

## SWEDEN

[Yes] I.1.1. If the Convention has not been ratified yet

No

No

Yes

Does your country plan to ratify this instrument?

[No] I.1.1. If the Convention has not been ratified yet

No

Yes

Does your country plan to ratify this instrument?

No

[Already ratified] I.1.1. If the Convention has not been ratified yet

No

Does your country plan to ratify this instrument?

See report 2012

Please indicate the stage of ratification process reached by your country

Please briefly explain which are the obstacles or difficulties encountered in completing the ratification process and the means of overcoming them

[Yes]

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I.1.2. If the 1962 Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education is not ratified yet:

Does your country plan to ratify this instrument?

[No]

According to the Instrument of Government (Regeringsformen), which forms part of the Swedish Constitution, all public institutions are to combat discrimination on grounds of gender, colour, national or ethnic origin, language, religion, disability, sexual orientation, age or other circumstance affecting the individual. The Discrimination Act (2008:567) (diskrimineringslagen) explicitly bans discrimination in the educational system related to a person's sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. In addition to prohibiting discrimination, the Discrimination Act (2008:567) also obliges preschools, schools and universities to actively prevent discrimination on grounds of gender, ethnicity, religion or other belief, disability, sexual orientation or age. The Discrimination Act (2008:567) entered into force on 1 January 2009.

The Equality Ombudsman (Diskrimineringsombudsmannen, DO) monitors compliance with the Discrimination Act. Degrading treatment of children and pupils is banned in the Education Act (2010:800) (skollagen). The Swedish Schools Inspectorate (Statens skolinspektion) and a special Child and School Student Representative (Barn- och elevombudet) monitors compliance with the Education Act. A pupil who has been a victim of discrimination or degrading treatment can lodge a complaint with the Child and School Student Representative, who can investigate the complaint and may represent the pupil in court, claim for damages from the principal organiser, and pursue these matters with regard to municipalities and independent principal organisers. The Education Act (2010:800) has been in force since 1 July 2011.

The National Agency for Education (Statens skolverk), which is the central administrative authority for the public school system, provides support and guidelines on how to prevent discrimination and degrading treatment in schools.

The Discrimination Act bans discrimination:

<http://www.government.se/contentassets/fdd977b5d2ba43459ab3c02fd7e99d5b/fact-sheet-new-anti-discrimination-legislation-and-a-new-agency-the-equality-ombudsman>

For more information, see:

<http://www.do.se/contentassets/764b0e6ed5ee404ba57d6fad63a6069a/rapport-national-minorities-education-system.pdf>

<http://www.government.se/articles/2015/05/inadequate-accessibility-became-a-new-form-of-discrimination-in-2015/>

<https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Sweden:Overview>

<http://english.uka.se/student-rights/laws-and-regulations.html>

I.1.2. If the 1962 Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education is not ratified yet:

Yes

Does your country plan to ratify this instrument?

The Discrimination Act (2008:567) prohibits discrimination in education on seven grounds, namely a person's sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or age. Social origin, economic condition and political or other opinion are not covered by the Act, but degrading treatment of children or pupils not related to the above-mentioned protected grounds of discrimination is also prohibited in the Education Act (2010:800).

The Discrimination Act (2008:567) sets out an obligation to take active measures to prevent discrimination in the education system, which means that the education provider is to take measures to prevent any child, pupil or student who is participating in or applying for their activities from being subjected to harassment associated with sex, ethnicity, religion or other belief, disability or sexual orientation, or to sexual harassment. Education providers are also to draw up a plan each year containing an overview of the measures needed to promote equal rights and opportunities for the children, pupils or students.

In March, the Government submitted a bill to the Riksdag (the Swedish Parliament) with amendments to the rules on active measures in the Discrimination Act. The bill includes a proposal on a general framework for active measures to promote equal rights and opportunities in education and working life. Further, the Government proposes that work on active measures in working life and education are to cover all seven grounds of discrimination. The amendments are proposed to enter into force on 1 January 2017.

