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**EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES**

**Report of the Committee of Experts  
presented to the Committee of Ministers of the Council of Europe  
in accordance with Article 16 of the Charter**

**Seventh Report**

**SWEDEN**

The European Charter for Regional or Minority Languages provides for a control mechanism to evaluate how the Charter is applied in a State Party with a view to, where necessary, making recommendations for improving its legislation, policy and practices. The central element of this procedure is the Committee of Experts, set up under Article 17 of the Charter. Its principal purpose is to report to the Committee of Ministers on its evaluation of compliance by a Party with its undertakings, to examine the real situation of regional or minority languages in the State and, where appropriate, to encourage the Party to gradually reach a higher level of commitment.

To facilitate this task, the Committee of Ministers adopted, in accordance with Article 15, paragraph 1, an outline for periodical reports that a Party is required to submit to the Secretary General. This outline requires the State to give an account of the concrete application of the Charter, the general policy for the languages protected under Part II and, in more precise terms, all measures that have been taken in application of the provisions chosen for each language protected under Part III of the Charter. The Committee of Experts' first task is therefore to examine the information contained in the periodical report for all the relevant regional or minority languages on the territory of the State concerned. The periodical report shall be made public by the State in accordance with Article 15, paragraph 2.

The Committee of Experts' role is to evaluate the existing legal acts, regulations and real practice applied in each State for its regional or minority languages. It has established its working methods accordingly. The Committee of Experts gathers information from the respective authorities and from independent sources within the State, in order to obtain a fair and just overview of the real language situation. After a preliminary examination of a periodical report, the Committee of Experts submits, if necessary, a number of questions to each Party to obtain supplementary information from the authorities on matters it considers insufficiently developed in the report itself. This written procedure is usually followed up by an on-the-spot visit by a delegation of the Committee of Experts to the State in question. During this visit the delegation meets bodies and associations whose work is closely related to the use of the relevant languages and consults the authorities on matters that have been brought to its attention. This information-gathering process is designed to enable the Committee of Experts to evaluate more effectively the application of the Charter in the State concerned.

Having concluded this process, the Committee of Experts adopts its own report. Once adopted by the Committee of Experts, this evaluation report is submitted to the authorities of the respective State Party for possible comments within a given deadline. A confidential dialogue may, at this stage, be requested by this State Party. The final evaluation report is made public, together with the comments, if any, which the authorities of the State Party may have made. This document is then transmitted to the Committee of Ministers for the adoption of its recommendations to the State Party, on the basis of the proposals for recommendations contained in the evaluation report.

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## Executive Summary

The European Charter for Regional or Minority Languages entered into force in Sweden on 1 June 2000 and applies to the following languages: Sami, Finnish and Meänkieli under Part III of the Charter, and Romani Chib and Yiddish under Part II of the Charter.

During recent years, improvements pertaining to the promotion and protection of these languages have taken place regarding the legal framework. The number of municipalities belonging to the administrative areas of Sami, Finnish and Meänkieli has regularly increased over the last reporting cycles. The Swedish authorities have set up several inquiries during this monitoring round, tasked to consider improvements in the Swedish protection and promotion of regional or minority languages. However, thus far, and with a few exceptions, the recommendations presented in the inquiries have not resulted in practical results.

The situation of minority languages in education remains unsatisfactory. The offer of one lesson per week is considered insufficient for the needs and demands of the speakers, as well as for the development of a mature literacy and the survival of the minority languages. The present teacher education structure still does not match the need for teachers at pre-school, the lower grades of primary schools and upper secondary schools for all national minority languages. As indicated in the last evaluation report, a structured policy in education, teacher training and additional teaching materials are needed to ensure the protection of all minority languages.

Several cases of prohibition to use the mother tongue by national minority language speakers, for example in schools, have been reported to the Equality Ombudsman. No action has been taken as language is not a ground for discrimination in the Discrimination Act. This is not in conformity with the Charter.

As regards the judiciary and administrative authorities, there are online translations of relevant materials and documents. However, it is not clear to the COMEX whether it is actually possible to use the regional and minority languages before the courts regardless of knowledge of Swedish. The authorities need to take proactive measures to bring the situation into line with the undertakings ratified by Sweden under Article 9.

As regards the display and public use of place names in Sami, Finnish and Meänkieli, positive advances have been noted in this monitoring cycle, in particular following the codification of place names in Meänkieli.

Problems persist in the field of media. Radio broadcasting in Sami and Finnish is satisfactory and television is, by and large, satisfactory for these languages. Meänkieli, however, is facing shortcomings especially concerning television broadcasts. Romani and especially Yiddish are largely invisible in the media, notably on television.

The seventh evaluation report by the Committee of Experts is based on the political and legal situation prevailing at the time of the Committee of Experts' on-the-spot visit to Sweden in October 2019.

## Chapter 1 The situation of the regional or minority languages in Sweden – Recent developments and trends

1. The European Charter for Regional or Minority Languages (hereafter referred to as “the Charter”) is a treaty of the Council of Europe which puts obligations on its states parties to protect and promote the country’s traditional minority languages in all fields of public life: education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, and transfrontier exchanges. Sweden signed and ratified the Charter on 9 February 2000. The Charter entered into force in Sweden on 1 June 2000. Sweden declared at the time of ratification that Sami, Finnish and Meänkieli are regional or minority languages, protected under Parts II and III of the Charter. It also identified Romani Chib and Yiddish as non-territorial languages spoken in Sweden, protected under Part II of the Charter. The instrument of ratification as regards Sweden is set out in Appendix I of this report.
2. Sweden ratified the Charter for Sami without distinguishing between its separate languages. During the process of monitoring the protection and promotion of Sami, it has become clear that there is a need to differentiate between North, Lule, Ume, Pite and South Sami. The Committee of Experts has therefore adopted this approach where appropriate. This approach is consistent with the approach of the Swedish authorities and the Sami speakers.
3. Sweden has ratified for Romani Chib<sup>1</sup> under Part II without distinguishing between its separate varieties. During the process of monitoring the protection and promotion of Romani, it has become clear that there is a need to differentiate between Romani varieties, especially in the field of education and language cultivation. The Swedish authorities have taken into account this differentiation of varieties in co-operation with the Romani speakers. The Committee of Experts has therefore adopted this approach where appropriate. This approach is consistent with the approach of the Swedish authorities and the Romani speakers.
4. Article 15 (1) of the Charter requires states parties to submit three-yearly reports<sup>2</sup> on the implementation of the Charter. The Swedish authorities submitted their seventh periodical report on 18 June 2019. This seventh evaluation report of the Committee of Experts is based on the information contained in the periodical report and statements made by representatives of the speakers of the minority languages during the on-the-spot visit (9-11 October 2019) and/or submitted in written form pursuant to Article 16 (2) of the Charter.
5. Chapter 1 of this evaluation report focuses on the general developments and trends regarding the regional or minority languages in Sweden and the situation of these languages. It examines, in particular, the measures taken by the Swedish authorities in response to the recommendations made by the Committee of Experts and the Committee of Ministers at the end of the sixth monitoring cycle and also highlights new issues. Chapter 2 provides a detailed overview of the state of implementation of each undertaking of Sweden in respect of each given language as well as the recommendations addressed to the Swedish authorities. On the basis of its evaluation, the Committee of Experts proposes, in Chapter 3, recommendations to the Committee of Ministers to be addressed to the Government of Sweden, as provided for in Article 16 (4) of the Charter.
6. As far as the detailed legal examination of each undertaking is concerned, the Committee of Experts refers to its **second evaluation report on the application of the Charter in Sweden (ECRML (2006) 4)**<sup>3</sup>.
7. This present evaluation report is based on the political and legal situation prevailing at the time of the Committee of Experts’ on-the-spot visit to Sweden in October 2019. It was adopted by the Committee of Experts on 2 July 2020. It was made public on 10 September 2020.

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<sup>1</sup> Romani Chib, meaning the Romani language, is used in the ratification by Sweden, henceforth referred to here as ‘Romani’.

<sup>2</sup> Since 1 July 2019, new rules apply according to the Committee of Ministers decisions adopted on 28 November 2018 on the strengthening the monitoring mechanism of the European Charter for Regional or Minority Languages, whereby states parties submit their periodical report every five years (instead of every three years) and information about the implementation of the recommendations identified by the Committee of Experts in its evaluation report as being for immediate action every two and a half years.”

<sup>3</sup> See also the 3<sup>rd</sup> evaluation report ECRML (2009) 3, 4<sup>th</sup> evaluation report ECRML (2011) 4, 5<sup>th</sup> evaluation report ECRML (2015) 1 and 6<sup>th</sup> evaluation report CM (2017) 36.

## 1.1 General developments in policies, legislation and practice concerning the regional or minority languages in Sweden

### A minority policy: The Government Bill “En stärker minoritetspolitik”

8. In the previous monitoring cycle the Committee of Ministers recommended that Sweden adopt a comprehensive and structured approach based on the need of the speakers and according to the situation of each of the regional or minority languages<sup>4</sup> (Recommendation No. 1 - **CM/RecChI (2017)1**). During the reference period, and with a view to strengthening the legislation that regulates the rights of the national minorities, the government and the *Riksdag* passed the “A stronger minority policy” Government Bill<sup>5</sup>. The Bill made the Act on National Minorities and National Minority Languages more stringent, by reinforcing the obligations of the municipalities and county councils. It also presents goals and guidelines for their work on minority policy by clearly setting out the obligations for the authorities to provide speakers with information on their minority rights. Furthermore, it states how the authorities are expected to structure consultations with the speakers. The amendments also more firmly assert the right to pre-school education and elderly care by requiring a larger proportion of services in the mother tongue as well as encompassing the older person’s need to maintain his/her cultural identity. The amendments, in addition, strengthen the possibility to receive elderly care in Yiddish and Romani Chib, following similar principles for Finnish, Meänkieli and Sami. The amended Act on National Minorities and Minority Languages (2009:724) entered into force on 1 January 2019. Together with the “New start for a stronger minority policy” Government Communication<sup>6</sup>, the Government Bill constitutes a revision of the government’s overarching minority policy strategy. It aims at a more systematic approach and a long-term protection of the national minority languages.

9. Furthermore, according to the Swedish periodical report, the government intends to produce an action plan to preserve the national minority languages. The task of presenting such an action plan has been given to the Institute for Language and Folklore (ISOF). The latter is expected to present its report in May 2020<sup>7</sup>. This process also includes consultations with the speakers. The Committee of Experts looks forward to receiving information about the action programme and its implementation.

10. As highlighted by the Committee of Experts in previous evaluation reports, there is an acute need for teachers in pre-schools, in pre-school classes<sup>8</sup> and for years 1–3 in compulsory schools. Despite the Committee of Ministers’ recommendation of 2017 (Recommendation No. 4 CM/RecChI (2017)1) there is still no developed system of teacher training which takes into account the needs of the speakers and the situation of each of the minority languages. There is teacher training currently available for Finnish and Sami subject teacher training, which qualifies teachers to teach years 7–9 in compulsory schools or in upper secondary schools. However, it is difficult to attract students to the teacher training courses that are available. The school system has not managed to educate enough students with skills in the national minority languages. As a result, most students are neither able to take up the teacher training courses nor have the language competence for other purposes of using minority languages in the public sector. The Committee of Experts is therefore of the opinion that the present teacher education structure does not match the need for teachers at pre-school level, the lower grades of primary school and upper secondary school for all national minority languages.

11. In June 2018, the government submitted the ‘New start for a stronger minority policy’ Communication to the *Riksdag*. This Communication states that there is a need to further elaborate on different language course options since there is a lack of language skills in many different parts of the public sector. According to the government, it is important that measures to encourage more people to learn the national minority languages and about the national minorities are not solely carried out by the higher education sector. The Committee of Experts is of the opinion that such measures should be taken in parallel with an improved and extended basic education in and of the regional or minority languages, in pre-school, primary school and upper secondary school.

### Language not ground for discrimination

12. During this and the previous monitoring rounds, the Committee of Experts has repeatedly recommended that the Swedish authorities take steps to improve the teaching in and of the national minority languages. The problems within education, which can be seen as challenges to language rights, were also

<sup>4</sup> The Swedish national legislation uses the term national minority languages

<sup>5</sup> En stärker minoritetspolitik (Govt Bill 2017/18:1999).

<sup>6</sup> Nystart för en stärker minoritetspolitik (Comm. 2017/18:282).

<sup>7</sup> By the time this report was drafted, information on the action plan had not yet been made available to the Committee of Experts.

