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10.3 European Charter for Regional or Minority Languages – b. Fifth report of the Committee of Experts in respect of Sweden

Item to be prepared by the GR-J at its meeting on 8 December 2014

In accordance with Article 16, paragraph 3 of the Charter, the Committee of Experts of the European Charter for Regional or Minority Languages submits its fifth report on the application of the Charter in Sweden to the Committee of Ministers of the Council of Europe. The report contains proposals for recommendations to be addressed by the Committee of Ministers to Sweden. The Swedish government has submitted its comments on the content of the present report in accordance with Article 16, paragraph 3 of the Charter.

¹ This document has been classified restricted at the date of issue. In accordance with the Deputies' decision (CM/Del/Dec(2001)765/10.4), it will be declassified after examination by the Committee of Ministers.

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

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

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

Having concluded this process, the Committee of Experts adopts its own report. This report is submitted to the Committee of Ministers, together with suggestions for recommendations that the latter may decide to address to the State Party.

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Chapter 1 Background information

1.1. Ratification of the Charter by Sweden

1. Sweden signed and ratified the European Charter for Regional or Minority Languages (hereafter referred to as “the Charter”) on 9 February 2000. The Charter entered into force in Sweden on 1 June 2000. The instrument of ratification of Sweden is set out in Appendix I of this report.
2. Article 15, paragraph 1 of the Charter requires States Parties to submit three-yearly reports in a form prescribed by the Committee of Ministers². The Swedish authorities presented their fifth periodical report to the Secretary General of the Council of Europe on 10 October 2013.
3. This fifth evaluation report is based on the information obtained by the Committee of Experts from the fifth periodical report of Sweden and through meetings held with representatives of speakers of regional or minority languages in Sweden and the Swedish authorities during the on-the-spot visit, which took place from 16 to 20 December 2013. The Committee of Experts received comments from bodies and associations legally established in Sweden, submitted pursuant to Article 16, paragraph 2 of the Charter. This information was very helpful in the course of evaluating the application of the Charter and the Committee of Experts would like to express its appreciation to these organisations for their valuable contribution and participation in the monitoring process.
4. The present report contains detailed observations that the Swedish authorities are encouraged to take into account when developing their policy on regional or minority languages. On the basis of these detailed observations, the Committee of Experts has also established a list of general proposals for the preparation of a fifth set of recommendations to be addressed to Sweden by the Committee of Ministers, as provided in Article 16, paragraph 4 of the Charter.
5. This present fifth report was adopted by the Committee of Experts on 16 May 2014.

1.2. Presentation of the regional or minority language situation in Sweden: update

6. The Committee of Experts refers to the relevant paragraphs of the previous evaluation reports³ for basic information on the situation of regional or minority languages in Sweden. Sweden declared at the time of ratification that Sami, Finnish and Meänkieli are regional or minority languages, protected under Part III of the Charter. It also identified Romani Chib and Yiddish as non-territorial languages spoken in Sweden.

Romani

7. Of the Romani varieties currently spoken in Sweden, Kalé is one of the longest established, having a traditional presence since the 16th century. It is not mutually intelligible with other varieties of Romani spoken in Sweden.
8. During the current monitoring round, representatives of speakers of Kalé strongly expressed the view that particular steps should be taken to protect and promote Kalé as a traditionally used variety. This has not been a priority of Sweden’s Romani-related activities so far which have tended to focus on Kelderash and the more recently arrived varieties.
9. Similar views have recently been expressed by the “*Resande*” (Travellers) concerning Swedish Romani. They are of the opinion that their traditional language and culture have not been sufficiently taken into account. In their view, there has been no progress with regard to funding, translation or protection against discrimination.

² MIN-LANG(2009)8 Outline for 3-yearly periodical reports as adopted by the Committee of Ministers of the Council of Europe.

³ First evaluation report of the Committee of Experts on the application of the European Charter for Regional or Minority Languages in Sweden ECRML (2003) 1; Second evaluation report of the Committee of Experts on the application of the European Charter for Regional or Minority Languages in Sweden ECRML(2006)4; Third evaluation report of the Committee of Experts on the application of the European Charter for Regional or Minority Languages in Sweden ECRML(2009)3; Fourth evaluation report of the Committee of Experts on the application of the European Charter for Regional or Minority Languages in Sweden ECRML(2011)4.

Sami

10. Sweden has ratified for Sami without distinguishing its separate languages. During the process of monitoring the protection and promotion of Sami, it has become increasingly clear that there is a need to differentiate between North, Lule, South and Ume Sami, for example in the field of education. The Committee of Experts has therefore adopted this approach where appropriate. However, where there is no need for such differentiation, the Committee deals with Sami as a whole (see also Chapter 1.3. of the fourth evaluation report of the Committee of Experts in respect of Norway, ECRML(2010)3). This approach is consistent with the approach of the Swedish authorities and the Sami-speakers.

Official statistics regarding the number of speakers of the regional or minority languages

11. In its third evaluation report (paragraphs 9-10), the Committee of Experts noted that Sweden did not collect official statistics regarding the number of users of regional or minority languages. The Committee of Experts urged the Swedish authorities to take pragmatic steps to collect, in co-operation with the speakers, reliable data on the number and geographic distribution of the speakers of the regional or minority languages.

12. In their fifth periodical report, the Swedish authorities reiterate that Sweden does not gather official statistics on the number of people belonging to an ethnic group, since it is against the constitution to track ethnicity and in their view the methods of calculating are neither ethically acceptable nor scientifically reliable.

13. During the on-the-spot visit, representatives of speakers of regional or minority languages stressed the urgent need for the collection of reliable data on the number and geographical distribution of speakers of the regional or minority languages spoken in Sweden. Although surveys on the number of speakers have been recently conducted for Sami and Meänkieli, they are only rough estimations and not large-scale enough to produce a representative outcome. Therefore, they cannot serve as a basis for reliable and effective language policy planning, which would be most instrumental in order to improve the needs assessment of the various minority language communities.

14. According to the fifth periodical report, on 4 December 2011, the government entrusted the Equality Ombudsman with undertaking a pilot study on methods for investigating the composition and living conditions of the population. One of the aims was to discuss the possibilities of collecting information on the conditions of life among the national minorities. The findings of the pilot study were reported upon by the Equality Ombudsman in November 2012. According to the study there is currently no general method that is suitable for collecting information on the national minorities.

15. The Committee of Experts understands the sensitivity connected to the collection of official statistics on ethnic affiliation and possible infringements upon the Swedish Personal Data Act. However, the Committee is of the view that collecting reliable statistics on minority language users does not need to involve personal data. Representatives of the three Part III languages, Sami, Finnish and Meänkieli, reiterated their view that language statistics are essential for the implementation of the Swedish minority language policy. However, representatives of the Part II languages, Romani and Yiddish, remained sceptical about collecting statistics on their languages. The Committee of Experts encourages the authorities to take these different views into consideration.

The Committee of Experts urges the Swedish authorities to take pragmatic steps to collect, in co-operation with the speakers, information on the number and geographic distribution of the speakers of regional or minority languages.

1.3. Particular issues arising in the evaluation of the application of the Charter in Sweden

1.3.1. Sweden's new strategy for regional or minority languages, the territorial application of the Charter and monitoring

16. Sweden has adopted and implemented the strategy "From Recognition to Empowerment – the Government's Strategy for the National Minorities" (Government Bill 2008/09:158) in relation to its regional or minority languages. This has involved legislation, funding, diffusion of information and monitoring.

17. In terms of legislation, Sweden has adopted the Act on National Minorities and National Minority Languages (2009:724) (hereafter: *Minority Act*). It contains a basic protection which covers the whole territory of Sweden and a targeted protection that covers the administrative areas of Sami, Finnish and Meänkieli. This Act replaces the two previous acts concerning the right to use Sami, Finnish and Meänkieli in dealings with public authorities and courts. The legislation covers Sami, Finnish and Meänkieli in connection with local and regional authorities, as well as Sami and Finnish in connection with several central public bodies, which, among others, include the Parliamentary Ombudsman, the Office of the Chancellor of Justice, the Social Insurance Office, the Swedish Tax Agency and the Equality Ombudsman. Furthermore, some additional bodies have been given the task of developing ways of offering services in Finnish and Sami (see paragraph 33 of the periodical report Min. Act. Section 10, p.62).

18. Another significant development has been the adoption of the Language Act (2009:600). The Act declares Swedish to be the principal language in Sweden. The Act also gives special recognition to the regional or minority languages covered by the Charter, and to sign language.

19. The sum of annual funding increased significantly from SEK 10 million (€1.1 million⁴) in 2009 to SEK 130 million (€14.25 million) in 2014 to support activities concerning regional or minority languages.

20. The compliance with the Minority Act is monitored by the County Administrative Board of Stockholm and the Sami Parliament for Sami. In February 2011, these two bodies published their first report on the implementation of the Minority Act. They are expected to file annual reports on the progress made.

Territorial application of the Charter

21. In the previous monitoring cycles, the Committee of Experts observed that the territorial scope of the two principal legal acts implementing the Charter in Sweden were restricted to certain administrative districts in Norrbotten County. This geographical limitation concerned mainly Articles 9 and 10 of the Charter. The acts excluded the territory where South Sami had traditionally been spoken, and a large part of the territories where there is a substantial traditional presence of Finnish. The Committee of Experts urged the Swedish authorities to define, in co-operation with the speakers, the entire areas where Lule, North and South Sami, Finnish and Meänkieli are traditionally used in Sweden and to apply the Charter in these areas. On the basis of the observations made by the Committee of Experts in its fourth evaluation report, the Committee of Ministers adopted the recommendation addressed to the Swedish authorities to **"define, in co-operation with the speakers, the areas where Finnish and Sami are covered by Part III of the Charter and apply the relevant provisions of the Charter in these areas"** [RecChL(2009)3].

22. While the Swedish authorities have not defined these areas precisely, they have nevertheless made substantial progress in respect of the territorial application of Article 10 ("administrative authorities and public services"); as well as in pre-school and elderly care. The number of municipalities now integrated in the administrative areas of Sami and Finnish has grown steadily, and Meänkieli has had one municipality added.

⁴ Exchange rate as per www.xe.com/ucc on 23 June 2014

23. Pursuant to Section 6 of the Minority Act, the administrative areas for Finnish and Sami were extended on 1 January 2010 to include 18 and 13 additional municipalities respectively (see Section 6 of the Act). In the case of Finnish, this includes the two largest cities of Sweden, the capital, Stockholm, and Gothenburg.

24. According to Section 7 of the Minority Act, municipalities other than those listed in Section 6 may voluntarily join the administrative area, subject to a final decision by the government. The County Administrative Board of Stockholm and the Sami Parliament have the duty to facilitate this process. The administrative area for Finnish has been further extended. As of 1 February 2014 there are a total of 52 municipalities within the administrative area of Finnish. On 1 May 2010, the administrative area for Sami was further extended by one municipality and now reaches a total of 18 municipalities. As regards Meänkieli, the administrative area that comprised five municipalities has been extended by one municipality which joined on 1 February 2011.

25. The County Administrative Board of Stockholm and the Sami Parliament have been commissioned to support and co-ordinate the implementation of the Minority Act in the new municipalities and have been provided ring-fenced money for this task, which is earmarked specifically to cover additional costs arising from the implementation of the Act. On 1 February every year, the government distributes these funds to local authorities according to the criteria that the government itself has determined, on the basis of a population count.

26. According to the County Administrative Board of Stockholm, some municipalities do not join the administrative area because they fear that they will not be able to bear the additional costs.

27. The representatives of the national minority languages have expressed their satisfaction with the extension of the administrative areas. However, the Sweden Finns pointed out that the majority of the municipalities and a substantial proportion of Sweden Finns still do not belong to the Finnish administrative area.

28. According to Section 9 of the Minority Act, there are less clearly defined provisions to use Finnish, Meänkieli and Sami outside the administrative areas in oral and written contacts with public authorities. It seems that so far the Minority Act has not been applied in practice outside the administrative areas due to lack of awareness amongst the speakers and the authorities of the fact that it also applies nationwide in certain respects. However, according to Section 8 of the Language Act (2009) the public sector has a particular responsibility to protect and promote the national minority languages.

29. According to the fifth periodical report, the right to use Finnish, Meänkieli and Sami is not extended to cover additional courts, and there are at present no plans to do so. The government does not consider it a priority at this stage. Therefore, the right to use these languages in courts remains restricted to the original administrative area.

Monitoring

30. According to the fourth periodical report, a state monitoring system has been introduced in order to monitor compliance with the 2009 Minority Act and minority policy. The Act obliges administrative authorities to provide national minorities with information on their rights, when needed. The County Administrative Board of Stockholm and the Sami Parliament are responsible for co-ordinating and monitoring the implementation of the minority language policy at national level, except for education, which is not covered by the Minority Act. These two bodies also have the task of assisting municipalities in applying the Minority Act and of submitting an overall assessment of the compliance with the Minority Act. Their role is also to implement measures aimed at increasing awareness.

31. As the County Administrative Board of Stockholm pointed out during the on-the-spot visit, implementation and monitoring are still work in progress. In general, those municipalities that joined the administrative area voluntarily after the passing of the Minority Act tend to be better prepared with regard to the protection of regional or minority languages. As for County Councils, the necessary structure to allow implementation is not yet fully operational. In their first monitoring report, the County Administrative Board of Stockholm identified three success factors for local and regional authorities in the administrative areas: a) clear political support in the leadership of the municipalities; b) appointment of a language co-ordinator at an early stage; c) regular dialogue and increased co-operation between local authorities and representatives of the speakers.

32. Municipalities, County Councils and selected public bodies are obliged to submit reports to the Sami Parliament and the County Administrative Board of Stockholm on the implementation of their minority language policy. These reports will then be forwarded to the government for further consideration and possible follow-up.

33. According to the fourth periodical report, a number of public bodies were to present, analyse and monitor their initiatives based on the objectives of the minority language policy during a three-year period (2010-2012), namely the:

- Election Authority;
- Equality Ombudsman;
- *Lantmäteriet* (the Swedish Mapping, Cadastral and Land Registration Authority);
- National Board of Health and Welfare;
- National Police Board;
- Swedish Arts Council;
- Swedish National Agency for Education;
- Swedish National Agency for Higher Education;
- Swedish National Board for Youth Affairs;
- Swedish National Institute of Public Health;
- Swedish Schools Inspectorate.

34. The Committee of Experts was informed by representatives of some of these public bodies that they have increased the visibility and awareness of regional or minority languages by translating parts of their websites into these languages and/or by providing information about the speakers' language rights.

35. According to comments submitted by representatives of the Meänkieli-speakers, some of these bodies have not yet been open to consultation with them.

36. According to the fifth periodical report (p. 17) the number of monitoring public bodies has been reduced to the following six entities, which only partly overlap with the list of bodies in paragraph 33.

- National Agency for Education;
- Swedish Arts Council;
- Swedish Council for Higher Education;
- Swedish Institute for Language and Folklore;
- Swedish National Board for Youth Affairs (only for 2013, not for 2014-2015);
- Swedish Schools Inspectorate.

37. The Committee of Experts looks forward to receiving information about the progress made by these bodies in the next periodical report.

1.3.2. *Status of Elfdalian*

38. In its previous evaluation reports, the Committee of Experts commented on Elfdalian and the desire of its speakers to obtain protection for Elfdalian under Part II of the Charter in accordance with Article 2.1. While acknowledging the ongoing dialogue between the Swedish authorities and representatives of the municipality of Älvdalen and speakers of Elfdalian, the Committee of Experts urged the Swedish authorities to clarify the status of Elfdalian in co-operation with the speakers.

39. The Swedish authorities stated in their fifth periodical report (p. 17) that after discussions with the speakers and the municipality of Älvdalen, the question of the status of Elfdalian was addressed in the Government Bill 2008/09:158. The government does not recognise Elfdalian as a language to receive protection under the Charter. The Swedish authorities nevertheless consider that Elfdalian should be preserved as part of the Swedish cultural heritage and should be passed on to the younger generation, for which the Swedish Institute for Dialectology, Onomastics and Folklore Research (hereafter: *Institute for Language and Folklore* or *ISOF*) and the municipality of Älvdalen would be competent.

40. In the fifth monitoring round, the Committee of Experts met again with representatives of the Elfdalian-speakers. To date, all activities aimed at promoting and safeguarding Elfdalian have been financially supported by the municipality of Älvdalen or by private donors. A grammar book of Elfdalian was published in 2013 with the active support of the municipality.

41. According to the fifth periodical report, there is no consensus among linguists on whether Elfdalian is a language or a dialect. The general view in Sweden has been that Elfdalian is a dialect. However, the view that Elfdalian is a language is increasingly gaining support.

1.3.3. *Status and promotion of Sami and in particular of Ume Sami*

42. According to the fourth periodical report (p. 25), Ume Sami-speakers formed the non-governmental organisation *Álgguogáhtie* with the aim of preserving the Ume Sami language and increasing its visibility. In this respect, the organisation co-operates with the municipality of Umeå. The Sami Language Centre in Tärnaby undertakes Ume Sami language promotion and language revitalisation activities, while still supporting other varieties of Sami.

43. During the previous on-the-spot visit, the Committee of Experts had been informed by representatives of the speakers that new language courses in Ume Sami were being offered as part of the revitalisation effort, attracting young people. An introductory summer course to Ume Sami was occasionally organised by Umeå University. Attempts were made to introduce Ume Sami into pre-school but without success due to a lack of teachers.

44. During the present on-the-spot visit the representatives of the speakers of Ume Sami declared that efforts were needed to make the language more visible in public and that support was needed to create learning and teaching materials and recruit Ume Sami teachers. In practice, however, the Ume Sami speakers face the problem of a lack of an enabling structure for teacher training. Clear concepts and necessary means on how best to overcome the persistent shortage of teachers were still missing.

45. According to the Swedish authorities, Sweden's ratification of the Charter includes the Ume Sami variety because it is covered under the new strategy for minority languages, and the seven municipalities where it is spoken are part of the administrative area for Sami. According to the authorities, Ume Sami-speakers are, for instance, entitled to pre-school education in Sami. The Committee of Experts considers that this implies provision, as far as possible, also in the Ume Sami variety.

46. The Committee of Experts welcomes the support of the Sami Language Centres, which were introduced as a result of the Minority Act, and which aim to develop methods to revitalise different Sami languages. The Committee of Experts encourages the Swedish authorities to continue their efforts for Sami, in relation to language acquisition, revitalisation and research.

47. According to the fifth periodical report, the government decided to grant a subsidy of SEK 430 000 (€ 47 200) for the academic year 2011/2012 to the Sami Education Centre for the development of distance education, primarily in Lule Sami. The Sami Education Centre was invited to report the results of these development initiatives to the Government Offices (the Ministry of Education and Research) by 31 October 2013. The Committee of Experts is looking forward to being informed about the results of the evaluation.

48. According to information provided to the Committee of Experts, the invitation of new mining enterprises in the Sami reindeer herding areas is putting the sensitive interface between economy, traditional cultural customs and languages at risk. According to the representatives of the speakers they have not been consulted during this process. The Committee of Experts asks the Swedish authorities to establish a dialogue with them before any decision is taken.

Chapter 2 Conclusions of the Committee of Experts on how the State authorities have reacted to the recommendations of the Committee of Ministers (RecChL(2011)3)

Recommendation No. 1:

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

49. Some improvements have been made with respect to education, for example the Language Act puts the national minority languages at the same level as Swedish, which was named the principal language, thus codifying the right to learn, use and develop the minority language. The new Minority Act, however, covers only pre-school education. In the field of teacher education, efforts have been made to respond to the recommendation. In general, however, little progress can be seen for most of the national minority languages, at most levels of education. There is still no structured policy on minority language education.

Recommendation No. 2:

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

50. There has been no progress in this field. No increase in teaching hours has been provided. The amount of teaching still does not correspond to the undertakings. The possibilities to receive mother tongue instruction are still patchy and there is great variation with regard to what extent municipalities offer mother tongue instruction. The authorities have proposed to abolish the requirement of basic knowledge of the language in order to receive mother tongue instruction. The lack of coherence between the different Acts on the issue regarding under what conditions pupils have the right to receive mother tongue instruction is also part of the problem to be solved, as well as the lack of communication between state authorities. There is an inadequate implementation of mother tongue instruction by municipalities.

Recommendation No. 3:

“Increase the amount of bilingual education available in Finnish and Sami, and establish bilingual education in Meänkieli.”

51. Some progress has been made with respect to Sami. Bilingual education has not been developed for Meänkieli. There has been a decrease of municipal bilingual education for Finnish.

Recommendation No. 4:

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

52. Teacher education for Sami, Finnish, Meänkieli and Romani Chib as mother tongue subjects is being developed. This, however, only concerns years 7 to 9. At present, there is no teacher education for teaching bilingual classes. The change of location of Meänkieli teacher education to Stockholm is in conflict with the wishes of the speakers and with the existing subject teaching of

Meänkieli which takes place in Umeå. There is no planned teacher education for Yiddish. There is a lack of coherence between instruction in and of the languages, subject teaching at higher levels and the extent and form of teacher education. There is a serious lack of teachers at pre-school level and at years 1 to 4 of primary school, as well as of teacher training for bilingual education.

Recommendation No. 5:

“Create teaching and learning materials, for all regional or minority languages.”

53. There has been some progress in this field for most languages; however, there still is a severe lack of teaching materials for the specific conditions of the different languages. Recently, the National Agency of Education has been given the task of developing teaching materials for the national minority languages.

Chapter 3 The Committee of Experts' evaluation in respect of Part II and Part III of the Charter

3.1. Evaluation in respect of Part II of the Charter

54. The Committee of Experts will not comment on those provisions of Part II for which no major issues were raised in the fourth evaluation report and for which the Committee of Experts has not received any new significant information. Under Part II, this concerns Article 7, paragraph 1a. *g* and *i* and paragraph 5. The Committee of Experts reserves, however, the right to evaluate the implementation of these provisions again at a later stage.