[Already ratified]

I.1.2. If the 1962 Protocol instituting a Conciliation and Good Offices Commission to be responsible for seeking the settlement of any disputes which may arise between States Parties to the Convention against Discrimination in Education is not ratified yet:

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See 2.2 below.

Does your country plan to ratify this instrument?

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Please indicate the stage of ratification process reached by your country

All children in Sweden have a right to education in compulsory school. Under the Education Act (2010:800), all children and pupils, regardless of geographic residence and social and economic conditions, are to have the same access to education.

Education in all school forms, including adult education, are to be designed in accordance with the fundamental democratic values and human rights set out in the Education Act (2010:800). The Education Act also states that all education is to be free of charge, and that education under the Education Act must be based on the best interest of the child.

In addition to the prohibition of discrimination under the Discrimination Act, there is an

explicit prohibition of degrading treatment contained in the Education Act. Efforts to combat abusive behaviour are a central part of the school's fundamental values.

In June 2015, the Government tasked the Swedish National Agency for Education with offering schools and education providers in compulsory and upper secondary education extensive continuing professional development in different areas, called 'national school development programmes'. One of these designated areas is the fundamental values in schools that include gender equality, a norm-critical perspective and the prevention of degrading treatment and harassment.

The Education Act makes clear the importance of human rights as a central part of the school's democratic mandate. The Education Act specifies that education must communicate and establish respect for human rights and fundamental democratic values, which Swedish society is based on. It also states that education should be designed in accordance with fundamental democratic values and human rights, sanctity of human life, individual freedom and integrity, the equal dignity, equality and solidarity between people. Everyone who works in education is to promote human rights and actively combat all forms of degrading treatment.

The Government has taken a number of initiatives to strengthen the quality of education for all school students and make it more equitable (see more under 3.5 below).

In November 2015, the Government tasked an Inquiry to survey the problematic absence of pupils in compulsory education. The Inquiry was to analyse, from a gender perspective, the reasons why some pupils have a high level of absence from school, describe the role of health services for pupils and propose how schools can work to promote attendance and prevent absence. The Education Act states that all pupils in preschool, and compulsory and upper secondary school have the right to health services for pupils. Health services for pupils are to work preventively and promote health, as well as help individual pupils with problems that affect their learning process. The Government has also introduced a grant of SEK 200 million per year, starting in 2016, to strengthen and develop health services for pupils. This includes funds for schools to hire extra personnel.

Since 1 January 2015, municipalities have had clearer responsibility for young people under the age of 20 who have not completed or are not attending upper secondary education. Every municipality must regularly, throughout the year, stay informed about their activities and thus must reach out and be in contact with these young people. The clarification also requires municipalities to offer young people measures that primarily aim to motivate them to start or resume programmes in upper secondary education.

In November 2015, the Swedish Government decided on a national strategy for young people who are not in employment, education or training. As part of the strategy, a national coordinator was been appointed for the period 2015–2018 to advance cooperation between national, regional and local authorities as well as with various organisations in civil society and local business. In 2016–2018, the Swedish Agency for Youth and Civil Society (Myndigheten för ungdoms- och civilsamhällesfrågor) will give government grants to municipalities and cooperation partners (aimed at young people with mental illness or neuropsychiatric disability) for one stop shops and outreach activities to support young women and young men who are not in employment, education or training. Under the strategy, the Government has also tasked the National Agency for Education with offering support to schools and municipalities to prevent upper secondary school dropouts. This task will continue until 2018.

In March 2015, the Inquiry for the upper secondary school was tasked with analysing and presenting changes to reduce drop-out rates and create an upper secondary school which is attractive for all school students so that all young men and women start and complete a national programme in upper secondary school.

The Higher Education Act contains provisions about the higher education institutions that are accountable to the Government, local authorities or county councils. These provisions are often supplemented by regulations in the Higher Education Ordinance. Access to higher education, based upon individual capacity, is realised to a high extent in Sweden. The main goal of the educational system is that each citizen is to have access to high quality education regardless of sex, social or economic background, place of residence, etc. Higher education is also to be available to adults.

