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Seventh periodical report
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in accordance with Article 15 of the Charter

SWEDEN



Ministry of Culture

Sweden's seventh periodic report to the Council of Europe on the implementation of the European Charter for Regional or Minority Languages

Foreword

The national minorities and minority languages are a self-evident part of both Sweden's shared cultural heritage and of cultural life and society in general. Finnish, Yiddish, Meänkieli, Romani Chib and Sami have been spoken in Sweden for generations. Jewish, Roma, Sami, Sweden-Finnish and Tornedalian culture have enriched society for a long time. Safeguarding the rights of the national minorities is a matter for us all and brings with it a special responsibility for me and the Government of Sweden.

To strengthen the legislation that regulates the rights of the national minorities, the Government and the Riksdag have passed the Government Bill *En stärkt minoritetspolitik* (A stronger minority policy) (Govt Bill 2017/18:1999). The amended Act on National Minorities and Minority Languages (2009:724) entered into force on 1 January 2019. Together with the Government Communication *Nystart för en stärkt minoritetspolitik* (New start for a stronger minority policy) (Comm. 2017/18:282), the Government Bill constitutes a revision of the Government's overarching minority policy strategy in which a systematic approach, long-term thinking and the autonomy of the national minorities are key factors. All the proposals derive from the understanding that the human rights of the national minorities must be safeguarded and mainstreamed in all sectors affected.

The successful transfer of language and culture from one generation to the next is a vital element of minority policy. The prevalent process of switching from the minority to the majority language must be turned around. The

Swedish Government therefore intends to produce an action programme to preserve the national minority languages.

If we are to succeed with our ambition to safeguard the rights of the national minorities, we must do this in partnership with the people concerned themselves. Representatives of the national minorities play an important role in highlighting needs and providing guidance on how we can make greater progress. We particularly need to hear the voices of young people. The revised Act on National Minorities and National Minority Languages states that consultation means a structured dialogue with the aim of being able to take views and needs into account in the decision-making of government agencies. It is our hope that making this clear will improve opportunities for the national minorities to exert real influence. The Swedish Government also considers that there is a need for capacity-building and knowledge-boosting initiatives regarding the national minorities in civil society.

Constant monitoring is essential to ensure that work to guarantee the protection of human rights can be carried out systematically. Sweden's Government looks forward to an open dialogue with the Council of Europe on the challenges and potential in this area. In this dialogue, the Government welcomes the opportunity for the national minorities to contribute additional perspectives by submitting opinions to the Council of Europe.

Stockholm, June 2019

Amanda Lind

Minister of Culture and Democracy

Sweden's seventh periodic report to the Council of Europe on the implementation of the European Charter for Regional or Minority Languages

Part I

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

The five national minorities in Sweden are Jews, Roma, Sami, Sweden Finns and Tornedalers. Many of the people who belong to a national minority speak one of the minority languages Meänkieli, Yiddish, Romani Chib, Sami or Finnish. Strengthened rights have been assured for Finnish, Sami and Meänkieli in specific administrative areas, currently covering 84 municipalities and 15 county councils (2016: 75 and 14). These rights include individuals having the right to use their minority language in dealings with an administrative authority the geographical sphere of activity of which coincides completely or partly with the administrative area of the minority language, and the right to preschool provision and care of the elderly in which all or a significant part of activities are conducted in the minority languages.

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

As stated in previous reports, Sweden does not compile official statistics on the ethnic origins of individuals, other than their citizenship and country of birth, because no methods are available for determining ethnic origin that are both ethically acceptable and scientifically reliable. For a more detailed report on this stance, see Sweden's sixth report to the Council of Europe under the European Charter for Regional or Minority Languages from 2016.

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

Reform for a stronger minority policy

In the previous report in 2016, the Government stated that it was necessary to review the government bill on the strategy for the national minorities in order to ensure continued progress in safeguarding the rights of the national minorities. Therefore, in September 2016 the Government decided to appoint an inquiry tasked with reviewing the Act on National Minorities and National Minority Languages (2009:724) and, on the basis of the review, Sweden's international human rights commitments and the Government's strategy for the national minorities, propose measures to safeguard the rights of the national minorities. In June 2017 the inquiry submitted the interim report *Nästa steg? Förslag för en stärkt minoritetspolitik* (The next step? Proposals for a stronger minority policy). In June 2017, the Government decided on additional terms of reference for the inquiry which firstly involved extending the timeframe for the aspects that were not reported in the interim report and secondly added a new mandate to investigate whether Swedish-speaking Finns should be recognised as a national minority in Sweden. The inquiry submitted its final report in November 2017.

In March 2018 the Government submitted the government bill *En stärkt minoritetspolitik* (A stronger minority policy) (Govt Bill 2017/18:199) to the Riksdag. The bill contains the first part of the revised minority policy and strengthens the Act on National Minorities and National Minority Languages. The legislative amendments entered into force on 1 January 2019. In June 2018 the Government submitted the Communication *Nystart för en stärkt minoritetspolitik* (New start for a stronger minority policy) (Comm. 2017/18:282) to the Riksdag. The Communication forms the second part of the revised minority policy and serves as the starting point for continued efforts.

The government bill *En stärkt minoritetspolitik* made the Act on National Minorities and National Minority Languages more stringent, partly by introducing an obligation for municipalities and county councils to adopt goals and guidelines for their work on minority policy, by clearly setting out the obligation incumbent upon the administrative authorities to provide

information and by stating exactly what consultation actually involves. The amendments also more firmly assert the right to preschool education and other education in minority languages, whereby this type of provision is now to cover a larger proportion of education provision in general and the level of demand is to be clearly determined by parents and guardians being asked whether they would like a place in a minority language preschool.

The amendments also highlight the possibility to receive elderly care in minority languages, partly by this accounting for a larger proportion of provision and encompassing the older person's need to maintain their cultural identity. The amendments also strengthen the possibilities to receive elderly care in Yiddish and Romani Chib.

The Communication *Nystart för en stärkt minoritetspolitik* (New start for a stronger minority policy) (Comm. 2017/18:282) develops the continued direction of minority policy regarding non-legislative aspects. In the Communication, the Government provides an overview of the current status of minority policy and judges that work remains to be done in order to safeguard national minority rights. The Government describes the next step for a stronger minority policy, including what a holistic approach to challenges and opportunities in this area involves.

The Communication further sets out the need to restart the chain of command for the policy area, including examining the structure of government agencies in coordinating, developing and monitoring minority policy and analysing it in greater detail, and improving the monitoring system. In addition, the Government states that there is a need for long-term work on the languages and culture of the national minorities, partly through an action programme to preserve the languages and partly by exploring whether language centres or equivalent functions should be established.

In the Communication the Government also judges that long-term and strategic work on skills supply is essential to resolve the shortfall in trained staff. Furthermore, the Government judges that knowledge of and the visibility of the national minorities needs to increase in society.

National minority rights as an integrated part of the international framework for the protection of human rights

The government bill *En stärkt minoritetspolitik* emphasises that the rights of national minorities are an integrated part of the international framework for the protection of human rights and that work at national level is to derive from this fact.

In October 2016 the Government submitted a strategy for national work on human rights to the Riksdag (Comm. 2016/17:29). The objective of human rights policy is to safeguard total respect for Sweden's international human rights commitments. The strategy asserts that compliance with Sweden's international human rights commitments cannot be taken for granted, neither in the short nor the long term. Instead, steps must continue to be taken towards a cohesive structure to promote and protect human rights on into the future too.

In the strategy, the Government reaches the conclusion that a national human rights institution should be established in Sweden. In March 2018, an inquiry was commissioned to propose how a national institution for human rights could be shaped to comply with the Paris Principles of the United Nations within the Swedish constitutional system. In February 2019 the Inquiry Chair's proposal was sent out to actors concerned for consultation as a step in the preparatory process, in order to gather opinions and to ensure that light is shed on the proposal from as many aspects as possible.

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

Recommendations from the Council of Europe:

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

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| 5. Consider extending the practice of the Sami language centres to other minority languages. |
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The measures resulting from the recommendations of the Committee of Ministers of the Council of Europe are reported below. As they concern the same area, the measures are all discussed in running text.

The right to education in the pupil's minority language is one of the fundamental rights to which the national minorities are entitled. This right must be realised in practice by the different actors within the education system and it is therefore necessary to ensure that individuals are able to exercise this right. Since the last report, the Government has participated in a number of initiatives to improve the education situation regarding the minority languages.

An inquiry improved opportunities for students to develop their national minority languages

In December 2016, the Government appointed an inquiry tasked with proposing measures to improve opportunities for students who belong to the national minorities to receive teaching in their respective mother tongue in compulsory schools, compulsory schools for pupils with learning disabilities, special schools, Sami schools, upper secondary schools and upper secondary schools for individuals with learning disabilities. The inquiry was also tasked with surveying access to teaching in national minority languages and access to bilingual teaching in national minority languages in different types of school, and with assessing whether measures are needed to improve access and proposing such measures where required. The inquiry submitted the report *Nationella minoritetsspråk i skolan* (National minority languages in schools) (SOU 2017:91) to the Government in November 2017. The report is currently being prepared by the Swedish Government Offices.

The right to mother tongue tuition

As stated in the previous report, pupils who belong to one of the national minorities are entitled to mother tongue tuition even if the language does not represent the daily means of interaction in the pupil's home. The education provider is obliged to organise mother tongue tuition in the national minority languages even if only one pupil at the school applies for tuition in the language concerned. Nor do students in compulsory schools who belong to one of the national minorities any longer need to have basic knowledge of

their national minority language in order for the education provider to be obliged to offer mother tongue tuition.

However, the requirement that a suitable teacher must be available also applies to the national minority languages. The limitation whereby a pupil is only able to receive mother tongue tuition for a maximum of seven academic years if the pupil is receiving the tuition outside the guaranteed teaching time does not apply to tuition in the national minority languages. A Roma pupil from abroad may also receive mother tongue tuition in two languages if there are special reasons for doing so.

