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EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES

Ninth periodical report
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in accordance with Article 15 of the Charter

SWEDEN

Sweden's 9th Report to the Council of Europe under the European Charter for Regional or Minority Languages



Foreword

Last year, 2025, marked 25 years of work with Sweden's minority policy. Furthermore, 250 years of Jewish life was celebrated in events across the country, with special assignments being given to several government agencies.

The Swedish Government has decided on a number of measures to prevent and combat racism and hate crimes, and this work is continuing based on a new National Action Plan. In 2025, a national strategy was also adopted to strengthen Jewish life and combat antisemitism. Work with minority policy is an integral part of ensuring respect for Sweden's international commitments on human rights.

In 2022, the Government launched a three-year action programme for the preservation and promotion of the national minority languages that included multiple measures to strengthen the survival of these languages. The Government has also provided the language centres for the national minority languages with more long-term preconditions.

In order to support influence and consent, a new Act on consultation in matters concerning the Sami people was introduced in 2022. The Act is based on the principle of free, prior and informed consent (FPIC).

In 2023, the final report of the Truth and Reconciliation Commission for Tornedalians, Kvens and Lantalaïset was presented. The Government has a continuous dialogue with the minority on measures for reconciliation. The final report of the Sami Truth Commission is expected in 2026, which will highlight the Sami people's experiences, disseminate knowledge and propose measures for reconciliation.

Sweden takes its international obligations very seriously and the Government welcomes the constructive dialogue with the Council of Europe as a part of a systematic and continuous monitoring. Sweden also encourages its national minorities to contribute additional perspectives by submitting their comments and views to the Council of Europe.

Parisa Liljestrand

Minister of Culture

Organisation of the report

The report follows the articles of the Language Charter that Sweden has ratified. The recommendations of the Committee of Ministers and the Committee of Experts from the 8th reporting cycle can be found under relevant articles.

Even though there are differences between the 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. This also applies to articles with specific recommendations. Where it is possible to divide up results and measures for a specific language, this is reported under the section for that language.

1. Finnish

Measures to spread information about rights and obligations under the Charter

Since 1 January 2026, the Swedish Agency for Youth and Civil Society (MUCF) is the administrative authority for Sweden's policy of the national minorities Jews, Roma, Sweden Finns and Tornedalians, as well as the national minority languages Finnish, Meänkieli, Romani Chib and Yiddish. This task includes working towards an increased knowledge and understanding of the national minorities and their rights. MUCF is also required to systematically promote cooperation and the exchange of experiences between central government agencies, municipalities, regions and other relevant actors. MUCF's tasks are regulated in the Ordinance (2025:900) with instructions for the Swedish Agency for Youth and Civil Society, which means that MUCF's responsibilities have long-term governance. Previously, the Stockholm County Administrative Board was responsible for monitoring Sweden's minority policy. The Sami Parliament is to continue to monitor, evaluate and keep the Government informed about developments in the minority policy and the application of the Act on National Minorities and Minority Languages (2009:724) with regard to the Sami and the Sami language. Within its sphere of responsibility, the Sami Parliament is required to cooperate with MUCF in order to promote increased knowledge and understanding of the Sami people and their rights. The task includes promoting collaboration and the exchange of experiences between central government agencies, municipalities and regions, and providing advice and support to these actors.

Pursuant to Section 3 of the Act on National Minorities and Minority Languages (2009:724), municipalities and regions as well as central government administrative authorities whose activities are of significance for the national minorities or minority languages, are required to inform the national minorities about their rights and the public sector's responsibilities in respect of them. Municipalities and regions work to spread information with the support of the responsible monitoring authorities MUCF and the Sami Parliament.

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. When the ninth 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.

ARTICLE 7 – Objectives and principles

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

The national minority languages are part of Sweden's culture and common cultural heritage. The Language Act (2009:600) states that the public sector has a special responsibility to protect and promote the national minority languages, and the Act on National Minorities and Minority Languages (2009:724) states that the public sector is also to promote the national minorities' possibilities of retaining and developing their own culture in Sweden. The child's development of a cultural identity and use of their own minority language shall be promoted specially.

During the period 2022–2024, an action programme for the conservation and promotion of the national minority languages was carried out. See further information in section 7.1.c. As part of this programme, the Finnish Institute in Sweden received funding to promote Finnish language and Sweden Finn films, literature and culture.

The Swedish Arts Council distributes grants for cultural purposes to the national minorities. The grant aims to strengthen, develop or highlight the culture and cultural heritage of the national minorities and Sweden's minority languages.

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. Since their introduction in 2010 the administrative areas have grown through voluntary affiliation by municipalities and regions. In 2026, 85 municipalities and 15 regions are included in administrative areas for one or more languages. For example, in these administrative areas 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.

7.1.c Resolute action to promote Finnish

Further recommendation from the Committee of Experts: Provide information about the steps taken to create and implement the action plan for the promotion of the Finnish language.

As mentioned in previous reports, there are specific central government grants to support organisations that represent the national minorities. MUCF is responsible for distributing organisational grants to organisations representing Jews, Roma, Sweden Finns and Tornedalians. The Agency also distributes grants to strengthen and enable young people to organise.

The Government decided on temporary funding for an action programme for the preservation and promotion of the national minority languages during the period 2022–2024. The aim of the action programme was to provide a focus for strategic and long-term work even after the end of the action programme at the end of 2024. Within the framework of the action programme, a number of tasks intended to strengthen and develop the work to promote and preserve the national minority languages have been implemented by a number of government agencies and actors, including the Swedish National Council of Adult Education, the Swedish Arts Council, the Sami Parliament, the National Board of Health and Welfare and a number of higher education institutions. The action programme has contributed to the creation of a basic infrastructure for revitalising the minority languages and better conditions for their survival.

Since 2022, the Institute for Language and Folklore (ISOF) has been tasked with operating the Language Centres for Finnish, Meänkieli, Romani Chib and Yiddish. To support the activities of the Language Centres in the long term, the responsibility for Language Centres is now included in the Institute's instructions since 1 January 2026. In the period 2022–2024, ISOF had additional temporary funding for its work with language planning, and then returned to the regular level in 2025. During 2025, ISOF organised a number of language seminars, and language promoters and language advisers have spread knowledge about the national minority languages in the media. Each year ISOF distributes funding for revitalisation to organisations carrying out projects that promote the languages and cultures of the national minorities. In the period 2022–2024, there was a temporary boost in this grant.

The National Library of Sweden had a task in the period 2020–2024 to implement an initiative to make the national minority libraries into resource libraries for each language group and for Sweden's municipalities (Ku2020/02691). The final report shows that resource libraries today are functioning well, and are now considered to have the capacity to produce more support material and deal with more enquiries. The Government sets aside SEK 10 million annually through the National Library of Sweden for long-term funding of the national minorities' libraries in the form of resource libraries. The Finland Institute's library, the Jewish Library, the Nordkalott Library, the libraries in Malmö and the Sami Library are responsible for the resource libraries.

In the period 2022–2024, the Swedish Arts Council was tasked with working with literature and reading promotion measures for the national minority languages Finnish, Meänkieli, Romani Chib, Sami and Yiddish. In 2024, the Swedish Arts Council issued a special call for proposals for the promotion of reading and literature and distributed grants to a small number of projects to further strengthen the work of those minorities who have not previously been able to access as many initiatives. In its final report on the task, the Swedish Arts Council states that national minority languages and culture are an integral part of all the Swedish Arts Council's reading and literature promotion missions.

7.1.d Facilitate 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
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The Language Act (2009:600) and the Act on National Minorities and Minority Languages

(2009:724) contain provisions on the right to use minority languages. ISOF is responsible for language planning and revitalisation work for Swedish as well as the national minority languages. ISOF is also responsible for promoting human language technology development and terminology development and is responsible for the Language Centres for the national minority languages.

See information on education under Article 7.1.f–7.1.h, and Article 8.1.iii–8.2 for Finnish. See the information on the judicial authorities under Article 9 for Finnish. See the information on the media under Article 11 for Finnish. See information on cultural activities and cultural institutions under Article 12 for Finnish. See the information on the administrative authorities and public services under Article 10 for Finnish.

Transfrontier exchanges

In May 2024, a new Declaration on Nordic Language Policy was signed by the Nordic Council of Ministers. The aim of the Declaration is to form the basis for an overall, cohesive, long-term, and effective language policy. The objectives in the Declaration will be followed up through work programmes in the Nordic Council of Ministers which will be regularly reviewed.

