addition, the National Board for Youth Affairs has granted funds to organisations for young people who belong to the national minorities, among other things, for the formation of a common platform for Sweden's national minority youth associations.

During 2010–2012, annual consultative meetings have also been held with the responsible Minister and representatives of the national minorities. These consultative meetings are an important part of the Government's work on implementing the strategy for the national minorities.

The strategy for Roma inclusion should be characterised by Roma participation and Roma influence. The strategy states that all initiatives are to be implemented in consultation with Roma representatives or experts. From the reports from the authorities that have been assigned tasks in this field, it is clear that different forms of dialogue and consultation are being held with Roma representatives. All the municipalities participating in the strategy's pilot project are working

actively with establishing a Roma council, or otherwise holding an on-going dialogue with the Roma living in the municipality. The Swedish Association of Local Authorities and Regions, which has been tasked with providing support in work on consultation, has compiled good examples of consultative meetings in a handbook which is to be disseminated to the municipalities to support them in their work.

In June 2013, the Government Offices also decided to form a Roma reference group for work on the strategy for Roma inclusion. The reference group is to ensure Roma participation and influence in the work on the strategy for Roma inclusion and to contribute information and views on how the Government can develop management and initiatives in the strategy. A first dialogue meeting was held with the reference group in September 2013.

See also the answer under Article 7.1.e.

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

See the answer under Article 7.4.

## **PART III. Description of developments under part III of the Convention**

### **Languages: Sami, Finnish and Meänkieli**

#### **Article 8 – Education**

##### **General Article 8**

As has been previously mentioned in the report, education at pre- and compulsory school levels has been subject to a number of reforms through a new Education Act, Education Ordinance and curriculum.

The Swedish Schools Inspectorate is the supervisory authority for the school system and is the central government tool for ensuring that local education providers fulfil their obligations. As part of its supervisory activities, the Swedish Schools Inspectorate presented, in 2012, the results of a review of mother tongue tuition in the national minority languages (Swedish Schools Inspectorate Report 2012:2). This points to the challenges facing education providers. The education providers that took part in this review have also received individual reports on their results together with suggestions for development scope in their activities. This review is part of central government supervision in the area, to ensure that education providers fulfil the various obligations for which they are responsible. The results of the review provide a valuable basis for the work of the education providers that were monitored in strengthening their efforts. The review also clarifies the responsibilities

of education providers under central government regulations and thus provides valuable information, both to education providers, pupils and their custodians.

According to the Education Act (2010:800), the pre-school should contribute towards ensuring that children who have a mother tongue other than Swedish have the opportunity to develop both the Swedish language and their mother tongue. The curriculum for the pre-school also stipulates that the pre-school should 'contribute towards ensuring that children who have a mother tongue other than Swedish have the opportunity to develop both the Swedish language and their mother tongue'. The municipalities that are part of the administrative areas for Finnish, Sami or Meänkieli receive central government funds in order to comply with this. Under the Education Act, mother tongue tuition in a national minority language should be offered, even if the language is not the pupil's daily means of interaction in the home.

The National Agency for Education is responsible for information initiatives on the rights of the national minorities to pre-school and school. It disseminates information, such as the brochure 'Förskolan är till för ditt barn' (*The preschool is for your child*). This primarily targets parents and custodians and is about the pre-school curriculum. It has been translated into several languages, including Meänkieli and North Sami. By means of information campaigns, the National Agency for Education disseminates awareness and knowledge of rights and obligations to school actors with regard to, for example, teaching in Sami. Further information is to be found on the Swedish National Agency for Education's website and on the Tema Modersmål website ([www.modersmal.net](http://www.modersmal.net)). Since responsibility for teaching lies with education providers, such initiatives provide knowledge about how they can best develop their activities and thereby fulfil the requirements placed on their activities. Examples of this work are the information service of the National Agency for Education, which answers questions from individuals and education providers, and information material, such as 'Nationella minoriteter i förskola och skola' (*National minorities in pre-school and school*).

The Tema modersmål website for which the National Agency for Education is responsible, offers support to teachers in their teaching in the subject of mother tongue. The website contains teaching material, news and teaching tools in a large number of languages, including all the minority languages. Within the framework of work on the website, the National Agency for Education has engaged editors from five different Romani varieties (Arlí, Kalé, Kelderash, Lovara and Romaniresande) and editors for Sami, Yiddish, Finnish and Meänkieli. The result of this work is better support in these languages for mother tongue activities within pre-schools and schools, by considerably increasing access to teaching

tools and teaching resources. The material available on the website has been developed, extended and supplemented in recent years so that it now largely includes all varieties of the national minority languages.

*367. The Committee of Experts has not received any information on whether the reference group for Meänkieli has been established at the Institute for Language and Folklore, and asks the Swedish authorities to provide such information in the next periodical report, including information on the work it has carried out.*

The Swedish Institute for Language and Folklore (ISOF) consults regularly with representatives of the STR-T on the issue of how language conservation for Meänkieli should be designed and the priorities that should be made. Since 2010, the production of a two-way dictionary (Meänkieli – Swedish, Swedish – Meänkieli) has been a high priority for all the varieties of Meänkieli. This work is underway at Meän Akateemi, supported financially by ISOF. In the long term, the aim is to appoint a language consultant for Meänkieli, as well as to maintain the Tornedal research archive that is currently located at ISOF. A linguistic reference group will then also be appointed at the Institute.

*161 The Committee of Experts asks the Swedish authorities to provide more information in the next periodical report about the extent to which 1. Sami language is taught within “integrated Sami education”; 2. such education is bilingual; and 3. it concerns the different Sami varieties.*

Since pupils are only able to receive teaching in the Sami school until the end of year 6, integrated Sami teaching is organised for years 7–9.

Integrated Sami teaching is organised in municipal compulsory schools and means that pupils can have lessons with Sami features and teaching in Sami, apart from the usual mother tongue tuition in Sami. The Sami Education Board (SaMs) contributes funds to the education providers with which they sign agreements on integrated teaching. In these cases, the SaMs is responsible for the costs of extending teaching time for Sami as a mother tongue. Schools can also apply to SaMs for grants for teaching in other subjects. Schools with integrated Sami teaching follow the curriculum for the Sami school and then adapt the contents of specific subjects so that they are given a Sami orientation. In 2012, a total of 167 pupils participated in integrated Sami teaching at 16 compulsory schools, which is an increase of 7 pupils, compared with 2011.

That the school organises mother tongue tuition in Sami is a basic condition for receiving a grant from the SaMs for extending teaching in Sami. The schools that have integrated Sami teaching have between two and four hours of Sami per week. Teaching is given in three varieties,

North, Lule and South Sami. These varieties are those that have an orthography of their own.

The language of teaching in integrated teaching varies from school to school and mainly depends on the pupils' level of skills. The aim is for teaching to be conducted only in Sami, but today, pupils seldom have the prior knowledge required to enable teaching in Sami alone. In subjects other than Sami, pupils study within the ordinary teaching syllabus at the school.

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

*167. (box) The Committee of Experts again strongly urges the Swedish authorities to take action to promote Sami pre-school education.*

At the pre-schools run by the SaMs most of their activities take place in Sami. Experience shows that since language teaching in the pre-school does not have the same level of requirements as that in compulsory school, it is easier to use Sami and Sami terminology between children and staff within the pre-school than at compulsory school. Within pre-schools, it is also possible to employ staff who have a command of Sami as child carers, instead of having to depend on being able to employ the few Sami-speaking university educated pre-school teachers that are available. To guarantee good quality in pre-schools, however, the SaMs has also employed a number of qualified pre-school teachers who are responsible for teaching at pre-school. The aim of the teaching in the SaMs' pre-schools is for children to have sufficient knowledge to be able to manage lessons in different subjects that are taught entirely in Sami at compulsory school level, after having undergone 3–4 years at a pre-school.

See also the answer under recommendation 3 and item 371.

*371. (box) The Committee of Experts strongly urges the Swedish authorities to improve the offering of pre-school education in Meänkieli throughout the area where the language is traditionally spoken.*

Within the administrative area, children are entitled to pre-school activities entirely or partially in Meänkieli. The municipalities that are part of the administrative area for Meänkieli receive central government funds in order to comply with this.

To ensure that the legislation is complied with, the Swedish Schools Inspectorate has been tasked by the Government to monitor the school system, pre-school activities and out of school centres. During the spring of 2011, the Swedish Schools Inspectorate carried out a targeted inspection (reg. no. 40–2011:3 022) to find out how the administrative

authorities are following the legislation with regard to offering pre-school activities that are completely or partially conducted in Meänkieli, Sami or Finnish. The Swedish Schools Inspectorate's assessments are reported in the form of individual decisions for the municipalities monitored and as an overall report. This survey is part of the supervision aimed at ensuring that each education provider fulfils the requirements for which they are responsible under the legislation and thus represents part of the work of ensuring that national minority children's rights are fulfilled in pre-schools. The results of this supervision show, among other things, that half of the municipalities monitored have not formally identified needs for pre-school activities in minority languages and that reasonable consideration has not been taken to custodians' wishes for this type of activity. Where criticism was directed at a municipality, the Swedish Schools Inspectorate has undertaken a follow-up after three months, and if sufficient measures have not been taken, the Inspectorate continues with its follow-up.

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

*175 (box) The Committee of Experts encourages the Swedish authorities to take pro-active measures to strengthen Sami-medium primary education.*

Since 2010, the SaMs receives an annual grant of SEK 1 000 000 from appropriation area 72 Measures for national minorities. These additional funds are used to strengthen teaching in Sami at compulsory schools by increasing access to integrated Sami teaching. The pupils who are not able to select Sami schools then receive teaching with Sami features, and teaching in Sami apart from the ordinary mother tongue tuition.

The SaMs has an agreement with ten municipalities for integrated Sami teaching; all of these are part of the administrative area for Sami and three of them have belonged to the administrative area since 2000. One of the municipalities has used distance teaching for integrated Sami teaching, which means that teaching is conducted with digital aids at a distance with teachers and pupils in different places. The SaMs has decided to use the funds to pay for integrated Sami teaching in Sami and Sami handicraft, as well as in social study- and natural science-oriented subjects and home and consumer studies. The Government's initiative means an opportunity to increase the number of municipalities offering integrated Sami teaching so that more children are thereby given the opportunity to be taught in Sami at compulsory school.

See also the answer under recommendations 2 and 3 and item 161.

*376. (box) The Committee of Experts again strongly urges the Swedish authorities to take steps to provide the teaching of Meänkieli as an integral*

*part of the curriculum in all the municipalities concerned and to develop bilingual education in Meänkieli as an alternative to mother-tongue education.*

It is possible to provide bilingual teaching in years 1–6 under the provisions of the Education Ordinance (2011:185). The Ordinance on pre-school activities in compulsory school (2011:421) also enables education providers to offer bilingual teaching in years 7–9 in languages other than Finnish.

#### **Article 8.1.c. iv –Secondary education**

*179. (box) The Committee of Experts urges the Swedish authorities to introduce Sami in secondary education in other municipalities where Sami is used.*

Bokenskolan Jokkmokk offers two Sami upper secondary school programme alternatives for young people – Sami industries and the Sami civics programme. The school recruits nationally which means that pupils from throughout the country can apply and take the programmes at the school. Within the new upper secondary school (GY11) the Sami civics programme has been developed into a higher education preparatory civics programme with a Sami orientation and as of the autumn term of 2012, the school has also offered a Sami vocational programme on Sami industries. In the autumn of 2013, the Sami civics programme had a total of 15 pupils and the Sami vocational programme had 8 registered pupils.

*381. (box) The Committee of Experts strongly urges the Swedish authorities to develop strategies, in cooperation with the Meänkieli-speakers, to strengthen the offer of Meänkieli secondary education.*

Under Chapter 15, Section 19 of the Education Act (2010:800), mother tongue tuition in a national minority language should be offered, even if the language is not the pupil's daily means of interaction in the home. It is the municipality that is obliged to offer the pupil this. A pupil at upper secondary school is thus entitled to receive teaching in Meänkieli at upper secondary school, if he or she so requests.

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

*183. The Committee of Experts urges the Swedish authorities to take a more pro-active approach by extending and reinforcing the provision of vocational education in Sami.*

Higher vocational education courses are a post-upper secondary form of education aimed at covering specific skills needs in the labour market. The supply of courses is steered by the needs of the labour

market and therefore varies over time. In order to obtain a licence to run a higher vocational education course, the course must meet a need for qualified labour in the labour market that is not met via a course under the Higher Education Act (1992:1434) or a course that may lead to an examination under the Award of Certain Degrees Licensing Act (1993:792). Alternatively, the course must contribute to developing or preserving qualified professional skills within a narrow vocational sector that is important for the individual and society. There are no special links with minority languages in the regulatory framework and the National Agency for Higher Vocational Education is therefore unable to take special account of this in its assessment.

*285. The Committee of Experts [...] asks the Swedish authorities to provide detailed information on whether there is teaching in or of Finnish at any of the mentioned folk high schools or at other institutions providing vocational education. (Axevalla Folk High School)*

Axevalla Folk High School has a branch that is located in the same building as Alma Folk High School in Stockholm (Liljeholmen). At this branch, Axevalla has been managing a 2-year treatment assistant programme for bilingual participants (Finnish/Swedish). The group has consisted of some dozen participants per programme. In May 2013, the third and last group completed their course. The Board of the school decided not to start a new course as of autumn 2011 because too many resources are required. However, the Folk High School is considering offering other, shorter courses in Finnish, provided that there is sufficient interest.

#### **Article 8.1.e.iii – University and other higher education**

*191. The Committee of Experts encourages the Swedish authorities to take active measures so that higher education institutions are able to offer Sami courses and do so, without imposing thresholds which may threaten that provision.*

Both at Umeå University and Uppsala University, it is possible to study Sami for beginners, where the requirement for prior knowledge is basic eligibility. In addition to this, as has been mentioned previously in the report, as of 2013, the Government has assigned Umeå University with national responsibility and funds for building up, and developing as soon as possible, a subject teacher training in Sami. In this work, the University is to take account of a dialogue with the national minority involved. The Government intends to return to the issue of evaluation of this special undertaking.

The supply of courses in Sami and Sami studies at Umeå University consists of distance courses with web support, or purely web-based

courses. Examples of the courses offered are Sami language-revitalisation studies, Sami cultural studies, Lule Sami and South Sami, at both basic and advanced levels.

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

*297. The Committee of Experts has not received any information on the implementation of this undertaking for pupils in mainstream education and asks the Swedish authorities to provide the relevant information in the next periodical report. (Finnish)*

*394. The Committee of Experts has not received any information on the implementation of this undertaking for pupils in mainstream education and asks the Swedish authorities to provide the relevant information in the next periodical report. (Meänkieli)*

The school is responsible for each pupil, after completion of compulsory school, compulsory school for pupils with learning disabilities, Sami school or special school for children with disabilities, having acquired knowledge of the national minorities' cultures, languages, religions and history. This task is stated in the overall goals and guidelines of the curricula. The school principal has special responsibility for ensuring that school staff are made aware of international agreements, including the European Charter for Regional or Minority Languages, which Sweden has pledged to take account of in its educational system. In subjects such as Swedish, civics and history, all pupils are required to learn more about the national minorities.