The inquiry into national minority languages in schools referred to above judges that there is a need to differentiate teaching in the national minority languages from other mother tongue tuition. This would make the special status that these languages have and the position of the national minorities in Sweden clear. In the view of the inquiry, it is important to differentiate between the mother tongue subject and the subject national minority language, which have somewhat different aims. In addition to the goals of developing skills in and knowledge of the language and culture of the minorities, mother tongue tuition, the subject national minority language is also to function as an aid to the revitalisation of these languages.

The inquiry therefore proposes that teaching in the five national minority languages be removed from the current general provisions concerning mother tongue tuition. Instead the inquiry proposes the introduction of a new subject, namely “national minority language”. The subject national minority language will be listed as a subject in the Education Act and new provisions concerning teaching in this subject will be introduced for all the compulsory school forms, in upper secondary schools and upper secondary schools for individuals with learning disabilities.

Taking into account the nature of the subject and the need to revitalise the languages and secure their future in Sweden, the inquiry proposes a minimum guaranteed teaching time for the subject national minority language of a total of 960 hours, distributed equally between the stages, in the compulsory school forms compulsory schools, compulsory special schools, and compulsory schools for pupils with learning disabilities. This is equivalent to teaching time of three hours a week. In Sami schools, which cover years 1–6, it is proposed that the number of hours for national minority language teaching amount to

640. As stated above, the proposals of the inquiry are currently being prepared at the Swedish Government Offices.

Bilingual tuition

Chapter 9, section 12 of the Compulsory School Ordinance (2011:185) states that for pupils who have a language other than Swedish as their daily means of interaction with one or both custodians in the home, parts of the teaching in years 1–6 may be organised in this language. For Finnish this also applies in years 7–9. Sections 1 and 2 of Ordinance (2003:306) on pilot schemes offering bilingual teaching in compulsory schools state that for pupils who have a language other than Swedish as their daily means of interaction with one or both custodians in the home, parts of the teaching in years 7–9 may be organised in this language (bilingual tuition). During the total amount of time in which a student is receiving bilingual tuition, a maximum of half is to be given in the language of interaction, and the teaching is to be planned such that teaching in Swedish gradually increases over the course of the student's education.

The aforementioned inquiry into national minority languages in schools judges 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 inquiry proposes, *inter alia*, that the same rules apply for all national minority languages as Finnish under Chapter 9, Section 12 of the Compulsory School Ordinance, i.e. that bilingual tuition be delivered throughout the student's time in education. It is further proposed that the requirement of daily language of interaction be removed to be offered bilingual tuition. As stated above, the proposals of the inquiry are currently being prepared at the Swedish Government Offices.

Access to teachers

Teacher and preschool teacher training and the attractiveness of the teaching profession is a priority area for the Government and this includes the issue of the availability of teachers in the national minority languages.

The aforementioned inquiry into national minority languages in schools finds that there is an acute need for teachers in preschools, in preschool classes and for years 1–3 in compulsory schools, whereas the teacher training currently

available for Finnish and Sami is subject teacher training that qualifies teachers to teach years 7–9 in compulsory schools or in upper secondary schools.

According to the inquiry, it is difficult to attract students to the teacher training courses that are available. For example, there were no applicants for subject teacher training in Sami at Umeå University in 2018. An additional challenge is to create an access course that feels relevant to teachers in national minority languages as a mother tongue, because mother tongue teachers often teach students in a wide range of school years, from the lowest classes to the highest. Another challenge is that the school system has not managed to educate enough students with skills in the national minority languages for there then to be qualified students for the teacher training courses, etc.

The inquiry therefore finds that there is a need for a strategic action plan for how needs in schools and teacher training courses in national minority languages can be coordinated.

The inquiry further judges that the opportunity to include national minority languages as an optional subject in basic teacher training specialising in years 4–6 should be investigated. The teacher training courses for national minority languages also need to cover compulsory school teachers specialising in years 4–6 to support the growing interest in national minority languages.

The inquiry also proposes that the opportunity to create more tailored teacher training specialising in national minority languages should be explored. As stated above, the proposals of the inquiry are currently being prepared at the Swedish Government Offices.

The Swedish Council for Higher Education (UHR) is tasked with carrying out targeted initiatives internally and externally on the basis of the goals of minority policy. Within this remit, since the previous report, UHR has produced the reports *Vad kan den svenska högskolan göra för ungdomar från Sveriges nationella minoriteter?* (What can Swedish higher education do for young people from Sweden's national minorities?) in 2018 and *Nationella minoritetsutbildningar* (National minority courses) in 2017.

In the Government's Communication to the Riksdag, *Nystart för en stärkt minoritetspolitik*, it emerges that UHR sees an opportunity to strengthen its mandate to inspire and inform to encourage more people to start courses. In

the Communication, the Government states that it agrees with this assessment and considers that there is a need to further expand the information that individuals receive when considering different course options. However, because there is a need to improve skills supply in many different parts of the public sector, it is important that not all measures to encourage more people to learn the national minority languages and about the national minorities are carried out by the higher education sector.

Language centres

The Communication *Nystart för en stärkt minoritetspolitik* states that Sami language centres have made a necessary and valuable contribution to revitalising the South Sami language. Setting up language centres or equivalent functions for the national minority languages may be an important measure in revitalising Yiddish, Finnish, Meänkieli and Romani Chib. The Government therefore judges that a long-term and cohesive programme of action should be drawn up and adopted for preserving the national minority languages. The programme should contain both overarching and specific measures and clearly allocate responsibilities. The purpose of such a programme is to encourage opportunities for the minority languages to be revitalised and live on as living languages in Sweden. The Government further judges that setting up language centres or similar functions to promote the national minority languages should be investigated with a view to their inclusion in the programme of action.

In June 2018, the Government decided to task the Institute for Language and Folklore (ISOF) with investigating forms in which language centres for Finnish and Meänkieli could be organised and with exploring the feasibility of equivalent functions for Yiddish and Romani Chib. Furthermore, the Government decided to commission the Sami Parliament to examine how the work of the Sami language centre can be developed, partly to assist in revitalising more Sami languages.

In February 2019 ISOF produced its first interim report *Språkcentrum för nationella minoritetsspråk* (Language 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, while a language centre for Meänkieli is proposed, sited in two locations within the administrative area, namely Kiruna and Övertorneå. The report is being prepared within the Government Offices and was circulated for consultation in March 2019.

In March 2019 the Sami Parliament produced its report *Samiskt språkcentrums utvecklingsmöjligheter för att främja fler samiska språk* (Development opportunities for the Sami language centre to promote more Sami languages). The report proposes that two new language centres be set up in the North Sami area and in the Lule and Pite Sami area within its own authority. 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 sited in Jokkmokk. The report is being prepared within the Government Offices and was circulated for consultation in May 2019.

See also additional information on activities in the field of education under Article 8.

Part II

Article 7

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

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

The current and historic presence of the national minorities, and their languages and cultures, needs to be actively made visible and supported so as to keep these languages alive and developing and so as to ensure that these cultures continue to be expressed and develop. The languages and cultures are both cultural heritage in their own right and an integrated part of shared cultural heritage and contemporary culture in Sweden. It is therefore of the utmost importance that the national minorities are granted opportunities to learn, use and develop their own minority language and opportunities to express and develop their own cultural identity. Therefore, under the Language Act (2009:600) regarding the minority languages, and the Act on National Minorities and National Minority Languages (2009:724) the State bears a special responsibility for protecting and promoting the national minority languages and for encouraging the opportunities of the national minorities to retain and develop their culture. Particular attention must be paid to fostering

children's development of a cultural identity and use of their own minority language.

The process of switching languages from the national minority languages to the majority language as described in the previous report continues. One vital factor in this trend is that the languages are failing to be adequately passed on from one generation to the next, which means that the number of speakers is shrinking over time. In the government bill *En stärkt minoritetspolitik*, the Government therefore judges that it is a central task of minority policy to ensure that language and culture is successfully transferred between generations.

The Communication *Nystart för en stärkt minoritetspolitik* additionally states that special promotion measures are needed by the State, alongside action on the part of the minorities, to reverse the negative trend and revitalise the languages.

As reported in the sixth report, the Swedish Arts Council has initiated a development dialogue with the county councils to promote the languages and culture of national minorities and this work has continued. The Swedish Arts Council has particularly drawn attention to the work of the county councils in promoting the culture and cultural heritage of the national minorities – and that of Roma in particular. The Swedish Arts Council takes into account the perspective of the Sami people and the other national minorities in reading and processing the regional culture plans. The issues raised have then been followed up in ongoing dialogue with the county councils conducted by the Swedish Arts Council over the course of the year, with a focus on the importance of consultation with cultural actors from the national minorities themselves.

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 and will bring new perspectives with a focus on Jewish language and Jewish culture. The culture courses include placing works in a perspective in terms of the history of art in which Jewish culture plays a major role. The courses are open to everyone irrespective of background, culture or religious belief.

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

For information in this regard, reference is made previous reports.

Article 7.1c – Action to promote regional or minority languages

As stated in the previous report, in recent years the Institute for Language and Folklore (ISOF) has stepped up its work with and for the national minority languages. ISOF considers that the institute's collaboration with the national minorities works well.

Since the last report in 2016, language cultivation work at ISOF has been heightened. A full-time language advisor in Meänkieli was employed in March 2018. A coordinator for minority language cultivation was also employed in 2017. The language advisor for Meänkieli started their work by meeting speakers of Meänkieli in different parts of the country to collate their wishes and expectations. A reference group for Meänkieli has been put together and an advisory function set up to regularly answer questions about Meänkieli from the general public and government agencies.

The language cultivation work at ISOF in Finnish, Yiddish and Romani Chib has continued throughout this reporting cycle. Ongoing tasks encompass work on terminology, drawing up glossaries and advisory work through a language panel in which language advisors regularly answer questions from the public about the languages by phone, by e-mail and on social media. The language advisors and the minority coordinator regularly meet the reference groups set up for each language to gather information, spread knowledge and discuss relevant issues. Language seminars, to which external guests and speakers are invited, are held for each of the languages each year. The language advisors regularly participate as language experts in different media, e.g. through radio spots, by writing language columns in different publications and by giving talks. The Finnish language advisor also produces a publication in Finnish, *Kielviesti*, which also includes specific pages on Meänkieli. ISOF also gives lectures, mainly to minority organisations.