Article 7 – Objectives and principles

Paragraph 1

In respect of regional or minority languages, within the territories in which such languages are used and according to the situation of each language, the Parties shall base their policies, legislation and practice on the following objectives and principles:

b the respect of the geographical area of each regional or minority language in order to ensure that existing or new administrative divisions do not constitute an obstacle to the promotion of the regional or minority language in question;

55. In the fourth evaluation report, the Committee of Experts did not comment on this issue.

56. According to the fifth periodical report, the administrative areas for Part III languages have been extended. This means that the need for support has increased among the municipalities, county councils and central government authorities involved. The government has therefore allocated special resources for co-ordination measures as well as information and training initiatives, primarily in administrative municipalities, to raise the level of knowledge. The County Administrative Board of Stockholm and the Sami Parliament have thereby been able to undertake a number of initiatives, including information meetings, conferences and seminars.

c the need for resolute action to promote regional or minority languages in order to safeguard them;

57. In the fourth evaluation report, the Committee of Experts noted the action taken by the Swedish authorities and commended these authorities for the significant increase in funding directed towards the protection and promotion of regional or minority languages. However, it encouraged the Swedish authorities to ensure that Yiddish and Romani Kalé benefit from adequate practical and financial support from the Language Council of the Institute for Language and Folklore (ISOF). It also looked forward to receiving more information in the next periodical report on the final report on the revitalisation of minority languages, which was supposed to be presented in June 2012 by the special reference group within the Government Offices. Moreover, the Committee of Experts asked the

Swedish authorities to provide, in the next periodical report, more detailed and language-specific information on the allocation of funds and information on the consequences for umbrella NGOs of the planned change of the funding system for cultural activities.

58. According to the fifth periodical report, the ISOF has reference groups for all national minority languages including for Romani Chib and Yiddish. Various initiatives and activities are mentioned by the authorities: a study on the need for language conservation initiatives for Yiddish; language seminars in Romani Chib, translation into Romani Chib and the purchase of linguistic literature in Romani Chib. Moreover, news and information texts as well as other material are available on the Language Council's website in Yiddish and in different varieties of Romani Chib. Translations into Yiddish have been made, a transcription system for the spelling of Yiddish in Latin letters is in the planning stage and the Language Council provides advice and recommendations on Romani Chib by email and telephone.

59. The authorities report that the ISOF provides funds for revitalisation projects, including those involving Romani Chib and Yiddish, such as language camps, language immersion days or language clubs. They also provide language-specific information regarding the amounts allocated in 2011 and 2012. However, budgetary and administrative considerations by the ISOF have led to the decision to transfer the archives for Meänkieli and Sami from Umeå, which is situated close to the traditional areas of the languages, to Uppsala. During the on-the-spot visit, the Committee of Experts was informed that extra funds have been allocated for projects on regional and minority languages with the exception of Sami and also for cultural activities such as theatre, dance and music, linked to cultural traditions of different minority groups, amounting to SEK 3.5 million (€385 000) annually. The Committee of Experts received no information on the situation of Romani Kalé.

60. As a result of the Minority Act, several Sami Language Centres have been established in order to promote all Sami languages and with a special view to creating innovative measures to revitalise Sami. The success of the Sami Language Centres has been recognised by all minority language communities. In 2011, this inspired the Tornedalian minority to propose the establishment of a Meänkieli language centre. There is also a strong interest and need for a language centre for Finnish, in order to increase and sustain the effectiveness in the revitalisation efforts targeting Finnish. This was also stated in a report analysing the situation of the Finnish language, published in March 2013 by Uppsala University and the Church of Sweden on the initiative of the Sweden Finns. Also the Roma representatives have presented a wish for the establishment of a Roma language and culture centre in the Northern part of Sweden. So far, the Swedish authorities have not shown any interest in these proposals.

61. During the on-the-spot visit, some representatives of the Jewish community stressed the need to stimulate interest in Jewish culture in general. Their view was also to promote especially the written forms of expression of the Yiddish language through cultural activities. Some other representatives highlighted the need for the direct protection and promotion of Yiddish.

d the facilitation and/or encouragement of the use of regional or minority languages, in speech and writing, in public and private life;

62. As a result of the implementation of the new Minority Act, the Sami Language Centres have developed innovative methods to revitalise and increase the use of Sami languages. The progress of the centres has created strong interest among the other minority language groups to create similar structures and institutions.

Health and Social Care

63. In the fourth evaluation report, the Committee of Experts welcomed the positive developments in the situation of the use of regional or minority languages in the Health and Social Care system and asked the authorities to provide information on the practical application of the legal rights and obligations in the care system. As regards a possible extension of the ratification instrument with regard to health services, there was no development in this respect.

64. According to the fifth periodical report, two websites provide information, support and advice on health and medical care in minority languages (www.1177.se and www.umo.se). The National Institute of Public Health and the National Board of Health and Welfare have translated several documents and texts directed at the general public into the national minority languages (e.g. information material on the swine influenza pandemic and information on the vaccination of children translated into Finnish and Romani Chib). The National Board of Health and Welfare has also published an information sheet 'New Act on National Minorities and Minority Languages' (5/2010) and an accompanying pocket-sized folder to disseminate knowledge on the new Act and to provide support for staff in health care and social services. Moreover, the National Board of Health and Welfare adopted translation and interpretation guidelines stating that general information on the activities of the agency and the rights of the national minorities is to be available in all the minority languages on the external website. It also produced a web-based tool that offers each employee the opportunity to voluntarily state the languages of which they have a command and which they could consider using in their work.

Elderly Care

65. According to the Minority Act, speakers of Sami, Finnish and Meänkieli have the right to receive services in their mother tongue fully or partly, within the administrative areas. According to the fifth periodical report, since 1 January 2009, through the application of the freedom of choice systems under the Law on System of Choice in the Public Sector (2008:962 LOV) users themselves have been able to choose the provider of a service. In some fifty municipalities, there are individual providers offering some type of special focus and/or special skills in their operations and some 40 of these include staff who speak Finnish. In some municipalities, elderly care provided in one or more of the minority languages is also offered by the municipalities themselves (e.g. the home for the elderly in Kiruna, which was inaugurated in 2013 and offers elderly care for people who speak Finnish, Meänkieli or Sami).

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

67. Finally, the authorities report that on 24 March 2011, the government decided to appoint an Inquiry Chair entrusted with presenting proposals on how the patient's position within, and influence over health and medical care could be strengthened (ToR 2011:25). The Inquiry presented its first interim report *Patient legislation* in January 2013, which states that the information the patient is entitled to receive should be clarified and adapted to the recipient's age and language background. This means that the information should be individually adapted *inter alia* in terms of language. The Inquiry's proposals are currently under consideration at the Government Offices.

68. During the on-the-spot visit, the representatives from the Ministry of Health and Social Affairs informed the Committee of Experts that 40 municipalities provide general information about elderly care and about 20 of them use Finnish. However, since the number of municipalities which are part of the Administrative area of Finnish is 52, this means that not even in half of them is it possible to receive information in Finnish.

Visibility of Sami, Finnish and Meänkieli

69. In the fourth evaluation report, the Committee of Experts noted that the visibility of regional or minority languages had improved through the increase of signage, especially for Sami, Finnish and Meänkieli. Other contributions to this improvement had been the updating of websites in minority languages, the presence of minority languages in some cultural and broadcasting projects and the creation of the Swedish bilingual booklet ("Let's speak Finnish"). Nevertheless, during the fourth monitoring cycle, the Sami Parliament criticised the fact that out of the 106 hours of Sami broadcast in 2009 on SVT, none were in South or Lule Sami.

70. According to the fifth periodical report, there were some improvements concerning place names in Sami, Finnish and Meänkieli as well as the use of these languages in media. These questions will be dealt with in the developments under Article 10.2.g and under Article 11.

71. During the on-the-spot visit, the Finnish Youth representative provided the Committee of Experts with an example of good practice, having produced an information package for parents of new-born babies, in order to inform them about the issues of bilingualism and their children's language rights according to the national minority legislation in Sweden. The information package was provided for free in Finnish and in Swedish and in the future will also be available to South Sami families. This will allow the parents to become aware of their respective rights and the rights of their children at a very early stage.

72. The introduction of the Language Act and the Minority Act has increased the public visibility of Sami, Finnish and Meänkieli.

Visibility of Yiddish

73. According to the fourth evaluation report, the Swedish Educational Broadcasting Company (*Sveriges Utbildningsradio*) provided some programmes on the Yiddish language and culture in Swedish, but the provision of radio broadcasting in Yiddish was almost non-existent. No Yiddish radio programmes were broadcast in 2010. With regard to children's programmes, a television series was translated into Yiddish.

74. According to the fifth periodical report, all three public broadcasting companies, (*Sveriges Radio AB (SR)*, *Sveriges Television AB (SVT)* and *Sveriges Utbildningsradio AB (UR)*) have to offer programmes in the national minority languages, including Yiddish.

75. The ISOF provides funds for revitalisation projects and, increasingly, for Yiddish. In the three-year period during which revitalisation initiatives for national minority languages have been underway, the allocation of funds for Yiddish has been as follows:

- In 2010, SEK 171 000 (€18 760);
- In 2011, SEK 641 000 (€70 300);
- In 2012, SEK 515 000 (€56 500).

76. During the on-the-spot visit, the representatives of the Jewish community presented the view that Yiddish is not adequately represented in the national public media.

Visibility of Romani Chib

77. According to the fourth evaluation report, there was a daily 30-minute radio news programme in Kelderash Romani but no television programmes in Romani and the visibility of Romani Chib remained insufficient in public life. Moreover, during the fourth monitoring cycle, the Committee of Experts was informed about a strong wish among the Roma to establish a northern Roma cultural centre with the support of the authorities. In addition, the representatives of the speakers of Swedish Kalé emphasised the importance of recognising it as a language traditionally present in Sweden.

78. According to the fifth periodical report, Filmpool Nord, a regional centre for film and TV production, has provided support to one project in Romani over the period 2010–2012 and another one is under development. Moreover, Sveriges Radio AB (SR), Sveriges Television AB (SVT) and Sveriges Utbildningsradio AB (UR), the Swedish Educational Broadcasting company, have broadcasting licences that apply to the period 2010–2013, according to which they are to take account of the interests of linguistic and ethnic minorities and the minority languages, among which Romani Chib is entitled to a special status. In addition, the public service companies are required to conduct a dialogue with the groups involved. Furthermore, the government forwarded the *Education and access – public service radio and TV, 2014–2019* bill (Government Bill 2012/13:164), which contains proposals for more stringent requirements regarding public service companies' supply of programmes in the minority languages. It is proposed to specify conditions in broadcasting licences so that it is clear that all public service companies are to make an annual increase in the supply of programmes in the national minority languages of Sweden - Finnish, Sami, Meänkieli and Romani Chib during the licence period.

79. During the on-the-spot visit, the Roma representatives expressed the view that no progress had been made in the last few years concerning the overall perception of Roma people and Roma culture by the majority population. The Roma representatives informed the Committee of Experts that little had been done at municipal, regional and national level and that visibility in the public sphere must be increased.

- e *the maintenance and development of links, in the fields covered by this Charter, between groups using a regional or minority language and other groups in the State employing a language used in identical or similar form, as well as the establishment of cultural relations with other groups in the State using different languages;***

80. In the fourth evaluation report, the Committee of Experts asked the Swedish authorities to report on measures taken to facilitate and support the co-operation between different minority language groups, since the former body that served as a link between those groups (SWEBLUL) ceased to receive state subsidies.

81. According to the fifth periodical report, different measures have been taken since the last report, aiming at promoting and facilitating contact and at supporting co-operation between the national minority groups. Firstly, a reference group created as a result of the government bill *From Recognition to Empowerment – the Government's Strategy for the National Minorities* (Government Bill 2008/09:158), has collected expertise and knowledge on the situation of each minority language, and constituted an arena for dialogue and exchange of experiences between the national minorities concerning revitalisation issues. The reference group's final report (see periodical report pp.25-26) describes, among other things, the challenges involved in the work of revitalising the minority languages and the needs which exist for a similar arena for co-operation between minority groups in the future. Secondly, since 2011 representatives of national minority youth organisations have met in connection with two major conferences on language revitalisation. The youth representatives' participation was partly funded by the Language Council and the universities of Uppsala and Stockholm. As a result, a network of youth representatives has been established. In February 2012, representatives of young people belonging to the national minorities gathered for the first time at a consultative meeting with the Minister responsible for minority policy at the Ministry of Employment. The aim of the meeting was to provide an opportunity for the exchange of experiences and views on Sweden's minority policy. It was also an opportunity for the representatives to discuss important issues with young people from other national minorities. As a result of this meeting, a formal platform has been created for the national minorities' youth organisations to enable the exchange of knowledge and experience between these organisations. The Youth organisations also received funding for a common co-operation project for three years. Thirdly, another area in which co-operation between the national minorities takes place is on the www.minoritet.se website. The Sami Parliament has been given the task to maintain this website. In order to get the national minorities involved in the development of the website, a council will be set up with representatives of all the national minorities.

82. During the on-the-spot visit, the Committee of Experts was informed about attempts made by the County Administrative Board of Stockholm together with the Sami Parliament to raise awareness and increase knowledge of minority language speakers about their respective rights. Publications in the minority languages and in Swedish have been brought to the attention of the Committee of Experts, with the exception of Yiddish.

83. The Committee of Experts asks the authorities to provide information about the continued co-operation between both the youth NGOs and other NGOs.

f the provision of appropriate forms and means for the teaching and study of regional or minority languages at all appropriate stages;

84. The situation of education of the Sami, Finnish and Meänkieli languages is to be dealt with in greater detail in the paragraphs under Part III below.

85. In the fourth monitoring cycle, the Committee of Ministers adopted the recommendation addressed to the Swedish authorities to “**strengthen education for all regional or minority languages, by adopting a comprehensive and structured approach, based on the needs of the speakers and according to the situation of the languages**”. In its fourth evaluation report, the Committee of Experts urged the Swedish authorities to adopt a comprehensive and structured approach to strengthening the teaching and study of all regional or minority languages and asked the Swedish authorities to provide information with regard to any development of the right to bilingual education in the forthcoming periodical report. In addition, mother tongue education, as it was carried out in Sweden, remained, in general, unsatisfactory as a means of sustaining language maintenance.

86. According to the fifth periodical report, the government has undertaken initiatives to strengthen the educational situation of the minority languages. Besides the new Education Act (2010:800), and the new Education Ordinance (2011:185), a new curriculum (Lgr11) now regulates the school sector. The government has entrusted a number of higher education institutions with responsibility for education in minority languages. In the Swedish system, such assignments are only given in special cases, so as to ensure that courses are put into place. Such assignments may lack earmarked funding from the government.

87. According to the fifth periodical report, the *Tema modersmål* website for which the National Agency for Education is responsible offers support to teachers in their teaching of the subject of mother tongues. The website contains teaching material developed by teachers, news and teaching tools in a large number of languages, including all the minority languages. As regards work on the website, the National Agency for Education has recruited editors from five different Romani varieties (Arlí, Kalé, Kelderash, Lovara and Resande) and editors for Sami, Yiddish, Finnish and Meänkieli. The result of this work is a better support in these languages for mother tongue activities within pre-schools and schools, by considerably increasing access to teaching tools and teaching resources. The material available on the website has been developed, extended and supplemented in recent years so that it now includes most varieties of the national minority languages.

88. Representatives of the Yiddish speakers criticised the lower level of implementation of Yiddish introduced by the authorities, compared to the other four minority languages. Such differences have been introduced for example with regard to teacher training which at the moment is not foreseen for Yiddish.

Pre-school

89. In the fourth periodical report, the Committee of Experts noted the entry into force of a new Education Act that covers rules for mother tongue support in pre-schools and the improvement of the rules for mother tongue tuition since the amendment of the School Ordinance.

90. According to the fifth periodical report, the pre-school curriculum (Lpfö 98, revised in 2010) recognises the value of awareness of one's own cultural heritage and of participation in other peoples' culture. Children belonging to the national minorities can be given support in developing a multicultural identity at pre-school. Moreover, according to the Education Act (2010:800), teaching at pre-school and in pre-school classes should also contribute towards ensuring that children whose mother tongue is not Swedish have the opportunity to develop both the Swedish language and their mother tongue. These measures do not specifically target the national minority languages. Some municipalities (that are part of the administrative areas for Finnish – 52 municipalities –, Sami – 19 municipalities – and Meänkieli – 6 municipalities) are to provide parents with the opportunity to place their children in a pre-school or equivalent, "where all, or parts" of the activities are conducted in Sami, Finnish or Meänkieli. The formulation "all or parts" has, like at primary school level, been interpreted variably, often in a minimalistic way. The supervisory agency, the Swedish Schools Inspectorate, undertook targeted supervision (reg.no. 40-2011:3022) in this area to ensure that the municipalities fulfil their obligations. This supervision showed a great variation in the municipalities' activities but also that the knowledge of the special rights of national minorities is, in general, low and that these languages have a low priority in many municipalities. The Swedish Schools Inspectorate follows up the shortcomings that emerge in its reviews.

91. During the on-the-spot visit, the Committee of Experts was informed about the dramatic need for pre-school teachers and for additional teacher training, and the lack of adequate teaching material. This applies especially to Meänkieli, but also to Finnish and, to a lesser extent, to Sami, where the Sami Education Centres seem to be in a position to fulfil, at least to a certain degree, the requests addressed to them in the field of education. The Committee of Experts was also informed about the municipalities' quite varying interpretation of what scope of services in national minority languages should be provided.

Teacher training

92. In the fourth evaluation report, the Committee of Experts noted that regional or minority language teacher training did not receive any earmarked funding and that in the teacher training programme which entered into force in autumn 2011, there was no Swedish higher education institution providing teacher training for minority languages. A planned teacher training reform in which mother tongue teachers should be given the same status and position as other teachers (training would be integrated into the teacher training programmes for upper secondary school teachers) was also mentioned. The Committee of Experts also noted that research on the language competence of teachers of mother tongue instruction should have been organised by the Schools Inspectorate in 2012.

93. Some new information on this issue was provided in the fifth periodical report and is to be dealt with in greater detail in the paragraphs under Part III below.

94. At the time of the previous on-the-spot visit by the Committee of Experts, the NGOs were awaiting a report from the National Agency for Higher Education, which had received from the Swedish government the task of evaluating the situation for national minority languages in higher education, and of proposing measures to ensure availability of teachers in national minority languages. The report was published in October 2011, and contained ambitious proposals and a coherent strategy for developing academic milieux for higher education and teacher education in Sami, Finnish, Meänkieli, Romani Chib and Yiddish. However, the terms of reference given to the agency clearly hampered the proposals produced: no changes were to be proposed to the requirements for admission to teacher education, nor to degree requirements for the different teaching degrees. Thus, one of the most urgently needed measures to ensure availability of qualified teachers could not form part of the agency's proposals: immersion-type language activities at post-secondary level as a

preparation for teacher education, and with state scholarships attached to them to encourage students. The needs presented by representatives of the speakers, the independent schools and the NGOs could not be met either: the needs are at the lower end of the educational level, that is pre-school and the first years in primary school, whereas the task was restricted to creating teacher education focussing on the mother tongue subject for the last years of primary school (14-16 years) and the secondary school level.

Romani Chib

95. In the fourth evaluation report, the Committee of Experts again strongly “urged the Swedish authorities to devise innovative solutions to the lack of Romani-teachers in co-operation with the speakers”.

96. According to the fifth periodical report, in its Budget Bill for 2013, the government entrusted Södertörn University College with national responsibility and funds for designing and developing subject teacher training in Romani Chib. In this work, the university is to liaise with the national minority concerned. The university is also required to co-operate with the actors involved in Sweden, and, where relevant, also with actors in other countries that have experience of work with this language. The university is required to build up a programme in Romani Chib, based on the aim of offering education in Romani Chib every academic year beginning in 2014. Moreover, in the autumn of 2008, an agreement was drawn up between the Education Department in Stockholm City and Södertörn University College regarding a contract educational programme directed at three unqualified Roma teachers. In principle, this teacher training programme followed the ordinary teacher training programme, with a focus on pre-schools, the pre-school class and the early years of compulsory school. The programme included a specialisation of its own on Roma history and the current situation of the Roma. The Roma teachers received their qualifications at an examination ceremony in October 2010.

97. As of 2014, Södertörn University College has a senior lecturer in charge of Romani teacher education.

98. In addition, the Swedish authorities report that within the framework of the government's strategy for Roma inclusion over the period 2012–2032, the National Agency for Education has been given the task of promoting the development and production of books and other teaching tools for children, young people and adults in all the varieties of Romani Chib. This work has been implemented after consultation with teachers of Romani Chib and Roma representatives, and was supposed to result in nine different types of school materials, which should have been operational, in principle, by the end of 2013.

99. During the on-the-spot visit, representatives of the Swedish *Resande* criticised the strategy for Roma inclusion, since their position as an integrated community is not sufficiently taken into account when developing its content. Their complaints referred both to educational and social issues.

100. During the on-the-spot visit, the Roma representatives informed the Committee of Experts that in Helsingborg there was only one teacher for mother tongue education: eight different dialects were spoken in the area, within this Roma community, but only two dialects were currently taught.

Yiddish

101. In the fourth evaluation report, the Committee of Experts noted the lack of adequate teaching material and the absence of teacher training in Yiddish. It “urged the Swedish authorities to increase the availability of teaching in or of Yiddish, in particular in Gothenburg, Stockholm and Malmö”.

102. According to the fifth periodical report, the Vasa Real School in Stockholm has applied for and been granted permission to organise a special programme in Jewish studies that includes teaching of Hebrew and Yiddish. Apart from this, Hillelskolan in Stockholm has offered teaching in Yiddish outside the ordinary teaching. Moreover, Lund University has had national responsibility for Yiddish since 2007 and the university has received funds for building up the programme in order to increase access

to teaching in Yiddish. This has resulted in Lund University being able to offer, in 2012, for the first time, a course at BA level in the subject of Yiddish. A total of 71 places were offered, 12 of which at BA level and 12 in a web-based beginner course. For these places, 118 applications were received, 69 of which being from first-choice applicants. The number of full-time students was 12 and the number of full-time equivalent studies was six. In addition, in the autumn term of 2012, Lund University provided courses on campus and distance courses in the language as well as in Jewish culture and history. The courses are provided at beginner, basic and advanced levels, but are not directly linked to teacher training. Teaching takes place in Swedish or English. According to the information received, this university is one of the few higher education institutions in the world offering distance courses in Yiddish both to national and international students at different levels.

103. There have been also some positive developments in the field of education, such as the right to mother tongue instruction if only one pupil so demands, thus matching the requirements of the other national minority languages.

104. During the on-the-spot visit, some representatives of the Jewish community indicated that young people are less and less interested in Yiddish and more interested in taking classes in Hebrew. Furthermore, the Committee of Experts has been informed that Yiddish is no longer taught at the Hillelskolan in Stockholm. These representatives of the Jewish community made the request to support Yiddish, but to an extent which is proportional to its significance to the Jewish community in Sweden.