The national curriculum (Curriculum for the compulsory school, preschool class and the recreation centre, 2011, Lgr 11) gives scope to the national minorities' culture and history and is a clear part of the focus of the teaching. In the general section of the curriculum, this is, for example, expressed in the text that 'all pupils are to be aware of themselves and their own cultural origins based on familiarity with the Swedish, Nordic and Western cultural heritage and knowledge of the national minorities' cultures, languages, religions and history'. The cultures and history of national minorities are also written about in the subject-specific syllabi in the subjects in which it is natural for them to be discussed. The syllabus for Swedish states that a core content of the teaching is for 'pupils to have knowledge of the use of language over the ages and the national minority languages in Sweden and their status in society'.

The framework of mother tongue tuition in the national minority languages also contains elements of the history and cultures of the national minorities. The syllabus for mother tongue tuition states that through the mother tongue tuition, pupils should be given the

opportunity to reflect over traditions, cultural phenomena and social questions based on their languages.

See also the answer under Article 7.3.

See the answer under item 297 and Article 7.3.

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

*196. (box) The Committee of Experts again strongly urges the Swedish authorities to develop a teacher training programme for Sami languages, including bilingual education, and to provide incentives to students to become teachers of Sami.*

Pupils in compulsory and upper secondary schools are offered study and vocational guidance. This is one way of spreading information on opportunities for becoming teachers in a national minority language, for example. In addition, Sweden has a general study support system to which all individuals are entitled for studies at universities and higher education institutions. At several universities and higher education institutions, courses and programmes are provided as distance teaching. Universities and higher education institutions validate real qualifications and previous practical experience.

As of 2013, the Government has assigned Umeå University with national responsibility and special funds to build up and develop subject teacher training in Sami as soon as possible. In this work, the University is to take account of the special needs and conditions of the language and to conduct a dialogue with the national minority concerned. The University is also required to cooperate with the actors involved in Sweden, and where relevant, in other countries that have experience of work with Sami. The Government intends to return to the issue of evaluation of this special undertaking.

In its appropriation directions, Umeå University is tasked with offering education in Sami every academic year.

See also the answer under item 191 and recommendation 4.

*400. (box) The Committee of Experts again strongly urges the Swedish authorities to develop a teacher training programme for Meänkieli, including bilingual education, and to provide incentives to students to become teachers of Meänkieli.*

As of 2013, the Government has assigned Stockholm University with national responsibility and special funds to build up and develop subject teacher training in Meänkieli as soon as possible. In this work, the

University is required to conduct a dialogue with the national minority concerned. The University is also required to cooperate with the actors involved in Sweden, and where relevant, in other countries that have experience of work with Meänkieli. The Government intends to return to the issue of evaluation of this special undertaking.

For more details, see the answer under items 191 and 196 and recommendation 4.

### **Article 8.1.i – Supervisory body**

The Swedish Schools Inspectorate is the supervisory agency for the school system in Sweden. Its regular supervision includes ensuring that each Swedish school fulfils the requirements for which the school is responsible under the school statutes. This means ensuring that the national minorities' linguistic rights are safeguarded.

The Swedish Schools Inspectorate is tasked by the Government with conducting quality controls of the school system, pre-school activities and out of school centres. These quality controls entail detailed and systematic examinations of the quality of an activity within a limited area, where the point of departure is the equal right of all children and pupils to a good education in a secure environment. The observations, analyses and assessments that are undertaken within the framework of this control are reported, partly in the form of an individual decision to the education provider that has been monitored and partly in an overall, summary report. By providing descriptions of important quality aspects within the field being monitored, the overall, summary report is intended to also provide development support to education providers and schools that have not been monitored. In 2012, the Swedish Schools Inspectorate presented a quality control survey of mother tongue tuition and bilingual teaching in the national minority languages (Report 2012:2). During 2011, the Inspectorate also undertook targeted monitoring within the field of special rights to a place in pre-school activities for certain national minorities (reg. no.40:2011:3022).

The National Agency for Education and the Swedish Schools Inspectorate hold joint responsibility. The National Agency for Education is responsible for the management, development and support of schools, while the Swedish Schools Inspectorate exercises supervision. Together, these agencies ensure that schools both develop and comply with their existing obligations. This also applies to aspects concerning the national minorities and is manifested by the quality control survey made by the Swedish Schools Inspectorate that was presented in 2012 and by the National Agency for Education's continued work on offering teaching support.

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

*210. The declaration in Section 14 of the Language Act that persons belonging to a national minority are to be given “the opportunity to learn, develop and use the minority language”, confirms the general right of people belonging to the Sami national minority to learn Sami through the public education system throughout Sweden. The Committee of Experts has received no information as to how this provision is implemented in practice outside the administrative area for Sami. The Committee of Experts has nevertheless been made aware that distance learning courses for all three Sami varieties are available for all levels of education, but lacks detailed information as to how these are actually delivered and what effect they have.*

As described in previous reports, it is possible in Sweden to learn and develop one’s minority language at different educational levels. The following are examples of the opportunities to learn Sami provided at compulsory school and university level. In addition, short courses are offered at different study associations at local level in several municipalities. In addition, language immersion camps, primarily for children but also for older people, are regularly held in different parts of the Sami area. Language immersion is a type of method that often entails the language being used intensively by all the participants at a course lasting several days.

The Government has decided for academic year 2011/2012 to grant a subsidy of SEK 430 000 to the Sami Education Centre for development of distance education, primarily in Lule Sami, and for teacher initiatives for distance education groups. The Sami Education Centre is to report the results of these development initiatives to the Government Offices (the Ministry of Education and Research) in the form of a report by 31 October 2013 at the latest. This report should state how the funds have been used.

At compulsory school level, teaching in Sami is conducted in two ways, partly within the framework of the Sami school, where Sami is a subject of its own that has a minimum guaranteed teaching time through the fact that the subject is found in the timetable for the Sami school, and partly within the context of mother tongue tuition in regular compulsory schools. All pupils who fulfil the requirements of the Education Act concerning basic knowledge must be given the opportunity to study Sami. This applies regardless of where in the country they go to school.

Both at Umeå University and Uppsala University, it is possible to study Sami for beginners, where the requirement for prior knowledge is basic eligibility. All the courses are distance courses. Distance courses can be studied by students regardless of where they live; this means that people

living outside the administrative area for Sami can also undertake the course. Most courses also contain one or more meetings in person, that are held in different places where the varieties of Sami are spoken, such as Kiruna (North Sami), Jokkmokk (Lule Sami) and Östersund (South Sami). For South Sami, a cooperation project has been initiated between Umeå University and the Norwegian University of Science and Technology (NTNU) in Trondheim. The University also provides web-based courses without physical meetings, in, for example, history, culture, religion and social issues. Between 2007 and 2010, over 900 people applied for courses in Sami, and the number of people taking courses was just under 200 full-time students.

In the former National Agency for Higher Education's consultations with representatives of the national minorities before writing the report 'Lärförsörjningen för de nationella minoriteterna – hur kan den tryggas?' (Teacher supply for the national minorities – how can it be secured?), (Report 2011:14 R), a certain amount of opposition to distance courses other than those due to very special circumstances was put forward. The basic view was that ordinary forms of teaching are preferable. The report 'Utbildning för elever i samhällsvård och fjärr- och distansundervisning' (Education for pupils placed in society's care and remote and distance education) (Swedish Government Official Reports 2012:76) has been circulated for comment. The Ministry of Education and Research intends to deal with this issue in a Government Bill during the autumn of 2013. The Bill will be based on the former National Agency for Higher Education's report and the report mentioned above.

## **Article 9 – Judicial authorities**

### **Article 9.1 – The right to use Sami in criminal proceedings, civil proceeding and proceedings before courts concerning administrative matters.**

*212. The Committee of Experts asks the Swedish authorities to assess the situation and report in the next periodical report on the application of Article 9 to Sami in the extended administrative area.*

In the Government Bill 'Tolkning och översättning i brottmål' (*Interpretation and Translation in Criminal Proceedings*) (Government Bill 2012/13:132), the Government proposed more stringent rules in the Swedish Code of Judicial Proceedings for the provision of interpretation at court meetings or police hearings when the person suspected or accused of a criminal offence does not have a good command of Swedish. This amendment means that courts and criminal investigation authorities will also be obliged to translate certain documents in criminal proceedings. The new rules will thus also include the minority languages and will apply to all courts in the country.

The amendment aims at implementing the European Parliament and Council Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings. The Directive is the first step in the roadmap for work on strengthening procedural rights in criminal proceedings that the EU agreed upon during the Swedish Presidency of the EU in autumn 2009. The Riksdag (Parliament) granted its approval in accordance with the Government's proposals in its Bill on 17 June 2013 and the legislative amendment will thereby enter into force on 1 October 2013.

The Act (2009:724) on National Minorities and Minority Languages has, however, not been amended so that the right to use Sami in courts has been extended to include the entire administrative area. The assessment was that an extension would mean an increase in costs and practical difficulties, at the same time as this option would only be used to a limited extent. For these reasons, it was concluded that it was more important to strengthen Sami within areas of society other than the court system.

In other respects with regard to Article 9, the previous report is referred to.

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

### **Article 10.1.a.iii – Use of spoken and written Sami**

*237. (box)The Committee of Experts strongly urges the Swedish authorities to increase the proportion of Sami-speaking staff in the relevant State administration offices, develop adequate training schemes and provide incentives for staff members to improve their Sami-language skills, increase the visibility of Sami on websites and at premises and inform Sami-speakers of their rights to use Sami.*

Sweden has previously reported that the administrative authorities, under Section 11 of the Act (2009:724) on National Minority Languages are to work actively to ensure that there is access to staff with knowledge of Finnish and Meänkieli where necessary in individuals' contacts with the authority.

The County Administrative Board in Stockholm County and the Sami Parliament have been tasked with responsibility for following up compliance with the Minority Act since January 2010. These authorities present an annual report to the Government on the application of the Act by municipalities, county councils and central government authorities.

With regard to access to Sami-speaking staff in the activities of municipalities who are able to meet needs in accordance with requirements stipulated in the Minority Language Act, the situation varies among municipalities. The surveys of the municipalities themselves show that there are shortfalls in their organisations. Many municipalities solve this by purchasing services from outside or by employing people who know the language.

The following are some examples of how individual municipalities deal with the issue of increasing the proportion of Sami-speaking staff. Strömsund municipality has produced a minority policy action plan to increase language knowledge among municipal employees. Krokum municipality has the ambition to be a good employer for Sami teachers. For example, the municipality tries to be flexible as regards individual wishes for further education in the language or with regard to wishes to adapt their employment to reindeer husbandry activities. A meeting of all the Sami teachers is convened once a month in Krokum for joint skills development and planning. As of autumn 2013, a language barrier course run by the teachers themselves will be started for Sami teachers, as requested. The aim of the course is to remove language barriers, draw attention to oral language and create new language arenas. Employees in the Krokum administration are given the opportunity to study Sami and go to the meetings during working time.

Eleven of the 14 municipalities have offered, or will offer, some kind of further training in Sami, primarily within elderly care and the pre-school. Further training includes everything, from a few hours a week during working time, to enabling university education. Slightly more interest in learning Sami has been reported. Despite the initiatives that have been implemented, there continues to be a general need for municipalities to improve skills development for their staff which leads to an increase in the proportion of Sami-speaking staff.

*337. Since the implementation of the Minority Act is still in its initial phase, it has not been possible for the Committee of Experts to reach a conclusion on the possibility to use Finnish with the state administration authorities. It therefore requests the Swedish authorities to provide information in this respect in the next periodical report.*

Sweden considers that the issue of opportunities to speak Finnish, Sami and Meänkieli in contact with the administrative authorities and the right, when necessary, to receive interpretation and translation in one's minority language, are linked to each other and answers the question under item 248.

**Article 10.1.a.v –To ensure that documents in minority languages are considered valid**

For information on these commitments for Sami, Finnish and Meänkieli, see previous reports.

**Article 10.1.c – To allow the administrative authorities to draft documents in a regional or minority language**

See above under Article 10.1.a.iii.

**Article 10.2.b/c/d – The possibility to submit applications and the publication of official documents in regional or minority languages.**

See above under Article 10.1.a.iii.

**Article 10.2.g – Place-names**

*General*

Lantmäteriet (the Swedish mapping, cadastral and land registration authority), in its role as the national place-names authority, is tasked with coordinating central government place-name activities. The Place-Names Advisory Board is a cooperation body for authorities and organisations that monitor interests within place name management. The Place-Names Advisory Board consists of representatives from Lantmäteriet, ISOF, the Swedish National Heritage Board, the Sami Parliament, the Swedish Association of Local Authorities and Regions, the Swedish Transport Administration and a representative of the universities in Sweden in Sweden.

Lantmäteriet has ongoing cooperation with the Swedish Institute for Language and Folklore, the Sami Parliament and the Swedish association of Tornedalers (STR-T) in the work of reporting place-names in northern Sweden. Lantmäteriet undertakes continual monitoring of place-names in the minority language areas and during the period in question, place-names in Lantmäteriet's basic map data base (1:10 000) and place-names in the overview map (1:250 000) have been monitored. Over 15 000 Sami place-names have been included in this measure.

<i>Language/variety</i>	<i>Number of place-names in the place name register</i>
Swedish	936 803
Finnish	8 695
Meänkieli	5 795
North Sami	3 361

Lule Sami	5 926
South Sami	2 897
Ume Sami	3 244

The Swedish Transport Administration's work on marking minority languages on the spot has been undertaken in connection with this monitoring. On 1 October 2011, 190 places were marked in Sami, 7 places in Finnish and 7 places in Meänkieli. A large number of other places have been identified and listed and are being processed. In this work, Lantmäteriet is assisting the Swedish Transport Administration with information on the correct orthography for all places.

At Lantmäteriet's Internet service 'Kartsök och ortsnamn' (*Mapsearch and Place-names*), the national place-name register can be accessed. Place-names are searchable via different alternatives and are presented in an interactive map function that makes it possible to look at the map of Sweden, the overview map, the road map, the mountain map, the terrain map and the topographical web map. All place-names are presented with a language code, which identifies the minority language place-names. In 2012, 117 022 individual users visited this web service. Lantmäteriet's website ([www.lantmateriet.se](http://www.lantmateriet.se)) has been revised and it is now possible to read information in all the minority languages.

Lantmäteriet has an active network of authorities and organisations within the minority language areas that contribute to the increased use and exposure of minority language place-names, via consultative procedures. Interest in the media is considerable for these issues and reporting contributes to a greater understanding of the situation of minority languages. Lantmäteriet has been able to note an increased awareness of these issues, primarily through media contacts. During the period, Lantmäteriet has actively worked with initiatives to achieve full and correct place name reporting within the minority language areas and in 2012, has devoted around 500 working hours to this task.