In the period 2019–2022, ISOF coordinated the project *Små språk i Norden* (Minority languages in the Nordic region), funded by the Nordic Council of Ministers. The project has highlighted and spread knowledge about the situation for the minority languages in the Nordic countries and how the languages can be revitalised. The initiative developed Nordic language cooperation and contributed to strengthening the minority languages in the Nordic region.

A number of government agencies and several national minority organisations also cooperate transfrontier in their respective spheres of activity.

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

Developments in Sweden do not necessitate any further reporting under this Article.

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

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

Recommendation for immediate action from the Committee of Experts: Extend the number of hours dedicated to teaching of and in Finnish in primary and secondary schools.

Further recommendation from the Committee of Experts: Strengthen the education offer in Finnish in municipalities which do not belong to the administrative area for Finnish, at all appropriate levels.

Since 2019, the Swedish National Agency for Education has had a combined responsibility (sectoral responsibility) for questions related to the national minorities and national minority languages within its remit, which involves bringing together, supporting and advocating for the parties concerned. Since 2022, the National Agency for Education has been responsible for the national coordination of teaching in national minority languages. In order to put in place conditions to support the initiatives in the long term, the Government has decided to amend the Ordinance with instructions for the Swedish National Agency for Education (2015:1047) from 2026. It clarifies that the public sector responsibility for matters relating to the national minorities and national minority languages includes supporting good-quality teaching in the national minority languages and promoting access to teaching and learning materials.

In order to promote the revitalisation of the national minority languages, a number of measures and amendments to legislation have been implemented in the area of education, including strengthening the right to mother tongue tuition in the national minority languages for pupils who belong to a national minority in relation to other mother tongue tuition.

Since 1 January 2019, children in preschool have the right to develop their mother tongue, which under Chapter 8, Section 10 of the Education Act (2010:800) may be a national minority language. From 2019, the legislation has been tightened to enable a larger part of preschool activities to be offered in minority languages in the administrative areas. According to Chapter 8, Section 12b of the Education Act, a municipality of residence which is part of an administrative area under the Act on National Minorities and Minority Languages (2009:724) must offer children whose custodian(s) request it a place in a preschool where the whole or a significant part of the education is provided in Finnish, Meänkieli or Sami. Custodians who apply for a preschool place for their child must be asked if they would like a place in such preschool.

Students who belong to one of the national minorities have the right to mother tongue tuition even if the language is not the student's language of daily social interaction in the home, in compulsory school and equivalent types of schools as well as upper secondary school and upper secondary school for pupils with special needs. The requirement for the upper secondary school pupil to have good knowledge of the language has been removed, applicable to education starting after 30 June 2025. In upper secondary school and upper secondary school for pupils with learning disabilities, the pupil is also able to study their national minority language in the context of the subject mother tongue, and the subject modern languages Studies can start at a level based on the pupil's existing skills. 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 school 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.

As described above, pupils in upper secondary school can study national minority languages in the context of the subject 'mother tongue' and the subject 'modern languages'.

The following table shows the number of pupils in compulsory school (years 1–9) who participated in mother language tuition for minority languages in the school year 2023/24 in Sweden. The table shows that a number of pupils do not participate in this tuition even though they could have chosen to do so.

Table 1. Pupils in compulsory school entitled to and participating in the mother tongue tuition in minority languages in the school year 2023/24

Mother tongue	Participating	Entitled	Share (%)
Finnish	4,561	8,278	55%
Yiddish	18	26	69%
Meänkieli	156	569	27%
Romani Chib	539	2,323	23%
Sami	395	763	52%
Total	5,669	11,959	47%

Source: Swedish National Agency for Education, National minority languages in the school year 2023/24.

Few pupils graduate with grades in minority language, even though the number has increased slightly (see Table 2).

Table 2. Number of students who graduated from upper secondary school with a grade in the subject 'mother tongue' in minority languages

	2015/16	2019/20	2021/22	2022/23
Finnish	47	72	58	62
Yiddish	..	..	..	..
Meänkieli	..	..	..	..
Romani Chib	..	..	..	..
Sami	..	9	8	10
Total	47	81	66	72

Source: Swedish National Agency for Education, National minority languages in the school year 2023/24.

There is no specific timetable for mother tongue tuition in compulsory school. However, pupils can choose to study their minority language from among the language choices offered in order to ensure that teaching in minority languages is timetabled within compulsory school. The total number of hours for a language choice is 320. Pupils can also study their national minority language outside the guaranteed tuition time.

Remote teaching has increased the possibilities for organisers to be able to arrange teaching in national minority languages even if the school unit or the organiser does not have a suitable teacher. Remote teaching may be provided in the subjects mother tongue (national minority languages), Sami in Sami School, modern languages, sign language and to give pupils study guidance in their mother tongue and for integrated Sami tuition in compulsory school. Remote teaching may also be used for study guidance in minority languages. In spring 2025, the Government adopted the Ordinance on central government grants for remote teaching in

national minority languages (2025:359). The purpose of the grant is to enable more pupils to access remote teaching in one of the national minority languages.

The Swedish National Agency for Education’s task to coordinate teaching in national minority languages has included the Agency reimbursing additional costs for remote teaching in the languages, and has been responsible for how remote teaching in the national minority languages can be made available to organisers. The National Agency for Education’s final report on the task shows that the number of organisers who applied for central government grants for remote teaching and the number of pupils for whom the organisers applied for grants has increased (U2025/02437). Within the framework of the task, the Swedish National Agency for Education has also purchased contract education from higher education institutions to increase the proportion of qualified teachers in the national minority languages and to improve skills in a national minority language for staff in preschools.

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

Sweden provides opportunities for adults who do not speak Finnish or other minority languages to learn any of the languages through investments in adult education.

Municipal adult education at upper secondary level uses the same subject syllabuses as in upper secondary school. The same applies to upper secondary school for pupils with learning disabilities and municipal adult education as education at upper secondary level for those with learning disabilities. This means that teaching in national minority languages can also be organised in municipal adult education within the framework of the subjects of ‘mother tongue’ or ‘modern languages’. Municipalities are the organisers of municipal adult education. Whether teaching in national minority languages is arranged within municipal adult education thus depends on the municipalities’ situations, including the availability of qualified teachers, organisational capacity and demand among pupils.

Within the framework of the Government’s action programme for the preservation and promotion of Sweden’s national minority languages, the Swedish National Council of Adult Education distributed funds to study associations and folk high schools for language promotion actions during the period 2022–2024. The actions included both language courses and activities where the languages were used. It also included actions to improve the infrastructure for adult education actions related to the languages through the production of teaching and learning materials. Table 3 shows the number of participants in language study circles and other activities where the language was used.

Table 3. Number of participants in language study circles, number of language study circles and activities where minority languages were used in 2024

	Number of participants in language study circles or	Number of participants in language study circles or	Number of language study circles	Number of participants in activities where the

	courses, beginner	courses, continuation		language was used
Finnish	316	108	27	2,450
Yiddish	63	58	11	350
Meänkieli	69	16	18	3
Romani Chib	0	98	9	255
Sami	236	30	21	718
Total	684	310	86	3,776

Source: Swedish National Council of Adult Education, Actions to strengthen the national minority languages, 2025.

In 2024, 86 language study circles were conducted, of which 53 were at beginner level and 33 were at continuation level. A total of 994 people participated in the language study circles. A total of 3 776 people participated in other activities where minority languages were used.

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

Recommendation from the Committee of Ministers: Increase the system of teacher training according to the needs of the speakers and to the situation of each of the minority languages.

Recommendation for immediate action from the Committee of Experts: Take further steps to develop a structured policy concerning teacher training at all education levels, in co-operation with the Finnish speakers.

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 the overall responsibility for higher education and research, but the higher education institutions operate with a considerable 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.

Four higher education institutions have specific undertakings to offer courses in the different minority languages. Umeå University is responsible for Sami and Meänkieli, Stockholm University for Finnish, Södertörn University for Romani Chib and Lund University for Yiddish. These undertakings are set out in each higher education institution's appropriations directions.

In 2022, the Government tasked the four higher education institutions with strengthening and developing their work where the revitalising and preserving the national minority languages in the period 2022–2024 (Ku2022/00584). The purpose of this task was to improve the conditions for the revitalisation and preservation of minority languages. The intention is that this work will ultimately be able to help strengthen the supply of staff in the public sector who have skills in

minority languages. The Government set aside SEK 10 million annually for the years 2022 to 2024 for this purpose.