105. The Committee of Experts encourages the Swedish authorities to pay increased attention to the need to both promote Yiddish as a language and to stimulate also modern culture in Yiddish. The Committee of Experts urges the Swedish authorities to continue their efforts to promote Yiddish in education in order to safeguard it.

h the promotion of study and research on regional or minority languages at universities or equivalent institutions;

106. The teaching of Sami, Finnish and Meänkieli at higher education institutions is examined in detail in the section dealing with the Part III undertakings.

Romani Chib

107. In the fourth evaluation report, the Committee of Experts noted that due to the general low level of schooling and the subsequent insufficient qualification of Roma children, the Romani Chib language courses offered by Linköping University attracted few applicants. The fact that the language of instruction was Swedish also constituted an obstacle. The course was re-evaluated in 2010.

108. According to the fifth periodical report, teaching and research in Romani Chib are to be developed at Södertörn University College.

109. During the on-the-spot visit, according to the information provided by the Roma representatives to the Committee of Experts, the main problems are that the variety of Romani dialects is not taken into account when providing mother tongue tuition. The main problem is the lack of implementation of mother tongue education by some municipalities.

Yiddish

110. In the fourth evaluation report, the Committee of Experts noted the high number of applicants to the Yiddish courses at Lund University and stated that no precise information had been made available on how many students were enrolled in the Yiddish courses offered at Lund University, in relation to the 120 places originally planned.

111. According to the fifth periodical report, teaching and research in Yiddish are provided at Lund University. This question is developed under article 7.1.f above.

112. During the on-the-spot visit, some Jewish representatives criticised the diminishing support and resources for Yiddish by the Swedish authorities. This also refers to the lack of support for teacher education and teacher training at Lund University.

Paragraph 2

The Parties undertake to eliminate, if they have not yet done so, any unjustified distinction, exclusion, restriction or preference relating to the use of a regional or minority language and intended to discourage or endanger the maintenance or development of it. The adoption of special measures in favour of regional or minority languages aimed at promoting equality between the users of these languages and the rest of the population or which take due account of their specific conditions is not considered to be an act of discrimination against the users of more widely-used languages.

113. In the fourth evaluation report, the Committee of Experts mentioned the new Discrimination Act (2008:567), which entered into force on 1 January 2009 and noted that according to the Equality Ombudsman several aspects of minority language policy, practice and legislation in Sweden should be improved regarding co-operation between the speakers and the authorities, inadequate redress for speakers deprived of their rights, a failure to empower speakers and to provide bilingual education.

114. No new information on this issue was provided in the fifth periodical report.

115. The Committee of Experts considers that the principles enshrined in the UN Convention on the Rights of the Child, Article 30, are fully applicable and in line with the principles laid down in the Charter. "In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language."

Paragraph 3

The Parties undertake to promote, by appropriate measures, mutual understanding between all the linguistic groups of the country and in particular the inclusion of respect, understanding and tolerance in relation to regional or minority languages among the objectives of education and training provided within their countries and encouragement of the mass media to pursue the same objective.

116. In the fourth evaluation report, the Committee of Experts observed that the adoption of the Language Act and the Minority Act led to an increased awareness of the traditional existence of regional or minority languages in Sweden. This in turn led to an increased acceptance of and interest in these languages both by the minority and the majority populations. The Committee of Experts moreover noted the newly established website www.minoritet.se, which contains information about national minorities and their rights.

117. According to the fifth periodical report, the Swedish government provides funding for the website www.minoritet.se, which aims at spreading knowledge and information on Sweden's national minorities, minority languages and minority rights. This is done by increasing the knowledge among the majority population, decision-makers, civil servants and the national minorities themselves about Sweden's international minority commitments and minority and discrimination legislation. The Sami Parliament is responsible for the website. In addition, the revised curriculum for compulsory schooling entered into force on 1 July 2011 and focuses more clearly on the national minorities. One of the overall goals is that each pupil acquires knowledge of the cultures, languages, religions and history of the national minorities.

118. The Committee of Experts was informed that the teachers and teacher trainers are not provided with adequate knowledge of the national minorities, which may cause difficulties in implementing the revised curriculum. It asks the Swedish authorities to report on how teachers and teacher trainers are educated about national minorities.

Paragraph 4

In determining their policy with regard to regional or minority languages, the Parties shall take into consideration the needs and wishes expressed by the groups which use such languages. They are encouraged to establish bodies, if necessary, for the purpose of advising the authorities on all matters pertaining to regional or minority languages.

119. In the fourth evaluation report, the Committee of Experts noted the strengthening of the consultation of the regional or minority language representatives. Within the Language Council some language advisors had been appointed for Meänkieli, Finnish and Roma (two members of Roma were proposed by the Delegation for Roma Issues). However, a Yiddish advisor had not yet been appointed. As for the Sami language and according to an amended Sami Parliament Act, the Sami Parliament shall determine the objective of its own language policy.

120. In the fifth periodical report, under Section 5 of the Act on National Minorities and Minority Languages, it is stated that the administrative authorities are to give the national minorities the opportunity to extend their influence on issues concerning them and as far as possible, consult with representatives of the national minorities on such issues. The inclusion of national minorities is also the aim of Sweden's strategy for national minorities. In the fifth periodical report, the Swedish authorities give examples of the inclusion of the minorities in decision-making, for example through consultative meetings.

Romani Chib

121. In the fourth evaluation report, the Committee of Experts stated that a report ("The Rights of the Roma – a Strategy for the Roma in Sweden") submitted by the Delegation for Roma Issues in July 2010 had been studied by the Government Offices of Sweden. This report showed the problems concerning Roma that needed to be dealt with and *inter alia* the fact that only few local authorities were aware of the right to mother tongue education. Roma were not sufficiently informed about their rights.

122. According to the fifth periodical report, the strategy for Roma inclusion could be characterised by Roma participation and Roma influence, as the strategy states that all initiatives are to be implemented in consultation with Roma representatives or experts. All the municipalities participating in the strategy's pilot project are working actively on establishing a Roma council, or otherwise holding an ongoing dialogue with the Roma living in the municipality. Moreover, the Swedish Association of Local Authorities and Regions (SALAR), which has been entrusted with providing support for consultation work, has compiled good examples of consultative meetings in a handbook which is to be distributed to the municipalities to support them in their work. In addition, in June 2013, the Government Offices decided to form a Roma reference group for work on the strategy for Roma inclusion. The reference group is to ensure Roma participation and influence in the work on the strategy for Roma inclusion and to contribute information and views on how the government can develop management as well as initiatives for it. The first dialogue meeting was held with the reference group in September 2013.

123. During the on-the-spot visit, the Committee of Experts was informed by the Roma representatives that some municipalities fulfil their obligations; however, others are less active with regard to the protection of Romani. In their view, proper implementation of commitments undertaken in the framework of the strategy for Roma inclusion should be ensured.

3.2. Evaluation in respect of Part III of the Charter

124. In this section, the Committee of Experts will focus on the problematic areas and new developments in the protection and promotion of Sami, Finnish and Meänkieli. It will therefore not assess the implementation of provisions which were fulfilled in previous monitoring cycles, apart from such undertakings where the Committee of Experts has received new relevant information. The following provisions will not be commented upon:

In the case of Sami:

- Article 8, paragraph 1. f.iii; g;
- Article 9, paragraph 1. a.iii ; b.iii; c.iii ; d ; paragraph 2. a ;
- Article 10, paragraph 5;
- Article 11, paragraph 1.a.iii; 2;
- Article 12, paragraph 1.a; b; c; d; e; f; g; h; paragraph 2;
- Article 13, paragraph 1.a;
- Article 14.a; b.

In the case of Finnish:

- Article 8, paragraph 1.f.iii;
- Article 9, paragraph 1. a. ii; a.iii; b.ii; b.iii; c.ii; c.iii; d; paragraph 2.a;
- Article 10, paragraph 2.b; paragraph 4.a; paragraph 5;
- Article 11, paragraph 1. c.i ; e.i; paragraph 2;
- Article 12, paragraph 1.a; b; c; d; f; h; paragraph 2;
- Article 13, paragraph 1.a;
- Article 14.a; b.

In the case of Meänkieli:

- Article 8, paragraph 1.f.iii;
- Article 9, paragraph 1.a.iii; b.iii; d; paragraph 2.;
- Article 10, paragraph 4.a; paragraph 5;
- Article 11, paragraph 2;
- Article 12, paragraph 1.a; d; f; paragraph 2;
- Article 13, paragraph 1.a;
- Article 14.a; b.

125. For these provisions, the Committee of Experts refers to the conclusions reached in its first, second, third and fourth report, but reserves the right to re-evaluate the situation again at a later stage.

126. The paragraphs and sub-paragraphs that are quoted in bold italics are the obligations chosen by Sweden.

3.2.1. Sami

Article 8 – Education

General issues

127. In Sweden, *grundskola* refers to primary education (up to year 9, age 16), and *gymnasieskola* refers to secondary education (age 16-19).

128. During the fourth monitoring cycle, the Committee of Ministers recommended to the authorities of Sweden to “**strengthen education for all regional or minority languages, by adopting a comprehensive and structured approach, based on the needs of the speakers and according to the situation of the languages**”; to “**ensure that “mother-tongue” education meets the requirements of the Charter and offers real and adequate language tuition, enabling pupils to achieve mature literacy in the languages concerned**”; to “**increase the amount of bilingual education available in Sami**”; and to “**create teaching and learning materials, for all regional or minority languages**”.

129. During the on-the-spot visit, the Committee of Experts was informed that a majority of the municipalities do not offer mother tongue instruction in accordance with regulations as stipulated by the Education Act. In 2012, the Schools Inspectorate presented a quality control survey of mother tongue tuition and bilingual teaching in the national minority languages (Report 2012:2).

South Sami

130. In the fourth evaluation report, the Committee of Experts noted some improvements regarding education in South Sami: the Sami schools in Karesuando, Kiruna, Gällivare and Tärnaby taught in South Sami; the municipalities of Vilhelmina and Härjedalen offered integrated Sami teaching in South Sami; the schools in the Berg and Krokoms municipalities taught in South Sami; the Sami school in Tärnaby offered South Sami bilingual education; and other schools offered mother tongue lessons in South Sami. These schools were provided assistance by the Sami Education Board. Moreover, the Sami Education Centre in Jokkmokk offered South Sami courses and tried to expand on web-based distance learning. The Committee of Experts asked the Swedish authorities to provide more information in the forthcoming periodical report about the extent to which 1. the Sami language is taught within "integrated Sami education"; 2. such education is bilingual; and 3. it concerns the different Sami varieties.

Paragraph 1

With regard to education, the Parties undertake, within the territory in which such languages are used, according to the situation of each of these languages, and without prejudice to the teaching of the official language(s) of the State:

Pre-school

- a**
 - i* to make available pre-school education in the relevant regional or minority languages; or
 - ii* to make available a substantial part of pre-school education in the relevant regional or minority languages; or
 - iii* to apply one of the measures provided for under i and ii above at least to those pupils whose families so request and whose number is considered sufficient;**

131. In the fourth evaluation report, the Committee of Experts welcomed the extension of the area in which pre-school education must be offered in Sami. Nevertheless, the Committee of Experts noted that the activities seem to be confined to the Sami school system, under the Sami Education Board, and voluntary groups. There did not appear to be any Sami pre-school teaching within the municipal pre-school system. There was also a shortage of trained pre-school teachers and other staff competent in Sami and Sami culture, as well as teaching materials. The Committee of Experts concluded that the undertaking remained partly fulfilled and again strongly urged the Swedish authorities to take action to promote Sami pre-school education.

132. According to the new Minority Act (2009, section 17), speakers of Sami, Finnish and Meänkieli have the right to receive the whole of or part of the services in their mother tongue at pre-school level within the respective administrative area. The formulation of "whole or part" has been interpreted in different ways in different municipalities, resulting in some of them providing almost no services in the minority languages, and some providing them as a substantial part. The translation of the Charter in Swedish states a "whole or a substantial part" for the chosen undertaking. The formulation of the Minority Act lowers the requirements compared to the translation of the Charter, and states "whole or a part" for the obligation under the Act.

133. According to the fifth periodical report, at the pre-schools run by the Sami Education Board most of their activities take place in Sami. Experience shows that since language teaching at pre-school does not have the same level of requirements as that in compulsory school, it is easier to use Sami and Sami terminology between children and staff within the pre-school than in compulsory school. Within pre-schools, it is also possible to employ staff who have a command of Sami as child carers, instead of

having to depend on the employment of the few Sami-speaking university educated pre-school teachers who are available. To guarantee good quality in pre-schools, however, the Sami Education Board has also employed a number of qualified pre-school teachers who are responsible for teaching at pre-school. The aim of the teaching in the pre-schools of the Sami Education Board is for children to have sufficient knowledge to be able to manage lessons in different subjects that are taught entirely in Sami at compulsory school level, after having spent 3–4 years at a pre-school.

134. The on-the-spot visit confirmed the crucial need for trained pre-school teachers. The growing demand faced by local authorities could not be met due to the lack of trained pre-school teachers and the persisting lack of adequate teaching materials.

135. The Committee of Experts considers that this undertaking remains partly fulfilled, but still strongly urges the Swedish authorities to take resolute action to promote Sami pre-school education. The Committee of Experts asks the Swedish authorities to provide information in the next periodical report.

Primary school

- b**
 - i* to make available primary education in the relevant regional or minority languages; or
 - ii* to make available a substantial part of primary education in the relevant regional or minority languages; or
 - iii* to provide, within primary education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum; or
 - iv** **to apply one of the measures provided for under i to iii above at least to those pupils whose families so request and whose number is considered sufficient;**

136. In its fourth monitoring cycle, the Committee of Experts expressed its concern about a further decline in Sami-medium education unless positive measures were taken by the Swedish authorities to reverse this trend. These measures included taking up a comprehensive approach to Sami education by ensuring a proper supply of competent teachers and of teaching materials. In the light of this decline, the Committee of Experts revised its previous conclusion and concluded that the undertaking is only partly fulfilled and encouraged the Swedish authorities to take pro-active measures to strengthen Sami-medium primary education.

137. Pupils are only able to attend the Sami school until 6th year. Bilingual teaching does not take place in all municipalities of the Sami administrative area. Instruction in languages other than Swedish, including Sami, may not exceed 50%. Integrated Sami teaching may take place after 6th year, when an agreement has been made between the municipality and the Sami school board. Schools can also apply to the Sami Education Board for grants for teaching in other subjects. Schools with integrated Sami teaching follow the curriculum for the Sami school and then adapt the contents of specific subjects so that they are given a Sami orientation. In addition, instruction in the mother tongue is extended compared to regular mother tongue instruction. According to the fifth periodical report, a total of 167 pupils participated in integrated Sami teaching at 16 compulsory schools in 2012, which is an increase of 7 pupils, compared with 2011.

138. The Sami Education Board contributes funds to the education providers with whom they sign agreements on integrated teaching. In these cases, the Sami Education Board is responsible for the costs of extended teaching time of Sami as a mother tongue.

139. In addition, the fifth periodical report underlines that the organisation of mother tongue tuition in Sami by a school is a basic pre-condition for receiving a grant from the Sami Education Board for extended teaching in Sami. The schools that have integrated Sami teaching have between two and four hours of Sami per week. Teaching is given in three varieties, North, Lule and South Sami. These varieties are those that have an orthography of their own. The language of teaching in integrated teaching varies from school to school and mainly depends on the pupils' level of skills. The aim is for teaching to be conducted only in Sami, but today, pupils seldom have the prior knowledge required to enable teaching in Sami alone. In subjects other than Sami, pupils study within the ordinary teaching syllabus at the school.

140. During the on-the-spot visit, the Committee of Experts was informed about the substantial shortage of trained teachers and the very limited time made available for pupils attending mother tongue instruction in Sami. The lack of adequate training facilities available in Sweden has also been brought to the attention of the Committee of Experts. Half of the Sami teachers available are trained in Norway. Their training programme is based on the Norwegian curriculum, and that sometimes creates difficulties in adapting to the situation of Sami-speaking children in the Swedish school system.

141. The Committee of Experts considers that the undertaking remains partly fulfilled and urges the Swedish authorities to take resolute action in order to strengthen Sami-medium primary education.

Secondary education

- c**
 - i* to make available secondary education in the relevant regional or minority languages; or
 - ii* to make available a substantial part of secondary education in the relevant regional or minority languages; or
 - iii* to provide, within secondary education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum; or
 - iv* to apply one of the measures provided for under i to iii above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient;**

142. In its fourth evaluation report, the Committee of Experts noted that Bokenskolan in Jokkmokk was the only secondary school that taught in all Sami languages and that very few other secondary schools offer Sami as a modern language or as a mother tongue subject. The Committee of Experts also noted a lack of information on measures taken by the Swedish authorities to encourage the introduction of Sami in secondary education in other municipalities where Sami is used, including by those that had recently joined the administrative area for Sami. It therefore concluded that the undertaking remained partly fulfilled and urged the Swedish authorities to introduce Sami in secondary education in other municipalities where Sami is used.

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

144. The Committee of Experts concludes that the undertaking remains partly fulfilled and urges the Swedish authorities to improve the situation for Sami secondary education and to report on this in the next periodical report.

Technical and vocational training

- d**
 - i* to make available technical and vocational education in the relevant regional or minority languages; or
 - ii* to make available a substantial part of technical and vocational education in the relevant regional or minority languages; or
 - iii* to provide, within technical and vocational education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum; or
 - iv* to apply one of the measures provided for under i to iii above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient;**

145. In its fourth evaluation report, the Committee of Experts noted that some vocational training through the medium of Sami had been offered and received government subsidies, but that in general it was difficult to have vocational courses in Sami approved by the vocational college authority due to the likely small size of the cohort of students. The Committee of Experts noted that applying the economics of the general vocational education system to Sami language vocational education means that in many cases there would be a complete lack of provision and urged the Swedish authorities to take a more proactive approach by extending and reinforcing the provision of vocational education in Sami. The Committee of Experts concluded that the undertaking was partly fulfilled.

146. According to the fifth periodical report, higher vocational education courses are a post secondary form of education aimed at covering specific skills needs in the labour market. The Committee of Experts did not receive any relevant information about the teaching of Sami at this level. Nevertheless, the Committee of Experts took into account the information received under secondary education.

147. The Committee of Experts concludes that the undertaking remains partly fulfilled. It encourages the authorities to develop a strategy adapted to the needs of the Sami speakers.

University and other higher education

- e**
 - i* to make available university and other higher education in regional or minority languages; or
 - ii* to provide facilities for the study of these languages as university and higher education subjects; or
 - iii* if, by reason of the role of the State in relation to higher education institutions, sub-paragraphs i and ii cannot be applied, to encourage and/or allow the provision of university or other forms of higher education in regional or minority languages or of facilities for the study of these languages as university or higher education subjects;**

148. In the fourth evaluation report, the Committee of Experts noted that the South Sami, North Sami and Lule Sami languages as well as Sami culture could be studied at Umeå University. However, the earmarked funding was considered as being too modest by the university and the break-even point of the required number of students for offering a course was too high. The Committee of Experts concluded that the undertaking was still partly fulfilled and encouraged the Swedish authorities to take active measures so that higher education institutions are able to offer Sami courses and do so without imposing thresholds which may threaten that provision.

149. According to the fifth periodical report, both at Umeå University and Uppsala University, it is possible to study Sami for beginners. The supply of courses in Sami and Sami studies at Umeå University consists of distance courses with web support or purely web-based courses. Examples of the courses offered are Sami language-revitalisation studies, Sami cultural studies, Lule Sami and South Sami, at both basic and advanced levels.

150. During the on-the-spot visit the Committee of Experts was informed about the very limited financial resources at the disposal of the universities with regard to the sustained teaching of the languages as a subject, for example of Sami at Umeå University. This also influences the university's provision of the planned teacher education for Sami. The lack of adequate teaching materials produced in Sweden was another difficulty faced by Umeå University for the provision of teacher training in Sami.

151. The Committee of Experts considers that the undertaking remains partly fulfilled and encourages the Swedish authorities to provide the necessary funding in order to allow the universities to fulfil their additional tasks and obligations for both Sami teacher education and subject education. The Committee asks the Swedish authorities to provide information about actions taken in order to ensure compatibility between the tasks entrusted to the universities and the resources provided.

Basic and further teacher training

h to provide the basic and further training of the teachers required to implement those of paragraphs a to g accepted by the Party;

152. In the fourth evaluation report, the Committee of Experts noted that the courses for Sami teacher training offered by Luleå Technical University were cancelled in 2009 due to a lack of applicants. The government commissioned the university to take measures to increase the number of applicants for teacher training courses in minority languages. However, Luleå Technical University refrained from doing so, partly because of the lack of earmarked funding for teacher training in Sami. The Committee of Experts considered the situation to be highly critical. It had to be dealt with immediately because if left unaddressed, it was likely to result in a decline of most teaching of and in Sami at primary, secondary and higher education level. It therefore considered that the undertaking was not fulfilled. The Committee of Ministers recommended to the Swedish authorities to “establish a dedicated and properly resourced system of teacher training for all regional or minority languages”. Furthermore, the Committee of Experts strongly urged the Swedish authorities to develop a teacher training programme for Sami languages, including bilingual education, and to provide incentives to students to become teachers of Sami.

153. According to the fifth periodical report, pupils in compulsory and secondary schools are offered study and vocational guidance. This is one way of spreading information on opportunities to become a teacher in a national minority language. However, it is not known to what extent these services actually provide information about issues concerning Sami education. In addition, Sweden has a general study support system through which all individuals are entitled to study at university or higher education institutions. Universities and higher education institutions validate real qualifications and previous practical experience for example in order to relate these to the demands of teacher education of Sami as a mother tongue.

154. As of 2013, the Ministry of Education has assigned Umeå University with national responsibility and special funds to build up and develop subject teacher training in Sami as well as a fast track teacher training and further training by the end of 2015. In this work, the university has to take account of the special needs and conditions of the language users and to take into consideration the views of the national minority concerned. The university is also required to co-operate with other teacher education institutions in Sweden, and where relevant, in other countries that have experience of work with Sami. The government intends to return to the issue of evaluation of this special undertaking. Twelve students aiming for teacher qualifications in Sami and Meänkieli will be trained within three years.

155. In its appropriation directions, Umeå University has been entrusted with offering education in Sami every academic year.

156. The Committee of Experts considers the undertaking partly fulfilled and asks the Swedish authorities to provide information in the next periodical report on how they have pursued their efforts to provide teacher education in Sami.

Supervisory bodies

- i to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.*

157. In the fourth monitoring round, the Committee of Experts had not been informed of a specific monitoring body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages, nor whether the newly established Schools Inspectorate would assume this role according to the requirements of the undertaking. The Committee of Experts concluded that the undertaking remained partly fulfilled.