*246. The Committee of Experts concludes that the undertaking is partly fulfilled and asks the Swedish authorities to provide more detailed information about the use of place names in Sami in the next periodical report.*

At the Place-names Advisory Board meeting on 11 May 2011, an account was given of the Swedish Transport Administration's plan for marking place-names in minority languages along the public roads in Västerbotten and Norrbotten counties. The issue of reporting postal place-names in Sami was initiated.

On 17 May 2011 ISOF arranged a one-day course on place-names and recording activities for the national minorities, the Sami, Swedish Finns and Tornedalers. Lantmäteriet took part in this with place name specialists. Representatives of the minority groups participated in this course.

The seminar in 2011 was arranged as a course in place name documentation and was particularly directed at private people who are interested in recording place-names in Finnish, Meänkieli and Sami. The aim of the course was to teach participants to be able to deliver, in a simple manner, new recordings to the Institute's place name archive in order to further raise the quality of place name collections. At the same time, conditions are improved for recording minority language place-names on public maps and road signs.

*347. The Committee of Experts concludes that the undertaking is partly fulfilled and asks the Swedish authorities to provide more detailed information about using place names in Finnish in the next periodical report.*

Finnish place-names are to be found in the following seven municipalities: Gällivare, Haparanda, Kalix, Kiruna, Pajala, Övertorneå and Övertorneå.

See the answer under Article 10.2.g. and under item 246.

*442. The Committee of Experts welcomes this development and looks forward to receiving more information about the practical implementation of this undertaking in the next periodical report. (place-names in Meänkieli)*

In 2011 ISOF was tasked by the Government to review Chapter 1, Section 4 of Heritage Conservation Act (1988:950), with regard to place-names in minority languages. In consultation with representatives of, for example, the Tornedaler minority, the Institute proposed in its report of 27 June 2011 that the section of the Act in question should be extended by providing names in Meänkieli. This amendment to the Act will enter into force on 1 January 2014.

In addition, the Institute has drawn up a manual for the scrutiny of place- names in Meänkieli. A preliminary version was completed in 2012. It is clear from the manual that linguistic variation is considerable within this language area. The manual is an attempt at a cautious regulation of the variation that may be permitted for place-names.

See also the answer under item 246.

#### **Article 10.4.a –Translation or interpretation as may be required**

*248. The information at the Committee of Experts disposal relates to the regional and administrative area as it was before the Minority Act came into force. The Committee of Experts considers that it requires updated information about the situation throughout the extended administrative area and in relation to all public bodies covered by the Minority Act before it is in a position to conclude on this undertaking. The Committee of Experts asks the Swedish authorities to provide the relevant information in the next periodical report. (applies to Sami).*

In Sweden, there is a compensation system in the form of state subsidies which means that when a municipality or county council has been given increased responsibilities for a commitment that is basically a central government commitment, central government funds are provided. This central government subsidy is paid to municipalities that are part of the administrative areas for Finnish, Sami or Meänkieli and is regulated in the Ordinance on National Minorities and Minority Languages (2009:1299). These funds are intended to be used for the additional costs arising in the municipality or county council because of the rights of the individual under the Act on National Minorities and Minority Languages (2009:724) and for measures to support the use of the minority language.

The Government's position is that the use of central government funds should preferably take place in a dialogue between the municipality or county council and representatives of the national minority concerned. The intention is to be able to establish priorities in local work by means of consultations and the mutual taking of responsibility. In this way, transparency is created in the use of the financial resources, which provides better consensus and a long-term perspective in continued minority policy work. One result of these consultations is that municipalities and county councils have not given priority to employing an interpreter of their own. Instead, interpreters and translators are employed when there is a demand or a need. In most cases, other authorities have made a similar assessment and engage interpreters and translators when they need to or when this is requested.

The Sami Parliament and the County Administrative Board in Stockholm County are required to present to the Government a comprehensive, annual assessment of compliance with the Act on National Minorities and Minority Languages (2009:724). In their follow-up for 2012, these agencies show that most municipalities within the administrative areas for Finnish, Sami and Meänkieli have undertaken surveys of needs and resources within several different areas of activity. A compilation of these surveys shows that the municipalities have reviewed such matters as the

municipality's reception, switchboard and case processing, which should ensure that there is a preparation for being able to meet people who wish to speak their minority language. The surveys show a variation in the administrative authorities' ability and preparation to meet people in Sami. These surveys are an important point of departure for the way in which a municipality intends to work to meet the demand from individual people to be able to use Sami in contact with an authority. Such efforts could be made, inter alia, by working actively to ensure that there is access to people with knowledge in Sami, which may mean, for example, both actively taking account of the need to recruit and allowing staff to undertake language courses.

### **Article 10.5 –Family names**

For information on this commitment, see the previous report.

### **Article 11 –Media**

#### **Article 11.1.a.iii – Adequate provision so that broadcasters offer programmes in the regional or minority languages**

Public service companies have great responsibility for taking account of the needs of national minorities and others. Sveriges Radio AB (SR), Sveriges Television AB (SVT) and Sveriges Utbildningsradio AB (UR), the Swedish Educational Broadcasting company, have broadcasting licences that apply to the period 2010–2013. According to these broadcasting licences, the public service companies are to take account of the interests of linguistic and ethnic minorities. These activities are to be a priority area and access is to be improved. The minority languages Sami, Finnish, Meänkieli and Romani Chib must assume special status. In addition, the public service companies are required to conduct a dialogue with the groups involved. Within the framework for the generally phrased texts of the broadcasting licences, the public service companies design their supply of programmes independently

In 2012, SVT broadcast Sami programmes for a total of 83 hours, including the news programme Ođđasat, which is jointly produced with the Norwegian NRK and Finnish YLE Sámi Radio. Ođđasat also has a website with the opportunity to watch streamed news broadcasts in Sami. SR produced 9 677 hours of Sami programmes in 2012, which resulted in a total broadcasting time of 20 142 hours. SR Sameradion broadcasts programmes in several different dialects within all programme areas and for all age groups, including children and young people. UR has broadcast TV and radio programmes in Sami in 2012.

SVT broadcasts news, social programmes, childrens programmes, documentaries, etc. in Finnish. In 2012, the total supply of Finnish-

speaking programmes in SVT was 281 hours. SR produced 8 131 hours in Finnish in 2012, which resulted in a total broadcasting time of 30 466 hours. UR has broadcast programmes in Finnish both on TV and radio.

During 2012, SVT broadcast programmes in Meänkieli for a total of 12 hours. SR produced 637 hours in Meänkieli in 2012, which resulted in a total broadcasting time of 2 316 hours. UR has broadcast programmes in Meänkieli both on TV and radio.

On 16 June 2011, the Government decided to appoint a committee tasked with analysing the conditions for public service radio and TV and with submitting proposals for the changes needing to be made ahead of the next licence period, which begins on 1 January 2014. On 11 September 2012, the Public Service Committee presented its report 'Nya villkor för public service' (Swedish Government Official Reports 2012:59), (*New conditions for public service*) which contains proposals for strengthening services with regard to the public service companies' supply of programmes in the national minority languages.

On 19 June 2013, the Government took a decision on the Government Bill 'Bildning och tillgänglighet – radio och tv i allmänhetens tjänst 2014–2019' (*Education and access –public service radio and TV, 2014–2019*), (Government Bill 2012/13:164). In the Government Bill, which contains proposals for the conditions applying to SR, SVT and UR for the coming licence period, more stringent requirements are given for public service companies' supply of programmes in the minority languages. It is proposed to specify conditions in broadcasting licences so that it is clear that all the public service companies are to make an annual increase in the supply of programmes in the national minority languages of Finnish, Sami, Meänkieli and Romani Chib during the licence period, compared with the level in 2013. All the public service companies are to offer a supply of programmes in the national minority language of Yiddish.

**Article 11.1.c.i – To encourage and/or facilitate the creation of at least one television channel in the regional or minority languages**  
(*applies only to Finnish*)

Since the end of the 1980s, funds have been allocated from the central government budget to enable broadcasting of a Finnish-speaking channel in parts of Sweden's terrestrial network. In connection with the complete transfer of terrestrial network broadcasting to digital technology alone at the beginning of 2007, the broadcasting area for the Finnish channel could be extended. The National Association of Finns allocates the central government funds and concludes agreements on the distribution and copyright clearance of the channel. This means that TV Finland is now broadcast in the entire Mälardalen region, including Stockholm, Västerås and Uppsala, as a free channel in the terrestrial

network. An agreement between the largest cable operator in the area, ComHem, and the National Association of Finns has ensured that the channel can be accessed easily on the cable network in the same area. TV Finland is also accessible in other parts of the country, as a pay channel via cable TV and the web.

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

*252. In the light of this new information, the Committee of Experts concludes that the undertaking is fulfilled, and looks forward to receiving further examples in the next periodical report. (production in Sami)*

Filmpool Nord, a regional production centre for film and TV production, has provided support to six projects in Sami, two in Meänkieli and one in Romani over the period 2010–2012. Filmpool Nord comments that the projects often include several different languages at the same time. Just now, seven projects in Sami/Swedish are under development, and one in Romani.

See also the answer under Article 11.1.a.iii.

**Article 11.1.e.i – To encourage and/or facilitate the creation and/or maintenance of at least one newspaper in the regional or minority languages**

*257. The Committee of Experts welcomes the initiatives taken by the Swedish Government and looks forward to receiving information about the outcome in the next periodical report (transnational newspaper).*

*457. The Committee of Experts welcomes the initiatives taken by the Swedish Government and looks forward to receiving information about the outcome in the next periodical report(transnational newspaper). (Meänkieli)*

Conditions for central government press subsidies are regulated in the Press Subsidies Ordinance, which contains rules for financial support to daily newspapers that are targeted at language minorities. There are newspapers that are entirely or partly written in Finnish that receive press subsidies. At present there is no daily newspaper in Sweden in Sami or Meänkieli. However, there are journals that are written entirely or partly in these languages.

On 22 December 2010, the Sami Parliament, in consultation with the Swedish association of Tornedalers (STR-T), was tasked by the Swedish

Government to undertake a pilot study on the conditions for transnational newspaper cooperation in Meänkieli and Sami. The Sami Parliament received SEK 130 000 for implementation of the pilot study. The findings were presented to the Government on 30 September 2011. In its report, the Sami Parliament presented a number of proposals, suggesting at the same time that the coming press subsidies inquiry should look at these proposals.

In December 2011, the Press Subsidies Committee was appointed to make a review of central government subsidies to the daily press. As its first task, the Committee was to take a position, based on the Sami Parliament report, on whether support to daily newspapers for national minorities should be strengthened in the current Press Subsidies Ordinance. The Committee was tasked with taking a position on, and analysing the consequences of the Sami Parliament's proposals for amendments to the current Press Subsidies Ordinance. The Press Subsidies Committee presented an interim report on 30 September 2012, 'Stöd till dagstidningar på samiska och meänkieli' (*Support to daily newspapers in Sami and Meänkieli*), (Swedish Government Official Reports 2012:58).

In its interim report, the Press Subsidies Committee presents several proposals to make it easier for newspapers that are entirely, or partly written in Sami or Meänkieli to qualify for operational support. These proposals mean that the circulation limit for general operational support is reduced from 1 500 to 750 subscription numbers for newspapers that are mainly written in Sami or Meänkieli. At the same time, it is proposed that the requirement for 90 per cent of circulation to be spread throughout Sweden should be removed for such newspapers, and that the support should in future be calculated, as for other daily newspapers, on the basis of the part of the circulation that is mainly distributed within Sweden. The Committee also proposes that a provision on limited operational support for a newspaper, 25 per cent of whose editorial contents are written in Finnish, be extended to apply if at least 25 per cent of the editorial contents are written in one or several of the languages Finnish, Meänkieli or Sami. It is proposed to extend the geographical limit for such a newspaper's place of publication to include municipalities that are situated in each administrative area for Sami or Meänkieli.

The interim report with the Sami Parliament's pilot study as an appendix has been circulated for comment and the material is currently being prepared within the Government Offices. The amendments to the Press Subsidies Ordinance are intended to enter into force as of 2014.

The Press Subsidies Ordinance applies until 31 December 2016 in accordance with the European Commission's approval of central government subsidies. The Press Subsidies Committee is therefore also

tasked with analysing the criteria that should form the basis for future support to the daily press and with presenting proposals for the design of such support. The Committee is also to take account of national minorities in this work. The Press Subsidies Committee is to present its final report on 31 August 2013.

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

There is no special central government support for the production of TV programmes, regardless of language.

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

As has been described in previous reports, there are no restrictions on the freedom of direct reception of radio and television broadcasts from neighbouring countries in languages that are used in an identical or similar form to a regional or minority language, or on the rebroadcasting of radio and television broadcasts from neighbouring countries in such a language.

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

##### **Article 12.1.a – To encourage cultural activities (Sami, Finnish, Meänkieli)**

The Swedish Arts Council is tasked with working especially for artistic and valuable developments in terms of cultural policy within activities that involve the cultures of the Sami people and other national minorities. At this agency, there is a special reference group that assesses applications for support to projects, literature and other activities.

Support has been allocated, inter alia, to the Uusi Teatteri/Ny finska teatern (the New Finnish Theatre), Tornedalsteatern (the Tornedal Theatre), Sverige-finska biblioteket i Stockholm (the Swedish Finnish Library in Stockholm), Judiska biblioteket i Stockholm (the Jewish Library in Stockholm) and Sverigefinska riksförbundet (the National Association of Finns), which was granted funds for Finnish amateur theatre activities.

The Swedish Arts Council has otherwise continued to prioritise support to the Roma cultural centre in Malmö and some thirty projects of a more temporary nature. Apart from support to the promotion of national minority cultural activities, funds were approved, as in previous years, for support to the publication of literature and production support for cultural journals. The Swedish Arts Council granted over SEK 9 million in subsidies to the cultural activities of national minorities in 2012.

Apart from this, in 2012, the Swedish Arts Council has granted support to a number of publicly funded cultural institutions, together with Roma cultural workers, for initiatives that have made Roma culture accessible.

As of 2011, 20 counties have successively joined the cultural cooperation model, which is a new model for distributing certain central government funds to regional cultural activities. The model aims at a greater impact for regional priorities and variations within cultural policy and at bringing culture closer to the citizens. By granting central government support to regional cultural activities, county councils are given greater influence over, and responsibility for, distributing central government cultural funds. Within the model, the Swedish Arts Council is active in ensuring that the county councils draw attention to, and promote the cultures of the national minorities and that this is done in cooperation with representatives of the national minorities.

Apart from this, the Sami Parliament annually allocates funds to Sami culture as part of the Government's Sami policy.

**Article 12.1.b – To foster access to works produced in regional or minority languages (Sami, Finnish, Meänkieli)**

*464. The Committee of Experts therefore considers that the undertaking remains partly fulfilled and asks the Swedish authorities to provide the relevant information in the next periodical report.*

As stated above, the public service companies have great responsibility for taking account of the needs of the national minorities. In the section on Article 11.1.a.iii, an account is given of the number of hours of programmes that were broadcast in Sami, Finnish and Meänkieli in 2012. However, these companies do not report in detail about whether the programmes are broadcast in the original language or whether they are dubbed into the languages in question.

