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

SWEDEN

Sweden's 8th Report to the Council of Europe under the European Charter for Regional or Minority Languages



Foreword

Last year, 2020, Sweden's minority policy celebrated 20 years. It has been 20 years of both challenges and of progress.

Many reforms have been implemented during this period and, gradually, Sweden has raised its level of ambition in this area. Sweden's efforts to ensure full compliance with its international human rights obligations continues unabated and is an integral part of Sweden's minority policy and its human rights policy. The reforms implemented are producing results, but we are also racing against time when it comes to revitalising our minority languages. Progress has been too slow and we risk losing vital knowledge, especially when it comes to the intergenerational transmission of our minority languages. For this reason, measures that strengthens the languages are priorities in our minority policy.

The ongoing pandemic has hampered consultation as well as work on the revitalisation of the minority languages. All-important organising within civil society is also being hampered when people cannot meet and share experiences, culture and languages. However, these difficulties must not be allowed to halt work with our minority policy. The Government has therefore, among other things, launched a national minorities libraries initiative during the year as a measure to strengthen our minority languages.

As elsewhere in Europe, minorities in Sweden also sense increased polarisation of the public discourse as well as higher rates of harassment. It is essential that we continue to combat racism and discrimination, because the risk of being subjected to threats, hatred and violence must not become an obstacle for people who belong to a national minority to openly express their identity, language and culture.

In 2019, the Government enhanced the Act on National Minorities and National Minority Languages. The amendments to the Act were part of an ambition to emphasise and clarify the community's responsibility to ensure the rights of national minorities. The changes brought about by the reform have already produced results at the local and regional levels and laid the foundations for further development of our minority policy.

Sweden takes its international obligations very seriously and the Government welcomes the constructive dialogue with the Council of Europe, that is part of a systematic and continuous follow-up. It also encourages Sweden's national minorities to contribute additional perspectives by submitting their comments and views to the Council of Europe.



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INTRODUCTION

National minority languages in Sweden

The Riksdag (the Swedish Parliament) decided in 2000 that five languages were judged to meet the criteria for being a minority language under the European Charter for Regional or Minority Languages: Finnish, Yiddish, Meänkieli, Romani Chib and Sami. Finnish, Meänkieli and Sami were judged to be territorial languages, and those languages are therefore covered by Part III of the Charter. Sweden's position is to only report on the development of the languages covered by its ratification.

The Government has noted the question from the Expert Committee about also including Elfdalian in this year's report as a language covered by Part II of the Charter. Sweden has previously set out reasons for regarding Elfdalian as a vernacular, a kind of dialect. In previous reports Sweden has also emphasised the value of preserving Elfdalian as part of the common cultural heritage, and the Government welcomes the dedication for the preservation of Elfdalian in and outside the Municipality of Älvdalen. However, in the Government's assessment no reasons have emerged to re-examine the status of Elfdalian.

Nor is any work being done to review the number of national minority languages. Ultimately it is the Riksdag that makes decisions in matters concerning which languages will be national minority languages in Sweden.

Measures to spread information about rights and obligations under the Charter

Much of the work in minority policy is done at the local and regional level. The municipalities and regions are responsible for spreading information with the support of the two government authorities responsible, the Administrative Board in the County of Stockholm (Stockholm County Administrative Board below) and the Sami Parliament. As of 1 January 2019, all municipalities and regions are obliged to adopt objectives and guidelines for their national minorities work. Before then, municipalities, regions, and government authorities whose activities are of importance for the national minorities already had an obligation to provide information.

The most recent monitoring round was completed on 8 December 2020. The Report of the Committee of Experts and the Recommendations of the Committee of Ministers have been translated into Swedish and published on the Government's website. Information has also been available on the website minoritet.se.

Ahead of the coming monitoring cycle a consultation has been held with the national organisations of the national minorities. Information was given at the consultation about the Convention and the reporting process. When the eighth monitoring cycle has been completed the Recommendations of the Committee of Experts and the Resolution of the

Committee of Ministers will be translated into Swedish and published on the Government's website.

Organisation of the report

Even though there are differences between the different minority languages in Sweden, there are also great similarities regarding their circumstances and needs. The legal frameworks for the minority languages cover all these languages (with some variations) and major measures taken normally apply to all the languages. To avoid unnecessary repetition, these general measures are only reported in the section for Finnish. Unless otherwise stated, these measures also apply to the other languages. Where it is possible to divide up results and measures for a language, they are reported under that language.

PART I

I. FINNISH

Article 7 – Objectives and principles

7.1.a - Recognition of Finnish as an expression of cultural wealth.

Finnish is the minority language that has most speakers in Sweden. As a result of Sweden's and Finland's long shared history, Finnish has been spoken in parts of Sweden for as long as 1 000 years. Finnish is one of the most visible minority languages in public life in Sweden; there are, for instance, regular broadcasts on both TV and radio. In Sweden, action has long been taken for Finnish language and culture with, for example, structures for language planning, or language cultivation, since the 1970s. As in the case of the other minority languages, there is an ongoing language shift process among Finnish speakers in Sweden that the Government wants to break.

The preservation, revitalisation and development of the national minority languages is an important and self-evident part of Swedish minority policy. Action taken for culture and language shows clearly the value of the national minority languages as part of the common cultural heritage and a natural feature of public life in Sweden. In 2021 the Swedish Arts Council was commissioned by the Government to report what further action is needed to achieve the objectives of minority policy and the strategy for Roma inclusion.

The Institute for Language and Folklore (ISOF) is responsible for language planning and revitalisation work regarding both Swedish and the national minority languages. In 2018–2019, ISOF surveyed libraries and health centres throughout Sweden to examine what languages are represented in public spaces. Its report, which was published in December 2019, shows that the regions that belong to the administrative areas in northern Sweden are better at making Finnish, Meänkieli and Sami visible. In the report ISOF also highlights the need to expose Finnish and the other minority languages to improve their visibility and increase awareness of the special status of these languages.

Each year ISOF also awards the Minority Language Prize to a person or organisation that has done important work for one or more minority languages in Sweden. For several years the Prize has gone to work that has promoted the national minority languages. This can include language policy work, cultural work, educational work or terminology and translation. The Prize is usually presented at ISOF's annual language conference, the Language Council Day.

A follow-up study conducted in 2020 has looked at how a number of government agencies work with Finnish language and sign language information on their websites. ISOF has previously carried out similar studies for Finnish and the other national minority languages, and similar follow-up studies are going to be carried out for Meänkieli, Sami, Yiddish and Romani Chib. The results of the study, to be published in 2021, will be used to draw attention to the rights of Finnish-speakers and other minorities to use their language in contacts with government agencies.

ISOF participates regularly in events intended to display the special status of Finnish in Sweden. For example, ISOF staff members participate in the European Language Day to inform students about the national minority languages and their status. ISOF's language advisers in Finnish also hold lectures and seminars and participate in the media and other public contexts. ISOF also makes the Finnish language visible via its Kielviesti magazine, which is issued four times a year. This magazine publishes term and translation recommendations and articles about topical Finnish language planning and about the development of the Finnish language. The magazine also has four pages in Meänkieli. ISOF's language advisers also participate regularly in a programme sent by Sveriges Radio's Finnish language service, where they answer language questions about Finnish.

7.1.b - Ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Finnish

In the case of the three minority languages of Finnish, Meänkieli and Sami, which are covered by Part III of the Charter, there is, as previously reported, a special arrangement with an administrative area for each language. The purpose of the administrative areas is to raise the status of the minority languages, make the languages visible and increase public services in the minority languages. Since their introduction in 2010 the administrative areas have grown through voluntary affiliation by municipalities and regions. In 2021, 84 municipalities and 15 regions are included in administrative areas for one or more languages. Examples of these rights are that individuals have the right to use their minority language in contacts with administrative authorities whose geographical sphere of activity coincides wholly or partly with the administrative areas and the right to preschool and care of older people wholly or to a significant extent in the minority languages. The administrative areas for Meänkieli and Sami are mostly located in northern Sweden, and the majority of the administrative areas for Finnish are located in Mälardalen and adjoining areas.

An amendment made in 2019 to the Act on National Minorities and Minority Languages (2009:724) introduced a provision about applications to join or leave an administrative area.

High requirements have to be met before a municipality can be granted withdrawal from an administrative area in view of the importance of the administrative areas for individuals and Sweden's undertakings under the Language Charter. Exceptional reasons are needed for the Government to be able to approve a withdrawal. This can, for instance, mean that the minority concerned in a particular municipality has no interest in making use of its rights despite reasonable efforts on the part of the municipality. An application for withdrawal was submitted by the Municipality of Mariestad, which is included in the administrative area for Finnish. In December 2020 the Government refused its application since the Sweden Finnish minority in the municipality showed clear interest in making use of the rights linked to the administrative area under the Minorities Act. Sweden Finn organisations, both in the municipality and at national level, were opposed to withdrawal. This was the first time the Government examined an application for withdrawal under the new legislation.

7.1.c - Resolute action to promote Finnish

Initiative for minority libraries and reading

In December 2020 the Government gave a commission to the National Library of Sweden to carry out an initiative for the libraries of the national minorities as resource libraries for the language group concerned and for Sweden's municipalities. As part of this commission, these libraries are to provide support for Sweden's municipalities and promote the provision of media in the national minority languages. Particular account is to be taken of access to literature for children and young adults. At present there is no library for Romani Chib corresponding to the provision for the other national minority languages. The National Library of Sweden should therefore make a special review of a library service for Romani Chib and present proposals for promoting that service. The National Library of Sweden is to carry out its commission in collaboration with the Sami Parliament and the national minorities and after obtaining views from the Swedish Arts Council, the Swedish Association of Local Authorities and Regions (SALAR) and other relevant actors.

In spring 2021 the Government presented a communication called Children's and young adults' reading (Govt Comm. 2020/21:95) to the Riksdag on work to promote reading in Sweden. The Communication is based on assessments in the report of the government-appointed Reading Delegation's report called *Children's and young adults' reading – a responsibility for the whole of society [Barns och ungas läsning – ett ansvar för hela samhället]* (SOU 2018:57).

Children who speak minority languages are highlighted in a separate section. The Communication states that children and young adults should continue to be given the possibility of developing their national minority language, their mother tongue and sign language alongside Swedish. Children should also be given good access to literature in the national minority languages and languages other than Swedish. The national minorities were given the opportunity to state opinions in the consultation held on the Delegation's report.

Revitalisation funding for organisations

Each year ISOF distributes revitalisation funding to organisations carrying out projects that promote the languages and cultures of the national minorities. In 2020, SEK 3.5 million was distributed to 50 projects. For 2020 there was an additional round of applications in which SEK 2 million was distributed to 18 projects.

In 2020, around 20 Sweden Finn organisations and associations received support for language and culture projects. They included Friends of Sweden Finn Culture, which holds writing sessions in Finnish for Sweden Finn pupils and a local organisation, the Sweden Finn Association in Sundsvall that holds language baths for children. The projects often include cultural expressions, but their focus is on language revitalisation.

Proposal to establish language centres and action programme for preservation of the national minority languages

In the Government's assessment there is a great need for long-term protection of the minority languages. In 2019 the Institute for Language and Folklore (ISOF) and the Sami Parliament were commissioned to present a proposal for the design of an action programme for preservation of the national minority languages. The purpose of an action programme is to promote the possibility for the national minority languages to be revitalised and live on as living languages in Sweden. In their report on the commission in 2020 the authorities propose a whole series of measures intended to strengthen and preserve the national minority languages. The measures affect several sectors of society and have a strong focus on the education system. Following a consultation in spring 2021, their proposals are now being processed in the Government Offices.

In 2018 the Government commissioned ISOF to investigate the forms in which language centres for Finnish and Meänkieli can be organised and to investigate the conditions for corresponding functions for Yiddish and Romani Chib. In addition, the Sami Parliament was commissioned to investigate the forms in which the activities of the Sami Language Centre can be developed to promote more variants of the Sami language. ISOF and the Sami Parliament propose the establishment of six more language centres: two for Sami (North and Lule Sami), one for Meänkieli, one for Yiddish, one for Romani Chib and one for Finnish. They propose that the centres be established within the activities of the two authorities and that they be located at strategic places in the country. A consultation has been held on the authorities' proposals, which are now being processed in the Government Offices.

Developments in the area of education

To increase access to teaching in the national minority languages in compulsory school, compulsory school for pupils with learning disabilities, compulsory special needs school, Sami school, upper secondary school and upper secondary school for pupils with learning disabilities, the Government decided on 22 December 2016 to appoint an inquiry chair with the remit of proposing measures in the area (terms of reference 2016:116). On 15 November 2017 the inquiry, which called itself the Inquiry on better possibilities for pupils to develop

their national minority languages, presented the report *National minority languages in schools – better conditions for teaching and revitalisation* [*Nationella minoritetsspråk i skolan – förbättrade förutsättningar till undervisning och revitalisering*] (SOU 2017:91). The Inquiry's proposals include introducing a new subject – mother tongue tuition – with guaranteed teaching hours in compulsory school and corresponding types of school (960 hours in compulsory school). Its report is being processed in the Government Offices.

Long-term work is required to strengthen the language and culture of the national minorities. There are great differences in the situations of the languages regarding, for instance, the number of speakers, which also affects the supply of teachers and the conditions for providing teaching materials and other teaching tools. The recruitment base for studies of certain minority languages in higher education is therefore also limited, which has led to, some semesters, some of the study programmes not having any applicants. There are regulations at national level that govern education in the national minority languages in the school system that give pupils the right to tuition in compulsory school and corresponding types of school and in upper secondary school and upper secondary school for pupils with learning disabilities, but there are often no practical possibilities of arranging the tuition. There are no teachers who are able to teach the languages or too few pupils are studying the languages. The Swedish Schools Inspectorate's supervision of how organisers of Years 7–9 of compulsory school offer and arrange teaching of the national minority languages in autumn 2019 until January 2020 shows that many organisers have shortcomings in their offer of the national minority languages. For example, pupils and custodian were given incorrect information about their right to participate in minority language tuition.

In an overall assessment, there is a great deal of rights legislation in the area of education, but measures need to be taken to ensure that teaching of the national minority languages can take place in practice and be of good quality. In the National Agency for Education's appropriation directions for 2021, the Government commissioned the Agency to present proposals for how national coordination of teaching of the national minority languages can be organised so as to strengthen teaching of the languages. On the basis of situation of the five national minority languages and conditions in the different types of schools, the Agency was to propose a national organisation that can contribute to increased availability of, and better quality of teaching of, the national minority languages. The Agency's analysis was to include support for teaching of the national minority languages, access to teaching materials for instance. When carrying out its commission, the National Agency for Education was to obtain views from the Swedish Council for Higher Education, higher education institutions tasked with arranging education and teacher education in the national minority languages and the National Council of Adult Education, as well as from the Institute for Language and Folklore (ISOF) and the Sami Education Board. The Agency was also to obtain views from the parties concerned and from representatives of the national minorities. When performing this work, the Agency was also to take account of conclusions and analyses of relevance to its commission in the inquiry report *National minority languages in schools* [*Nationella minoritetsspråk i skolan*] (SOU 2017:91). The Agency presented its report in May 2021.

On 9 May 2018 the Government decided to appoint an inquiry chair with the remit of charting the need for measures concerning mother tongue tuition and study guidance in mother tongues in compulsory school and corresponding types of schools. The inquiry which called itself *For multilingualism, knowledge development and inclusion* [*För flerspråkighet, kunskapsutveckling och inkludering*] (SOU 2019:18) presented its report in May 2019. The report has been circulated for comments and is now being processed in the Government Offices.

To increase the supply of teachers in these languages, the inquiry report SOU 2017:91 also proposed that consideration should be given to the possibility in including national minority languages as an optional subject in teaching qualifications for compulsory School. The Government has gone ahead with this question, and one of the proposals made in the memorandum *Higher quality in teacher education and more teachers in schools* [*Ökad kvalitet i lärarutbildningen och fler lärare i skolan*] (U2021/00301) is that it should be possible to include mother tongue tuition, i.e. even national minority languages, in the following programmes: primary education – pre-school and school years 1–3 and primary education – school years 4–6. The Government therefore considers that the requirements for the degree of master of arts in primary education should be amended so that subject studies in mother tongue tuition, including national minority languages, can be included in both these specialisations. The memorandum also proposes introducing a provision for an increased qualification to teach the subject of mother tongue tuition, including national minority languages, that applies both to holders of a degree of master of arts/science in secondary education and to holders of a degree of master of arts in primary education. Under the new provision, it should be possible to give such a teaching qualification to a person who has supplemented their degree with further studies of at least 30 higher education credits, or the equivalent, in language education specialising in the subject of mother tongue tuition/national minority languages. A consultation has been held on the memorandum, which is now being processed in the Government Offices.

7.1.d - Facilitation and/or encourage the use of Finnish, in speech and writing, in public life (education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life

The Government has noted in its most recent bill *An enhanced minority policy* [*En stärkt minoritetspolitik*] that the passing on of language and culture will continue to be a core task of minority policy. Since minority policy is cross-sectoral, measures for revitalisation need to be taken in many areas of society. One important part is increasing the visibility of the languages in public life, via mass media for instance. Media also fill an important function by reporting on various events concerning the national minorities. The public service broadcasters – Sveriges Radio (SR), Sveriges Television (SVT) and Sveriges Utbildningsradio (UR) – have a particularly great responsibility. The broadcasts of the public service broadcasters in the national minority languages help to make the linguistic minorities visible to the general public. The culture sector is also important in making the minority languages visible. As described above, several measures have been taken in the area of culture in order to promote the use of minority languages; they include reading promotion, library services and a commission to the

Swedish Arts Council to examine what measures are needed to achieve the objectives of minority policy.

Several government agencies have special commissions for the implementation of the Minorities Act in their areas. One example is the National Board of Health and Welfare, which has had a commission in 2020 to implement the Minorities Act at the Board and to develop long-term forms for continuously following the situation of the national minorities in the Board's area of responsibility. The Board has, for example, translated information into Finnish for health care staff, including in connection with the COVID-19 pandemic.

The National Board of Health and Welfare has held eight consultations with the minorities and has interviewed the regions in the administrative areas. Along with the minorities the Board has concluded that the action it will take will include following up bearers of obligations in municipal care of older people. This follow-up will cover languages, cultural skills and way of treating people; representatives of the minorities will be involved in the whole process from drafting questions to analysing results and potentially proposing action.