158. In the fifth periodical report, the Swedish authorities provided information on the role and the competences of the Swedish Schools Inspectorate as the supervisory agency for the school system in Sweden. Its regular supervision includes ensuring that each Swedish school fulfils the requirements under the school statutes. This includes monitoring that the national minorities' linguistic rights are safeguarded. However, this does not take place on an annual basis.

159. According to the fifth periodical report, the Swedish Schools Inspectorate has been entrusted by the government with conducting quality controls of the school system, pre-school activities and out-of-school centres. These quality controls entail detailed and systematic examinations of the quality of an activity within selected municipalities, where the point of departure is the equal right of all children and pupils to a good education in a safe environment. The observations, analyses and assessments that are undertaken within the framework of this control are reported, partly in the form of an individual decision to the education provider that has been monitored and partly in an overall summary report. By providing descriptions of important quality aspects within the field which is being monitored, the overall summary report is also intended to provide development support to education providers and schools that have not been monitored. The Swedish Schools Inspectorate has presented quality control surveys of mother tongue provision and bilingual teaching in the national minority languages in particular for pre-school in 2011 (ref. reg. no. 40 – 2011 : 3022).

160. According to the fifth periodical report, the National Agency for Education and the Swedish Schools Inspectorate hold joint responsibility. The National Agency for Education is responsible for the management, development and support of schools, while the Swedish Schools Inspectorate exercises a supervisory role. Together, these agencies ensure that schools both develop and comply with their existing obligations. This also applies to aspects concerning the national minorities and is demonstrated by the quality control surveys made by the Swedish Schools Inspectorate and by the National Agency for Education's continued work on offering teaching support.

161. The undertaking seems to be fulfilled. However, it is unclear to the Committee of Experts if these reports are published at regular intervals. It encourages the Swedish authorities to provide such information in the next periodical report.

Paragraph 2

With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.

162. In the fourth evaluation report, the Committee of Experts stated that no information has been provided about how the right of persons belonging to a national minority to learn the minority language through the public education system throughout Sweden is implemented outside the administrative area for Sami. The Committee of Experts had nevertheless been made aware that distance-learning courses for all three Sami varieties were available for all levels of education, but lacked detailed information as to how these were actually delivered and what effect they had. The Committee of Experts concluded that the undertaking remained partly fulfilled.

163. According to the fifth periodical report, it is possible in Sweden to learn and develop one's minority language at different educational levels. Short courses of Sami are offered at different study associations at local level in several municipalities. Language immersion camps targeting Sami learners both within and outside the traditional area are regularly held in different parts of the Sami area and in Norway.

164. The government decided to grant a subsidy of SEK 430 000 (€47 200) for the academic year 2011/2012 to the Sami Education Centre for the development of distance education, primarily in Lule Sami, and for teacher initiatives for distance education groups. The Sami Education Centre should report the results of these development initiatives to the Government Offices (the Ministry of Education and Research).

165. At compulsory school level, teaching in and of Sami is conducted in two ways, partly within the framework of the Sami school, where some subjects are taught in Sami, as well as teaching of Sami with a minimum guaranteed teaching time. It is also taught within the context of mother tongue instruction in compulsory schools. All pupils who fulfil the requirements of receiving instruction in Sami, should receive this irrespective of where in the country they go to school. Lack of access to teachers, however, has been used as pretext not to offer mother tongue instruction.

166. According to the fifth periodical report, it is possible to study Sami for beginners both at Umeå University and Uppsala University. This means that people living outside the administrative area for Sami can also take the courses. Most courses contain one or more meetings, held in different places where the varieties of Sami are spoken, such as Kiruna (North Sami), Jokkmokk (Lule Sami) and Östersund (South Sami). For South Sami, a co-operation project has been initiated between Umeå University and the Norwegian University of Science and Technology (NTNU) in Trondheim.

167. During the on-the-spot visit the Committee of Experts was informed of the increased offer in distance teaching and learning. However, the lack of adequate teaching materials produced in Sweden remains a major problem.

168. The Committee of Experts concludes that the undertaking remains partly fulfilled. It urges the Swedish authorities to monitor the implementation of the Education Act and Minority Act with respect to mother tongue instruction.

Article 9 – Judicial authorities

169. In previous monitoring rounds, the Committee of Experts concluded that Article 9, paragraph 1.a.iii; b.iii; c.iii; d and paragraph 2.a were fulfilled in the administrative area for Sami, before the Minority Act came into force. Furthermore, in the first evaluation report on Sweden (ECRML (2003) 1, paragraph 29), the Committee of Experts drew attention to the fact that South Sami was not included in the administrative area for Sami and consequently not covered by the legislation which guaranteed the right to use Sami in court. In the fourth evaluation report, the Committee of Experts underlined that even though the Minority Act enlarged the administrative area for Sami, the right to use Sami in courts had not been extended accordingly, since it was not considered as a priority by the Swedish authorities.

170. In the fourth evaluation report, the Committee of Experts noted that the right to use Sami (and Finnish and Meänkieli) in courts was regulated by the 2009 Minority Act. These languages could be used in administrative courts, a District or City Court, an environmental and land court, a maritime law court or a rent and tenancy tribunal which had a court district and was part of the seven original municipalities of the respective administrative areas. The right to use the language was given if the case or matter of the proceeding was linked to one of the municipalities of the administrative area.

171. In the fifth periodical report no additional information was provided to the Committee of Experts on progress made with respect to the fulfilment of this undertaking.

Paragraph 1

The Parties undertake, in respect of those judicial districts in which the number of residents using the regional or minority languages justifies the measures specified below, according to the situation of each of these languages and on condition that the use of the facilities afforded by the present paragraph is not considered by the judge to hamper the proper administration of justice:

a in criminal proceedings:

...

ii to guarantee the accused the right to use his/her regional or minority language;

if necessary by the use of interpreters and translations involving no extra expense for the persons concerned;

172. In the fourth evaluation report, the Committee of Experts stated that there were no statistics as regards the amount of use of Sami in criminal court proceedings and that Sami was only used in a handful of cases in court proceedings. The Committee of Experts concluded that the undertaking remained formally fulfilled.

173. According to the fifth periodical report, in the government bill *Interpretation and Translation in Criminal Proceedings* (Government Bill 2012/13:132), the government proposed more stringent rules in the Swedish Code of Judicial Proceedings for the provision of interpretation at court meetings or police hearings when the person suspected or accused of a criminal offence does not have a good command of Swedish. This amendment means that courts and criminal investigation authorities will be obliged to translate certain documents in criminal proceedings. The new rules will thus also include the minority languages and will apply to all courts in the country. However, the right in the Minority Act should be applied irrespective of competence in Swedish.

174. The amendment also aims at implementing the European Parliament and Council Directive 2010/64/EU on the right to interpretation and translation in criminal proceedings. The Directive is the first step on the road to strengthening procedural rights in criminal proceedings agreed by the EU during the Swedish EU Presidency in autumn 2009. The *Riksdag* (Parliament) granted its approval in accordance with the government's proposals in its bill on 17 June 2013.

175. The Minority Act has, however, not been amended so that the right to use Sami in courts has been extended to include the entire administrative area. The argument was that an extension would mean an increase in costs and practical difficulties, and that this option would only be used to a limited extent. Representatives of the speakers shared this view.

176. The Committee of Experts concludes that the undertaking remains formally fulfilled, and encourages Swedish authorities to improve practical implementation, in co-operation with the speakers, and to provide information about the possible extension to use Sami in courts in the next periodical report.

- a** **iv** ***to produce, on request, documents connected with legal proceedings in the relevant regional or minority language,***
- if necessary by the use of interpreters and translations involving no extra expense for the persons concerned;***

177. According to the fourth periodical report, Section 14 of the Minority Act grants the right to use Finnish, Meänkieli or Sami in courts, including the right to submit documents and written evidence in these languages, the right to have documents orally translated into these languages, and the right to speak these languages in an oral hearing before the court, upon request. However, the possibility to receive written documents connected with the legal proceedings in these languages is only possible if the person is not represented by a lawyer. In practice, it seemed that some judgements were translated into Sami on request. The Committee of Experts concluded that the undertaking was partly fulfilled.

178. In the fifth periodical report, no additional information was provided to the Committee of Experts.

179. The Committee of Experts therefore considers that the undertaking remains partly fulfilled. It encourages the authorities to promote the use of Sami in legal proceedings and asks them for further information.

- b** ***in civil proceedings:***

...

- ii** ***to allow, whenever a litigant has to appear in person before a court, that he or she may use his or her regional or minority language without thereby incurring additional expense;***
- if necessary by the use of interpreters and translations;***

180. In the fourth evaluation report, the Committee of Experts stated that it had not received any further information with regard to the implementation of this undertaking and therefore considered that the undertaking remained formally fulfilled.

181. In the fifth periodical report, no additional information was provided to the Committee of Experts.

182. The Committee of Experts concludes that the undertaking remains formally fulfilled and encourages the authorities to provide information about the implementation of this undertaking in the next periodical report.

- c** ***in proceedings before courts concerning administrative matters:***

...

- ii** ***to allow, whenever a litigant has to appear in person before a court, that he or she may use his or her regional or minority language without thereby incurring additional expense;***
- if necessary by the use of interpreters and translations;***

183. In the fourth evaluation report, the Committee of Experts stated that it had not received any further information with regard to the implementation of this undertaking and therefore considered that the undertaking remained formally fulfilled.

184. In the fifth periodical report, no additional information was provided to the Committee of Experts.

185. The Committee of Experts still considers that the undertaking remains formally fulfilled and asks the authorities to provide information in the next periodical report.

Paragraph 3

The Parties undertake to make available in the regional or minority languages the most important national statutory texts and those relating particularly to users of these languages, unless they are otherwise provided.

186. In the fourth evaluation report, the Committee of Experts noted that some national statutory texts (such as the 2009 Minority Act and the 2009 Language Act) had been translated into North Sami, South Sami and Lule Sami and that some other legal texts were planned to be translated. The Committee of Experts welcomed this information and asked the Swedish authorities to consult the Sami speakers as to whether there were further statutory texts that needed to be translated. In the meantime, the Committee of Experts concluded that the undertaking was partly fulfilled.

187. In the fifth periodical report, no additional information was provided. The Committee of Experts considers that the undertaking remains partly fulfilled. It asks the Swedish authorities to consult the Sami Parliament and to provide information on the progress made with respect to planned and accomplished translations of statutory or legal texts into North Sami, South Sami and Lule Sami in the next periodical report.

Article 10 – Administrative authorities and public services

188. The task of implementing the Minority Act is divided between municipalities, county councils and county boards covering the administrative areas. The State monitors the implementation by these administrative entities through the County Administrative Board of Stockholm and the Sami Parliament.

Paragraph 1

Within the administrative districts of the State in which the number of residents who are users of regional or minority languages justifies the measures specified below and according to the situation of each language, the Parties undertake, as far as this is reasonably possible:

...

a iii to ensure that users of regional or minority languages may submit oral or written applications and receive a reply in these languages;

...

c to allow the administrative authorities to draft documents in a regional or minority language.

189. In the fourth evaluation report, the Committee of Experts noted that neither the County Administrative Board of Norrbotten nor the Tax Authority ensured the practical implementation of the Minority Act. Bearing in mind that Article 10.1.a. iii requires the authorities to *ensure* that users of Sami may submit oral or written applications and receive a reply in Sami, the Committee of Experts concluded that Article 10.1.a.iii was not fulfilled and that Article 10.1.c was formally fulfilled. Moreover, the Committee of Experts strongly urged the Swedish authorities to increase the proportion of Sami-speaking staff in the relevant State administration offices, develop adequate training schemes, provide incentives for staff members to improve their Samilanguage skills, increase the visibility of Sami on websites and at premises and inform Samispeakers of their rights to use Sami.

190. No new information was provided in this monitoring round.

191. The Committee of Experts maintains its previous conclusions that Article 10.1.a iii is not fulfilled and that 10.1.c is formally fulfilled. It encourages the state authorities to pursue their efforts to increase the number of Sami-speaking staff at all levels of the administrative area for Sami. The Committee of Experts asks the Swedish authorities to provide additional information in the next periodical report.

Paragraph 2

In respect of the local and regional authorities on whose territory the number of residents who are users of regional or minority languages is such as to justify the measures specified below, the Parties undertake to allow and/or encourage:

...

- b*** ***the possibility for users of regional or minority languages to submit oral or written applications in these languages;***
- c*** ***the publication by regional authorities of their official documents also in the relevant regional or minority languages;***
- d*** ***the publication by local authorities of their official documents also in the relevant regional or minority languages;***

192. In the fourth evaluation report, the Committee of Experts mentioned various positive improvements at municipality level (translation of some websites in Sami, production of documents and forms in Sami, provision of information on language rights, adoption of language policies) and underlined that some municipalities had appointed language co-ordinators, who have proven to be one of the key factors in successfully implementing the Minority Act. However, only a small number of speakers seemed to use Sami at municipal level. As for regional authorities, the County Councils had taken some measures but the visibility of Sami is far lower than at municipal level. Therefore, the Committee of Experts concluded that Article 10.2.b. remained partly fulfilled, Article 10.2.c. was still not fulfilled, and Article 10.2.d was partly fulfilled.

193. According to the fifth periodical report, 11 out of the 14 municipalities of the Sami administrative area have offered, or will offer, some kind of further training in Sami, primarily within elderly care and pre-school. Despite the initiatives that have been implemented, there continues to be a general need for municipalities to improve language skills development for their staff, which could lead to an increase in communication in Sami between Sami-staff speakers and the local and regional authorities. The report does not provide new information on documents and applications published and written in Sami.

194. The Committee of Experts concludes that the undertaking remains not fulfilled with respect to Article 10.2.c and asks the Swedish authorities to provide additional information in the next periodical report about the extent to which the implementation of the Minority Act has created possibilities to fulfil the undertakings 10.2. b and 10.2.d.

195. According to the fifth periodical report, access to Sami-speaking staff in accordance with requirements stipulated in the Minority Act varies among municipalities. The surveys of the municipalities themselves show that there are shortcomings in their organisations. Some municipalities solve this by outsourcing the services. The following are examples of how some municipalities deal with the issue of increasing the proportion of Sami-speaking staff. Strömsund municipality has produced a minority policy action plan to increase language knowledge among municipal employees. Employees in the Krokoms administration are given the opportunity to study Sami and go to the lessons during working hours.

- g*** ***the use or adoption, if necessary in conjunction with the name in the official language(s), of traditional and correct forms of place-names in regional or minority languages.***

196. In the fourth evaluation report, the Committee of Experts mentioned that the use of regional or minority languages had increased on maps and road signs over the past few years and that a conference had been organised in 2010 to increase the awareness of municipalities about the significance of bilingual placenames. However, the Committee did not receive any concrete figures or information on the number of places and municipalities employing toponyms in Sami. The Committee of Experts therefore concluded that the undertaking was partly fulfilled and asked the Swedish authorities to provide more detailed information about the use of place names in Sami in the forthcoming periodical report.

197. According to the fifth periodical report, *Lantmäteriet* (the Swedish Mapping, Cadastral and Land Registration Authority), in its role as the national place names authority, has been given the task of coordinating central government place name activities. The Place Names Advisory Board is a co-operation body for authorities and organisations that monitor interests within place name management. The Place Names Advisory Board consists of representatives from *Lantmäteriet*, the ISOF, the Swedish National Heritage Board, the Sami Parliament, the Swedish Association of Local Authorities and Regions, the Swedish Transport Administration and a representative of the universities in Sweden.

198. *Lantmäteriet* has ongoing co-operation with the ISOF, the Sami Parliament and the Swedish Association of Tornedalians (STR-T) in the work of reporting place names in northern Sweden. *Lantmäteriet* undertakes continuous monitoring of place names in the minority language areas and during the period in question, place names in *Lantmäteriet's* basic map data base (1:10 000) and place names in the overview map (1:250 000) have been monitored with regard to representation of place names in the national minority languages. Over 15 000 Sami place names have been included in this measure.

199. According to the list of place names provided by the Swedish authorities in December 2013, there were 967 166 place names available in the following languages:

<i>Language/variety</i>	<i>Number of place names in the place name register</i>
Swedish	936 690
Finnish	8 673
Meänkieli	5 872
North Sami	3 398
Lule Sami	6 155
South Sami	2 912
Ume Sami	3 466
TOTAL	967 166

200. The Swedish Transport Administration has worked on creating signage in the minority languages during this monitoring round. On 1 October 2011, 190 places were marked in Sami, 7 places in Finnish and 7 places in Meänkieli. A large number of other places have been identified and listed and are being processed. In this work, *Lantmäteriet* is assisting the Swedish Transport Administration with information on the correct orthography for all involved minority languages.

201. At *Lantmäteriet's* internet service '*Kartsök och ortsnamn*' (*Map search and place names*), the national place name register can be accessed. Place names are searchable via different alternatives and are presented in an interactive map of Sweden. All place names are presented with a language code, which *inter alia* identifies the minority language place names. In 2012, 117 022 individual users visited this web service. *Lantmäteriet's* website (www.lantmateriet.se) has been revised and it is now possible to read information in all of the minority languages.

202. According to the fifth periodical report, *Lantmäteriet* has an active network of authorities and organisations within the minority language areas that contribute to the increased use and exposure of minority language place names, via consultative procedures involving the minorities. Interest in the media is considerable for these issues and its reporting contributes to a greater understanding of the situation of minority languages.

203. In May 2011, during the Place Names Advisory Board meeting, an account was given of the Swedish Transport Administration's plan for marking place names in minority languages along the public roads in Västerbotten and Norrbotten counties. The ISOF arranged a one-day course on place names and recording activities for the national minorities, the Sami, Sweden Finns and Tornedalians. *Lantmäteriet* took part in this with place name specialists. This event was arranged as a course in place name documentation and was particularly directed at individuals who are interested in recording place names in Finnish, Meänkieli and Sami. The aim of the course was to teach participants to be able to deliver new recordings, in a simple manner, to the Institute's place name archive in order to further raise the quality of place name collections. At the same time, conditions were improved for recording minority language place names on public maps and road signs.

204. During the on-the-spot visit, the Committee of Experts was informed of the progress made and received updated information about place names in the minority languages listed above. Similar work on road signs in administrative areas in northern Sweden by the Swedish Transport Administration was in progress. Putting up signs in minority languages has also resulted in both bilingual and multilingual signs.

205. The Committee of Experts considers that the undertaking is fulfilled for Sami, but also asks the authorities to report on the further progress of this undertaking.

Paragraph 4

With a view to putting into effect those provisions of paragraphs 1, 2 and 3 accepted by them, the Parties undertake to take one or more of the following measures:

a translation or interpretation as may be required;

206. In the fourth evaluation report, the Committee of Experts considered that it needed updated information to conclude on this undertaking and asked the Swedish authorities to provide the relevant information in the forthcoming periodical report.

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

208. The use of central government funds should be decided in a dialogue between the municipality or county council and representatives of the national minority concerned. One result of such consultations is that municipalities and county councils have not given priority to employing an interpreter of their own. Instead, interpreters and translators are employed when there is demand or a need. In most cases, other authorities have made a similar assessment and engage interpreters and translators when they need to or when this is requested.

209. The Sami Parliament and the County Administrative Board in Stockholm County are required to present to the government a comprehensive, annual assessment of compliance with the Act on National Minorities and Minority Languages (2009:724). In their follow-up for 2012, these authorities show that most municipalities within the administrative areas for Finnish, Sami and Meänkieli have undertaken surveys of needs and resources within several different areas of activity. A compilation of these surveys shows that the municipalities have reviewed such matters as the municipality's reception, switchboard and case processing, which should ensure that there is a preparation for being able to meet people who wish to speak their minority language.

210. During the on-the-spot visit, the Committee of Experts was informed about the regular dialogue between the Sami Parliament, the County Administrative Board in Stockholm County and the representatives of minority language communities. This form of structured dialogue should allow to achieve a better assessment of the needs of the various language communities and to develop in close co-operation with the speakers possible solutions in accordance with the needs expressed.

211. The Committee of Experts commends the Swedish authorities on the progress made and considers the undertaking to be fulfilled.

Article 11 – Media

Paragraph 1

The Parties undertake, for the users of the regional or minority languages within the territories in which those languages are spoken, according to the situation of each language, to the extent that the public authorities, directly or indirectly, are competent, have power or play a role in this field, and respecting the principle of the independence and autonomy of the media:

- a*** ***iii*** ***to the extent that radio and television carry out a public service mission to make adequate provision so that broadcasters offer programmes in the regional or minority languages***
- ...
- d*** ***to encourage and/or facilitate the production and distribution of audio and audiovisual works in the regional or minority languages;***

212. In the fourth evaluation report, the Committee of Experts noted the existence of various films and television productions, partly in Sami, that were funded by the regions and the Swedish Film Institute as well as audio and audiovisual educational programmes produced in Sami by the Swedish Educational Broadcasting Company. It therefore concluded that the undertaking was fulfilled, and looked forward to receiving further examples in the forthcoming periodical report.

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

214. UR has produced some CDs and DVDs including in Sami and has also bought the copyright licence of several thousand older broadcasts which are made available to schools and educational institutions. They also cover programmes about the national minorities and in the national minority languages.

215. Filmpool Nord, a regional centre for film and TV production, has provided support to six projects in Sami, over the period 2010–2012. Filmpool Nord comments that the projects often include several languages at the same time. Seven projects in Sami and Swedish are currently under development.

216. The Committee of Experts considers the undertaking to be fulfilled.

e i to encourage and/or facilitate the creation and/or maintenance of at least one newspaper in the regional or minority languages;

217. In the fourth evaluation report, the Committee of Experts noted the initiatives taken by the Swedish government regarding press subsidies to transnational newspapers in Sami and asked for information about the outcome in the next periodical report. It noted, however, that there was a shortage of professionally trained Sami language journalists. Therefore, the Committee of Experts concluded that the undertaking remained not fulfilled.

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

219. On 22 December 2010, the Sami Parliament, in consultation with the Swedish Association of Tornedalians (STR-T), was given the task by the Swedish government to undertake a pilot study on the conditions for transnational newspaper co-operation for Meänkieli and Sami and with representatives of Sami and Kven media. The Sami Parliament received SEK 130 000 (€14 260) for implementation of the pilot study. The findings were presented to the government on 30 September 2011. In its report, the Sami Parliament presented a number of proposals, suggesting at the same time that the forthcoming press subsidies inquiry should look at these proposals.

220. In December 2011, the Press Subsidies Committee was appointed to make a review of central government subsidies to the daily press. As its first task, the Committee was to take a position, based on the Sami Parliament report, on whether support to daily newspapers for national minorities should be strengthened in the current Press Subsidies Ordinance. The Press Subsidies Committee presented an interim report on 30 September 2012 - *Support to daily newspapers in Sami and Meänkieli*.