The Swedish study support system is designed to promote a high level of participation in education. It is also intended to help realise the objectives of the education policy by reducing the impact of social, financial and geographical background, and by making it easier for disabled and older people to study.

Please explain which are the obstacles or difficulties encountered in completing the ratification process and the means of overcoming them

### I.2.1 In case your country is a State Party to the Convention

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The Discrimination Act (2008:567) prohibits discrimination in education on seven grounds, namely a person's sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation or. Social origin, economic condition and political or other opinion are not covered by the Act, but degrading treatment of children or pupils not related to the above-mentioned protected grounds of discrimination is also prohibited in the Education Act (2010:800).

Because the Swedish education system is based on the principle of inclusion, most children and young people with disabilities consequently receive their education within the framework of the regular forms of education. The Discrimination Act was amended to include inadequate accessibility as a new form of discrimination and entered into force on 1 January 2015. The aim is to create an opportunity for individuals with disability to assert their right to take part in society on equal terms. This amendment affects all areas of society, including education.

Only 1.3 per cent of all pupils in compulsory and upper secondary school receive their education outside regular forms of education (according to the National Agency for Education), i.e. in education for pupils with intellectual impairment or in special schools for children with certain disabilities.

All pupils who need special support are entitled to it. Special support can include personal assistance as well as special teaching aids and tools. Head teachers are responsible for investigating the need and for drawing up an action plan together with the pupil and his or her guardians. Under the Education Act (2010:800), it is possible to lodge an appeal against the head teacher's decision regarding the action plan.

From 1 July 2014, the Education Act was changed to further enhance support to pupils. The Act now stipulates that if it can be anticipated that a pupil will not achieve the minimum knowledge requirements, the pupil is to be promptly given support in the form of additional adjustments in the context of regular teaching. It was also clarified that pupils who have difficulties achieving the different knowledge requirements as a result of a disability are to receive support that as far as possible counters the effect of the disability, and that municipalities and head teachers are to allocate resources according to pupils' different abilities and needs.

To support municipalities, private providers and schools in their responsibility to provide a good

learning environment for all pupils, the National Agency for Special Needs Education and Schools offers special needs education support, accessible teaching aids and government funding for development initiatives of various kinds.

An extensive government grant for primary school (preschool and grade 1–3) was introduced in 2015. Education providers or schools can use the grant, for example, to employ more primary school teachers or special needs teachers, or reduce class sizes. A reading-writing-arithmetic guarantee – the students are guaranteed to have reading, writing and arithmetic skills by the time they finish grade 3 – is planned to enter into force in 2017. To fulfill the guarantee, special support must be provided, if necessary.

One of the designated areas of the national school development programmes, offering schools and education providers in compulsory and upper secondary education extensive continuing professional development, is in the area of special needs education.

Is the Convention directly applicable in your country's domestic law following its ratification?  
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Has it been incorporated into the national Constitution or domestic law so as to be directly applicable?

The Swedish educational system is free of charge and available for all. All children between the ages of 7–16 must attend school. Municipalities also have the obligation to provide preschool from the autumn term of the year that the child turns 6 years old. It is not compulsory, but more than 96 per cent of all 6-year olds attend. Under the Education Act (2010:800), all children and youth in Sweden must have access to equivalent education, regardless of gender, place of residence and social and financial background. The curriculums and schedules apply throughout the country. Education is to be developed in accordance with the fundamental democratic values and the human rights referred to in the Education Act. All education regulated by the Education Act must be free of charge and take the perspective of the child as its point of departure. The Education Act stipulates that children who are asylum seekers have the right to attend preschool, preschool class and compulsory education. From 1 July 2013, the Act also stipulates that children who are staying in Sweden without a legal permit are entitled to education in preschool and compulsory education.