The share of care homes for older people that are able to provide health and social care for people speaking Finnish is 40% nationally and 60% in the administrative municipalities, according to the National Board of Health and Welfare's report on action based on the objectives of minority policy in 2020.

Archives, documentation and terminology work

The Swedish National Archives consults and collaborates with a large number of actors. The agency has particularly close cooperation with the national organisations whose representatives sit on the Cooperation Council for Private Archives at the Swedish National Archives. Under the Instructions for the Swedish National Archives issued by the Government and the Ordinance on Government grants to private archives, the agency decided in 2019, after consulting the Cooperation Council, to make a grant of SEK 315 000 to the archive of the Sweden Finns. In 2020 the Swedish National Archives decided under the same procedure to make a grant of SEK 300 000 to the archive of the Sweden Finns.

The government-appointed inquiry *Review of the archive area [Översyn av arkivområdet]* (terms of reference 2017:106) presented its report on 19 December 2019. The proposals presented by the inquiry include giving the Sami Parliament an overall archive responsibility, the Swedish National Archives paying particular attention to the indigenous people the Sami and to the other national minorities in its advisory services and a commission being given to investigate the conditions for the establishment of archive centres using archives established or collected by and for the indigenous people the Sami and the other national minorities. This inquiry's proposals are being processed in the Government Offices.

The tasks of the Institute for Language and Folklore (ISOF) under its Instructions issued by the Government include gathering, preserving, conducting scholarly studies on and spreading

knowledge and material about the national minority languages Finnish, Yiddish, Meänkieli and Romani Chib. In recent years minority policy has dealt with a number of central issues that have touched on the organisation and self-determination of the minorities.

ISOF has continued its work to strengthen the Finnish language in Sweden so that the language can be used in public life. One important aspect is for terminology in Finnish to follow developments in Swedish society, as prescribed by Sweden's Minorities Act, so that public authorities are able to answer topical questions from citizens in Finnish and so that staff in care services are able to use updated specialist terminology.

ISOF is continuing its work of giving the public and the authorities recommendations and support in terminology matters. Its language advisers in Finnish hold courses for speakers of Finnish in various health care professions and schools as well as for interpretation students at Stockholm University. The COVID-19 pandemic has generated a range of new terms and terminology in public life. ISOF has produced a Swedish-Finnish corona glossary that has attracted attention in Sweden Finn media. A Sweden Finnish library glossary has been published recently, and a Sweden Finnish church glossary will soon be completed. Both teaching work and glossaries make it easier for public authority staff to use Finnish in the public sector.

7.1.e - Maintenance and development of links, in the fields covered by this Charter, between groups using Finnish Establishment of cultural relations with other linguistic groups

Minority participation and influence is of central importance in Swedish minority policy. There is an organisation grant to support organisation by the minorities; it is distributed to the national organisations representing Jews, Roma, Sweden Finns and Tornedalians. The funding for the grant, around SEK 6.5 million per year, is distributed by Stockholm County Administrative Board. There is a special grant for the youth organisations of the national minorities that is intended to strengthen and enable the organisation of young people. This grant is distributed by the Swedish Agency for Youth and Civil Society (MUCF).

At national level, annual consultations are held with all the minorities; there are both consultations regarding specific issues for particular minorities and larger consultations when all the minorities participate, providing an opportunity to exchange experience. In 2019 the follow-up agencies introduced a model of coordinated consultations, where representatives of agencies and minorities are able to meet for a few days and have dialogues on various relevant matters. This also provides an opportunity for minority representatives to meet and exchange experience. In 2020 a coordinated consultation could not be held, but both the agency representatives and the national minorities that participated in 2019 were positive to the new form for consultations. At regional and local level there are also examples of arrangements like minorities weeks that gather all the national minorities in, for example, Skellefteå and Gävle.

Otherwise, reference is made to previous reports.

7.1.f - Provision of forms and means for the teaching and study of Finnish at all appropriate stages

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; this applies both to compulsory schooling and to upper secondary school and upper secondary school for pupils with learning disabilities. Chapter 8, Section 10 of the Education Act provides that children attending preschool have the right to develop their mother tongue at preschool. This support for mother tongues includes the national minority languages. Organisers are obliged to arrange mother tongue tuition in the national minority languages even if only one pupil at the organiser's schools applies for tuition in the language concerned. However, the requirement that a suitable teacher must be available also applies to the national minority languages. The limitation whereby a pupil is only able to receive mother tongue tuition for a maximum of seven academic years if the pupil is receiving the tuition outside the guaranteed teaching time does not apply to tuition in the national minority languages. A Roma pupil who is from abroad may also be given mother tongue tuition in two languages if there are special reasons for doing so.

Amendments to the Education Act which entered into force on 1 July 2015 give pupils who belong to any of the national minorities a stronger right to mother tongue tuition in their national minority language. The amendment means that a pupil in compulsory school education who belongs to a national minority no longer needs to have basic knowledge of their national minority language in order for the school's organiser to be obliged to offer mother tongue tuition. A pupil can choose to study minority language in their language option so as to be able to study minority language within the language option timetable in compulsory school education. As of 2015 there are also national syllabuses for compulsory school, compulsory school for pupils with learning disabilities, special school and Sami school for teaching of the national minority languages Finnish, Romani Chib, Meänkieli and Yiddish – as both first and as second languages. These syllabuses have recently been revised and the amended syllabuses will be applied as of 1 July 2022.

The possibility of remote tuition in mother tongues and modern languages was introduced in the Education Act as of 1 July 2015 and as of 1 January 2021¹ the possibilities of remote and distance tuition in all subjects except for practical and artistic subjects were expanded through a new chapter in the Education Act. It also became possible to contract out remote tuition, as is being done in some minority languages, especially Sami.

Upper secondary school pupils who belong to one of the national minorities are entitled to teaching of their mother tongue/national minority language even if the language does not

¹ On account of the pandemic the Government adopted a new ordinance on education in the area of schools on 13 March 2020. The ordinance applies to the preschool class, compulsory school, compulsory school for pupils with learning disabilities, special needs school, Sami school, upper secondary school and upper secondary school for pupils with learning disabilities and certain other educational activities in the event of the spread of a particular infection. The purpose of the ordinance is to put organisers in a better position to give pupils the education they are entitled to even if a school must be kept closed, for example on account of a high level of absences among staff or if the organiser has decided, in consultation with a medical officer for infectious diseases control, to close the school to counter the spread of infection. The ordinance enables schools to make certain exceptions from provisions concerning the design, scope and placing of education. For example, this ordinance makes it possible to offer remote or distance tuition when needed.

represent the daily means of interaction in the pupil's home. But the pupil needs to have a good knowledge of the language. In upper secondary school and upper secondary school for pupils with learning disabilities, the pupil is also able to study their minority language – Finnish, Meänkieli, Yiddish, Romani Chib or Sami – as a modern language. Studies can start at a level based on the pupil's existing skills. There are subject syllabuses for mother tongues and modern languages. These syllabuses govern the teaching of the languages. The National Agency for Education adopts all the syllabuses for upper secondary school and upper secondary school for pupils with learning disabilities except for the nine core subjects common to all programmes. The Agency has been commissioned to prepare for a possible introduction of subject grades instead of course grades in upper secondary school and upper secondary school for pupils with learning disabilities and is currently reviewing all the syllabuses for these types of school.

The following table shows the number of pupils in compulsory school participating in mother language tuition for minority languages in academic year 2019/20 in Sweden. The table shows that a number of pupils do not participate in this tuition even though they could choose to do so.

Number of pupils	Entitled	Participate
Sami	746	443
Finnish	9 188	4 833
Meänkieli	394	169
Romani Chib	2 547	740
Yiddish	12	6

Few pupils choose to study a national minority language at upper secondary school. The same applies to various mother tongues. The following table² shows the number of pupils who have a grade in at least one course in upper secondary school in a national minority language in their upper secondary qualification or certificate of studies on leaving upper secondary school in spring 2019 and 2020.

Language	Number of pupils 2019	Number of pupils 2020
Sami	27	23
Finnish	131	142
Meänkieli	5	7
Romani Chib	21	25
Yiddish	Fewer than five	Fewer than five

² Upper secondary school statistics report course grades when pupils complete their studies and not participation in teaching in subjects, according to information about the statistics from the National Agency for Education. One year of leavers is reported at a time. So this is an important difference from the above table for compulsory school. The figure in the statistics for the total number of pupils reported varies slightly from year to year but is about 90 000 pupils.

In the National Agency for Education’s appropriation directions for 2021, the Government commissioned the Agency to present proposals for how national coordination of teaching of the national minority languages in the school system can be organised so as to strengthen teaching of the languages. On the basis of the situation of the five national minority languages and conditions in the different types of schools, the Agency was to propose a national organisation that can contribute to increased availability of, and better quality of teaching of, the national minority languages. The Agency’s analysis was to include support for tuition in the national minority languages, for instance access to teaching materials. The Agency presented its results in May 2021.

7.1.g - Provision of facilities enabling non-speakers of Finnish (including adults) to learn the language

See under 7.1.f above for rights and possibilities in upper secondary school and upper secondary school for pupils with learning disabilities. Municipal adult education at upper secondary level uses the same syllabuses as upper secondary school, and the corresponding situation applies regarding upper secondary school for pupils with learning disabilities and municipal adult education as special needs education at upper secondary level. This means that it is also possible to arrange tuition in the national minority languages in these types of school within the framework of the subjects of mother tongue tuition or modern languages.

The previous report also reported on liberal adult education, which operates outside the regular education system and is free and voluntary. Liberal adult education is divided between study associations and folk high schools. Statistics on study association activities with a minority language in the title in 2019 are provided below (the figures for 2018 are given in brackets).

	Finnish	Yiddish	Meänkieli	Romani Chib	Sami
Activities held	473 (485)	1 (0)	101 (40)	34 (46)	41 (23)
Hours of study	15 101 (16 778)	5 (0)	1 433 (797)	994 (1 864)	1288 (691)
Participants	4 054 (4 135)	12 (0)	663 (370)	86 (170)	357 (224)
Women	2 693 (2 709)	7 (0)	483 (263)	28 (50)	261 (153)
Men	1 361 (1 426)	5 (0)	180 (107)	58 (120)	96 (71)

Statistics on cultural programmes with a minority language in the title in 2019 are provided below (the figures for 2018 are given in brackets).

	Finnish	Yiddish	Meänkieli	Romani Chib	Sami
Activities held	258 (269)	3 (3)	102 (93)	4 (0)	54 (66)

Participants	9 043 (7 459)	181 (155)	687 (1 358)	130 (0)	1 776 (1 880)
Women	5 728 (4 553)	96 (76)	473 (848)	89 (0)	1 091 (1 134)
Men	3 305 (2 926)	85 (79)	214 (510)	41 (0)	685 (746)

As regards courses within folk high school, course names were not provided in the folk high school reporting of statistics for 2019, so the method using the course titles cannot be used to show statistics. However, the following folk high schools specialise in working with participants belonging to minority language groups:

Yiddish	Paidea Folk High School
Finnish	Sweden-Finnish Folk High School, Axevalla, Multicultural Finnish Folk High School

7.1.h - Promotion of study and research on Finnish at universities or equivalent institutions

Curriculums and syllabuses for higher education and teacher education for teaching of and in national minority languages.

As regards curriculums and syllabuses of higher education, the Swedish system of higher education is designed in such a way that the Riksdag and the Government have overall responsibility for higher education and research, while higher education institutions have a high degree of autonomy. This means that, within the statutory framework, it is the higher education institutions themselves that decide about their internal allocation of resources, the education they offer and the content and design of that education. Thus, there is no provision in any statute requiring the curriculums and syllabuses for teacher education to contain information about national minorities.

The previous commission to certain higher education institutions to build up and develop subject teacher training in various minority languages that was specified in their appropriation directions from the Government up until 2020 has been revised as of 2021 from the wording “continue the expansion of the subject teacher training in [relevant minority language] “ to instead be “conduct development work and education on a scholarly foundation, including with a view to teacher education programmes. This work shall promote teaching of and in [relevant minority language] at preschool and in compulsory school, upper secondary school and higher education”. A new point is that, as of 2021, Yiddish is also covered by the commission on the work with a view to teacher education programmes. The commissions to the higher education institutions are stated in the appropriation directions for the institution concerned each year.

The reasons for the alteration of this commission were that both the Government and the higher education institutions that had received the commission concerning teacher education and minority languages made the assessment that the description of the commission was too narrow. The higher education institutions had worked for several years to try to shape subject teacher education programmes, most of which were not fully functional. However, broader wording of the commission gives the higher education institutions possibilities of adapting the education they provide to the various challenges presented by the national minority languages. This also provides openings for solutions that may, in the long term, be beneficial for the supply of teachers of the national minority languages, both at higher education institutions and at schools in Sweden. As part of their new commission, the higher education institutions can conduct development work, arrange language courses at beginner level and courses for further training of existing mother tongue teachers, develop scholarly course literature, provide support for students not accustomed to studies, develop Nordic cooperation, invest in research and build up academic environments, etc. An increase in academisation may also increase the supply of staff with doctorates, which may, in turn, lead to more teachers able to teach minority languages at higher education level.

The basis for the new description of the commission includes the views and proposals of the higher education institutions concerned and their experience of work on the commission for a number of years. The new commission was also preceded by a written consultation with the minority organisations. Umeå University is responsible for Sami and Meänkieli, Stockholm University for Finnish, Södertörn University College for Romani Chib and Lund University for Yiddish.

As regards Finnish, in addition to the commission to Stockholm University, Uppsala University is given a commission each year to offer education in that language. The University arranges courses in Finnish at first-cycle level, but the language can also be studied at second-cycle and research level within the framework of a broader main area (Finno-Ugric languages). Umeå University also arranges courses in Finnish

Commission to Stockholm University concerning teacher education in Finnish.

In its annual report for 2020 the University states, concerning the commission in its appropriation directions for 2020, that the education as a subject teacher of Finnish is being offered as freestanding courses followed by supplementary teaching practice training. The freestanding courses also function as qualifying courses for working teachers. As of autumn term 2020 the University is also giving subject teacher courses at a distance so as to respond to the national need for teachers of Finnish, an initiative that has attracted a greater number of students. The University has extensive collaboration around its subject teacher education in Finnish that includes lectures, contract education and various advisory and expert commissions. The University also participates in national and international research cooperation focusing on didactics and multilingual minority students. Representatives of the subject teacher education in Finnish also participate in an national network for subject and teacher trainers in national minority languages. The consultation planned with representatives

of the national minorities has been postponed until the spring term 2021 on account of the COVID-19 pandemic.

The University also states in its annual report for 2020 that in the subject of Finnish the number of full-time equivalent students and the annual performance equivalent have decreased in recent years, but that an increase could be noted in the inflow of students in the autumn term 2020, which was judged to be partly due to more courses being given at a distance. The long-term decrease in student numbers can be attributed to the process of language change that Finnish in Sweden is undergoing, which means that the number of students with prior knowledge of the language is decreasing, Stockholm University is addressing this trend by offering more courses at beginner level, but it also offers courses for people who have Finnish as their mother tongue.

The Boost for Teachers

The Government decided to extend the Boost for Teachers in February 2020 until and including 2025 and to expand it to cover more teachers, school levels and subjects. In 2021 courses in Finnish for mother tongue teachers, 60 higher education credits corresponding to a year of full-time studies, are being arranged at Stockholm University,

Information to individuals about education in national minority languages.

For a number of years the Swedish Council for Higher Education (UHR) has had a commission via its appropriation directions to follow up, analyse and report its internal and external action on the basis of the objectives of minority policy. However, it emerged in the Government Communication to the Riksdag *New start for an enhanced minority policy [Nystart för en stärkt minoritetspolitik]* (Govt Comm 2017/18:282) that the Council saw a possibility of reinforcing its commission concerning inspiration and information to get more people to start studies. In its Communication the Government states that it shares that assessment and considers that there is a need to further develop the information given to individuals considering various educational alternatives.

As a result, the Government decided to make an addition to the Council's appropriation directions for 2020 to the effect that the Council should also report what information it gives to individuals about education concerning national minorities or minority languages. The same commission has been given for 2021 and the full wording of the commission is now: the Council "shall follow up, analyse and report its internal and external action, for example information to individuals about education, on the basis of the objectives of minority policy. The commission is to be reported to Stockholm County Administrative Board and the Sami Parliament by Stockholm County Administrative Board and the Sami Parliament by 15 November 2021."

Within the framework of its commission, the Council has, so far, arranged a conference on national minorities and higher education, published news articles linked to national minorities and/or minority languages on uhr.se, etc. The Council also supplies five short films in the

national minority languages of Lule Sami, South Sami, North Sami, Meänkieli and Finnish. The short films, called heart language films, are intended to spread knowledge about the national minorities and provide inspiration for studies in higher education. They were produced in response to wishes expressed by representatives of the national minorities. The films are subtitled in Swedish and the national minority language concerned and can be viewed on the Council's YouTube channel and via the Council's websites uhr.se and studera.nu Between 1 January and 30 September 2020 the films were shown a total of almost 16 000 times on Youtube. The Council also participates regularly in the education agencies' consultations with minority organisations.

7.1.i - Promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Finnish.

The Nordic Council of Ministers has started an initiative to lift and support the national minority languages and other small languages in terms of the number of speakers in the Nordic region through the project *Small languages in the Nordic region [Små språk i Norden]*. ISOF has been commissioned by the Government to be the host agency for the initiative. The initiative runs until the end of 2022 and its purpose is to develop Nordic work to support minority languages and increase interest in and knowledge about how education and culture can strengthen the small languages in the Nordic region. Work is also under way to develop the follow-up of the Declaration on Nordic Language Policy, which includes objectives for the promotion of national minority languages by Nordic language cooperation.

Its language planning work includes ongoing work with its sister organisations in Finland and Norway around Finnish, Meänkieli and Sami. For instance, ISOF is cooperating with the Institute for the Languages of Finland (Kotus) through the Kielviesti periodical (Finnish and Meänkieli) on terminological advice. In 2016–2017 the language and terminology organisations in Sweden, Denmark, Finland and Norway developed a common Nordic terminology portal – Nordterm – that includes Finnish terms.

7.2 - Eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Finnish.

