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Addendum 1

**EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES**

**Third Periodical Report  
presented to the Secretary General of the Council of Europe  
in accordance with Article 15 of the Charter**

**SWEDEN**

***Comments/questions submitted to the Government of Sweden  
regarding its Third Periodical Report***

*Prepared by the Secretariat of the  
European Charter for Regional or Minority Languages*

**COMMITTEE OF EXPERTS ON THE  
EUROPEAN CHARTER FOR REGIONAL OR MINORITY LANGUAGES**

Comments/questions submitted to the Government of Sweden regarding its Third Periodical Report

After a preliminary examination of the 3<sup>rd</sup> Periodical Report on the Charter, it was found that additional information on several aspects of the report would be needed before the Committee of Experts could undertake a more detailed examination as required by the Charter.

The Swedish Government is therefore invited to reply to the following questions in order to allow the Committee of Experts to complete its examination. This questionnaire will additionally serve as a working document during the Committee of Expert's forthcoming on-the-spot visit to Sweden.

**PRELIMINARY SECTION**

**2. Please indicate all regional or minority languages, as defined in paragraph a of Article 1 of the Charter, which exist within your State's territory. Indicate also the parts of the territory of your state where the speakers of such language(s) reside.**

**Question 1:** Please inform the Committee of Experts whether any specific measures have been taken to clarify if Elfdalian/Älvdalska corresponds to the definition of a regional or minority language contained in Article 1 a of the Charter (see 2<sup>nd</sup> Report of the Committee of Experts, paragraph 26).

**PART II**

**Objectives and principles pursued in accordance with Article 2, paragraph 1**

Article 7.1c

**Question 2:** What steps have been taken by the Swedish authorities "to reverse the trend of diminishing support for the associations of Finnish-speakers" (2<sup>nd</sup> Report of the Committee of Experts, paragraph 37)?

Article 7.1d

**Question 3:** Apart from the survey referred to in the periodical report (see p. 39), what steps have been taken by the Swedish authorities to improve the provision of healthcare in regional or minority languages (see 2<sup>nd</sup> Report of the Committee of Experts, paragraph 40)?

**PART III**

**Measures to promote the use of regional or minority languages in public life in accordance with the undertakings entered into under Article 2, paragraph 2**

**All Part III languages**

Article 8

**Question 4:** Please specify what concrete measures have been taken by the Swedish authorities to raise the awareness of the right to receive mother-tongue education among local authorities, teachers and parents (see 3<sup>rd</sup> Periodical Report, p. 68).

Art. 8.1.h

**Question 5:** How many students follow the teacher training in Sami, Finnish and Meänkieli at Luleå Technical university?

Art. 8.1.i

**Question 6:** Do the Swedish authorities envisage producing reports on the educational situation of national minorities on a regular basis (see 2<sup>nd</sup> Report of the Committee of Experts, para. 102, 251)?

Art.9.1.a.iv

**Question 7:** Is there a legal obligation which would oblige judicial authorities to produce, on request, written documents in regional or minority languages (see 2<sup>nd</sup> Report of the Committee of Experts, para. 112, 188 and 259)?

Art. 9.3

**Question 8:** Have any measures been taken to ensure that the most important national statutory texts (other than the acts concerning the right to use Sami, Finnish and Meänkieli in dealings with public authorities and courts) are also made available in Sami, Finnish and Meänkieli (see 2<sup>nd</sup> Report of the Committee of Experts, para. 117-119, 189-191, 264-266)?

Art. 10.2.c/d

**Question 9:** Apart from the information project of Kommunförbundet Norbotten (see 3<sup>rd</sup> Periodical Report, p. 14), what other concrete steps have been taken by the Swedish authorities to publish official documents of regional and local authorities in regional or minority languages (see 2<sup>nd</sup> Report of the Committee of Experts, para. 128-130, 198-200, 273-275)?

## Sami

Art. 8.1.a.iii

**Question 10:** Have additional means been provided to the Sami School Board in order to facilitate its work to promote pre-school education?

Art. 8.1.c.iv

**Question 11:** How many pupils in secondary education not attending Bokensolan in Jokkmokk have made use of the possibility of distance learning? Does that method include teaching of and in Sami?

Art 8.1.d.iv

**Question 12:** To what extent is Sami vocational education made available at Bokensolan in Jokkmokk (see 3<sup>rd</sup> Periodical Report, p. 65)?

Art. 8.1.e.iii

**Question 13:** Has the trend in reducing the provision for the study of Sami at the University of Uppsala been stopped (see 2<sup>nd</sup> Report of the Committee of Experts, para. 94)?

**Question 14:** To what extent do the universities of Umeå and Luleå offer teacher training in Sami (eg number of classes and students; see 3<sup>rd</sup> Periodical Report, p. 65)?