<sup>8</sup> Compulsory preparatory year for 6-year-old children.

noted by the then Ombudsman against Ethnic Discrimination in its report in 2008<sup>9</sup>, which saw this as representing cases of both individual and structural discrimination, especially for the Part III languages Finnish, Meänkieli and Sami, both historically and today. The Committee of Ministers and the Committee of Experts have repeated this concern in all monitoring rounds since then. The Committee of Experts has also examined the problems within education in this report. The core issue for fully understanding the problems of discrimination vis-a-vis language rights is the fact that language as a ground for discrimination is not included in the Discrimination Act, even though court cases are possible on the basis of other pieces of legislation. This point was also raised in the last two reports by the Advisory Committee of the Framework Convention for the Protection of National Minorities<sup>10</sup> as well as the national monitoring body of the Swedish minority and minority language policy, the County Board of Stockholm, in 2017. During the present monitoring round, the Committee of Experts was also informed of several cases where the use of national minority languages was prohibited, e.g. in schools. Such cases were reported to the Equality Ombudsman who did not take action since the Discrimination Act does not explicitly contain language as a ground for discrimination. The Committee of Experts would like to again remind the Swedish authorities that this is not in conformity with Article 7 and the principles of the Charter. The Committee of Experts urges the Swedish authorities to revise the Discrimination Act so as to include an explicit reference to language as a ground for discrimination, in order to harmonise it with Sweden's international obligations.

### **Administrative areas**

13. During this monitoring period, strengthening rights have been assured for Finnish, Meänkieli and Sami with regards to the administrative areas, currently covering 84 municipalities and 15 county councils (75 and 14 respectively in 2016).<sup>11</sup> Even after extensions of the territorial scope, representatives of Finnish, Meänkieli and Sami continued to be concerned that a considerable number of speakers of all the mentioned languages remain outside the defined administrative areas. The Committee of Experts asks the state party to extend the administrative areas, in consultation with the representatives of the speakers, so as to include as many speakers of minority languages as possible.

### **Inquiries**

14. The Committee of Experts notes that the government has initiated a number of inquiries concerning the national minority languages, *inter alia* on the amendments on the law on national minorities and national minority languages 2017, on National Minority Languages in Schools 2017. An inquiry is under way on the "supervision of archives"<sup>12</sup> (the final report was expected to be ready on 19 November 2019) and another on national library strategy and on the provision of national minority library services. The Committee of Experts asks the Swedish authorities to provide information on the steps taken to implement the recommendations contained in these inquiries in their next periodical report.

### **Media**

15. The general development of public broadcasting in national minority languages has been rather positive during the last licence period. The outcome of this period is that broadcasting in Sami, Finnish and Meänkieli has been increased and some provisions for Yiddish have been added. As far as Romani is concerned, no new developments were reported to the Committee. In an inquiry foreseeing a strategy for the Swedish media landscape (SOU 2016:80), a new approach concerning the future support for the national minority languages in the field of new media was planned. One dimension of this is that broadcasting will target quality aspects. The Committee of Experts underlines the fact that quantity is one aspect of the broad concept of language quality for regional or minority language and that the number of broadcasts should not be negatively affected by the aim of developing quality in the broadcasts. The Committee of Experts asks for information to be provided in the next reporting cycle.

### **Language centres for national minority languages**

16. In the previous monitoring round, the Committee of Experts recommended that the Swedish authorities consider extending the practice of the Sami language centres to other minority languages (Recommendation No. 5 - **CM/RecChI (2017)1**). In February 2019, the ISOF produced its first interim report<sup>13</sup> entitled "Language

<sup>9</sup> Ombudsman against Ethnic Discrimination (2008): [Discrimination of national minorities in the education system](#)

<sup>10</sup> See Resolution CM/ResCMN(2013)2 on the implementation of the Framework Convention for the Protection of National Minorities by Sweden, and Fourth Opinion of the Advisory Committee on Sweden, adopted on 16 October 2017, para. 24.

<sup>11</sup> There are 290 municipalities and 24 county councils in Sweden (2019).

<sup>12</sup> Översyn av arkivområ ToR 2017:2016.

<sup>13</sup> Språkcentrum för nationella minoritetsspråk.

centres for national minority languages”. The report proposes that language centres for Finnish and Meänkieli be set up within the remit of the ISOF itself. It is proposed that the language centre for Finnish be located in Uppsala, with a language centre for Meänkieli in two locations within the administrative area, namely in Kiruna and Övertorneå. The report is being prepared within the Government Offices and was circulated for consultation in March 2019. The Committee of Experts asks the authorities to provide information on the outcome of the two published reports on this particular issue in the interim report.

17. In March 2019, the Sami Parliament produced its report<sup>14</sup> entitled “Development opportunities for the Sami language centre to promote more Sami languages”. Apart from the existing Sami Language Centre in Tärnaby, the report proposes that two new language centres be set up, one in the North Sami area and another in the Lule and Pite Sami area within their own authorities. It is proposed that the North Sami language centre be located in Kiruna while the proposed language centre for Lule and Pite Sami would be situated in Jokkmokk. The report is being prepared within the Government Offices and was circulated for consultation in May 2019. The Committee of Experts asks the authorities to report on this issue during the next monitoring cycle.

### **Reliable data**

18. The Committee of Experts has, during the preceding monitoring cycles, urged the Swedish authorities to take pragmatic steps to collect, in co-operation with the speakers, reliable data on the number and geographic distribution of the speakers of the regional or minority languages. The Swedish authorities indicate in the seventh report, as was the case in the previous reports, that, according to the study of the Equality Ombudsman, there is currently no general method that is suitable for collecting information on the national minorities. The Committee of Experts understands the sensitivity connected to the collection of official data on ethnic affiliation and possible infringements upon the Swedish Personal Data Act. However, the Committee is of the view that collecting reliable statistics on minority language users does not need to involve personal data collection. Obtaining reliable data would be most instrumental in order to improve the needs assessment of the various minority language communities.

### **Other languages**

19. Since the first monitoring cycle, the Committee of Experts commented on Elfdalian and the desire of its speakers to obtain protection for Elfdalian under Part II of the Charter in accordance with Article 2.1. In this context, the Committee of Experts has repeatedly invited the Swedish authorities to clarify whether Elfdalian is a regional or minority language in the sense of Article 1a of the Charter, especially whether it can be regarded as a language in its own right and not a dialect of the official language. Furthermore, the efforts of the Elfdalian community and its speakers have resulted in several funding applications to authorities and, as a consequence, helped Elfdalian become recognised in practice as a language and thus as a part of the cultural heritage of Sweden (i.e. the Heritage Fund Allmänna Arvsfonden). The organisations supporting Elfdalian have also published children’s books, a grammar book and dictionaries. It is also formally and in practice supported by the municipality of Älvdalen. Against this background, the Committee of Experts concludes that Elfdalian fulfils the criteria of a Part II language. It asks the Swedish authorities to include reporting on Elfdalien in the next periodical report as the language covered by Part II of the Charter. The standardisation of Pite Sami was finalised in 2018. The Committee of Experts welcomes this step.

### ***Use of the regional or minority languages in education***

20. In the previous monitoring round the Committee of Ministers recommended Sweden “to ensure that mother tongue education meets the requirements of the Charter and offers adequate language tuition, enabling pupils to achieve mature literacy in the languages concerned” (Recommendation No. 2 - **CM/RecChI (2017)1**). In December 2016, the government launched an inquiry tasked with proposing measures to improve opportunities for students who belong to national minorities to receive teaching in their respective mother tongues in compulsory schools and special schools, the Sami school<sup>15</sup> and upper secondary schools. The inquiry submitted the ‘National minority languages in schools’ report<sup>16</sup> to the government in November 2017. The report has been prepared since 2017 by the Swedish Government Offices. The inquiry, *inter alia* proposes that teaching in the five national minority languages should be introduced as a new subject, namely “national minority languages” listed in the Education Act. This subject will also be part of the regular curriculum. The proposed teaching time would be three hours per week (a total of 960 hours) throughout primary school (grades 1–9). In Sami schools, which cover years 1–6, it is proposed that the number of hours for national minority language teaching amount to 640. The Committee of Experts asks the Swedish authorities to provide

<sup>14</sup> Samiskt språkcentrums utvecklingsmöjligheter för att främja fler samiska spark.

<sup>15</sup> The Sami school is a state school. For the other minority languages municipal schools make up the basic system.

<sup>16</sup> Nationella minoritetsspråk i skolan (SOU 2017:91).



information on the implementation of the steps suggested in the inquiry. Finally, in February 2019, the Swedish Schools Inspectorate reached a decision to start examining the right to mother tongue teaching in national minority languages in years 7–9 in compulsory schools. The examination will be conducted as a thematic inspection and will cover 25 education providers, municipal and private. The report was published at the beginning of February 2020. It repeats critical views on the non-priority status of regional or minority languages, but adds that information provided by the municipalities about the language rights of national minorities is either non-existent or misleading. Moreover, information about the possibility to receive mother tongue instruction as a so-called language choice, in grades 6-9, is not provided for pupils of regional or minority languages. The pre-requisite to implement the inquiry's proposals is that there should be a well-functioning teacher education system. As stated in paragraph 10, this is not the case at the present stage, meaning that the Swedish authorities need to reconsider the situation for teacher education for national minority languages.

21. The pre-school class, which is a compulsory, preparatory class between pre-school and primary school is not regulated with regard to mother tongue provisions. Some municipalities interpret the pre-school class to belong to the pre-school regulation on mother tongue support, which means that children may receive 30 minutes of mother tongue support per week. Other municipalities interpret the pre-school class as belonging to primary school. Since there is no clear regulation on the mother tongue instruction in pre-school class, the Committee of Experts asks the Swedish authorities to clarify the legal status for mother tongue instruction in the pre-school class in the next periodical report.

22. In the previous monitoring round, the Committee of Ministers recommended that Sweden increase the amount of bilingual education available in Finnish and Sami and establish bilingual education in Meänkieli (Recommendation No. 3 - **CM/RecChI (2017)1**). The aforementioned National Minority Languages at School Inquiry concludes that the current situation for bilingual tuition is inadequate for Finnish and Sami and non-existent for Meänkieli, and that both short-term and long-term solutions need to be planned for the national minority languages. The Committee of Experts invites the Swedish authorities to provide information on its strategy for providing bilingual education during the next monitoring cycle.

23. At the time of drafting this evaluation report, there were 66 municipalities in the Finnish administrative area, 25 municipalities in the Sami area and 9 in the Meänkieli area. In these areas, the municipalities are obliged to offer mother tongue tuition in pre-school in the respective national minority language. Barely half of Sweden's municipalities provide mother tongue tuition in national minority languages in pre-schools. The situation is better in the municipalities that form part of the administrative areas where almost eight out of ten municipalities offer it.

24. As far as pre-school activities are concerned, an amendment to the Swedish Education Act entered into force on 1 January 2019, enhancing the right to pre-school education in Finnish, Meänkieli and Sami in municipalities that fall within an administrative area. Under Section 2.a, a home municipality must offer children whose parents or guardians so request a place in a pre-school where all or a substantial part of the education is conducted respectively in Finnish, Meänkieli or Sami. It also states, as a matter of proactivity, that parents or guardians applying for pre-school for their child must be asked whether they wish to have a place in such a pre-school.

25. In 2015, it became possible for pupils of national minority language background to receive mother tongue instruction either as a first language or a second language (beginner's level). According to information received during the OSV, pupils are not assigned to separate groups in accordance with their language level, but classes are mixed. Considering that this kind of teaching takes place after school hours and also that it comprises only one hour per week, this is neither sufficient from the point of view of the pupils' development of their mother tongue competence nor from the point of view of revitalising the national minority languages.

26. The inquiry on national minority languages in school describes the situation with regards to the extension of teaching, the working conditions of teachers and the situation regarding teacher education. It concluded that the usual provision for primary level is one hour per week of teaching the minority language (mother tongue tuition) for most schools covered. It also concluded that this results in an inequitable situation for children receiving mother tongue instruction in different parts of Sweden, even though they all follow the same curriculum. The Committee considers one hour per week insufficient to keep the languages alive in the future.

27. In upper secondary schools, very few students choose to study national minority languages as a mother tongue. There is a significant drop in the numbers of students studying these languages at upper secondary school compared to primary school level. One of the main reasons is that most upper secondary schools do not provide such a possibility. Yet another problem is the lack of merit points of the subject for

higher education studies. The Committee of Experts encourages the Swedish authorities to engage in consultations with the representatives of the speakers on how to improve the situation and report on any development during the next monitoring cycle.

28. As far as university and other types of higher education in the national minority languages are concerned, Finnish is taught as a subject in Stockholm, Umeå and Uppsala universities. Stockholm University also provides teaching in Finnish and this university is also tasked with building up subject teacher education for Finnish. Umeå University provides teaching in Sami (periodically in North, Lule and South Sami) and it has been tasked by the government with continuing the expansion of subject teacher training in Sami. Umeå University is co-operating with the Sami University College in Kautokeino (Norway) with regards to teacher education. Umeå University also provides basic courses of Meänkieli. The aim is to build up subject teacher education in Meänkieli in the long run. According to the speakers, the main problem is that there is no proper scheme at present. The Södertörn University College provides Roma studies and is aiming to establish subject teacher education in Romani. Lund University provides courses in Yiddish culture and language. There is no teacher education in Yiddish.