The Discrimination Act (2008:567) contains protection against discrimination on seven different grounds. These grounds correspond largely to the grounds that follow from various EU directives on equal treatment. At present there are no plans to look into the question of increasing the number of grounds of discrimination.

Language is not an explicit ground of discrimination. However, the Discrimination Act does provide protection against discrimination on grounds of ethnic origin. According to the legislative history of the Act (Govt Bill 2007/08:95), the ground of ethnic origin includes a person's national or ethnic origin, skin colour and other similar circumstances. The Bill also states that the ground includes national minorities such as Sami and Roma. Discrimination that is linked to language requirements, for instance, can be covered by the protection against discrimination on grounds of ethnic origin.

7.3 – Promote mutual understanding between all the linguistic groups of the country Promote the inclusion of respect, understanding and tolerance in relation to Finnish among the objectives of education and training Encourage the mass media to include respect, understanding and tolerance in relation to Finnish among their objectives

In 2020 the Institute for Language and Folklore (ISOF) surveyed the public's knowledge of the national minorities with the help of Kantar-Sifo and in cooperation with Stockholm County Administrative Board and the Sami Parliament. In its survey ISOF measured the awareness of and attitude to the preservation of the national minorities' languages and cultures among the population of Sweden. The results, which were published in early 2021, show that many people in Sweden are still not aware of which languages are national minority languages. But this awareness is increasing most among young people (15-29 years). A very high share of young people are also positive to the preservation of the national minorities' languages and cultures. According to ISOF, these results may be linked to the fact that knowledge of the national minorities and the national minority languages has been entered in a clearer way in the compulsory school curriculums in subjects like Swedish and civics.

In 2020, ISOF also worked on several projects dealing with the creation of a more tolerant linguistic society. One project is a guide developed for workplaces with multilingual staff that was published in spring 2021. The guide is mainly aimed at people whose mother tongue is Swedish and focuses on what can be done to create workplaces characterised by linguistic inclusion. The guide does not focus specifically on the national minority languages, but one starting point for the project is that openness to and respect for different linguistic backgrounds is to the benefit of multilingual society in general and challenges the idea of Sweden as a monolingual society.

Another project that ISOF worked on in 2020 is a knowledge review of attitudes to characteristics of other languages in spoken Swedish. The report is a review of research around attitudes to different traces of other languages in Swedish through loan words, code switching and accents. Its aim is to summarise and deepen knowledge that can contribute to the creation of a more tolerant linguistic society.

In 2019, ISOF completed a teaching aid about the national minorities and the minority languages for upper secondary school. In 2018 the Government expanded funding for revitalisation grants to minority organisations. ISOF chose to target these grants at organisations applying for funding to produce educational material. The result was that 13 organisations were awarded funds, and so far 10 different sets of educational material have been produced, while the others are in preparation. The materials are in Yiddish, Finnish, Meänkieli, Romani Chib and Sami and are aimed at children of various ages. Additional material in Meänkieli, Romani Chib and Sami is in preparation.

Media have an important role in making the linguistic minorities visible and can, by doing so, contribute to respect and understanding between different language groups. Media also fill an important function by reporting on various events concerning the national minorities. The public service broadcasters – Sveriges Radio (SR), Sveriges Television (SVT) and Sveriges

Utbildningsradio (UR) – have a particularly great responsibility. The broadcasts of the public service broadcasters in national minority languages help to make the linguistic minorities visible to the general public. In 2020, 8 005 hours in Finnish were sent in broadcasts in the terrestrial network. The broadcasts in Finnish are more extensive than the broadcasts in the other national minority languages, which is mainly because of SR's Finnish radio channel Sveriges Radio Finska (formerly Sisuradio). Overall, public service programming has also to be generally characterised by adult educational ambitions and UR has a special responsibility for offering programming aimed at both education for children and young people and at adult education, study associations and folk high schools. In 2020, UR has made a particular effort to raise the quality of its language productions. UR's language reinforcement programming should not only be in the languages but should be linked, as far as possible, to their cultural and historical context. The programmes should also be able to be identity enhancing, which contributes to learning and increases the possibility for a user to absorb programme content. In Finnish, UR has for instance offered the programme *What is corona?* (target group Years 7–9), an informative animated series about COVID-19.

The curriculums of the various types of school in the school system contain wording about tolerance and respect. The inviolability of human life, individual freedom and integrity, the equal worth of all people, equality between women and men, and solidarity between people are the values that the school education should represent and impart. The objectives of the Curriculum for the compulsory school, preschool class and school-age educare states, in its section 'Norms and values (2.1), that goals of the school are that each pupil can consciously determine and express ethical standpoints based on knowledge of human rights and basic democratic values, as well as personal experiences; respects the intrinsic worth of other people; rejects the subjection of people to discrimination, oppression and victimisation and becomes involved in helping other people; and can empathise with and understand the situation other people are in and also develops the will to act in their best interests. There is corresponding wording for preschool, upper secondary school and upper secondary school for pupils with learning disabilities in the relevant curriculum.

In 2020 the Government approved revised syllabuses for compulsory school. The amendments include wording concerning teaching about the national minorities, which is now concentrated to a greater extent in the subject of civics. The revised syllabuses will be applied as of 1 July 2022.

7.4 - Take into consideration the needs and wishes expressed by the groups which use Finnish Establish a body for the purpose of advising the authorities on all matters pertaining to Finnish

Minority participation and influence is of central importance in Swedish minority policy. There is an organisation grant to support organisation by the minorities; it is distributed to the national organisations representing Jews, Roma, Sweden Finns and Tornedalians. The funding for the grant, around SEK 6.5 million per year, is distributed by Stockholm County Administrative Board. There is a special grant for the youth organisations of the national minorities that is intended to strengthen and enable the organisation of young people. There

are some relaxations for youth organisations representing the national minorities. This grant is distributed by the Swedish Agency for Youth and Civil Society (MUCF).

Government agencies, municipalities and regions are obliged to give minorities opportunities to have a say in matters pertaining to them and to consult as far as possible with the minorities in such matters. At national level, annual consultations are held with all minorities, regarding both specific issues for the individual minorities and larger consultations with all the minorities, which provides an opportunity to exchange experience. Regular consultations are also held at local and regional level. This is most common in the administrative areas, but all municipalities and regions have an obligation to adopt objectives and guidelines for their minority policy work. The legislative history of the Act states that these guidelines should be drafted in consultation with the national minorities.

ARTICLE 8 – Education

The main developments have been described above under Articles 7.1.f–7.1.h.

8.1.iii - Make available pre-school education in Finnish or a substantial part of pre-school education in Finnish at least to those pupils whose families so request and whose number is considered sufficient

Here reference is made to Sweden's Periodic Report from 2019 about the stricter obligation to offer all or a substantial part of pre-school education in minority languages in the administrative areas.

8.1.biv - Make available primary education in Finnish, a substantial part of primary education in Finnish or teaching of Finnish as an integral part of the curriculum at least to those pupils whose families so request and whose number is considered sufficient

Chapter 9, Section 12 of the Education Ordinance states that for pupils who have a language other than Swedish as their daily means of interaction with their parents, parts of the teaching in years 1–6 may be organised in this language. For Finnish this also applies in years 7–9. There are six independent Sweden Finn schools in Sweden that have permits from the Swedish Schools Inspectorate and are therefore entitled to payments from their pupils' home municipalities.

8.1.civ - Make available secondary education in Finnish, a substantial part of secondary education in Finnish or teaching of Finnish as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient

The Government sees bilingual tuition as an important part of language revitalisation and the Government has therefore decided to extend the Ordinance on pilot activities in bilingual tuition in compulsory school until 30 June 2022.

8.1.div - Make available technical and vocational education in Finnish, a substantial part of technical and vocational education in Finnish or teaching of Finnish as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient

Here reference is made to Sweden's previous reports.

8.1.eiii - Encourage and/or allow the provision of university or other forms of higher education in Finnish or of facilities for the study of Finnish as an university or higher education subject

See the information under Article 7.1.h for Finnish.

8.1.fiii - Favour and/or encourage the offering of Finnish as a subject of adult and continuing education

Here reference is made to Sweden's previous reports.

8.1.g - Ensure the teaching of the history and the culture which is reflected by Finnish

The compulsory school curriculum provides that all pupils must have obtained knowledge about the cultures, languages, religion and history of the national minorities (Jews, Roma, Sami, Sweden Finns and Tornedalians). In 2020 the Government adopted revised syllabuses for compulsory school following the revision of these syllabuses by the National Agency for Education in 2019. The wording in the syllabuses covering the national minorities has been concentrated to the subject of civics. The revised syllabuses will be applied as of 1 July 2022.

8.1.h - Provide the basic and further training of the teachers teaching (in) Finnish

The Government decided to extend the Boost for Teachers in February 2020 until and including 2025 and to expand it to cover more teachers, school levels and subjects. The Boost for Teachers includes, for example, Finnish for mother tongue teachers in spring 2021.

8.1.i - Set up a supervisory body responsible for monitoring the progress achieved in the teaching of Finnish and for drawing up public periodic reports of its findings

The Swedish Schools Inspectorate is the responsible authority for the preschool and school area as regards supervision and inspection in the school system and therefore also for teaching of the national minority languages and education for pupils belonging to a national minority. Certain areas are particularly relevant for pupils belonging to a national minority; examples include the right to mother tongue tuition and the right to study guidance in a mother tongue. This is included in the regular supervision by the Swedish Schools Inspectorate.

The Swedish Schools Inspectorate has been commissioned by the Government to take action to promote matters concerning the national minorities and the minority languages on the basis of the Act on National Minorities and Minority Languages (2009:724) and the objective and three component areas of minority policy. The Swedish Schools Inspectorate has to follow up, analyse and report on the action it takes. In its report on its minority policy commission for 2020 (Swedish Schools Inspectorate, reg no 2021:44) the Inspectorate gives an account of its report with results from thematic supervision regarding the right to mother tongue tuition in the national minority languages in Years 7–9. One finding of its supervision was that 22 out of 25 organisers had shortcomings in their offer. The Inspectorate also gives an account of its regular supervision regarding the right to mother tongue tuition and its follow-up of supervision regarding the Sami Education Board's schools. Its commission for 2021 has to be reported to Stockholm County Administrative Board and the Sami Parliament,

with a copy to the Government (Ministry of Education and Research), by 15 November 2021.

8.2 - In territories other than those in which Finnish is traditionally used, allow, encourage or provide teaching in or of Finnish at all the appropriate stages of education

Here reference is made to Sweden's previous reports.

ARTICLE 9 – Judicial authorities

Articles 9.1–9.2

As set out in previous reports, there are provisions on the right for individuals to use Finnish, Meänkieli and Sami as their court language in the Act on National Minorities and Minority Languages (2009:724), see Sections 13–16. The rights of the individual include the right to submit and access documents and documentary evidence in one of these languages and the right to use the language at an oral hearing before the court. Rights under the Act apply in the courts whose district coincides fully or partly with the municipalities stated in Section 13. The costs are paid by the State.

As previously reported, there are, in addition to the rights that follow from the Act on National Minorities and Minority Languages, also general rules about the right to interpretation and translation in the courts, which also cover the minority languages of Finnish, Meänkieli and Sami. The right to interpretation and translation in the courts is far-reaching. For information about the content of these rules, see the previous report. Moreover, the courts have an obligation, irrespective of the type of case, to translate documents received by or sent from the court when necessary. If a document is, for instance, submitted in a minority language and the court is unable to understand what it says, there may be a need to translate it.

As previously reported, for ethical reasons Sweden does not keep official statistics based on ethnic, cultural or linguistic origin, and this also applies to statistics for the courts. This means that there is no structured system for measuring the number of cases and matters relating to interpretation or translation concerning users of minority languages.

The previous report referred to the work being done on the inquiry report *Understanding and being understood – a reformed regulatory framework for interpreters in spoken language* [*Att förstå och bli förstådd – ett reformerat regelverk för tolkar i talade språk*] (SOU 2018:83), which deals with questions including how to strengthen the supply and quality of interpreters in spoken languages, including interpreters in the minority languages. A consultation has been held on the inquiry report and the matter is now being processed in the Government Offices.

The Swedish Courts Administration is working actively to strengthen the interpretation process in the judicial system. Along with the courts, the Swedish Courts Administration has, for example, developed a technical solution for simultaneous interpretation at a distance with the support of video conferencing technology. At present 27 courts have access to this

technical solution, and the plan is for the technology to be in place in all the courts by the end of 2022. This solution improves the possibilities for interpretation throughout the country and means that the possibilities for interpretation are made independent of where in the country the court proceedings are being held.

In addition, in 2019 the Swedish Courts Administration appointed a coordination group whose responsibilities include coordination of development work in the area of interpreter use, the dissemination of information, the administration of guidelines and information material. Through regular update meetings with Rättstolkarna, a national organisation for legal interpreters, the Swedish Courts Administration coordinates its work on interpreter matters with the relevant interest organisations.

The Swedish Courts Administration and the Courts are also working constantly to adapt the information on their external websites about the possibility and right to use Finnish, Meänkieli and Sami at the courts. The information is available in Finnish, Sami and Meänkieli.

Otherwise, reference is made to previous reports.

9.3 - Make available in Finnish the most important national statutory texts and those relating particularly to users of Finnish

The Government continuously translates relevant statutory texts into the national minority languages. In 2020 the Act on National Minorities and Minority Languages was translated after its most recent revision. Information about new translations is spread through the website minoritet.se and in other ways.

ARTICLE 10 – Administrative authorities and public services

There have not been any changes regarding the general right to use Finnish, Meänkieli and Sami in contacts with administrative authorities whose geographical area of activities coincides wholly or partly with an administrative area. This applies to both national authorities and local and regional authorities. In addition, the municipalities and regions have responsibility to inform the national minorities about their rights and the responsibilities of the public institutions. Sweden has far-reaching self-government for municipalities and regions, and decisions about the forms for providing this information have been transferred to the local and regional level. This means that it is the municipality or region concerned that decides what documents to translate and how they are to be made available or spread. However, Stockholm County Administrative Board and the Sami Parliament state in their annual report for 2019 that they receive many inquiries about translated material and general information material from municipalities and regions.

In 2020 Stockholm County Administrative Board and the Sami Parliament produced a toolbox of material, good examples and tips for consultations with minorities, also covering children and young people. The toolbox consists of links, documents and films and is

intended to provide support for municipalities and regions in the implementation of minority policy. The information is available on the website minoritet.se.

The latest amendment to the Act, in 2019, added a new authority Arbetsförmedlingen [*the Swedish Public Employment Service*] to those covered by the right to always use Finnish, Meänkieli and Sami in written contacts. Arbetsförmedlingen is now developing an authority-wide language strategy with the purpose of making clear how Arbetsförmedlingen will work with language and translations in various channels. It describes what obligations Arbetsförmedlingen has in relation to the national minorities and what applies to service in each language.

Work on place names and personal names is continuing

There have been no changes since the previous report. As regards the comment of the Expert Committee regarding language coding, that task has now been completed. One result of the recoding of language codes is that names previously coded as Finnish have been recoded to Meänkieli. This means that there are now 16 344 name entries in Meänkieli in Lantmäteriet's register of place names.

The Institute for Language and Folklore (ISOF) is cooperating continuously with regional and local folklore societies to spread knowledge about Finnish place names by giving lectures and publishing both scholarly and non-technical articles in various contexts. There are place names in Sweden that bear clear traces of Finnish, regarding both language and intangible cultural heritage. There is strong interest in these place names. These place names are found both in northern Sweden and in the old forest Finnish areas including in Värmland, Dalarna and Hälsingland. In the forest Finnish areas these names have been given Swedish form over a long period of time but are clearly of Finnish origin. In these areas there is often a local interest in preserving the history surrounding these names and spreading knowledge of them as part of the intangible cultural heritage.

ISOF also provides ongoing assistance and skills development for staff of the Swedish Tax Agency so as to ensure that decision-makers have expertise concerning name matters. This advisory service and training work reduces the risk of arbitrary processing while maintaining stability in naming customs.

ISOF's work on personal names and place names has a strong citizen perspective since it has a direct impact on the possibilities that individuals have to choose their personal name and make visible place names that have a clear link to identity and to people's intangible cultural heritage. Through its name planning work and research, ISOF helps to strengthen the possibility of taking personal names originating from our national minority languages, as well as personal names with origins in other name cultures that have, through immigration, become part of Swedish society.

In other respects, reference is made to previous reports for this article.

ARTICLE 11 – Mass media

Media have an important role in strengthening the identity of the national minorities and in revitalising the minority languages. At the same time, Sweden has far-reaching press freedom and freedom of expression and therefore takes a very restrictive view of all forms of media control. That said, an account is given below of the language-promotion measures taken by the State in this area.

11.1.iii – To make adequate provision so that broadcasters offer radio and television programmes in Finnish

Programming in the national minority languages is a central part of the mandate of the public service broadcasters Sveriges Radio, Sveriges Television (SVT) and Utbildningsradion (UR). Programming offers opportunities for people who belong to a linguistic minority to strengthen their linguistic and cultural affiliation through artistic experiences, news and information on both radio and TV. It is also a way of making the languages visible to the general public. For those who do not have a complete command of Swedish, it is also important for democratic reasons to be able to take part in the ongoing debate in society in their own language. In the previous licence period for public service, aggregate programming in the national minority languages increased from a total of 10 541 hours in 2013 to 11 523 hours in 2019. Broadcasts in Finnish increased from 7 648 hours in 2013 to 7 921 hours in 2019, of which around 7 500 hours were radio broadcasts.

In 2019 the Government decided, in accordance with the direction laid down by the Riksdag, on new broadcasting licences for the three public service broadcasters (Govt Bill 2018/19:136). The new licences are for the period 2020–2025. Against the background of the ongoing development of the media with more people accessing radio and TV via various internet-based platforms, some changes have been made to the conditions regarding broadcasts in the national minority languages. Instead of focusing solely on the total volume of programming, more attention is given both to the quality of the programming and to the supply of new programming, called first broadcasts and first publications.

The broadcasters' first broadcasts and first publications in the national minority languages are to increase in the licence period 2020–2025 compared with 2019 levels. This requirement shifts the focus to new programming and away from aggregate programming.

The fact that the increased programming condition only applies to new programming does not mean that aggregate programming is allowed to decrease. Aggregate programming in each minority language per year in the period 2020–2025 has to reach at least the same level as in 2019.