Since 2022, the four higher education institutions have specific undertakings in their appropriations directions to develop and provide evidence-based education, which also includes teacher education courses and study programmes.

This work shall promote the teaching of and in [relevant minority language] at preschool and in compulsory school, upper secondary school and higher education. In this work, the higher education institution must take into account the special needs and conditions of the language and engage in dialogue with representatives of the national minority. The higher education institution must cooperate with relevant actors, including other higher education institutions that have tasks related to the national minority languages, in Sweden and, where relevant, in other countries that have experience of working with the language in question.

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.

Teacher education

The Government has taken a number of measures to increase the number of teachers who can teach in the national minority languages. Primary education – pre-school and school years 1–3; and primary education – school years 4–6; can now include mother tongue languages, which also includes the national minority languages.

Furthermore, increased postgraduate certification to teach in the subject ‘mother tongue’, including national minority languages, has been introduced for those who hold a degree of Master of Arts/Science in secondary education or a degree of Master of Arts in Primary Education and 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 which also includes the national minority languages.

In its annual report for 2024, Stockholm University stated that there is great interest in courses in Finnish as a foreign language at the beginner level, but relatively few students continue their studies after the first semester. Both on-campus and distance teaching are included in the offering of courses in Finnish as a foreign language. Education intended for students whose mother tongue is Finnish or who have very good knowledge and skills in the language is offered in the form of advanced study courses and as freestanding continuing professional development courses, mainly to meet the high national need for teachers and other experts in the subject. Finnish language courses are now only offered as distance learning courses.

The number of applicants for the subject ‘Finnish’ decreased slightly in 2024, but both the number of applicants and the number of places offered (number of admitted applicants)

remained at a stable, high level. The number of full-time equivalents has also decreased slightly in comparison with 2022 and 2023 but was still at a much higher level than in the previous years.

Information to individuals about education in national minority languages.

Through an amendment to the Ordinance (2012:811) with instructions for the Swedish Council for Higher Education, UHR, from 1 September 2022 the Council has been tasked with promoting the rights of national minorities and the national minority languages in higher education. UHR works with three themes: equal treatment and non-discrimination, challenges with and strategies for widening access, as well as gender-based study and career choices. UHR has published up-to-date statistics on higher education in the languages and cultures of the national minorities.

UHR's 2023 report on higher education studies from a national minority perspective (*Högskolestudier ur ett nationellt minoritetsperspektiv*) indicates that many students experience fewer challenges related to belonging to a minority than they did at earlier stages of the education pathway. However, problems related to the lack of knowledge and prejudices of the majority society still persists, which contributes to minority stress. In the report, UHR makes proposals to Sweden's higher education institutions to reduce ignorance, racism and discrimination concerning the national minorities.

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

Finnish language planning in Sweden turned 50 in 2025 and in connection with the anniversary, ISOF organised a full-day seminar that included lectures on the history of Finnish language planning. ISOF and the Institute for the Languages of Finland have jointly compared the Finnish language advisory services in Sweden and Finland. The results have been published in the report *Frågor och svar i språkrådgivningen* (Questions and answers in the language advisory services).

See also the information reported under Article 7.1.d for Finnish.

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

Recommendation from the Committee of Ministers: Include language as a ground for discrimination in the Swedish legislation.

Recommendation for immediate action from the Committee of Experts: Extend the grounds set out in the Discrimination Act so as to cover explicitly discrimination based on language.

The Discrimination Act (2008:567) includes 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. It is also stated that the ground includes national minorities such as Roma and the Sami – an indigenous people. 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 mass media to include respect, understanding and tolerance in relation to Finnish among their objectives.

See the corresponding Article in Sweden's eighth report.

ISOF, the Stockholm County Administrative Board and the Sami Parliament have investigated the public's knowledge of and attitudes toward the national minorities and the national minority languages. The results of the 2025 survey show that 83 per cent of respondents can name at least one national minority, compared to 77 per cent in 2020. Knowledge of the indigenous Sami people remains highest and has increased from 70 per cent in 2020 to 81 per cent in 2025. Awareness of Roma and Jews has also increased significantly since the previous survey. At the same time, Tornedalians and Meänkieli are still relatively less well-known, despite increases compared to previous surveys. Knowledge of Sweden Finns and Finnish has not increased at the same rate as for several other minorities and languages. The survey shows that schools and education are a key source of knowledge, especially among young people. When it comes to the public's attitudes towards the preservation of the languages and cultures of the national minorities, the survey shows a change compared to previous surveys. The recent survey shows that 72 per cent consider the preservation of the languages and cultures of the national minorities to be very or fairly important, which is a clear decline from 83 per cent in 2020. This deviates from previous surveys, where increasing knowledge was associated with more positive attitudes.

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.

The minorities' participation and influence is a central part of Sweden's minority policy. Administrative authorities must give the national minorities the opportunity to influence matters affecting them and, as far as possible, consult with the minorities on such matters. At national level, separate annual consultations are held with each of the minorities. At the annual consultations, the Government Offices have informed those present about the monitoring cycle for the Language Charter and the recommendations of the Committee of Ministers have been submitted as a basis for the consultation. Where necessary, consultations are also held on specific matters.

Within the framework of the work on this report and Sweden's sixth report on the Framework Convention, a joint consultation was conducted with the organisations that represent the national

minorities in Sweden, and which received a central government grant as a national minority in 2025. The joint consultation took place in February 2026 and was based on the aspects that the minority organisations felt ought to be highlighted in the report. Information was given at the consultation about the reporting process. Participants in the consultation raised a lack of consequences for government agencies and municipalities in case of non-compliance with the Act on National Minorities and Minority Languages (2009:724). They also highlighted the importance of sufficient funding for both civil society and municipalities and that initiatives and funding need to be long-term. There was a call to review the forms of consultation. Concerns were also raised about increased polarisation in the society, mainly linked to threats and hatred, and for some minorities also connected to natural resources.

The Government reports annually in the budget bill to the Riksdag on developments in minority policy based on indicators in a number of areas. On behalf of the Government, ISOF and the Sami Parliament have developed indicators to monitor trends in the national minority languages. They reported on their tasks in spring 2025 and the question of indicators for the development of the languages is currently being prepared within the Government Offices.

ARTICLE 8 – Education

Recommendation from the Committee of Ministers: Increase the amount of bilingual education available in Finnish.
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Developments are mainly described under Article 7.1.f–7.1.h and 8.1.a–8.1.f. for Finnish.

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
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Recommendation from the Committee of Ministers: Make available preschool education in, or a substantial part of preschool education in Finnish in all relevant municipalities.
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Here reference is made to Sweden's Periodic Report from 2019 about the stricter obligation to offer all or a substantial part of preschool education in minority languages in one administrative area.

See the information under Article 7.1.f for Finnish.

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

See the information under Article 8.1.biv for Finnish.

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 (2020:824) until 1 July 2027. The pilot activities concern years 7–9.

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.

No changes have occurred since Sweden's eighth report.

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 a 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.

See the information under Article 7.1.g for Finnish.

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. The syllabuses for comprehensive school have been recently revised. The revision, which entered into force on 1 July 2022, concentrated and strengthened the teaching of national minorities to civics primarily. The purpose of this change is to allow more time to be spent on the area. The Swedish National Agency for Education assesses that, taken together, the changes will broaden and strengthen the area compared to the current syllabuses. In the earlier syllabuses, those in Lgr11 (Curriculum 11), there were formulations on the national minorities that were distributed across multiple subjects, which the Swedish National Agency for Education believes led to a fragmentation of the tuition.

The curricula for upper secondary school and adult education also require pupils to acquire knowledge about the cultures, languages, religions and histories of the national minorities.

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

See the information under Article 7.1.h for Finnish.

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

Further recommendation from the Committee of Experts: Set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved with regards to education.

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.

The Swedish Schools Inspectorate is also the responsible authority for the pre-school and school area as regards supervision and inspection in the school system.

In the area of higher education, the Swedish Higher Education Authority is responsible for quality assurance, review of effectiveness, monitoring and supervision for higher education institutions, as well as certain individual education providers.

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

In this section, reference is made to Sweden's previous reports and information in this report under Articles 7.1.f and 7.1.g for Finnish.

Furthermore, Section 3 of the Act on National Minorities and Minority Languages (2009:724) states that municipalities and regions must inform the national minorities of their rights and the responsibilities of the public sector under that Act and the regulations that the Act refers to. The same applies to central government administrative authorities whose activities are of importance to the national minorities or the minority languages. The Swedish National Agency for Education has developed sample templates to support organisers and school principals in informing pupils and custodians of the strengthened right to mother tongue tuition for pupils belonging to a national minority.