29. During the on-the-spot visit, the Committee was informed that there are classes of Sami and Meänkieli for adults including for persons not belonging to national minorities.

30. The Finnish institute in Stockholm informed the Committee that they have provided Finnish courses and also training for staff in the public sector.

#### ***Use of the regional or minority languages by judicial authorities***

31. According to the information on the website *Domstol.se*, the right to use national minority languages Finnish, Meänkieli and Sami as national minority languages in courts is restricted to the original five municipalities for Finnish and Meänkieli and four to Sami, in matters that are connected to these municipalities. The Committee has received contradictory information regarding the conditions under which these languages can actually be used in court in the extended administrative areas. Also, on the one hand, according to the periodical report and as confirmed during the on-the-spot visit, interpretation and translation in court proceedings is provided only when the party involved lacks a sufficient command of Swedish. On the other hand, the text of the Act on National Minorities and Minority Languages 2009 (SFS 2009: 724) does not specify such a condition. The Committee of Experts asks the Swedish authorities to clarify the situation in the extended administrative areas. It also reminds the Swedish authorities that interpretation and translation should, in conformity with the Charter, also be provided when the litigant has a command of Swedish. The Committee of Experts asks the authorities to clarify this in the next periodical report.

32. As previously stated by the Committee of Experts in the 5<sup>th</sup> and 6<sup>th</sup> Evaluation Reports on Sweden, there is still a great need for interpreters in the courts and availability of interpreters remains limited. On 15 September 2016, the government tasked the Swedish National Courts Administration to support more effective use of interpreters in courts. New guidelines were drawn up and completed in November 2017. According to the authorities, there are four authorised Sami interpreters, 46 for Finnish and none for Meänkieli. Furthermore, the Swedish National Courts Administration has also developed online training for interpreters in courts and expanded video technology in courts to enable simultaneous interpretation remotely. The Committee of Experts asks the Swedish authorities to clarify to what extent this refers to the national minority languages.

#### ***Use of the regional or minority languages by administrative authorities***

33. According to the latest report on the development of the policy on national minorities from the Stockholm County Administrative Board and the Sami Parliament submitted on 9 April 2019 concerning Finnish, Meänkieli and Sami within the administrative areas, barely half of the municipalities included in the administrative areas have current surveys of services in minority languages. Only about one out of five have surveyed their services and the demand for handling cases in the minority languages. About 40% state that the municipality's level of service meets the demand that exists for telephone switchboards and reception. The Committee of Experts reminds the authorities that the proper implementation of the undertakings of the Charter requires a proactive approach of the authorities and consultations with the speakers.

34. It is to be noted that the Government Bill "A stronger minority policy" extended the right to use a minority language in written contact with certain government agencies to also include Meänkieli. Furthermore, the Equality Ombudsman and the Swedish Public Employment Service were added to the government agencies, in which individuals always have the right to contact in writing in Finnish, Meänkieli or Sami.

35. As far as place names are concerned, new place names in Meänkieli and the different variants of Sami have been added to the *Lantmäteriet's* basic map database. From the statistics provided in the seventh Swedish periodical report, the number of place names has drastically increased for Meänkieli and slightly increased for North Sami, Lule Sami, South Sami and Ume Sami. The reduction of the place names in Finnish is due to the fact that many of them are now coded as Meänkieli. The Committee also notes that as from 2019, there is an opportunity to use the forms of names in Sami and Meänkieli in *PostNord's* postal towns.

36. The Committee of Experts also notes that a new act on personal names entered into force on 1 July 2017. It strengthens the possibility for individuals to choose their own name, to make the legislation more accessible for individuals and to simplify the processing of matters involving names.

37. In 2017, a survey of the websites of all municipalities was also conducted to establish the extent to which the municipalities provide information about and in the national minority languages. The result showed that visibility of all the national minority languages has increased on the websites but there is still a need to improve the level and extent to which municipalities handle this information in the regional or minority languages.

38. During the on-the-spot visit, the Committee of Experts was informed that in the Norrbotten region, most administrative forms are translated into the three minority languages, i.e. Finnish, Sami and Meänkieli. For some documents there are no translations available in Meänkieli since there are no such requests. However, information sheets are only available in Swedish, both at municipal and regional level. There is an on-line service but the health care hot line 1177 does not clearly indicate that minority languages can also be used. Home care services can be provided in Finnish and Meänkieli.

39. In the Västerbotten region there are some documents translated into Finnish. However, the newsletter and website are available only in Swedish. Västerbotten has proceeded with the translation of a number of legal documents (i.e. the 2019 Act) and other material. According to the speakers, unfortunately other regions do not make use of these translations. A network of people working with national minorities in the region was established on 7 October 2019.

40. According to the representative of the Ministry of Culture, forms are not available in minority languages on their website. The website of the Equality Ombudsman is, however, available in all minority languages. No strategy seems to exist for the provision of forms in the regional or minority languages, covering state and regional authorities.

### ***Use of the regional or minority languages in the media***

41. The general development of public broadcasting in national minority languages, during the last licence period (2013-2019), has been positive. The outcome of this period is that the broadcasting in Sami, Finnish and Meänkieli has increased. Some provisions for Yiddish have been added. During this monitoring round, a parliamentary commission presented new proposals for the period 2020 to 2025. Its suggestions were presented in October 2019. The broadcasters' combined provision for Finnish, Sami, Meänkieli and Romani Chib increased during the current licence period from 10.568 hours in 2015 to 11.214 hours in 2018, that is to say by 39 minutes. The Committee of Experts asks for information about the implementation of the parliamentary commission's proposals, especially regarding the amount of broadcasting for the different national minority languages, as well as the procedure for consultation with the speakers. It also asks for information on the extent to which the numbers cover new productions only, and to what extent they cover repeats.

42. In the Government Bill "Journalism throughout the country"<sup>17</sup>, the government proposed a combination of extending the existing press subsidy to local journalism and adding new media in minority languages. The media subsidy entered into force on 1 February 2019 and the first round of applications began in spring 2019.

43. During the on-the-spot visit, the Committee of Experts was informed that there are two Sami newspapers in the Norrbotten region. There are two newspapers in Finnish and one trilingual newspaper publishing articles in Swedish, Meänkieli and Finnish. One of the two national newspapers in Finnish covers events and news in Sweden, the other one covers news from Finland. There is a radio programme in Meänkieli five times per day. Finnish and Sami news programmes are broadcast online on public television from Monday to Friday (10 minutes daily in Sami and 13 minutes in Finnish). For Sami, there is also co-operation with Norway and Finland with regard to public broadcasting.

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<sup>17</sup> Journalistik I hela landet.

### ***Use of the regional or minority languages in cultural activities and facilities***

44. The Committee of Experts welcomes that, in general terms, there has been increased support to national minority cultural projects during the reference period.

45. The support from the Swedish Arts Council to national minority culture has increased over recent years. According to the information provided in the periodical report, in 2018, the Swedish Arts Council distributed SEK 9.250.000 in operational support to activities judged to be of importance in terms of national cultural policy and SEK 2.227.000 in project support for cultural activities by national minorities. Furthermore, through the literature distribution grant, book projects were supported which were then distributed to 287 main Swedish libraries, county libraries, *Nordens hus* in Iceland and *Kulturkontakt Nord* in Finland. However, it is unclear to the Committee of Experts whether the money was allocated to the promotion of publications in national minority languages of Sweden. Roma cultural initiatives received just over SEK 500.000 annually in 2017 and 2018. It invites the authorities to provide information in the next monitoring cycle. The Swedish Arts Council has also produced translations of factsheets in the five minority languages and, for some of the languages, also in their varieties. The Arts Council also promotes learning how to read in national minority languages directed towards parents and staff in pre-school, within the framework of the *Bokstart project*. This material can be downloaded from *Bokstart's* website for free.

46. As far as Sami is concerned, the financial contribution was increased by SEK 10 million from 2018 onwards to enhance support to cultural activities. At the same time, appropriations were reduced by SEK 1 million from 2018 since the library provision of the Sami Parliament is instead to be financed by the Sami Parliament. In addition, the direct grant to *Ajtte* (Sami museum in Jokkmokk) was permanently increased by SEK 1 million as from 2018. However, it is unclear to the Committee of Experts whether the money was allocated to the promotion of cultural activities in Sami. It invites the authorities to provide information in the next monitoring cycle.

47. The Committee notes that the Swedish National Archives provided subsidies to the archive of Sweden Finns amounting to SEK 310.000 in 2016 and 2017, and SEK 314.000 in 2018. The Committee of Experts has been informed that Stockholm City, which is an administrative area municipality for Finnish, has reduced its support to the Finland Institute, a main contributor regionally and nationally in spreading Sweden Finnish and Finnish culture, by 300 000 SEK. This reduction, which is half of the support to the Institute from the city, will have negative effects on the stability and the extent to which the Finland Institute in Stockholm manages to fulfil its cultural tasks.

48. In 2016, the ISOF was charged with a documentation project on Roma intangible cultural heritage. This project was completed in 2017 and resulted in some of the Roma intangible cultural heritage now being documented and made available in the national database *Levande Traditioner*.

### ***Use of the regional or minority languages in economic life***

49. According to the periodical report, the situation remains unchanged during the reference period compared to the sixth evaluation report.

### ***Use of the regional or minority languages in transfrontier exchanges***

50. The draft of a Nordic Sami Convention has been discussed for several years. Proposals for changes requested by the Sami Parliament are at present being examined in the respective government department. Furthermore, within the Nordic collaboration, a working group has recently been appointed and tasked to draw up an organisational model for a permanent Nordic Sami language body. The Committee of Experts asks the Swedish authorities to inform it of any developments in the next reporting cycle.

## **1.2 The situation of the individual regional or minority languages in Sweden**

51. The **Sami** languages are used in areas stretching from Idre in the central region of Dalarna to Kiruna in the county of Norrbotten. Furthermore, many Sami live in the coastal regions in northern and central Sweden as well as in Stockholm. Most users of the Sami languages live in Northern Sweden, in the following municipalities: Arjeplog, Gällivare, Jokkmokk and Kiruna.

52. Sami can be studied, to a greater or lesser extent, at all levels of education in Sweden. The report<sup>18</sup> entitled "Outsourcing, remote teaching and distance teaching" proposed expanded opportunities to use distance learning in Sami schools. The proposals have been circulated for consultation and are currently being prepared within the Swedish Government Offices. The Committee of Experts is looking forward to being informed about the results of this type of education for the different Sami languages.

53. The Committee was informed on 19 June 2019 by a number of parent representatives at Tärnaby Sami School (the only Sami school in the traditional South Sami area - Storuman municipality) that, for economic reasons and due to rental costs per pupil being too expensive, the school might be partially closed. Similar information was received and concerns raised by the Civil Rights Defenders in a letter of 30 October 2019. During the on-the-spot visit, the experts were informed that, at the time of the visit, proceedings were under way to determine whether and, if so, how the school could be re-structured. The Committee asks to be informed by the Swedish authorities on the final decision adopted by the Sami Education Board about the fate of the school and, notably, in the light of the decision taken, how the education of Sami pupils will be guaranteed in the South Sami area.

54. The government, in its appropriation letter for 2018, has charged the Swedish National Agency for Education with developing, making accessible and financing commissioned training initiatives to improve conditions for in-service training and therefore increase the number of qualified teachers in Sami. SEK 2 million were allocated to the agency for this purpose. The training began in autumn 2018 with just over 20 participants and will run for four more semesters until autumn 2020. Before the start of the training, the agency arranged a consultation with the Sami youth organisation *Saminuorra*. The Committee of Experts is looking forward to being informed about the results of the commissioned training initiatives in the next monitoring cycle.

55. In relation to upper secondary schools, as indicated in previous reports, few students choose to study their mother tongue in upper secondary school compared with compulsory school. In 2018, only 22 out of 81,536 students who completed upper secondary school did so with one or more grades in Sami. However, it should be noted that the number of students studying Sami has increased compared to the previous two academic years. There are also opportunities for nationally designed courses with a Sami focus for example in the upper secondary school of Jokkmokk.

56. As regards university, Umeå University was tasked by the government to continue the expansion of subject teacher training in Sami. In 2018, no students applied to subject teacher training in Sami but students have been accepted on freestanding, unconnected courses in Sami. One problem, as already indicated in previous reports, is that the number of existing and potential university teachers is limited, making the teaching environment vulnerable. In 2018, the only teacher specialising in North Sami gained a temporal post-doctoral post and worked in Norway and Finland. The Swedish Council for Higher Education (UHR) is tasked with carrying out targeted initiatives internally and externally on the basis of the goals of national minority policy. Within this remit, since the previous monitoring cycle, the UHR has produced the reports entitled "What can Swedish higher education do for young people from Sweden's national minorities?" in 2018<sup>19</sup> and "National minority courses" in 2017<sup>20</sup>. The Committee asks the Swedish authorities to provide information about teacher training for Sami in the next periodical report.