The fixed-term projects carried out at ISOF include developing a digital language bank for Finnish and a project aimed at producing rules for writing Romani Chib, as well as collecting and recording spoken Yiddish for documentation and research.

Some projects carried out at ISOF during the period addressed all five national minority languages. In 2018, educational material on the national minorities and the national minority languages was produced for upper secondary schools. The material focuses on explaining the purpose of the Council of Europe's Charters on the linguistic and cultural rights of minorities in language that is easy for young people to understand. 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 and any changes that have taken place since ISOF's previous survey in 2012. The result shows that visibility of all the national minority languages has increased on the websites. In 2018 ISOF arranged a workshop with a focus on the Nordic minority languages and smaller languages in the Nordic countries. This was run under Sweden's presidency of the Nordic Council of Ministers.

In the period 2016–2019 ISOF was charged by the Government with documenting the dialects Resande (Traveller) Romani and Kaale respectively by recording speech. The intention is to use the material for historic preservation and also for research.

As stated in more detail in Part 1, ISOF has also been tasked by the Government with investigating the forms in which language centres for Finnish and Meänkieli could be organised and investigating the feasibility of equivalent functions for Yiddish and Romani Chib. The final report is to be presented on 1 October 2019.

Revitalising national minority languages

ISOF allocates funding for revitalising national minority languages each year. In 2018 the institute disbursed SEK 3.4 million in government grants to 34 different projects. In the autumn of the same year, in an additional award, SEK 2.7 million was disbursed to 13 projects linked to producing educational material in or about the national minority languages.

The number of grant applications fell for a couple of years (2014–2015) before rising again. In 2016–2017 the institute carried out an extensive analysis and implemented changes to the way revitalisation grants are processed. The analysis showed that from the minorities' side there was a need for more support in the application process and guidance in what a successful revitalisation project can look like. After clarifying the application procedure

and the reporting requirements, ISOF's minority coordinators on the ground gathered experiences from several of the projects which were awarded funding. The projects were documented and this documentation was subsequently used to hold a workshop for minority associations and other representatives with the aim of spreading information about revitalisation work.

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

Terminology work

For the national minority languages to be able to be used in society, e.g. in contact with government agencies, in the judicial system and in schools, it is essential that the relevant terminology exists in those languages. Therefore ongoing terminology work is required, focusing on words used in public administration and in society. This is true for all five languages to varying degrees, but the need is particularly great for the languages that are not standardised. A large proportion of the language cultivation initiatives for the minority languages at the Institute for Language and Folklore (ISOF) are therefore concentrated on terminology work in various areas of society.

ISOF's work on a care glossary in Finnish was completed in the period 2016–2019. The glossary will help Swedish care staff in caring for older people of Finnish origin. Work on Swedish-Finnish glossaries in the fields of church and religion, law, libraries and higher education is in progress. The institute is also working on a large Finnish-Swedish dictionary in partnership with the Institute for the Languages of Finland in Finland.

For Romani Chib, during the period ISOF has completed education glossaries in the dialects Lovara, Arli and Kelderasch and care glossaries in Resande (Traveller) Romani, Arli, Lovara, Kelderasch, Polish Romani and Kaale. The latter will help Swedish care staff in caring for older people of Roma origin. Work is also in progress to publish a digital glossary for Yiddish.

Care of the elderly in minority languages

The government bill *En stärkt minoritetspolitik* made the Act on National Minorities and National Minority Languages more stringent, partly by stating that a local municipality not located in the administrative areas for minority languages, should offer a significant part of elderly care in Finnish, Meänkieli

and Sami if the local municipality has access to staff with such language skills. Previously, the right to care of the elderly applied to all *or parts of* provision. However, this wording permitted a restrictive interpretation of the scope of and the content of care of the elderly. This could in turn inhibit the desire to receive such care.

The amendments also mean that the local municipality should consider the needs of the elderly to maintain their cultural identity. Older people who belong to the national minorities often feel it is at least as important that attention is paid to their cultural identity as it is for provision to be provided in the minority language. For the majority of care of the elderly, such as that provided through accommodation for people with special needs or through home care services, the place where provision is provided is also the older person's home. In this kind of care provision, it is therefore particularly important to take into account the older person's need to be able to retain their cultural identity.

Furthermore, the amendments strengthen the right to care of the elderly in Yiddish and Romani Chib. 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 and Romani Chib where this is necessary to provide care for older people. Previously this only applied to Finnish, Meänkieli and Sami.

The fact that there is a lack of demand for care of the elderly in minority languages has been cited as a possible reason why there is not more care of the elderly in minority languages in the municipalities. However, several factors may affect demand for care of the elderly in the minority language. One important factor is the information provided by the municipality about the services it is able to offer and the way in which this information is provided. The legislative amendment therefore introduced an obligation for municipalities to inform people applying for elderly care about the opportunities to receive care of the elderly in minority languages.

Visibility

In 2017–2019 the Swedish Arts Council was given a special assignment to promote the publication and dissemination of literature in national minority languages. This also includes carrying out literacy promotion measures with Roma minorities in collaboration with Roma representatives and experts.

Because in the long term these efforts are expected to help put in place a functioning infrastructure for publishing and disseminating literature in the national minority languages, a fundamental analysis of the obstacles was required. Dialogues conducted by the Swedish Arts Council, consultations with minority organisations and round table discussions with authors, publishers, libraries and minority representatives carried out during the first phases of the assignment, demonstrated that actors in these areas were able to identify numerous obstacles and needs.

Bokstart is the Swedish Arts Council's national initiative for parents and adults who spend time with small children (aged 0–3), with the aim of stimulating language development at an early age. Libraries, children's health services and preschools all work together on *Bokstart*. To strengthen the professions in their encounters with children and support parents/carers in passing on their national minority language to children, Professor Leena Huss has written two articles and participated in two films to be published on *Bokstart*'s website. 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. This material can be downloaded from *Bokstart*'s website for free.

In February 2019 the Swedish Arts Council conducted dialogues and consultation with different actors, especially the Roma minority, to gather opinions on the possibility of a reading ambassador for national minorities with a focus on the Roma minority.

Since the last report, a Sweden-Finnish film festival has received funding via the Swedish Arts Council's funding for national minority cultural activities and a Roma film festival received funding from grants to Roma culture.

In 2018–2020 the Government is carrying out a special initiative for public libraries, known as *Stärkta bibliotek*. Grants can be applied for to strengthen a municipality's public library provision regarding areas of operation and groups as described in the Swedish Libraries Act. Initiatives may concern language development and may focus on diversity and multilingualism. The national minorities are among the prioritised target groups for public libraries. Divided across 11 applications, 14 municipalities are participating in *Stärkta bibliotek* initiatives that concern national minorities in various ways in 2018. There is an emphasis on initiatives for the Sami population.

Skills of healthcare and medical staff

In December 2018, the National Board of Health and Welfare issued a newsletter with information on the new wording of the Act on National Minorities and National Minority Languages where this is relevant to social services and health and medical care.

In the Communication *Nystart för en stärkt minoritetspolitik* (New start for a stronger minority policy) (Comm. 2017/18:282) the Government states that work must be developed and run to increase knowledge of the national minorities and their circumstances and needs in the health and medical sector. In addition, the county councils must take into account the provisions on the national minorities' rights and the obligations of the state in the Act on National Minorities and National Minority Languages and in other legislation with the aim of assuring equal care for all.

In June 2018 the Government assigned the National Board of Health and Welfare a twofold task. The board is firstly to inform municipalities, county councils, care providers and other actors affected of the importance of the Act on National Minorities and National Minority Languages for social services and health and medical care. The board is furthermore to survey the need for initiatives to increase knowledge in social services and health and medical care, and submit proposed measures where necessary. A report on this task was submitted in May 2019 and is currently being prepared within the Government Offices.

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. According to the National Board of Health and Welfare, there is a certain lack of clarity and differing interpretations of whether the survey of staff language skills conflicts with GDPR.

Stockholm County Administrative Board and the Sami Parliament have carried out a national survey of county councils and municipalities as part of their annual monitoring of developments in minority policy.

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

The Committee of Experts has requested information on the long-term funding of the collaborative initiative *Ung minoritet*, which was jointly run by

several young people's organisations. The organisations involved have ended their collaboration since the last report.

In June 2018 the Government awarded the National Council of Swedish Youth Organisations (LSU) a grant to carry out capacity building initiatives for the national minorities' youth organisations. LSU has reported that work is being carried out with the relevant youth organisations.

Since the previous report, the level of funding that the national minorities' national and other organisations receive has increased. For 2019 the total level of grants has increased by SEK 1.9 million per year to a level of SEK 6.5 million. This is equivalent to an increase of just over 40 percent.

For additional information, reference is made to previous reports.

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

Lund University has been tasked with offering education in Yiddish. The university offered ten different courses in the subject of Yiddish in 2018. Running some of the courses as distance learning increases access to education in Yiddish throughout Sweden. One of the courses that will be run in 2019 is a bachelor's degree in Yiddish. The course is to provide in-depth language skills in Yiddish and incorporate an academic focus on literature and culture. Throughout the course, students will practise and improve their language skills in spoken and written Yiddish.

Södertörn University has been tasked with expanding subject teacher training in Romani Chib. The university receives SEK 2.1 million a year for this. Subject teacher training continued to be developed in 2018.

NätMin, the network for higher education in the national minority languages, which includes representatives of the seats of learning that run courses in the languages, the Language Council of Sweden and the Swedish National Agency for Education, have met twice per semester to engage in discussion and exchange experiences on the situation of the national minority languages and development in an educational perspective.