221. In its report, the Press Subsidies Committee presents several proposals to make it easier for newspapers that are entirely or partly written in Sami or Meänkieli to qualify for operational support. One proposal is to reduce the circulation limit for general operational support from 1 500 to 750 subscriptions for newspapers that are mainly written in Sami or Meänkieli. At the same time, it is proposed that the requirement for 90% of circulation to be spread throughout Sweden should be removed for such newspapers, and that the support should in future be calculated, as for other daily newspapers, on the basis of the part of the circulation that is mainly distributed within Sweden. The Committee also proposes that a provision on limited operational support for a newspaper, 25% of whose editorial contents are written in Finnish, be extended to apply to Finnish, Meänkieli and Sami languages if at least 25% of the editorial content is written in one or more of these languages.

222. The Committee of Experts encourages the authorities to pursue their efforts in close dialogue and co-operation with the speakers. The Committee of Experts considers the undertaking to be partly fulfilled and asks the authorities to provide additional information in the forthcoming report.

f ii to apply existing measures for financial assistance also to audiovisual productions in the regional or minority languages;

223. In the fourth evaluation report, the Committee of Experts welcomed the information on practices to produce and fund audiovisual productions in Sami and considered that the undertaking was partly fulfilled.

224. The fifth periodical report contains no relevant information on this undertaking.

225. The Committee of Experts considers that the undertaking remains partly fulfilled.

3.2.2. Finnish

Article 8 – Education

226. During the fourth monitoring cycle, the Committee of Ministers recommended to the authorities of Sweden to **“strengthen education for all regional or minority languages, by adopting a comprehensive and structured approach, based on the needs of the speakers and according to the situation of the languages”**; to **“ensure that “mother-tongue” education meets the requirements of the Charter and offers real and adequate language tuition, enabling pupils to achieve mature literacy in the languages concerned”**; to **“increase the amount of bilingual education available in Finnish”**; and to **“create teaching and learning materials, for all regional or minority languages”**.

Paragraph 1

Pre-school

With regard to education, the Parties undertake, within the territory in which such languages are used, according to the situation of each of these languages, and without prejudice to the teaching of the official language(s) of the State:

- a**
 - i** *to make available pre-school education in the relevant regional or minority languages; or*
 - ii** *to make available a substantial part of pre-school education in the relevant regional or minority languages; or*
 - iii** ***to apply one of the measures provided for under i and ii above at least to those pupils whose families so request and whose number is considered sufficient;***

227. In the fourth evaluation report, the Committee of Experts recalled the new Education Act rules for mother tongue support in pre-schools. It also noted the government subsidies given to municipalities that are located in the administrative area for Finnish and welcomed the fact that new pre-schools and pre-school sections had been opened. It however concluded that the undertaking remained partly fulfilled and encouraged the Swedish authorities to make the right to pre-school education in Finnish more widely known, especially in the new municipalities of the administrative area for Finnish.

228. According to the fifth periodical report, the Swedish Schools Inspectorate has been entrusted by the government to monitor the school system, pre-school activities and out-of-school centres in order to ensure compliance with the legislation. In spring 2011, the Swedish Schools Inspectorate carried out a targeted inspection (reg. no. 40–2011:3 022) to find out how the administrative authorities were following the legislation with regard to offering pre-school activities that are completely or partially conducted in Meänkieli, Sami or Finnish. The Swedish Schools Inspectorate’s assessments are reported in the form of individual decisions for the municipalities monitored and as an overall report. This survey is part of the supervision aimed at ensuring that each education provider fulfils the requirements for which they are responsible under the legislation and thus represents part of the work of ensuring that national minority children’s rights are fulfilled in pre-schools. The results of

this supervision show, among other things, that half of the municipalities monitored have not formally identified needs for pre-school activities in minority languages and that reasonable consideration has not been taken of custodians' wishes for this type of activity. Where criticism was directed at a municipality, the Swedish Schools Inspectorate undertook a follow-up three months later, and if sufficient measures had not been taken, the Inspectorate continued with its follow-up.

229. According to the fifth periodical report, in compliance with the Education Act (2010:800), the pre-school should contribute towards ensuring that children who have a mother tongue other than Swedish have the opportunity to develop both the Swedish language and their mother tongue. The curriculum for the pre-school also stipulates that the pre-school should 'contribute towards ensuring that children who have a mother tongue other than Swedish have the opportunity to develop both the Swedish language and their mother tongue'. This regulation concerns all mother tongues. The Minority Act stipulates that the activities in pre-school within the administrative area for Finnish should be fully or partly in Finnish, on request. The municipalities that are part of the administrative areas for Finnish receive central government funds in order to offer fully or partly pre-school services in Finnish. However, only about half of the municipalities within the administrative area provide pre-school services in Finnish.

230. The Committee of Experts was informed that for the period 2013-June 2015, the Swedish Government has granted SEK 3 million (€329 115) to a Finnish language project entitled "finska.nu" addressed to pre-schools which involves theatre plays for pre-schoolers and a website with information on multilingualism and the Minority Act.

231. During the on-the-spot visit, the Committee of Experts was informed that there is a general responsibility for the authorities under the Education Act to provide mother tongue support in Finnish and other mother tongues, at pre-school level. According to representatives of the Finnish speakers, even municipalities within the administrative area for Finnish, most notably Stockholm, have denied parents this right. The Committee of Experts welcomes the increase in the number of municipalities belonging to the administrative area for Finnish from 48 to a total of 52 municipalities as from 1 February 2014, but keeps in mind that the majority of the municipalities still do not belong to the administrative area, and that the obligations under the Minority Act are not followed by all municipalities which belong to it.

232. The Committee of Experts still considers the undertaking to be partly fulfilled, and asks the authorities to provide information on the implementation of the Minority Act and the Education Act, with regard to the provision of mother tongue support.

Primary school

- b**
 - i* to make available primary education in the relevant regional or minority languages; or
 - ii* to make available a substantial part of primary education in the relevant regional or minority languages; or
 - iii* to provide, within primary education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum; or
 - iv** to apply one of the measures provided for under *i* to *iii* above at least to those pupils whose families so request and whose number is considered sufficient;

233. In the fourth evaluation report, the Committee of Experts noted that only seven independent schools (non-municipal schools) taught partly in Finnish and that in five municipalities, bilingual education takes place in schools. The Committee of Experts asked the Swedish authorities to provide information in the next periodical report on these last five schools and their geographical situation. Furthermore, it was stated that as a general feature of the decline, teaching in Finnish had for a long time been replaced by teaching Finnish as a subject (through the so-called mother tongue instruction, which in practice could also take place in Swedish and today generally amounts to one hour or less per week, often outside regular school hours). The Committee of Experts showed its concern that there could be a further decline in the teaching in and of Finnish in the Swedish education system, unless urgent measures were taken by the Swedish authorities (e.g. ensuring that there is a proper supply of competent teachers and of teaching materials) and concluded that the undertaking remained only partly fulfilled.

234. The fifth periodical report does not provide any substantial information on the development of mother tongue instruction of Finnish or bilingual education in the municipal primary schools.

235. In a quality survey of a selection of municipalities by the Schools Inspectorate (2012:2), there is great variation in the provision of mother tongue instruction. This is seen by some municipal representatives as a non-prioritised area. Furthermore, among the different mother tongues, the national minority languages are in a non-prioritised position, despite some special regulations being stronger for these. For example, if one family and one pupil in the municipality ask to receive mother tongue instruction this is sufficient in order to have the right to receive it.

236. During the on-the-spot visit, the Committee of Experts was informed that the proportion of pupils receiving mother tongue instruction has remained stable, and that about 50% of the 8 000 eligible pupils receive such instruction. According to the representatives of the speakers, only one bilingual class remains in the municipal school system, in addition to the co-operation between Haparanda and Tornio on the Finnish side, which provides possibilities for pupils from both towns to attend a bilingual school. The number of pupils in the Sweden Finnish bilingual independent schools is diminishing, even if there is a recent increase in the number of children attending the independent pre-schools. This is also a tendency in the municipal sector of pre-school tuition, due to an increasing demand based on the regulations in the Minority Act. About 700 pupils in total attend these independent bilingual primary schools, four of which are situated in the larger Stockholm area (one only for years 1-6), one in Eskilstuna, one in Örebro (years 1-6) and one in Gothenburg.

237. The problems regarding municipal mother tongue instruction persist. Teaching often takes place outside school hours and there are pupils of different ages and language skills in the same classes. The amount of teaching time has decreased further and now consists of less than a lesson (40 minutes) in some municipalities, whereas in others no instruction is given. Due to the patchy arrangements and enrolment of pupils, teachers may need to work in more than ten different schools. The introduction of the requirement of basic knowledge in the mother tongue through the Education Act (2010), in order for the child to receive mother tongue instruction, both prevents children with limited or low competence in the language to receive instruction, and has even led to children being excluded from the ongoing mother tongue instruction in the middle of the school year, since they were found not to have the required knowledge.

238. The instruction in Finnish in the municipal schools is not an integral part of the curriculum. Furthermore, the lack of time allocated for mother tongue instruction makes it impossible in practice for many children to fulfil the learning goals of the syllabus in the mother tongue and thus also to receive final marks in the subject. The lack of teachers is also used as an excuse for not providing mother tongue instruction.

239. According to the representatives of the speakers, there is an urgent need for pre-school teachers and teachers for the lower years of primary school, which also makes it difficult both for the independent schools and the municipal schools to find qualified teachers, aggravated by the fact that many of the current teachers are reaching retirement age.

240. The Committee of Experts considers this undertaking partly fulfilled in municipal schools.

Secondary school

- c**
- i* to make available secondary education in the relevant regional or minority languages; or
 - ii* to make available a substantial part of secondary education in the relevant regional or minority languages; or
 - iii* to provide, within secondary education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum; or
 - iv** **to apply one of the measures provided for under i to iii above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient;**

241. In the fourth evaluation report, the Committee of Experts considered the undertaking not fulfilled, since the only existing secondary school that provided bilingual education in Finnish and Swedish, as of the autumn term 2010, ceased to offer it.

242. In the fifth periodical report no additional information was provided to the Committee of Experts.

243. During the on-the-spot visit, the Committee of Experts was made aware of the ongoing lack of teachers at secondary level. The lack of trained teachers in Finnish is a persistent problem observed at all levels of instruction, a situation that has been deteriorating since the early 1990s.

244. The Committee of Experts considers that the undertaking remains not fulfilled and urges the Swedish authorities to take immediate action, in close consultation with the speakers, in order to provide adequate training offers to guarantee education in Finnish at secondary level.

Technical and vocational education

- d**
- i* to make available technical and vocational education in the relevant regional or minority languages; or
 - ii* to make available a substantial part of technical and vocational education in the relevant regional or minority languages; or
 - iii* to provide, within technical and vocational education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum; or
 - iv** **to apply one of the measures provided for under i to iii above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient;**

245. In the fourth evaluation report, the Committee of Experts underlined that it had received contradictory information about whether in fact there is any teaching in or of Finnish at the branch of the Axevalla Folk High School in Stockholm and indeed at the school itself. The Committee of Experts was therefore not in a position to conclude on this undertaking and asked the Swedish authorities to provide detailed information on whether there is teaching in or of Finnish at any of the mentioned folk high schools or at other institutions providing vocational education.

246. According to the fifth periodical report, Axevalla Folk High School has a branch that is located at Alma Folk High School in Stockholm (Liljeholmen). At this branch, Axevalla had a 2-year treatment assistant programme for bilingual participants (Finnish/Swedish). The group consisted of some dozen participants per programme. In May 2013, the third and last group completed its course. The Board of the school decided not to start a new course as of autumn 2011 because no funding for the courses was foreseen. However, the Folk High School is considering offering other, shorter courses in Finnish, provided that there is sufficient interest.

247. During the on-the-spot visit, the Committee of Experts was informed by the representatives of the National Sweden Finnish Association that far too few people are ready to learn Finnish. The Committee of Experts asks the Swedish authorities to engage in a more pro-active approach, in close co-operation with the speakers, in order to stimulate additional interest and support for sustainable educational programmes and related training activities.

248. The Committee of Experts considers this undertaking not fulfilled.

The Committee of Experts urges the Swedish authorities to take pragmatic steps, in consultations with the speakers, to provide teaching in and of Finnish at all levels of education.

University and higher education

- e
 - i *to make available university and other higher education in regional or minority languages; or*
 - ii *to provide facilities for the study of these languages as university and higher education subjects; or*
 - iii ***if, by reason of the role of the State in relation to higher education institutions, sub-paragraphs i and ii cannot be applied, to encourage and/or allow the provision of university or other forms of higher education in regional or minority languages or of facilities for the study of these languages as university or higher education subjects;***

249. In the fourth evaluation report, the Committee of Experts showed its concern about the general decline in the number of university level positions of Finnish at the higher education institutions. Despite the obvious negative trend in higher education for Finnish in Sweden, in the fourth evaluation report, the Committee of Experts considered that the undertaking remained fulfilled. It encouraged the Swedish authorities to take active measures so that higher education institutions are able to offer Finnish courses and do so, without imposing thresholds which may threaten that provision.

250. According to the fifth periodical report, teaching and research in Finnish is available at the universities of Stockholm, Uppsala, Umeå and Mälardalen. However, the teaching of Finnish at Mälardalen University was abolished in 2013. A strand for Finnish-speaking students is only available at Stockholm University.

251. During the on-the-spot visit, higher education representatives highlighted the need for targeted funding in order to ensure teaching and research in Finnish. No additional funding has been made available to the universities when entrusting them with additional tasks. The higher education professionals also stressed the fact that a coherent and long-term plan for securing teaching at all levels was lacking. They were of the opinion that the government had not consulted (or followed the advice of) the experts or practitioners when planning the means for securing teacher provision in national minority languages. The National Sweden Finnish Association informed the Committee of Experts that Sweden had not had pre-school teacher training for bilingual teacher candidates since the middle of the 1980s and suggested that when it comes to the university level education, it was essential that the mother tongue minority studies would at secondary school level give so-called merit points when applying to universities and colleges. This would encourage the students to continue mother tongue studies at secondary school level.

252. According to the information received during the on-the-spot visit by the Committee of Experts, at present an entry requirement for the subject teacher training is that the student has studied Finnish for three years at secondary school. In practice, it would be necessary to evaluate the language skills of each minority language applicant according to real competence criteria, because there are very few students who have studied Finnish at secondary level, which furthermore weakens the level of literacy in Finnish. There is a real need for new criteria to evaluate the prior knowledge requirements of minority language applicants, since the current criteria are not suitable. Young people are interested in studying Finnish and they are interested in using the language in their future professional life, but there should also be the possibility to adapt training and courses for them, which would need specific and separate funding. This problem has also turned out to be a difficult issue for teacher education of mother tongue teachers of Finnish.

253. The Committee of Experts considers that the undertaking remains fulfilled, but urges the Swedish authorities to make a long-term strategy for Finnish at higher education level, in co-operation with the educational institutions concerned.

Teaching of the history and culture

g to make arrangements to ensure the teaching of the history and the culture which is reflected by the regional or minority language;

254. In the fourth evaluation report, the Committee of Experts pointed out that the curricula for the nine-year compulsory school were under review. An anthology in all national minority languages, which is intended to be used in compulsory schools to increase the pupils' knowledge of national minorities and minority languages, has been published. The Committee of Experts asked the Swedish authorities to provide relevant information on the implementation of this undertaking for pupils in mainstream education and considered that the undertaking remained partly fulfilled.

255. According to the fifth periodical report, the framework of mother tongue instruction in the national minority languages also contains elements of the history and cultures of the national minorities. The syllabus for mother tongue instruction states that through mother tongue instruction pupils should be given the opportunity to reflect upon traditions, cultural phenomena and social questions based on their languages. However, this does not concern pupils in mainstream education. The mother tongue instruction, in addition, cannot fulfil this task even for minority language pupils.

256. The Committee of Experts considers that the undertaking remains partly fulfilled.

Basic and further teacher training

h to provide the basic and further training of the teachers required to implement those of paragraphs a to g accepted by the Party;

257. In the fourth evaluation report, the Committee of Experts considered that the undertaking was only partly fulfilled, since even though some teacher training was offered at Luleå Technical University (training was later considered inadequate), the number of teachers trained in Finnish remained very low. The Committee of Ministers recommended to the authorities of Sweden to “**establish a dedicated and properly resourced system of teacher training for all regional or minority languages**”.

258. In the fifth periodical report, the authorities conveyed the information that pupils in compulsory and upper secondary schools are offered study and vocational guidance as one way of spreading information on opportunities to become a teacher in a national minority language. This would, however, not include the study of the subject of Finnish, which is only rarely integrated into BA programmes, which remain at the core of the information provided by this guidance.

259. In the former National Agency for Higher Education's consultations took place with representatives of the national minorities before writing the report ("Teacher supply for the national minorities – how can it be secured?" – Report 2011:14 R). Opposition to distance courses based on evaluations of the results of such courses was put forward. The view was that face-to-face forms of teaching are to be preferred. The report ("Education for pupils placed in society's care and remote and distance education"⁵) has been circulated for comments. The Ministry of Education and Research intended to deal with this issue in a government bill during the autumn of 2013. The Bill will be based on the former National Agency for Higher Education's report and the report mentioned above.

260. During the on-the-spot visit, the Committee of Experts was informed that, even if in some municipalities such as Umeå, a limited number of minority language teachers exist, they are still in need of further teacher training, which also requires additional funding. Some occasional exchanges at university level exist with Finland, but more needs to be done by the Swedish authorities in order to provide adequate teacher training at all levels of education in relation to the needs expressed. Neither the increasing demands expressed by parents, nor the issue of the level of instruction are appropriate to the needs expressed. The minimalistic approach chosen by a number of municipalities reinforces the lack of teachers.

261. During the on-the-spot visit, the lack of adequate teacher training facilities at all levels of education was highlighted by higher education representatives in charge of the training programmes at university level. Furthermore, the Committee of Experts has been made aware that nothing had been done to improve the status of minority languages and minority language teachers in schools; the development of updated professional teaching materials remains unsatisfactory.

262. In addition, the current degree requirements for primary teachers according to the Higher Education Ordinance have no space for a specialisation in a national minority language. The Agency's report proposed such specialisations, but no measures have since been taken to amend the Higher Education Ordinance in this respect. Primary school education in minority languages is thus at present impossible in Sweden. There is an urgent need for teachers at this level but no legal way of issuing the required degrees.

263. According to additional information received by the Committee of Experts, Stockholm University has been granted the right to award degrees for teachers of Finnish as a mother tongue for years 7 to 9 and the training starts in 2014. The teacher training will be based on the training model for subject teachers. The teachers will become subject teachers for Finnish (as a mother tongue) and they will also have English and Swedish as a second language as subjects. The teachers will qualify for teaching years 7 to 9 (as well as 4 to 6). At the same time, there will be an opportunity for additional pedagogical studies, which will qualify the teachers to teach at secondary level. Teacher education in Finnish and Meänkieli will receive SEK 2 million (€219 400) to initiate the teacher education, whereas Sami and Romani Chib receive SEK 2.5 million (€274 000) respectively. In order to strengthen the revitalisation of the Finnish language and its status as a national minority language in Sweden, a coherent structure spanning from pre-school to higher education needs to be established, involving the teaching of Finnish and the teaching of various subjects in Finnish as well as the training of Finnish-speaking, bilingual pre-school staff.

264. The Committee of Experts understands that several changes are planned or are under way, to fulfil some of the requests in the field of teacher training. The Committee of Experts considers that the undertaking remains partly fulfilled and asks the Swedish authorities to present updated information on the processes in the next periodical report.

⁵ Swedish Government Official Reports 2012:76.

Supervisory body or bodies

- i to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.***

265. In the fourth monitoring round, the Committee of Experts was not made aware of a specific monitoring body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages, nor whether the newly established Schools Inspectorate would assume this role according to the requirements of the undertaking. The Committee of Experts concluded that the undertaking remained partly fulfilled.

266. In the fifth periodical report, the Swedish authorities provided information on the role and competences of the Swedish Schools Inspectorate as the supervisory agency for the school system in Sweden. Its regular supervision includes ensuring that each Swedish school fulfils the requirements under the school statutes. This includes monitoring that the linguistic rights of national minorities are safeguarded.

267. According to the fifth periodical report, the Swedish Schools Inspectorate has been entrusted by the government with conducting quality controls of the school system, pre-school activities and out-of-school centres. These quality controls entail detailed and systematic examinations of the quality of an activity within selected municipalities, where the point of departure is the equal right of all children and pupils to a good education in a secure environment. The observations, analyses and assessments that are undertaken within the framework of this control are reported, partly in the form of an individual decision to the education provider that has been monitored and partly in an overall, summary report. By providing descriptions of important quality aspects within the field that is being monitored, the overall summary report is intended to also provide development support to education providers and schools that have not been monitored. The Swedish Schools Inspectorate has presented quality control surveys of mother tongue provisions and bilingual teaching in the national minority languages, in particular for pre-school in 2011 (ref. reg. no. 40 – 2011 : 3022).

268. According to the fifth periodical report, the National Agency for Education and the Swedish Schools Inspectorate hold joint responsibility. The Agency is responsible for the management, development and support of schools, while the Inspectorate exercises supervision. Together, they ensure that schools both develop and comply with existing obligations. This also applies to aspects concerning national minorities and is demonstrated by the quality control surveys made by the Swedish Schools Inspectorate and by the continued teaching support offered by the National Agency for Education.

269. During the on-the-spot visit, the Committee of Experts was informed that even though changes have been foreseen with respect to the Education Act regarding the removal of the prior basic knowledge requirements for national minority language pupils, there are still discrepancies between the enforcement of the Education Act, the language legislation and the minority legislation. The Schools Inspectorate's interpretation in the municipality of Kalix of the Education Act's requirements for basic knowledge in the mother tongue was negatively perceived by the national minorities. This counteracts the *de facto* goodwill that is expressed in the language legislation about the public sector's duty to support national minority languages, including Finnish, as well as the development work that has been done within the framework of the administrative area for the Finnish language, by starting new Finnish-language and bilingual pre-school units (for example in Borås, Huddinge, Sigtuna, Skövde and Uppsala). There is still a great need to strengthen the development work within pre-schools and schools for Finnish speakers. There is, for example, a need for a curriculum in Finnish and Finnish as a second language.

270. The undertaking seems to be fulfilled. However, it is unclear to the Committee of Experts if these reports are published at regular intervals. It encourages the Swedish authorities to provide such information in the next periodical report.