57. There is a right, under certain conditions, to use Sami in courts. This is generally possible within the administrative area for Sami. However, according to information received during the on-the-spot visit, it seems that interpretation is mostly provided for those who do not speak Swedish. The Committee of Experts reminds the authorities that this is not in conformity with Article 9 of the Charter as ratified by Sweden.

58. It is possible to communicate with local authorities in Sami, although this possibility is seldom used.

59. Sami enjoys a wide representation in mass media. In 2018, SVT (Sveriges Television) broadcast a total of 164 hours in Sami; SR (*Sveriges Radio AB*) broadcast a total of 1.418 hours on the terrestrial network. SR broadcast programmes in several different Sami languages in all programme areas and for all age groups. It also broadcast via a web channel. UR (*Sveriges Utbildningsradio AB*) broadcast educational programmes in Sami on television and radio and the provision has increased since 2012 from a total of approximately 5 hours annually to over 20 hours in 2018.

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<sup>18</sup> Entreprenad fjarrundervisning och distansundervisning.

<sup>19</sup> Vad kan den svenska högskolan göra för ungdomar från Sveriges nationella minoriteter?

<sup>20</sup> Nationella minoritetsutbildningar.

60. In March 2019, the Sami Parliament produced a report on language centres. The report proposes that two new language centres be set up in the North Sami area (Kiruna) and in the Lule and Pite Sami area (Jokkmokk) within its own authority. The report is being prepared within the Government Offices and was circulated for consultation in May 2019.

61. The **Finnish** language is spoken all over Sweden with some concentrations in the county of Norrbotten, in the region around the Lake Mälaren in central Sweden (Mälär Valley) including Stockholm and in and around the city of Gothenburg.

62. Finnish is present at all the educational levels in Sweden. However, there is an important gap between the number of pupils receiving mother tongue tuition in primary school and those who continue at the upper secondary level. One reason for this is that in many municipalities upper secondary schools do not offer studies of Finnish. In addition, more pupils take up Finnish as a foreign language at that level due to the fact that it provides them credit points which is not the case for mother tongue instruction. The Committee of Experts asks the Swedish authorities to reconsider the merit value of mother tongue instruction.

63. Stockholm University has a specific mandate to run teacher training and subject training in Finnish. A new model was introduced in 2017. This has proved to better meet the needs for subject teacher training. The number of teacher training students still remains low. Freestanding, unconnected courses are occasionally offered, some of them as distance learning courses. In 2018, Stockholm University built up associated resources for subject teacher training and two annual skills development days were run for teachers of Finnish, attracting approximately 50 participants at each. This is part of a strategically planned in-service training for mother tongue teachers. Stockholm University received SEK 2.1 million per year for subject teacher training.

64. Furthermore, the ISOF's work on a glossary related to home care in Finnish was completed in the period 2016-2019. Work on Swedish-Finnish glossaries in the fields of church and religion, law, libraries and higher education, is in progress. The ISOF is also working on a large Finnish-Swedish dictionary in partnership with the Institute for the Languages of Finland in Helsinki.

65. Interpretation and translation can be provided by Swedish courts, under specific regulations in the five original administrative municipalities, and at present the number of such administrative municipalities is 66. According to information received during the on-the-spot visit, it seems that interpretation is mostly provided for persons who do not speak Swedish. The Committee of Experts reminds the authorities about the fact that this is not in conformity with Article 9 of the Charter as ratified by Sweden.

66. Communication with administrative authorities can take place in Finnish, though according to authorities, this is rarely the case.

67. Finnish is well represented in radio broadcasting. In 2018, SVT broadcast a total of 359 hours and SR broadcast 7.499 hours, while UR broadcast 39 hours of programmes on TV and radio.

68. According to the periodical report, two weekly newspapers in Finnish received funding of SEK 4.348.000 (*Ruotsin Suomalainen*) and SEK 1.763.000 (*Suomen Uutisviikko*) respectively in 2019. In addition, there is currently one newspaper (*Haparandabladet*) that publishes in the three minority languages, while the main part of it is in Swedish. This newspaper is entitled to receive subsidies for Finnish and Meänkieli. In 2019, this newspaper was granted SEK 2.995.000.

69. **Meänkieli** is a language mainly spoken by people in the region of Tornedalen in the county of Norrbotten. As is the case with other national minority languages, no official statistics exist on the number of Meänkieli speakers, which the Swedish authorities explain by the lack of a reliable scientific and ethically correct methods of collecting such data.

70. The Meänkieli language is derived from the same roots as Finnish but has evolved mainly as a spoken vernacular and still lacks a common standardised written form. Nevertheless, it has been occasionally used in writing since the early 20th century.

71. There is no reliable data on the number of students studying Meänkieli as a mother tongue. The Committee of Experts asks the Swedish authorities to clarify, in co-operation with the speakers, the number of students presently studying Meänkieli at all levels of education in the next reporting cycle.

72. There is no subject teacher training in Meänkieli. At university level, campus-based subject teaching of Meänkieli had to be abandoned due to the limited number of students. Instead, a number of online beginners' courses have attracted a large number of applicants. In 2019, Umeå University was awarded more than SEK

4 million for developing and running subject teacher training in Sami and in Meänkieli. One main challenge for Meänkieli is the persisting lack of qualified university level lecturers, teacher trainers and teachers specialised in didactics.

73. As far as judicial authorities are concerned, interpretation or translation can be provided, under specific regulations in the five original administrative municipalities; the number of such administrative municipalities is nine at present. According to information received during the on-the-spot visit, it seems that interpretation is mostly provided to those who do not speak Swedish. The Committee of Experts reminds the authorities about the fact that this is not in conformity with Article 9 of the Charter as ratified by Sweden. It is possible to use Meänkieli in contacts with administrative authorities, however, this possibility is seldom used.

74. In 2018, Meänkieli was represented to a limited extent in the mass media. SVT broadcast a total of 70 hours, SR a total of 1.107 hours on the terrestrial network and UR a total of 18 hours on TV and radio. Newspaper publications consist of only a few pages per week in the trilingual newspaper *Haparandabladet*.

75. Since the last monitoring cycle, the ISOF has employed a full-time language cultivator for Meänkieli under its Language Council. This person also co-ordinates a reference group for the development of Meänkieli. In addition, the Finnish section of the Language Council produces a publication in Finnish (*Kieliviesti*) which also includes specific pages on Meänkieli.

76. As in the case of Sami, Sweden has ratified for **Romani Chib** without distinguishing between its separate varieties, Kalé being one of the longest established in Sweden.

77. There are no figures available as to the number of persons having a command of any variety of Romani Chib. Moreover, as is the case with other minority languages, the Swedish authorities do not provide any official statistics on the number of Romani Chib speakers.

78. In 2018, the government decided to task the ISOF with an investigation on the need to set up a language centre following the model already available for Sami. A report was expected to be available from 1 October 2019.

79. Romani Chib is present in the educational system to some extent. Teacher training and adult education have been organised. The third round of the Roma bridge-builder training in 2016-2018, which had a focus on schools and social services, ended in 2018 and the fourth round started. In addition, Roma studies are offered as a programme at university level at Södertörn University College. According to the speakers, about 25 mother tongue teachers were trained (without certificate) in the period 2015-2017 and 50 mediators were trained by the Södertörn University College. The course for mother tongue teachers stopped in 2017 and was not renewed. The Swedish National Agency for Education has offered targeted support to the City of Stockholm and the City of Malmö with a view to increasing knowledge about the Roma national minority in schools. In the city of Stockholm, this is provided by the Södertörn University College while in Malmö it is provided jointly with the Roma Information and Knowledge Centre. During the on-the-spot visit, the Committee of Experts was informed by Roma associations that the only bilingual Roma classes, which were situated in Stockholm, had been closed. The closing of this educational option for Roma children is a step backwards for Romani education in Sweden.

80. In 2016, the government commissioned the Swedish Agency for Youth and Civil Society (MUCF) to provide training in organisational techniques and exchange experiences between Roma and non-Roma organisations. MUCF has specifically involved Roma women and girls in this initiative. Furthermore, MUCF annually distributes government funding to children's and youth organisations. In 2018, *Romska ungdomsförbundet* received organisation grants.

81. According to the seventh periodical report, the Government Bill "A stronger minority policy" made the Act on National Minorities and National Minority Languages more stringent. The amendments introduced will strengthen the possibilities to receive elderly care in Romani. Through an addition made to Chapter 5, section 6 of the Social Services Act, municipalities are to work to ensure that there is access to staff with skills in Romani where this is necessary in order to provide care for elderly people. However, the National Board of Health and Welfare has no information on the health and medical staff skills in the national minority languages or their ability to use them.

82. When it comes to media provision in Romani, there is a radio programme on a daily basis and some programmes on TV broadcast nationally.

83. The language cultivation work at the ISOF in Romani Chib has continued through this reporting cycle. A fixed-term project was carried out aiming at producing rules for writing Romani Chib. In the period 2016-2019, the ISOF was also charged with documenting the dialects Resande (Traveller) Romani and Kalé respectively by recording speeches with the intention to use the material for historic preservation and for research. The ISOF has also completed education glossaries in the varieties of Lovara, Arli and Kelderash and home care glossaries in Resande (Traveller) Romani, Arli, Lovara, Kelderash, Polish Romani and Kalé. The ISOF also completed a project in 2017 resulting in certain Roma intangible cultural heritage now being documented and available in the national database.

84. In 2017-2019, the Swedish Arts Council carried out literacy promotion measures with Roma minorities in collaboration with Roma representatives and experts. The Arts Council also consulted different actors, especially from the Roma minority, to gather opinions on the possibility of appointing a 'reading ambassador' for national minorities with a focus on the Roma minority.

85. For **Yiddish**, as is the case with other minority languages, there is no data on the number of speakers, which authorities explain by the lack of a reliable scientific and ethically correct methods of collecting it.

86. The use of the Yiddish language is not restricted to a specific territory in Sweden and is therefore a non-territorial language.

87. In 2018, the government decided to task the Institute for Language and Folklore (ISOF) with an investigation on the need to set up a language centre for Yiddish following the model already available for Sami. A report was expected to be available from 1 October 2019.

88. When it comes to education is concerned, Yiddish is present mainly at higher education level, where different courses on this subject are being offered and a bachelor's programme was to start in 2019 at Lund University. Different courses were offered in 2018, some of them also available through distance learning. One of the courses to be run in 2019 is a bachelor's degree.

89. In primary schools, Yiddish is occasionally chosen as a mother tongue in some urban areas and included to some extent in Jewish studies in a primary school in Stockholm, partly by non-speakers. In addition, it can be learned by adults at folk school level. In 2019, a new folk high school will receive government grants from the Swedish National Council of Adult Education; Paideia Folk High School is Sweden's first folk high school with a Jewish profile, teaching Jewish languages (Yiddish and Hebrew) and culture. According to the speakers, there is a junior high school providing some Yiddish teaching for grades 7-9 in a primary school in Stockholm. Teaching is also provided in Malmö for one hour per week. According to the same speakers, school authorities are considering at present having education in Yiddish for ages four to six.

90. In 2018, educational material was produced for upper secondary school. Work is in progress to publish a digital glossary for Yiddish.

91. The Swedish Arts Council has also produced translations of factsheets in the five minority languages and, for some of the languages, also in their variants. These factsheets can be downloaded from *Bokstart's* website for free.

92. As for Romani (see paragraph 80), according to the periodical report, the amendments introduced by the Act on National Minorities and National Minority Languages will strengthen the possibilities to receive elderly care in Yiddish. Through an addition made to Chapter 5, section 6 of the Social Services Act, municipalities are to work to ensure that there is access to staff with skills in Yiddish where this is necessary in order to provide care for elderly people. However, the National Board of Health and Welfare has today no information on health and medical staff skills in the minority languages or their ability to use them. When it comes to media, Yiddish is only present to some extent. In 2018, SR broadcast a total of 7.3 hours and UR 3 hours. Yiddish is currently the only national minority language for which there is no requirement of an annual increase in broadcasting. The parliamentary committee that has studied how public service broadcasting should be developed concluded that Yiddish should be given the same position in broadcasting licences as the other minority languages. The issue is currently being prepared within the Swedish Government Offices and a government bill on new terms and conditions for public service broadcasting in 2020-2025 was intended to be submitted to the *Riksdag* in June 2019. There are no newspapers in Yiddish.

93. In addition, a project was carried out by the ISOF aimed at collecting and recording spoken Yiddish for documentation and research.



94. There is a well-equipped library on Yiddish funded by central authorities, and it has been discussed whether the Royal Library might provide funds to have it organised as a research centre.