Södertörn University has also worked further to reinforce the skills of active mother tongue teachers in Romani Chib. The third iteration of the Roma bridge-builder training 2016–2018 with a focus on schools and social services,

ended in 2018 as the fourth iteration started. Overall, since 2012 the university has had more than 50 Roma participants in the courses commissioned. Clients commissioning these courses include the Swedish National Agency for Education and the National Board of Health and Welfare. In its annual report for 2018, the university writes that experiences gained in work on commissioned training courses are valuable for development of the future subject teacher training programme.

According to Södertörn University, Roma studies is a growing multidisciplinary field at the university. The university has now created a forum for Roma studies online which brings together current research on the subject, education, collaboration and other related aspects.

The subject of Roma studies addresses the experience, language and culture of Roma, travellers and other related groups, as well as antiziganism. Researchers in the field are active in several of the university's departments.

Since 2018 the Swedish National Agency for Education has had overall responsibility for questions on the national minorities and minority languages within its remit. The Swedish National Agency for Education is to take a cohesive, supportive and driving role in relation to the parties affected. The Swedish National Agency for Education's goal is for national minorities to have an opportunity to enjoy their rights within the education system. In 2018 the agency produced a logical framework for how the work is to be run and clearly set out the people concerned internally and externally.

Within the remit of its assignment to increase knowledge about the Roma national minority in schools, the Swedish National Agency for Education has offered targeted support to the City of Stockholm and the City of Malmö. In the City of Stockholm, this is provided by Södertörn University and is part of a focus on human rights ambassadors and in Malmö it is provided jointly with the Roma Information and Knowledge Centre (RIKC). Within the same assignment, the Swedish National Agency for Education has a reference group comprising subject teachers, the majority of whom belong to the Roma national minority.

In targeted inspections on several occasions, the Swedish Schools Inspectorate has directed strong criticism against the providers of the Roma Culture class at

the school Hammarby-skolan, whereupon the education provider, the City of Stockholm, decided to stop the activity from autumn 2018.

Sections 1 and 2 of Ordinance (2003:306) on pilot schemes offering bilingual teaching in compulsory schools state that for pupils who have a language other than Swedish as their daily means of interaction with one or both custodians in the home, parts of the teaching in years 7–9 may be organised in this language (bilingual tuition). During the total amount of time in which a student is receiving bilingual tuition, a maximum of half is to be given in the language of interaction, and the teaching is to be planned such that teaching in Swedish gradually increases over the course of the student’s education.

The Inquiry *Förbättrade möjligheter för elever att utveckla sitt nationella minoritetsspråk* (Improved opportunities for students to develop their national minority language) (SOU 2017:91) judges that the current situation for bilingual tuition is insufficient 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. See more details on the inquiry’s proposals (currently being prepared at the Swedish Government Offices) under Part I, point 3.

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

As stated in the previous report, teaching at universities and higher education institutions is open to everyone qualified for admission to the course concerned, irrespective of their place of residence. Some courses can also be provided in the form of distance teaching.

The previous report also reported on non-formal adult education, which operates outside the regular education system and is free and voluntary. Non-formal adult education is divided between study associations and folk high schools. Statistics on study association activities with a minority language in the title in 2018 are provided below.

	<i>Finnish</i>	<i>Yiddish</i>	<i>Meänkieli</i>	<i>Romani Chib</i>	<i>Sami</i>
<i>Activity</i>	485		40	46	23
<i>Hours of study</i>	16,778		797	1,864	691
<i>Participants</i>	4,135		370	170	224
<i>Women</i>	2,709		263	50	153
<i>Men</i>	1,426		107	120	71

Statistics on cultural programmes with a minority language in the title in 2018 are provided below.

	<i>Finnish</i>	<i>Yiddish</i>	<i>Meänkieli</i>	<i>Romani Chib</i>	<i>Sami</i>
<i>Activity</i>	269	3	93	429	66
<i>Participants</i>	7,459	155	1,358	10,790	1,880
<i>Women</i>	4,553	76	848	6,549	1,134
<i>Men</i>	2,926	79	510	4,241	746

When it comes to folk high school provision, course names were not provided in the Folk high school statistics report for 2018, and the method using the course titles cannot be used to show statistics. However, three folk high schools are specifically focussed on working with participants belonging to minority language groups.

Romani	Agnesberg, Intercultural folk high school (from 2016)
Yiddish	Paidea, trial under Kista folk high school until 2018, independent folk high school from 2019.
Finnish	Haparanda, Sverigefinska folkhögskolan (the Sweden-Finnish folk high school, Svefi)

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

This section refers to the former report and to that stated in Part 1, point 3.

Article 7.1.i – Transnational exchanges

The Swedish presidency of the Nordic Council of Ministers in 2018 took the initiative to launch a joint Nordic focus on culture and education to revitalise and strengthen small languages, including the national minority languages, in the Nordic countries in 2019–2021. The initiative covers disseminating information, inspiration and knowledge development. Activities are to result in recommendations in the form of knowledge development tools. The initiative is also to lead to the establishment of Nordic networks and strategic partnerships and enable collaboration to be launched on similar challenges between actors involved in Nordic culture, education and language revitalisation. One of the goals of the initiative, which is administered by the Institute for Language and Folklore (language preservation department) is for more language revitalisation projects to seek support from Nordic education and language exchange programmes.

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

Citing the Committee of Experts' reference to the UN Convention on the Rights of the Child, the Government wishes to state that a proposal referred to the Council on Legislation for consideration proposing an act incorporating the Convention was decided on in July 2017. On 15 March 2018 the Government decided on a government bill proposing an act incorporating the UN Convention on the Rights of the Child ("Incorporation of the UN Convention on the Rights of the Child", Govt Bill 2017/18:186). The bill proposes that Articles 1–42 of the Convention on the Rights of the Child in the wording of the original text are to apply as Swedish law. On 13 June 2018 the Riksdag passed a decision to incorporate the UN Convention on the Rights of the Child into Swedish law. The act will enter into force on 1 January 2020.

Incorporation gives the UN Convention on the Rights of the Child the status of Swedish law, which means clearly laying down that courts and those applying the law are to take into account the rights that derive from the UN Convention on the Rights of the Child in weighing up issues and making assessments in decision-making processes in cases and matters that concern children. Additionally, the incorporation of the UN Convention on the Rights of the Child into Swedish law will help to make the rights of the child visible and facilitate a children's rights-based approach in all public activity. Incorporation also means a clearer focus on the role of the child as a legal subject with his or her own specific rights and can thus be expected to ensure a greater emphasis on the child in situations that affect the child.

Otherwise, reference is made to previous reports.

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

Work to increase knowledge is run by many different actors and is important to increase understanding between linguistic groups.

The activities of public service broadcasters provide visibility to the language and culture of the national minorities on the radio and on television. At an overarching level, public service broadcasting provision must be characterised by ambitions of educating the public and Sveriges Utbildningsradio (UR) has a specific responsibility to provide programming aimed at educating children

and young people as well as towards adult education, non-formal adult education associations and folk high schools. The public service broadcasters and other media also play an important role in reporting on different phenomena that affect the national minorities.

Both the Swedish National Agency for Education and UR have produced teaching materials and supplements that make up an important part of the teaching material available in the field. The education system must provide everyone who completes education in Sweden with certain basic knowledge about the national minorities and minority languages and such knowledge is part of the core curriculum, including in compulsory education.

Relevant government agencies, including the Sami Parliament and Stockholm County Administrative Board, work with different forms of disseminating information. One of the ways this happens is through the website minoritet.se and through different forms of information and inspiration material. The Living History Forum has since set up an assignment to shed light on antisemitism based around the Holocaust. The forum's mission has since been expanded to cover work for democracy and the equal value of all people, and today covers special assignments in terms of antisemitism, antiziganism and anti-Sami racism.

The national minorities' organisations carry out very important work in raising the visibility of the minorities and so increasing general knowledge. Among other things, the young people's organisations Sverigefinska ungdomsförbundet and Sáminuorra produced language packages to new parents to encourage the use of Finnish and Sami. Strong role models who belong to the national minorities and are visible in popular culture, in films and TV series or in art can often be more important to the image of the minorities in the majority society than measures by the state to increase knowledge. Films and TV productions have recently successfully highlighted the national minorities in Sweden to a broader audience.

Article 7.4 – Participation and influence

The amendments to the Act on National Minorities and National Minority Languages that entered into force on 1 January 2019 include a new provision that clarifies the meaning of consultation with national minorities in questions that concern them. In line with the law, consultation is to be carried out by the administrative agencies conducting a structured dialogue with the national

minorities with the aim of being able to take their views and needs into account in the agencies' decision-making. In the government bill *En stärkt minoritetspolitik*, the Government makes a number of statements on what this means for administrative agencies.

Previously the law also stated that consultation was to take place with “representatives” of the minorities but the word “representatives” has now been deleted. One of the reasons for the change is that the word “representatives” can lead people to think that it refers to representatives of organisations. Government agencies often also focus on finding representatives capable of representing the national minorities within organisations and a recurring reason given for consultation not being carried out is that the municipalities lack organisations to consult with.

In terms of the influence and participation of children and young people, the bill in question also introduced a new provision clearly stating that administrative agencies are to particularly further the opportunities of children and young people to exercise influence and be consulted on questions that concern them and to adapt the forms in which this takes place to their circumstances.

The Swedish Government Offices have continued to use the method of one major consultation with all national minorities and five individual consultations with each national minority. For more information on this, we refer to the previous reports. In addition, work is in progress to improve the influence and consultation methods used by the Swedish Government Offices.

The Government's Strategy for Roma inclusion clearly states that Roma participation and influence must characterise work on the strategy at all levels. The Swedish Government Offices, the agencies concerned and municipalities have carried out and extended consultation with Roma experts and representatives in various ways. The agencies and municipalities involved in the work are also increasingly carrying out their work together with Roma, e.g. with Roma experts or bridge-builders.

The Government Offices are in continuous dialogue with a Roma reference group of 20 Roma experts in different areas, comprising women and men of different ages from different Roma groups in Sweden. The participants were appointed after a nomination process in which Roma were able to propose

participants. In addition, the minister meets Roma representatives in other constellations.