Please indicate whether the provisions of the Convention can be invoked before and given effect to by courts, tribunals and administrative authorities

Yes

Education Act  
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I. 2. 2 In case your country is not a State Party to the Convention

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N/A

Have legislative measures been taken pursuant to the Recommendation?

Yes

Please explain briefly the ways in which public policies and programmes correspond to its provisions.

Yes, it is aligned.

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**I. 2.3** For either the provisions of the Convention or the Recommendation, please list the principal national laws and regulations adopted in order to implement them.

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All municipalities in Sweden are obliged by law to offer all young people who have completed compulsory school an upper secondary education. The secondary education must start at the latest within the first six months of the year they turn 20.

Upper secondary school is non-compulsory, but almost all pupils continue from compulsory school to upper secondary school. Upper secondary education consists of both preparatory programmes for higher education and vocational programmes.

There are also upper secondary schools for individuals with learning disabilities that are contribution-free and a voluntary form of schooling that young people with intellectual disabilities can choose after completing compulsory school for children with intellectual disabilities. The different study programmes are mainly focused on professional preparation. Most young persons with functional impairment of different kinds attend ordinary upper secondary school, but there are also four special national upper secondary schools in different parts of Sweden for students with severe physical disabilities. Here, students are guaranteed personal care, boarding houses, treatment and training. Secondary education is also available to adults. Upper secondary education is free of charge.

The provisions of the Education Act are designed to hinder and prevent degrading treatment, such as bullying, that is not directly attributable to any particular grounds of discrimination. The new Discrimination Act (2008:567) is intended to combat discrimination on grounds of sex, transgender identity or expression, ethnic origin, religion or other belief, sexual orientation, disability and age in activities regulated by the Education Act.

A position called the Child and School Student Representative was established in 2006 under the Swedish Schools Inspectorate. The Child and School Student Representative is responsible for promoting the individual rights of children and school students under the Education Act, disseminating information on the provisions concerning degrading treatment, and explaining how these relate to the Discrimination Act. Alongside the Equality Ombudsman, the Child and School Student Representative can also represent a child both under the Discrimination Act and, in the case of degrading treatment, under the Education Act.

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Yes

**II. 1.1** Is discrimination in education based notably on grounds specified in the Convention/Recommendation fully outlawed in your country?

**II. 1.2.** Please explain which measures are adopted to:

No

Fully free

Eliminate discrimination within the meaning of the Convention/Recommendation?

Access to higher education, based on individual capacity, is realised to a high extent in Sweden. The main goal of the educational system is that each citizen should have access to high quality education regardless of sex, social or economic background, place of residence, etc. Higher education is also available to adults.

Prevent discrimination within the meaning of the Convention/Recommendation?

On 1 January 2009, Sweden's Discrimination Act entered into force. The Act prohibits discrimination on grounds of gender, transgender identity or expression, ethnic origin, religion or other belief, disability, sexual orientation or age.

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The Act applies to most areas of society, such as working life, education, goods, services and housing, social services, the social insurance system, health care, national military and civilian service, and regarding public appointments. The Act replaced the Equal Opportunities Act (jämställdhetslagen) and six other anti-discrimination acts. Two new grounds for discrimination were introduced: transgender identity or expression, and discrimination on grounds of age.

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II.2.1 Please explain what are the concrete actions taken by your Government to guarantee equal access to all level of education in your country?

See 3.4 (b) below.

Municipal adult education

Municipal adult education, which is part of the national adult education system, was set up in 1968 to provide adults with skills at levels corresponding to compulsory school (basic adult education) and upper secondary school (upper secondary adult education). Municipal adult education is regulated by the Education Act and the Ordinance on Municipal Adult Education (förrordningen om kommunal vuxenutbildning). The new Education Act has applied to municipal adult education since 1 July 2012.

The goals of the national subject plans for upper secondary adult education and upper secondary school are the same. The content may, however, take different forms. Individual programmes may be arranged in upper secondary adult education.

Under the present provisions, the content of municipal adult education is to be based on the needs and abilities of the individual. Each student is also to receive an individual study plan.