## Chapter 2 Compliance of Sweden with its undertakings under the European Charter for Regional or Minority Languages and recommendations

### 2.1 Finnish

#### 2.1.1 Compliance of Sweden with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of Finnish

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ↘ deterioration = no change

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Sweden concerning Finnish <sup>21</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
<b>Part II of the Charter</b> <i>(Undertakings which the state must apply to all regional or minority languages within its territory)</i>						
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of Finnish as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Finnish		=			
7.1.c	resolute action to promote Finnish					↗
7.1.d	facilitation and/or encouragement of the use of Finnish, in speech and writing, in public life (education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life		=			
7.1.e	• maintenance and development of links, in the fields covered by this Charter, between groups in the State using Finnish • establishment of cultural relations with other linguistic groups		=			
7.1.f	provision of forms and means for the teaching and study of Finnish at all appropriate stages		=			
7.1.g	provision of facilities enabling (also adult) non-speakers of Finnish to learn it	=				
7.1.h	promotion of study and research on Finnish at universities or equivalent institutions	=				
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Finnish	=				
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Finnish				↗	
7.3	• promote mutual understanding between all the linguistic groups of the country • promote the inclusion of respect, understanding and tolerance in relation to Finnish among the objectives of education and training • encourage the mass media to include respect, understanding and tolerance in relation to Finnish among their objectives		=			
7.4	• take into consideration the needs and wishes expressed by the group which uses Finnish • establish a body for the purpose of advising the authorities on all matters pertaining to Finnish		=			
<b>Part III of the Charter</b> <i>(Additional undertakings chosen by the state for specific languages)</i>						
<b>Art. 8 – Education</b>						
8.1.iii	make available pre-school education in Finnish or a substantial part of pre-school education in Finnish at least to those pupils whose families so request and whose number is considered sufficient		=			
8.1.biv	make available primary education in Finnish, a substantial part of primary education in Finnish or teaching of Finnish as an integral part of the curriculum at least to those pupils whose families so request and whose number is considered sufficient					↗
8.1.civ	make available secondary education in Finnish, a substantial part of secondary education in Finnish or teaching of Finnish as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient					↗
8.1.div	make available technical and vocational education in Finnish, a substantial part of technical and vocational education in Finnish or teaching of Finnish as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient			=		

<sup>21</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/\(treaty No. 148\)](http://www.coe.int/en/web/conventions/(treaty%20No.%20148)).

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Sweden concerning Finnish<sup>21</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
8.1.eiii	encourage and/or allow the provision of university or other forms of higher education in Finnish or of facilities for the study of Finnish as an university or higher education subject	=				
8.1.fiii	favour and/or encourage the offering of Finnish as a subject of adult and continuing education	=				
8.1.g	ensure the teaching of the history and the culture which is reflected by Finnish					✓
8.1.h	provide the basic and further training of the teachers teaching (in) Finnish		=			
8.1.i	set up a supervisory body responsible for monitoring the progress achieved in the teaching of Finnish and for drawing up public periodic reports of its findings				=	
8.2	in territories other than those in which Finnish is traditionally used, allow, encourage or provide teaching in or of Finnish at all the appropriate stages of education		=			
<b>Art. 9 – Judicial authorities</b>						
9.1.aii	guarantee the accused the right to use Finnish in criminal proceedings, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned					✓
9.1.aiii	provide that requests and evidence, whether written or oral, shall not be considered inadmissible in criminal proceedings solely because they are formulated in Finnish, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned					✓
9.1.aiv	produce, on request, documents connected with criminal legal proceedings in Finnish, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned					✓
9.1.bii	allow, whenever a litigant has to appear in person before a court, that he or she may use Finnish in civil proceedings without thereby incurring additional expense, if necessary by the use of interpreters and translations					✓
9.1.biii	allow documents and evidence to be produced in Finnish in civil proceedings, if necessary by the use of interpreters and translations					✓
9.1.cii	allow, whenever a litigant has to appear in person before a court, that he or she may use Finnish in proceedings concerning administrative matters without thereby incurring additional expense, if necessary by the use of interpreters and translations					✓
9.1.ciii	allow documents and evidence to be produced in Finnish in proceedings concerning administrative matters, if necessary by the use of interpreters and translations					✓
9.1.d	with regard to the conduct of civil and/or administrative proceedings in Finnish and the related use of documents and evidence in Finnish, ensure that the use of interpreters and translations does not involve extra expense for the persons concerned					✓
9.2.a	not to deny the validity of legal documents solely because they are drafted in Finnish	=				
9.3	make available in Finnish the most important national statutory texts and those relating particularly to users of Finnish		=			
<b>Art. 10 – Administrative authorities and public services</b>						
10.1.aiii	ensure that users of Finnish may submit oral or written applications to local branches of the national authorities and receive a reply in Finnish		=			
10.1.c	allow the national authorities to draft documents in Finnish		=			
10.2.b	possibility for users of Finnish to submit oral or written applications in Finnish to the regional or local authority	=				
10.2.c	publication by regional authorities of their official documents also in Finnish				=	
10.2.d	publication by local authorities of their official documents also in Finnish		=			
10.2.g	use or adoption, if necessary in conjunction with the name in the official language, of place names in Finnish	=				
10.4.a	provide translation or interpretation	=				
10.5	allow the use or adoption of family names in Finnish	=				
<b>Art. 11 – Media</b>						
11.1.aiii	make provision so that public broadcasters offer radio and television programmes in Finnish	=				
11.1.ci	encourage and/or facilitate the creation of at least one private television channel in Finnish	=				
11.1.d	encourage and/or facilitate the production and distribution of audio and audiovisual works in Finnish		=			
11.1.ei	encourage and/or facilitate the creation and/or maintenance of at least one weekly or daily newspaper in Finnish	=				
11.1.fii	apply existing measures for financial assistance also to audiovisual productions in Finnish	=				
11.2	<ul style="list-style-type: none"> <li>• guarantee freedom of direct reception of radio and television broadcasts from neighbouring countries in Finnish</li> <li>• do not oppose the retransmission of radio and television broadcasts from neighbouring countries in Finnish</li> </ul>	=				

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Sweden concerning Finnish <sup>21</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
	• ensure the freedom of expression and free circulation of information in the written press in Finnish					
<b>Art. 12 – Cultural activities and facilities</b>						
12.1.a	encourage production, reproduction and dissemination of cultural works in Finnish	=				
12.1.b	foster access in other languages to works produced in Finnish by aiding and developing translation, dubbing, post-synchronisation and subtitling	=				
12.1.c	foster access in Finnish to works produced in other languages by aiding and developing translation, dubbing, post-synchronisation and subtitling	=				
12.1.d	ensure that the bodies organising or supporting cultural activities incorporate the knowledge and use of the Finnish language and culture in the undertakings which they initiate or for which they provide backing	=				
12.1.f	encourage direct participation by representatives of the users of Finnish in providing facilities and planning cultural activities	=				
12.1.g	encourage and/or facilitate the creation of a body responsible for collecting, keeping a copy of and presenting or publishing works produced in Finnish		=			
12.1.h	create and/or promote and finance translation and terminological research services, particularly with a view to maintaining and developing administrative, commercial, economic, social, technical or legal terminology in Finnish	=				
12.2	In territories other than those in which Finnish is traditionally used, allow, encourage and/or provide cultural activities and facilities using Finnish	=				
<b>Art. 13 – Economic and social life</b>						
13.1.a	eliminate from the legislation any provision prohibiting or limiting without justifiable reasons the use of Finnish in documents relating to economic or social life, particularly contracts of employment, and in technical documents such as instructions for the use of products or installations	=				
<b>Art. 14 – Transfrontier exchanges</b>						
14.a	apply bilateral and multilateral agreements with the States in which Finnish is used in identical or similar form, or conclude such agreements, to foster contacts between the users of Finnish in the States concerned in the fields of culture, education, information, vocational training and permanent education	=				
14.b	for the benefit of Finnish, facilitate and/or promote co-operation across borders, in particular between regional or local authorities in whose territory Finnish is used in identical or similar form	=				

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

### Changes in the evaluation compared to the previous monitoring cycle

95. Although there are several inquiries and proposals for the improvement of the minority policy and minority language situation, the Committee of Experts is at present not aware of any resolute implementation in practice. Therefore, the Committee is not in a position to conclude under Article 7.1.c.

96. The Committee of Experts has been informed about several instances of prohibition to use Finnish in schools and public administration. Some cases have been brought to the attention of the Equality Ombudsman. It turned out that no legal action was taken due to the fact that language is not a ground for discrimination according to the Discrimination Act. This is not in conformity with the Charter (Art. 7.2).

97. The Committee of Experts is aware of the proposals contained in the “National Minority Languages in Schools” inquiry but has not been informed of any resolute action to implement them. This inquiry, conducted

by the government in 2016, concludes that the current situation for bilingual tuition is inadequate for Finnish and that short-term and long-term solutions need to be planned. Despite repeated recommendations from the Committee of Ministers to organise bilingual education, no changes have been made during this monitoring cycle nor the previous ones (Articles 8.1.b.iv and 8.1.c.iv).

98. The National Agency of Education proposed to remove the teaching about national minorities from grades 7 to 9 in primary school because the teachers lacked knowledge about the national minorities and did not provide such teaching. The proposal was then cancelled. It is not clear to the Committee of Experts how and when teaching about national minorities will take place in primary school (Article 8.1.g).

99. The guarantee for litigants to use Finnish before courts is restricted to the original five municipalities of the administrative area for Finnish. It is not clear to the Committee whether there is a guarantee for Finnish to be used before courts nor how this applies outside the original five municipalities of the administrative area for Finnish as it now consists of 66 municipalities. According to the periodical report, interpretation and translation services are only available if the litigants have no command of Swedish. Even if the use of interpretation or translation does not incur additional expenses for the litigant, it is not clear to the Committee of Experts in what instances Finnish may be used before courts nor when interpretation or translation takes place. The Committee was also informed that there is no structured system for the registration of cases where interpretation has taken place for national minority language users. The Committee therefore cannot conclude on the undertakings under Article 9.1.

### **2.1.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of Finnish in Sweden**

The Committee of Experts encourages the Swedish authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered “fulfilled” (see under 2.1.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Sweden remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

#### **I. Recommendations for immediate action**

- a. **Take action and report on any steps taken to implement the proposals of the inquiry on national minority languages at school, in co-operation with the Finnish speakers.**
- b. **Take measures to develop a structured policy concerning teacher training at all education levels, in co-operation with the Finnish speakers.**
- c. **Report on the establishment of the Language Centre for the Finnish language.**
- d. **Extend the grounds set out in the Discrimination Act so as to cover explicitly discrimination based on language.**

#### **II. Further recommendations**

- e. Provide information about the steps taken to create and implement the intended action plan for the promotion of the Finnish language.
- f. Set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved with regards to education.
- g. Ensure the use of interpretation and translation in court proceedings in Finnish in the whole administrative area, also when the litigant has a command of Swedish.
- h. Strengthen the education offer in Finnish in municipalities which do not belong to the administrative area for Finnish.
- i. Promote the use of Finnish before courts.
- j. Create a long-term support scheme for the Sweden-Finnish Archives.
- k. Promote the establishment of library services for Finnish following the national strategy for libraries.

## 2.2 Meänkieli

### 2.2.1 Compliance of Sweden with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of Meänkieli

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ↘ deterioration = no change

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Sweden concerning Meänkieli <sup>22</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
<b>Part II of the Charter</b> <b><i>(Undertakings which the state must apply to all regional or minority languages within its territory)</i></b>						
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of Meänkieli as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Meänkieli		=			
7.1.c	resolute action to promote Meänkieli					↗
7.1.d	facilitation and/or encouragement of the use of Meänkieli, in speech and writing, in public life (education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life		=			
7.1.e	<ul style="list-style-type: none"> <li>• maintenance and development of links, in the fields covered by this Charter, between groups in the State using Meänkieli</li> <li>• establishment of cultural relations with other linguistic groups</li> </ul>		=			
7.1.f	provision of forms and means for the teaching and study of Meänkieli at all appropriate stages		=			
7.1.g	provision of facilities enabling (also adult) non-speakers of Meänkieli to learn it		=			
7.1.h	promotion of study and research on Meänkieli at universities or equivalent institutions		=			
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Meänkieli		=			
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Meänkieli					↗
7.3	<ul style="list-style-type: none"> <li>• promote mutual understanding between all the linguistic groups of the country</li> <li>• promote the inclusion of respect, understanding and tolerance in relation to Meänkieli among the objectives of education and training</li> <li>• encourage the mass media to include respect, understanding and tolerance in relation to Meänkieli among their objectives</li> </ul>		=			
7.4	<ul style="list-style-type: none"> <li>• take into consideration the needs and wishes expressed by the group which uses Meänkieli</li> <li>• establish a body for the purpose of advising the authorities on all matters pertaining to Meänkieli</li> </ul>		=			
<b>Part III of the Charter</b> <b><i>(Additional undertakings chosen by the state for specific languages)</i></b>						
<b>Art. 8 – Education</b>						
8.1.a.iii	make available pre-school education in Meänkieli or a substantial part of pre-school education in Meänkieli at least to those pupils whose families so request and whose number is considered sufficient		=			
8.1.b.iv	make available primary education in Meänkieli, a substantial part of primary education in Meänkieli or teaching of Meänkieli as an integral part of the curriculum at least to those pupils whose families so request and whose number is considered sufficient					↗
8.1.c.iv	make available secondary education in Meänkieli, a substantial part of secondary education in Meänkieli or teaching of Meänkieli as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient				=	
8.1.d.iv	make available technical and vocational education in Meänkieli, a substantial part of technical and vocational education in Meänkieli or teaching of Meänkieli as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient				=	
8.1.e.iii	encourage and/or allow the provision of university or other forms of higher education in Meänkieli or of facilities for the study of Meänkieli as a university or higher education subject		=			
8.1.f.iii	favour and/or encourage the offering of Meänkieli as a subject of adult and continuing education	=				

<sup>22</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/\(treaty No. 148\)](http://www.coe.int/en/web/conventions/(treaty%20No.%20148)).