In 2016 the Government commissioned the Swedish Agency for Youth and Civil Society (MUCF) with providing training in organisational techniques and exchanging experiences between Roma and non-Roma organisations. MUCF has specifically involved Roma women and girls in this initiative.

On behalf of the Government, MUCF annually distributes government funding to children's and youth organisations with the aim of supporting the independent organisation of children and young people and their influence in society. In 2018, four youth organisations representing national minorities – Judiska ungdomsförbundet i Sverige, Romska ungdomsförbundet, Sáminourra and Sverigefinska ungdomsförbundet – received organisation grants.

Article 7.5 – Non-territorial languages

The measures reported above apply to all the national minority languages, including the two non-territorial languages, Romani Chib and Yiddish (other than where it is expressly stated that an initiative concerned a particular language or languages). We thus refer to the responses under points 7.1 – 7.4 above.

Part III

Information on new developments regarding Finnish, Sami and Meänkieli

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

Article 8 – Education

The field of education continues to involve a number of challenges in terms of the national minorities and minority languages. As stated in Part I, point 3, the Government therefore appointed an inquiry in December 2016 into improved opportunities for students to develop their national minority languages. The inquiry submitted its report *Nationella minoritetsspråk i skolan – förbättrade förutsättningar till undervisning och revitalisering* (National minority languages in schools – improved conditions for teaching and revitalisation) in November 2017 and the proposals are now being prepared by the Government Offices.

For general developments in this area, see the initiatives outlined in Part I.

Preschool activity

On 1 January 2019, an amendment to the Swedish Education Act entered into force, enhancing the right to preschool education in Finnish, Meänkieli and Sami in municipalities that fall within an administrative area.

Under section 2 a of the Education Act, a home municipality that is within an administrative area under the Act on National Minorities and National Minority Languages must offer children whose parents or guardians so request, a place in a preschool where all or *a significant part* of the education is conducted respectively in Finnish, Meänkieli or Sami. It also states that parents or guardians applying for a preschool place for their child must be asked whether they wish to have a place in such a preschool.

Previously, the right to preschool in minority languages was regulated under the Act on National Minorities and National Minority Languages and applied to all *or parts of* provision. However, in many cases the “parts of provision” requirement was interpreted restrictively. From the wording alone, it is clear that a requirement for “parts of” is a lesser requirement than “a significant part”. In the bill *En stärkt minoritetspolitik*, the Government states that the European Charter for Regional or Minority Languages does not expand on what a “significant part” constitutes in greater detail. However, because the overarching purpose of the Charter is to protect and promote the minority languages, particularly those that risk dying out, the starting point must be that the scope of education in the minority language should be such that it helps to ensure that the minority languages are preserved, developed and passed on to new generations. This is the only approach that can be taken if we are to introduce genuine initiatives to revitalise the languages.

In 2019 there are 66 municipalities in the Finnish administrative area, 25 municipalities in the Sami administrative area and eight municipalities in the administrative area for Meänkieli.

Barely half of Sweden's municipalities provide mother tongue tuition in national minority languages in preschools and in the preschool class. This is more common in the municipalities that form part of the administrative areas where almost eight out of ten municipalities offer it. A municipality reporting that it offers mother tongue tuition, and in national minority languages, does

not however describe the extent to which the need for different languages is met. A relatively large number of municipalities, three out of ten, have also responded that they are uncertain whether schools offer mother tongue tuition in national minority languages.

Statistics on mother tongue tuition in national minority languages in preschools and in the preschool class are provided below.

	<i>Mother tongue tuition in preschool</i>	<i>Mother tongue tuition in preschool class</i>
<i>Total</i>	97	103
<i>Total percentage</i>	45%	48%
<i>Number in administrative area</i>	66	60
<i>Percentage in administrative area</i>	84%	76%
<i>Number not in administrative area</i>	31	43
<i>Percentage not in administrative area</i>	23%	32%

Compulsory schools

Here we refer to that stated in Part I, point 3.

Sami schools

The report *Entreprenad, fjärrundervisning och distansundervisning (Outsourcing, remote teaching and distance teaching)* (SOU 2017:44) proposes expanded opportunities to use distance learning in Sami schools. The proposal involves using distance learning in more subjects than is currently the case. The purpose is partly to be able to offer high-quality teaching with qualified teachers where there is a lack of qualified teachers or where the number of students in a teaching group is small. The proposal on distance learning covers the national minority language Sami in all years in Sami schools, where it is often difficult to find qualified teachers and where there are only a small number of students. The proposals have been circulated for consultation and are currently being prepared within the Swedish Government Offices.

From 2018 the Government has allocated the Swedish National Agency for Education SEK 2 million a year to improve conditions for in-service training in Sami and thus increase the level of qualified teachers. Furthermore, in its appropriation letter for 2018, the Swedish National Agency for Education was charged with developing, making accessible and financing commissioned training initiatives to increase the level of qualified teachers in Sami. The

necessary legislative amendments are being prepared by the Government Offices in conjunction with this.

Upper secondary schools

Comparatively few students choose to study their mother tongue in upper secondary school (compared with compulsory schools). This applies in general and not merely to the national minority languages. In 2018, according to the Swedish National Agency for Education's National statistics, only 22 out of 81,536 students who completed upper secondary school did so with one or more grades in Sami. However, the number of students studying Sami had increased compared with the previous two academic years. The fact that so few students study Sami does not bode well for starting bilingual teaching. There are opportunities for a provider to offer bilingual teaching in upper secondary schools but in practice education is almost exclusively in English.

In addition to the right to mother tongue tuition and the opportunity to provide teaching within the remit of modern languages, there is also an opportunity for nationally designed courses with a Sami focus. Upper secondary school offers a course in Sami industries. This is a three-year vocational program with a Sami focus and with its own examination criteria. The programme has been run in Jokkmokk, where there is also a social sciences programme with a Sami focus. However, the programme has not run for a number of years due to too few applicants. There is also what is known as a special variant of the social sciences higher education access course with a Sami focus.

More students are studying Finnish in upper secondary schools than the other national minority languages put together. According to the national statistics, there was also a higher number of students completing upper secondary school with one or more grades in Finnish in 2018 compared with 2016 and 2017. In total the numbers were 135 students in 2015, 122 students in 2017 and 157 students in 2018. These students had grades in Finnish either as a modern language or as a mother tongue. There have been attempts to create upper secondary school courses focused on Finnish but these have not attracted sufficient number of applicants.

According to the Swedish National Agency for Education's national statistics, there are too few students studying Meänkieli to be reported numerically. This refers to fewer than five students per year who completed upper secondary

school education with a certificate or upper secondary qualification with one or more grades in Meänkieli as a mother tongue or as a modern language. The total number of students completing upper secondary school per year varies somewhat but was 81,536 students in 2018.

According to the inquiry into improved opportunities for students to develop their national minority languages, Meänkieli has not become established as a language that young people use, despite projects and activities to support it. This leads to major challenges in recruiting students to language teaching in Meänkieli.

The report *Nationella minoritetsspråk i skolan – förbättrade förutsättningar till undervisning och revitalisering* submits proposals concerning the opportunity for nationwide recruitment also on higher education access programmes focusing on national minorities. The inquiry also submits, as reported above under Part I, point 3, a proposal for national minority languages to be a subject in its own right and suggests that existing skills in the language should not be required for access to teaching in the subject. The proposal means that young people who want to study their national minority language in their late teens will have the right to such teaching. The proposals are currently being prepared within the Government Offices.

University education and other higher education

Umeå University has been tasked by the Government with continuing the expansion of subject teacher training in Sami. In 2018, however there were no students who applied, but students have been accepted on freestanding courses in Sami and they are informed constantly throughout their studies of the opportunity of supplementing their subject studies with an additional teacher training course to attain a subject teacher qualification. Information on the opportunities to train as a teacher in Sami in this way is partly being spread through contact with interest organisations.

One problem is that the number of existing and potential university teachers is limited, making the teaching environments vulnerable. In 2018, for example, the only teacher specialising in North Sami gained a post-doctoral post and will be spending their working time in Norway and Finland. Because no temporary replacement could be recruited, courses in North Sami had to be cancelled. To improve the situation in the longer term and to guarantee the link with research, work has begun to recruit 1–2 doctoral students.

Regarding Umeå University's running of Sami language courses, eight students started Master's degree projects in Sami studies and Sami languages in spring 2018. Unfortunately, there was a drop in the number of students at first cycle level. The course *Sami B, Sami cultural studies* attracted so few applicants that it was cancelled. Only a few students registered for the courses in Lule and South Sami respectively.

Umeå University has also been tasked by the Government with continuing the expansion of subject teacher training in Meänkieli. In 2018 the institution also carried out marketing initiatives for Meänkieli. However, because Meänkieli is a new academic subject, the number of people with both high-level skills in the language and high academic qualifications with the relevant specialisation is minimal. Research into Meänkieli and literature in Meänkieli are similarly thin on the ground.

Umeå University runs a number of courses in Meänkieli at first cycle level. For example, a new round of courses in Meänkieli began in the autumn term of 2018 with Meänkieli: Beginner's course I and Meänkieli: Beginner's course II (step 2). These courses were entirely online and offered at half speed. As in previous years, Beginner's course I attracted a large number of applicants.

In 2018 Umeå University was awarded more than SEK 4 million for developing and running subject teacher training in Sami and in Meänkieli.

Umeå University holds regular meetings with other education institutions charged with offering teacher training in a national minority language, and with organisations representing minority languages.

Stockholm University has a specific mandate to run training in Finnish and to continue developing subject teacher training in Finnish. In its annual report for 2018, the University reports that training continues to be provided in line with a subject study model equivalent to 90 credits, followed by supplementary teacher training. The model, which has been used since autumn term 2017, has proved to successfully meet the need for subject teacher training, and the number of students who have started studying towards the subject teacher qualification has increased slightly compared with previous years.

Subject studies with a didactics specialisation are also provided as independent courses with the opportunity of part-time study, for example for students who

wish to increase their qualifications in Finnish. As a step in meeting the national need for in-service teacher training, a freestanding course has been offered as distance learning during the autumn.