Paragraph 2

With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.

271. In the fourth evaluation report, the Committee of Experts reminded the authorities of the fact that the Language Act gives the right to persons belonging to a national minority “to learn, develop and use the minority language”. The Committee of Experts had received no information as to how this provision was implemented in practice outside the administrative area for Finnish and with special reference to the right to learn the language and concluded that the undertaking remained partly fulfilled.

272. In the fifth periodical report, no additional information was provided on the effect of the Language Act. The Committee of Experts is still lacking information about initiatives and actions taken in order to make minority language speakers more aware of their rights “to learn, develop and use minority language” in their everyday life.

273. The Committee of Experts considers that the undertaking remains partly fulfilled and asks for information in the next periodical report.

Article 9 – Judicial authorities

274. In previous monitoring rounds, the Committee of Experts concluded that Article 9, paragraph 1.a.ii; a.iii; b.ii; b.iii; c.ii; c.iii; d; and paragraph 2.a were fulfilled in the administrative area for Finnish, as it was before the Minority Act came into force. The Minority Act has enlarged the administrative area for Finnish. The right to use Finnish in courts, however, has not been extended accordingly. The Committee of Experts asked the Swedish authorities to assess the situation and report in the forthcoming periodical report on the application of Article 9 to Finnish in the extended administrative area and did not make any conclusions on this issue in the fourth monitoring round. The Committee of Experts moreover pointed to the fact that no human resources policy was in place to ensure the replacement of retiring Finnish-speaking judges and that legal training for judges or lawyers in regional or minority languages was not available in Sweden.

Paragraph 1

The Parties undertake, in respect of those judicial districts in which the number of residents using the regional or minority languages justifies the measures specified below, according to the situation of each of these languages and on condition that the use of the facilities afforded by the present paragraph is not considered by the judge to hamper the proper administration of justice:

a in criminal proceedings:

...

iv to produce, on request, documents connected with legal proceedings in the relevant regional or minority language,

if necessary by the use of interpreters and translations involving no extra expense for the persons concerned;

275. According to the fourth periodical report, Section 14 of the Minority Act grants the right to use Finnish, Meänkieli or Sami in courts, including the right to submit documents and written evidence in these languages, the right to have documents orally translated into these languages, and the right to speak these languages in an oral hearing before the court, upon request. However, the possibility to receive some written documents (connected with the legal proceedings) in these languages is conditioned to the lack of legal representation of a party. In practice, it seemed however that those judgements were translated into Finnish in Gällivare judicial district on request and in Haparanda district spontaneously. The Committee of Experts concluded that the undertaking was partly fulfilled.

276. According to the fifth periodical report, in the government bill Interpretation and Translation in Criminal Proceedings (Government Bill 2012/13:132), the government proposed more stringent rules in the Swedish Code of Judicial Proceedings for the provision of interpretation at court meetings or police hearings when the person suspected or accused of a criminal offence does not have a good command of Swedish. This amendment means that courts and criminal investigation authorities will be obliged to translate certain documents in criminal proceedings. The new rules will thus also include the minority languages and will apply to all courts in the country. However, the right in the Minority Act should be applied irrespective of competence in Swedish.

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

278. During the on-the-spot visit, the Committee of Experts was informed of the fact that there was still a considerable mismatch between the adopted legislation and its implementation. The Committee of Experts also reiterates the fact that the undertakings apply irrespective of the knowledge of Swedish.

279. The Committee of Experts considers that this undertaking remains partly fulfilled.

Paragraph 3

The Parties undertake to make available in the regional or minority languages the most important national statutory texts and those relating particularly to users of these languages, unless they are otherwise provided.

280. In the fourth evaluation report, the Committee of Experts stated that some national statutory texts (such as the 2009 Minority Act and the 2009 Language Act) had been translated into Finnish, and that some other legal texts were planned to be translated. The Committee of Experts welcomed this information and asked the Swedish authorities to consult the Finnish-speakers as to whether there were further statutory texts that needed to be translated. In the meantime, the Committee of Experts concluded that the undertaking was partly fulfilled.

281. In the fifth periodical report, no additional information was provided by the Swedish authorities. The Committee of Experts considers that the undertaking remains partly fulfilled. The Committee asks the Swedish authorities to provide the requested information in the next periodical report.

Article 10 – Administrative authorities and public services

282. In the fourth evaluation report, the Committee of Experts noted that the Minority Act had transformed the legal basis for implementing Article 10 of the Charter in Sweden. Finnish-speakers have the right to use their language in oral and written communication with representatives of the following central bodies: the Parliamentary Ombudsman, the Office of the Chancellor of Justice, the Social Insurance Office, the Swedish Tax Agency and the Equality Ombudsman.

Paragraph 1

Within the administrative districts of the State in which the number of residents who are users of regional or minority languages justifies the measures specified below and according to the situation of each language, the Parties undertake, as far as this is reasonably possible:

...

- a**
 - iii** ***to ensure that users of regional or minority languages may submit oral or written applications and receive a reply in these languages;***

...

- c** *to allow the administrative authorities to draft documents in a regional or minority language.*

283. In the fourth evaluation report, the Committee of Experts noted that the use of Finnish outside the extended administrative area was very seldom ensured with state administration authorities. Finnish is, however, used in the local tax offices. Since the implementation of the Minority Act was still in its initial phase, it had not been possible for the Committee of Experts to reach a conclusion on the possibility of using Finnish with the state administration authorities. It therefore requested the Swedish authorities to provide information in this respect in the next periodical report and, in the meantime, considered that the undertakings were partly fulfilled.

284. In the fifth periodical report, the Swedish authorities reported that the administrative authorities, under Section 11 of the Act (2009:724) on National Minority Languages, were to work actively to ensure that there is access to staff with knowledge of Finnish and Meänkieli where necessary in individuals' contacts with the authorities.

285. The information provided in the fifth periodical report does not allow the Committee of Experts to assess the progress made with respect to Finnish speakers being able to access more easily administrative authorities outside the Finnish administrative area. According to the monitoring reports of the County Administrative Board in Stockholm, the so-called basic protection for minority languages under the Minority Act, which should promote the use of National Minority languages outside the administrative areas, is in principle unknown to local and regional authorities.

286. The Committee of Experts considers the undertaking to remain partly fulfilled and asks the Swedish authorities to provide additional information in the next periodical report.

Paragraph 2

In respect of the local and regional authorities on whose territory the number of residents who are users of regional or minority languages is such as to justify the measures specified below, the Parties undertake to allow and/or encourage:

...

- c** *the publication by regional authorities of their official documents also in the relevant regional or minority languages;*

- d** *the publication by local authorities of their official documents also in the relevant regional or minority languages;*

287. In the fourth evaluation report, some improvements were shown regarding the publication of documents in Finnish, such as the translation of several local authorities' websites, the production of some documents and forms at municipal level or the provision of basic information about the language rights of Finnish-speakers deriving from the new acts. Furthermore, several municipalities had adopted language policies and provided information about language contact persons. As for the regional authorities, the County Councils provided some information in and on Finnish and had produced some documents in Finnish. However, the visibility of Finnish was far lower than at municipal level. Therefore, the Committee of Experts concluded that Article 10.2.c. remained not fulfilled, and Article 10.2.d was partly fulfilled.

288. In the fifth periodical report, no information was provided by the Swedish authorities on the fulfilment of these undertakings.

289. The Committee of Experts maintains its previous evaluation that Article 10.2.c remains not fulfilled, and Article 10.2.d remains partly fulfilled. It asks the Swedish authorities to provide additional information in the next periodical report on these undertakings.

g the use or adoption, if necessary in conjunction with the name in the official language(s), of traditional and correct forms of place-names in regional or minority languages.

290. In the fourth evaluation report, the Committee of Experts noted that signage in regional or minority languages had increased on maps and road signs over the past few years and that a conference had been organised in 2010 to increase the awareness of municipalities about the significance of bilingual place names. However, the Committee had not received any concrete figures or information on the number of places/municipalities employing toponyms in Finnish. The Committee of Experts therefore concluded that the undertaking was partly fulfilled and asked the Swedish authorities to provide more detailed information about the use of place names in Finnish in the forthcoming periodical report.

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

292. At *Lantmäteriet*'s internet service *Mapsearch and Placenames*, the national place name register can be accessed. Place names are searchable via different alternatives and are presented in interactive maps of Sweden: the overview map, the road map, the mountain map, the terrain map and the topographical web map. All place names are presented with a language code, which identifies the minority language place names. In 2012, 117 022 individual users visited this web service. *Lantmäteriet*'s website (www.lantmateriet.se) has been revised and it is now possible to read information in all of the minority languages.

293. During the on-the-spot visit, the Committee of Experts was provided with updated information concerning the list of place names. There are currently 8673 Finnish place names registered (see paragraph 199).

294. The Committee of Experts considers this undertaking to be fulfilled and asks the authorities for more information on the ongoing process of implementation of the bilingual signage policy.

Article 11 – Media

Paragraph 1

The Parties undertake, for the users of the regional or minority languages within the territories in which those languages are spoken, according to the situation of each language, to the extent that the public authorities, directly or indirectly, are competent, have power or play a role in this field, and respecting the principle of the independence and autonomy of the media:

a to the extent that radio and television carry out a public service mission:

...

iii to make adequate provision so that broadcasters offer programmes in the regional or minority languages;

295. In the fourth evaluation report, the Committee of Experts listed some radio stations that broadcast in Finnish, some of whom cover the entire territory of Sweden. However, there was a new broadcasting licence that no longer required a minimum number of hours of broadcasting in regional or minority languages, contrary to the previous one. The Committee of Experts nevertheless trusted that the changes to the licence conditions would not have an adverse effect on television broadcasting in Finnish in Sweden. The Committee of Experts considered that the undertaking remained fulfilled.

296. According to the fifth periodical report, SVT broadcasts news, social programmes, children's programmes, documentaries, etc. in Finnish. In 2012, the total broadcasting time of Finnish-speaking programmes in SVT was 281 hours. SR produced 8131 hours in Finnish in 2012, which resulted in a total broadcasting time of 30,466 hours. UR has broadcast programmes in Finnish both on TV and radio.

297. During the on-the-spot visit, the Committee of Experts received information showing that in 2013 the total amount of time of SVT broadcasting in Finnish was 75.6 hours. The Committee of Experts was made aware that *Sveriges Radio Sisuradio* provides analogue broadcasting with a total amount of 836 hours/yearly. National FM broadcasts 620 hours/yearly, and Regional FM 217 hours/yearly. This broadcasting is the most important radio programming for the Finnish minority. In addition, a website (www.sverigesradio.se/sisuradio) exists and a web radio channel in Finnish which broadcasts about 15 hours a day, but there are very few radio news programmes and little other information, mostly replays and music.

298. The Committee of Experts has been made aware that for Finnish, SVT has developed a 13-minute news broadcast from Monday to Friday, available at 17:45 local time.

299. The Twitter week of Sisuradio, which raised both interest and a lot of activities by using and/or revitalising Finnish, mostly among occasional users of Finnish, is welcomed by the Committee of Experts as a useful event in order to raise awareness about minority languages and minority culture within mainstream society and through the media.

300. During the on-the-spot visit, the Committee of Experts was informed about the lack of awareness and knowledge of minority languages among children. Web-based programmes and channels are more and more used by national broadcasters in order to increase their audience with respect to young people. According to the information provided during the on-the-spot visit by Finnish language NGOs, the situation of the public service media for Finnish speakers does not match the public sector's obligations towards the large Sweden Finnish national minority and the need for access to a diverse range of media in their own national minority language. The NGOs have highlighted this in their responses to, and contacts with, the Swedish Government.

301. The Committee of Experts considers that the undertakings remain fulfilled. However, the Committee of Experts has received differing information on the number of hours broadcast by SVT in Finnish. It therefore asks the Swedish authorities to clarify this in the next periodical report.

d to encourage and/or facilitate the production and distribution of audio and audiovisual works in the regional or minority languages;

302. In the fourth evaluation report, the Committee of Experts noted that the Swedish Educational Broadcasting Company (*Sveriges Utbildningsradio*) was producing audio and audiovisual educational programmes in Finnish as well as a children's CD in Finnish and other regional or minority languages. Therefore, the Committee of Experts considered the undertaking partly fulfilled.

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

304. UR has produced some CDs and DVDs, including in Finnish, and has also bought the copyright licence of several thousand older broadcasts, which are made available to schools and educational institutions. They also cover programmes about the national minorities and in the national minority languages.

305. Filmpool Nord, a regional centre for film and TV production, provided support to six projects in Finnish, over the period 2010–2012. Filmpool Nord comments that the projects often include several different languages at the same time.

306. The Committee of Experts considers the undertaking to be partly fulfilled.

f ii to apply existing measures for financial assistance also to audiovisual productions in the regional or minority languages;

307. In the fourth evaluation report, the Committee of Experts welcomed the information on practices to produce and fund audiovisual productions in Finnish and considered that the undertaking was partly fulfilled.

308. The fifth periodical report contains no relevant information on this undertaking.

309. The Committee of Experts considers that the undertaking remains partly fulfilled.

Article 12 – Cultural activities and facilities

Paragraph 1

With regard to cultural activities and facilities – especially libraries, video libraries, cultural centres, museums, archives, academies, theatres and cinemas, as well as literary work and film production, vernacular forms of cultural expression, festivals and the culture industries, including inter alia the use of new technologies – the Parties undertake, within the territory in which such languages are used and to the extent that the public authorities are competent, have power or play a role in this field:

...
g to encourage and/or facilitate the creation of a body or bodies responsible for collecting, keeping a copy of and presenting or publishing works produced in the regional or minority languages;

310. In the fourth evaluation report, the Committee of Experts noted the works collected by the Sweden Finnish Archives, which receive their main funding from the Swedish National Archives. It stated, however, that it had been informed that the funding of cultural institutions was being restructured and regionalised which would lead to the cancelling of the funding from the National Archives. It considered that the undertaking was partly fulfilled and encouraged the Swedish authorities to take measures to ensure the future funding of the Sweden Finnish Archives at an adequate level.

311. According to the fifth periodical report, the Sweden Finnish Archives were granted financial support by the Swedish central government via the National Archives' Private Archives Committee until the financial year 2013. In the past five years, the grant to the Sweden Finnish Archives has grown from SEK 250 000 (€27 400) in 2009 to SEK 270 000 (€29 610) in 2013.

312. The National Archives' Private Archives Committee ceased its activities at the end of the year 2012/13. The duties of the Committee with regard to awarding grants for archiving activities were taken over by the National Archives. In 2013, the National Archives decided on grants to these institutions for the financial year 2014 after consultation with the newly formed Co-operation Committee for Private Archives at the National Archives. The new model does not affect the allocation of grants for institutions and organisations such as the Sweden Finnish Archives. There was nothing to indicate that the Sweden Finnish Archives would not receive a grant from central government for its activities in 2014. The institution's application to the National Archives was to be assessed on the same grounds as previously, that is to say, the aim and professional quality of its operations.

313. During the on-the-spot visit, the Committee of Experts was made aware of increasing financial difficulties faced by the Sweden Finnish Archives in sustaining the current level of activities and financing, also in light of the foreseen decision taken by the Finnish authorities to withdraw their financial contribution to the Sweden Finnish Archives.

314. According to additional information provided to the Committee of Experts, the work of the ISOF on following up the application of the Language Act has entailed the development of language cultivation for the national minority languages. Work on advice for both researchers and the general public is considerable and advice on language issues has increased, as has the number of visitors to the institute's archives and their collections.

315. With regard to Finnish, the institute, through its Language Council and the Section of Finnish, has compiled dictionaries, documented Finnish in Sweden, monitored changes in the status of Finnish in Sweden, published the language cultivation journal *Kieliviesti* with texts in Finnish and Meänkieli and published information on its website. In addition, the institute has organised seminars, lectures and language cultivation days and has developed a language test in Finnish, primarily aimed at the needs of employers and employees in the Finnish administrative area.

316. The Committee of Experts was informed about the decision taken by the Director of the ISOF to meet budgetary deficits by closing the Department of Dialectology, Onomastics and Folklore Research in Umeå, possibly resulting in a move of important archival linguistic and cultural materials from Umeå to Uppsala, which would cause serious harm to the Sami, Finnish and Meänkieli milieux in Umeå.

317. The Committee of Experts considers that the undertaking remains partly fulfilled. The Committee requests targeted and detailed information about the ISOF's decision in the next periodical report. Furthermore, it recommends the Swedish authorities to create a long-term support scheme for the Sweden Finnish Archives.

3.2.3. *Meänkieli*

General issues

318. In the fourth evaluation report, the Committee of Experts welcomed the information on the creation of a dictionary for Meänkieli, which could serve as a useful reference and working tool for Meänkieli, especially in official contexts in public life, including in the field of education. It had, however, not received any information on whether the reference group for Meänkieli had been established at the ISOF, and asked the Swedish authorities to provide such information in the fifth periodical report, including information on the work it carried out.

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

320. During the on-the-spot visit, the Committee of Experts was informed of the continuing difficulties to adjust the language requirements for Meänkieli to the existing level of language use and competence today, as well as to the achieved degree of standardisation of the language. A language and culture centre of similar type, structure and funding as the Sami Language Centres is considered by the speakers community to be urgent for the revitalisation of Meänkieli.

Article 8 – Education

321. During the fourth monitoring cycle, the Committee of Ministers recommended to the authorities of Sweden to “**strengthen education for all regional or minority languages, by adopting a comprehensive and structured approach, based on the needs of the speakers and according to the situation of the languages**”; to “**ensure that “mother-tongue” education meets the requirements of the Charter and offers real and adequate language tuition, enabling pupils to achieve mature literacy in the languages concerned**”; to “**establish bilingual education in Meänkieli**”; and to “**create teaching and learning materials, for all regional or minority languages.**”

Paragraph 1

With regard to education, the Parties undertake, within the territory in which such languages are used, according to the situation of each of these languages, and without prejudice to the teaching of the official language(s) of the State:

Pre-school

- a**
 - i** *to make available pre-school education in the relevant regional or minority languages; or*
 - ii** *to make available a substantial part of pre-school education in the relevant regional or minority languages; or*
 - iii** ***to apply one of the measures provided for under i and ii above at least to those pupils whose families so request and whose number is considered sufficient;***

322. In the fourth evaluation report, the Committee of Experts noted that the situation had remained almost the same since the previous monitoring round: Meänkieli was taught in all pre-schools in Pajala alongside Finnish and subsidies from the government were earmarked for Meänkieli pre-school education. The Committee of Experts had not received any other new information relevant to this undertaking, including any implementation in Kalix, the new municipality that had joined the administrative area for Meänkieli, and therefore considered that the undertaking remained partly fulfilled. It therefore strongly urged the Swedish authorities to improve the offering of pre-school education in Meänkieli throughout the area where the language is traditionally spoken.

323. In the fifth periodical report, the Swedish authorities provided information about an improved educational offer at pre-school level in Meänkieli. Within the administrative area, children are entitled to receive pre-school services fully or partially in Meänkieli. The municipalities that are part of the administrative area for Meänkieli receive central government funds in order to comply with this requirement.

324. During the on-the-spot visit, representatives of all Part III language speakers complained about the minimalist interpretation of “partially” in terms of the scope of the mandate given to municipalities. There is a clear need to follow up and monitor the implementation of the activities proposed by the municipalities.

325. During the on-the-spot visit, the Committee of Experts was informed of the urgent need for pre-school teachers and adequate teaching materials. More teachers are needed, but funding is too limited to finance regular employment. The Committee of Experts was informed that it was extremely difficult for municipalities to get trained teaching staff. Kiruna municipality opened a new pre-school for 16 pupils, but had to limit the number of pupils to be enrolled, due to the lack of trained pre-school teachers.

326. The representatives of the Meänkieli language community (*Svenska Tornedalingars Riksförbund Tornionlaaksolaiset STR-T*) were of the opinion that the current funding should be increased, and suggested that funding should be directly allocated to STR-T. The amount should be increased from the current SEK 1.3 million (€142 500) to SEK 3 million (€328 950).

327. The Committee of Experts considers that the undertaking remains partly fulfilled. The Committee of Experts again strongly urges the Swedish authorities to improve the offering of pre-school education in Meänkieli throughout the area where the language is traditionally spoken. It also asks the Swedish authorities to provide information on the extent to which pre-school services in Meänkieli are provided within its administrative area.

Primary education

- b**
- i* to make available primary education in the relevant regional or minority languages; or
 - ii* to make available a substantial part of primary education in the relevant regional or minority languages; or
 - iii* to provide, within primary education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum; or
 - iv** **to apply one of the measures provided for under i to iii above at least to those pupils whose families so request and whose number is considered sufficient;**

328. In the fourth evaluation report, the Committee of Experts observed that the situation had remained the same since the previous monitoring round: mother tongue education was available in three primary schools and there was no bilingual education in Meänkieli. The representatives of the speakers of Meänkieli demanded instruction through the medium of Meänkieli with a new pedagogical form of teaching, but apparently Swedish legislation did not allow for this. Pajala municipality continued its efforts to improve the situation of Meänkieli in education. The Committee of Experts encouraged the authorities in Sweden to work with the speakers of Meänkieli to find ways in which their wishes for further Meänkieli-medium education could be provided, and in particular to examine ways in which this can be realistically done within the school choice system. Moreover, there was a need for teaching and learning materials. The Committee of Experts therefore concluded that the undertaking was not fulfilled and again strongly urged the Swedish authorities to take steps to provide the teaching of Meänkieli as an integral part of the curriculum in all the municipalities concerned and to develop bilingual education in Meänkieli as an alternative to mother tongue education.

329. According to the fifth periodical report, it is possible to provide bilingual teaching in years 1-6 under the provisions of the Education Ordinance (2011:185). The ordinance on pre-school activities in compulsory school (2011:421) also enables education providers to offer bilingual teaching in years 7-9 in other minority languages.

330. During the on-the-spot visit, the Committee of Experts was made aware of the persisting need for teacher training and the lack of adequate teaching materials.

331. The Committee of Experts considers the undertaking not fulfilled. The Committee of Experts again strongly urges the Swedish authorities to take the necessary pro-active steps to provide an adequate model for the teaching of Meänkieli as an integral part of the curriculum. The Committee of Experts asks the Swedish authorities to provide information in the next periodical report.