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Sweden concerning Meänkieli<sup>22</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
8.1.g	ensure the teaching of the history and the culture which is reflected by Meänkieli					✓
8.1.h	provide the basic and further training of the teachers teaching (in) Meänkieli		=			
8.1.i	set up a supervisory body responsible for monitoring the progress achieved in the teaching of Meänkieli and for drawing up public periodic reports of its findings				=	
8.2	in territories other than those in which Meänkieli is traditionally used, allow, encourage or provide teaching in or of Meänkieli at all the appropriate stages of education		=			
<b>Art. 9 – Judicial authorities</b>						
9.1.a.ii	guarantee the accused the right to use Meänkieli in criminal proceedings, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned					✓
9.1.a.iii	provide that requests and evidence, whether written or oral, shall not be considered inadmissible in criminal proceedings solely because they are formulated in Meänkieli, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned					✓
9.1.a.iv	produce, on request, documents connected with criminal legal proceedings in Meänkieli, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned					✓
9.1.b.ii	allow, whenever a litigant has to appear in person before a court, that he or she may use Meänkieli in civil proceedings without thereby incurring additional expense, if necessary by the use of interpreters and translations					✓
9.1.b.iii	allow documents and evidence to be produced in Meänkieli in civil proceedings, if necessary by the use of interpreters and translations					✓
9.1.c.ii	allow, whenever a litigant has to appear in person before a court, that he or she may use Meänkieli in proceedings concerning administrative matters without thereby incurring additional expense, if necessary by the use of interpreters and translations					✓
9.1.c.iii	allow documents and evidence to be produced in Meänkieli in proceedings concerning administrative matters, if necessary by the use of interpreters and translations					✓
9.1.d	with regard to the conduct of civil and/or administrative proceedings in Meänkieli and the related use of documents and evidence in Meänkieli, ensure that the use of interpreters and translations does not involve extra expense for the persons concerned					✓
9.2.c	not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in Meänkieli	=				
9.3	make available in Meänkieli the most important national statutory texts and those relating particularly to users of Meänkieli		=			
<b>Art. 10 – Administrative authorities and public services</b>						
10.1.a.iii	ensure that users of Meänkieli may submit oral or written applications to local branches of the national authorities and receive a reply in Meänkieli					=
10.1.c	allow the national authorities to draft documents in Meänkieli			=		
10.2.b	possibility for users of Meänkieli to submit oral or written applications in Meänkieli to the regional or local authority			=		
10.2.c	publication by regional authorities of their official documents also in Meänkieli					✓
10.2.d	publication by local authorities of their official documents also in Meänkieli					✓
10.2.g	use or adoption, if necessary in conjunction with the name in the official language, of place names in Meänkieli	=				
10.4.a	provide translation or interpretation					✓
10.5	allow the use or adoption of family names in Meänkieli	=				
<b>Art. 11 – Media</b>						
11.1.a.iii	make provision so that public broadcasters offer radio and television programmes in Meänkieli		=			
11.1.d	encourage and/or facilitate the production and distribution of audio and audiovisual works in Meänkieli	=				
11.1.ei	encourage and/or facilitate the creation and/or maintenance of at least one weekly or daily newspaper in Meänkieli				✓	
11.1.fii	apply existing measures for financial assistance also to audiovisual productions in Meänkieli					=
11.2	<ul style="list-style-type: none"> <li>• guarantee freedom of direct reception of radio and television broadcasts from neighbouring countries in Meänkieli</li> <li>• do not oppose the retransmission of radio and television broadcasts from neighbouring countries in Meänkieli</li> <li>• ensure the freedom of expression and free circulation of information in the written press in Meänkieli</li> </ul>	=				
<b>Art. 12 – Cultural activities and facilities</b>						

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Sweden concerning Meänkieli <sup>22</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
12.1.b	foster access in other languages to works produced in Meänkieli by aiding and developing translation, dubbing, post-synchronisation and subtitling		=			
12.1.d	ensure that the bodies organising or supporting cultural activities incorporate the knowledge and use of the Meänkieli language and culture in the undertakings which they initiate or for which they provide backing	=				
12.1.f	encourage direct participation by representatives of the users of Meänkieli in providing facilities and planning cultural activities	=				
12.1.g	encourage and/or facilitate the creation of a body responsible for collecting, keeping a copy of and presenting or publishing works produced in Meänkieli					=
12.2	In territories other than those in which Meänkieli is traditionally used, allow, encourage and/or provide cultural activities and facilities using Meänkieli	=				
<b>Art. 13 – Economic and social life</b>						
13.1.a	eliminate from the legislation any provision prohibiting or limiting without justifiable reasons the use of Meänkieli in documents relating to economic or social life, particularly contracts of employment, and in technical documents such as instructions for the use of products or installations	=				
<b>Art. 14 – Transfrontier exchanges</b>						
14.a	apply bilateral and multilateral agreements with the States in which Meänkieli is used in identical or similar form, or conclude such agreements, to foster contacts between the users of Meänkieli in the States concerned in the fields of culture, education, information, vocational training and permanent education	=				
14.b	for the benefit of Meänkieli, facilitate and/or promote co-operation across borders, in particular between regional or local authorities in whose territory Meänkieli is used in identical or similar form	=				

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

### Changes in the evaluation compared to the previous monitoring cycle

100. Although there are several inquiries and proposals for the improvement of the national minority policy and minority language situation, the Committee of Experts is not aware of any resolute implementation in practice. Therefore, the Committee decided to change its conclusion under Article 7.1.c.

101. The Committee of Experts has been informed that language is not a ground for discrimination according to the Discrimination Act. This is not in conformity with the Charter (Art. 7.2).

102. The Committee of Experts has received contradictory information on the number of pupils receiving mother tongue instruction in Meänkieli, ranging from fewer than five up to several dozen pupils. Due to a lack of reliable information, the Committee of Experts is not in a position to conclude on the situation for the teaching of Meänkieli at present. The Committee is aware of the proposals in the “National Minority Languages in Schools” inquiry but has not been informed of any resolute action to implement them (Article 8.1.b.iv).

103. The National Agency of Education proposed to remove the teaching about national minorities from grades 7 to 9 in primary school because the teachers lacked knowledge about the national minorities and did not provide such teaching. The proposal was then cancelled. It is not clear to the Committee of Experts how and when the teaching about national minorities will take place in primary school (Article 8.1.g)



104. The guarantee for the litigants to use Meänkieli before courts is restricted to the original five municipalities of the administrative area for Meänkieli. It is not clear to the Committee whether there is a guarantee for Meänkieli to be used before courts nor how this applies outside the original five municipalities of the administrative area for Meänkieli as it now consists of nine municipalities including Stockholm. According to the periodical report, interpretation and translation services are only available if the litigants have no command of Swedish. Even if the use of interpretation or translation does not incur additional expenses for the litigant, it is not clear to the Committee of Experts in what instances Meänkieli may be used before courts nor when interpretation or translation takes place. The Committee was also informed that there is no structured system of the registration of cases where interpretation has taken place for national minority language users. The Committee therefore cannot conclude on the undertakings under Article 9.1

105. Since contradictory information was provided during the on-the-spot visit, the Committee is not in a position to conclude on Articles 10.2.c and 10.2.d. It asks the Swedish authorities to provide reliable information in the next monitoring cycle.

106. In light of no conclusion and only formal fulfilment of some provisions in Article 10, namely 10.1.a.iii, 10.1.c, 10.2.b, 10.2.c. and 10.2.d, the Committee is not in a position to conclude on Article 10.4.a.

107. Since there is no newspaper in Meänkieli and only occasionally articles are published in the trilingual newspaper, the Committee concludes that Article 11.1.ei is not fulfilled.

## **2.2.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of Meänkieli in Sweden**

The Committee of Experts encourages the Swedish authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered “fulfilled” (see under 2.2.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Sweden remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

### **I. Recommendations for immediate action**

- a. **Take action and report on any steps taken to implement the proposals of the inquiry on national minority languages at school, in co-operation with the Meänkieli speakers.**
- b. **Take measures to develop a structured policy concerning teacher training at all education levels, in co-operation with the Meänkieli speakers.**
- c. **Report on the establishment of the Language Centre for the Meänkieli language.**
- d. **Extend the grounds set out in the Discrimination Act so as to cover explicitly discrimination based on language.**

### **II. Further recommendations**

- e. Provide information about the steps taken to create and implement the intended action plan for the promotion of the Meänkieli language.
- f. Set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved.
- g. Provide an offer of bilingual education in Meänkieli along with an adequate model for the teaching of Meänkieli.
- h. Investigate, in co-operation with the speakers, the possibility of offering Meänkieli medium instruction within vocational education.
- i. Encourage the Swedish authorities to take measures to create a long-term strategy for the development of Meänkieli study and research at higher education level.
- j. Strengthen the education offer in Meänkieli in municipalities which do not belong to the administrative area for Meänkieli.
- k. Promote the use of Meänkieli in courts.
- l. Increase the presence of Meänkieli in broadcasting, especially television.
- m. Promote the establishment of library services for Meänkieli following the national strategy for libraries.

## 2.3 Romani

### 2.3.1 Compliance of Sweden with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of Romani

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ✓ deterioration = no change

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Sweden concerning Romani <sup>23</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
<b>Part II of the Charter</b> <b>(Undertakings which the state must apply to all regional or minority languages within its territory)</b>						
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of Romani as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Romani					=
7.1.c	resolute action to promote Romani		=			
7.1.d	facilitation and/or encouragement of the use of Romani, in speech and writing, in public life (education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life		=			
7.1.e	• maintenance and development of links, in the fields covered by this Charter, between groups in the State using Romani • establishment of cultural relations with other linguistic groups		=			
7.1.f	provision of forms and means for the teaching and study of Romani at all appropriate stages		=			
7.1.g	provision of facilities enabling (also adult) non-speakers of Romani to learn it		=			
7.1.h	promotion of study and research on Romani at universities or equivalent institutions	↗				
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Romani		=			
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Romani				✓	
7.3	• promote mutual understanding between all the linguistic groups of the country • promote the inclusion of respect, understanding and tolerance in relation to Romani among the objectives of education and training • encourage the mass media to include respect, understanding and tolerance in relation to Romani among their objectives		=			
7.4	• take into consideration the needs and wishes expressed by the group which uses Romani • establish a body for the purpose of advising the authorities on all matters pertaining to Romani		=			

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

In its evaluation of the application of Art. 7.1-7.4 to Romani, the Committee of Experts has kept in mind that these provisions should be applied *mutatis mutandis*.

<sup>23</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/\(treaty No. 148\)](http://www.coe.int/en/web/conventions/(treaty%20No.%20148)).

## Changes in the evaluation compared to the previous monitoring cycle

108. During the present monitoring cycle, a programme for Roma studies was launched at Södertörn University College. A professorship was established at the same institution. It also provides in-service training for teachers and social service workers and is developing a teacher training programme. The university receives SEK 2.1 million per year for this. Subject teacher training continued to be developed until 2018. The university has also worked further to reinforce the skills of active mother tongue teachers in Romani Chib. The third round of the Roma bridge-builder training in 2016-2018, which had a focus on schools and social services, ended in 2018 and the fourth round started. The university has been offering basic courses in Romani, open to all students. The university is the lead partner of a SEK 44 million international research programme on Romani. Finally, the university has created an online forum for Roma studies which brings together current research on the subject, education, collaboration and other aspects related to Roma studies and Romani language (Article 7.1.h).

109. The Committee of Experts has been informed that language is not a ground for discrimination according to the Discrimination Act. This is not in conformity with the Charter (Art. 7.2).

### 2.3.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of Romani in Sweden

The Committee of Experts encourages the Swedish authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered “fulfilled” (see under 2.3.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Sweden remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

#### I. Recommendations for immediate action

- a. **Take action and report on any steps taken to implement the proposals of the inquiry on national minority languages at school, in co-operation with the Romani speakers.**
- b. **Take measures to develop a structured policy concerning teacher training at all education levels, in co-operation with Romani speakers.**
- c. **Provide information about the steps taken to create and implement the intended action plan for the promotion of the Romani languages.**
- d. **Extend the grounds set out in the Discrimination Act so as to cover explicitly discrimination based on language.**

#### II. Further recommendations

- e. Make adequate provision to establish a language centre for Romani.
- f. Ensure that grants from the Swedish National Council of Adult Education are made available in subsequent years with a view to allowing Agnesberg Folk High School to provide continuing education in Romani.
- g. Strengthen the position of Romani in broadcasting.
- h. Promote the establishment of library services for Romani following the national strategy for libraries.