In 2018 Stockholm University planned and crystallised collaboration with teachers and schools and built up associated resources for subject teacher training. For example, two skills development days have been run for teachers of Finnish, attracting approximately 50 participants each. The seminars, which are planned to be held at least once per academic year, also act as an information and recruitment platform.

Research into the special didactic conditions surrounding Sweden-Finnish students has become increasingly focused, in the short and the long term. Part of this has been developed in partnership with the Swedish National Agency for Education. One consequence of this is that the element “Sweden Finnish culture” in the curricula for compulsory schools and the production of teaching material via the Swedish National Agency for Education are now actively being studied and defined in partnership between schools and researchers at the university. Concrete examples of this didactic focus are the courses Minority Pedagogy in the Nordic Countries for teacher training students, worth 10 credits at first cycle level and second cycle level, which were held last summer in partnership with a Nordplus network on minority pedagogy, and the university’s regular meetings within NätMin, the network for higher education in national minority languages. Stockholm University receives SEK 2.1 million per year for its mandate to develop and run subject teacher training in Finnish.

Commissioned teacher training

According to the Swedish National Agency for Education’s instructions, the agency has overall responsibility for questions on the national minorities and minority languages within its remit. The Swedish National Agency for Education is to take a cohesive, supportive and driving role in relation to the parties affected. The Swedish National Agency for Education’s goal is for national minorities to have an opportunity to enjoy their rights within the education system. Commissioned training leading to a qualification for teachers in Sami began in autumn 2018 with just over 20 participants and will run for four more semesters until the autumn semester 2020 (U2018/00760/S). Before the start of the training, the Swedish National

Agency for Education arranged consultation with the Sami youth organisation Sáminourra.

Otherwise, we refer to that stated in Part I, point 3.

Supervisory body

As stated in previous reports, the Swedish Schools Inspectorate is the government agency charged with inspecting schools and assessing applications to run free schools.

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 purpose of the audit is to examine whether the providers are fulfilling their obligations to provide and run mother tongue tuition in national minority languages. Another aim of the examination is also to survey the extent to which distance learning is being used to provide mother tongue tuition. The overarching report is estimated to be published in December 2019.

Language teaching outside the administrative areas

The Institute for Languages and Folklore (ISOF) allocates funding for revitalising all the national minority languages each year. See Part II, art. 7, above.

The number of applications fell for a couple of years (2014–2015) only to then rise again. In 2016–2017 the institute carried out an extensive analysis and implemented changes to the way revitalisation grants are processed. The analysis showed that from the minorities' side there was a need for more support in the application process and guidance in what a successful revitalisation project can look like. After clarifying the application procedure and the reporting requirements, ISOF's minority coordinators on the ground gathered experiences from several of the projects which were awarded funding. The projects were documented and this documentation was subsequently used to hold a workshop for minority associations and other representatives with the aim of spreading information about revitalisation work.

Article 9 – Judicial authorities

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

As reported previously, there are provisions on the right to use Finnish, Meänkieli and Sami before the courts in the Act (2009:724) on National Minorities and Minority Languages. In addition to these provisions, there are general rules on interpretation and translation for people who do not speak Swedish. The rules also cover the minority languages and apply to all the courts.

Since 1 October 2013 there are more stringent rules on interpretation and translation in criminal cases (Govt Bill 2012/13:132). Under these rules, an interpreter must be hired at hearings before the court or during interviews as part of the preliminary investigation if a suspect or the accused in a criminal case does not speak Swedish. For more detailed information on the content, reference is made to the previous report. Since 1 November 2015 there is a formal obligation for courts to hire an interpreter for an injured party who does not speak Swedish (Govt Bill 2014/15:77). In civil disputes and in criminal cases where someone other than a suspect, accused or injured party is to be interviewed, the court may hire an interpreter if the person concerned does not speak Swedish.

The general courts also have general rules on translation of documents that come into or are sent out from the court. Under these rules the court may have such documents translated if necessary. The court is obliged to have a document, or the most important parts of it, translated for a suspect or on the request of an injured party in a criminal case if a translation is of significant importance to the suspect or the injured party being able to exercise their rights. The court is also obliged to translate a document, or the most important parts of the document, in a criminal case if the document is to be sent to a person in another country and there is reason to assume that the person does not understand the language of the document. The cost of interpretation and translation is to be met by the State.

In administrative cases, the court is to hire an interpreter where necessary if a party, a witness or someone else being interviewed before the court does not

speak Swedish. The court may also hire an interpreter or translate documents in other cases where necessary. The cost of interpretation and translation is to be met by the State. On 1 March 2019 competence requirements were introduced for interpreters and translators hired in administrative cases. If possible, the court must hire an authorised interpreter or translator. Otherwise, another suitable person may be hired.

The website of the Courts of Sweden (domstol.se) contains exhaustive information on the opportunity and the rights to use minority languages in a judicial process. The information is provided in Finnish, Sami and Meänkieli. The same information is also provided on the courts' own external websites. Documents are translated by the courts to and from the relevant minority languages where necessary.

There is a great need for interpreters in the courts and availability of interpreters is limited. On 15 September 2016, the Government commissioned the Swedish National Courts Administration to support more effective use of interpreters in courts. The Swedish National Courts Administration began this work in autumn of the same year. This involved the Swedish National Courts Administration drawing up guidelines. The guidelines, which were completed in November 2017, have been produced to be applied in all courts and seek to support the courts when hiring interpreters. The guidelines are general in nature and thus also cover the use of interpreters regarding the minority languages of Sami, Finnish and Meänkieli. Within the remit of this government mandate, the Swedish National Courts Administration has also developed online training on interpreters in courts and expanded video technology at the courts to enable simultaneous interpretation remotely.

While working on this commission from the government, other areas in the management of interpreters were also identified which the Swedish National Courts Administration found reason to work on further. This includes developing the coordination of interpretation issues in the courts. Work on this continues within the Courts of Sweden and seeks to improve the quality and efficiency of interpreter provision, ensure more consistent management of interpretation services and greater coordination of interpretation resources overall.

The government has also tasked the Legal, Financial and Administrative Services Agency with producing a call-off service for interpretation agency

services to make it easier to hire interpreters within the framework agreement area for interpretation agency services. The service is to make it possible to monitor interpretation services and identify the language needs that exist.

The government has noted that there is a general lack of interpreters in Sweden and has taken several measures, including increasing the number of training places. The Government also appointed an enquiry which presented its final report, *Att förstå och bli förstådd – ett reformerat regelverk för tolkar i talade språk* (Understanding and being understood – a reformed regulatory framework for interpreters in spoken language) (SOU 2018:83), on 11 December 2018. The final report was circulated for consultation on 18 February 2019 and the consultation period will last until 20 May 2019.

Article 10 – Administrative authorities and public services

Communication with agencies

As reported in previous reports, in line with Section 11 of the Act on National Minorities and National Minority Languages, administrative agencies shall strive to ensure that there is access to staff with a knowledge of Finnish, Meänkieli and Sami where this is necessary in contacts of individuals with the authority

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

As stated in the previous report, there is no general information on the continuous work of agencies to improve language skills within their organisations and the extent to which this work has had an impact on the agencies' contact with individuals. As far as municipalities and county councils are concerned, the latest report on the development of minority policy from the Stockholm County Administrative Board and the Sami Parliament (submitted on 9 April 2019) contains the following information on services in minority languages within the administrative areas.

Barely half of the municipalities included in the administrative areas have current surveys of services in minority languages on switchboards and at

receptions or of staff who speak minority languages. About 20 percent have surveyed services and demand for case management in the minority languages. About 40 percent state that the municipality's level of service meets the demand that exists for telephone switchboards and reception. Approximately 20 percent state that the level of service is equivalent to demand in terms of case processing.

Eight county councils report that individuals asked to be able to use Finnish in their contact with the county council in 2018. Two county councils report the same for Sami. No county council reports that an individual wished to use Meänkieli, Romani Chib or Yiddish. Most county councils, irrespective of whether they are included in the administrative areas or not, respond that they do not know whether any requests to use a national minority language have been received.

When asked the general question of the extent to which the county council is able to meet individuals' demands to communicate in a national minority language, the responses are relatively mixed. Five county councils, four of which are in administrative areas, consider that they are able to meet requests for communication in minority languages to quite a high extent. Other county councils are only able to do so to a limited extent or are uncertain of their response.

Oral or written dealings and official documents in minority languages

The government bill *En stärker minoritetspolitik* extended the right to use a minority language in written contact with certain government agencies to also include Meänkieli. Furthermore, the Equality Ombudsman was added to the government agencies that individuals always have the right to contact in writing in Finnish, Meänkieli or Sami. The Swedish Public Employment Service was also added to the government agencies that individuals always have the right to contact in writing in Finnish, Meänkieli or Sami on matters in which the individual is a party or represents a party.

Otherwise, reference is made to the previous report in this respect.

Place names

The Institute for Language and Folklore (ISOF) is tasked with spreading knowledge about place names in Sweden, partly by making statements in cases involving determining place names and examining proposed reporting of

names in the property register and in basic geodata. In addition to this, the institute actively works to spread information. ISOF provide support to municipalities in raising the visibility of the minority languages in the local community.

Increasing the representation of the minority languages in public spaces is a key part of language revitalisation efforts. There is a continued need to support government agencies and municipalities so as to increase awareness of the importance of place names in the minority languages.

Lantmäteriet, the Swedish mapping, cadastral and land registration authority, is tasked with working to ensure an appropriate and respectful use of place names and decide on place names where no other agency is authorised to do so. Lantmäteriet is also responsible for the property register and basic geodata.

During this reporting cycle, place names in Meänkieli and the different variants of Sami have been added to Lantmäteriet's basic map database. Most recently, about 50 place names in South Sami and Meänkieli have been added in the Kall area in northern Jämtland.

In February 2019 there were 970,208 place names registered in the place name register. These were distributed over the following languages:

Language/variant	Number
Swedish	937,595
Finnish	5,680
Meänkieli	9,061
North Sami	3,617
Lule Sami	7,237
South Sami	3,023
Ume Sami	3,802
Total	970,208

In 2018 402,639 unique users visited the *Kartsök och ortnamn* e-service on Lantmäteriet's website.