The Government considers that one of the most important factors in assessing programming quality is that the programming is felt to be relevant and topical for the target groups concerned. The new licences therefore set enhanced requirements concerning the dialogue that public service broadcasters have with their minority language groups. Unlike the

previous broadcasting licences, it is now said that a *regular* dialogue will be maintained, which ought to mean at least one round of dialogue per year.

It is important that minority language programming is available on several different platforms in order to reach as many users possible. The broadcasters have to strive to find a balance between programming in the terrestrial network and programming on their own internet-based platforms. An analysis of how minority language programming best reaches its audience ought therefore to be an important part of the broadcasters' dialogue with the groups concerned.

The broadcasters make annual reports of the volume of their radio and TV programming, including programming in the minority languages, in what are called public service reports. In March 2021 the broadcasters submitted their first reports under the new broadcasting licences. Their reports show that a total of 8 005 hours were broadcast in Finnish in the terrestrial network in 2020. During the year SVT broadcast a total of 467 hours in Finnish in the terrestrial network, SR broadcast a total of 7 495 hours in Finnish in the terrestrial network, and UR broadcast a total of 43 hours in Finnish in the terrestrial network in both TV and radio. A total of 4 491 of these hours were first broadcasts.

The broadcasters have produced a joint index to measure how the total programming in the languages has developed in relation to their licence conditions. As regards the Finnish language we can see some increase between 2019 and 2020 in terms of both aggregate programming and first broadcasts.

11.1.ci -Encourage and/or facilitate the creation of at least one private television channel in Finnish

There are no private TV channels in Finnish, but there is the TV channel TV Finland, which broadcasts programming in Finnish from the Finnish public service broadcaster Yle. The broadcasts by TV Finland are financed from a special appropriation in the central government budget. Yle's channels are also available as pay TV in the programming of certain private operators in Sweden.

It is possible for small actors to broadcast programmes in the cable network of every municipality. Associations and other organisations can apply to the Swedish Press and Broadcasting Authority to be allowed to be a local cable broadcasting organisation and get access to a free channel in the cable network in a municipality. The cable broadcasting organisation must be open for everyone who wants to broadcast and must not refuse anyone membership. In this way, the local cable TV networks enable Finnish associations to broadcast programmes, which also happens in, for instance, the open-access channel *Öppna kanalen*.

To encourage news media targeting the national minorities there is technology-neutral media support, which was introduced in 2019 and is described in more detail under 11.1.ei. General news media can apply for the support irrespective of how they are distributed, TV for

example. In the case of news media targeting the national minorities there are special relaxations in fulfilling the requirements for support, see under 11.1.ei below.

11.1.d - Encourage and/or facilitate the production and distribution of audio and audiovisual works in Finnish

The new broadcasting licences for public service broadcasters in 2020–2025 require an increase in first broadcasts or first publications (see article 11.1.iii). First broadcasts or first publications can be new productions, new programme purchases or adaptations of a program in a new language. This increased focus on new content does more than before to encourage the new production of programmes in the national minority languages. In 2020, 4 491 hours of first broadcasts were reported in Finnish. The Government is going to follow developments during the licence period. The allocation of funding to the public service broadcasters is updated by 2% per year during the licence period, providing a financial incentive for further production of programmes in the national minority languages.

11.1.ei - Encourage and/or facilitate the creation and/or maintenance of at least one weekly or daily newspaper in Finnish

As stated in Sweden's previous report press subsidies can be given for daily newspapers aimed at linguistic minorities. The relaxations of the criteria for press subsidy that apply to newspapers in Finnish, Sami and Meänkieli and that was described in Sweden's previous report are still in place. Two newspapers in Finnish receive press subsidy in the form of operational subsidy, and for 2021 their subsidies were SEK 3 761 000 and SEK 1 763 000. There is also one newspaper partly written in Finnish and Meänkieli that receives a limited operational subsidy of SEK 2 955 000.

The Media Inquiry (*A media policy for the future [En mediepolitik för framtiden]*) submitted its final report *Media policy that crosses boundaries – For information, engagement and responsibility [En gränsöverskridande mediepolitik – För upplysning, engagemang och ansvar]* (SOU 2016:80) in November 2016. In this report, the Inquiry describes the media situation for the Sami people and the national minorities. The Media Inquiry has also submitted a proposal for a new media subsidy, including relaxation of the requirements for media aimed at the national minorities. A consultation on the proposal for a new media subsidy was held with the relevant actors, including organisations representing the national minorities.

In the Government Bill *Journalism throughout the country [Journalistik i hela landet]* (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 irrespective of how their content is provided and how they are disseminated. This means that the technology-neutral media subsidy can be given to news media with content comprising e.g. text, images, sound or moving images and that subsidies may be granted e.g. to newspapers, web-based media, radio or TV. The Riksdag adopted the proposals in the Government Bill. The media subsidy entered into force 1 February 2019.

The media subsidy now consists of three different forms of subsidy: innovation and development subsidy, subsidy for local journalism in areas with weak coverage and editorial aid (which was introduced in 2020). To make it easier for media aimed at national minorities to meet the requirements for the new media subsidy, there are special relaxations of the criteria. Under them media aimed at national minorities need 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). One newspaper in Finnish and one newspaper written partly in Finnish (and Meänkieli) have received media subsidy in the form of subsidy for local journalism in areas with weak coverage. The subsidy for the newspaper in Finnish has been SEK 225 000 and is for work for Finnish-language coverage in Norrbotten. The subsidy for the newspaper written partly in Finnish has totalled SEK 1 200 000 for work for editorial coverage of three places in Norrbotten (SEK 400 000 per municipality). Innovation and development subsidy 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.

In 2020 a special crisis subsidy has been aimed at the media industry on account of the spread of the disease COVID-19. It includes support for the publication of printed newspapers and special funding for editorial aid with temporary rules in 2020. These initiatives are intended to ensure that the public has access to information and to alleviate the negative financial consequences for the news media resulting from the COVID-19 pandemic. These crisis subsidies have the same relaxations of their criteria for media aimed at the national minorities as the media subsidy. Two of the newspapers in national minority languages that have received press subsidy and media subsidy have also received both these forms of subsidy. The newspaper in Finnish has received SEK 70 802 in temporary publication subsidy and SEK 1 192 119 in editorial aid. The newspaper written partly in Finnish has received SEK 123 076 in temporary publication subsidy and SEK 788 919 in editorial aid.

The Swedish Arts Council allocates funding for the production cultural periodicals in the national minority languages or aimed at the national minorities. One finding of work on a commission that the Council had in 2017–2019 to promote the publication and dissemination of literature in national minority languages was that public libraries did not have information about purchasing channels for literature in national minority languages. The Council has therefore produced a catalogue containing a selection of non-fiction and fiction. Work is under way to further develop the catalogue.

11.1.fii - Apply existing measures for financial assistance also to audiovisual productions in Finnish

There is no state support for TV production in Sweden over and above the funding allocated to public service broadcasting.

The Swedish Film Institute distributes support for the production and distribution of Swedish film and for some drama production for TV. This support can also be awarded to

productions in the national minority languages. In 2019 and 2020 the Swedish Film Institute also provided special funding for 10 short films in the national minority languages. The purpose of this support is to promote films partly or wholly containing one of the national minority languages, thereby broadening the picture of Sweden and Sweden's national minorities. Three short films in Finnish have received support. In 2020 the Swedish Film Institute also gave support to a long feature film in Finnish.

11.2 - Guarantee freedom of direct reception of radio and television broadcasts from neighbouring countries in Finnish

Do not oppose the retransmission of radio and television broadcasts from neighbouring countries in Finnish

Ensure the freedom of expression and free circulation of information in the written press in Finnish

Sweden's constitution is intended to guarantee the broadest possible freedom of expression and to ensure the free exchange of opinion, free and comprehensive information, and freedom of artistic creation. The Fundamental Law on Freedom of Expression also prevents the public institutions from taking measures in order to restrict the possibility of spreading programming to the public.

Several Swedish operators offer the possibility of seeing the TV channel TV Finland, which offers a broad range of programmes in Finnish from the Finnish public service broadcaster Yle. TV Finland is also broadcast in the terrestrial network in Stockholm, Mälardalen and Uppland. Yle's channels are also available as pay TV in the programming of certain private operators in Sweden. Media developments in recent years have resulted in a strong increase in the possibilities of accessing radio and TV programming on various internet-based platforms. These developments have also made it easier to access programming in Finnish produced in, for example, Finland via various streaming services.

ARTICLE 12 – Cultural activities and facilities

12.1.a - Encourage production, reproduction and dissemination of cultural works in Finnish

Publication and dissemination of literature in the minority languages – commission to the Swedish Arts Council 2017–2019

The Council's final report on its commission stresses that all national minorities want more literature written by the national minorities from an inside perspective. For the literature to reach readers, there is also a common need of more individuals able to translate to and from the national minority languages. In the context of its commission the Council has also produced a catalogue of literature in the national minority languages and provided support for Biskops-Arnö folk high school, which holds writing courses in the national minority languages.

In 2018-2020 the Government implemented a special initiative called Strengthen libraries throughout the country. As part of this initiative the library in Arvidsjaur has been awarded a

government grant to strengthen Sami literature and increase knowledge about the indigenous peoples the Sami and Sami culture among municipal residents in 2018-2020. The entire initiative will be evaluated by Borås University College, whose report is planned to come in autumn 2021. As part of the Strengthen libraries throughout the country initiative the National Library of Sweden has also been commissioned to implement an initiative for the national minorities' libraries as resource libraries libraries for each language group and for municipalities around the country. For more information, see Article 7.1.c.

Film for children and young people in the national minority languages.

In 2016-18 the Swedish Film Institute had a commission from the Government to promote access to films for children and young people in the national minority languages (around SEK 2 million per year).

The commission was made permanent in 2019. The Swedish Film Institute has produced a strategy for its activities in promoting film for children and young people in the national minority languages that runs up until 2025.

Finland Institute's promotion of Finnish culture in 2018–2020 and in 2021

In 2018 the Finland Institute in Sweden (*Stiftelsen Finlands kulturinstitut i Sverige*) received three-year state support totalling SEK 1.5 million for 2018–2020 to promote Finnish culture in Sweden. This work included showing Finnish films around the country. In addition, a number of tours by writers, musical events and guest performances of theatre productions were arranged. Support of SEK 500 000 has also been granted for these activities in 2021.

12.1.b - Foster access in other languages to works produced in Finnish by aiding and developing translation, dubbing, post-synchronisation and subtitling

The Swedish Arts Council can grant translation support for translations of works written in Swedish or one of the national minority languages provided that the original work has been published in Sweden. This can also apply to translations into Swedish.

Support can also be provided for planned publication for translation costs for translating works to and from Swedish. The Swedish Arts Council has special responsibility for promoting the publication and distribution of literature, in the original language and in translation, in the national minority languages. Part of this commission is to take account of publication in Swedish that is judged to be of particular importance to the culture, history and identity of the national minority groups.

12.1.c -Foster access in Finnish to works produced in other languages by aiding and developing translation, dubbing, post-synchronisation and subtitling

Support is available from the Swedish Film Institute for film education projects and for the dissemination, showing and versioning of films. The projects are intended to foster access to films for children and young people in the national minority languages in the short or long term. The activities that may receive support include language-enhancing film educational

projects, showings of and conversations about films in the minority languages, film courses and other training work, talent work, film festivals, subtitling and dubbing of films.

12.1.d - Ensure that the bodies organising or supporting cultural activities incorporate the knowledge and use of the Finnish language and culture in the undertakings which they initiate or for which they provide backing

State support for the cultural activities of the Sami people and the national minorities increased by SEK 10 million as of 2018. Strengthening, developing, making visible or promoting the culture of the Sami people and the national minorities in some other way enables them to communicate their history, language and identity by themselves. The support is distributed by the Swedish Arts Council. The work of the Sami Parliament and also the Swedish Film Institute in promoting access to film for children and young people in the national minority languages and the cultural communication work of the Finland Institute help to bring to life, develop and preserve the various minority languages.

12.1.f - Encourage direct participation by representatives of the users of Finnish in providing facilities and planning cultural activities

In 2019 a network was set up for the regions and work with the culture of national minorities within the framework of the Swedish Arts Council's work on the cultural cooperation model, i.e. state support for regional culture. The network arose from a need for an exchange of skills and experience and is coordinated by the Council. A number of the national minority organisations that had been awarded support by the Council also took part in the network meeting in 2020 and were able to present their activities to the regions. A follow-up report on broader participation in the cultural cooperation model presented by the Council to the Government in 2021 identifies the national minorities as a target group that should be given particular attention.

12.1.g - Encourage and/or facilitate the creation of a body responsible for collecting, keeping a copy of and presenting or publishing works produced in Finnish

The National Library of Sweden has submitted a proposal for a national library strategy as a commission from the Government (2015–2019). Its proposal was presented in 2019 and is being processed in the Government Offices. The needs and perspectives of the national minorities are considered well in the proposals made. One of the proposals already adopted is about strengthening the libraries of the national minorities, see section 7.1.c for Finnish.

12.1.h - Create and/or promote and finance translation and terminological research services, particularly with a view to maintaining and developing administrative, commercial, economic, social, technical or legal terminology in Finnish

See the information, under Article 7.1.d above, about terminology worked conducted by Institute for Language and Folklore (ISOF).

12.2 - In territories other than those in which Finnish is traditionally used, allow, encourage and/or provide cultural activities and facilities using Finnish

The State allocates a substantial grant (around SEK 1.7 billion) to regional and local cultural activities co-financed by regions and municipalities. Under the ordinance governing this grant, the regions decide by themselves on the distribution of the funds. The Swedish Arts Council follows up the use of the funds and has dialogues with the regions on various matters, including concerning the national minorities' culture. In 2019 a network was set up for the regions and work with the national minorities' culture; the regions want to have more exchanges of expertise and experience. The Swedish Arts Council coordinates the network. A number of the national minority organisations that had been awarded support by the Council also took part in the network meeting in 2020, and were able to present their activities to the regions. A follow-up report on broader participation in the cultural cooperation model presented by the Council to the Government in 2021 identifies the national minorities as a target group that should be given particular attention.

ARTICLE 13 – Economic and social life

Here reference is made to previous reports.

ARTICLE 14 – Transfrontier exchanges

See the information given under Article 7.1.i.

Recommendations regarding Finnish

Recommendations from the Committee of Ministers

1. Take measures to include language as a ground for discrimination in the Discrimination Act

The Discrimination Act (2008:567) contains protection against discrimination on seven different grounds. These grounds correspond largely to the grounds that follow from various EU directives on equal treatment. At present there are no plans to look into the question of increasing the number of grounds of discrimination.

Language is not an explicit ground of discrimination. However, the Discrimination Act does provide protection against discrimination on grounds of ethnic origin. According to the legislative history of the Act (Govt Bill 2007/08:95), the ground of ethnic origin includes a person's national or ethnic origin, skin colour and other similar circumstances. The Bill also states that the ground includes national minorities such as Sami and Roma. Discrimination that is linked to, for instance, language requirements can be covered by the protection against discrimination on grounds of ethnic origin.

2. Strengthen education of or in all minority languages by adopting a comprehensive and structured approach based on the needs of the speakers and according to the situation of each of the minority languages

Sweden does not have an explicit strategy for education of or in minority languages but Sweden has taken several measures in the area in recent years, all intended to strengthen and revitalise the national minority languages such as teacher education, an increased right to teaching of minority languages, language centres and reinforced rights in administrative areas regarding minority languages in preschools and educare.

Furthermore, in December 2020, the Government commissioned the National Agency for Education to present proposals for how national coordination of teaching of the national minority languages can be organised so as to strengthen teaching of the languages. On the basis of situation of the five national minority languages and conditions in the different types of schools, the Agency was to propose how increased availability of, and better quality of teaching of, the national minority languages can be achieved and organised in the area of schools. The Agency's analysis was to include support for teaching of the national minority languages, access to teaching materials for instance. When carrying out its commission, the National Agency for Education was to obtain views from the Swedish Council for Higher Education, higher education institutions tasked with arranging education and teacher education in the national minority languages, the Sami Education Board and the National Council of Adult Education as well as from the Institute for Language and Folklore. The Agency was also to obtain views from the parties concerned and from representatives of the national minorities. The Agency presented its report in May 2021.

For further information, see Articles 7.1 and 8 and elsewhere.

3. Ensure that “mother tongue” education meets the requirements of the Charter and offers adequate language tuition, enabling pupils to achieve mature literacy in the languages concerned

See the text under 7.1.f above on the right to tuition and governing documents for tuition in mother tongues/national minority languages. In December 2020 the National Agency for Education was commissioned to present proposals for how national coordination of tuition in the national minority languages in the school system can be organised so as to strengthen teaching of the languages. On the basis of situation of the five national minority languages and conditions in the different types of schools, the Agency was to propose how increased availability of, and better quality of teaching of, the national minority languages can be achieved and organised in the area of schools. The Agency's analysis was to include support for teaching of the national minority languages, access to teaching materials for instance. When carrying out its commission, the National Agency for Education was to obtain views from the Swedish Council for Higher Education, higher education institutions tasked with arranging education and teacher education in the national minority languages, the Sami Education Board and the National Council of Adult Education as well as from the Institute for Language and Folklore. The Agency was also obtain views from the parties concerned

and from representatives of the national minorities. The Agency presented its report in May 2021.

In 2018 the Government appointed an inquiry chair with the remit of charting the need for measures to examine which factors influence pupils' participation in mother tongue education and whether and how participation affects pupils' study results. The report of the Inquiry, presented in 2019, proposed increased rights to mother tongue education and that the education should be regulated in the timetable and be given guaranteed teaching time (SOU 2019:18).

4. Increase the amount of bilingual education available in Finnish

The Ordinance on bilingual education in the senior level of compulsory school (2003:306) has been extended this year.

5. Develop a system of teacher training according to the needs of the speakers and to the situation of each of the minority languages

In its consultation memorandum *Higher quality in teacher education and more teachers in schools* [*Ökad kvalitet i lärarutbildningen och fler lärare i skolan*] the Government proposes that it should be possible to choose mother tongue tuition/national minority languages in the primary teacher education specialisations of pre-school and school years 1–3 and school years 4–6. There would be no requirement of previous knowledge of the language concerned. The studies of the language would comprise 30 higher education credits (corresponding to one term of full-time studies). This would then open the way for Sweden to have increased possibilities of meeting the recommendations given by the Council of Europe regarding the need for teachers of minority languages at all levels.