Accessibility and flexibility as regards time and location must be a major feature of the adult education system. Validation will thus be an important point of departure when designing educational activities. Municipal adult education may be designed and implemented in close cooperation with representatives of the infrastructure developed by municipalities together with other actors and stakeholders, such as employers and representatives of other policy areas. Introductory courses may be organised locally at basic or upper secondary level to provide opportunities for analysis, guidance and validation.

The aim of basic adult education is to help adults gain the knowledge and skills they need to take part in society and working life. It is also meant to prepare adults for further study. Under the Education Act, municipalities must offer basic adult education to all adults who lack the skills usually acquired in compulsory school.

In turn, the aim of upper secondary adult education is to equip adults with knowledge and skills at a level corresponding to that of upper secondary school education. During the selection process, qualified applicants who have had short periods of formal education should be given

precedence.

In all forms of municipal adult education, the adult can obtain grades or certificates. If certain conditions are met, school leaving certificates can also be issued.

#### Education for adults with intellectual impairment

Education for adults with intellectual impairment is another part of the public adult education system. This scheme, which is divided into basic adult education and upper secondary level education, is intended for adults with intellectual impairment or acquired brain injury.

The system follows the same curriculum as municipal adult education, but uses specially-adapted syllabuses. The purpose of adult education for the intellectually impaired is to extend the individual learner's knowledge and skills on the basis of her or his previous schooling, experience and abilities. Learners can thus acquire skills in individual subjects in addition to skills equivalent to those taught in compulsory and upper secondary school for children with intellectual impairment, and in vocational training.

Persons with intellectual impairment, who do not have the skills that compulsory special school is designed to provide, but who are capable of benefiting from such an education, have the right to basic adult education.

#### Swedish tuition for immigrants

Swedish tuition for immigrants forms part of the public adult education system in Sweden. The purpose of the scheme is to provide learners with basic Swedish language skills. It also aims to give adult immigrants who cannot read or write the chance to acquire these skills. Immigrants must be given the opportunity to develop their ability to communicate in Swedish – orally and in writing – in everyday situations, social settings and working life. Swedish for immigrants must also prepare learners for further studies.

Municipalities are required to offer Swedish language instruction to all adult immigrants who lack basic Swedish language skills. Instruction should normally begin within three months of registration of residence in the municipality. Depending on the learner's educational background and previous knowledge, she or he is placed in one of three differently paced study tracks, with the right to progress to course D in study track 3, regardless of which track she or he started in.

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II. 2.2 Please indicate how strategies and programmes are being implemented with a view to ensuring, in your country, equality of educational opportunities (in terms of access, participation and completion).

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The Government has taken a number of initiatives to strengthen the quality of education for all students and make it more equitable. This includes, for example, early intervention to ensure that no child is left behind, and also reforms and initiatives for teachers to make the teaching profession more attractive and get more skilled teachers (see also 2.3 above).

To address the decline in student performance, the Government has commissioned the National Agency for Education to carry out actions to improve results in schools with poor academic records and difficult circumstances. The Agency is to do this in close cooperation with the education providers running the targeted schools. Also, an amendment was made in the Education Act in 2014 stating that municipalities will have to take the school students' socioeconomic background into account when allocating funds to schools.

Special government grants to schools that offer homework assistance and summer school, and

earmarked funding for a special career step reform to certain urban areas with a high level of exclusion were introduced in 2014.

In order to better understand the poor results in the latest PISA survey (declining results in literacy and mathematics), the OECD was asked in 2014 to carry out a country review of the Swedish school system. The OECD presented its recommendations in May 2015. In addition, the Government appointed a schools commission, tasked with proposing concrete measures based on the OECD recommendations. The schools commission will submit its final report in January 2017.

In September 2015, the Government tasked the National Agency for Education with presenting proposals for national ICT strategies for the Swedish school system. The strategies are to contain goals and initiatives to strengthen conditions for equal access to ICT in the school system, digital competence of teachers and students and ICT-strategic competence of school leaders. The strategies are aimed at ensuring that full advantage is taken of the potential that digitalisation holds for school development and development of tutoring.