Lantmäteriet stopped producing printed maps on 1 July 2018. Today it only provides the military map series *Nationellt Militärt Kartverk*. For obvious reasons, these are not available to the general public. The series of maps contains the same information as the previous maps from Lantmäteriet, which

means that Meänkieli and Sami are now also visible in a military context. Otherwise, Sweden has two major map producers: Norstedts and Calazo. Both of these also use Lantmäteriet's place names in their products.

To meet the need for printed maps to a certain extent, the Lantmäteriet website has a service where people can make their own atlas. The *Kartutskift* service at lantmateriet.se allows people to print out a book of maps that they have selected to cover a particular area. Naturally, atlases can also be created to cover a minority language area.

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

Since 1 October 2018, the Sami Parliament has had the responsibility to make statements in cases about determining Sami place names and to examine proposals for Sami names on general maps. The Sami Parliament is also responsible for making statements on questions regarding Sami personal names. In addition to this, the Sami language centre (Sami Parliament) works with Sami administrative municipalities on Sami place names, partly through seminars and evening courses which provide inspiration and increase the use of place names in Sami and foster awareness of Sami place names both as a historical and linguistic source of knowledge.

Since an amendment to the Cultural Heritage Act in 2013, it has been possible to register place names in Meänkieli in the place name register. The fact that this was not previously possible, means that many place names in Meänkieli are currently incorrectly registered as being Finnish or Swedish. Work to achieve correct coding of place names in Meänkieli is in progress. Once this work is complete, it will be both relevant and practically possible to report exact figures for the number of place name signs in Meänkieli.

In February 2019, following the completion of checks, Lantmäteriet produced a missing list of existing place name signs in the county of Norrbotten. According to this list, about 70 places already have place name signs in Meänkieli and in the cases where signs are lacking, Lantmäteriet has proposed

adding signs in an additional 30 cases. For Sami, additional place name signs are proposed in approximately 110 cases.

Work to amend the inaccurate language coding of place names in the north began in February 2019 and is estimated to be complete by the end of the year. The recoding will mean that fewer place names will be coded as Swedish, while the number of place names in Sami and Meänkieli will increase.

In 2018, about a hundred names in Meänkieli were reported to Lantmäteriet and these will be prepared as soon as the names have been transferred from the map correction system *Rätta kartan* to a document that can be examined.

There are signs and place names in Meänkieli that are spelled according to Finnish standardisation rules. Speakers of Meänkieli have expressed a desire to change these to the forms used in Meänkieli, but it has not yet been decided which form of spelling in Meänkieli should be used in such cases. Discussions between speakers of Meänkieli on these issues is part of the revitalisation work for Meänkieli.

From 2019 onwards there is an opportunity to use the forms of names in Sami and Meänkieli in PostNord's postal towns. The list will be made available on the PostNord website and is the result of a collaborative project between PostNord and Lantmäteriet, and the issues surrounding this have been discussed in the Post Code Council, in which Lantmäteriet is now a permanent member.

There is an established and successful collaboration between Lantmäteriet (which is responsible for the national place name register), the Swedish Transport Administration and ISOF on these issues. ISOF notes increasing awareness of the importance of place names for language revitalisation both within government agencies and among the population in general

ISOF judges that the amendments to the Cultural Heritage Act with the inclusion of Meänkieli is having an effect on the opportunity to use place names in Meänkieli, and progress is being made in this respect.

New act on personal names

A new act on personal names entered into force on 1 July 2017. The new act seeks to strengthen opportunities of individuals to choose their own name, to

make the legislation more accessible for individuals and to simplify the processing of matters involving names. The act means *inter alia* that:

- All surnames are to be acquired by application. Automatic acquisition of surnames by birth and adoption is abolished.
- There are to be many possible surnames to acquire, and the most common surnames in Sweden are free for everyone to adopt. Double-barrelled surnames are also possible.
- It is no longer possible to add new middle names (the previous option for an extra surname) but people who already have a middle name may keep it.
- It is easier to change forenames and surnames.
- Obstacles to changing forenames and surnames several times have been abolished.
- The only naming authority is the Swedish Tax Agency.

Article 11 Mass media

Public service broadcasting

Programming in minority languages is a central part of the mandate of the public service broadcasters Sveriges Radio, Sveriges Television (SVT) and Sveriges Utbildningsradio. Programming offers opportunities for people who belong to a linguistic minority to improve their linguistic and cultural affiliation through arts experiences, news and information on television and radio alike. It is also a way of improving the visibility of the languages and thus the minorities that speak them. For those who do not have a complete command of Swedish, it is also important for reasons of democracy to be able to take part in the prevailing debate in society.

All three public service broadcasting companies are subject to terms and conditions in their broadcasting licences under which the total range of programming in the national minority languages of Sami, Finnish, Meänkieli and Romani Chib must increase each year compared with the level in 2013. The increase is to be significant, which according to the thinking behind the condition, covers both the total amount of programming and programming for children and young people (Govt Bill 2012/13:164 p. 42 f.). In addition, all three companies must offer provision in Yiddish and other minority languages. It is also stated that the companies must conduct a dialogue with the groups

affected. Regarding programming in minority languages, the companies may distribute responsibility for different types of initiative between themselves.

The parliamentary committee which has investigated how public service broadcasting is to be developed in the next licence period (SOU 2018:50) has proposed that the total provision by public service broadcasting companies in Sami, Finnish, Meänkieli, Romani Chib and Yiddish each year is to amount to at least the same level as in 2019. Provision in both minority languages and sign language is to maintain high quality and constant dialogue with the groups concerned is to play a part in achieving this. The proposal is being prepared by the Government Offices.

The broadcasters' combined provision in Finnish, Sami, Meänkieli and Romani Chib has increased each year during the current licence period. In total 11,214 hours were broadcast in these languages in 2018, which is an increase from 10,568 hours in 2015. Apart from a slight reduction for Finnish between 2016 and 2017, provision in the respective language has also increased every year during the period.

SVT's programming in Sami has two main purposes. Firstly realising nationwide and broad Sami programming for all Sami target groups. Secondly being the leading supplier and conveyor of Sami and indigenous population-related programme content.

In 2018 SVT broadcast Sami programmes for a total of 164 hours. SR broadcast programmes in Sami on the terrestrial network for 1,418 hours in 2018. SR Sápmi (Sami radio) is also broadcast via a web channel with internet-exclusive programming that can be accessed on a mobile phone. SR Sápmi broadcasts programmes in several different dialects in all programme areas and for all age groups including children and young people. UR broadcasts educational programmes in Sami on television and radio. Provision has increased since 2012, from a total of approximately 5 hours in 2012 to over 20 hours in 2018. Programmes in Sami were also available on the television companies' respective online services SVT Play, SR Play and UR Play. In 2017 Sveriges Radio's and SVT's Sami programming offices have continued to develop their media collaboration despite their organisational collaboration ceasing during the year. SR Sápmi and SVT Sápmi also collaborate on news with Finnish national broadcaster YLE's and Norwegian national broadcaster

NRK's Sami operations. SR Sápmi provided live broadcasts online from the Sami Parliament's three plenary sessions in cooperation with SVT Sápmi.

SVT broadcasts news, community programmes, children's programmes, documentaries, etc. in Finnish. In 2018 the total number of hours of Finnish language programmes broadcast on SVT was 359 hours and on SR there were 7,490 hours in Finnish. UR has broadcast 39 hours of programmes in Finnish on TV and radio.

In 2018 SVT broadcast programmes in Meänkieli for a total of 70 hours. SR broadcast a total of 1,107 hours in Meänkieli on the terrestrial network in 2018. UR broadcast a total of 18 hours of programmes in Meänkieli on TV and radio in 2018.

The companies have produced a shared index for measuring how total provision in the languages has developed in relations to the licence conditions, and consider that this demonstrates a considerable increase (index 181 in 2018 compared with 100 in 2013) In its latest decision on the companies' public service broadcasting reports, referring to 2016, the Swedish Broadcasting Commission agreed with this assessment (Granskningsnämnden för radio och tv 2017a p. 81 ff.).

As regards the non-territorial language Yiddish in 2018, Sveriges Radio AB (SR) broadcast a total of 7.3 hours in Yiddish and Sveriges Utbildningsradio AB (UR) broadcast three hours.

Under their current broadcasting licences, all three companies must offer provision in Yiddish and other minority languages in addition to the national minority languages. Yiddish is thus currently the only one of the national minority languages for which there is no requirement of an annual increase. The parliamentary committee that has studied how public service broadcasting is to be developed in the next licence period (SOU 2018:50) has noted that this special treatment constitutes a deviation from Sweden's legally binding international commitments and concludes, as did the Inquiry on a stronger minority policy (SOU 2017:60), that Yiddish is to be given the same position in broadcasting licences as the other minority languages. In the light of the fact that provision in Yiddish is treated separately in a negative manner today, according to the committee it is also appropriate that public service broadcasting companies increase their level of ambition for the language in the

future. The opinion of the committee is therefore that provision in Yiddish should increase in the next licence period compared with the level attained at the end of the current period. The issue is currently being prepared within the Swedish Government Offices. A government bill on new terms and conditions for public service broadcasting in 2020–2025 is intended to be submitted to the Riksdag in June 2019.

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

Newspapers

As shown by Sweden's sixth report, press subsidies can be granted for newspapers geared towards linguistic minorities, and these include two newspapers in Finnish which received funding of SEK 4,348,000 and 1,763,000 respectively in 2019. The relaxation of the criteria for press subsidies that apply to newspapers in Finnish, Sami and Meänkieli, as described in Sweden sixth report, remains. There is currently one newspaper entitled to subsidy which writes partly in Meänkieli and Finnish. This newspaper received a subsidy of SEK 2,995,000 for 2019.