For more information, see Article 7.1.h.

6. Establish language centres for all regional or minority languages, similar to those that already exist for Sami

The Institute for Language and Folklore (ISOF) has presented proposals for the establishment of language centres as a commission from the Government. Its report, which was presented in 2019, proposes setting up a language centre for Finnish in Uppsala. A consultation has been held on the report, and a majority of the bodies consulted are positive to the proposal, which is now being processed in the Government Offices.

Recommendations for immediate action for Finnish from the Committee of Experts

a. Take action and report on any steps taken to implement the proposals of the inquiry on national minority languages at school, in co-operation with the Finnish speakers.

See information under Article 7.1.c. In this work the National Agency for Education is to obtain views from representatives of the national minorities.

b. Take measures to develop a structured policy concerning teacher training at all education levels, in co-operation with the Finnish speakers

See information under recommendation 5 and Article 7.1.h above.

c. Report on the establishment of the Language Centre for the Finnish language

See information under recommendation 6 above

d. Extend the grounds set out in the Discrimination Act so as to cover explicitly discrimination based on language

See the information under recommendation 1 above

Further recommendations for Finnish from the Committee of Experts

e. Provide information about the steps taken to create and implement the intended action plan for the promotion of the Finnish language

See the information under Article 7.1.c above.

f. Set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved with regards to education

The Swedish Schools Inspectorate, whose supervisory and inspection mandate concerns education in the school system and therefore also education in national minority languages and education for pupils belonging to a national minority. Certain areas are particularly relevant for pupils belonging to a national minority; examples include the right to mother tongue tuition and the right to study guidance in a mother tongue. This is included in the regular supervision by the Swedish Schools Inspectorate.

For more information, see under Article 8.1.i

g. Ensure the use of interpretation and translation in court proceedings in Finnish in the whole administrative area, also when the litigant has a command of Swedish

In February 2021 there were 44 authorised public interpreters in Finnish according to Kammarkollegiet [*the Swedish Legal, Financial and Administrative Services Agency*], which is responsible for authorising public interpreters. The interpreters are spread across various parts of Sweden. The technical solution for interpretation that the Swedish Courts Administration is working on introducing in the courts means that it will soon be possible to offer simultaneous interpretation at a distance irrespective of where the court proceedings are being held. The technology is expected to be installed in all courts by the end of 2022. For other information, see the report under Article 9.

h. Strengthen the education offer in Finnish in municipalities which do not belong to the administrative area for Finnish

See information under recommendations 3 and 5 above.

i. Promote the use of Finnish before courts

See information under recommendation g. and Article 9.

j. Create a long-term support scheme for the Sweden-Finnish Archives

The Archive Inquiry has proposed in its report *From here to eternity – A long-term archive policy for administration and cultural heritage* [*Härifrån till evigheten – En långsiktig arkivpolitik för förvaltning och kulturarv*] (SOU 2019:58) that the support for national private archive institutions and organisations should be reinforced and that a new government grant should be introduced to stimulate the development of new archive centre solutions. The Inquiry has also proposed that the Swedish National Archives should investigate the conditions for centre solutions containing archives established or collected by and for the other national minorities, and that it should do so in collaboration with the Institute for Language and Folklore and the minority groups affected. Its proposals are being processed by the Government Offices.

k. Promote the establishment of library services for Finnish following the national strategy for libraries

In December 2020 the Government commissioned the National Library of Sweden to carry out an initiative for the libraries of the national minorities as resource libraries for the language group concerned and for Sweden's municipalities. As part of the commission, these libraries are to provide support for Sweden's municipalities and promote the provision of media in the national minority languages. The initiative is to take particular account of access to literature for children and young adults. The commission is to be carried out in cooperation with the Sami Parliament and with the national minorities.

II. MEÄNKIELI

Measures under this Article are mainly reported under the corresponding Article for Finnish. Any information that is specific to Meänkieli is reported below.

Article 7 – Objectives and principles

7.1.a - Recognition of Meänkieli as an expression of cultural wealth

Meänkieli has been spoken in northern Sweden for a long time but was long seen as a variety of Finnish. The differences between Meänkieli and Finnish arose on the separation of Sweden and Finland as states in 1809, and the language also has similarities with the Kven language which is, for example, spoken in northern Norway. Since the 1980s active work has been under way to revitalise Meänkieli, which had, as a result of hard assimilation pressure, undergone a language shift process in favour of the use of Swedish. Work is now being done to produce a standardised orthography, and great efforts are needed in areas like research, documentation and education to revitalise the language.

The Institute for Language and Folklore (ISOF) participates regularly in events intended to display and provide information about the special status of Meänkieli in Sweden. ISOF's language adviser in Meänkieli participates regularly in seminars and conferences, for instance the European Language Day, where ISOF informs students about the national minority languages.

The periodical called Kielviesti, which publishes four numbers per year, contains four pages in Meänkieli. It highlights subjects linked to Meänkieli as a language. ISOF's language adviser participates regularly in a programme sent by Sveriges Radio's Meänraatio language service, where ISOF answers language questions about Meänkieli.

Meänkieli was one of the languages that ISOF examined in 2018–2019 in its inventory of libraries and health centres throughout Sweden to see what languages are represented in public spaces. Its report, which was published in December 2019, shows that the regions that belong to the administrative area in northern Sweden are better at making Meänkieli and the other national minority languages visible. ISOF's language adviser in Meänkieli also participates regularly in the media and other public contexts.

7.1.b - Ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Meänkieli

See the information under the corresponding Article for Finnish.

7.1.c - Resolute action to promote Meänkieli

The Institute for Language and Folklore (ISOF) is conducting ongoing work to strengthen Meänkieli through measures in language planning, terminology, and language policy. Regular meetings are held in a language planning group. The tasks of the group are to foster cooperation between individuals who have worked or want to work on developing a written

language for Meänkieli; gathering and analysing the present ways of writing and spelling Meänkieli; and offering support, advice and recommendations for individuals who want to be given help in language matters. A language seminar is also held once a year with Meänkieli speakers from the whole of the country. Apart from this, ISOF assists public authorities and the public by providing advice and recommendations concerning words and terms in Meänkieli and holds lectures and presentations in conjunction with conferences, for example.

In 2021, ISOF held a conference for mother tongue teachers along with the National Agency for Education. The aim was to improve the situation for mother tongue tuition in the languages through lectures and exchanges of experience.

In 2020, 10 projects focusing on language and culture linked to Meänkieli were among the recipients of funding from the special support for revitalisation of the minority languages that is distributed by ISOF. The projects awarded grants include the Tornedal Theatre's productions in Meänkieli and identity and language camps in Meänkieli for various age groups. The projects often include cultural expressions, but their focus is on language revitalisation.

7.1.d - Facilitation and/or encourage the use of Meänkieli, in speech and writing, in public life (education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life

The terminology work conducted by ISOF is particularly important in the case of Meänkieli. Since the language does not have an orthography, terminological work is necessary to enable the language to be used as a public language, in contacts with authorities, for instance.

In 2020 the National Board of Health and Welfare has had a commission to implement the Minorities Act at the Board and to develop long-term forms for continuously following the situation of the national minorities in the Board's area of responsibility. The Board has, for example, translated information into Meänkieli for health care staff, including in connection with the COVID-19 pandemic.

The National Board of Health and Welfare has held eight consultations with the minorities and has interviewed the regions in the administrative areas. Along with the minorities the Board has concluded that the action it will take will include following up bearers of obligations in municipal care of older people. This follow-up will cover languages, cultural skills and way of treating people; representatives of the minorities will be involved in the whole process from drafting questions to analysing results and potentially proposing action.

The share of care homes for older people that are able to provide health and social care for people speaking Meänkieli is 4% nationally and 34% in the administrative municipalities, according to the National Board of Health and Welfare's report on action based on the objectives of minority policy in 2020.

7.1.e - Maintenance and development of links in the fields covered by this Charter between groups using Meänkieli Establishment of cultural relations with other linguistic groups

See the information under the corresponding Article for Finnish.

7.1.f - Provision of forms and means for the teaching and study of Meänkieli at all appropriate levels

See the information under the corresponding Article for Finnish.

7.1.g - Provision of facilities enabling non-speakers of Meänkieli (including adults) to learn the language

See the information under the corresponding Article for Finnish.

7.1.h - Promotion of study and research on Meänkieli at universities or equivalent institutions

Umeå University has the commission of arranging teacher education in Meänkieli. Each year the University offers a qualifying course of 30 higher education credits since very few individuals have grades from upper secondary school that make them eligible for academic studies in Meänkieli. Every other year the University runs two courses, each of 15 credits in the interval 1–30 higher education credits. The second round of these courses was given in academic year 2019/2020. Individuals judged to be eligible on the basis of their prior learning were admitted in addition to those who had become eligible through the University's qualifying courses. Students who already have a teaching qualification are qualified mother tongue teachers of Meänkieli when they have completed these courses and are then able to teach in compulsory school and upper secondary school.

The University also states that in Meänkieli there is only one permanently employed teacher – a university lecturer in language education specialising in Meänkieli. In academic year 2019/2020 the teacher resource in Meänkieli was reinforced temporarily with a part-time teacher. At Umeå University there are a number of teachers and doctoral students doing research of relevance to teacher education in minority languages.

7.1.i - Promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Meänkieli

See the information under the corresponding Article for Finnish.

7.2 - Eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Meänkieli.

See the information under the corresponding Article for Finnish.

7.3 – Promote mutual understanding between all the linguistic groups of the country Promote the inclusion of respect, understanding and tolerance in relation to Meänkieli among the objectives of education and training Encourage the mass media to include respect, understanding and tolerance in relation to Meänkieli among their objectives

Speakers of Meänkieli in Sweden have been subjected to historical abuse and violations. As a result, speakers have not dared, or been willing, to speak their language and it has been

passed on to a lesser extent to coming generations. In 2020 the Government's decided to appoint a truth and reconciliation commission for Tornedalians, Kvens and Lantalaïset that will investigate, chart and examine the assimilation policy and its consequences for the minority, groups within the minority and individuals. The commission will also spread information so as to increase knowledge about the minority and its historical experiences and will also present proposals for further action to contribute to redress and promote reconciliation.

Media have an important role in making the linguistic minorities visible and can, by doing so, contribute to respect and understanding between different language groups. Media also fill an important function by reporting on various events concerning the national minorities. The public service broadcasters – Sveriges Radio (SR), Sveriges Television (SVT) and Sveriges Utbildningsradio (UR) – have a particularly great responsibility. The broadcasts of the public service broadcasters in the national minority languages help to make the linguistic minorities visible to the general public. In 2020, 1 203 hours in Meänkieli were sent in broadcasts in the terrestrial network. Overall, public service programming has also to be characterised by non-formal education ambitions and UR has a special responsibility for offering programming aimed at both education for children and young people and at adult education, study associations and folk high schools. In 2020, UR has made a particular effort to raise the quality of its language productions. UR's language reinforcement programming should not only be in the languages but should be linked, as far as possible, to their cultural and historical context. The programmes should also be able to be identity enhancing, which contributes to learning and increases the possibility for a user to absorb programme content. In Meänkieli, UR has, for instance, offered the programme *Hasse ja Helmi* (target group Preschool class–Year 3) which teaches the language through music, song and words.

7.4 - Take into consideration the needs and wishes expressed by the groups which uses Meänkieli Establish a body for the purpose of advising the authorities on all matters pertaining to Meänkieli

See the information under the corresponding Article for Finnish.

ARTICLE 8 – Education

8.1.iii - Make available pre-school education in Meänkieli or a substantial part of pre-school education in Meänkieli at least to those pupils whose families so request and whose number is considered sufficient

See the information under the corresponding Article for Finnish.

8.1.biv - Make available primary education in Meänkieli, a substantial part of primary education in Meänkieli or teaching of Meänkieli as an integral part of the curriculum at least to those pupils whose families so request and whose number is considered sufficient

See the information under the corresponding Article for Finnish.

8.1.civ - Make available secondary education in Meänkieli, a substantial part of secondary education in Meänkieli or teaching of Meänkieli as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient

See the information under the corresponding Article for Finnish.

8.1.div - Make available technical and vocational education in Meänkieli, a substantial part of technical and vocational education in Meänkieli or teaching of Meänkieli as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient

See the information under the corresponding Article for Finnish.

8.1.eiii - Encourage and/or allow the provision of university or other forms of higher education in Meänkieli or of facilities for the study of Meänkieli as university or higher education subject

See the information under 7.1.h for Meänkieli.

8.1.fiii - Favour and/or encourage the offering of Meänkieli as a subject of adult and continuing education

See the information under the corresponding Article for Finnish.

8.1.g -Ensure the teaching of the history and the culture which is reflected by Meänkieli

See the information under the corresponding Article for Finnish.

8.1.h - Provide the basic and further training of teachers in Meänkieli

Here reference is made to previous reports.

8.1.i - Set up a supervisory body responsible for monitoring the progress achieved in the teaching of Meänkieli and for making periodic public reports of its findings

See the information under the corresponding Article for Finnish.

8.2 - In territories other than those in which Meänkieli is traditionally used, allow, encourage or provide teaching in or of Meänkieli at all the appropriate stages of education

See the information under the corresponding Article for Finnish.

ARTICLE 9 – Judicial authorities

See the information under the corresponding Article for Finnish.

ARTICLE 10 – Administrative authorities and public services

The Government wishes to underline that the right to oral and written contacts in Meänkieli in matters where an individual is a party remains in place and applies at national, regional and local level in the administrative area for the language. Public authorities also have to strive to respond to individuals in these languages. Individuals also always have the right to written contacts in Finnish, Meänkieli and Sami with certain central agencies such as Employment Service, Försäkringskassan, the Swedish Tax Agency and the Swedish Equality Ombudsman.

The monitoring report for 2019 shows that it is possible to have contacts and receive replies in minority languages at 12 of the 15 county administrative boards in administrative areas. Moreover, 94% of municipalities in administrative areas have informed the national minorities of their rights in various ways. 12 municipalities included in one of the three administrative areas states that the information has also been given in Meänkieli, which can be compared with the fact that only 10 municipalities are included in an administrative area for Meänkieli. As stated under the corresponding Article for Finnish, Sweden has far-reaching local and regional self-government, and ultimately it is municipalities and regions that decide questions concerning which documents will be provided in minority languages. There is also a general obligation in the Administrative Procedure Act to provide an interpreter and translation if the individual does not have a command of Swedish that applies to all authorities at national, regional and local level. For further information, see the corresponding article for Finnish.

Care of place names

The Institute for Language and Folklore (ISOF) does extensive work on the care of place names in the Sami and Meänkieli language areas. ISOF works, through its research and its development work, to spread knowledge and awareness about individual place names and orthographies. It also assists in making place names in Sami and Meänkieli in Sweden visible through its extensive advisory and consultation work for government agencies, municipalities and organisations, as well as researchers and private individuals. As regards what the latest recoding of language codes has meant for the coding of names in Meänkieli, see the section for Finnish.

ARTICLE 11 – Mass media

11.1.iii - Make provision so that public broadcasters offer radio and television programmes in Meänkieli

Measures under this Article are mainly reported under the corresponding Article for Finnish.

Programming in the national minority languages is a central part of the mandate of the public service broadcasters. In the latest licence period for public service, broadcasts in Meänkieli increased from 837 hours in 2013 to 1 188 hours in 2019, of which around 1 100 hours were radio broadcasts

The broadcasters make annual reports of the volume of their radio and TV programming, including programming in the minority languages, in what are called public service reports. In March 2021 the broadcasters submitted their first reports regarding the new broadcasting licences. Their reports show that a total of 1 203 hours were broadcast in Meänkieli in the terrestrial network in 2020. During the year SVT broadcast a total of 61 hours in Meänkieli in the terrestrial network, SR broadcast a total of 1 123 hours in Meänkieli in the terrestrial network, and UR broadcast a total of 19 hours in Meänkieli in the terrestrial network in both TV and radio. A total of 407 of these hours were first broadcasts.

The broadcasters have produced a joint index to measure how the total programming in the languages has developed in relation to their licence conditions. In the case of Meänkieli, a marginal increase in total programming can be seen between 2019 and 2020, along with a larger increase in terms of first broadcasts.

11.1.d - Encourage and/or facilitate the production and distribution of audio and audiovisual works in Meänkieli

In 2020, 407 hours of first broadcasts were reported in Meänkieli.

11.1.ei - Encourage and/or facilitate the creation and/or maintenance of at least one weekly or daily newspaper in Meänkieli

As stated in Sweden's previous report press subsidies can be given for daily newspapers aimed at linguistic minorities. The relaxations of the criteria for press subsidy that apply to newspapers in Finnish, Sami and Meänkieli and that was described in Sweden's previous report are still in place. A newspaper written partly in Meänkieli receives limited operational subsidy. Since the newspaper writes in two of the minority languages, the newspaper receives a higher sum of SEK 2 955 000. The newspaper is published twice a week and covers the Swedish side of Tornedalen. The content in Meänkieli makes up about 2–3% of the newspaper's total content, and corresponds to around a half page. The content in Meänkieli was slightly higher a few years ago, and the newspaper feels that it difficult finding someone who can write in Meänkieli.

A new technology-neutral operational subsidy for public news media entered into force on 1 February 2019, as is described above under Finnish. There are relaxations of the criteria for the support to make it easier for media aimed at the national minorities to meet the requirements for the subsidy. In 2020 media subsidy in the form of subsidy for local journalism in areas with weak coverage was granted to the newspaper that writes partly in Meänkieli; the subsidy totalled SEK 1 200 000 for work for editorial coverage of three places in Norrbotten (SEK 400 000 per municipality).

In 2020 a special crisis subsidy has been aimed at the media industry on account of the spread of the disease COVID-19, as is described above under Finnish 11.1.ei. The newspaper that writes partly in Meänkieli has received funding from both these initiatives. The newspaper's subsidy on account of the COVID-19 pandemic totalled SEK 123 076 in temporary publication subsidy and SEK 788 919 in editorial aid.

The Swedish Arts Council allocates funding for the production and dissemination of cultural periodicals in the national minority languages or aimed at the national minorities, including periodicals in Meänkieli.