ARTICLE 9 – Judicial authorities

Further recommendation from the Committee of Experts: Ensure the use of interpretation and translation in court proceedings in Finnish in the whole administrative area for Finnish, also when the litigant has a command of Swedish.

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. See information under the corresponding Article in Sweden’s eighth report.

The Swedish National Courts Administration is working actively to strengthen the interpretation process in the judicial system. Along with the courts, the Swedish National Courts Administration has, for example, developed a technical solution for simultaneous interpretation at a distance with the support of video conferencing technology. At present the vast majority of 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 2026. 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, the Swedish National Courts Administration have 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 the organisations Rättstolkarna, Vision Rikstolk and now also Swedish Professional Translators and Authorized Interpreters (SFÖ-SAT) the Swedish National Courts Administration coordinates its work on interpreter matters with relevant stakeholder organisations. The Swedish National Courts Administration also holds regular meetings with interpreter agencies.

Translation of statutory texts

The Government and government agencies continuously translate relevant statutory texts into the national minority languages. Information about new translations is communicated via the website minoritet.se but may also be found on other government agencies’ websites. The Discrimination Act (2008:567) is translated into English on the website of the Swedish Equality Ombudsman (DO).

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.

During 2022–2024, the National Board of Health and Welfare was tasked with developing and disseminating knowledge support and implementing initiatives to increase knowledge and skills concerning the rights of national minorities and the national minority languages. The support was to target staff working in healthcare, social services and care of older people.

In 2023, The National Board of Health and Welfare conducted a survey of the situation for national minorities in municipal elderly care, which concluded that the greatest availability of care of older people out of all of the national minority languages is offered in Finnish, and mainly in the municipalities that are part of the administrative area for Finnish. Of these municipalities, 85 per cent say that they offer services and care by Finnish-speaking staff. The least availability of care for older people in minority languages is offered in Yiddish and Romani Chib.

The Elderly Care Initiative aims to strengthen knowledge and skills within municipally funded healthcare and elderly care by providing new and current staff the opportunity to educate themselves during working hours. These funds can also be used for language courses for staff working in elderly care. Since 2024, the funds can be used, for example, for courses in the national minority languages.

Work on place names and personal names

Lantmäteriet (the Swedish national mapping, cadastral and land registration authority) is working to expand on the place names in minority languages in the multilingual areas as information about missing or incorrect place names is received by the government agency. In January 2026, there were 240 names coded as Finnish in Lantmäteriet's register of place names. During the period, the agency has also initiated a project aimed at enabling the use of minority languages in the register of location addresses.

For more information, refer to the corresponding Article in Sweden's eighth report.

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. An account is given below of the language-promotion measures taken by the State in this area.

Public service

Programming in the national minority languages is a central part of the remit of the public service companies Sveriges Radio, Sveriges Television (SVT) and Utbildningsradion (UR). See the corresponding Article in Sweden's eighth report for more information about these activities.

In 2025 the Government decided, in line with the direction established by the Riksdag, on new public service remits for the three public service companies (Govt Bill 2024/25:166). The new remits are for the period 2026–2033. In light of the ongoing development in the media with more people accessing radio and TV via various Internet-based platforms, the public service remits are technology-neutral, and changes have been made to the terms and conditions regarding the national minority languages. The requirements apply regardless of whether the offering is broadcast or provided on online platforms. The public service companies may jointly determine how to divide the responsibility for programming in the national minority languages.

The public service companies' first publications of programs in the national minority languages are to increase in the remit period compared with 2025 levels. First publications may be new productions, new program purchases or adaptations of a program in a new language. This requirement shifts the focus to new programming and away from aggregate programming.

During the period 2026–2033, the combined programming in Finnish, Meänkieli, Romani Chib and Sami will also amount to at least the same level as in 2025, while the combined programming in Yiddish will increase during the remit period compared to the levels in 2025.

One of the most important factors in assessing programming quality is that the programming is relevant for the target groups concerned. A new requirement is that the programming must be relevant to the groups concerned. As before, the public service companies are required to maintain a continuous dialogue with these groups.

The conditions during the previous remit period meant that the first broadcasts in each of the national minority languages in 2020–2025 were to increase during the remit period compared to the levels in 2019. Furthermore, the total programming in Finnish, Meänkieli, Romani Chib and Sami was to reach at least the 2019 level and the total programming in Yiddish was to increase compared to the 2019 level. According to the public service companies' reports, the number of first broadcasts in the national minority languages increased overall and the total programming in the national minority languages exceeds the 2019 level.

According to the public service companies' reports, in total in 2025 SR, SVT and UR broadcast and provided a total of 7 938 hours in Finnish, of which 4 796 hours were first broadcasts. During the year SVT broadcast a total of 383 hours in Finnish of which 145 hours were first broadcasts, SR broadcast a total of 7 510 hours in Finnish of which 4 632 hours were first broadcasts, and UR broadcast a total of 45.16 hours in Finnish in both TV and radio of which 19.38 hours were first broadcasts.

Other TV channels

There are no private TV channels in Finnish, but there is the TV channel TV Finland, which has broadcast programming in Finnish from the Finnish public service broadcaster Yle. The broadcasts by TV Finland were financed from a special appropriation in the central government budget. As a result of higher distribution costs following the departure of commercial TV broadcasters from the terrestrial network, TV Finland has decided not to apply for a broadcasting licence for the new licence period 2026–2033. TV Finland is therefore not broadcast on the terrestrial network since 2026. 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 Agency for the Media 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.

Media subsidy

On 1 January 2024, a new technology-neutral media subsidy was introduced, replacing the previous press subsidy and media subsidy. The purpose of the subsidy is to strengthen democracy by supporting the public's access to independent, high-quality news.

The new media subsidy is means-tested and there are now fewer forms of subsidy compared with the previous press subsidy and media subsidy. Editorial aid is provided for the editorial activities of general news media. Extended editorial aid is provided for initiatives to provide local journalism in areas with poor coverage and initiatives in one or more of the national minority languages.

To make it easier for media aimed at national minorities to meet the requirements for the new media subsidy, there are reduced requirements concerning some of the criteria that need to be fulfilled. Under these, media addressing national minorities need to have at least 750 regular users (instead of 3 000 regular users required for general newsroom grants in coverage areas with at least 20 000 inhabitants) and be published or broadcast at least 10 times a year (instead of 45 times a year).

For 2026, a total of three titles have been approved aid for a total of five projects in Finnish and Meänkieli. The total funds granted for these initiatives is SEK 3 000 000.

There are no central government grants for TV production in Sweden beyond the funding allocated to public service broadcasting.

The Swedish Arts Council allocates funding for culture journals in the national minority languages or for the national minorities. In 2024, the Swedish Arts Council concluded its task to work with literature and reading promotion programmes for the national minority languages and presented a report in early 2025 that brings together knowledge about language preservation efforts. Leading up to 2026, the Swedish Arts Council invited other government agencies to a round table discussion to develop structures for working in the long term with the promotion of reading and literature in minority languages.

ARTICLE 12 – Cultural activities and facilities

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

Further recommendation from the Committee of Experts: Create a long-term support scheme for the Sweden-Finnish Archives.

In the period 2022–2024, the Swedish Arts Council was tasked with working with literature and reading promotion measures for the national minority languages Finnish, Meänkieli, Romani Chib, Sami and Yiddish. During 2024, the Swedish Arts Council issued a special call for proposals for programmes promoting reading and literature and also distributed funds to a small number of projects, to further strengthen the work of those minorities who have not previously been able to benefit from as many initiatives. In its final report on the task to promote literature and reading in the national minority languages in the period 2022–2024, the Swedish Arts

Council notes that national minority languages and cultures are an integral part of all of the Swedish Arts Council's tasks to promote literature and reading.

Films in the minority languages

Most of the central government funding for the film area is distributed by the Swedish Film Institute foundation. The Swedish Film Institute distributes funding according to the Ordinance on central government grants to film (2016:989). The Ordinance states that central government grants may be awarded to increase the accessibility of films in the national minority languages. In the guidelines for the central government grant to the Swedish Film Institute for 2026, the Institute is also tasked with reporting separately on the work to promote access to films in the national minority languages.

Finland Institute's promotion of Finnish culture in 2026

The Finland Institute in Sweden has been awarded a central government grant of SEK 2 million for activities aimed at promoting cooperation between Sweden and Finland and promoting and communicating Finnish and Sweden-Finn culture in Sweden for 2026.