Secondary education

- c**
- i* to make available secondary education in the relevant regional or minority languages; or
 - ii* to make available a substantial part of secondary education in the relevant regional or minority languages; or
 - iii* to provide, within secondary education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum; or

- iv to apply one of the measures provided for under i to iii above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient;***

332. In the fourth evaluation report, the Committee of Experts observed no further improvements apart from the fact that the Swedish authorities stated that they had commissioned the Swedish National Agency for Education, as well as language organisations and two municipalities, to develop teaching materials in Meänkieli. It therefore maintained its previous conclusion that the undertaking was not fulfilled and strongly urged the Swedish authorities to develop strategies, in co-operation with the Meänkieli-speakers, to strengthen the offer of Meänkieli in secondary education.

333. According to the fifth periodical report, the provision under Chapter 15, Section 19 of the Education Act (2010:800) foresees that mother tongue tuition in a national minority language should be offered, even if the language is not the pupil's daily means of interaction in the home. It is the municipality that is obliged to offer this possibility to pupils. A pupil at secondary level is thus entitled to receive teaching in Meänkieli, if he or she so requests. The Committee of Experts has not received additional information as to what extent there are students studying Meänkieli at secondary level.

334. During the on-the-spot visit, the Committee of Experts was informed that the extent to which Meänkieli is studied at secondary level is hampered by the fact that Meänkieli and other national minority languages studied as mother tongue languages lack merit value for studies at higher levels of education.

335. The Committee of Experts considers the undertaking not fulfilled and encourages the Swedish authorities to pursue their efforts in order to increase the offer of Meänkieli at secondary level and to provide for adequate teacher training. The Committee of Experts asks the Swedish authorities to provide additional information on the number of students currently learning Meänkieli at secondary level and invites the authorities to encourage students in their efforts to study Meänkieli.

Technical and vocational education

- d***
- i to make available technical and vocational education in the relevant regional or minority languages; or*
 - ii to make available a substantial part of technical and vocational education in the relevant regional or minority languages; or*
 - iii to provide, within technical and vocational education, for the teaching of the relevant regional or minority languages as an integral part of the curriculum; or*
 - iv to apply one of the measures provided for under i to iii above at least to those pupils who, or where appropriate whose families, so wish in a number considered sufficient;***

336. In the fourth evaluation report, the Committee of Experts noted that applying the economics of the general vocational education system to Meänkieli language vocational education meant that in many cases there was complete lack of provision and urged the Swedish authorities to take a more pro-active approach by extending and reinforcing the provision of vocational education in Meänkieli. The Committee of Experts therefore concluded that the undertaking remained partly fulfilled and encouraged the Swedish authorities to investigate, in co-operation with the speakers, the possibility of offering Meänkieli-medium vocational education.

337. According to the fifth periodical report, higher vocational education courses are a post-upper secondary form of education aimed at covering specific skills needed in the labour market. The supply of courses is driven by the needs of the labour market and therefore varies over time. In order to

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

338. During the on-the-spot visit, the Committee of Experts was informed that there is no planning in terms of social and educational needs for staff to be trained for the teaching in or of Meänkieli, at the level of pre-school teachers, nor with respect to health care staff needed for the health care of the elderly, in order to meet the requirements expressed by the representatives of the national minorities. In order to enable municipalities to implement the tasks entrusted to them for example through the new Minority Act, vocational, language or further training courses within these labour market fields would be needed.

339. The Committee of Experts considers the undertaking not fulfilled and urges the Swedish authorities to investigate, in co-operation with the speakers, the possibility of offering Meänkieli-medium vocational education.

University and higher education

- e
 - i *to make available university and other higher education in regional or minority languages; or*
 - ii *to provide facilities for the study of these languages as university and higher education subjects; or*
 - iii ***if, by reason of the role of the State in relation to higher education institutions, sub-paragraphs i and ii cannot be applied, to encourage and/or allow the provision of university or other forms of higher education in regional or minority languages or of facilities for the study of these languages as university or higher education subjects;***

340. In the fourth evaluation report, the Committee of Experts noted that the Swedish government had commissioned Umeå University to offer tuition in Meänkieli as a subject. Considering the low number of applications, the university decided to offer summer courses in the format of web-based beginner's courses from the year 2009. Efforts were being made to set up a course, but the lack of funding was hindering this process. The Committee of Experts considered it inappropriate to apply only free-market rules in the context of the provision of regional or minority education and concluded that the undertaking was not fulfilled.

341. No additional information was provided in the fifth periodical report.

342. During the on-the-spot visit, the Committee of Experts was informed of the requests made by the representatives of the speakers' community about the suggestion to concentrate the basic higher language/subject teaching of Meänkieli and teacher education at one university. Since the subject teaching takes place at Umeå University, it would make sense to concentrate efforts and adequate funds at Umeå University. The Committee of Experts is of the opinion that the teaching of any of the minority languages, when given as an assignment to a university, should be followed by adequate funding, in order to make it possible to build up a long-term academic environment around these languages. Furthermore, the Committee of Experts has been informed that at present there is no structured academic tradition of research on Meänkieli. It was suggested to explore possibilities for increased co-operation with Norway and Kvensk and with Finland and Northern Finnish, in order to create new ways and opportunities to stimulate research on Meänkieli.

343. The Committee of Experts was informed of the necessity to consequently take into account that Meänkieli is, for many, no longer an active language nor a mother tongue, but needs to be revitalised. This has an impact on many educational and higher education issues, which in practice means that at higher education level, for example, it would be necessary to develop both beginners courses and courses for Meänkieli-speakers. At the moment only short and basic courses of Meänkieli are given, mostly as distance courses. There are no full-time positions for qualified university level teachers in Meänkieli. The Committee of Experts is also of the opinion that the possible transfer of the Sami and Meänkieli archives from Umeå to Uppsala would make it more difficult to deliver new archival material to the archives and would make the access to the data stored at the archives very difficult for researchers.

344. During the on-the-spot visit, the Committee of Experts was informed that a separate authority in the county of Norrbotten, with responsibility for both Meänkieli and Sami should take over the archive issues, including the documentation collection, analysis and research on language issues. The Committee of Experts asks the Swedish authorities to provide information on this development in the next periodical report.

345. The Committee of Experts concludes that the undertaking is not fulfilled and asks the Swedish authorities to take measures to create a long-term strategy for the development of Meänkieli teaching and research at higher education level.

g *to make arrangements to ensure the teaching of the history and the culture which is reflected by the regional or minority language;*

346. In the fourth evaluation report, the Committee of Experts mentioned that it had not received any information on the implementation of this undertaking for pupils in mainstream education and asked the Swedish authorities to provide the relevant information in the forthcoming periodical report. In the meantime it considered that the undertaking remained partly fulfilled.

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

348. The framework of mother tongue tuition in the national minority languages also contains elements of the history and culture of the national minorities. The syllabus for mother tongue tuition states that through mother tongue tuition, pupils should be given the opportunity to reflect upon traditions, cultural phenomena and social questions based on their languages. However, since the mother tongue instruction of Meänkieli does not meet the demands of being an integral part of the curriculum, the practical implementation of the syllabus remains impossible. The Committee of Experts has not been informed about the extent to which the syllabus objectives for Swedish to teach about the national minorities have been implemented, and also has no information on the extent to which teachers are equipped or trained to teach this according to the syllabus. Furthermore, there seems to be no preparatory component dealing with this in teacher education.

349. During the on-the-spot visit, the Committee of Experts was informed about the request made by the speakers to introduce in the general curriculum a subject that teaches about national minorities at primary school level. Similarly, a separate compulsory course on these minority groups and their respective languages should be introduced into teacher education for all students.

350. The Committee considers that the undertaking is formally fulfilled and asks the Swedish authorities to provide additional information about the extent to which such teaching for the majority children actually takes place, and to what extent teacher education provides the necessary knowledge to implement the aims of the curriculum.

Basic and further training of teachers

h to provide the basic and further training of the teachers required to implement those of paragraphs a to g accepted by the Party;

351. In the fourth evaluation report, the Committee of Experts noted the cancellation of courses for Meänkieli teacher training offered by Luleå University and mentioned a lack of university teachers for Meänkieli. It also emphasised the essential role that basic and further teacher training has to play in ensuring viable Meänkieli education and encouraged the Swedish authorities to strengthen their efforts so that the evident need for more teachers was met. It therefore concluded that the undertaking was not fulfilled. The Committee of Ministers recommended to the Swedish authorities to “establish a dedicated and properly resourced system of teacher training for all regional or minority languages”. Furthermore, the Committee of Experts again strongly urged the Swedish authorities to develop a teacher training programme for Meänkieli, including bilingual education, and to provide incentives to students to become teachers of Meänkieli.

352. According to the fifth periodical report, the government has assigned Stockholm University with national responsibility and special funds, as of 2013, in order to build up and develop subject teacher training in Finnish and Meänkieli by the end of 2015. In this work, the university is required to take into consideration the views of the national minorities concerned. The task given to Stockholm University implies that the Meänkieli subject teaching at university level, at least to some extent, needs to be built up in parallel with this task. The university is required to co-operate with the other teacher education institutions in Sweden, and where relevant, in other countries that have experience of work with Meänkieli. The government intends to return to the issue of evaluation of this special undertaking. Stockholm University was given the task of developing teacher training of Meänkieli, despite the strong requests of the speakers to have this education in Umeå. As a result, the funding to be shared is less than that offered to Sami and Romani Chib. For these, SEK 2 million (€219 350) has been offered to initiate the teacher education in Sami and Romani Chib respectively and SEK 2.5 million (€274 200) is to be shared between Finnish and Meänkieli.

353. The Committee of Experts is of the opinion that, due to the urgent need to revitalise these languages, teacher education is vital, and should also develop a different pedagogy than the regular mother tongue instruction currently used. Pre-school teachers are most urgently needed in order to sustain the efforts made with respect to the revitalisation of Meänkieli. However, the teacher training planned for Meänkieli at Stockholm University will not provide teachers for this level of instruction.

354. During the on-the-spot visit, the Committee of Experts was informed that the tasks entrusted to the Swedish National Agency for Education included “increasing the availability of teachers in national minority languages” by providing supplementary, fast-track education to 12 future teachers of national minority languages. Teachers of Sami and Meänkieli within the administrative areas of these languages are to be given priority. According to the task description, the education provided should correspond to a teacher education programme, while taking into account the competences of the students enrolled for the fast-track education. Additional clarification is needed about the education programmes (which are supposed to take place during 2014 and 2015), not least because teacher education milieux both for Sami languages (at Umeå University) and for Meänkieli (at Stockholm University) are still in the process of being developed.

355. The Committee of Experts considers the undertaking to be partly fulfilled and again strongly urges the Swedish authorities to provide more detailed information about, and take measures to create long-term, coherent teacher education programmes.

The Committee of Experts urges the Swedish authorities to take pragmatic steps, in consultation with the speakers, to provide teaching in and of Meänkieli at all levels of education.

Supervisory body or bodies

- i to set up a supervisory body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages and for drawing up periodic reports of their findings, which will be made public.***

356. In the fourth monitoring round, the Committee of Experts had not been informed of a specific monitoring body or bodies responsible for monitoring the measures taken and progress achieved in establishing or developing the teaching of regional or minority languages, nor whether the newly established Schools Inspectorate would assume this role according to the requirements of the undertaking. The Committee of Experts concluded that the undertaking remained partly fulfilled.

357. In the fifth periodical report, the Swedish authorities provided information on the role and the competences of the Swedish Schools Inspectorate as the supervisory agency for the school system in Sweden. Its regular supervision includes ensuring that each Swedish school fulfils the requirements under the school statutes. This includes monitoring that the linguistic rights of national minorities are safeguarded.

358. According to the fifth periodical report, the Swedish Schools Inspectorate has been entrusted by the government with conducting quality controls of the school system, pre-school activities and out-of-school centres. These quality controls entail detailed and systematic examinations of the quality of an activity within selected municipalities, where the point of departure is the equal right of all children and pupils to a good education in a secure environment. The observations, analyses and assessments that are undertaken within the framework of this control are reported, partly in the form of an individual decision to the education provider that has been monitored and partly in an overall summary report. By providing descriptions of important quality aspects within the field that is being monitored, the overall, summary report is intended to also provide development support to education providers and schools that have not been monitored. The Swedish Schools Inspectorate has presented quality control surveys of mother tongue provisions and bilingual teaching in the national minority languages, in particular for pre-school in 2011 (ref. reg. no. 40 – 2011 : 3022).

359. According to the fifth periodical report, the National Agency for Education and the Swedish Schools Inspectorate hold joint responsibility. The Agency is responsible for the management, development and support of schools, while the Inspectorate exercises supervision. Together, they ensure that schools both develop and comply with their existing obligations. This also applies to aspects concerning national minorities and is demonstrated by the quality control surveys made by the Swedish Schools Inspectorate and by the continued teaching support offered by the National Agency for Education.

360. The undertaking seems to be fulfilled. However, it is unclear to the Committee of Experts if these quality services and reports are published at regular intervals. It encourages the Swedish authorities to provide such information in the next periodical report.

Paragraph 2

With regard to education and in respect of territories other than those in which the regional or minority languages are traditionally used, the Parties undertake, if the number of users of a regional or minority language justifies it, to allow, encourage or provide teaching in or of the regional or minority language at all the appropriate stages of education.

361. In the fourth evaluation report, the Committee of Experts noted that outside the traditional area where Meänkieli is spoken, distance learning remained the only offer. Furthermore, the Committee of Experts lacked information as to how the provision on the right "to learn, develop and use the minority language", established in Section 14 of the Language Act, was implemented in practice outside the

administrative area for Meänkieli. Therefore, the Committee of Experts considered that the undertaking remained partly fulfilled.

362. In the fifth periodical report, no additional information was provided on the effect of the Language Act. The Committee of Experts still lacks information about initiatives and actions taken in order to make minority language speakers more aware about their rights “to learn, develop and use minority language” in their everyday life.

363. The Committee of Experts considers that the undertaking remains partly fulfilled, but urges the Swedish authorities to provide more information on the learning of Meänkieli outside the territories where it is traditionally used.

Article 9 – Judicial authorities

Paragraph 1

The Parties undertake, in respect of those judicial districts in which the number of residents using the regional or minority languages justifies the measures specified below, according to the situation of each of these languages and on condition that the use of the facilities afforded by the present paragraph is not considered by the judge to hamper the proper administration of justice:

a in criminal proceedings:

...

ii to guarantee the accused the right to use his/her regional or minority language;

if necessary by the use of interpreters and translations involving no extra expense for the persons concerned;

364. In the fourth evaluation report, the Committee of Experts mentioned that the Public Prosecution Office in Luleå had no Meänkieli-speaking staff although communication was possible via translation and interpretation services and that in the district court in Gällivare interpreters for Meänkieli were not available. The Committee of Experts therefore concluded that the undertaking remained formally fulfilled.

365. According to the fifth periodical report, in the government bill *Interpretation and Translation in Criminal Proceedings* (Government Bill 2012/13:132), the government proposed more stringent rules in the Swedish Code of Judicial Proceedings for the provision of interpretation at court meetings or police hearings when the person suspected or accused of a criminal offence does not have a good command of Swedish. This amendment means that courts and criminal investigation authorities will be obliged to translate certain documents in criminal proceedings. The new rules will also include the minority languages and will apply to all courts in the country. However, the right in the Minority Act should be applied irrespective of the level of competence in Swedish.

366. The Minority Act has, however, not been amended so that the right to use Meänkieli in courts has been extended to include the entire administrative area. The argument was that an extension would mean an increase in costs and practical difficulties, and that this option would only be used to a limited extent.

367. During the on-the-spot visit, the Committee of Experts was informed that for the moment there are no authorised interpreters for Meänkieli available at court meetings and proceedings.

368. The Committee of Experts concludes that the undertaking remains formally fulfilled, and encourages the Swedish authorities to improve practical implementation, in co-operation with the speakers, and to provide information about the possible extension to use Meänkieli in courts in the next periodical report.

iv to produce, on request, documents connected with legal proceedings in the relevant regional or minority language,

if necessary by the use of interpreters and translations involving no extra expense for the persons concerned;

369. According to the fourth periodical report, Section 14 of the Minority Act grants the right to use Finnish, Meänkieli or Sami in courts, including the right to submit documents and written evidence in these languages, the right to have documents orally translated into these languages, and the right to speak these languages in an oral hearing before the court, upon request. However, the possibility to receive written documents (connected with the legal proceedings) in these languages is conditioned to the lack of legal representation of a party. In practice however, it seemed that judgements were translated on request in Gällivare judicial district. The Committee of Experts concluded that the undertaking was not fulfilled.

370. No additional information was provided in the fifth periodical report. The undertaking remains not fulfilled.

b in civil proceedings:

...

- ii to allow, whenever a litigant has to appear in person before a court, that he or she may use his or her regional or minority language without thereby incurring additional expense;***

if necessary by the use of interpreters and translations;

c in proceedings before courts concerning administrative matters:

...

- ii to allow, whenever a litigant has to appear in person before a court, that he or she may use his or her regional or minority language without thereby incurring additional expense;***

if necessary by the use of interpreters and translations;

371. In the fourth evaluation report, in the absence of any evidence of a practical implementation of these undertakings, the Committee of Experts maintained its previous conclusion that the undertakings were formally fulfilled. It encouraged the Swedish authorities to take practical and organisational measures so that Meänkieli could be used in civil proceedings and in proceedings before courts concerning administrative matters.

372. No additional information was provided in the fifth periodical report.

373. The undertaking still remains formally fulfilled. The Committee asks the Swedish authorities to provide specific information on the implementation of this undertaking.

Paragraph 3

The Parties undertake to make available in the regional or minority languages the most important national statutory texts and those relating particularly to users of these languages, unless they are otherwise provided.

374. In the fourth evaluation report, the Committee of Experts noted that some national statutory texts (such as the 2009 Minority Act and the 2009 Language Act) had been translated into Meänkieli, and that some other legal texts were planned to be translated. The Committee of Experts welcomed this information and asked the Swedish authorities to consult the Meänkieli-speakers as to whether there were further statutory texts that needed to be translated. In the meantime, the Committee of Experts concluded that the undertaking was partly fulfilled.

375. The Committee of Experts considers that the undertaking remains partly fulfilled. It asks the Swedish authorities to provide information on the progress made with respect to planned and accomplished translations of statutory or legal texts into Meänkieli in the next periodical report.

Article 10 – Administrative authorities and public services

Paragraph 1

Within the administrative districts of the State in which the number of residents who are users of regional or minority languages justifies the measures specified below and according to the situation of each language, the Parties undertake, as far as this is reasonably possible:

...

a iii to ensure that users of regional or minority languages may submit oral or written applications and receive a reply in these languages;

...

c to allow the administrative authorities to draft documents in a regional or minority language.

376. In the fourth evaluation report, the Committee of Experts noted that it had not received information concerning measures taken by the authorities to ensure the use of Meänkieli in state administration or public bodies. The County Administrative Board of Norrbotten had identified the speakers of Meänkieli amongst their employers, in case of need but did not have a minority language policy and documents were not drafted in Meänkieli. Furthermore, the Tax Authority did not use Meänkieli in the local tax offices. Bearing in mind that Article 10.1. a. iii requires the authorities to ensure that users of Meänkieli may submit oral or written applications and that they receive a reply in Meänkieli, the Committee of Experts concluded that Article 10.1.a.iii was not fulfilled and that Article 10.1.c was formally fulfilled.

377. In the fifth periodical report, Sweden reported that the administrative authorities, under Section 11 of the Minority Act, have to work actively to ensure that there is access to staff with knowledge of Finnish and Meänkieli.

378. The Committee of Experts concludes that Article 10.1 a.iii remains not fulfilled and that Article 10.1.c remains formally fulfilled. The Committee of Experts asks the Swedish authorities to provide additional information in the next periodical report.

Paragraph 2

In respect of the local and regional authorities on whose territory the number of residents who are users of regional or minority languages is such as to justify the measures specified below, the Parties undertake to allow and/or encourage:

...

b the possibility for users of regional or minority languages to submit oral or written applications in these languages;

c the publication by regional authorities of their official documents also in the relevant regional or minority languages;

d the publication by local authorities of their official documents also in the relevant regional or minority languages;

379. In the fourth evaluation report, the Committee of Experts mentioned various positive improvements at municipality level: it was possible to submit oral and written applications to the municipalities and receive a reply in Meänkieli in the administrative area; some municipalities, including Pajala and Kalix, also produced documents in Meänkieli. Therefore, the Committee of Experts concluded that Article 10.2.b. was partly fulfilled, Article 10.2.c. not fulfilled, and Article 10.2.d partly fulfilled.

380. No additional information was provided in the fifth periodical report.

381. Consequently, the Committee of Experts confirms its previous conclusions and considers that Article 10.2.b. remains partly fulfilled, Article 10.2.c. is still not fulfilled, and Article 10.2.d remains partly fulfilled.

g *the use or adoption, if necessary in conjunction with the name in the official language(s), of traditional and correct forms of place-names in regional or minority languages.*

382. In the fourth evaluation report, the Committee of Experts stated that the Swedish Government Offices had decided to add a requirement with respect to Meänkieli to the Heritage Conservation Act that previously only contained a provision for Swedish, Sami and Finnish names to be used on maps and signs and other markings in multilingual districts. This requirement with respect to Meänkieli had however not been implemented yet. The Committee of Experts welcomed this development and looked forward to receiving more information about the practical implementation of this undertaking in the next periodical report.

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

384. At *Lantmateriet's* internet service *Mapsearch and Placenames*, the national place name register can be accessed. Place names are searchable via different alternatives and are presented in interactive maps of Sweden: the overview map, the road map, the mountain map, the terrain map and the topographical web map. All place names are presented with a language code, which identifies the minority language place names. In 2012, 117 022 individual users visited this web service. *Lantmateriet's* website (www.lantmateriet.se) has been revised and it is now possible to read information in all the minority languages.

385. During the on-the-spot visit, the Committee of Experts was provided with updated information concerning the list of place names. There are currently 5872 Meänkieli place names registered (see references in paragraph 199).

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

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

388. The Committee of Experts considers the undertaking fulfilled. The Committee of Experts asks the Swedish authorities to provide more information in the next periodical report.

Article 11 – Media**Paragraph 1**

The Parties undertake, for the users of the regional or minority languages within the territories in which those languages are spoken, according to the situation of each language, to the extent that the public authorities, directly or indirectly, are competent, have power or play a role in this field, and respecting the principle of the independence and autonomy of the media:

a to the extent that radio and television carry out a public service mission:

...

iii to make adequate provision so that broadcasters offer programmes in the regional or minority languages;

389. In the fourth evaluation report, the Committee of Experts mentioned the SR Sisuradio radio station that broadcast in Meänkieli. However, fewer hours were broadcast regionally than previously. As regards television broadcasting, the speakers informed the Committee of Experts that the television broadcaster had started a dialogue with representatives of the speakers of Meänkieli to strengthen the offer of programmes in Meänkieli. The Committee of Experts considered that the undertaking remained fulfilled.