The Swedish Schools Inspectorate was established in 2008 and is now the agency responsible for inspection. The task of the Inspectorate is to monitor how schools and relevant authorities (municipalities and independent or private school owners) comply with the rules laid down in the Education Act and other national regulations. The aim of the Agency is to ensure the equal right of all children to good education in a safe environment. The Swedish Schools Inspectorate conducts regular supervision of all schools and can also initiate or – to investigate complaints from pupils, parents or other persons – undertake an investigation of a specific school. An investigation of a school or institution may lead to an official reprimand from the Inspectorate to the relevant authority and a demand for action.

The Swedish Higher Education Authority has the task of reviewing the quality of higher education. This includes evaluating subject areas (main fields of study), study programmes, and granting degree-awarding powers.

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**II. 2.3** Please describe the actions planned and taken in your country to ensure inclusion of all learners in learning process.

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In the Swedish decentralised education system, local school organisers are responsible for the conditions for teaching staff. These conditions are usually established through negotiations between teachers' unions and the employer or the employer's organisation.

The Government has introduced many reforms and initiatives for teachers to make the teaching profession more attractive and get more skilled teachers. This includes a career step reform for teachers and major investments in continuous professional development for teachers and in-service training for teachers.

An initiative called the 'national coalition for the teaching profession' has been launched with the aim of taking a more long-term and comprehensive approach with regard to improving the teaching profession status and attractiveness. These proposals relate to the recruitment of teachers and preschool teachers, but also to getting practicing teachers to remain in the profession. For example, the Government is investing in raising teachers' salaries and reviewing prerequisites for introducing shorter supplementary educational courses (KPU) to attract more people with different professional experience or training to the teaching profession.

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### II.3.1 Universal primary education

See answer 3.6 (a) above.

See answer 3.6 (a) above.

No

Please provide information on the progress made with respect to ensuring universal access to primary education

Please provide details on the availability of compulsory and free of charge primary education in your country:

According to the Education Act (2010:800), all pupils should be given the guidance and encouragement they need in their learning and in their personal development process. The guidance and encouragement should be based on the pupil's personal capabilities for them to develop as much as possible according to the educational goals.

As previously stated, the Government has taken a number of initiatives to strengthen the quality of education for all students and make it more equitable. See e.g. answers 2.2 on equal opportunities in education, 2.3 on inclusion and 3.5 on quality education above, as well as 3.7 (b) on the strengthening of respect for human rights and fundamental freedoms below.

The Education Act (2010:800) clearly emphasises the importance of human rights as a normative foundation for all activities covered by the Act. Under the Act, all education should convey and establish respect for human rights and the fundamental democratic values that Swedish society is based on. As mentioned in 2.2 above, the Government has tasked the Swedish National Agency for Education with offering schools and education providers in compulsory and upper secondary education extensive continuing professional development in different areas, called 'national school development programmes'. One of these designated areas is the fundamental values in schools which include gender equality, a norm-critical perspective and the prevention of degrading treatment and harassment.

Comprehensive sexuality education is essential for people to enjoy and make informed decisions about their sexual and reproductive rights. In addition, it is a key tool for building life skills and increasing responsible behaviour, combatting violence and discrimination, and based on human rights principles, comprehensive sexuality education is helping to advance human rights, gender equality and the empowerment of young people.

Sexuality education was introduced in Swedish schools in 1955.

Since 2011, terms such as sexuality, relationships, gender, gender equality and norms are included in several of the course and subject syllabi for compulsory and upper secondary school and adult education. This means that responsibility for this topic falls on several teachers and that it is to be brought up within the scope of various courses and subjects. According to the national curriculums for compulsory and upper secondary school, the head teacher also has special responsibility for ensuring that pupils receive knowledge on sex and human relationships.

How girls and boys are treated and assessed in school is an integrated part of sex and human

relationship education in Swedish schools to actively and consciously promote the equal rights and equal opportunities of women and men.