Long-term support for the Sweden-Finnish Archives

The Sweden-Finnish Archives is a national minority organisation that can apply for grants under the Ordinance on central government grants for national minorities (2005:765). Applications for grants under this Ordinance are examined by MUCF.

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

See information under the corresponding Article in Sweden's eighth report. See also the information on the Swedish Film Institute under Article 12.1.a for Finnish.

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

No changes have occurred since Sweden's eighth report.

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
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The Swedish Arts Council's targeted grants to the cultures and literatures of the national minorities amounted to SEK 17 190 000 in 2025. Strengthening, developing, making visible or promoting the culture of the Sami people and the national minority in some other way enables them to communicate their history, language and identity by themselves. The cultural communication grants provided by the Sami Parliament and the Finland Institute contribute to the revitalisation, development and preservation of the various minority languages.

The Swedish Arts Council has implemented several initiatives to make visible and counteract discrimination in cultural life. In 2025, the agency continued its three-year knowledge and skills development programme for its entire staff on rights issues and developed methodology support for working self-reflectively. In spring 2024, the agency focused on national minorities and indigenous peoples in four training sessions and one study visit. All the national minorities contributed knowledge of the minorities' conditions and challenges in developing the cultural area during the knowledge and skills development programme.

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

In 2025, the Swedish Arts Council conducted structured consultations with the national minorities and the Sami Parliament to increase their influence and participation in matters that concern them. The consultations focused on funding, self-determination and young people's perspectives, and were conducted in collaboration with ISOF, the National Library of Sweden, and the Swedish National Council of Adult Education.

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

See Article 7.1.c for Finnish on the national minority libraries.

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 for Finnish, about the terminology work conducted by the 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

Central government distributes a grant (around SEK 1.6 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 conducts a follow-up of the use of the funds as well as dialogues with the regions on various matters, including concerning the national minorities' culture.

In spring 2024, the Swedish Arts Council conducted individual dialogues with all 20 regions. A focus during these meetings was the work at the regional level to promote the culture of national minorities and the indigenous Sami people, a theme that has been regularly included in the regional dialogues in 2020 and 2022. In autumn 2024, the Swedish Arts Council also held a round table with the regions, which dealt with networking and other initiatives for the regions' work with the cultures of the national minorities and the indigenous Sami people.

ARTICLE 13 – Economic and social life

Refer to Article 10 for Finnish for this part.

ARTICLE 14 – Transfrontier exchanges

Refer to Article 7.1.d for Finnish for this part.

2. Meänkieli

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

See the information under the corresponding Article for Finnish.

In November 2023, the Truth and Reconciliation Commission for Tornedalians, Kvens and Lantalaïset submitted its report *Som om vi aldrig funnits – exkludering och assimilering av tornedalingar, kväner och lantalaïset* (As if we had never existed – exclusion and assimilation of Tornedalians, Kvens and Lantalaïset) (SOU 2023:68) to the Government. A central conclusion in the report is that the assimilation policy has meant that the minority's language, culture and identity were disparaged and belittled, made shameful, and rendered invisible. The consequence was that Meänkieli was used less and less and was passed on to the next generation to only a limited extent. The Government has a continuous dialogue with the minority on the reconciliation process, and a number of initiatives have been implemented to promote reconciliation and contribute to redress, including initiatives to preserve and promote Meänkieli. Furthermore, the Government has decided to nominate the landing net fishery in the Torne River for listing on UNESCO's Representative List of Intangible Cultural Heritage of Humanity. Landing net fishing in the Torne River is a cultural heritage that has a strong support among its practitioners and connects people in a cultural and linguistic community.

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

Further recommendation from the Committee of Experts: Provide information about the steps taken to create and implement the action plan for the promotion of the Meänkieli language.

For information about the language centres, the action programme for the preservation and promotion of the national minority languages and funding for the revitalization of the national minority languages, please refer to the corresponding Article for Finnish.

In the period 2025–2027, ISOF is tasked with promoting Meänkieli by developing language technology for the language and thus also strengthening language planning. The Agency is also tasked with building language models for Meänkieli in order to strengthen the language's availability digitally.

See also the information on education reported under Article 7.1.h for Finnish.

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 Swedish Arts Council has distributed funds annually amounting to SEK 2.6 million in activity grants to Tornedalsteatern and granted project support during 2021. Tornedalsteatern leads amateur theatre groups of different ages and works to revitalise Meänkieli, to generate an interest in Meänkieli as a theatre language and to spread knowledge about Tornedalian culture and history. In recent years, Tornedalsteatern has produced two productions per year, one for children and young people and one for adults. The Government granted Tornedalsteatern SEK 800 000 (2025) for the project Förrätten (meaning first course of dinner).

See also the information under the corresponding Article for Finnish.

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

No changes have occurred since Sweden's eighth report.

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

Recommendation from the Committee of Ministers: Ensure that mother tongue education meets the requirements of the Charter and offers adequate language tuition, enabling pupils to achieve mature literacy in the languages concerned.

Recommendation for immediate action from the Committee of Experts: Extend the number of hours dedicated to teaching of and in Meänkieli in primary and secondary schools.

Further recommendation from the Committee of Experts: Strengthen the education offer in Meänkieli in accordance with the speakers' needs and the undertakings ratified.

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

Recommendation from the Committee of Ministers: Increase the system of teacher training according to the needs of the speakers and to the situation of each of the minority languages.

Recommendation for immediate action from the Committee of Experts: Take further steps to develop a structured policy concerning teacher training at all education levels, in co-operation with the Meänkieli speakers.

Umeå University has the commission of arranging teacher education in Meänkieli. Each year, qualifying courses are offered in Meänkieli. The acceptance rate is good, but the student completion rate is quite low. The students' varying levels of prior knowledge is a teaching challenge; the majority are beginners, but many can speak Meänkieli for everyday use. Courses in the range of 1–30 credits (A course) are offered starting every other autumn.

For Meänkieli, the challenges of recruiting teachers are great, which limits the possibilities for the development and expansion of the course offering.

See also the information under the corresponding Article for Finnish.

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

Within the framework of ISOF's task to strengthen the work with language technology and language planning for Meänkieli, ISOF cooperates with the University of Tromsø – the Arctic University of Norway.

See also the information reported under Article 7.1.d for Finnish.

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

Recommendation from the Committee of Ministers: Include language as a ground for discrimination in the Swedish legislation.

Recommendation for immediate action from the Committee of Experts: Extend the grounds set out in the Discrimination Act so as to cover explicitly discrimination based on language.

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 mass media to include respect, understanding and tolerance in relation to Meänkieli among their objectives.

A large part of the work with the reconciliation process has been to increase knowledge about the history of Tornedaliens, Kvens and Lantalauset in Sweden and the assimilation policy that the Swedish state has pursued against the minority. The Government has allocated funds to minority organisations and the Living History Forum for various knowledge-raising initiatives. The Living History Forum has produced a version of the Truth and Reconciliation Commission's final report aimed at the broader public.

See information under Meänkieli Section 11.1.a and under Article 11 for Finnish concerning media. See the information under Article 7.1.f for Finnish concerning teaching and education. See also the information under the corresponding Article for Finnish.

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

Further recommendation from the Committee of Experts: Set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved.

See the information under Article 7.1.a for Meänkieli and Article 7.4 for Finnish.

ARTICLE 8 – Education

Recommendation from the Committee of Ministers: Establish bilingual education in Meänkieli

Developments are mainly described under Article 7.1.f–7.1.h and 8.1.a–8.1.f. for Finnish.

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

Recommendation from the Committee of Ministers: Make available preschool education in, or a substantial part of preschool education in Meänkieli in all relevant municipalities.

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 and Article 8.1.biv 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

No changes have occurred since Sweden's eighth report.

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 Article 7.1.h for Finnish.

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

See the information under Article 7.1.g 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

See the information under Article 7.1.h for Finnish.

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

Further recommendation from the Committee of Experts: Ensure the right of Meänkieli speakers to use their language in court proceedings in the whole administrative area for Meänkieli, also when the litigant has a command of Swedish.

See the information under the corresponding Article for Finnish.

ARTICLE 10 – Administrative authorities and public services

See the information under the corresponding Article for Finnish.

ARTICLE 11 – Mass media

Further recommendation from the Committee of Experts: Increase the presence of Meänkieli in broadcasting, especially television.