11.1.fii - Apply existing measures for financial assistance also to audio-visual productions in Meänkieli

The Swedish Film Institute distributes support for the production and distribution of Swedish film and for some drama production for TV. This support can also be awarded to

productions in the national minority languages. In 2019 and 2020 the Swedish Film Institute also provided special funding for 10 short films in the national minority languages. The purpose of this support is to promote films partly or wholly containing one of the national minority languages, thereby broadening the picture of Sweden and Sweden's national minorities. One short film in Meänkieli has received support. In 2020 the Swedish Film Institute also gave support to a long feature film and another two short films in Meänkieli.

ARTICLE 12 – Cultural activities and facilities

See the information under the corresponding Article for Finnish.

ARTICLE 13 – Economic and social life

Here reference is made to previous reports.

ARTICLE 14 – Transfrontier exchanges

See the information reported under Article 7.1.i for Finnish and Meänkieli.

Recommendations regarding Meänkieli

Recommendations from the Committee of Ministers

1. Take measures to include language as a ground for discrimination in the Discrimination Act

See the information under the corresponding recommendation for Finnish.

2. Strengthen education of or in all minority languages by adopting a comprehensive and structured approach based on the needs of the speakers and according to the situation of each of the minority languages

See the information under the corresponding recommendation for Finnish.

3. Ensure that “mother tongue” education meets the requirements of the Charter and offers adequate language tuition, enabling pupils to achieve mature literacy in the languages concerned

See the information under the corresponding recommendation for Finnish.

4. Establish bilingual education in Meänkieli

See the information under the corresponding recommendation for Finnish.

5. Develop a system of teacher training according to the needs of the speakers and to the situation of each of the minority languages

See the information under the corresponding recommendation for Finnish.

6. Establish language centres for all regional or minority languages, similar to those that already exist for Sami

The Institute for Language and Folklore (ISOF) has presented proposals for the establishment of language centres as a commission from the Government. Its report, which was presented in 2019, proposes setting up a language centre for Meänkieli with two locations: Kiruna and Övertorneå. A consultation has been held on the report, which is being processed in the Government Offices.

Recommendations for immediate action for Meänkieli from the Committee of Experts

a. Take action and report on any steps taken to implement the proposals of the inquiry on national minority languages at school, in co-operation with the Meänkieli speakers

See the information under Article 7.1.c for Finnish.

b. Take measures to develop a structured policy concerning teacher training at all education levels, in co-operation with the Meänkieli speakers

See the information under recommendation 5 Finnish.

c. Report on the establishment of the Language Centre for the Meänkieli language

See recommendation 6 above

d. Extend the grounds set out in the Discrimination Act so as to cover explicitly discrimination based on language

See the information under recommendation 1 for Finnish.

Further recommendations for Meänkieli from the Committee of Experts

e. Provide information about the steps taken to create and implement the intended action plan for the promotion of the Meänkieli language

See the information under Article 7.1.c for Finnish.

f. Set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved

See the information under the corresponding recommendation for Finnish.

g. Provide an offer of bilingual education in Meänkieli along with an adequate model for the teaching of Meänkieli

See recommendation 4 for Finnish.

h. Investigate, in co-operation with the speakers, the possibility of offering Meänkieli medium instruction within vocational education

Here reference is made to previous reports.

i. Encourage the Swedish authorities to take measures to create a long-term strategy for the development of Meänkieli study and research at higher education level

See the previous texts on national coordination of teaching as well as the development of teacher education and revised assignments to, among others, Umeå Umeå University, which is responsible for Meänkieli in Article 7.1.h for Finnish and Meänkieli.

j. Strengthen the education offer in Meänkieli in municipalities which do not belong to the administrative area for Meänkieli

See the information under recommendations 3 and 5 above for Finnish.

k. Promote the use of Meänkieli in courts

See the information for Finnish under Article 9.

l. Increase the presence of Meänkieli in broadcasting, especially television

See the information under Article 11.

m. Promote the establishment of library services for Meänkieli following the national strategy for libraries

See the information under recommendation k. Finnish.

III. ROMANI CHIB

Measures under this section are mainly reported under the corresponding Article for Finnish. Any information that is specific to Romani Chib is reported below.

Article 7 – Objectives and principles

7.1.a - Recognition of Romani Chib as an expression of cultural wealth

Romani Chib has been spoken in Sweden since the 16th Century and has been marked by Roma immigration from different parts of Europe. Today several varieties are spoken in Sweden. Active use of the varieties spoken in Sweden has been affected adversely for a long time by the assimilation pressure that Roma have been subjected to historically. As a result of the negative discrimination that Roma have been subjected to historically an academic tradition has not developed for the language, leading to a great shortage of trained teachers today. There are also a number of challenges in ongoing work to break the language shift process and promote revitalisation of the language.

The Institute for Language and Folklore (ISOF) is working in various ways to make Romani Chib visible. The Institute gives advice and recommendations about Romani Chib to authorities and the public. ISOF holds language planning seminars on Romani Chib where representatives of speakers of Romani Chib meet and exchange knowledge and experience. ISOF participates regularly in events intended to provide information about the special status of Romani Chib in Sweden. ISOF's language adviser in Romani Chib also participates regularly in the media and other public contexts. For information about further projects involving Romani Chib, see Article 7.1.c for Meänkieli.

7.1.b - Ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Romani Chib

Even though there is no system of administrative areas for Romani Chib, there has, since 2019, been an obligation for all municipalities and regions in the country to adopt objectives and guidelines for their minority policy work. The intention of this provision, which is set out in the Act on National Minorities and Minority Languages, is that municipalities and regions will have to take decisions on how to conduct their minority policy work. According to the legislative history of the Act, their objectives and guidelines should be designed in consultation with the national minority. In the case of municipalities and regions not included in an administrative area there is also an obligation to consult and an obligation to offer care of older people, provided that they have access to staff who have a command of the languages.

7.1.c - Resolute action to promote Romani Chib

ISOF is conducting ongoing work to strengthen Romani Chib through various measures in language planning, terminology and language policy. Regular meetings are held in a language planning group. The tasks of the group are to foster cooperation between individuals who speak Romani Chib. Some are involved in the work being done to harmonise Romani Chib.

There is a need to develop specialist terminology in various areas of society to enable Romani Chib to be used as an official language.

In 2020 funding from ISOF's revitalisation grant went to 12 projects with a focus on Romani Chib. For example grants were awarded to Malmö Youth Centre [*Malmö ungdomscentral*] a for its project *Roma youth in focus – language promotion through digital tools* [*Romska ungdomar i fokus – språkfrämjande genom digitala verktyg*] and the Roma Dance Association for its project *With language through history* [*Med språket genom historien*].

In 2020 ISOF held a conference for mother tongue teachers of Romani Chib along with the National Agency for Education. The aim was to improve the situation for mother tongue tuition in the languages through lectures and exchanges of experience. The conference was repeated in February 2021, when it was held along with mother tongue teachers of Meänkieli and Yiddish.

Arbetsförmedlingen [*the Swedish Public Employment Service*] is developing an authority-wide language strategy with the purpose of making clear how the Service will work with language and translations in various channels. It describes what obligations Arbetsförmedlingen has in relation to the national minorities and what applies to service in each language. In matters where a client is the party it has to be possible to use Finnish, Meänkieli and Sami in oral and written contacts with the Service. For Romani Chib, Arbetsförmedlingen does not, at present, have requirements corresponding to those for the above languages. Since users of Romani Chib are a group that may need special support in their inclusion in society and in their contacts with public authorities, Arbetsförmedlingen is investigating the possibilities of offering the same service for oral and written contacts in Romani Chib as it does for Finnish, Meänkieli and Sami. A greater possibility for the Roma minority to use its minority language in contacts with the Service can help to foster greater confidence in Arbetsförmedlingen, while making the target group visible internally in the Service.

7.1.d - Facilitate and/or encourage the use of Romani Chib, in speech and writing, in public life (education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life

ISOF is working on producing glossaries in the various varieties of Romani Chib.

Terminological work is necessary to enable the language to be used as a public language, for instance in contacts with authorities. In an ongoing project ISOF is working along with representatives of the various varieties to draft a style guide that reflects what the dialects have in common, as well as where they differ. In 2019 a Swedish-Romani Chib glossary was produced in the following varieties: Arli, Kalé, Kalderash, Lovari, Polska Roma and Resande (Traveller) Romani. In 2020 a corona glossary was published in Romani Chib, and in 2021 a social services glossary was published in the dialects of Arli, Lovari and Kalderash.

As stated in Sweden's previous report, press subsidies can be given for daily newspapers aimed at linguistic minorities. A new technology-neutral operational subsidy for public news media entered into force on 1 February 2019, as is described above in the section on Finnish,

11.1.ei. There are relaxations of the criteria for the support to make it easier for media aimed at the national minorities to meet the requirements for the subsidy. These relaxations cover news media aimed at all national minorities under the Act on National Minorities and Minority Languages (2009:724). In 2020 a special crisis subsidy has been aimed at the media industry on account of the spread of the disease COVID-19; it has the same relaxations for news media aimed at the national minorities.

Promotion of Roma culture 2016–2018

As part of a government commission on Roma culture, the Swedish Arts Council has had consultations and dialogue meetings with, and special grant funding for, Roma actors. In its final report in 2019 the Council raises the great lack of knowledge among Sweden's cultural institutions about Roma culture, as well as the absence of a network for reaching Roma associations. It also stresses that grant funding is not adapted to Roma actors' need for support in the application process and that applicants have difficulty meeting the requirement for cofinancing from municipalities or regions. One of the Council's conclusions is that continued long-term action is required. The Council also points out that the issue will be included in work for broader participation based, for instance on the 2030 Agenda; here a new post as a services developer will drive this work forward. In 2020 the Swedish Arts Council was also commissioned by the Government to report how the Council is working to make visible, preserve and develop Roma culture, on the basis of the Government's Strategy for Roma inclusion 2012–2032. In its annual report the Council has, for instance, reported that it is difficult for Roma actors to find municipal and regional cofinancing when they apply for government support. In 2020 the Council highlighted this question especially in work on the regional culture plans and in its dialogues with the regions

Roma reading ambassador at national level and other Roma reading ambassadors among the public libraries

Within the framework of its area of responsibility the Swedish Arts Council appoints a national reading ambassador. The fifth holder of this post, Bagir Kwiek, was appointed for 2019–2021; his work focuses mainly on the Roma minority. Through the work of the reading ambassador, 31 public libraries around the country have been appointed Roma reading embassies.

7.1.e - Maintenance and development of links, in the fields covered by this Charter, between groups using Romani Chib Establishment of cultural relations with other linguistic groups

See the information under the corresponding Article for Finnish.

7.1.f - Provision of forms and means for the teaching and study of Romani Chib at all appropriate levels

See the information under the corresponding Article for Finnish.

7.1.g - Provision of facilities enabling non-speakers of Romani Chib (including adults) to learn the language

See the information under the corresponding Article for Finnish.

7.1.h - Promotion of study and research on Romani Chib at universities or equivalent institutions

The development of a subject teacher education in Romani Chib at Södertörn University College has continued in 2020. Collaboration on this commission within Södertörn University College has taken place through regular meetings of a working group that has been called the Forum for Roma Studies (FFRS) since 2016. Since work on the government commission began in 2012, Roma studies at the University College has developed to become a separate subject *de facto*.

In its annual report the University College also states that it is still a member of the Network for higher education in the national minority languages (NätMin), which includes the higher education institutions responsible for Sweden's five national minority languages and that the National Agency for Education sometimes also participates in. The Network has met twice a term for discussions and exchanges of experience regarding the situation and development of the national minority languages from a school perspective. In addition, the University College, and staff members in Roma studies, are, since the start of the year, included, within the framework of Nordplus Higher Education, in the Network for Minority Pedagogy in the Nordic region, which is led from Åbo Akademi University and also includes Stockholm University, Umeå University, UiT The Arctic University of Norway and University College South Denmark, Department of Teacher Education, Haderslev, Denmark.

In 2020 the University College arranged freestanding courses in Roma studies regarding the Romani Chib language, Roma history and antiziganism. The contract courses, aimed at Roma bridge-builders or mother tongue speakers of Romani Chib, that were given in 2012–2019 generated a great deal of engagement with more than 50 participants from different Roma groups. Even though these contract courses have not been given in 2020, a greater interest is still noticed in higher education more generally among Roma, along with a growing interest in Roma studies at the University College. Cooperation has also continued with the Central European University (CEU) in Budapest, as has the Erasmus cooperation with MF Norwegian School of Theology, Religion and Society in Oslo. During the year cooperation has been started with Roma studies at Harvard University, the European Roma Institute for Arts and Culture (ERIAN) in Berlin, the Universities of Manchester and Graz and CNRS/LACITO in Paris, all of which will be very important for the development of Roma studies at Södertörn University College.

7.1.i - Promotion of transnational exchanges, in the fields covered by this Charter, for the benefit of Romani Chib

ISOF's language adviser in Romani Chib has regular contact with universities in countries including Croatia, the Czech Republic, Germany and Serbia regarding terminology in Romani Chib. Lecturers from these countries take part in the annual language planning day about

Romani Chib arranged by ISOF. In recent years this international cooperation has also included working on drafting a style guide for Romani Chib – work being led by ISOF.

7.2 - Eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Romani Chib

See the information under the corresponding Article for Finnish.

7.3 – Promote mutual understanding between all the linguistic groups of the country. Promote the inclusion of respect, understanding and tolerance in relation to Romani Chib among the objectives of education and training Encourage the mass media to include respect, understanding and tolerance in relation to Romani Chib among their objectives

The Living History Forum has continued its commission to coordinate and follow up the national plan to combat racism, similar forms of hostility and hate crime. According to the Forum, the plan has acted as a platform for the dissemination of new knowledge and provided new contacts and collaboration forums for government agencies. The plan has also improved the conditions for further action by government agencies and civil society and has contributed to making visible the various forms of racism and similar hostility, including antisemitism, antiziganism and racism against Sami, as well as to targeted action to combat them.

The National Agency for Education and the National Board of Health and Welfare presented a report to the Government on the bridge-builder training for individuals with Roma language and cultural skills held in the period 2016 to 2019 (Ku 2016/00995). The two agencies make the assessment, after three years, that the bridge-builder training at Södertörn University College and the bridge-builder activities in the municipalities are important initiatives for Roma inclusion even though the number of participants has been limited. The National Agency for Education presented a report on this commission on 1 March 2021.

Media have an important role in making the national minorities visible and can, by doing so, contribute to respect and understanding between different language groups. Media also fill an important function by reporting on various events concerning the national minorities. The public service broadcasters – SR, SVT and UR – have a particularly great responsibility. The broadcasts of the public service broadcasters in the national minority languages help to make the linguistic minorities visible to the general public. In the latest broadcasting licence period, broadcasts in Romani Chib increased from 423 hours in 2013 to 540 hours in 2019, of which around 440 hours were radio broadcasts.

In 2019 the Government decided, in line with the direction laid down by the Riksdag, on new broadcasting licences for the three public service broadcasters (Govt Bill 2018/19:136). The new licences are for the period 2020–2025. Against the background of the ongoing development of the media with more people accessing radio and TV via various internet-based platforms, some changes have been made to the conditions regarding broadcasts in the national minority languages. Instead of focusing solely on the total volume of programming, more attention is given both to the quality of the programming and to the supply of new

programming, called first broadcasts and first publications. The broadcasters' first broadcasts and first publications of programmes in Romani Chib are to increase in the licence period 2020–2025 compared with 2019 levels.

The broadcasters make annual reports of the volume of their radio and TV programming, including programming in the minority languages, in what are called public service reports. In March 2021 the broadcasters submitted their first reports regarding the new broadcasting licences. Their reports show that a total of 546 hours were broadcast in Romani Chib in the terrestrial network in 2020. During the year SVT broadcast a total of 80 hours in Romani Chib in the terrestrial network, SR broadcast a total of 446 hours in Romani Chib in the terrestrial network, and UR broadcast a total of 20 hours in Romani Chib in the terrestrial network in both TV and radio. A total of 191 of these hours were first broadcasts.

The broadcasters have produced a joint index to measure how the total programming in the languages has developed in relation to their licence conditions. As regards the Romani Chib language we can see some increase between 2019 and 2020 in terms of both aggregate programming and first broadcasts.

The Swedish Film Institute distributes support for the production and distribution of Swedish film and for some drama production for TV. This support can also be awarded to productions in the national minority languages. In 2019 and 2020 the Swedish Film Institute also provided special funding for 10 short films in the national minority languages. The purpose of this support is to promote films partly or wholly containing one of the national minority languages, thereby broadening the picture of Sweden and Sweden's national minorities. Two short films in Romani Chib have received support.

7.4 - Take into consideration the needs and wishes expressed by the groups which use Romani Chib Establish a body for the purpose of advising the authorities on all matters pertaining to Romani Chib

See the information under the corresponding Article for Finnish.

Recommendations regarding Romani Chib

Recommendations from the Committee of Ministers

1. Take measures to include language as a ground for discrimination in the Discrimination Act

See the information under the corresponding recommendation for Finnish.

- 2. Strengthen education of or in all minority languages by adopting a comprehensive and structured approach based on the needs of the speakers and according to the situation of each of the minority languages**

See the information under the corresponding recommendation for Finnish.

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

See the information under the corresponding recommendation for Finnish.

- 4. Develop a system of teacher training according to the needs of the speakers and to the situation of each of the minority languages**

See the information under the corresponding recommendation for Finnish.

- 5. Establish language centres for all regional or minority languages, similar to those that already exist for Sami**

The Institute for Language and Folklore (ISOF) has presented proposals for the establishment of language centres, as a commission from the Government. Its report, which was presented in 2019, proposes setting up a language centre for Romani Chib Stockholm. A consultation has been held on the report, which is being processed in the Government Offices.

Recommendations for immediate action for Romani Chib from the Committee of Experts

- a. Take action and report on any steps taken to implement the proposals of the inquiry on national minority languages at school, in co-operation with Romani Chib speakers**

See the information under Article 7.1.c for Finnish.

- b. Take measures to develop a structured policy concerning teacher training at all education levels, in cooperation with Romani Chib speakers**

See information under recommendation 5 for Finnish and Article 7.1.h.