## 2.4 Sami

### 2.4.1 Compliance of Sweden with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of Sami

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ↘ deterioration = no change

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Sweden concerning Sami <sup>24</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
<b>Part II of the Charter</b> <b><i>(Undertakings which the state must apply to all regional or minority languages within its territory)</i></b>						
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of Sami as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Sami		=			
7.1.c	resolute action to promote Sami	=				
7.1.d	facilitation and/or encouragement of the use of Sami, in speech and writing, in public life (education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life	=				
7.1.e	<ul style="list-style-type: none"> <li>• maintenance and development of links, in the fields covered by this Charter, between groups in the State using Sami</li> <li>• establishment of cultural relations with other linguistic groups</li> </ul>	=				
7.1.f	provision of forms and means for the teaching and study of Sami at all appropriate stages		=			
7.1.g	provision of facilities enabling (also adult) non-speakers of Sami to learn it		=			
7.1.h	promotion of study and research on Sami at universities or equivalent institutions	=				
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Sami	=				
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Sami				↘	
7.3	<ul style="list-style-type: none"> <li>• promote mutual understanding between all the linguistic groups of the country</li> <li>• promote the inclusion of respect, understanding and tolerance in relation to Sami among the objectives of education and training</li> <li>• encourage the mass media to include respect, understanding and tolerance in relation to Sami among their objectives</li> </ul>		=			
7.4	<ul style="list-style-type: none"> <li>• take into consideration the needs and wishes expressed by the group which uses Sami</li> <li>• establish a body for the purpose of advising the authorities on all matters pertaining to Sami</li> </ul>	=				
<b>Part III of the Charter</b> <b><i>(Additional undertakings chosen by the state for specific languages)</i></b>						
<b>Art. 8 – Education</b>						
8.1.a.iii	make available pre-school education in Sami or a substantial part of pre-school education in Sami at least to those pupils whose families so request and whose number is considered sufficient		=			
8.1.b.iv	make available primary education in Sami, a substantial part of primary education in Sami or teaching of Sami as an integral part of the curriculum at least to those pupils whose families so request and whose number is considered sufficient		=			
8.1.c.iv	make available secondary education in Sami, a substantial part of secondary education in Sami or teaching of Sami as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient		=			
8.1.d.iv	make available technical and vocational education in Sami, a substantial part of technical and vocational education in Sami or teaching of Sami as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient		=			
8.1.e.iii	encourage and/or allow the provision of university or other forms of higher education in Sami or of facilities for the study of Sami as an university or higher education subject		=			
8.1.f.iii	favour and/or encourage the offering of Sami as a subject of adult and continuing education	=				
8.1.g	ensure the teaching of the history and the culture which is reflected by Sami					↘
8.1.h	provide the basic and further training of the teachers teaching (in) Sami		=			

<sup>24</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/\(treaty No. 148\)](http://www.coe.int/en/web/conventions/(treaty%20No.%20148)).

<b>The Committee of Experts considers the undertaking*:</b>						
<b>Article</b>	<b>Undertakings of Sweden concerning Sami<sup>24</sup></b>	<b>fulfilled</b>	<b>partly fulfilled</b>	<b>formally fulfilled</b>	<b>not fulfilled</b>	<b>no conclusion</b>
8.1.i	set up a supervisory body responsible for monitoring the progress achieved in the teaching of Sami and for drawing up public periodic reports of its findings				=	
8.2	in territories other than those in which Sami is traditionally used, allow, encourage or provide teaching in or of Sami at all the appropriate stages of education		=			
<b>Art. 9 – Judicial authorities</b>						
9.1.a.ii	guarantee the accused the right to use Sami in criminal proceedings, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned					✓
9.1.a.iii	provide that requests and evidence, whether written or oral, shall not be considered inadmissible in criminal proceedings solely because they are formulated in Sami, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned					✓
9.1.a.iv	produce, on request, documents connected with criminal legal proceedings in Sami, if necessary by the use of interpreters and translations involving no extra expense for the persons concerned					✓
9.1.b.ii	allow, whenever a litigant has to appear in person before a court, that he or she may use Sami in civil proceedings without thereby incurring additional expense, if necessary by the use of interpreters and translations					✓
9.1.b.iii	allow documents and evidence to be produced in Sami in civil proceedings, if necessary by the use of interpreters and translations					✓
9.1.c.ii	allow, whenever a litigant has to appear in person before a court, that he or she may use Sami in proceedings concerning administrative matters without thereby incurring additional expense, if necessary by the use of interpreters and translations					✓
9.1.c.iii	allow documents and evidence to be produced in Sami in proceedings concerning administrative matters, if necessary by the use of interpreters and translations					✓
9.1.d	with regard to the conduct of civil and/or administrative proceedings in Sami and the related use of documents and evidence in Sami, ensure that the use of interpreters and translations does not involve extra expense for the persons concerned					✓
9.2.c	not to deny the validity, as between the parties, of legal documents drawn up within the country solely because they are drafted in Sami	=				
9.3	make available in Sami the most important national statutory texts and those relating particularly to users of Sami		=			
<b>Art. 10 – Administrative authorities and public services</b>						
10.1.a.iii	ensure that users of Sami may submit oral or written applications to local branches of the national authorities and receive a reply in Sami	=				
10.1.c	allow the national authorities to draft documents in Sami			=		
10.2.b	possibility for users of Sami to submit oral or written applications in Sami to the regional or local authority		=			
10.2.c	publication by regional authorities of their official documents also in Sami					=
10.2.d	publication by local authorities of their official documents also in Sami					=
10.2.g	use or adoption, if necessary in conjunction with the name in the official language, of place names in Sami	=				
10.4.a	provide translation or interpretation					✓
10.5	allow the use or adoption of family names in Sami	=				
<b>Art. 11 – Media</b>						
11.1.a.iii	make provision so that public broadcasters offer radio and television programmes in Sami	=				
11.1.d	encourage and/or facilitate the production and distribution of audio and audiovisual works in Sami	=				
11.1.ei	encourage and/or facilitate the creation and/or maintenance of at least one weekly or daily newspaper in Sami					=
11.1.fii	apply existing measures for financial assistance also to audiovisual productions in Sami	=				
11.2	<ul style="list-style-type: none"> <li>• guarantee freedom of direct reception of radio and television broadcasts from neighbouring countries in Sami</li> <li>• do not oppose the retransmission of radio and television broadcasts from neighbouring countries in Sami</li> <li>• ensure the freedom of expression and free circulation of information in the written press in Sami</li> </ul>	=				
<b>Art. 12 – Cultural activities and facilities</b>						
12.1.a	encourage production, reproduction and dissemination of cultural works in Sami	=				

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Sweden concerning Sami <sup>24</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
12.1.b	foster access in other languages to works produced in Sami by aiding and developing translation, dubbing, post-synchronisation and subtitling	=				
12.1.c	foster access in Sami to works produced in other languages by aiding and developing translation, dubbing, post-synchronisation and subtitling	=				
12.1.d	ensure that the bodies organising or supporting cultural activities incorporate the knowledge and use of the Sami language and culture in the undertakings which they initiate or for which they provide backing	=				
12.1.e	ensure that the bodies organising or supporting cultural activities have at their disposal staff who have a full command of Sami	=				
12.1.f	encourage direct participation by representatives of the users of Sami in providing facilities and planning cultural activities	=				
12.1.g	encourage and/or facilitate the creation of a body responsible for collecting, keeping a copy of and presenting or publishing works produced in Sami	=				
12.1.h	create and/or promote and finance translation and terminological research services, particularly with a view to maintaining and developing administrative, commercial, economic, social, technical or legal terminology in Sami	=				
12.2	In territories other than those in which Sami is traditionally used, allow, encourage and/or provide cultural activities and facilities using Sami	=				
<b>Art. 13 – Economic and social life</b>						
13.1.a	eliminate from the legislation any provision prohibiting or limiting without justifiable reasons the use of Sami in documents relating to economic or social life, particularly contracts of employment, and in technical documents such as instructions for the use of products or installations	=				
<b>Art. 14 – Transfrontier exchanges</b>						
14.a	apply bilateral and multilateral agreements with the States in which Sami is used in identical or similar form, or conclude such agreements, to foster contacts between the users of Sami in the States concerned in the fields of culture, education, information, vocational training and permanent education	=				
14.b	for the benefit of Sami, facilitate and/or promote co-operation across borders, in particular between regional or local authorities in whose territory Sami is used in identical or similar form	=				

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

### Changes in the evaluation compared to the previous monitoring cycle

110. The Committee of Experts has been informed that language is not a ground for discrimination according to the Discrimination Act. This is not in conformity with the Charter (Art. 7.2).

111. The National Agency of Education proposed to remove the teaching about national minorities from grades 7 to 9 in primary school because the teachers lacked knowledge about the national minorities and did not provide such teaching. The proposal was then cancelled. It is not clear to the Committee of Experts how and when the teaching about national minorities will take place in primary school (Article 8.1.g).

112. The guarantee for the litigants to use Sami before courts is restricted to the original four municipalities of the administrative area for Sami. It is not clear to the Committee whether there is a guarantee for Sami to be used before courts nor how this applies outside the four original municipalities of the administrative area for Sami as it now consists of 25 municipalities. According to the periodical report, interpretation and translation services are only available if the litigants have no command of Swedish. Even if the use of interpretation or translation does not incur additional expenses for the litigant, it is not clear to the Committee of Experts in what

instances Sami may be used before courts nor when interpretation or translation takes place. The Committee was also informed that there is no structured system for the registration of cases where interpretation has taken place for national minority language users. The Committee of Experts therefore cannot conclude about the undertakings under Article 9.1.

113. In light of there being no conclusion under Articles 10.2.c and 10.2.d, the Committee is not in a position to conclude on Article 10.4.a.

## **2.4.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of Sami in Sweden**

The Committee of Experts encourages the Swedish authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered “fulfilled” (see under 2.4.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Sweden remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

### **I. Recommendations for immediate action**

- a. **Take action and report on any steps taken to implement the proposals of the inquiry on national minority languages at school, in co-operation with the Sami speakers.**
- b. **Take measures to develop a structured policy concerning teacher training at all education levels, in co-operation with the Sami speakers.**
- c. **Report on the establishment of the language centres for the other Sami languages.**
- d. **Extend the grounds set out in the Discrimination Act so as to cover explicitly discrimination based on language.**

### **II. Further recommendations**

- e. Set up a supervisory body in charge of monitoring the measures taken and progress achieved in establishing or developing the teaching of Sami.
- f. Strengthen the education offer in Sami in municipalities which do not belong to the administrative area for Sami.
- g. Promote the use of Sami in courts.
- h. Promote the establishment of library services for Sami following the national strategy for libraries.

## 2.5 Yiddish

### 2.5.1 Compliance of Sweden with its undertakings under the European Charter for Regional or Minority Languages concerning the protection and promotion of Yiddish

Symbols used to mark changes in the evaluation compared to the previous monitoring cycle: ↗ improvement ↘ deterioration = no change

The Committee of Experts considers the undertaking*:						
Article	Undertakings of Sweden concerning Yiddish <sup>25</sup>	fulfilled	partly fulfilled	formally fulfilled	not fulfilled	no conclusion
<b>Part II of the Charter</b>						
<b><i>(Undertakings which the state must apply to all regional or minority languages within its territory)</i></b>						
<b>Art. 7 – Objectives and principles</b>						
7.1.a	recognition of Yiddish as an expression of cultural wealth	=				
7.1.b	ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Yiddish					=
7.1.c	resolute action to promote Yiddish				=	
7.1.d	facilitation and/or encouragement of the use of Yiddish, in speech and writing, in public life (education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life				=	
7.1.e	• maintenance and development of links, in the fields covered by this Charter, between groups in the State using Yiddish • establishment of cultural relations with other linguistic groups					=
7.1.f	provision of forms and means for the teaching and study of Yiddish at all appropriate stages				=	
7.1.g	provision of facilities enabling (also adult) non-speakers of Yiddish to learn it		=			
7.1.h	promotion of study and research on Yiddish at universities or equivalent institutions	=				
7.1.i	promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Yiddish					=
7.2	eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Yiddish				↘	
7.3	• promote mutual understanding between all the linguistic groups of the country • promote the inclusion of respect, understanding and tolerance in relation to Yiddish among the objectives of education and training • encourage the mass media to include respect, understanding and tolerance in relation to Yiddish among their objectives		=			
7.4	• take into consideration the needs and wishes expressed by the group which uses Yiddish • establish a body for the purpose of advising the authorities on all matters pertaining to Yiddish		=			

\* The Committee of Experts of the European Charter for Regional or Minority Languages evaluates the compliance of States Parties with their undertakings under the Charter as follows:

**Fulfilled:** Policies, legislation and practice are in conformity with the Charter.

**Partly fulfilled:** Policies and legislation are wholly or partly in conformity with the Charter, but the undertaking is only partly implemented in practice.