The Swedish Film Institute allocates support to interpretation for the visually impaired and blockwriting for Swedish-produced films in the Swedish language for cinemas and DVDs. Apart from the Swedish language, Swedish also refers to the national minority languages Sami, Finnish, Meänkieli, Romani Chib and Yiddish. During the period, no support for blockwriting in minority languages has been allocated, but support was given to training Swedish/Finnish interpreters for the visually impaired in Norrbotten.

**Article 12.1.c – Foster access in regional or minority languages to works produced in other languages (applies to Finnish and Sami)**

For information on this, the previous report is referred to.

**Article 12.1.d –Appropriate allowance for incorporating the knowledge and use of regional or minority languages and cultures in the undertakings (Sami, Finnish, Meänkieli)**

For information on this, the previous report is referred to.

**Article 12.1.e –Staff who have a full command of the regional or minority language concerned (Sami)**

For information on this, the previous report is referred to.

**Article 12.1.f –Participation of regional or minority language speakers (Sami, Finnish, Meänkieli)**

For information on this, the previous report is referred to.

**Article 12.1.g – Archives (Sami, Finnish, Meänkieli)**

*363. The Committee of Experts considers that the undertaking is partly fulfilled at present and encourages the Swedish authorities to take measures to ensure the future funding of the Sweden Finnish Archives at an adequate level.*

Until financial year 2013, the Swedish-Finns archive was granted financial support by Swedish central government via the National Archives' Private Archives Committee. The grant to the Swedish-Finns archive has grown from SEK 250 000 (2009) to SEK 270 000 (2013) in the past five years.

The National Archives' Private Archives Committee ceased its activities at the end of the year 2012/13. The duties of the Committee with regard to awarding grants for archiving activities have been taken over by the National Archives. In 2013, the National Archives will decide on grants to these institutions for financial year 2014 after consultation with the newly formed Cooperation Committee for Private Archives at the National Archives. The new model will not affect the allocation of grants for institutions/organisations such as the Swedish-Finns archive. There is nothing to indicate that the Swedish-Finns archive will not receive a grant from central government for its activities in 2014. The institution's application to the National Archives will be assessed on the same grounds as previously, i.e., the aim and professional quality of its operations.

467. *The Committee of Experts, however, has not received any further information on the establishment of a Centre for Meänkieli, and asks the Swedish authorities to provide such information in the next periodical report.*

ISOE has received information from the Swedish association of Tornedalers (STR-T) that the organisation would like to have such a centre.

See also the answer under item 367.

#### **Article 12.1.h – Language conservation (Finnish, Sami)**

The work of the Swedish Institute for Language and Folklore on following up application of the Language Act has entailed the development of language conservation for the national minority languages. Work on advice for both researchers and the general public is considerable and advice on language issues has increased, as has the number of visitors to the Institute's archives and their collections.

With regard to Finnish, the Institute has compiled dictionaries, documented Finnish in Sweden, monitored changes in the status of Finnish in Sweden, published the language conservation journal *Kieliviesti* with texts in Finnish and Meänkieli and published information on its website. In addition, the Institute has organised seminars, lectures and language conservation days and has developed a language test in Finnish, primarily aimed at employers and employees in the Finnish administrative area. With regard to Sami, initiatives have been taken for transferring knowledge between generations, the conservation of traditional knowledge among Sami children and adults, the processing of Sami place-names and what is termed language immersion, which is a method for language learning, where a second or foreign language is deliberately used in the pupil's environment.

The Sami Parliament's overall aim of language work is that the Sami Parliament is to contribute to growth in the use and status of the Sami language in society, primarily in the traditional Sami area. Apart from this, the Sami Parliament has established goals of its own for language work.

The Sami Parliament's language efforts are organised in two functions: a language department for advice and expert knowledge, and the processing of grants for short-term studies in Sami. The Sami language centre is responsible for outreach activities and for revitalising Sami.

**Article 12.2 – Cultural activities outside the administrative areas (Sami, Finnish, Meänkieli)**

For information on this, the previous report is referred to.

**Article 13 – Economic and social life**

For information on this, the previous report is referred to.

**Article 14 – Transfrontier exchange**

The Sami indigenous people live in Sweden, Norway, Finland and Russia. Cooperation, mainly between Sweden, Norway and Finland, is well-developed and takes place in a range of different areas involving the Sami.

Negotiations on a Nordic Sami Convention, aimed at strengthening Sami rights and harmonising the legislation with relation to the Sami in the three Nordic countries were initiated in 2011, and the ambition is to complete negotiations within five years.

See also the answer under Article 7.1.i.

## Appendices

### Appendix 1 – Ratified Articles in the Charter

Sweden has ratified the following articles in part III of the Charter for Regional and Minority Languages concerning the following languages

<b>Sami</b>	<b>Finnish</b>	<b>Meänkieli</b>	
8.1.a.iii)	8.1.a.iii)	8.1.a.iii)	<i>education</i>
8.1.b.iv)	8.1.b.iv)	8.1.b.iv)	
8.1.c.iv)	8.1.c.iv)	8.1.c.iv)	
8.1.d.iv)	8.1.d.iv)	8.1.d.iv)	
8.1.e.iii)	8.1.e.iii)	8.1.e.iii)	
8.1.f.iii)	8.1.f.iii)	8.1.f.iii)	
8.1.g	8.1.g	8.1.g	
8.1.h	8.1.h	8.1.h	
8.1.i	8.1.i	8.1.i	
8.2	8.2	8.2	
9.1.a.ii)	9.1.a.ii)	9.1.a.ii)	<i>judicial authorities</i>
9.1a.iii)	9.1.a.iii)	9.1.a.iii)	
9.1.a.iv)	9.1.a.iv)	9.1.a.iv)	
9.1.b.ii)	9.1.b.ii)	9.1.b.ii)	
9.1.b.iii)	9.1.b.iii)	9.1.b.iii)	
9.1.c.ii)	9.1.c.ii)	9.1.c.ii)	
9.1.c.iii)	9.1.c.iii)	9.1.c.iii)	
9.1.d	9.1.d	9.1.d	
9.2	9.2	9.2	
9.3	9.3	9.3	
10.1.a.iii)	10.1.a.iii)	10.1.a.iii)	<i>administrative authorities and public service</i>
10.1.a.v	10.1.a.v)	10.1.a.v)	
10.1.c	10.1.c	10.1.c	
10.2.b	10.2.b	10.2.b	
10.2.c	10.2.c	10.2.c	
10.2.d	10.2.d	10.2.d	
10.2.g	10.2.g	10.2.g	
10.4.a	10.4.a	10.4.a	
10.5	10.5	10.5	
11.1.a.iii)	11.1.a.iii)	1.1.a.iii)	<i>media</i>
	11.1.c.i)		
11.1.d	11.1.d	11.1.d	
11.1.e.i)	11.1.e.i)	11.1.e.i)	
11.1.f.ii)	11.1.f.ii)	11.1.f.ii)	
11.2	11.2	11.2	
12.1.a	12.1.a	12.1.a	<i>cultural activities and facilities</i>
12.1.b	12.1.b	12.1.b	
12.1.c	12.1.c		
12.1.d	12.1.d	12.1.d	

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12.1.e			
12.1.f	12.1.f	12.1.f	
12.1.g	12.1.g	12.1.g	
12.1.h	12.1.h		
12.2	12.2	12.2	
13.1.a	13.1.a	13.1.a	<i>economic and social life</i>
14.a	14.a	14.a	<i>transfrontier exchange</i>
14.b	14.b	14.b	

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## **Appendix 2 – National Legislation**

### ***The Instrument of Government***

#### **Chapter 1. Basic principles of the form of government**

##### Art. 2 section 6

The opportunities of the Sami people and ethnic, linguistic and religious minorities to preserve and develop a cultural and social life of their own shall be promoted. Law (2010:1408).

### ***Act (2009:724) on National Minorities and National Minority Languages***

#### **General provisions**

##### Section 1

This Act contains provisions on national minorities, national minority languages, administrative areas and the right to use minority languages in administrative authorities and courts, and provisions on certain obligations within pre-schools such as the pedagogical operations referred to in Chapter 25 of the Education Act (2010:800) which supplement, or are offered instead of, pre-school or elderly care. The Act also contains provisions regarding the following-up of the application of the Act. Act (2010:865).

##### Section 2

National minorities, according to Sweden's undertaking within the Council of Europe's Framework Convention for the Protection of National Minorities (SÖ 2000:2) and the European Charter for Regional or Minority Languages (SÖ 2000:3), are Jews, Roma, Sami, Sweden Finns and Tornedalers.

In the Language Act (2009:600), it is stated that the national minority languages are Finnish, Yiddish, Meänkieli, Romani Chib and Sami.

##### Section 3

When needed, administrative authorities shall, in a suitable manner, inform the national minorities about their rights according to this Act.

#### Section 4

In the Language Act (2009:600), it is stated that public institutions has a special responsibility for protecting and promoting the national minority languages.

Public institutions shall also otherwise promote the national minorities' possibilities of maintaining and developing their cultures in Sweden. Particular attention shall be given to promoting opportunities for children to develop their cultural identity and the use of their own minority language.

#### Section 5

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.

### **Administrative areas**

#### Section 6

The administrative area for Finnish includes the municipalities of Botkyrka, Eskilstuna, Gällivare, Hallstahammar, Haninge, Haparanda, Huddinge, Håbo, Kiruna, Köping, Pajala, Sigtuna, Solna, Stockholm, Södertälje, Tierp, Upplands Väsby, Upplands-Bro, Uppsala, Älvkarleby, Österåker, Östhammar and Övertorneå.

The administrative area for Meänkieli includes the municipalities of Gällivare, Haparanda, Kiruna, Pajala, and Övertorneå.

The administrative area for Sami includes the municipalities of Arjeplog, Arvidsjaur, Berg, Gällivare, Härjedalen, Jokkmokk, Kiruna, Lycksele, Malå, Sorsele, Storuman, Strömsund, Umeå, Vilhelmina, Åre, Älvdalen and Östersund.

#### Section 7

Other municipalities than those indicated in section 6 can after application be included in the administrative areas for Finnish, Meänkieli or Sami. The decision that a municipality shall be included in an administrative area is made by the government. The government may issue regulations concerning such a voluntary inclusion in an administrative area.

### **The right to use Finnish, Meänkieli and Sami in contacts with authorities**

#### Section 8

A person shall have the right to use Finnish, Meänkieli or the Sami language in oral and written dealings with an administrative authority the geographical sphere of activity of which coincides completely or partly with the administrative area of the minority language. This applies in matters in which the individual is a party or the representative of a party, if the matter is related to the administrative area.

If a person uses Finnish, Meänkieli or the Sami language in such a matter, the authority is obliged to give an oral answer in the same language. In addition, 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.

#### Section 9

Outside an administrative area, an individual person shall have the right to use Finnish, Meänkieli or the Sami language in oral and written contacts in the matters at the administrative authority of which the individual is a party or the representative of a party, if the matter can be handled by staff who are proficient in the minority language.

#### Section 10

An individual always has the right to use Finnish or Sami in written dealings with a Parliamentary Ombudsman. The same applies to any written contact which an individual may have with the Chancellor of Justice, the Social Insurance Office, the Swedish National Tax Board or the Discrimination Ombudsman in matters in which the individual is a party or the representative of a party.

#### Section 11

The administrative authorities shall strive to ensure that there is access to staff with a knowledge of Finnish, Meänkieli or Sami, where this is necessary in contacts of individuals with the authority.

#### Section 12

The administrative authorities may establish special times and a special place for receiving visits of individuals who speak Finnish, Meänkieli or Sami, and may also have special telephone hours.

### **The right to use Finnish, Meänkieli or Sami in courts**

### Section 13

A person who is a party or the representative of a party in a case or matter at an Administrative Court, District Court, Environmental and Land Court or Maritime Court with a legal jurisdiction which completely or partly coincides with the municipalities of Gällivare, Haparanda, Kiruna, Pajala, and Övertorneå, has the right to use Finnish or Meänkieli in the administration of the case or matter, if the case or matter has a connection to any of these municipalities. The same applies with regard to Sami at any such Court of Law with a jurisdiction which completely or partly coincides with the municipalities of Arjeplog, Gällivare, Jokkmokk or Kiruna, if the case or matter has a connection to any of these municipalities.

The right to use Finnish, Meänkieli or Sami also includes the Court which hears an appeal against a judgment or a decision in a case or matter referred to in the first paragraph. Act (2010:943).

### Section 14

The right to use Finnish, Meänkieli or Sami in cases or matters in the Courts of Law indicated in section 13 also includes the right to submit documents and written evidence in these languages, the right to have documents which belong to the case or matter orally translated to this language, and the right to speak this language in an oral hearing before the court. The court shall translate documents and written argumentation into Swedish, unless this is obviously unnecessary.

The Court shall also otherwise strive to use the minority language in its contacts with the parties or their representatives.

In all cases and matters which are covered by the right to use Finnish, Meänkieli or the Sami language in the Courts of Law indicated in section 13, the party or representative of a party who lacks legal assistance shall have the right, on request, to have the judgment and court findings or decision and decision motivation translated in writing to the appropriate language.

### Section 15

A person who wishes to use Finnish, Meänkieli or the Sami language in the handling of a case or a matter at a Court of Law indicated in section 13 shall request this when the case or the matter is started or on the first occasion when the party is to make a statement in the matter.

The request to receive a translation in accordance with section 14 third paragraph shall be brought forward within one week from the day when the judgment or decision was pronounced, if such a request has not been made earlier in the handling of the case or matter.

If the request to use a minority language or to receive a translation is brought forward later than is indicated in the first and second paragraphs, it may be rejected. Such a request may also be rejected if it is obvious that it has an improper purpose.

#### Section 16

If a party or the representative of a party has the right to use Finnish, Meänkieli or Sami in a trial, an interpreter shall be appointed in accordance with the provisions in Chapter 5 sections 6-8 and Chapter 33 section 9 of the Code of Judicial Procedure and sections 50-52 of the Administrative Court Procedure Act (1971:291).

### **Finnish, Meänkieli and Sami in pre-schools, certain other pedagogical activities and elderly care**

#### Section 17

When a municipal authority in an administrative area offers a place in the pre-school or such pedagogical operations which are referred to in Chapter 25 of the Education Act (2010:800) which supplement or are offered instead of pre-school, the municipal authority shall offer a child whose parents or guardians so request a place in the pre-school activity where the whole or a part of the activity is carried out in Finnish, Meänkieli or Sami as appropriate. Act (2010:865).

#### Section 18

The municipal authority shall offer a person who so requests the possibility of receiving the whole or a part of the service and care which is offered within the framework of the care of the elderly by staff who have a command of Finnish, Meänkieli or Sami. The same applies for municipalities outside an administrative area if the municipal authority have access to staff who are proficient in the language as appropriate.