- c. Provide information about the steps taken to create and implement the intended action plan for the promotion of the Romani languages**

See the information reported under the corresponding recommendation e. for Finnish.

- d. Extend the grounds set out in the Discrimination Act so as to cover explicitly discrimination based on language**

See the information under recommendation 1 for Finnish.

Further recommendations for Romani Chib from the Committee of Experts

- e. Make adequate provision to establish a language centre for Romani**

See the information under recommendation 5 above

f. Ensure that grants from the Swedish National Council of Adult Education are made available in subsequent years with a view to allowing Agnesberg Folk High School to provide continuing education in Romani

By law it is the Swedish National Council of Adult Education that has the task of examining questions concerning the distribution of government grants between folk high schools and other recipients. It is the Council that decides which folk high schools that can access government grants to liberal adult education under the Ordinance on Government Grants to Liberal Adult Education (2015:218). It is also the Council that follows up and examines activities linked to the government grant. The Council is able to demand repayment of a government grant if it has been granted on an incorrect basis or if the funds have not been used for the purpose for which they were granted.

At present legal proceedings are under way as the Council has decided to withdraw the right of the Intercultural Folk High School (Agnesberg Folk High School) to government grant and to demand repayment of incorrectly used grant paid to it. The decision has been appealed and the matter is being processed by the Administrative Court in Stockholm.

g. Strengthen the position of Romani in broadcasting

See the information under Article 11.

h. Promote the establishment of library services for Romani following the national strategy for libraries

See the information under recommendation k. Finnish.

IV. SAMI

Measures under this section are mainly reported under the corresponding Article for Finnish. Any information that is specific to Sami is reported below.

Article 7 – Objectives and principles

7.1.a - Recognise Sami as an expression of cultural wealth

Sami, which is also an indigenous language, has long been spoken in Sweden, and today it is one of the more visible minority languages. There are five main varieties (the Sami Parliament prefers them to be called five Sami languages) that are spoken in the Swedish part of Sápmi, the Sami region: North, Lule, Pite, Ume and South Sami. All these varieties have standardised orthographies, and today there is a great demand for literature and media in Sami. SVT and SR have regular broadcasts in the language. As regards all five varieties, a language shift process has been under way for a long time. The survival of the Sami language is closely linked to the Sami's traditional industries and their culture.

It is the Sami Parliament that is responsible for language planning and language work for Sami. One way in which this is done is through the Sami Language Centre, which has conducted successful revitalisation work for South Sami since 2010. The Sami Language Centre is a cohesive and proactive motor in language revitalisation work. The Language Centre strengthens empowerment and provides a natural rooting in the linguistic group. As a commission from the Government, the Sami Parliament presented a proposal in 2020 for an action programme for preservation of the Sami languages. The purpose of the coming action programme is to promote the possibility for the Sami varieties in the Swedish part of Sápmi to be revitalised and live on as living languages. The proposals are intended to take an integrated approach to the survival of the Sami language and turn the negative linguistic development around. The Sami Parliament has also proposed an expansion of the activities of the Language Centre to more places, both in the area for North Sami and in that for Lule and Pite Sami. The assessment made is that more speakers and language bearers can be reached through a more local base for its activities. A consultation has been held on the Sami Parliament's proposal, which is now being processed in the Government Offices.

The Sami Parliament is responsible for Sami language planning but the language policy mandate of the Institute for Language and Folklore (ISOF) includes providing information about the Sami as a national minority and Sami as a national minority language. ISOF staff give lectures on and provide information about minority policy in various contexts.

7.1.b - Ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Sami

See the information under the corresponding Article for Finnish.

7.1.c - Resolute action to promote Sami

The Sami Education Board has been given a reinforcement of SEK 6 million for 2021 and 2022 and of SEK 4 million as of 2023 in its appropriation directions from the Government. The funding is to be used in the Board's work on integrated teaching and to reinforce the production of teaching material in Sami.

7.1.d - Facilitation and/or encouragement of the use of Sami, in speech and writing, in public life (education, judicial authorities, administrative authorities and public services, media, cultural activities and facilities, economic and social life, transfrontier exchanges) and private life

In 2018 the Institute for Language and Folklore (ISOF) was commissioned by the Government to review the need for action to gather, preserve and conduct scholarly studies on archive material linked to the indigenous people the Sami and the Sami languages, and to do so in collaboration with the Sami Parliament, after consultation with Sami organisations. The commission included reviewing whether a clarification was needed of state responsibility for Sami cultural heritage. ISOF and the Sami Parliament chose to present different proposals in their joint report on the commission in June 2019. The Sami Parliament's proposals included giving the Sami Parliament the task of gathering, preserving, conducting scholarly studies on and spreading knowledge and material about the Sami language and Sami dialects, folklore, folk music and names in Sweden. ISOF's proposals included clarifying state responsibility for Sami cultural heritage by giving the Sami Parliament resources to build up archive skills at the Sami Parliament and by giving resources to cultural heritage agencies that have Sami material integrated in their collections so as to enable them to digitalise archive material linked to the indigenous people the Sami and the Sami languages. The proposals are being processed in the Government Offices.

Various types of Sami material are integrated in the archive collections in Uppsala and Umeå; this material is preserved in a great variety of forms including recordings, documentary records and collections of words and names that together give a rich picture of Sami culture. The written collections and the library from the division in Umeå are still held locally and are currently being stored in the premises of the city archive. This material is supervised and made available in collaboration with Västerbotten County Museum and the Popular Movement Archive in Västerbotten and is regulated in a collaborative agreement. ISOF staff also participate in various types of public events (for example the Sami Week and individual lectures) at the Museum to spread knowledge about the archive collections.

The sound material from Umeå is placed in the authority's climate archive in Uppsala; this is to ensure its preservation now that digitalisation has been completed. All sound recordings therefore exist in digital form, available to researchers and the public, wherever they are in the country. The sound material is in great demand, and is also made available via the authority's website.

In 2020 projects focusing on language and culture linked to Sami received grants through the revitalisation funding distributed by ISOF. The projects often include cultural expressions,

but their focus is on language revitalisation. The projects include Sáminuorra, a mentorship programme for Sami young people (see below for more information) and Staaren siebrie, language meetings in South Sami for all ages, arranged by the Sami association in Östersund.

To contribute to turning round the negative trend of language shifting to Swedish, the starting point for the Sami Language Centre is to get speakers of the languages and everyone else who is a bearer of Sami in some way to increase their use of the languages. A number of initiatives and measures taken by the Sami Language Centre in 2020 have contributed to slowing down the negative language development and being able to turn it round in the longer term. In 2020 the Sami Language Centre celebrated its 10th anniversary, and to mark it a digital language day was held on 5 November 2020. During the day knowledge about the work done during the decade was communicated through lectures, as were examples of the personal language development of individuals and the methods developed for revitalisation.

To stimulate and encourage more young people to use Sami, the Sami Language Centre has initiated and started a mentorship programme in cooperation with Sáminuorra (a Sami youth organisation) with some financing from ISOF. The mentor programme is based on a method for language transfer between mentor and mentee. The aim is to create new and more speakers, while also indirectly strengthening the important role of the mentor as a model and language bearer.

The Sami Language Centre has developed various language tools to contribute to strengthening Sami speakers and language bearers on the occasions when language choices are made. One is an AGM phrase book in three Sami languages launched in 2021 that is intended to contribute to more people daring to use Sami at meetings.

Over a number of years the Sami Language Centre has also planned and held 'language bath camps' along with the Sami Education Board for pupils in Years 5 and 6 so as to increase and develop their communicative ability in Sami. In 2020 this activity was cancelled on account of the COVID-19 pandemic. The focus has instead been on a digital further training day at which good examples and challenges were presented by each language bath's group of teachers. Since the language baths were cancelled in 2020, there has also been a focus on creating enjoyable activities for the children during the Giellavahkku language week.

In order to foster multilingualism in children and to, in the process, strengthen prospective and new parents, the Sami Language Centre produced a Sami language package called Giellaskurppo. For a number of years now, the package has been distributed via the regions' child health and maternity clinics.

In cooperation with the municipalities in the administrative area for Sami, the Sami Language Centre issues invitations to place name events. The aim has been to stimulate the use of Sami place names and to increase awareness about these place names as a source of historical and linguistic knowledge. At the same time, the intention has been to arouse curiosity about and

interest in Sami through conversations about and information relating to place names, thereby providing a way in for individuals to continue learning the language. The assessment made is that place name events are popular and contribute to making the languages visible and indirectly to strengthening Sami speakers by increasing their knowledge of their linguistic cultural heritage.

In 2020 the National Board of Health and Welfare has had a commission to implement the Minorities Act at the Board and to develop long-term forms for continuously following the situation of the national minorities in the Board's area of responsibility. The Board has, for example, translated information into Sami for health care staff, including in connection with the COVID-19 pandemic.

The National Board of Health and Welfare has held eight consultations with the minorities and has interviewed the regions in the administrative areas. Along with the minorities the Board has concluded that the action it will take will include following up bearers of obligations in municipal care of older people. This follow-up will cover languages, cultural skills and ways of treating people; representatives of the minorities will be involved in the whole process from drafting questions to analysing results and potentially proposing action.

The share of care homes for older people that are able to provide health and social care for people speaking Sami is 1% nationally and 7% in the administrative municipalities, according to the National Board of Health and Welfare's report on action based on the objectives of minority policy in 2020.

7.1.e - Maintenance and development of links in the fields covered by Charter between groups using Sami. Establishment of cultural relations with other linguistic groups

See the information under the corresponding Article for Finnish.

The Sami Parliament distributes grants to organisations representing the indigenous people the Sami. In 2020, around SEK 1.4 million was distributed to 72 organisations. The purpose of the grant is to support activities for the organisations that represent Sami in the area of minority policy.

7.1.f - Provision of forms and means for the teaching and study of Sami at all appropriate levels

See the information under the corresponding Article for Finnish.

7.1.g - Provision of facilities enabling non-speakers of Sami (including adults) to learn the language

See the information under the corresponding Article for Finnish and Article 7.1.d for Sami above.

7.1.h - Promotion of study and research on Sami at universities or equivalent institutions

See the information under Article 8.1.eiii below.

7.1.i - Promotion of transnational exchanges for Sami fields covered by this Charter, for the benefit of the Sami

Sámi Giellagáldu / Sáme Giellagálldo /Saemien Gielegaaltije [*The Nordic Resource Centre for the Sámi Languages*] is the common joint Nordic language cooperation body that has the task of conducting language planning and standardisation for the Sami languages. The body has been formed by the Sami Parliaments in Sweden, Norway and Finland and is attached to the Sámi Parliamentary Council (SPC). The Sami Parliaments have worked for a long time on designing an organisational form for Sámi Giellagáldu with a common leadership and activities in which there are language workers in Finland, Norway and Sweden. In its work, Sámi Giellagáldu starts from the special needs and challenges of each language group regarding standardisation and terminology work so as to preserve, strengthen and develop Nordic Sami language cooperation. Sámi Giellagáldu also conducts information activities and provides advice and guidance for language users in language matters. The common language cooperation in Sámi Giellagáldu is of great importance if the Sami languages are not to develop in different directions in the different countries.

The Sami Language Centre is doing extensive work along with the Divvun group at the Arctic University of Norway in Tromsø on building up digital word databanks on Termwiki and the satni.org website. The new words standardised become directly available to the public via these word banks.

SVT Sápmi and Sameradion, which are the Sami parts of the public service broadcasters SVT and SR cooperate actively with their Finnish (YLE) and Norwegian (NRK) counterparts concerning Sami programming. In particular SVT, YLE and NRK produce the Sami news programme *Ođđasat* jointly.

During the UN international Year of Indigenous Languages (IYIL2019) cooperation was initiated between the Sami Parliaments in Finland and Norway on a Sami language week – *Giellavahkku* 2019. Thanks to the positive experience of the arrangement in 2019, a new *Giellavahkku* was also held in 2020. During the week a large number of activities were held in order to raise the Sami languages and make them visible, and information about events in the whole of the Sami region was published on the common website *giellavahko.no*. In conjunction with the Sami language week, municipalities, regions and non-profit organisations were encouraged to hold their own theme weeks and arrange various language activities by themselves. Local initiatives were also carried out, such as storytimes at libraries and Sami-themed features at schools, preschools and care homes for older people. During *Giellavahkku*, the Sami Language Centre held five digital language evenings, one North Sami, one Lule Sami, one Pite Sami, one Ume Sami and one South Sami. *Giellavahkku* is judged to have had a positive impact on the status of Sami and contributes to making the Sami languages visible locally and nationally, thereby indirectly strengthening Sami speakers and language bearers.

7.2 - Eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Sami

See the information under the corresponding Article for Finnish.

7.3 – Promote mutual understanding between all the linguistic groups of the country Promote the inclusion of respect, understanding and tolerance in relation to Sami among the objectives of education and training Encourage the mass media to include respect, understanding and tolerance in relation to Sami among their objectives

Media have an important role in making the linguistic minorities visible and can, by doing so, contribute to respect and understanding between different language groups. Media also fill an important function by reporting on various events concerning the national minorities. The public service broadcasters – Sveriges Radio (SR), Sveriges Television (SVT) and Sveriges Utbildningsradio (UR) – have a particularly great responsibility. The broadcasts of the public service broadcasters in the national minority languages help to make the linguistic minorities visible to the general public. In 2020, 1 614 hours in Sami were sent in broadcasts in the terrestrial network. Overall, public service programming has also to be characterised by adult educational ambitions and UR has a special responsibility for offering programming aimed at both education for children and young people and at adult education, study associations and folk high schools. In 2020, UR has made a particular effort to raise the quality of its language productions. UR's language reinforcement programming should not only be in the languages but should be linked, as far as possible, to their cultural and historical context. The programmes should also be able to be identity enhancing, which contributes to learning and increases the possibility for a user to absorb programme content. One programme offered in Sami by UR is *Sámi jurdagat* (target group upper secondary school), a pod in which young voices from Sápmi are heard in North Sami.

7.4 - Take into consideration the needs and wishes expressed by the groups which use Sami Establish a body for the purpose of advising the authorities on all matters pertaining to Sami

See the information under the corresponding Article for Finnish about the obligation of the public institutions to consult.

The Government has announced that a system of government grants similar to that for the other minorities will also be introduced for Sami organisations. Sami youth organisations can also apply for grants for organisation via the Swedish Agency for Youth and Civil Society (MUCF).

ARTICLE 8 – Education

8.1.iii - Make available pre-school education in Sami or a substantial part of pre-school education in Sami at least to those pupils whose families so request and whose number is considered sufficient

See the information under the corresponding Article for Finnish.

8.1.biv - Make available primary education in Sami, a substantial part of primary education in Sami or teaching of Sami as an integral part of the curriculum at least to those pupils whose families so request and whose number is considered sufficient

See the information under the corresponding Article for Finnish.

8.1.civ - Make available secondary education in Sami, a substantial part of secondary education in Sami or teaching of Sami as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient

See the information under the corresponding Article for Finnish.

8.1.div - Make available technical and vocational education in Sami, a substantial part of technical and vocational education in Sami or teaching of Sami as an integral part of the curriculum at least to those pupils who so wish in a number considered sufficient

As regards upper secondary school, there is the vocational education programme for Sami industries; this is a vocational programme with national recruitment, its own qualitative targets and a programme structure adopted at national level. Unfortunately, the education has attracted very few students and has therefore not been arranged for several years. One upper secondary school, Lapplands gymnasium, also offers a special variant of the social sciences programme with a Sami profile. This education contains courses in Sami, Sami history, Sami crafts and entrepreneurship. However, the social sciences programme is a higher education preparatory programme.

8.1.eiii - Encourage and/or allow the provision of university or other forms of higher education in Sami or of facilities for the study of Sami as a university or higher education subject

In its annual report for 2020, Umeå University, which has had the commission of arranging the subject teacher programme in Sami, writes that since 2016 Sami is only offered as freestanding courses at a distance with a possibility of adding supplementary teaching practice training, i.e. the five-year subject teacher programme in Sami no longer exists. The supplementary teaching practice training is given at a distance, which works well for the intended target group, which is spread over a large geographical area. There are students on the freestanding courses in both North Sami and South Sami. Two students who have been allowed to count credits for previous studies in North Sami and Lule Sami are completing M.Ed. degrees as subject teachers in 2020. The University also states that its teaching staff in Sami has been expanded through two full-time appointments – one as a senior lecturer in Sami culture and one as a lecturer in language education specialising in Sami, especially North Sami. At Umeå University there are currently seven teachers specialising in three different Sami languages and Sami culture. Four of them have doctorates. However, the environment is still vulnerable since there is only one teacher in two of the languages.

Umeå University is cooperating with higher education institutions in Norway especially, but also in Finland, that conduct teaching and teacher education in Sami, including within the framework of the Indigenous Pedagogy in Teacher Education (IPED) network. A research project on the importance of play for language development includes practising subject language teachers of Sami.

8.1.fiii - Favour and/or encourage the offering of Sami as a subject of adult and continuing education

See the information under the corresponding Article for Finnish.

8.1.g -Ensure the teaching of the history and the culture which is reflected by Sami

See the information under the corresponding Article for Finnish.

8.1.h - Provide the basic and further training of teachers of (in) Sami

See information under Article 8.1.eiii.

8.1.i - Set up a supervisory body responsible for monitoring the progress achieved in the teaching of Sami and for making periodic public reports of their findings.

The Swedish Schools Inspectorate has been commissioned by the Government to take action to promote matters concerning the national minorities and the minority languages on the basis of the Act on National Minorities and Minority Languages (2009:724) and the objective, including the three component areas, of minority policy. The Swedish Schools Inspectorate has to follow up, analyse and report on the action it takes. In its report on its minority policy commission for 2020 (Swedish Schools Inspectorate, reg no 2021:44) the Inspectorate gives an account of its report containing from thematic supervision regarding the right to mother tongue tuition of the national minority languages in Years 7–9. One finding of its supervision was that 22 out of 25 organisers had shortcomings in their offer. The Inspectorate also gives an account of its regular supervision regarding the right to mother tongue tuition and its follow-up of supervision regarding the Sami Education Board's schools. Its commission for 2021 has to be reported to Stockholm County Administrative Board and the Sami Parliament, with a copy to the Government (Ministry of Education and Research), by 15 November 2021.