390. According to the fifth periodical report, during 2012, Sveriges Television AB (SVT) broadcast programmes in Meänkieli for a total of 12 hours, SR produced 637 hours in Meänkieli, which resulted in a total broadcasting time of 2 316 hours, and UR has broadcast programmes in Meänkieli both on TV and radio.

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

392. During the on-the-spot visit, the Committee of Experts was informed of the requests formulated by the representatives of the speakers community that a separate public service unit should be created for TV and radio. Daily news in Meänkieli and improved programmes for children were considered to be a matter of priority. Additional information has been made available to the Committee of Experts concerning public radio broadcasting in Meänkieli: analogue broadcasting is provided 243 hours/yearly, mainly in Norrbotten, in the northern part of Sweden.

393. Analogue broadcasting is the most important type of radio programming for the Meänkieli community. A website in Meänkieli is also available on www.sverigesradio.se/meanraatio, providing some broadcasting on the web radio, but programmes are mostly replays. Regional FM (in Norrbotten) broadcasts 217 hours/yearly and National FM broadcasts 26 hours/yearly.

394. The Committee of Experts considers that the undertaking remains fulfilled for radio and partially fulfilled for TV. The Committee of Experts encourages the Swedish authorities to take measures to increase the amount of TV broadcasting in Meänkieli and to provide additional information in the next periodical report.

d to encourage and/or facilitate the production and distribution of audio and audiovisual works in the regional or minority languages;

395. In the fourth evaluation report, the Committee of Experts noted that some short films and children's programmes have been produced in Meänkieli, as well as audio and audio-visual educational programmes by UR and a children's CD in Meänkieli and other regional or minority languages. Therefore, the Committee of Experts concluded that the undertaking was fulfilled, and asked for further examples in the next periodical report.

396. According to the fifth periodical report, Filmpool Nord, a regional centre for film and TV production, provided support to two projects in Meänkieli over the period 2010–2012. Filmpool Nord comments that the projects often include several different languages at the same time.

397. The Committee of Experts concludes that the undertaking remains fulfilled.

e i to encourage and/or facilitate the creation and/or maintenance of at least one newspaper in the regional or minority languages;

398. In the fourth evaluation report, the Committee of Experts noted the amendments to the terms and conditions governing press subsidies and the new terms and conditions for aid to the daily press in order to facilitate the publication of transnational newspapers in Sami and Meänkieli respectively. The Committee of Experts welcomed the initiatives taken by the Swedish Government. It concluded that the undertaking remained not fulfilled and looked forward to receiving information about the outcome in the next periodical report.

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

400. On 22 December 2010, the Sami Parliament, in consultation with the Swedish Association of Tornedalers (STR-T), was given the task by the Swedish government to undertake a pilot study on the conditions for transnational newspaper co-operation in Meänkieli and Sami. The Sami Parliament received SEK 130 000 (€14 260) for implementation of the pilot study. The findings were presented to the government on 30 September 2011. In its report, the Sami Parliament presented a number of proposals, suggesting at the same time that the coming press subsidies inquiry should look at these proposals.

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

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

403. The Press Subsidies Ordinance applies until 31 December 2016 in accordance with the European Commission's approval of central government subsidies. The Press Subsidies Committee is therefore also entrusted with analysing the criteria that should form the basis for future support to the daily press and with presenting proposals for the design of such support. The Committee is also to take account of national minorities in this work.

404. During the on-the-spot visit, the Committee of Experts was informed by the Meänkieli language community (STR-T) about the strong concerns that despite the commissioned work and the co-operation with Sami media and Norway, still no Meänkieli newspaper exists.

405. The Committee of Experts commends the Swedish authorities for the work done to facilitate the creation of a newspaper in Meänkieli and encourages them to pursue their efforts in close dialogue and in co-operation with the speakers.

f ii to apply existing measures for financial assistance also to audiovisual productions in the regional or minority languages;

406. In the fourth evaluation report, the Committee of Experts noted the existence of an award-winning short film in Meänkieli funded both by the regions and by the Swedish Film Institute as well as a bilingual children's programme for SVT. The Committee of Experts considered the undertaking partly fulfilled and asked for information about more audio-visual productions in Meänkieli in the forthcoming periodical report.

407. The fifth periodical report contains no relevant information on this undertaking.

408. The Committee of Experts considers that this undertaking remains partly fulfilled.

Article 12 – Cultural activities and facilities

Paragraph 1

With regard to cultural activities and facilities – especially libraries, video libraries, cultural centres, museums, archives, academies, theatres and cinemas, as well as literary work and film production, vernacular forms of cultural expression, festivals and the culture industries, including inter alia the use of new technologies – the Parties undertake, within the territory in which such languages are used and to the extent that the public authorities are competent, have power or play a role in this field:

...

b to foster the different means of access in other languages to works produced in regional or minority languages by aiding and developing translation, dubbing, post-synchronisation and subtitling activities;

409. In the previous rounds, the Committee of Experts noted that the public service companies do not report on whether programmes are broadcast in the original language or whether they are dubbed, post-synchronised or subtitled. Therefore, it considered that the undertaking remained partly fulfilled and asked the Swedish authorities to provide the relevant information in the forthcoming periodical report.

410. According to the fifth periodical report, the Swedish Arts Council is entrusted with working especially for artistic and valuable developments in terms of cultural policy within activities that involve the cultures of the Sami people and other national minorities.

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

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

413. The Committee of Experts considers that the undertaking remains partly fulfilled and asks the Swedish authorities to provide additional information in the next periodical report.

g to encourage and/or facilitate the creation of a body or bodies responsible for collecting, keeping a copy of and presenting or publishing works produced in the regional or minority languages;

414. In the fourth evaluation report, the Committee of Experts noted that the National Library of Sweden and the ISOF held a collection of literature in Meänkieli. It, however, had not received any further information on the establishment of a Centre for Meänkieli, and asked the Swedish authorities to provide such information in the forthcoming periodical report.

415. During the on-the-spot visit, the Committee of Experts was informed that the Meänkieli speakers strongly object to the non-communication policy put in place by the ISOF due to the lack of dialogue, in the process of closing down and moving the Research Archives from Umeå to Uppsala University.

416. The Meänkieli representatives pointed out that NGOs and universities discussed how the presence of Meänkieli within the media could be improved. Unfortunately, this attempt was not successful. It was not possible to establish contacts with the ISOF or to have different views discussed or accepted. The Meänkieli speakers' representatives consider the archive issue to be more than an internal organisational matter, as claimed by the Director General of the ISOF.

417. The Committee of Experts considers that it is still not in the position to conclude on this undertaking. The Committee urges the Swedish authorities, in co-operation with the speakers, to clarify the issue of the ISOF Research Archives and to provide detailed information in the next periodical report.

Chapter 4 Findings and proposals for recommendations

4.1. Findings of the Committee of Experts in the fifth monitoring round

A. The Committee of Experts appreciates the excellent co-operation it enjoyed with the Swedish authorities, especially in the organisation of the on-the-spot visit. It also notes with satisfaction that the fifth periodical report was submitted on time and that it responds to many requests for information made by the Committee in its fourth report.

B. Significant improvements pertaining to the protection and promotion of regional or minority languages have taken place in Sweden since the previous monitoring round with regard to the legislative framework, policies and the creation of a monitoring system. These achievements reflect Sweden's growing commitment to its regional or minority languages.

C. Basic rights to use minority languages are now formally guaranteed by the Minority Act. The implementation of the Minority Act is controlled by a state monitoring system that has been set up for this purpose, involving the County Administrative Board of Stockholm and the Sami Parliament. Funding has been earmarked for the implementation of the Minority Act by local and regional authorities in the administrative areas. Funding for the activities of the minority language groups has been increased in previous years. The Committee of Experts commends the action of the Swedish government, but is also aware of the uneven implementation among the municipalities concerned. The

regulations concerning both the Minority Act and the Education Act on mother tongue instruction should further be clarified with respect to what kind of support the municipalities are obligated to provide. The meaning of the curriculum for pre-school and Chapter 8 section 10 of the Education Act need further clarification. Many minority families are not receiving the support needed for developing their children's minority language.

D. As a result of recent legislative changes and the first attempts to foster their implementation, most minority languages have experienced an increased awareness and growing acceptance amongst the majority population. The Acts have also sparked a wave of minority language revitalisation and a growing interest in learning them and in participating in activities among the minority communities themselves. Consultation with representatives of the speakers has improved. Despite these positive developments, some shortcomings remain and indeed some areas of language protection and promotion have even deteriorated since the previous monitoring round, for instance, in the field of pre-school education. For minority families living outside the administrative areas the situation is even more challenging since there is no explicit right to pre-school education in the minority language.

E. In general, the lack of necessary statistical information regarding the number and geographical distribution of regional or minority language speakers continues to hamper the effective implementation of the Charter. This concerns in particular the Part III languages Finnish, Meänkieli and Sami.

F. Serious shortcomings still prevail in the field of education, despite amendments to the legislative framework on education. This resulted in the Education Act on the one hand and the Language Act and the Minority Act on the other being in conflict. The education system relies too heavily on the so-called "mother tongue tuition", which remains generally unsatisfactory, and in many cases is mere tokenism. The problem is exacerbated by the acute shortage of trained teachers which fails to meet the existing and still increasing demand for regional or minority languages, especially for the lower school years. There is no proper planning in place to address these issues, let alone meet the increased demand resulting from the renewed interest in regional or minority languages as "cultural heritage" languages.

G. Mother tongue tuition in national minority languages is not a priority for municipalities. According to the monitoring report by the Schools Inspectorate, only 6 of 34 municipalities have carried out systematic studies on the quality of mother tongue tuition in general, and no special attention has been given to national minority languages. Another related issue of concern is the amount of teaching time allocated to mother tongue tuition. The time offered by different municipalities and even by different schools within municipalities varies, from as little as 20 minutes to 90 minutes per week. This amount of teaching time does not allow pupils to maintain or to further develop their language competences, nor does it correspond to being an integral part of the curriculum. Bilingual teaching hardly exists.

H. The number of individuals reaching higher proficiency and literacy in the minority languages is too low to maintain the current level of knowledge of the minority languages in Sweden. Resolute actions are needed to promote them in accordance with Article 7.1.c of the Charter, in particular through a structured educational policy.

I. The government commissioned several universities to provide teacher training for the Part III languages Sami, Finnish and Meänkieli. However, unequal financial resources and inadequate teaching materials remain a major challenge for all regional or minority languages in Sweden.

J. The success of the Sami Language Centres has been recognised by all minority language communities. This inspired the Tornedalian minority to propose the establishment of a Meänkieli language centre in 2011. So far, the Swedish authorities have not shown any interest in this proposal. There is also a strong interest in and need for a language centre for Finnish in order to sustain and further increase the effectiveness of the revitalisation efforts.

K. With regard to the courts, the government commissioned the Swedish National Courts Administration to translate and publish information material in order to inform speakers of Sami, Finnish and Meänkieli of their right to use their language in courts. Despite the Minority Act, which has extended the administrative areas for the Part III languages, the right to use these languages in courts has not been extended to the new municipalities that have joined the administrative areas. Even in the original administrative areas, the use of these languages in court remains an exception.

L. With regard to administrative authorities and public bodies, improvements have been made at municipal level in the use and visibility of Finnish, Sami and Meänkieli on websites and through the publication of documents. The appointment of language contact persons amongst the staff has facilitated interactions between speakers of these languages and the authorities, both in the original and the extended administrative areas. To a lesser extent, some national public bodies have also adopted a minority language policy for these languages, including Romani.

M. Radio and television broadcasting in Finnish remains on the whole satisfactory as does broadcasting in Meänkieli whereas television in Meänkieli remains very limited. There is a lack of programmes for some of the Sami languages. There is still no publication of newspapers in Sami or Meänkieli, despite the measures taken by the Swedish authorities.

N. The Sami Parliament is the primary responsible body for monitoring the implementation of the Minority Act with regard to Sami. The Sami Language Centres and the inclusion of the South Sami area in the administrative area for Sami have led to promising signs of revitalisation of South Sami. Nevertheless, Sami education is in a critical situation. There has been a decline in the amount of bilingual education and there is a shortage of teachers, which has been exacerbated by the failure to invest in Sami language teacher training and to plan ahead together with the universities, entrusted with providing adequate teacher training. The municipalities face difficulties in meeting the increasing demand for Sami education.

O. As regards **Finnish**, the number of municipalities in the administrative area for Finnish is constantly expanding. The Minority Act has also sparked increased activity in the organisations, as well as amongst young speakers. On the one hand, there have been some positive developments in Finnish education, such as the opening of new independent and municipal pre-schools and the production of some primary school textbooks. On the other hand, these developments are overshadowed by a lack of basic training of teachers at all educational levels, and an alarming decline of bilingual and higher education. There is a strong need for a comprehensive education policy.

P. Some positive developments have been found concerning the ongoing work on a dictionary for **Meänkieli**, which could serve as a useful reference and working tool for Meänkieli. This may support and facilitate the efforts made with respect to the standardisation and revitalisation process of Meänkieli as a living language, including in the field of education. Changes to the legislation now allow for Meänkieli place names and other types of signage. As for education, no improvements have been made since the previous monitoring round. Attempts to introduce bilingual education seem to have been halted. The shortage of teachers and teaching materials further impedes Meänkieli education. A coherent structure of education in Meänkieli is missing.

Q. The ISOF allocates funds for revitalisation projects, and increasingly for **Yiddish**. However, Yiddish-speakers feel that they are not considered and treated by the Swedish authorities in the same way as the other regional or minority language speakers, both in terms of practical and financial support. The lack of adequate teaching materials and the persistent lack of teacher training is also hampering the education efforts. In the field of media, apart from the production of some audio material, Yiddish remains largely absent.

R. The marginalisation of Roma remains a reality within Swedish mainstream society and hampers the promotion of **Romani** Chib, which is most urgently needed in the field of education. Flexible and innovative measures need to be taken in order to overcome the lack of trained Romani teachers, even if a training model adopted at one university college was found to be successful for a handful of teachers. Adequate teaching material is still lacking. There is an increasing need which has been repeatedly mentioned by representatives of the Kalé and other Roma groups to take into account the views of the speakers of the different varieties of Romani. Furthermore, the *Resande* (Travellers) criticise the Swedish authorities for not taking into account the needs for their group to a larger extent.

4.2. Proposals for recommendations on the basis of the results of the fifth monitoring cycle

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

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

The Committee of Ministers,

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

Having regard to the instrument of ratification made by Sweden on 9 February 2000;

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

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

Having taken note of the comments made by the Swedish authorities on the contents of the Committee of Experts' report;

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

1. strengthen education for all national minority languages by adopting a comprehensive and structured approach based on the needs of the speakers and according to the situation of the languages;
2. ensure that "mother tongue" education meets the requirements of the Charter and offers adequate language tuition, enabling pupils to achieve mature literacy in the languages concerned;
3. increase the amount of bilingual education available in Finnish and Sami, and establish bilingual education in Meänkieli;
4. develop a dedicated and properly resourced system of teacher training for all national minority languages;
5. create teaching and learning materials for all national minority languages.

Appendix I: Instrument of Ratification

Sweden

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

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

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

APPENDIX

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

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

- 8.1.a.iii
- 8.1.b.iv
- 8.1.c.iv
- 8.1.d.iv
- 8.1.e.iii
- 8.1.f.iii
- 8.1.g
- 8.1.h
- 8.1.i

8.2.

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

- 9.1.a.ii
- 9.1.a.iii
- 9.1.a.iv
- 9.1.b.ii
- 9.1.b.iii
- 9.1.c.ii
- 9.1.c.iii
- 9.1.d
- 9.2
- 9.3

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

- 10.1.a.iii
- 10.1.a.v
- 10.1.c.
- 10.2.b.
- 10.2.c.
- 10.2.d.
- 10.2.g.
- 10.4.a.
- 10.5

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

- 11.1.a.iii
- 11.1.d
- 11.1.e.i
- 11.1.f.ii
- 11.2.

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

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

12.1.a
12.1.b
12.1.d
12.1.f
12.1.g
12.2.

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

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

13.1.a

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

14.a
14.b

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

Period covered: 1/6/2000 -

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

Appendix II: Comments from the Swedish authorities

On behalf of the Government Offices, the Ministry of Culture would like to submit the following comments with regard to the Fifth Report.

Paragraph

7-9, 59, R

Comment

Government funds are assigned to the Institute for Language and Folklore (ISOF) at a comprehensive level for all minority languages. It holds no key for distribution neither between different languages nor varieties. In its work ISOF collaborates with representatives from different varieties. The Government is of the view that Kalé has generally not been afforded less attention than other varieties of romani. During 2014 ISOF, in collaboration with Kulturgruppen för resandefolket (The travellers culture group) is developing a project called "Travellers' language and culture" with focus on archives and documentation.

38-41

The Government stated in its fifth report that it had made a thorough survey of written material on Elfdalian. Following the survey, representatives of the Government Offices met with representatives of Elfdalian. Based upon this the Government did not find any reason to review its previous position with regard to the status of Elfdalian.

This conclusion was based upon a number of factors including but not limited to the fact that there is not any consensus among linguists on whether Elfdalian is a language or a dialect. The Government's view is that the status of Elfdalian as a language is not increasingly gaining support, contrary to what is stated in the Committee's report. ISOF is commissioned to increase and spread knowledge of languages and dialects. This function regards all dialects, including Elfdalian and has so far for example resulted in a Dictionary on Popular Dialects where Elfdalian is included (OÖD nr 40-41).

48

The Government is not aware of the particular case to which the representatives of the speakers are referring. Licenses for exploration are available on a first-come-first-served basis.

All applications for exploration and exploitation of minerals are communicated to landowners and to holders of special rights, such as Sami villages that use the land for their traditional reindeer herding. In addition, no actual exploration work can commence without a valid plan of operation. Landowners or holders of special rights have the right to object to such a plan prior to its entry into force.

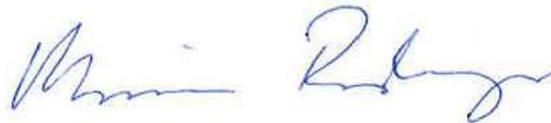
As of 1 August 2014, permit holders are obliged to provide the plan of operations also in the minority languages Finnish, Sami and Meänkieli upon request from landowners or holders of special rights.

50, 128

As of 1 July 2015, the Education Act will no longer require a pupil belonging to one of the national minorities to have basic knowledge of the language and that her/his guardian is a native speaker in order for the pupil to have the right to mother tongue tuition. This applies for compulsory school, whereas for upper secondary school the requirement that a guardian is a native speaker will no longer apply.

- 52, 263 The training with a view to become a mother tongue teacher in Sami, Finnish, Meänkieli and Romani Chib in years 7-9 also qualifies for teaching in upper secondary school and in years 4-6 in primary school.
- 61, 105, 119 ISOF appointed an advisor for Yiddish in 2014. ISOF also conducts an ongoing documentation and research project about everyday Jewish life.
- 64 The public authorities previously called “the National Board of Health and Welfare”, is now called “the Public Health Agency of Sweden”.
- 79 In March 2014, work was completed on a White Paper on abuses and violations against Roma during the 20th century. The White Paper intends to give recognition to the victims and their relatives, help raise awareness of anti-Gypsyism, and increase understanding of the situation of the Roma minority.
- In March 2014, the Government decided to appoint a commission against anti-Gypsyism. The commission is to complement and reinforce society’s efforts against anti-Gypsyism and contribute to efforts to bridge the trust gap between Roma and the rest of society.
- 91 In 2013, the Government decided to give the National Agency of Education an assignment to strengthen the supply of teachers in the national minority languages Sami, Meänkieli and Finnish. As a result, in September 2014, specially designed two-year courses for teaching Sami and Meänkieli were launched at Umeå and Stockholm Universities. In September 2014, the Government provided funds in order for the project to be expanded to include also Romani.
- 92 The last phrase should read: “The Committee of Experts also noted that research on the language competence of teachers of mother tongue instruction in minority languages should have been organised by the Schools Inspectorate in 2012”.
- 154 In 2014, Umeå University was granted degree-awarding powers for teachers’ education in Sami as a mother tongue.
- 173, 276, 365 The relevant part of the paragraph should read: “The new rules will thus also include the minority languages and will apply to general courts in the country”. The general courts decide on matters of civil and criminal law, whereas the general administrative courts deal with issues of administrative law.
- 220-21,401-2 Following decision by Parliament, the mentioned changes in the Press Subsidies Ordinance entered into force on 1 January 2014.
- 251, 263 Teacher education in Finnish and Meänkieli will receive SEK 2.5 million (EUR 274,000) to initiate the teacher education, whereas Sami and Romani Chib will receive SEK 2 million (EUR 219,400) for each language. The funds are earmarked for teacher education.
- 270 All reports from the Swedish Schools Inspectorate are public and available on the Schools Inspectorate’s website.
- 278 As there is no further reference or explanation in the paragraph or elsewhere in the report, the Government has difficulties in understanding upon what the finding concerning “a considerable mismatch” is based and to what it refers.

- 313 In the past six years, the grant to the Sweden Finnish Archives has increased from SEK 250,000 (EUR 27,400) in 2009 to SEK 290,000 (approximately EUR 30,000) in 2014. There is nothing that indicates that the Sweden Finnish Archives would not receive a grant from Government for its activities in 2015.
- 316-17 The future location of the Archives is still under consideration by ISOF. During 2014 ISOF has had consultations, and will continue its dialogue with Sametinget, Sverigefinska Riksförbundet and Sveriges Tornedalingars Riksförbund (STR-T) regarding the Archive and future collaboration. The long-term work with archive issues, including the Sweden Finnish Archives, is furthermore reflected in the Archives Act and in the targets for the state archives. For instance one target is to access official documents and other materials from the archive.
- 329 The paragraph should be amended as follows: “The ordinance on a pilot project for bilingual education pre-school activities in compulsory school (2011:421) also enables education providers to offer bilingual teaching in years 7-9 in other minority languages”.
- 348 According to the syllabus for the subject Swedish, not *only* the subject mother tongue tuition stated in the Fifth report, the schools should make the students acquainted with the languages of the national minorities. The statement about Meänkieli in the report is therefore a bit unclear to the Government.
- 410 From 2014, the Swedish Arts Council will in addition to its review of the regional cultural plans specifically highlight the counties’ work in promoting the national minorities and in particular the culture and heritage of the Romani minority. The Swedish Arts Council has also mapped how agents benefitting from state funding within the cultural field have promoted and made visible the culture and culture heritage of national minorities. The report will be presented by the end of 2014.



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