### **Exceptions**

#### Section 19

If there are special reasons, the government may issue provisions that an authority under the jurisdiction of the government may be exempted from the application of section 8. The same applies after the government's authorization for the County Council and Municipal Authority with respect to the municipal authorities.

### **Follow-up etc**

#### Section 20

The administrative authorities' application of this act shall be followed up. The government shall issue ordinances regarding the authority(ies)

responsible for the follow-up. This follow-up responsibility implies no restriction in the supervisory responsibility which may rest with other authorities.

#### Section 21

In addition, an authority with a follow-up responsibility shall, through an advisory service, information and similar activities, assist other administrative authorities in the application of the Act.

### ***Language Act (2009:600)***

#### **Contents and purpose of the Act**

##### Section 1

This Act contains provisions on the Swedish language, the national minority languages and Swedish sign language. The Act also contains provisions on the responsibility of the public sector to ensure that the individual is given access to language and on the use of language in the public sector and in international contexts.

##### Section 2

The purpose of the Act is to specify the position and usage of the Swedish language and other languages in Swedish society. The Act is also intended to protect the Swedish language and language diversity in Sweden, and the individual's access to language.

##### Section 3

If another act or ordinance contains a provision that diverges from this Act, that provision applies.

#### **The Swedish language**

##### Section 4

Swedish is the principal language in Sweden.

##### Section 5

As principal language, Swedish is the common language in society that everyone resident in Sweden is to have access to and that is to be usable in all areas of society.

##### Section 6

The public sector has a particular responsibility for the use and development of Swedish.

## **The national minority languages**

### Section 7

The national minority languages are Finnish, Yiddish, Meänkieli, Romani Chib and Sami.

### Section 8

The public sector has a particular responsibility to protect and promote the national minority languages.

## **Swedish sign language**

### Section 9

The public sector has a particular responsibility to protect and promote Swedish sign language.

## **The use of language in the public sector**

### Section 10

The language of the courts, administrative authorities and other bodies that perform tasks in the public sector is Swedish.

Other legislation contains provisions on the right to use national minority languages and other Nordic languages.

There are separate provisions concerning the obligation of courts and administrative authorities to use interpreters and to translate documents.

### Section 11

The language of the public sector is to be cultivated, simple and comprehensible.

### Section 12

Government agencies have a special responsibility for ensuring that Swedish terminology in their various areas of expertise is accessible, and that it is used and developed.

## **Swedish in international contexts**

### Section 13

Swedish is the official language of Sweden in international contexts.

The status of Swedish as an official EU language is to be safeguarded.

## **Individuals' access to language**

#### Section 14

All residents of Sweden are to be given the opportunity to learn, develop and use Swedish. In addition

1. persons belonging to a national minority are to be given the opportunity to learn, develop and use the minority language, and
2. persons who are deaf or hard of hearing, and persons who, for other reasons, require sign language, are to be given the opportunity to learn, develop and use Swedish sign language.

Persons whose mother tongue is not one of the languages specified in the first paragraph are to be given the opportunity to develop and use their mother tongue.

#### Section 15

The public sector is responsible for ensuring that the individual is given access to language in accordance with Section 14.

### ***Discrimination Act (2008:567)***

#### **Chapter 1. Introductory provisions**

##### **The purpose of the Act**

###### Section 1

The purpose of this Act is to combat discrimination and in other ways promote equal rights and opportunities regardless of sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.

##### **The contents of the Act**

###### Section 2

The first chapter of the Act contains definitions and other introductory provisions. The second chapter contains provisions on prohibitions against discrimination and reprisals. The third chapter contains provisions on active measures. The fourth chapter contains provisions on supervision. The fifth chapter contains provisions on compensation and invalidity. The sixth chapter contains provisions on legal proceedings.

##### **The Act is binding**

###### Section 3

A contract or agreement that restricts someone's rights or obligations under this Act is of no legal effect in that regard.

## Discrimination

### Section 4

In this Act discrimination has the meaning set out in this Section.

1. *Direct discrimination*: that someone is disadvantaged by being treated less favourably than someone else is treated, has been treated or would have been treated in a comparable situation, if this disadvantaging is associated with sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.
  2. *Indirect discrimination*: that someone is disadvantaged by the application of a provision, a criterion or a procedure that appears neutral but that may put people of a certain sex, a certain transgender identity or expression, a certain ethnicity, a certain religion or other belief, a certain disability, a certain sexual orientation or a certain age at a particular disadvantage, unless the provision, criterion or procedure has a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose.
  3. *Harassment*: conduct that violates a person's dignity and that is associated with one of the grounds of discrimination sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age.
  4. *Sexual harassment*: conduct of a sexual nature that violates someone's dignity.
  5. *Instructions to discriminate*: orders or instructions to discriminate against someone in a manner referred to in points 1–4 that are given to someone who is in a subordinate or dependent position relative to the person who gives the orders or instructions or to someone who has committed herself or himself to performing an assignment for that person.
- Sex, transgender identity or expression, ethnicity, disability, sexual orientation and age

### Section 5

In this Act the following terms have the meaning set out in this Section.

1. *Sex*: that someone is a woman or a man.
2. *Transgender identity or expression*: that someone does not identify herself or himself as a woman or a man or expresses by their manner of dressing or in some other way that they belong to another sex.
3. *Ethnicity*: national or ethnic origin, skin colour or other similar circumstance.
4. *Disability*: permanent physical, mental or intellectual limitation of a person's functional capacity that as a consequence of injury or illness existed at birth, has arisen since then or can be expected to arise.
5. *Sexual orientation*: homosexual, bisexual or heterosexual orientation.
6. *Age*: length of life to date.

A person who intends to change or has changed the sex they belong to is also covered by sex as a grounds of discrimination.

Chapter 2. Prohibition of discrimination and reprisals

## **Working life**

### *Prohibition of discrimination*

#### Section 1

An employer may not discriminate against a person who, with respect to the employer,

1. is an employee,
2. is enquiring about or applying for work,
3. is applying for or carrying out a traineeship, or
4. is available to perform work or is performing work as temporary or borrowed labour.

The prohibition of discrimination also applies in cases where the employer, by taking reasonable support and adaptation measures, can see to it that an employee, a job applicant or a trainee with a disability is put in a comparable situation to people without such a disability.

A person who has the right to make decisions on the employer's behalf in matters concerning someone referred to in the first paragraph shall be equated with the employer.

#### Section 2

The prohibition in Section 1 does not prevent

1. differential treatment based on a characteristic associated with one of the grounds of discrimination if, when a decision is made on employment, promotion or education or training for promotion, by reason of the nature of the work or the context in which the work is carried out, the characteristic constitutes a genuine and determining occupational requirement that has a legitimate purpose and the requirement is appropriate and necessary to achieve that purpose,
2. measures that contribute to efforts to promote equality between women and men and that concern matters other than pay or other terms of employment,
3. the application of age limits with regard to the right to pension, survivor's or invalidity benefits in individual contracts or collective agreements, or
4. differential treatment on grounds of age, if there is a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose.

### *Obligation to investigate and take measures against harassment*

#### Section 3

If an employer becomes aware that an employee considers that he or she has been subjected in connection with work to harassment or sexual

harassment by someone performing work or carrying out a traineeship at the employer's establishment, the employer is obliged to investigate the circumstances surrounding the alleged harassment and where appropriate take the measures that can reasonably be demanded to prevent harassment in the future.

This obligation also applies with respect to a person carrying out a traineeship or performing work as temporary or borrowed labour.

### *Information about qualifications*

#### Section 4

If a job applicant has not been employed or selected for an employment interview, or if an employee has not been promoted or selected for education or training for promotion, the applicant shall, upon request, receive written information from the employer about the education, professional experience and other qualifications that the person had who was selected for the employment interview or who obtained the job or the place in education or training.

### **Education**

#### *Prohibition of discrimination*

#### Section 5

A natural or legal person conducting activities referred to in the Education Act (2010:800) or other educational activities (an education provider) may not discriminate against any child, pupil or student participating in or applying for the activities. Employees and contractors engaged in the activities shall be equated with the education provider when they are acting within the context of their employment or contract. The prohibition of discrimination also applies in cases where an education provider, by taking reasonable measures regarding the accessibility and usability of the premises, can see to it that a person with a disability who is applying or has been accepted for education under the Higher Education Act (1992:1434) or for education that can lead to a qualification under the Act concerning authority to award certain qualifications (1993:792), is put in a comparable situation to people without such a disability. [Act (2010:861)].

#### Section 6

The prohibition in Section 5 does not prevent

1. measures that contribute to efforts to promote equality between women and men in admissions to education other than that referred to in the Education Act (2010:800),
2. the application of provisions that take account of age with regard to preschool education, preschool classes, compulsory schools, compulsory schools for pupils with learning disabilities, Sami schools, special schools

or recreational school centres, or educational activities referred to in Chapter 25 of the Education Act, or

3. differential treatment on grounds of age, if there is a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose.

Nor does the prohibition prevent a folk high school or a study association from taking measures that contribute to efforts to promote equal rights and opportunities regardless of ethnicity, religion or other belief. [Act (2010:861)].

#### *Obligation to investigate and take measures against harassment*

##### Section 7

If an education provider becomes aware that a child, pupil or student participating in or applying for the provider's activities considers that he or she has been subjected in connection with these activities to harassment or sexual harassment, the education provider is obliged to investigate the circumstances surrounding the alleged harassment and where appropriate take the measures that can reasonably be demanded to prevent harassment in the future.

#### *Information about qualifications*

##### Section 8

If an applicant has been refused admission to an educational programme, or has not been selected for a test or interview if such a procedure is used in the admissions process, the applicant shall, upon request, receive written information from the education provider about the education or other qualifications that the person had who was admitted to the educational programme or who was selected for the test or interview.

Labour market policy activities and employment services not under public contract

##### Section 9

Discrimination against applicants or employees is prohibited with regard to labour market policy activities and employment services not under public contract.

However, this prohibition does not prevent

1. measures that contribute to efforts to promote equality between women and men or equal rights and opportunities regardless of ethnicity, or
2. differential treatment on grounds of age, if there is a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose.

Starting or running a business and professional recognition

##### Section 10

Discrimination is prohibited with regard to

1. financial support, permits, registration or similar arrangements that are needed or can be important for someone to be able to start or run a business, and
2. recognition, certification, authorisation, registration, approval or similar arrangements that are needed or can be important for someone to be able to exercise a certain profession.

These prohibitions do not prevent differential treatment on grounds of age, if there is a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose.

Nor does the prohibition in the first paragraph, point 1 prevent measures concerning support that contributes to efforts to promote equality between women and men or equal rights and opportunities regardless of ethnicity.

Membership of certain organisations

#### Section 11

Discrimination is prohibited with regard to

1. membership of or participation in an employees' organisation, employers' organisation or professional organisation, and
2. benefits that any such organisation provides to its members.

This prohibition does not prevent an organisation from providing benefits to members of one sex so as to contribute to efforts to promote equality between women and men.

Goods, services and housing etc.

#### Section 12

Discrimination is prohibited on the part of a natural or legal person who

1. supplies goods, services or housing to the general public, outside the private and family sphere, or
2. organises a meeting or event that is open to the public.

A person who represents a person referred to in the first paragraph in relation to the public, shall be equated with that person. [Act (2012:483)].

#### Section 12 a

The prohibition of discrimination in Section 12 associated with sex does not prevent women and men being treated differently with regard to services or housing if there is a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose.

With regard to insurance services, however, insurance premiums charged or insurance benefits paid to individuals must not differ between women and men on account of calculations based on sex. Nevertheless, if the conditions in the first paragraph are met, a person's sex may influence the assessment of other factors on which calculations of insurance premiums are based. [Act (2012:673)].

#### Section 12 b

The prohibition of discrimination in Section 12 associated with age

1. does not prevent the application of provisions of an act in which a certain age is prescribed,
2. does not apply to the provision of insurance services,
3. does not prevent the application of lower age limits for admission to establishments where spirit drinks, wine, strong beer and other fermented alcoholic beverages which the business operator is licensed to serve are served on a commercial basis, and
4. does not prevent other differential treatment on grounds of age either if the differential treatment serves a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose. Act (2012:673).

Health and medical care and social services etc.

### Section 13

Discriminations is prohibited with regard to

1. health and medical care and other medical services, and
2. social services activities, and
3. assistance in the form of special transport services and national special transport services and housing adaptation allowances. [Act (2012:673)].

### Section 13 a

The prohibition of discrimination in Section 13, points 1 and 2, associated with sex does not prevent women and men being treated differently if this has a legitimate purpose and he means that are used are appropriate and necessary to achieve that purpose. [Act (2012:673)].

### Section 13 b

The prohibition of discrimination in Section 13 associated with age does not prevent

1. the application of provisions of an act in which a certain age is prescribed, or
2. other differential treatment on grounds of age if the differential treatment serves a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose. [Act (2012:673)].

## **Social insurance system, unemployment insurance and financial aid for studies**

### Section 14

Discrimination is prohibited with regard to

1. social insurance and related benefit systems,
2. unemployment insurance, and
3. state financial aid for studies. [Act (2012:673)].

### Section 14a

The prohibition of discrimination in Section 14, point 1, associated with sex does not prevent the application of provisions of an act concerning widow's pension, wife's supplement or payment of child allowance. [Act (2012:673)].

#### Section 14b

The prohibition of discrimination in Section 14 associated with age does not prevent 1. the application of provisions of an act in which a certain age is prescribed, or  
2. other differential treatment on grounds of age if the differential treatment serves a legitimate purpose and the means that are used are appropriate and necessary to achieve that purpose. [Act (2012:673)].

### **National military service and civilian service**

#### *National military service and civilian service and other equivalent military training in the Swedish Armed Forces*

#### Section 15

Discrimination is prohibited 1. in connection with enrolment procedures or other examination of personal circumstances under the National Total Defence Service Act (1994:1809) and in connection with enlistment for and during the performance of national military service or civilian service, and

2. in connection with admission examinations for and during the performance of other equivalent military training in the Swedish Armed Forces.

However, this prohibition does not apply to discrimination associated with age.

Further, the prohibition does not prevent the application of provisions directing that a person liable for national total defence service shall not be called for enrolment or called up for national military service or civilian service if he or she refers to her or his membership of a certain religious community. Act (2010:464).

#### *Obligation to investigate and take measures against harassment*

#### Section 16

If a government agency or an organisation covered by the prohibition in Section 15 becomes aware that a person applying for or participating in training or other activities indicated in that provision considers herself or himself to have been subjected in this connection to harassment or sexual harassment, the government agency or organisation is obliged to investigate the circumstances surrounding the alleged harassment and where appropriate take the measures that can reasonably be demanded to prevent harassment in the future.

However, the first paragraph does not apply to harassment associated with age. Act (2010:464).

## **Public employment**

### Section 17

Discrimination is also prohibited in cases other than those referred to in Section 5 or Sections

9–15 when a person who is wholly or partly subject to the Public Employment Act (1994:260)

1. assists the public by providing information, guidance, advice or other such help, or
2. has other types of contacts with the public in the course of her or his employment.

[Act (2012:673)].