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

According to the public service companies' reports, in total in 2025 SR, SVT and UR broadcast and provided a total of 1 158 hours in Meänkieli, of which around 373 hours were first broadcasts. During the year SVT broadcast a total of 63 hours in Meänkieli of which 27 hours were first broadcasts, SR broadcast a total of 1 072 hours in Meänkieli of which 339 hours were first broadcasts, and UR broadcast a total of 22.73 hours in Meänkieli in both TV and radio of which 6.68 hours were first broadcasts.

ARTICLE 12 – Cultural activities and facilities

See the information under the corresponding Article for Finnish.

ARTICLE 13 – Economic and social life

In this part, please refer to the corresponding Article for Finnish.

ARTICLE 14 – Transfrontier exchanges

See the information under Article 7.1.d for Finnish.

3. Romani Chib

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

See the corresponding Article in Sweden's Eighth Report and information under Article 7.1.a for Finnish.

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

See the corresponding Article in Sweden's eighth report.

Sweden's twenty-year strategy for Roma inclusion (Govt Comm 2011/12:56) was adopted in 2012 with the overall goal that a Roma person born in 2012 will, by 2032, enjoy the same opportunities as a non-Roma person. One of the sub-areas of the strategy is culture and language. The strategy is to be implemented in cooperation with Roma at local, regional and national levels,

where the Swedish Government Offices' Roma reference group has been established for this purpose. The Government appointed a new reference group in June 2025. MUCF is tasked with coordinating and monitoring progress on the strategy.

7.1.c Resolute action to promote Romani Chib

Recommendation for immediate action from the Committee of Experts: Take steps to implement the action plan for the promotion of the Romani language.

See information on the Government's action programme for the preservation and promotion of the national minority languages in the period 2022–2024 under Article 7.1.c for Finnish.

ISOF, which is responsible for the Romani Chib Language Centre, carried out translation and digitalisation projects for the language in 2025. ISOF works with a number of variants of Romani Chib, including Arli and Kalderash.

The Swedish Public Employment Service has chosen to apply the Language Act (2009:600) in such a way that a user of Yiddish or Romani Chib is given the same opportunities and service as a user of Finnish or Sami, even if the Act does not require this.

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

Further recommendation from the Committee of Experts: Strengthen the position of Romani in broadcasting.

For this part, refer to Articles 10 and 11 for Finnish. See also the information under the corresponding Article for Finnish.

According to the public service broadcasters' reports, in total in 2025 SR, SVT and UR broadcast and provided a total of 680 hours in Romani Chib, of which around 201 hours were first broadcasts. During the year SVT broadcast a total of 83 hours in Romani Chib of which 39 hours were first broadcasts; SR broadcast a total of 575 hours in Romani Chib of which 153 hours were first broadcasts; and UR broadcast a total of 22.44 hours in Romani Chib of which 9.02 hours were first broadcasts.

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

No changes have occurred since Sweden's eighth report.

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

Recommendation from the Committee of Ministers: Ensure that mother tongue education meets the requirements of the Charter and offers adequate language tuition, enabling pupils to achieve mature literacy in the languages concerned.

Recommendation for immediate action from the Committee of Experts: Extend the number of hours dedicated to teaching of and in Romani in primary and secondary schools.

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

Further recommendation from the Committee of Experts: 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.

The Government does not determine which folk high schools should be allocated funding. It is the task of the Swedish National Council of Adult Education to distribute funding to folk high schools. Under the Act transferring administrative tasks within the Ministry of Education's sphere of activity (1976:1046), the Government has transferred administrative tasks to the Swedish National Council of Adult Education. In order to receive central government grants, a folk high school must comply with the conditions for the central government grant established by the Swedish National Council of Adult Education and use the funding in line with the central government's objectives in supporting adult education.

See also the information under the corresponding Article for Finnish.

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

Recommendation from the Committee of Ministers: Increase the system of teacher training according to the needs of the speakers and to the situation of each of the minority languages.

Recommendation for immediate action from the Committee of Experts: Take further steps to develop a structured policy concerning teacher training at all education levels, in co-operation with the Romani speakers.

Södertörn University has a special commission to promote teaching in and of the minority language Romani Chib in preschool, compulsory school, upper secondary school and higher education institutions. During 2024, work on this task was coordinated with the government commission to strengthen and develop work to revitalise and preserve Romani Chib, among other minority languages.

In 2025, Södertörn University started a new study programme, *Career-Based Early Childhood Education with an Intercultural Profile*, specialising in national minorities and Romani Chib. The university has offered courses and information about the rights of the national minorities and the obligations of government agencies in relation to the legislation regarding the minorities. The

freestanding course *National Minorities in Schools and Preschools* was developed on assignment from the teacher education programme and will be offered as distance education starting from the 2026 spring semester. Södertörn University also offers a programme in the subject area Critical Romani Studies with courses on and in the Romani Chib language and in areas that are important for strengthening the revitalisation of the language. The university is also working to create a research base for teaching about the minority in order to establish the conditions for research and participation in research activities.

Within the framework of the Strategy for Roma inclusion, in the years 2022–2024 the Swedish National Agency for Education and the National Board of Health and Welfare were tasked with producing and disseminating a study programme for bridge-builders with Roma language skills and cultural competence working in schools. This study programme also included preschools. The study programmes aimed to contribute to Roma inclusion in line with the Government's strategy, where the bridge-builders are intended to act as a link between individual children in preschool or pupils in school and their homes. The final report on this task was submitted in March 2025.

During the year, the subject area Critical Romani Studies has offered courses and study programmes that help to strengthen and develop the work to revitalise and preserve the language. Research in the subject area has been focused on establishing a research overview and initiating contacts with Swedish and international researchers in order to establish a network of scholars working on revitalisation questions. In August 2024, Södertörn University hosted a workshop for researchers and experts concerning its language revitalisation commission from the Government.

Central to the implementation of this commission is cooperation with the Roma minority and with government agencies and organisations with a connection to Romani Chib. Contacts have been strengthened and the network for government agencies with government commissions related to Romani Chib initiated by Södertörn University in 2023 had two meetings in 2024. In both instances, representatives from government agency level participated. Since 2014, the University has been part of a national network (Nätmin) with other the higher education institutions that have commissions concerning the national minorities.

See also the information under the corresponding Article for Finnish.

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

See information under Article 7.1.d for Finnish and Article 7.1.h for Romani Chib.

7.2 Eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Romani Chib
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Recommendation from the Committee of Ministers: Include language as a ground for discrimination in the Swedish legislation.

Recommendation for immediate action from the Committee of Experts: Extend the grounds set out in the Discrimination Act so as to cover explicitly discrimination based on language.

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 mass media to include respect, understanding and tolerance in relation to Romani Chib among their objectives.

The Government's work to combat racism continues with concerted efforts based on the new Action plan to combat racism and hate crime that the Government decided in December 2024. The overarching objective is a society free from racism. The work is based on concrete targets linked to four focus areas that will be used to monitor progress towards the objective: Schools, the Judicial system, Working Life and the Welfare system and public sector activities. The action plan also aims to highlight and, through various measures, to combat the following specific forms of racism: anti-Muslim racism, antisemitism, anti-Black racism, antigypsyism and racism against the Sami. Around twenty government agencies are involved in implementing the action plan.

For information on teaching, see Article 7.1.h for Romani Chib and Article 7.1.h for Finnish.

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.

4. Sami

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

It is the Sami Parliament that is responsible for language planning, and for setting goals and leading work with the Sami language. One way that this is done is through the activities of the Sami Language Centre. Since 2022, the Language Centre has had increased funding to develop its activities. This strengthening remains in place until 2027.

See also previous reporting and the corresponding Article for Finnish.

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

Within the framework of the Government's action programme for the preservation and promotion of the national minority languages, the Sami Parliament was tasked in 2022–2024 with taking language planning measures and working with language technology to strengthen and develop the Sami language. See also the information under the corresponding Article for Finnish.

See information on education under Article 7.1.f for Sami and Articles 7.1.f and 7.1.h for Finnish.

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

See the information under the corresponding Article for Finnish.

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

The Sami Parliament distributes grants to organisations representing the indigenous Sami people, who are also a national minority, in the area of minority policy. In 2025, around SEK 1.6 million was distributed to 24 organisations. The Sami Parliament also distributes activity grants to Sami organisations, institutions and associations as well as grants for projects related to Sami culture. In 2025, just over SEK 1 million was distributed in project grants and just over SEK 20 million in activity grants.