Art 8.1.h

**Question 15:** Have other measures (see 3<sup>rd</sup> Periodical Report, p. 66/67) been taken to overcome the shortage of Sami teachers (see 2<sup>nd</sup> Report of the Committee of Experts, para. 99)?

Art. 9.1

**Question 16:** Have any steps been taken to remedy the lack of legal terminology in Sami (see 2<sup>nd</sup> Report of the Committee of Experts, para. 109)?

Art. 9.1.a/b/c.ii

**Question 17:** Have the Swedish authorities taken practical and organisational measures to ensure that Sami can be used before courts (see 2<sup>nd</sup> Report of the Committee of Experts, para. 110/113/115)?

Art. 10.1.a.iii/c

**Question 18:** Have the national authorities taken further measures (see 3<sup>rd</sup> Periodical Report, p. 17) to increase the proportion of Sami-speaking staff?

Art. 10.2.b

**Question 19:** Have the Swedish authorities taken any further steps to remedy the lack of Sami-speaking staff in local and regional authorities and to encourage the users of Sami to submit oral and written applications in their language (see 2<sup>nd</sup> Report of the Committee of Experts, para. 126-130)?

Art. 10.4.a

**Question 20:** Are translators and interpreters systematically provided in practice (see 2<sup>nd</sup> Report of the Committee of Experts, p. 135)?

Art. 11.1.e.i

**Question 21:** Have the Swedish authorities taken concrete measures to encourage and/or facilitate the creation of a newspaper in Sami?

## Finnish

Art. 8.1.a.iii

**Question 22:** What action has been taken by the Swedish authorities to promote Finnish pre-school education, in particular with regard to awareness-raising among municipalities, schools and parents (see 2<sup>nd</sup> Report of the Committee of Experts, para. 160/162)?

Art. 8.1.b/c.iv

**Question 23:** What steps have been taken by the Swedish authorities to ensure that municipalities are aware of their obligation to offer teaching in or of Finnish and to inform parents of this possibility?

**Question 24:** Has the 2008 budget bill, which included less strict requirements regarding mother-tongue instruction in Finnish (see 3<sup>rd</sup> Periodical Report, p. 38/39), been adopted by the Riksdag?

Art. 10.1.a.iii/c

**Question 25:** Have the Swedish authorities taken measures to improve the competence in producing written documents in Finnish (see 2<sup>nd</sup> Report of the Committee of Experts, para. 194)?

Art. 10.2.g

**Question 26:** What progress has been made with regard to the use of Finnish place names (see 2<sup>nd</sup> Report of the Committee of Experts, para. 201)?

## Meänkieli

Art. 8.1.a.iii

**Question 27:** Have additional measures (see 3<sup>rd</sup> Periodical Report, p. 42) been taken to improve the offer of pre-school education in Meänkieli, in particular in municipalities other than Pajala (see 2<sup>nd</sup> Report of the Committee of Experts, para. 231/232)?

Art. 8.1.b.iv

**Question 28:** Only few pupils outside Pajala receive mother-tongue education in Meänkieli (see 2<sup>nd</sup> Report of the Committee of Experts, para. 235). What action has been taken by the Swedish authorities to ensure that municipalities are aware of their obligation to offer teaching in or of Meänkieli and to inform parents about this possibility?

Art. 8.1.c.iv

**Question 29:** Are the Swedish authorities developing a strategy to strengthen the offer of Meänkieli in secondary education (see 2<sup>nd</sup> Report of the Committee of Experts, para. 239)?

Art. 8.1.h

**Question 30:** Has teacher training been improved with a view to strengthening secondary education in Meänkieli (see 2<sup>nd</sup> Report of the Committee of Experts, para. 247/248)?

Art. 9.1.a/b/c.ii

**Question 31:** Have the Swedish authorities taken any practical and organisational measures to ensure that Meänkieli can be used before courts (see 2<sup>nd</sup> Report of the Committee of Experts, para. 257/260/262)?

Art. 10.1.a.iii/c

**Question 32:** Have the Swedish authorities taken measures to improve the competence in producing written documents in Meänkieli (see 2<sup>nd</sup> Report of the Committee of Experts, para. 269)?

Art. 10.2.b

**Question 33:** Have the Swedish authorities taken any concrete steps to encourage users of Meänkieli to submit applications in their language to local and regional authorities (see *ibidem*, para. 271/275)?

Art. 11.1.e.i

**Question 34:** Please provide further information about concrete measures to encourage and/or facilitate the creation of a newspaper in Meänkieli.

Art. 12.g

**Question 35:** Are the bodies responsible for collecting, keeping a copy of and presenting or publishing works produced in Meänkieli (eg Riksarkivet, Kungliga biblioteket, Nordkalottbiblioteket, Länsbiblioteket in Norrbotten, see 3<sup>rd</sup> Periodical Report, p. 29/30, 115) also collecting audio or audiovisual works?