## **Prohibition of reprisals**

### Section 18

An employer may not subject an employee to reprisals because the employee has

1. reported or called attention to the fact that the employer has acted contrary to this Act,

2. participated in an investigation under this Act, or
3. rejected or given in to harassment or sexual harassment on the part of the employer.

The prohibition also applies in relation to a person who, with respect to the employer,

1. is enquiring about or applying for work,
2. is applying for or carrying out a traineeship, or
3. is available to perform work or is performing work as temporary or borrowed labour.

A person who has the right to make decisions on the employer's behalf in matters concerning someone referred to in the first or second paragraph shall be equated with the employer.

### Section 19

A person who is alleged to have acted contrary to the provisions of Chapter 2, Section 5, 7, 9,

10, 11, 12, 12a, 13, 14, 15, 16 or 17 or Chapter 3, Section 15 or 16 may not subject an individual to reprisals because that individual has

1. reported or called attention to such actions,
2. participated in an investigation under this Act, or
3. rejected or given in to harassment or sexual harassment on the part of the person who is alleged to have engaged in discrimination. [Act (2012:483)].

## **Chapter 3. Active measures**

### **Working life**

#### *Cooperation between employers and employees*

##### Section 1

Employers and employees are to cooperate on active measures to bring about equal rights and opportunities in working life regardless of sex, ethnicity, religion or other belief, and in particular to combat discrimination in working life on such grounds.

##### Section 2

Employers and employees are in particular to endeavour to equalise and prevent differences in pay and other terms of employment between women and men who perform work which is to be regarded as equal or of equal value. They are also to promote equal pay growth opportunities for women and men. Work is to be regarded as of equal value to other work if, on an overall assessment of the requirements and nature of the work, it can be deemed to be equal in value to the other work. The assessment of the requirements of the work is to take into account criteria such as knowledge and skills, responsibility and effort. In assessing the nature of the work, particular account is to be taken of working conditions.

#### *Goal-oriented work*

##### Section 3

Within the framework of their activities, employers are to conduct goal-oriented work to actively promote equal rights and opportunities in working life regardless of sex, ethnicity, religion or other belief. More detailed regulations on the obligations of employers are provided in Sections 4–13.

#### *Working conditions*

##### Section 4

Employers are to implement such measures as can be required in view of their resources and other circumstances to ensure that the working conditions are suitable for all employees regardless of sex, ethnicity, religion or other belief.

##### Section 5

Employers are to help enable both female and male employees to combine employment and parenthood.

##### Section 6

Employers are to take measures to prevent and hinder any employee being subjected to harassment or reprisals associated with sex, ethnicity, religion or other belief, or to sexual harassment.

### *Recruitment*

#### Section 7

Employers are to work to ensure that people have the opportunity to apply for vacant positions regardless of sex, ethnicity, religion or other belief.

#### Section 8

Employers are to promote an equal distribution of women and men in different types of work and in different employee categories, by means of education and training, skills development and other appropriate measures.

#### Section 9

When the distribution of women and men is not more or less equal in a certain type of work or in a certain employee category at a place of work, the employer is to make a special effort when recruiting new employees to attract applicants of the under-represented sex. The employer is to attempt to see to it that the proportion of employees from the under-represented sex gradually increases.

However, the first paragraph shall not be applicable if there are special grounds not to take such measures or if the measures cannot reasonably be required in view of the employer's resources and other circumstances.

### *Matters of pay*

#### Section 10

In order to discover, remedy and prevent unfair gender differences in pay and other terms of employment, every three years the employer is to survey and analyse

- provisions and practices regarding pay and other terms of employment that are used at the employer's establishment, and
- pay differences between women and men performing work that is to be regarded as equal or of equal value.

The employer is to assess whether existing pay differences are directly or indirectly associated with sex. The assessment is to refer in particular to differences between

- women and men performing work that is to be regarded as equal, and
- groups of employees performing work that is or is generally considered to be dominated by women and groups of employees performing work that is to be regarded as of equal value to such work but is not or is not generally considered to be dominated by women.

#### Section 11

Every three years employers are to draw up an action plan for equal pay in which they report the results of the survey and analysis described in Section 10. The plan is to indicate the pay adjustments and other measures that need to be taken to bring about equal pay for work that is to be regarded as equal or of equal value. The plan is to contain a cost estimate and a time plan based on the goal of implementing the necessary pay adjustments as soon as possible and within three years at the latest. A report on and evaluation of how the planned measures were implemented is to be included in the next action plan. The obligation to draw up an action plan for equal pay does not apply to employers who employed fewer than 25 employees at the start of the latest calendar year.

#### Section 12

Employers are to provide employees' organisations with respect to which they are bound by a collective agreement with the information needed for the organisations to be able to cooperate in the survey, analysis and drawing up of an action plan for equal pay.

If the information concerns data on pay or other circumstances that relate to an individual employee, the rules on confidentiality and damages contained in Sections 21, 22 and 56 of the Employment (Co-determination in the Workplace) Act (1976:580) apply. In public sector activities, Chapter 10, Sections 11-14 and Chapter 12, Section 2 of the Secrecy Act (2009:400) apply instead. [Act 2009:526)].

#### *Gender equality plan*

#### Section 13

Every three years employers are to draw up a plan for their gender equality work. The plan is to contain an overview of the measures under Sections 4-9 that are needed at the place of work and an account of which of these measures the employer intends to begin or implement during the coming years. The plan is also to contain a summary account of the action plan for equal pay that the employer is required to draw up under Section 11. An account of how the planned measures under the first paragraph have been implemented is to be included in the next plan. The obligation to draw up a gender equality plan does not apply to employers who employed fewer than 25 employees at the start of the latest calendar year.

### **Education**

#### *Goal-oriented work*

#### Section 14

An education provider conducting education or other activities under the Education Act (2010:800), education under the Higher Education Act (1992:1434) or education that can lead to a qualification under the Act concerning authority to award certain qualifications (1993:792) is to conduct goal-oriented work within the framework of these activities to actively promote equal rights and opportunities for the children, pupils or students participating in or applying for the activities, regardless of sex, ethnicity, religion or other belief, disability or sexual orientation. More detailed regulations on the obligations of education providers are provided in Sections 15 and 16. [Act (2010:861)].

### *Preventing and hindering harassment*

#### Section 15

An education provider referred to in Section 14 is to take measures to prevent and hinder any child, pupil or student who is participating in or applying for their activities from being subjected to harassment associated with sex, ethnicity, religion or other belief, disability or sexual orientation, or to sexual harassment.

### *Equal treatment plan*

#### Section 16

An education provider referred to in Section 14 is to draw up a plan each year containing an overview of the measures needed to (1) promote equal rights and opportunities for the children, pupils or students participating in or applying for the activities, regardless of sex, ethnicity, religion or other belief, disability or sexual orientation, and (2) prevent and hinder harassment referred to in Section 15. The plan is to contain an account of which of these measures the education provider intends to begin or implement during the coming year.

An account of how the measures planned under the first paragraph have been implemented is to be included in the next year's plan.

## **Chapter 4. Supervision**

### **The Equality Ombudsman**

#### *Duties of the Equality Ombudsman*

##### Section 1

The Equality Ombudsman is to supervise compliance with this Act. The Ombudsman is to try in the first instance to induce those to whom the Act applies to comply with it voluntarily.

Provisions on the duties of the Ombudsman are also contained in the Act concerning the Equality Ombudsman (2008:568).

## Section 2

Chapter 6, Section 2 states that the Equality Ombudsman may bring a court action on behalf of an individual who consents to this.

### *Obligation to provide information*

## Section 3

A natural or legal person who is subject to the prohibitions of discrimination and reprisals, the obligation to investigate and take measures against harassment or the provisions on active measures in this Act is obliged, at the request of the Equality Ombudsman,

1. to provide information about circumstances in their activities that are of importance for the supervision exercised by the Ombudsman,
2. to provide information about qualifications when the Ombudsman is assisting in a request from an individual under Chapter 2, Section 4 or 8,
3. to give the Ombudsman access to workplaces and other premises where the activities are conducted for the purpose of investigations that may be of importance to the supervision exercised by the Ombudsman, and
4. to attend discussions with the Ombudsman.

The obligations specified in points 1–3 do not apply if there are special grounds against their doing so in an individual case.

### *Financial penalty*

## Section 4

A natural or legal person who does not comply with a request under Section 3 may be ordered by the Equality Ombudsman to fulfil his or her obligation subject to a financial penalty. A decision to order a financial penalty may be appealed to the Board against Discrimination.

A financial penalty order under the first paragraph shall be served. Act (2010:1979).

## Section 5

A natural or legal person who does not fulfil his or her obligations concerning active measures under Chapter 3, Section 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15 or 16 may be ordered to fulfil them subject to a financial penalty. Such orders are issued by the Board against Discrimination on application from the Equality Ombudsman. They can also be directed towards the State as an employer or as the entity responsible for educational activities.

If the Ombudsman has declared that he or she does not want to apply to the Board for a financial penalty to be ordered, a central employees' organisation with respect to which the employer is bound by a collective agreement may make an application concerning active measures in working life under Chapter 3, Sections 4–13.

The application is to state the measures that should be required of the party that the application concerns, the grounds referred to in support of the application and what investigation has been made of the matter.

#### *Prohibition against appeals*

##### Section 6

No appeal may be made against decisions of the Equality Ombudsman under this Act other than decisions under Section 4 concerning the ordering of financial penalties.

#### **Board against Discrimination**

#### *Duties of the Board*

##### Section 7

The Board against Discrimination examines applications for financial penalties under Section 5 and appeals against decisions concerning orders for financial penalties under Section 4. In processing these cases, Sections 8–15a are to be applied. [Act (2010:1979)].

#### *Processing of an application for a financial penalty*

##### Section 8

A natural or legal person who is the subject of an application for a financial penalty shall be ordered to comment within a certain time on the application and to supply the information concerning circumstances in their activities that the Board against Discrimination needs for its examination.

When an employees' organisation has made the application, the Equality Ombudsman shall be given an opportunity to comment.

##### Section 9

The Board against Discrimination shall ensure that cases are adequately investigated. When necessary, the Board shall arrange for additional investigation. Superfluous investigation may be refused.

##### Section 10

Cases before the Board against Discrimination are decided after an oral hearing, unless the Board considers such a hearing unnecessary.

##### Section 11

The Board against Discrimination shall call the party that has made the application to the Board and the party that is the subject of the application to a hearing. If necessary for the investigation, the Board may also call others to the hearing.

The Board may order the party that the application concerns or that party's representative to attend in person, subject to a financial penalty.

#### Section 12

A case concerning the ordering of a financial penalty may be decided even if the party that the application concerns does not comment on the case, does not cooperate in the investigation or fails to attend an oral hearing.

If the Equality Ombudsman or the employees' organisation that has made the application for a financial penalty fails to attend a hearing, the application for a financial penalty becomes void.

#### Section 13

In deciding a case concerning the ordering of a financial penalty, the Board against Discrimination may instruct the party that the application concerns to take measures other than those sought in the application, if these other measures are not obviously more burdensome for the party. In its decision the Board shall state how and by when the measures are to be started or implemented.

The Board's decision shall be in writing and shall be delivered to the party that the application concerns.

#### *Processing of an appeal against a decision to order a financial penalty*

#### Section 14

In processing an appeal against a decision to order a financial penalty, Sections 9 and 10 shall be applied.

#### *Service of documents*

#### Section 15

The Board against Discrimination shall call the party that has appealed against the decision to order a financial penalty and the Equality Ombudsman to a hearing. If necessary for the investigation, the Board may also call others to the hearing.

The Board may order the party that has appealed against the decision or that party's representative to attend in person, subject to a financial penalty.

#### *Service of documents*

#### Section 1 a

An application for a financial penalty under Section 8, a summons to attend a hearing under Section 11 or Section 15, and other documents that an employer or some other party is required to provide shall be served. [Act (2010:1979)].

### *Prohibition against appeals*

#### Section 16

No appeal may be made against a decision of the Board against Discrimination under this Act.

### *Imposition of a financial penalty*

#### Section 17

Proceedings for the imposition of a financial penalty that has been ordered under this Act are brought before a district court by the Equality Ombudsman.

In cases concerning the imposition of a financial penalty, the district court may also assess the appropriateness of the penalty.

### **Board of Appeals for Higher Education**

#### Section 18

A decision of a university or other higher education institution for which the State is the responsible entity may, if it concerns education under the Higher Education Act (1992:1434), be appealed to the Higher Education Appeals Board on the grounds that the decision is contrary to

1. the prohibition of discrimination in Chapter 2, Section 5, first paragraph, if the decision concerns
  - a) admission to education,
  - b) credit for education,
  - c) deferment of studies or resumption of studies after time off from studies,
  - d) a change of supervisor,
  - e) withdrawal of a supervisor and other resources in third-cycle courses and study programmes,
  - f) grants for research students, or
  - g) a disciplinary measure against a student,
2. the prohibition of discrimination in Chapter 2, Section 5, second paragraph, or
3. the prohibition of reprisals in Chapter 2, Section 19.

If the Appeals Board finds that the appealed decision is contrary to one of the prohibitions and that this can be assumed to have influenced the outcome, the decision shall be set aside and the case, if necessary, referred back to the university or other higher education institution for re-examination.

If a decision can be appealed under another statute, the appeal is to be made as prescribed there instead of as directed in the first paragraph.

[Act (2012:913)].

#### Section 19

No appeal may be made against a decision of the Board of Appeals for Higher Education under this Act.

## **Chapter 5. Compensation and invalidity**

### **Compensation**

#### **Section 1**

A natural or legal person who violates the prohibitions of discrimination or reprisals or who fails to fulfil their obligations to investigate and take measures against harassment or sexual harassment under this Act shall pay compensation for discrimination for the offence resulting from the infringement. When compensation is decided, particular attention shall be given to the purpose of discouraging such infringements of the Act. The compensation shall be paid to the person who has been offended by the infringement.

An employer who violates Chapter 2, Section 1, first paragraph or Section 18 shall also pay compensation for the loss that arises. However, this does not apply to a loss that arises in connection with a decision concerning employment or promotion.

If there are special grounds, the compensation can be reduced or set at zero.

#### **Section 2**

If an employer in activities referred to in Chapter 2, Section 9, 10, 11, 13, 14, 15 or 17 discriminates against someone or subjects someone to reprisals, the compensation for discrimination shall be paid by the employer. A person performing work on behalf of another person in circumstances resembling those in an employment relationship shall be equated with an employee.

If an education provider violates Chapter 2, Section 5, 7 or 19 the compensation shall be paid by the entity responsible for the activities.

### **Invalidity**

#### **Section 3**

If someone is discriminated against by a provision in an individual contract or in a collective agreement in a manner that is prohibited under this Act, the provision shall be modified or declared invalid if the person discriminated against requests this. If the provision is of such significance for the contract or agreement that it cannot reasonably be demanded that the contract or agreement shall apply in other respects without material changes, the contract may also be modified in other respects or be declared invalid in its entirety.