The inquiry *En mediepolitik för framtiden* (the Media Inquiry) submitted its final report *En gränsöverskridande mediepolitik – För upplysning, engagemang och ansvar* (Media policy that crosses boundaries – For information engagement and responsibility) (SOU 2016:80) in November 2016. In the report, the Committee of Inquiry describes the media situation for the Sami people and the national minorities. The Media Inquiry has also submitted proposals for new media subsidies, which incorporate relaxation of the criteria for media geared towards the national minorities. The proposal for new media subsidies has been circulated to actors concerned for consultation, including organisations representing the national minorities.

In the government bill *Journalistik i hela landet* (Journalism throughout the country) (Govt Bill 2017/18:154) the government has proposed a combination of extending the existing press subsidy to daily newspapers and a new technology-neutral media subsidy that can be granted to news media independent of the form that content or dissemination takes. This means that the technology-neutral media subsidy can be granted to news media with content comprising e.g. text, images, sound or video and that subsidies may be

granted e.g. to newspapers, web-based media, radio or TV. The Riksdag passed the government bill.

The media subsidy entered into force on 1 February 2019 and the first round of applications will begin in spring 2019. There are two different forms of media subsidy: support for local journalism in areas with poor coverage, and innovation and development support. Innovation and development support replaces the development support for printed public newspapers introduced in 2016 and, as before, the subsidy can cover a larger proportion of the costs (75 percent instead of 40 percent) if this is of particular importance for national minorities.

To make it easier for media geared towards the national minorities to meet the criteria for the new media subsidy, the criteria are specifically relaxed in these cases. This includes media geared towards national minorities needing to have at least 750 regular users (instead of 1,500 regular users) and to be published or broadcast at least 10 times a year (instead of 45 times a year).

The Swedish Arts Council also allocates funding for publishing cultural periodicals in the national minority languages or geared towards the national minorities.

Article 12 Culture

General development

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

In 2018 the Swedish Arts Council disbursed SEK 9,250,000 in operational support to activities judged to be of importance in terms of national cultural policy. The Swedish Arts Council's funding was equivalent to between ten and 52 percent of the total income of beneficiaries. The same year, the Swedish Arts Council disbursed SEK 2,227,000 in project support for cultural activities by national minorities. This prioritised applications from children's and youth projects, initiatives that strengthen the cultural structures of the national minorities themselves, and projects that encounter an audience. The Swedish

Arts Council also allocates specific funding for planned publishing of national minority literature and grants production support for national minority cultural periodicals. Funding for planned publishing of literature is covered by the literature distribution grant. This means that the book projects supported are distributed to 287 of Sweden's main libraries, some county libraries, Nordens hus in Iceland and Kulturkontakt Nord in Finland. The Swedish Arts Council judges that the distribution grant is of major importance for disseminating national minority literature.

In general, support from the Swedish Arts Council to national minority culture has increased over recent years, as the Government increased the appropriation from which the funding is drawn in the arts budget for 2018. In 2017 and 2018 the Swedish Arts Council was specifically tasked by the Government with strengthening Roma cultural actors and their collaboration with different cultural institutions. Within this remit, dialogue meetings were held with institutions, decision-makers and Roma cultural actors, and the Swedish Arts Council allocated Roma cultural actors just over SEK 500,000 in specific calls for proposals in each of these years.

The Institute for Language and Folklore (ISOF) coordinates work on the UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage in Sweden. During the period, ISOF has worked to develop collaboration with the Sami people and the national minorities to increase participation from the minorities in work on the Convention. In 2016 the Government charged ISOF with particularly improving the visibility of Roma intangible cultural heritage through a documentation project in close collaboration with representatives of the Roma community. This project was completed in 2017 and resulted in certain Roma intangible cultural heritage now being documented and available in the national database *Levande traditioner* (Living traditions) which contains examples of intangible cultural heritage in Sweden.

The Sami Parliament is the administrative authority for Sami culture and thus has an important task in contributing towards developing strong and diverse Sami arts and culture. This mandate especially includes deciding on the allocation of government grants to Sami culture.

In total, appropriation 1:2 Grants to public cultural activity, development and international cultural exchanges and collaboration was increased by SEK 10 million from 2018 onwards to increase support to cultural activities of the

Sami people and the national minorities. At the same time, the appropriation was decreased by SEK 1 million from 2018 as the library provision of the Sami Parliament is instead to be financed by the Sami Parliament's administrative appropriation in the years ahead. Of the SEK 10 million approximately SEK 2.5 million was permanently allocated to appropriation item 5, Grants to Sami culture, hence amounting to SEK 17.9 million. Also the direct grant to Ájtte, the principal museum of Sami culture, special museum for the mountain region, information centre for mountain tourism, was increased permanently by SEK 1 million from 2018 onwards.

Archives and documentation

The Swedish National Archives consults and works with a large number of actors. Collaboration is particularly close with the national organisations whose representatives are part of the Collaboration council for private archives at the Swedish National Archives. In line with the instructions for the National Archives and the Ordinance on State Subsidies to Private Archives, in 2016, after consultation with the Collaboration council, the agency decided on subsidies to the archive of Sweden Finns amounting to SEK 310,000. In 2017 under the same system the Swedish National Archives awarded grants to the Sweden Finns' archive amounting to SEK 310,000 with SEK 314,800 awarded in 2018.

In October 2017 the Government decided on terms of reference for the inquiry *Översyn av arkivområdet* (Supervision of archives) (ToR 2017:106). The Inquiry Chair is to examine whether regulations for the private archives should be changed and analyse the role and tasks of the Swedish National Archives and other archive agencies in relation to these. The inquiry may also submit other proposals concerning private archives. The inquiry will submit its report on 19 November 2019.

The Institute for Language and Folklore (ISOF)

Under its instructions, the Institute for Language and Folklore (ISOF) is tasked with gathering, preserving, academic processing and dissemination of knowledge and material about the national minority languages Finnish, Yiddish, Meänkieli and Romani Chib. In the last few years, minority policy has addressed a number of central questions, which include the organisation and self-determination of Sweden's minorities. ISOF has been actively involved in

both of the minority policy inquiries carried out during the period. In addition, ISOF is charged with investigating the forms under which language centres could be established, as detailed earlier under Part I, point 3.

In its appropriations letter for 2018, ISOF was also charged by the Government with working with the Sami Parliament, following consultation with Sami organisations, to review the need for initiatives to gather, preserve and academically process archive material linked to the indigenous Sami population and the Sami languages. This includes reviewing whether there is a need to clarify the State's responsibility for Sami cultural heritage.

Up until now, the question of the Sami material has been discussed at several meetings between ISOF and the Sami Parliament and more opportunities will be arranged during the year. At these meetings, a dialogue is conducted between the agencies on how the institute's extensive collections can be better made available to the Sami community, on the basis of the way in which the archive is currently structured. The final report will be submitted on 1 June 2019.

The archive collections in Uppsala and Umeå contain different types of Sami material preserved in the form of recordings, notes, collections of words and a large amount of other material which together provides a rich picture of Sami culture. The majority of the written collections and libraries from the department in Umeå are now in the Umeå city archives. Supervision and availability of this material is carried out in collaboration with Västerbotten County Museum and the Folk Movement Archive in Västerbotten.

The sound material from Umeå is currently placed in a climate-controlled archive in Uppsala in order to ensure its preservation and enable digitisation. The majority of the material has already been digitised. Within a few years, all sound recordings will be available in digital form, available for researchers and the general public, wherever they may be located.

Article 13 Economic and social life

Here reference is made to previous reports.

Article 14 Transfrontier exchanges

The Government considers that cooperation with our Nordic neighbours and other countries strengthens opportunities to develop the policy area. Bilateral

contacts take place on an ongoing basis with the aim of exchanging knowledge and experiences. The major processes that are in progress are outlined below.

As stated in the previous report, work on a Nordic Sami Convention is central to the Government's policy for the Sami people. The text of a Nordic Sami Convention has now been negotiated. However, the Sami Parliaments have requested the renegotiation of three articles and one paragraph in the preamble. This request is now being prepared in the respective government offices.

The Nordic Sami Convention is the first regional indigenous population instrument of its type and will have great importance for a more co-ordinated Nordic Sami policy. The convention sets out certain minimum rights that the states can then develop further. It provides tools for improved dialogue between the state, government agencies and the Sami population. The convention seeks to strengthen and clarify the rights of the Sami people such that the Sami can preserve and develop their culture, their languages, and their community life impeded to the least possible extent by national borders. The convention between three countries, in which the Sami Parliaments have been involved in the negotiations, is a historic step in developing transborder collaboration on the rights of indigenous peoples.

The purpose of the convention is to confirm and strengthen the rights of the Sami people. Other advantages are that a convention involves strengthened opportunities for a more co-ordinated Nordic Sami policy than before. The convention also provides excellent opportunities for follow-up through dialogue, but also through reports and exchanging experiences and information on good practice. This will be important to a more homogenous Nordic Sami policy.

The convention is accompanied by tools for improved dialogue between the state, government agencies and the Sami population. There are also articles that draw attention to the importance of other industries, in addition to reindeer husbandry, in preserving, exercising and developing Sami culture, language and community life in various ways.

A Nordic Sami language prize, *Gollegiella*, has been founded by the ministers responsible for Sami issues and the presidents of the Sami Parliaments in Norway, Sweden and Finland. The language prize is awarded every other year from 2004 onwards and seeks to encourage, develop or preserve the Sami

language in Norway, Sweden, Finland and Russia. *Gollegiella* is awarded to individuals or organisations that have made a valuable contribution to promoting the Sami language. The prize is awarded every two years. In 2018 Norway was the host country for awarding the prize.

Within Nordic collaboration in this policy area, a working party has also recently been appointed. This group will draw up an organisational model for a permanent Nordic Sami language body that ensures both Sami self-determination on the question and uniform terminology and linguistic development. Otherwise, reference is made to previous reports.

For information on Sweden's work within the framework of the EU's Framework for National Roma Integration Strategies by 2020 and work in CAHROM (Ad hoc Committee of Experts on Roma Issues) and the Nordic group of civil servants on minority issues, reference is made to the previous report.