**Formally fulfilled:** Policies and legislation are in conformity with the Charter, but there is no implementation in practice.

**Not fulfilled:** No action in policies, legislation and practice has been taken to implement the undertaking.

**No conclusion:** The Committee of Experts is not in a position to conclude on the fulfilment of the undertaking as no or insufficient information has been provided by the authorities.

#### Changes in the evaluation compared to the previous monitoring cycle

114. The Committee of Experts has been informed that language is not a ground for discrimination according to the Discrimination Act. This is not in conformity with the Charter (Art. 7.2).

<sup>25</sup> In order to facilitate readability, the provisions of the Charter appear here in a shortened and simplified form. The complete version of each provision can be consulted on the website of the Treaty Office: [http://www.coe.int/en/web/conventions/\(treaty No. 148\)](http://www.coe.int/en/web/conventions/(treaty%20No.%20148)).



## **2.5.2 Recommendations by the Committee of Experts on how to improve the protection and promotion of Yiddish in Sweden**

The Committee of Experts encourages the Swedish authorities to comply with all undertakings under the European Charter for Regional or Minority Languages which are not considered “fulfilled” (see under 2.5.1 above), as well as to continue to comply with those that are fulfilled. In doing so, the authorities should take particular account of the recommendations set out below. The recommendations by the Committee of Ministers of the Council of Europe on the application of the Charter in Sweden remain valid in their own right. Recommendations made in the monitoring procedure of the Charter aim to support the authorities in the implementation process.

### **I. Recommendations for immediate action**

- a. **Take action and report on any steps taken to implement the proposals of the inquiry on national minority languages at school with regards to teaching in/of the Yiddish language.**
- b. **Inform about the steps taken to create and implement the intended action plan for the promotion of the Yiddish language.**
- c. **Extend the grounds set out in the Discrimination Act so as to cover explicitly discrimination based on language.**

### **II. Further recommendations**

- d. Make adequate provision to establish a language centre for Yiddish.
- e. Ensure that grants from the Swedish National Council of Adult Education are made available in subsequent years with a view to allowing Paideia Folk High School to provide continuing education in Yiddish.
- f. Promote the establishment of library services for Yiddish following the national strategy for libraries.

### **Chapter 3 [Proposals for] Recommendations of the Committee of Ministers of the Council of Europe**

The Committee of Experts, while acknowledging the efforts the Swedish authorities have undertaken to protect the regional and minority languages spoken in their country, has in its evaluation chosen to concentrate on some of the most important deficiencies in the implementation of the Charter. The recommendations forwarded by the Committee of Experts to the Committee of Ministers should not, however, be interpreted as diminishing the relevance of the other, more detailed observations contained in the report, which remain valid in their own right. The recommendations proposed by the Committee of Experts are drafted accordingly.

The Committee of Experts of the European Charter for Regional or Minority Languages, in accordance with Article 16 (4) of the Charter, proposes on the basis of the information contained in this report, that the Committee of Ministers makes the following recommendations to Sweden.

The Committee of Ministers,

In accordance with Article 16 of the European Charter for Regional or Minority Languages;

Bearing in mind the instrument of ratification deposited by Sweden on 9 February 2000;

Having taken note of the evaluation made by the Committee of Experts of the Charter with respect to the application of the Charter by Sweden;

Bearing in mind that this evaluation is based on information submitted by Sweden in its seventh periodical report, supplementary information given by the Swedish authorities, information submitted by bodies and associations legally established in Sweden and on the information obtained by the Committee of Experts during its on-the-spot visit;

[Having taken note of the comments submitted by the Swedish authorities on the content of the report of the Committee of Experts;]

Recommends that Sweden take account of all the observations and recommendations of the Committee of Experts and, as a matter of priority:

1. take measures to include language as a ground for discrimination in the Discrimination Act;
2. strengthen education of or in all minority languages by adopting a comprehensive and structured approach based on the needs of the speakers and according to the situation of each of the minority languages;
3. ensure that “mother tongue” education meets the requirements of the Charter and offers adequate language tuition, enabling pupils to achieve mature literacy in the languages concerned;
4. increase the amount of bilingual education available in Finnish and Sami, and establish bilingual education in Meänkieli;
5. develop a system of teacher training according to the needs of the speakers and to the situation of each of the minority languages;
6. extend the practice of the Sami language centres and establish similar language centres for all regional or minority languages;

The Committee of Ministers invites the Swedish authorities to submit their next periodical report by 1 June 2021.<sup>26</sup>

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<sup>26</sup> See Committee of Ministers Decisions [CM/Del/Dec\(2018\)1330/10.4e - CM-Public](#), and Outlines for the periodical reports on the implementation of the European Charter for Regional or Minority Languages to be presented by the states parties, [CM\(2019\)69 final](#).

## Appendix I: Instrument of Ratification

### Sweden

#### Declaration contained in the instrument of ratification deposited on 9 February 2000 - Or. Eng.

Sami, Finnish and Meänkieli (Tornedal Finnish) are regional or minority languages in Sweden. Sweden's undertakings pursuant to Article 2, paragraph 2 with respect to these languages are described in the appendix.

Romani Chib and Yiddish shall be regarded as non-territorial minority languages in Sweden when the Charter is applied

#### The extent of Sweden's undertakings according to Part III of the European Charter for Regional or Minority Languages.

The followings paragraphs and sub-paragraphs under Article 8 shall apply to Sami, Finnish and

Meänkieli:

8.1.a.iii

8.1.b.iv

8.1.c.iv

8.1.d.iv

8.1.e.iii

8.1.f.iii

8.1.g

8.1.h

8.1.i

8.2.

The following paragraphs and sub-paragraphs under Article 9 shall apply to Sami, Finnish and Meänkieli:

9.1.a.ii

9.1.a.iii

9.1.a.iv

9.1.b.ii

9.1.b.iii

9.1.c.ii

9.1.c.iii

9.1.d

9.2

9.3

The following paragraphs and sub-paragraphs under Article 10 shall apply to Sami, Finnish and Meänkieli:

10.1.a.iii

10.1.a.v

10.1.c.

10.2.b.

10.2.c.

10.2.d.

10.2.g.

10.4.a.

10.5

The following paragraphs and sub-paragraphs under Article 11 shall apply to Sami, Finnish and Meänkieli:

11.1.a.iii

11.1.d

11.1.e.i

11.1.f.ii

11.2.

In addition, 11.1.c.i will apply with respect to Finnish.

The following paragraphs under Article 12 shall apply to Sami, Finnish and Meänkieli:

12.1.a

12.1.b

12.1.d

12.1.f

12.1.g

12.2.

In addition, 12.1.e will apply to Sami, and 12.1.c and 12.1.h to Finnish and Sami.

The following paragraphs under Article 13 shall apply to Sami, Finnish and Meänkieli:

13.1.a

The following paragraphs under Article 14 shall apply to Sami, Finnish and Meänkieli:

14.a

14.b

This means that a total of 45 paragraphs or sub-paragraphs in part III of the Charter shall apply to Sami and Finnish, and 42 paragraphs or sub-paragraphs to Meänkieli.

**Period covered: 1/6/2000 -**

The preceding statement concerns Article(s) : 10, 11, 12, 13, 14, 2, 8, 9

## Appendix II: Comments from the Swedish authorities

Sweden has received the seventh report of the Committee of Experts of the European Charter for Regional or Minority Languages and hereby takes the opportunity to submit comments according to Article 16 paragraph 3 of the Charter.

### 1.1 General comments

As in the previous monitoring cycles, Sweden welcomes the report of the Committee of Experts and appreciates the continued dialogue regarding the rights of the national minorities in Sweden: Sami, Jews, Roma, Swedish Finns and Tornedalians.

Minority rights and revitalization of minority languages is a matter of high priority for the Swedish Government and the extensive efforts of the Committee of Experts is valuable in the continued development of Sweden's policy on national minorities.

### 1.2 Specific comments

The Government Offices of Sweden would like to offer the following clarifications as well as a few suggestions in terms of terminology.

#### 1.2.1 Education

As a general remark, the terminology used for education at University level in Sweden is teacher education as opposed to teacher training. There is also a distinction between freestanding courses and degree programmes. In general, subject teacher education is organized in programmes but it is also possible to study programmes and freestanding courses as combinations. Courses at University level for minority languages are developed, and continuously provided, following Government assignments. In general, all classes at University level in Sweden are open for everyone who meet the requirements. Regarding other adult education, allocation of funds to individual folk high schools is the responsibility of the independent body The Swedish National Council of Adult Education.

p. 10: Subject teacher education programmes for Meänkieli and Romani chib are also under development.

p. 20: The proposals of the inquiry are still being prepared in the government offices. Regarding the review of the school inspectorate, the education providers who did not meet the requirements of the national legislation are tasked to alter their policies. Some did during the review.

p. 21: The curriculum for the preschool class is different from that of primary school and the requirement for preschool class is mother tongue support whereas mother tongue teaching starts in grade 1.

p. 28 and 29: Both Uppsala and Umeå universities provide teaching of Sami.

p. 50: The proposals for changes have been requested by the Sámi Parliaments, through the common council Sámi Parliamentary Council (SPC).

p. 53: This issue refers to a downsizing of the school yard and not a closure of the school. The school had a large school yard and decided it would be beneficial to reduce the area in order to lower rental costs.

p. 63: The funds to Stockholm University are allocated yearly.

p. 72: Umeå University has, as mentioned above, been tasked by the government to establish a subject teacher education programme in Meänkliei but the programme is still under development due to the challenges mentioned in the report.

p. 89: Since 2019, the Paideia Folk High School receives government grants.

p. 98, 103 and 111: Education about the national minorities has been concentrated to social sciences. There was never any proposal to entirely remove teaching about national minorities from the national curriculum.

p. 108: Södertörn University College is still tasked with developing subject teacher education in Romani Chib.  
2.3.2 f. The Agnesberg Folk High School was renamed in 2016 and is now Interkulturella folkhögskolan (freely translated to The Intercultural Folk High School).

#### 1.2.2 The Judiciary

p. 31, 32, 57, 65, 73, 99, 104 and 112:

In the municipalities stated in the Act on National Minorities and Minority Languages, the right to use Finnish, Meänkieli and Sami in courts is not restricted to situations where the party does not master Swedish. This means that the right is not dependent on the party's knowledge of Swedish. According to general rules on the other hand, a party that does not master Swedish has a right to interpretation and translation to and from Finnish, Meänkieli and Sami, as well as other languages, in any Swedish court. This right is not limited to the municipalities stated in the mentioned act, as has been elaborated upon in the periodical report.

It is correct that the areas of the municipalities in which there is a right to use the national minority languages in courts, do not fully correspond to the administrative areas of the languages.

Even though the courts use authorised interpreters when possible, other interpreters may be appointed, in case an authorised interpreter is not available.

The online training and video technology mentioned in p. 32 is available for all interpreters, also in the national minority languages.

### 1.2.3 Media

p. 15 and p. 41: There was, during the last license period, also an increase regarding broadcasting in romani chib. From 423 hours in 2014 to 540 hours in 2019. In total, the increase of minority language broadcasting was 1,8 hours per day.

p. 42: The Bill “Journalism throughout the country” proposed an increase of the budget for the current press subsidy scheme as well as introducing a new media subsidy scheme for local journalism and innovation. Both press and media subsidy schemes are available to news media in minority languages.

p. 68: The newspaper Haparandabladet publishes in two minority languages, not three. Haparandabladet is published in Swedish, Meänkieli and Finnish. Also the grant for 2019 was 2 955 000 kr.

p. 107: Haparandabladet, mentioned above, is a newspaper published in Swedish, Finnish and Meänkieli. Haparandabladet presents itself as a trilingual newspaper. It also receives 2 955 000 SEK in state subsidies. There is no obstacle in the press and media subsidies scheme for a solely-Meänkieli newspaper to receive funding.

### 1.2.4 Other areas

p. 9: The deadline for presenting the action plan to preserve the national minority languages has been extended until September 2020.

p.35: “Many of them” should be replaced by “a majority of” since very few place names are still coded as Finnish. Also, the expression postal towns should be replaced by the term postal codes.

## 1.3 Concluding remarks

The Government Offices of Sweden continues to appreciate the thorough and knowledgeable discussions with the Committee of Experts during their country visits. Systematic and ongoing work to safeguard compliance with the Charter demands continuous follow-up. The Government welcomes an open dialogue with the Council of Europe on the remaining challenges.

The Swedish authorities remain committed to take further steps to live up to its undertakings. The Government looks forward to once again welcome the Committee of Experts to Sweden in 2021.