If someone is discriminated against by termination of a contract or agreement or by some other such legal act, the legal act shall be declared invalid if the person discriminated against requests this.

If someone is discriminated against by a rule or similar internal provision at the place of work, the provision shall be modified or declared without effect if the person discriminated against requests this.

## **Chapter 6. Legal proceedings**

### **Applicable rules**

#### **Section 1**

Cases concerning the application of Chapter 2, Section 1, 2, 3 or 18 shall be dealt with under the Labour Disputes (Judicial Procedure) Act (1974:371). In such cases a person enquiring about or applying for work, a person applying for or carrying out a traineeship or a person who is available to perform work or who is performing work as temporary or borrowed labour shall be regarded as an employee.

The person at whose establishment the traineeship or work is being or would have been carried out shall be regarded as employer.

This also applies when the regulations on negotiations concerning disputes in the Employment (Co-determination in the Workplace) Act (1976:580) are applied.

Cases concerning the application of Chapter 2, Section 5, 6, 7, 9, 10, 11, 12, 12a, 12b, 13, 13a, 13b, 14, 14a, 14b, 15, 16, 17 or 19 shall be examined by a general court and dealt with in accordance with the provisions of the Swedish Code of Judicial Procedure concerning procedures in civil cases in which out-of-court settlement of the matter is permitted. [Act (2012:673)].

### **Right to bring an action**

#### **Section 2**

The Equality Ombudsman, or a non-profit organisation whose statutes state that it is to look after the interests of its members and that is not an employees' organisation referred to in the third paragraph, may bring an action, as a party, on behalf of an individual who consents to this. When the Ombudsman or the association brings such an action, the Ombudsman or association may also bring another action on behalf of the individual as part of the same proceedings, if he or she consents to this. In cases under Section 1, first paragraph the Ombudsman's action is brought before the Labour Court. For unmarried children under 18 years of age the consent of the custodian or custodians is required.

To be allowed to bring an action, the association must be suited to represent the individual in the case, taking account of its activities and its interest in the matter, its financial ability to bring an action and other circumstances.

When an employees' organisation has the right to bring an action on behalf of the individual under Chapter 4, Section 5 of the Labour Disputes (Judicial Procedure) Act (1974:371), the Ombudsman or

association may only bring an action if the employees' organisation does not do so.

### **Burden of proof**

#### Section 3

If a person who considers that he or she has been discriminated against or subjected to reprisals demonstrates circumstances that give reason to presume that he or she has been discriminated against or subjected to reprisals, the defendant is required to show that discrimination or reprisals have not occurred.

### **Statute of limitations**

#### *Working life*

#### Section 4

If someone brings an action on the basis of notice of termination or summary dismissal, the following provisions of the Employment Protection Act (1982:80) shall be applied:

- Section 40 concerning the time limit for actions for a declaration of invalidity,
- Section 41 concerning the time limit for damages or other claims, and
- Section 42 concerning the expiry of the right to bring an action on the grounds that it is time-barred.

If someone brings an action against an employer other than an action referred to in the first paragraph, the following provisions of the Employment (Co-determination in the Workplace) Act (1976:580) shall be applied:

- Section 64 on the time limit for calling for negotiations,
- Section 65 on the time limit for bringing an action,
- Section 66 on the extended time limit for a person who is not represented by an employees' organisation, with the difference that the time limit referred to in Section 66, first paragraph, first sentence shall be two months, and
- Section 68 concerning the expiry of the right to bring an action on the grounds that it is time-barred.

If the action concerns compensation on grounds of an employment decision announced by an employer in the public sector, the time limits specified in the second paragraph are calculated from the day on which the employment decision gained legal force.

#### Section 5

In cases under Section 1, first paragraph the Equality Ombudsman can toll the statute of limitations, except in cases concerning a declaration that a notice of termination or summary dismissal is invalid, by

informing the employer in writing that the Ombudsman is making use of her or his right to toll the statute of limitations. If the running of the statute of limitations has been tolled by such a communication, a new statute of limitations under Section 4 runs from the day of tolling. A statute of limitations cannot be tolled more than once.

### *Other areas of society*

#### Section 6

A legal action other than actions referred to in Section 4 must be brought within two years

from the date on which the act to which attention is called was performed or from the last date on which an obligation should have been fulfilled. Otherwise the right to bring legal action expires.

If the action concerns a person who was under 18 years of age when the act was performed or the obligation should have been fulfilled at the latest, the time limit specified in the first paragraph is calculated from the day on which the person reached the age of 18.

### **Litigation costs**

#### Section 7

In cases under Section 1, second paragraph, each party may be ordered to bear its litigation costs, if the party that has lost the case had reasonable grounds for bringing the dispute to court. However, this does not apply when the Equality Ombudsman brings an action on behalf of an individual under Section 2.

In cases under Section 1, first paragraph, Chapter 5, Section 2 of the Labour Disputes

(Judicial Procedure) Act (1974:371) applies instead.

### **Other provisions**

#### Section 8

If someone brings an action on the basis of notice of termination or summary dismissal, the following provisions of the Employment Protection Act (1982:80) are to be applied:

- Section 34 concerning the validity of a notice of termination etc.,
- Section 35 concerning the validity of a notice of summary dismissal etc.,
- Section 37 concerning suspension from work when a notice of termination or summary dismissal has been declared invalid,
- Section 43, first paragraph, second sentence and second paragraph concerning expeditious conduct of proceedings etc. [Act (2011:742)].

#### Section 9

An action for compensation based on a decision on employment that has been announced by an employer in the public sector may not be examined before the employment decision has gained legal force.

#### Section 10

The provisions of the Swedish Code of Judicial Procedure concerning parties shall also apply to a person on whose behalf the Equality Ombudsman or an association brings an action under this Act in so far as they regard disqualifying circumstances, ongoing legal proceedings and personal attendance, as well as hearing of witnesses on oath and other issues concerning evidence.

When an individual brings an action under this Act, the Equality Ombudsman or an association may not bring an action on the individual's behalf in the same matter.

#### Section 11

The decision of the court in a case where the Equality Ombudsman or an association brings an action on behalf of an individual may be appealed by the individual, if it may be appealed by the Ombudsman or the association.

When the decision of the court in a case referred to in the first paragraph has become final and non-appealable, the matter may not be reviewed on the action either of the individual or of the Equality Ombudsman or the association.

1. This Act enters into force on 1 January 2009.
2. This Act supersedes
  - the Equal Opportunities Act (1991:433),
  - the Act on Measures against Discrimination in Working Life on Grounds of Ethnic Origin, Religion or other Belief (1999:130),
  - the Prohibition of Discrimination in Working Life on Grounds of Disability Act (1999:132),
  - the Prohibition of Discrimination in Working Life because of Sexual Orientation Act (1999:133),
  - the Equal Treatment of Students at Universities Act (2001:1286),
  - the Prohibition of Discrimination Act (2003:307), and
  - the Act Prohibiting Discriminatory and Other Degrading Treatment of Children and Pupils (2006:67).
3. The superseded acts continue to apply with regard to discrimination and reprisals that have taken place before this Act entered into force. After this Act enters into force, the duties incumbent on an ombudsman under the superseded acts shall be fulfilled by the Equality Ombudsman. After this Act has entered into force, the duties incumbent under the superseded acts on the Equal Opportunities Commission or the Board

against Discrimination shall be fulfilled by the Board against Discrimination.

4. The obligation of the employer under Chapter 3, Section 10 shall be performed for the first time in 2009 or the year in which the provision first becomes applicable.

5. The obligations of the employer under Chapter 3, Sections 11 and 13 shall be performed for the first time in the year immediately following the start of the calendar year when the employer employed at least 25 employees or the year after that, if the obligation under Chapter 3, Section 10 is to be performed that year.

### ***Social Services Act (2001:453)***

#### **Chapter 5 Special provisions for certain groups**

##### **Older persons**

###### **Section 4**

The care provided by the social services should be tailored towards providing older persons the opportunity of leading a dignified life and experiencing well-being (fundamental value).

The social welfare committee shall endeavour to ensure that older persons are enabled to live independently and securely and to lead active, meaningful lives in the company of others. Act (2010:427).

###### **Section 6**

The social welfare committee shall make itself closely acquainted with the living conditions of older persons within its boundaries and, in its activation measures, shall disseminate information concerning social services activities in this field.

The municipality shall plan its measures for older persons. In this planning the municipality shall cooperate with the county council and with other public bodies and organisations.

Municipalities shall strive towards ensuring that personnel with knowledge of Finnish, Meänkieli or Sami are available for the care of older persons when this is deemed to be necessary. Act (2009:726).

### ***Law on System of Choice in the Public Sector (2008:962)***

#### **Chapter 1 Area of application of the Act**

## **Scope of the Act**

### **Section 1**

This Act applies when a contracting authority decides to apply a system of choice regarding services within health and social services, which are included as B Services in Category 25 of Appendix 3 of the Public Procurement Act (2007:1091). However, the Act does not apply to services covered by CPV code 85311300-5 (welfare services for children and young people) according to Regulation (EC) No 2195/2002 of the European Parliament and of the Council of 5 November 2002 on the Common Procurement Vocabulary (CPV).

‘System of choice’ according to this Act means a procedure where the individual is entitled to choose the supplier to perform the service and with which a contracting authority has approved and concluded a contract. The contracting authority does not need to apply the same system of choice within all areas affected.

## **Principles for system of choice**

### **Section 2**

The contracting authority shall treat suppliers in an equal and non-discriminatory manner. The contracting authority must observe the principles of transparency, mutual recognition and proportionality when applying a system of choice.

## **Application of the Administrative Procedure Act**

### **Section 3**

The Administrative Procedure Act (1986:223) shall not be applied to the processing of matters under this Act.

## **Chapter 2 Definitions**

### **Section 1**

‘Contract documents/specification’ means such documentation for the application to participate in a system of choice that a contracting authority provides.

### **Section 2**

‘Contract’ means a written agreement with financial conditions that

1. has been concluded between one or more contracting authorities and one or more suppliers,

2. relates to the provision of services, and
3. has been signed by the parties or signed by them with an electronic signature.

The contract may also contain conditions other than financial conditions.

#### Section 3

'Supplier' means a person who provides service in the market as referred to in Chapter 1, Section 1, first paragraph. 'Supplier' also means a group of suppliers.

#### Section 4

'Continuous publication' means a notice that applies indefinitely and where no final date has been stipulated to submit an application.

#### Section 5

'Body governed by public law' means such companies and foundations that fulfil needs in the public interest, provided the need is not of a commercial nature, and:

1. which is for the greatest part funded by a municipality, a county council or a contracting authority,
2. whose operations are subject to the control of a municipality, a county council or a contracting authority, or
3. on whose board or corresponding management body more than half of the number of members are appointed by a municipality, a county council or a contracting authority.

#### Section 6

'Service' means such service as referred to in Chapter 1, Section 1, first paragraph.

#### Section 7

'Contracting authority' means a local government authority.

When applying this Act, the contracting authority shall be equated with

1. the decision-making assemblies of municipalities and county councils,
2. a body governed by public law as referred to in Section 5,
3. associations formed by one or more authorities according to the first paragraph or assemblies according to 1, and
4. associations of one or more bodies according to 2.

### **Chapter 3 Publication**

#### **Obligation to publish on a national website**

#### Section 1

A contracting authority that has decided to establish or change a system of choice shall publish this on the national website set up for the purpose. Contract documents shall, together with the notice, be held available on the website.

### **Continuous publication**

#### Section 2

The contracting authority shall continuously request applications by notices on the national website.

## **Chapter 4 Content of the contract documents**

### **Financial remuneration**

#### Section 1

The principles for the financial remuneration for a supplier shall be stated in the contract documents.

### **Special conditions of contract**

#### Section 2

The contracting authority may lay down special social, environmental and other conditions relating to the performance of a contract. All conditions shall be stated in the notice about the system of choice or in the contract documents.

### **Submission and processing period of an application**

#### Section 3

The manner in which the application is to be submitted shall be stated in the notice or the contract documents.

#### Section 4

The time within which the contracting authority will make a decision on approval shall be stated in the contract documents.

#### Section 5

The provisions of Section 10 of the Administrative Procedure Act (1986:223) shall apply when assessing whether a document is deemed to have been received by the contracting authority.

## **Chapter 5 Application for participation in a system of choice**

## **The right to participate in a system of choice**

### **Section 1**

Natural or legal persons can individually or together with other suppliers submit an application. The contracting authority may not impose conditions requiring that a group shall assume a specific legal form in order to be allowed to submit an application. However, the contracting authority may request that a group shall assume a specific legal form when it has been awarded the contract, to the extent that this is necessary for the acceptable performance of the contract.

## **Access to the capacity of other undertakings**

### **Section 2**

An applicant may, where appropriate, rely on the economic, technical and professional ability of other undertakings in its application. The applicant shall, by producing a commitment by the undertakings in question or in another way prove that he or she will have at their disposal the resources necessary for the execution of the contract.

## **Chapter 6 Communication**

### **Communication by electronic means**

#### **Section 1**

When communicating by electronic means, the means must be non-discriminatory, generally available and possible to use together with such equipment and software as is generally used.

### **Correction of errors, clarification and supplementation**

#### **Section 2**

The contracting authority may allow an applicant to correct a written error or some other manifest error in the application. The contracting authority may request that an application is clarified or supplemented.

## **Chapter 7 Exclusion of applicants**

### **Circumstances that may result in exclusion of an applicant**

#### **Section 1**

The contracting authority may exclude an applicant that

1. is bankrupt or is being wound up, is under compulsory administration or is the subject of a composition or has indefinitely stopped their payments  
or is subject to a prohibition on conducting business,
2. is the subject of proceedings for a declaration of bankruptcy, for an order  
for compulsory winding up or administration by the court or composition  
or any other similar proceedings,
3. has been convicted by a judgment which has the force of res judicata for  
an offence relating to professional practice,
4. has been guilty of grave professional misconduct and the contracting authority can prove this,
5. has not fulfilled their obligations relating to social insurance charges  
or  
tax in their country of origin or other State within the EEA area, or
6. in some essential respect has failed to provide information requested  
or  
provided incorrect information required pursuant to this provision.

If the applicant is a legal person, the applicant may be excluded if a representative  
for the legal person has been sentenced for an offence referred  
to in the first paragraph, Section 3 or committed such an error as referred  
to in the first paragraph, Section 4.

The contracting authority may request that an applicant proves that  
there are no grounds for excluding them pursuant to the first paragraph,  
Section 1, 2, 3 or 5.

### **Certificates and evidence regarding applicants**

#### **Section 2**

The contracting authority shall, as evidence for there not being  
grounds for excluding an applicant, accept an extract from an official  
register of other equivalent document as regards a circumstance as  
referred  
to in Section 1, first paragraph, item 1, 2 or 3 and a certificate from a  
competent authority as regards a circumstance as referred to in Section 1,  
first paragraph, item 5.

If such documents or certificates as referred to in the first paragraph are  
not issued in the applicant's country of origin or the country whence  
they

come or do not cover all of the cases as referred to in Section 1, first paragraph, items 1 to 3, they may be replaced by a statement provided under honour and faith of by a similar assurance.