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

Recommendation from the Committee of Ministers: Ensure that mother tongue education meets the requirements of the Charter and offers adequate language tuition, enabling pupils to achieve mature literacy in the languages concerned.

Recommendation for immediate action from the Committee of Experts: Extend the number of hours dedicated to teaching of and in Sami in primary and secondary schools.

Further recommendation from the Committee of Experts: Strengthen the support for the production of teaching materials, especially for South and Lule Sami, for all appropriate levels in collaboration with Norway, if necessary.

Further recommendation from the Committee of Experts: Strengthen the education offer in Sami in municipalities which do not belong to the administrative area for Sami.

See the information under Article 7.1.f and Article 7.1.g for Finnish.

With the aim of strengthening Sami tuition, for a number of years the Government has been increasing the administrative appropriation to the Sami Education Board, reaching SEK 68 million for 2026. For example, during the reporting period additional funding has been provided that is intended to boost the Sami Education Board's work with integrated teaching and to expand the production of teaching and learning materials in Sami. In 2022, the Government commissioned the Sami School Board to develop and document the work of Sami preschools with the Sami languages and the Sami culture in care, development and learning. The commission has resulted in guidelines on how to include even more of a Sami perspective in the preschools.

Sami school has syllabuses in the subject Sami, both as a first and second language. On 1 July 2024, the compulsory school syllabus in the Sami language was expanded to include a new track for Sami as a second language for beginners. For mother tongue tuition in Sami in other types of compulsory school, the same syllabus and grading criteria for the subject Sami in Sami School are used.

As previously stated, from 2026 the Ordinance with instructions for the Swedish National Agency for Education (2015:1047) states that the Swedish National Agency for Education's public sector responsibility includes supporting good-quality teaching in national minority languages and promoting access to teaching and learning materials. According to the Ordinance with instructions for the Sami Education Board (2011:131), the Board is required to support the development and production of teaching and learning materials for teaching Sami. In its appropriations directions for 2021–2024, the Sami Education Board was required to increase the resources spent on developing teaching and learning materials in Sami. This strengthening has remained, but is now part of the total appropriation for administrative operations.

In 2025, the Sami Education Board completed work on a digital learning material (Ságas) in North, Lule and South Sami. Ságas has taken several years to produce, and work is ongoing to produce levels two and three of the teaching material. Language in preschools, which is a guide for teachers, has been translated into North and Lule Sami. The Sami Education Board has distributed production support to two teaching materials in 2025: a Lule Sami dictionary and the printing costs of three Ume Sami textbooks.

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.

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

Recommendation from the Committee of Ministers: Increase the system of teacher training according to the needs of the speakers and to the situation of each of the minority languages.

Recommendation for immediate action from the Committee of Experts: Take further steps to develop a structured policy concerning teacher training at all education levels, in cooperation with the Sami speakers.

In spring 2025, the Government clarified the qualification requirements for teaching in the subject of Sami in Sami School in the Ordinance (2011:326) on qualification and certification for of teachers and preschool teachers. These requirements aim to provide a better basis for good-quality teaching.

Since 2019, the Swedish National Agency for Education has been tasked with increasing the proportion of teachers qualified to teach in Sami through contract education. From 2025, the task was changed to also include strengthening knowledge and skills in Sami for preschool teachers.

See also the information under the corresponding Article for Finnish and 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 (the Nordic Resource Centre for the Sami Languages) is the joint Nordic language body that has the task of conducting language conservation, development and standardisation of the Sami languages. This body is formed by the Sami Parliament in Sweden, Norway and Finland. During the period 2022–2024, funds were added to the work of the Sami Parliament in the Nordic Resource Centre for the Sámi Languages.

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

Recommendation from the Committee of Ministers: Include language as a ground for discrimination in the Swedish legislation.

Recommendation for immediate action from the Committee of Experts: Extend the grounds set out in the Discrimination Act so as to cover explicitly discrimination based on language.

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 mass media to include respect, understanding and tolerance in relation to Sami among their objectives.

See the information under Article 7.3 for Finnish and Romani Chib. See the general information on the media under Article 11 for Finnish. See the information on education under Article 7.1.f and Article 7.1.h for 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.

ARTICLE 8 – Education

Recommendation from the Committee of Ministers: Increase the amount of bilingual education available in Sami.

Developments are mainly described under Article 7.1.f–7.1.h and Articles 8.1.a–8.1.f. for Finnish. See also the information reported under Article 8.1.b for Sami.

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

According to the Ordinance with instructions for the Sami Education Board (2011:131), the Sami Education Board may, subject to an agreement with the municipality concerned, take over responsibility for the municipality's tasks within preschools. All or a substantial part of the education provided in preschools may be conducted in Sami. There are Sami preschools in all five localities where Sami schools are located.

See also 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

There are five Sami schools in Sweden that offer teaching from preschool class to year 6 according to the curriculum for Sami School, preschool class and leisure-time centre. The name of the Sami Schools is that the pupils will be functionally bilingual in Sami and Swedish. In addition to Sami School, the Sami Education Board conducts integrated teaching in Sami, which is organised in compulsory schools and means that pupils can receive tuition with Sami elements in addition to mother-tongue tuition (Chapter 10, Section 7a of the Education Act).

The Sami Education Board is to conduct remote teaching on a contract basis in accordance with Chapter 23, Section 4 of the Education Act. The Sami Education Board works to convey knowledge in the Sami language and about Sami culture to compulsory and upper secondary schools throughout Sweden. The number of pupils who have received remote teaching in Sami has increased in 2022–2024.

See also the information under the corresponding Article for Finnish and Article 7.1.f for Sami.

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 Article 8.1.biv for Sami. See the information under the corresponding Article 8.1.biv 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

No changes have occurred since Sweden's eighth report.

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

Courses in Sami are offered at Umeå University, starting every two years. All courses are offered at half pace, and they are entirely or to a large extent online-based. In spring 2025, the qualification courses (15 credits) were given in Lule, North and South Sami. These courses are based on the 15 credit beginner courses offered in autumn 2024. In spring 2025, degree project courses in Sami languages were also offered at Master's (60 credits) and Master's (120 credits) levels. In autumn 2025, 30 credit courses were started at first cycle level in the range of 1–30 credits in both languages (Lule and South Sami) and cultural studies, as well as a C course in Sami linguistics.

The conditions for recruiting teachers remain of concern. Investments in Norway have led to increased competition for teachers holding a doctoral degree.

Mid Sweden University currently offers a study programme in South Sami and courses have been developed in areas such as pedagogy, history and nursing. Courses in increased cultural competence concerning Sami questions are also offered for nurses, for example. In addition, there is an ongoing preliminary study on the establishment of a South Sami Language Centre in cooperation with the municipality of Östersund.

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

See the information under Article 7.1.g 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 the information under Article 7.1.h and Article 8.1.eiii for Sami.

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

Recommendation from the Committee of Ministers: Make available preschool education in, or a substantial part of preschool education in Sami in all relevant municipalities

Further recommendation from the Committee of Experts: Support the Sami Education Board in its monitoring function in order to further develop the teaching of Sami.

For information about the Swedish School Inspectorate, see the corresponding Article for Finnish.

The Sami Education Board is the principal for the Sami School, preschool class and leisure-time centre. Subject to an agreement with a municipality, the Sami Education Board may offer preschool where activities are conducted in whole or in part in the Sami language. The Sami Education Board develops its activities in accordance with the Education Act and other applicable legislation. Under the Ordinance with instructions for the Sami Education Board (2011:131), the Sami Education Board is also required to expand and develop the integrated Sami tuition that is conducted in different municipalities in Sweden. The Inspectorate is also responsible for regular supervision regarding the right to mother tongue tuition and its follow-up of supervision regarding the Sami Education Board's schools.

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 also the information under the corresponding Article for Finnish and Article 7.1.h and Article 8.1.eiii for Sami.

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 Finnish.

ARTICLE 11 – Mass media

See the information under the corresponding Article for Finnish.

According to the public service companies' reports, in total in 2025 SR, SVT and UR broadcast and provided a total of 1 648 hours in Sami, of which around 850 hours were first broadcasts. During the year SVT broadcast a total of 163 hours in Sami, of which 98 hours were first broadcasts; SR broadcast a total of 1 463 hours in Sami, of which 741 hours were first broadcasts; and UR broadcast a total of 22.35 hours in Sami, of which 10.80 hours were first broadcasts. SVT's 2024 Christmas Calendar took place in Sápmi and gave all of Sweden an insight into Sami culture.