8.2 - In territories other than those in which Sami is traditionally used, allow, encourage or provide teaching in or of Sami at all the appropriate stages of education

See the information under the corresponding Article for Finnish.

ARTICLE 9 – Judicial authorities

See the information under the corresponding Article for Finnish.

ARTICLE 10 – Administrative authorities and public services

See the information under the corresponding Article for Meänkieli and Finnish.

ARTICLE 11 – Mass media

Measures under this Article are mainly reported under the corresponding Article for Finnish.

11.1.iii - Make provision so that public broadcasters offer radio and television programmes in Sami

Programming in the national minority languages is a central part of the mandate of the public service broadcasters, SR, SVT and UR. In the latest licence period for public service, broadcasts in Sami increased from 1 490 hours in 2013 to 1 611 hours in 2019, of which around 1 400 hours were radio broadcasts.

The broadcasters make annual reports of the volume of their radio and TV programming, including programming in the minority languages, in what are called public service reports. In March 2021 the broadcasters submitted their first reports regarding the new broadcasting licences. Their reports show that a total of 1 614 hours were broadcast in Sami in the terrestrial network in 2020. During the year SVT broadcast a total of 161 hours in Sami in the terrestrial network, SR broadcast a total of 1 432 hours in Sami in the terrestrial network, and UR broadcast a total of 21 hours in Sami in the terrestrial network in both TV and radio. A total of 834 of these hours were first broadcasts.

The broadcasters have produced a joint index to measure how the total programming in the languages has developed in relation to their licence conditions. As regards the Sami language we can see some increase between 2019 and 2020 in terms of both aggregate programming and first broadcasts.

11.1.d - Encourage and/or facilitate the production and distribution of audio and audiovisual works Sami

In 2020, 834 hours of first broadcasts were reported in Sami.

11.1.ei - Encourage and/or facilitate the creation and/or maintenance of at least one weekly or daily newspaper in Sami

There is no daily newspaper Sami, but there are periodicals in Sami. The state subsidy to the daily press contains special relaxations to make it easier for newspapers in Sami and news media aimed at Sami to meet the requirements for support.

As stated in Sweden's previous report, press subsidies can be given for daily newspapers aimed at linguistic minorities. The relaxations of the criteria for press subsidy that apply to newspapers in Finnish, Sami and Meänkieli and that was described in Sweden's previous report are still in place.

A new technology-neutral operational subsidy for public news media entered into force on 1 February 2019, as is described above in the section on Finnish. There are relaxations of the criteria for the subsidy to make it easier for media aimed at the national minorities to meet the requirements for the subsidy.

In 2020 a special crisis subsidy has been aimed at the media industry on account of the spread of the disease COVID-19; it has corresponding relaxations for news media aimed at the national minorities, as described above in the section on Finnish.

The Swedish Arts Council also allocates funding for the production of cultural periodicals in the national minority languages or aimed at the national minorities, including for periodicals in Sami.

11.1.fii - Apply existing measures for financial assistance also to audiovisual productions in Sami

There is no state support for TV production in Sweden over and above the funding allocated to public service broadcasting.

The Swedish Film Institute distributes support for the production and distribution of Swedish film and for some drama production for TV. This support can also be awarded to productions in the national minority languages. In 2019 and 2020 the Swedish Film Institute also provided special funding for 10 short films in the national minority languages. The purpose of this support is to promote films partly or wholly containing one of the national minority languages, thereby broadening the picture of Sweden and Sweden's national minorities. Two short films in Sami have received support. In addition, the Swedish Film Institute has provided support for a long documentary in Sami

ARTICLE 12 – Cultural activities and facilities

12.1.a - Encourage production, reproduction and dissemination of cultural works in Sami

The annual report of the Swedish Arts Council for 2020 states that a survey, with a Norwegian organiser, has been conducted of how Sami culture is financed in Sweden, Norway and Finland. The survey is part of the cooperation between the Sami Parliaments in the three countries, the Swedish Arts Council, the Arts Promotion Centre Finland (Taika) and the Sami Council.

The Sami Language Centre has organised a writing competition in cooperation with the foundation Stiftelsen Gaaltje, as the project owner, and Region Jämtland Härjedalen; the aim of the competition, called Luste tjaeledh, is to stimulate writing and promote interest in, and the reading of, South Sami literature. All contributions submitted were included in an anthology with the purpose of increasing the publication of books in Sami.

Polarbibblo is run by Norrbotten Regional Library in cooperation with the public libraries in Norrbotten. In 2020 Polarbibblo has upgraded its website polarbibblo.se. The intention is establish a centre for children's storytelling and creativity in Sami, Meänkieli and Swedish. Polarbibblo.se welcomes children and young people to write fairytales, stories, poetry and book tips in Sami and other languages that are then edited and published on the website.

In 2020 the Sami Parliament was allocated SEK 4 million to use specifically as crisis support to Sami culture on account of the consequences of the COVID-19 pandemic.

12.1.b - Foster access in other languages to works produced in Sami by aiding and developing translation, dubbing, post-synchronisation and subtitling

The Swedish Film Institute is able to grant support aimed at national minorities regarding dubbing, for instance. In 2020 the Swedish Film Institute financed dubbing to South Sami of a newly produced animated feature film *Mamma Mu hittar hem – Muahra Mu gáatan gaavna*. The film has its première in 2021 in South Sami, North Sami and Swedish.

12.1.c -Foster access in Sami to works produced in other languages by aiding and developing translation, dubbing, post-synchronisation and subtitling

Sami society has a great deal in common with other indigenous people societies. During Sámiedigge's language conference in Julevu in 2019 there was a panel conversation with invited guests from Australia and a Sami expert group called Verddet that had worked with Disney ahead of the film *Frost 2/Jikŋon 2*. The panel conversation was about how indigenous people can work to get a rightful place and how important it is that they are portrayed in the right way on TV and in films and other media.

Ahead of Christmas 2020, SVT presented *Selma máinnas/Selmas story*, dubbed in North Sami. *Selmas saga* was SVT's pre-Christmas advent calendar-based series in 2016 but was transformed after an adaptation into four half-hour long children's programmes.

12.1.d-h and 12.2

See the information under the corresponding sections for Finnish

ARTICLE 13 – Economic and social life

Here reference is made to previous reports.

ARTICLE 14 – Transfrontier exchanges

See the information under Article 7.1.i for Finnish and Sami.

Recommendations regarding Sami

Recommendations from the Committee of Ministers

1. Take measures to include language as a ground for discrimination in the Discrimination Act

See the information under the corresponding recommendation for Finnish.

2. Strengthen education of or in all minority languages by adopting a comprehensive and structured approach based on the needs of the speakers and according to the situation of each of the minority languages

See the information under the corresponding recommendation for Finnish.

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

See the information under the corresponding recommendation for Finnish.

- 4. Increase the amount of bilingual education available in Sami.**

See the information under the corresponding recommendation for Finnish.

- 5. Develop a system of teacher training according to the needs of the speakers and to the situation of each of the minority languages**

See the information under the corresponding recommendation for Finnish.

- 6. Establish language centres for all regional or minority languages, similar to those that already exist for Sami**

As a commission from the Government, the Sami Parliament has presented a proposal for the establishment of language centres. The report, which was presented in 2019, proposes setting up two more language centres for Sami, in Kiruna and Jokkmokk. A consultation has been held on the report, which is being processed in the Government Offices.

Recommendations for immediate action for Sami from the Committee of Experts

- a. Take action and report on any steps taken to implement the proposals of the inquiry on national minority languages at school, in cooperation with the Sami speakers**

See the information reported under Article 7.1.c for Finnish.

- b. Take measures to develop a structured policy concerning teacher training at all education levels, in cooperation with Sami speakers**

See the information under recommendation 5 for Finnish.

- c. Report on the establishment of the language centre for the other Sami languages**

See recommendation 6 above.

- d. Extend the grounds set out in the Discrimination Act so as to cover explicitly discrimination based on language**

See the information under recommendation 1 for Finnish.

Further recommendations for Sami from the Committee of Experts

- e. Set up a supervisory body in charge of monitoring the measures taken and progress achieved in establishing or developing the teaching of Sami**

See corresponding recommendation f. for Finnish.

f. Strengthen the education offer in Sami in municipalities which do not belong to the administrative area for Sami

See the information under recommendations 3 and 5 above for Finnish.

g. Promote the use of Sami in courts

See the information under Article 9 for Finnish.

h. Promote the establishment of library services for Sami following the national strategy for libraries

See the information under recommendation k. Finnish.

V. YIDDISH

Measures under this section are mainly reported under the corresponding Article for Finnish. Any information that is specific to Yiddish is reported below.

Article 7 – Objectives and principles

7.1.a - Recognition of Yiddish as an expression of cultural wealth

Yiddish is one of the smaller minority languages and has been spoken in Sweden for around 200 years. In recent years Yiddish has mainly been spoken by the older generation, but representatives say that interest in Yiddish is increasing, including among younger generations. One impediment to revitalisation and preservation measures may be the antisemitism that Yiddish speakers risk encountering. This may lead to a decrease in the will to use the language in public or to participate in teaching of the language.

The Institute for Language and Folklore (ISOF) is working in various ways to make Yiddish visible. The Institute gives advice and recommendations about Yiddish to authorities and the public. ISOF arranges reference group meetings where representatives of Yiddish speakers exchange knowledge and experience. ISOF participates regularly in events intended to provide information about the Yiddish language and its special status in Sweden. ISOF's language adviser in Yiddish participates regularly in the media.

Yiddish was one of the languages that ISOF examined in 2018–2019 in its inventory of libraries and health centres throughout Sweden to see what languages are represented in public spaces. Its report, which was published in December 2019, shows that the regions that belong to the administrative area for Finnish, Meänkieli and Sami in northern Sweden are also better at making Romani Chib and Yiddish visible.

7.1.b - Ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of Yiddish

Even though there is no system of administrative areas for Yiddish, there has, since 2019, been an obligation for all municipalities and regions in the country to adopt objectives and guidelines for their minority policy work. The intention of this provision, which is set out in the Act on National Minorities and Minority Languages, is that municipalities and regions will have to take decisions on how to conduct their minority policy work. According to the legislative history of the Act, their objectives and guidelines should be designed in consultation with the national minority. In the case of municipalities and regions not included in an administrative area, there is also an obligation to consult and an obligation to offer care of older people, provided that they have access to staff who have a command of the languages.

7.1.c - Take resolute action to promote Yiddish

In 2020 funding from ISOF's revitalisation grant went to projects focusing on Yiddish. They include the project of the Jewish Association in Malmö on a "Map guide to Malmö's Jewish

history in Yiddish” and the project of the Jewish Congregation in Gothenburg on ”Yiddish in Relle”. In 2021, ISOF arranged a conference for mother tongue teachers of Romani Chib, Yiddish and Meänkieli (see the corresponding article for Meänkieli).

7.1.d - Facilitate and/or encourage the use of Yiddish in speech and writing in public life (education, judicial system, administrative authorities and public services, media, cultural activities and facilities, economic and social conditions, transfrontier exchanges) and private life

ISOF provides advice and recommendations for authorities and the public regarding terminology in Yiddish. The development of new terms in Yiddish is necessary to enable the language to be used in public. In 2020, ISOF published a printed Yiddish-Swedish-Yiddish dictionary. The dictionary will be available in digital format in 2021.

As stated in Sweden’s previous report, press subsidies can be given for daily newspapers aimed at linguistic minorities. A new technology-neutral operational subsidy for public news media entered into force on 1 February 2019, as is described above in the section on Finnish, 11.1.ei. There are relaxations of the criteria for the support to make it easier for media aimed at the national minorities to meet the requirements for the subsidy. These relaxations cover news media aimed at all national minorities under the Act on National Minorities and Minority Languages (2009:724). In 2020 a special crisis subsidy has been aimed at the media industry on account of the spread of the disease COVID-19; it has the same relaxations for news media aimed at the national minorities.

7.1.e - Maintenance and development of links in the fields covered by Charter between groups using Yiddish Establishment of cultural relations with other linguistic groups

See the information under the corresponding Article for Finnish.

7.1.f - Provision of forms and means for the teaching and study of Yiddish at all appropriate levels

See the information under the corresponding Article for Finnish.

7.1.g - Provision of facilities enabling non-speakers of Yiddish (including adults) to learn the language

See the information under the corresponding Article for Finnish. Otherwise, reference is made to information in previous reports.

7.1.h - Promotion of study and research on Yiddish at universities or equivalent institutions

Ahead of 2021, Lund University received a new commission in its appropriation directions from the Government to the effect that the University is to work in the direction of teacher education specialising in Yiddish.

In its appropriation directions until and including 2020, Lund University had the commission of offering education in Yiddish. In its annual report for 2020, Lund University reports that 7

courses in Yiddish were offered in 2020. There were 74 applicants, and a total of 23 individuals took part in at least one of the courses.

7.1.i - Promote appropriate transnational exchanges for Yiddish fields covered by this Charter

ISOF's language adviser in Yiddish has regular contact with universities and other institutions in other countries in language policy and linguistic science matters relating to Yiddish. ISOF's language adviser participates regularly in international conferences and seminars on and in Yiddish in Europe.

7.2 - Eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Yiddish.

See the information under the corresponding Article for Finnish.

7.3 – Promote mutual understanding between all the linguistic groups of the country. Promote the inclusion of respect, understanding and tolerance in relation to Yiddish among the objectives of education and training. Encourage mass media to include respect, understanding and tolerance in relation to Yiddish among their objectives.

Media have an important role in making the linguistic minorities visible and can, by doing so, contribute to respect and understanding between different language groups. Media also fill an important function by reporting on various events concerning the national minorities. The public service broadcasters, SR, SVT and UR, have a particularly great responsibility. The broadcasts of the public service broadcasters in the national minority languages help to make the linguistic minorities visible to the general public.

In the broadcasting licences for the period 2014–2019 Yiddish was not covered by the annual increase condition. The broadcasters' programming in Yiddish is also very small, only a few hours per year. In the new permits for the period 2020–2025, Yiddish has, unlike before, a status corresponding to that of the other national minority languages. Considering that there was no requirement in the previous licence period of an increase in programming in Yiddish, all Yiddish-language programming is covered by a requirement of an increase in the coming licence period. Aggregate programming in Yiddish therefore has to increase in licence period 2020–2025 compared with the level reached at the end of 2019.

The broadcasters make annual reports of the volume of their radio and TV programming, including programming in the minority languages, in what are called public service reports. In March 2021 the broadcasters submitted their first reports under the new broadcasting licences. Their reports show that a total of 19 hours were broadcast in Yiddish in the terrestrial network in 2020. During the year SVT broadcast a total of 4 hours in Yiddish in the terrestrial network, SR broadcast a total of 9 hours in Yiddish in the terrestrial network, and UR broadcast a total of 5 hours in Yiddish in the terrestrial network in both TV and radio. A total of 9 of these hours were first broadcasts.

The broadcasters have produced a joint index to measure how the total programming in the languages has developed in relation to their licence conditions. Even though the total

broadcasting time in Yiddish is much lower than for the other national minority languages, there has been an increase between 2019 and 2020 in terms of both aggregate programming and first broadcasts in the language.

The Swedish Film Institute distributes support for the production and distribution of Swedish film and for some drama production for TV. This support can also be awarded to productions in the national minority languages. In 2019 and 2020 the Swedish Film Institute also provided special funding for 10 short films in the national minority languages. The purpose of this support is to promote films partly or wholly containing one of the national minority languages, thereby broadening the picture of Sweden and Sweden's national minorities. Two short films in Yiddish have received support.

The Jewish Museum has continued its work on upholding and making available Jewish culture in Sweden. Swedish-Jewish history and cultural heritage are exhibited at the new premises of the Jewish Museum in Stockholm's Old Town, and the Museum cooperates with a number of actors, including several county museums, in these matters, The Government has recently reinforced the funding of the Museum by SEK 2 million per year.

7.4. Take into consideration the needs and wishes expressed by the groups which use Yiddish. Establish a body for the purpose of advising the authorities on all matters pertaining to Yiddish.

See the information under the corresponding Article for Finnish.

Recommendations regarding Yiddish

Recommendations from the Committee of Ministers

1. Take measures to include language as a ground for discrimination in the Discrimination Act

See the information under the corresponding recommendation for Finnish.

2. Strengthen education of or in all minority languages by adopting a comprehensive and structured approach based on the needs of the speakers and according to the situation of each of the minority languages

See the corresponding recommendation for Finnish. See also the reply to recommendation a. for Finnish from the Expert Committee, as well as information about the special commission to Lund University for Yiddish.

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

See the information under the corresponding recommendation for Finnish.

4. Develop a system of teacher training according to the needs of the speakers and to the situation of each of the minority languages

See the information under the corresponding recommendation for Finnish.

5. Establish language centres for all regional or minority languages, similar to those that already exist for Sami

The Institute for Language and Folklore (ISOF) has presented proposals for the establishment of language centres, as a commission from the Government. Its report, which was presented in 2019, proposes setting up a language centre for Yiddish in Stockholm. A consultation has been held on the report, which is being processed in the Government Offices.

Recommendations for immediate action for Yiddish from the Committee of Experts

a. Take action and report on any steps taken to implement the proposals of the inquiry on national minority languages at school with regards to teaching in/of the Yiddish language

See the information under the corresponding recommendation for Finnish.

b. Inform about the steps taken to create and implement the intended action plan for the promotion of the Yiddish language

See the information under the corresponding recommendation e. for Finnish.

c. Extend the grounds set out in the Discrimination Act so as to cover explicitly discrimination based on language

See the information under recommendation 1 for Finnish.

Further recommendations for Yiddish from the Committee of Experts

d. Make adequate provision to establish a language centre for Yiddish

See the information under recommendation 5 above.

e. Ensure that grants from the Swedish National Council of Adult Education are made available in subsequent years with a view to allowing Paideia Folk High School to provide continuing education in Yiddish

By law it is the Swedish National Council of Adult Education that has the task of examining questions concerning the distribution of government grants between folk high schools and other recipients. It is the Council that decides which folk high schools that can access government grant to liberal adult education under the Ordinance on Government Grants to Liberal Adult Education (2015:218). Paideia Folk High School receives a government grant from the Swedish National Council of Adult Education.

f. Promote the establishment of library services for Yiddish following the national strategy for libraries

See the information under recommendation k. for Finnish.