If an applicant is registered in an official list of approved suppliers in a country within the EEA, the contracting authority shall assume that the applicant cannot be excluded as a supplier according to Section 1, first paragraph, items 1 to 5.

## **Chapter 8 Approval and conclusion of contract**

### **Decision on approval**

#### **Section 1**

The contracting authority shall approve all applicants satisfying the requirements referred to in the contract notice and contract documents and which have not been excluded pursuant to Chapter 7, Section 1.

### **Notification of decision**

#### **Section 2**

When a decision has been made concerning whether an applicant may participate in the system of choice, the contracting authority shall as soon as possible give notice to the applicant of the decision and the reasons for it.

Such a notification shall be provided to the applicants even when the contracting authority decides to discontinue the establishment of the system of choice.

If the contracting authority decides not to approve the applicant as a supplier in the system of choice, the contracting authority shall provide information on how rectification can be sought.

### **Concluding the contract**

#### **Section 3**

When the contracting authority has granted its approval, the authority shall conclude a contract with the supplier without delay.

## **Chapter 9 Information and no-choice alternative**

### **The contracting authority's information responsibility**

#### **Section 1**

The contracting authority shall provide to private parties information about all suppliers with which the authority has concluded contracts within the framework of the system of choice. This information shall be objective, relevant, comparable, easy to understand and readily available.

### **No-choice alternative**

#### Section 2

For the private party who does not choose a supplier, the contracting authority shall provide a no-choice alternative.

### **Chapter 10 Remedies, etc.**

#### **Rectification**

##### Section 1

A supplier, who claims that a contracting authority has breached a provision of this Act, may apply for rectification to a general administrative court.

Only the applicant that has not been approved can apply for rectification of the contract authority's decision according to Chapter 8, Section 1.

An application for rectification shall be submitted in writing.

##### Section 2

If the contracting authority has breached any provision of this Act and this has meant that a supplier suffered or may suffer damage, the court shall decide that the contracting authority shall implement rectification.

#### **Competent court**

##### Section 3

An application for rectification according to Section 1 shall be made to the general administrative court in whose judicial district the contracting authority is based.

An application according to Section 1, second paragraph shall have been received by the general administrative court within three weeks from when the notification was provided according to Chapter 8, Section 2. Leave to appeal is required to make an appeal to the Administrative Court of Appeal. Act (2009:856).

## **Prohibition of appeal**

### Section 4

A decision to which this Act applies may not be appealed against under Chapter 10 of the Local Government Act (1991:900).

## **Damages**

### Section 5

A contracting authority that has not complied with the provisions of this Act must compensate the applicant for damage caused thereby. An action for damages which is based on a decision under Chapter 8, Section 1 shall be instituted within one year from the date on which the contracting authority decided not to approve the applicant.

Actions for damages shall be instituted at a general court.

If an action is not brought in time, the right to damages is lost.

## **Exemptions from rectification and damages**

### Section 6

The provisions of this Chapter concerning rectification or damages do not apply to the decision of a contracting authority on information and no-choice alternative.

## **Supervision**

### Section 7

The Government shall appoint an authority to exercise supervision of the system of choice according to this Act.

### Section 8

The supervisory authority may obtain such information from the contracting authority as may be necessary for the supervision. This information shall in the first instance be collected through written procedure.

If it is more suitable, owing to the scope of the material, urgency or some other circumstance, the information may be collected by visiting the contracting authority or verbally.

### Section 9

A contracting authority is liable to provide the information that the supervisory authority requests for its supervision.

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Enters into force 1 Jan 2009

### ***Heritage Conservation Act (1988:950) etc.***

#### **Good place names practice**

Section 4 In state and local government operations, good place names practice shall be observed. This means that:

- place names established by long usage shall not be changed without good cause,
- place names shall generally be spelled in accordance with generally accepted rules for linguistic correctness, unless spelling forms established by long usage otherwise require,
- the impact on names established by long usage shall be taken into account when forming new place names, and
- Swedish, Sami and Finnish names shall, as far as possible, be used in parallel on maps and also for signs and other markings in multilingual areas.

Names that have been approved for public map production shall also be used in their approved form in other contexts. Act (2000:265).

### ***Sami Parliament Act (1992:1433)***

#### **Chapter 2 The Sami Parliament**

##### **Assignments of the Sami Parliament**

###### **Section 1**

The Sami Parliament shall work for a living Sami culture, taking initiatives for activities and proposing measures for promoting this culture. The assignments of the Sami Parliament include, in particular:

1. deciding on the allocation of state subsidies and funds from the Sami Foundation to Sami culture and Sami organisations, as well as funds that are intended for the common disposal of the Sami people,
2. appointing the Board of Directors for the Sami Education Board,
3. establishing objectives for and guiding the work on the Sami language,
4. participating in community development and ensuring that Sami needs are considered, including the interests of reindeer breeding in the use of land and water,
5. providing information on Sami conditions, and
6. performing the additional tasks that pertain to the Sami Parliament pursuant to legislation or other statutes. Act (2010:868).

## *The Education Ordinance (2011:185)*

### **Chapter 5 Education**

#### **Mother tongue tuition**

##### Section 7

Chapter 10, Section 7, Chapter 11, Section 10, Chapter 12, Section 7, and Chapter 13, Section 7 of the Education Act (2010:800) contain basic provisions on the obligation of education providers to offer mother tongue tuition. The education provider is also obliged to offer mother tongue tuition to pupils who are adopted children and who have a mother tongue other than Swedish, even if the language is not the pupil's daily means of interaction in the home.

The school principal decides on a pupil's mother tongue tuition.

##### Section 8

Mother tongue tuition may be organised

1. as a language choice in compulsory school and special school for children with disabilities,
2. as the pupil's choice,
3. within the framework of the school's choice, or
4. outside the guaranteed teaching time.

##### Section 9

Mother tongue tuition may not comprise more than one language for one pupil. However, a Roma pupil who comes from abroad may be given mother tongue tuition in two languages, if there are special reasons for doing so.

##### Section 10

An education provider is obliged to organise mother tongue tuition in a language only if

1. at least five pupils who are to be offered mother tongue tuition in the language request such teaching, and
2. a suitable teacher is available.

The first paragraph 1 does not apply to national minority languages. Under Section 7 of the Language Act (2009:600), the national minority languages are Finnish, Yiddish, Meänkieli, Romani Chib and Sami.

##### Section 11

If a pupil is given mother tongue tuition outside the guaranteed teaching time, the education provider is obliged to offer the pupil such teaching for a total of, at most, seven academic years during the pupil's school

career. However, the pupil should be offered mother tongue tuition for a longer period if the pupil is in special need of such tuition.

The restriction under the first paragraph does not apply to the national minority languages or to a Nordic language.

#### Section 12

A pupil receiving mother tongue tuition may, with the restriction stipulated in Section 11, continue to take part in the tuition, even if the language should cease to be the pupil's daily means of interaction in the home.

#### Section 13

In mother tongue tuition in Sami, the syllabus applying to the subject of Sami in the Sami school should be used.

### **Chapter 9 Compulsory school**

#### **Bilingual teaching**

the Teaching in the language that is the pupil's daily means of interaction in home

#### Section 12

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 pupils with Finnish as their daily means of interaction in the home, such teaching may also be organised in years 7–9.

An education provider that organises teaching in accordance with the first paragraph should report this to the Swedish Schools Inspectorate.

#### Section 13

During the entire period in which the pupil receives bilingual teaching under Section 12, at most half of the teaching may be given in the language that is the daily means of interaction in the home. Teaching should be planned so that teaching in Swedish gradually increases.

### **Chapter 12 The Sami school**

#### **The contents and scope of the education**

##### *Curriculum*

#### Section 1

A curriculum applies to the Sami school under Chapter 1, Section 11, first paragraph of the Education Act (2010:800).

The curriculum is to be found in the Ordinance (SKOLFS 2010:251) on the curriculum for the Sami school, pre-school class and the recreation centre in certain cases. The same Ordinance contains provisions on the syllabi and knowledge requirements for the Sami school.

### *Timetable*

#### Section 2

Provisions on the distribution of guaranteed teaching time (time table) are to be found in appendix 3.

#### Section 3

The education provider decides after proposals from the school principal on the distribution of teaching time among the years.

### *Sami teaching*

#### Section 4

Teaching is to be given in Swedish and Sami.

#### Section 5

The subject of Sami should be available in all years.

#### Section 6

For pupils who have been received in the Sami school because of special reasons under Chapter 7, Section 7, paragraph 1, second sentence of the Education Act (2010:80), teaching in Sami and teaching in the subject of Sami may be exchanged with other teaching.

### *Integrated Sami teaching in the compulsory school*

#### Section 13

An education provider for compulsory school may organise Sami teaching for Sami pupils in their compulsory school if the education provider and the Sami Education Board conclude an agreement on this.

Sami teaching refers to teaching containing Sami features and teaching in Sami apart from the teaching that is organised as mother tongue tuition in Sami.

#### Section 14

Education for Sami pupils is to be integrated with the equivalent education for other pupils in the compulsory school.

Sami teaching may be placed at times outside the guaranteed teaching time.

## ***Education Act (2010:800)***

### **Chapter 8 The pre-school**

#### **Mother tongue**

##### Section 10

The pre-school should contribute towards ensuring that children who have a mother tongue other than Swedish have the opportunity to develop both the Swedish language and their mother tongue.

### **Chapter 9 The pre-school class**

#### **Mother tongue**

##### Section 10

The pre-school class should contribute towards ensuring that pupils who have a mother tongue other than Swedish have the opportunity to develop both the Swedish language and their mother tongue.

### **Chapter 10 Nine-year compulsory school**

#### **Mother tongue tuition**

##### Section 7

A pupil who has a custodian with a mother tongue other than Swedish should be offered mother tongue tuition in this language if

1. the language is the pupil's daily means of interaction (dagligt umgängesspråk) in the home and
2. the pupil has basic knowledge of the language.

Mother tongue tuition in a national minority language should be offered even if the language is not the pupil's daily means of interaction in the home. The government or an authority appointed by the government may issue regulations with regard to the mother tongue tuition. Such regulations may involve that mother tongue tuition in a certain language will only be offered if a certain number of pupils wish to receive such tuition in the language.

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Enters into force 1 July 2011

### ***The Health and Medical Service Act (1982:763)***

#### **Section 2**

Health and medical services are aimed at assuring the entire population of good health and of care on equal terms.

Care shall be provided with respect for the equal dignity of all human beings and for the dignity of the individual. Priority for health and medical care shall be given to the person whose need of care is greatest. Act (1997:142).

#### **Section 2 b**

The patient should be given individualised information concerning

1. his/her state of health,
2. the methods for examination, care and treatment which are available,
3. his/her opportunities of choosing a care provider and executor within publically financed health and medical care, and
4. the health care guarantee.

If this information cannot be supplied to the patient, it shall be supplied to a close relative instead. Information may not be supplied to that patient or any relative of the patient, however, insofar as this is contrary to Chapter 25, Section 6 or 7 of the Secrecy Act (2009:400) or Chapter 6, Section 12 second paragraph or Section 13 first paragraph of patientsäkerhetslagen [the Act on Patient Safety] (2010:659). Act (2010:662)

#### **Section 2 e**

Where health and medical services are conducted, there shall be present the staff, facilities and equipment necessary in order for the provision of good care to be possible. Act (1998:1660).

**Appendix 3 – Map of the administrative areas for Finnish (blue), Sami (red) and Meänkieli (yellow)**

## VISSTE DU ATT?

- Kanske var tionde av Sveriges invånare tillhör någon av våra nationella minoriteter samer (även urfolk), sverigefinnar, tornedalingar, romer och judar.
- Från den 1 januari 2010 har vi en ny lag om nationella minoriteter och minoritetsspråk som anger minoriteternas rättigheter.
- Lagen fastslår rätten till inflytande i samhället och stöd för de historiska minoritetskulturerna och till minoritetsspråken i dess olika varieteter.
- Lagen omfattar alla myndigheter och gäller i hela landet.
- 64 kommuner och 12 landsting och regioner ingår i dagsläget i så kallade förvaltningsområden för samiska, finska och meänkieli. Även andra kommuner kan ha möjlighet att ingå i ett förvaltningsområde. Ansökan om frivillig anslutning ska lämnas till Regeringskansliet senast den 1 april.
- Inom förvaltningsområdena finns ett utökad ansvar att erbjuda service på samiska, finska och meänkieli. En del förvaltningsområden omfattar flera av språken.
- I förvaltningsområdena omfattas även statliga myndigheter av det utökade ansvaret.

Läs mer på [www.minoritet.se](http://www.minoritet.se)

# Nationella minoriteter i Sverige

## TORNEDALINGAR

► Det finns cirka 50 000 tornedalingar i Sverige framförallt bosatta i Norrbotten. Minoritetsspråket heter meänkieli. Kommuner som ingår i förvaltningsområdet för meänkieli är:

- Gällivare
- Haparanda
- Kalix
- Kiruna
- Pajala
- Övertorneå

## SAMER

► Det finns 20 000–35 000 samer i Sverige som talar bland annat nordsamiska, lulesamiska, pitesamiska, sydsamiska och umesamiska. Kommuner som ingår i det samiska förvaltningsområdet är:

- Arjeplog
- Arvidsjaur
- Berg
- Dorotea
- Gällivare
- Härjedalen
- Jokkmokk
- Kiruna
- Krokom
- Lycksele
- Malå
- Sorsele
- Storuman
- Strömsund
- Umeå
- Vilhelmina
- Åre
- Älvdalen
- Östersund

## ROMER

► Det finns 50 000–100 000 romer och resande i Sverige bosatta över hela landet. Minoritetsspråket heter romani chib.

## JUDAR

► Det finns 20 000–25 000 judar i Sverige bosatta över hela landet. Minoritetsspråket är jiddisch.

## SVERIGEFINNAR

► Det finns 450 000–600 000 sverigefinnar i Sverige. Minoritetsspråket är finska. Många bor i Stockholm–Mälardalen. Kommuner som ingår i det finska förvaltningsområdet är:

### UTANFÖR STOCKHOLM

- Borlänge
- Borås
- Enköping
- Eskilstuna
- Finspång
- Gällivare
- Gävle
- Göteborg
- Hallstahammar
- Haparanda
- Hofors
- Häbo
- Hällefors
- Kalix
- Karlskoga
- Kiruna
- Köping
- Lindesberg
- Luleå
- Motala
- Norrköping
- Pajala
- Sandviken
- Skinningskatteberg
- Skövde
- Surahammar
- Tierp
- Trollhättan
- Uddevalla
- Umeå
- Uppsala
- Västerås
- Älvkarleby
- Örebro
- Östhammar
- Övertorneå

### STOCKHOLMSOMRÅDET

- Botkyrka
- Haninge
- Huddinge
- Norrtälje
- Sigtuna
- Solna
- Stockholm
- Sundbyberg
- Södertälje
- Upplands-Bro
- Upplands Väsby
- Österåker