There is no daily newspaper in Sweden in Sami, but there are periodicals in Sami. See the information under the corresponding Article for Finnish.

The Swedish Arts Council allocates funding for the production and dissemination of culture journals in the national minority languages or for the national minorities, including journals in Sami.

ARTICLE 12 – Cultural activities and facilities

One of the main themes at the Gothenburg Book Fair in 2024 was Sápmi and Sami literature. The Swedish Arts Council cooperated with the Sami literature centre Tjállegoahte in arranging a well-attended seminar about Sami literature for children and young people. In connection with the Book Fair, discussions were also held with Sami author associations and the Swedish Arts Council's sister agency in Norway, Arts and Culture Norway, about the conditions for Sami literature and the opportunities that Sami authors have to work in Sweden and Norway. The Sami Language Centre has organised a writing competition in cooperation with the foundation Gaaltije 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.

Within its area of responsibility, the Swedish Arts Council appoints an Ambassador for Reading. In turn, the reading ambassador has appointed three local youth reading councils, including one in Jokkmokk, which will be cooperating with the Sami Language Centre and the Sami Library.

The language website Polarbibblo is run by Norrbotten Regional Library in cooperation with the public libraries in Norrbotten. 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 the 2024 Budget Bill, the Government decided to add funding to strengthen the activities at Giron Sámi Teáhter in the amount of SEK 2 million annually for 2024–2026. This strengthening is expected to give the theatre better opportunities to develop and pursue its nationwide activities, strengthen the conditions for Sami artistic development, and help to increase knowledge about Sami life, language and culture.

See also the information under the corresponding Article for Finnish.

ARTICLE 13 – Economic and social life

In this part, please refer to the corresponding Article for Finnish.

ARTICLE 14 – Transfrontier exchanges

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

5. Yiddish

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

See the information under the corresponding Article for Finnish.

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

See the corresponding Article in Sweden's eighth report.

7.1.c Take resolute action to promote Yiddish

Further recommendation from the Committee of Experts: Inform about the steps taken to create and implement the action plan for the promotion of the Yiddish language.

In May 2025, the Government decided on a national strategy to strengthen Jewish life and combat antisemitism. The strategy provides a structure for national efforts in the period 2025–2034. The aim is to lay the foundations for better targeted and coordinated efforts and to create better conditions for Jewish life in Sweden. The strategy is to be implemented in close dialogue and collaboration with the Jewish minority. Yiddish and other Jewish languages are relevant in all the areas that the strategy focuses on. In November 2025, the Government appointed a National Coordinator for the strategy. The purpose of this assignment is to ensure that the strategy will be effective and lead to lasting changes in society. Another aspect of the National Coordinator's role is to monitor the implementation and achievement of the strategy's objectives.

In 2025 and 2026, the Swedish Arts Council has been tasked with distributing SEK 2 million in grants to actors who are working to make Jewish culture and Jewish language visible.

See also the information under the corresponding Article for Finnish.

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

In 2025, ISOF was tasked with building on the Institute's language and cultural heritage activities to contribute to the 250th anniversary of Jewish life in Sweden. In 2025, the Institute was also allocated supplementary funding amounting to SEK 1 100 000 for revitalisation initiatives for Yiddish.

See also the information under the corresponding Article for Finnish.

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

No changes have occurred since Sweden's eighth report.

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

Recommendation from the Committee of Ministers: Ensure that mother tongue education meets the requirements of the Charter and offers adequate language tuition, enabling pupils to achieve mature literacy in the languages concerned.

Recommendation for immediate action from the Committee of Experts: Extend the number of hours dedicated to teaching of and in Yiddish in primary and secondary schools.

See the information under the corresponding Article for Finnish.

The organiser of a school unit with compulsory school, and subject to permission from the Swedish National Agency for Education, may organise a special course in Jewish Studies in years 7–9 in accordance with the Ordinance on Special Courses in Jewish Studies in Compulsory School (2011:398). The special course aims to expand the opportunities for compulsory school pupils who belong to the Jewish national minority to deepen their knowledge of the culture, history, traditions and religion of their minority.

In Sweden there is one secondary school that organises a special course in Jewish studies. In order to incentivise more schools to organise such a course, an incentive payment has been introduced as of April 2026. The incentive payment is intended to compensate organisers for the specific additional costs they incur in organising Jewish Studies in years 7 to 9 under the said Ordinance.

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

In September 2025, the Government decided to give SEK 2 million to the Swedish National Council of Adult Education to increase knowledge of Jewish life and Jewish languages. This funding is to be distributed to folk high schools and study associations for activities that improve knowledge about Jewish life and Jewish languages, such as Yiddish. The Government also intends to set aside SEK 1 million in 2027 for this initiative, provided that the Riksdag allocates funding to this grant.

See also the information under the corresponding Article for Finnish.

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

Recommendation from the Committee of Ministers: Increase the system of teacher training according to the needs of the speakers and to the situation of each of the minority languages.

Recommendation for immediate action from the Committee of Experts: Take further steps to develop a structured policy concerning teacher training at all education levels, in co-operation with the Yiddish speakers.

Lund University is the only university in Scandinavia that offers teaching and conducts research in Yiddish. The university offers courses on film and world literature in Yiddish, Yiddish culture during and after the Holocaust, and the creation of a modern Jewish culture.

Lund University was allocated special funding in 2021 to begin work on a teacher education programme in Yiddish. The first group of students was accepted in autumn 2022, and in the same year the subject area also received special funding from the Government to strengthen and develop efforts to revitalise and preserve Yiddish as a minority language. This special funding has enabled an expansion of the basic staffing in the form of newly recruited teachers who were able to start work on creating long-term stability in the subject area in 2023.

On 13 November 2025, the Government decided to task Lund University with strengthening its efforts to promote and preserve the national minority language Yiddish. For this task, SEK 500 000 was set aside in 2025 and SEK 1 million in 2026. It is estimated that a further SEK 1 million will be set aside in 2027, provided that the Riksdag allocates funding to this grant. In carrying out this task, Lund University is to conduct dialogue with language bearers and representatives of the Jewish minority.

A person who has Yiddish as their mother tongue and a teacher education degree (in any school subject) and wants to expand their teaching qualifications to be able to teach Yiddish as a mother tongue needs 30 credits in Yiddish. The Centre for Languages and Literature, a department at Lund University, offers two courses of 15 credits each specialising in mother tongue tuition. In addition, advanced courses such as knowledge and skills development are offered for those who work or want to work as a mother tongue teacher and study guide in Yiddish.

The Centre for Languages and Literature at Lund University is in regular contact with the Swedish National Agency for Education, the Swedish Yiddish Association, and ISOF, all of which have been identified as important cooperation and dialogue partners. In addition, discussions are held with other teacher education programmes in Sweden in other minority languages and teacher education programmes outside Sweden's borders.

See also the information under the corresponding Article for Finnish.

7.1.i Promote appropriate transnational exchanges for Yiddish fields covered by this Charter
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See the information under Article 7.1.d for Finnish and Article 7.1.h for Yiddish.

7.2 Eliminate any unjustified distinction, exclusion, restriction or preference relating to the use of Yiddish
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Recommendation from the Committee of Ministers: Include language as a ground for discrimination in the Swedish legislation.

Recommendation for immediate action from the Committee of Experts: Extend the grounds set out in the Discrimination Act so as to cover explicitly discrimination based on language.

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.

See information about the Action plan to combat racism and hate crime under the corresponding Article for Romani Chib. See the information about the Government's strategy to strengthen Jewish life under Article 7.1.c for Yiddish. See the information on education under Article 7.1.h for Yiddish and Articles 7.1.f and 7.1.h for Finnish.

The decisions on public service remits for the period 2026–2033 include conditions requiring an increase in the overall programming in Yiddish during the mandate period compared to 2025 levels. This is because the total programming is small compared to other national minority languages.

According to the public service companies' reports, in total in 2025 SR, SVT and UR broadcast and provided a total of 36 hours in Yiddish, of which around 21 hours were first broadcasts. During the year SVT broadcast a total of 14 hours in Yiddish, of which 7 hours were first broadcasts; SR broadcast a total of 14 hours in Yiddish, of which 10 hours were first broadcasts; and UR broadcast a total of 8.09 hours in Yiddish, of which 4.16 hours were first broadcasts.

Even though the total broadcasting time in Yiddish is much lower than for the other national minority languages, there was an increase in the previous remit period 2020–2025 compared to 2019 in terms of both aggregate programming and first broadcasts in the language.

See also the information on the media under Article 11 for Finnish.

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.