In 2014, the National Agency for Education was given an assignment of raising awareness in schools concerning xenophobia and racism in 2014–2017, which will include training teachers, principals and others in dealing with these issues. In 2015, the Living History Forum was tasked with implementing a three-year education project for schools on various forms of racism and xenophobia in history.

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Is primary education available free of charge to all?

See answer (b) below

please list the laws and policies that ensure this universal free availability of primary education.

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In Sweden, municipalities are responsible for carrying out education for children, youths and adults at primary and secondary level. This is to be done according to national regulations and goals set by the Riksdag (the Swedish parliament), the Government and the National Agency for Education. Apart from municipal schools, there are also independent grant-aided schools, which can be run by e.g. organisations and companies. An independent school owner must be approved by the National Schools Inspectorate to be permitted to start an independent school and to be awarded the entitlement of a public grant by the municipality.

Grant-aided independent schools should provide education under the same rules as education offered in public schools. The Education Act applies to both public schools and independent schools, and provides a common regulatory system. Independent schools should teach the same democratic values as municipal schools run. A further principle, also laid down by law, is that independent schools are open to everyone.

The Swedish Schools Inspectorate ensures that local authorities or independent schools follow the relevant laws and regulations. This may include the right of access to the education an individual is entitled to and the right to be given support to achieve the education goals.

If an independent school does not follow the Schools Inspectorate's demands, there is a possibility for the authority to withdraw approval of the school and its right to receive grants, which means that the school must close. A decision to withdraw approval of an independent school and the right to grants can be appealed to a general administrative court.

Under the Education Act (2010:800), teaching in the school system should be non-confessional. However, the Education Act stipulates a possibility for independent schools to, outside of teaching, include confessional elements within the education provided. However, these elements are to be strictly voluntary.

does your government intend to ensure free primary education?

how?

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Is primary education compulsory in your country?

Sámi schools

The aim of Sámi schools is to offer Sámi children a Sámi education where they learn about Sámi

culture, history and traditions, as well as the Sámi language. Education in Sámi schools corresponds to education up to year 6 of compulsory Swedish school. The Sámi Education Board (Sameskolstyrelsen) is a government agency, and therefore the State is the responsible authority for Sámi schools. Pupils often continue their education in years 7-9 of compulsory school in a municipal school with integrated Sámi education.

The Sámi Education Board was established in 1981 by decision of the Riksdag. The Sámi Parliament appoints chairs and members of the Board and the Director of Schools. The Board has a secretariat located in Jokkmokk that is led by the Director of Schools. In addition to education, the Sámi Education Board also promotes the development and production of teaching materials for Sámi teaching. The Board also assists municipalities with outreach activities among the Sámi and provides information about Sámi schools and Sámi teaching in the municipal school system.

Activities are regulated by the Education Act. The Sámi Education Board may also carry out the municipality's duties in preschools for Sámi children by agreement with the municipality.

There are five Sámi schools, all located in municipalities in the administrative area of protecting and promoting the Sámi languages in correspondence to the Minority Language Act. Teaching in Sámi schools is conducted in three variants of the Sámi language, Lule Sámi, Northern Sámi and Southern Sámi, as both a first and a second language, and in Swedish, as both a first and a second language. There are preschools and out-of-school centres at all Sámi schools.

#### Jewish studies

From autumn 2011, organisers of secondary schools are allowed to offer education in Jewish studies. This subject aims to increase opportunities for Jewish pupils to deepen their knowledge about their own culture, history, traditions and religion. As a language choice, pupils are allowed to choose Hebrew and Yiddish.

#### Folk high schools

In 2007, two folk high school (folkhögskola) were approved by the Council of Adult Education to be entitled for government grants: Kista Folk High School, with a Muslim focus, and Agnesbergs folk high school, with a Roma focus.

#### Higher education

Finnish, Sámi, Meänkieli and Romani Chib are university level subjects with few enrolled students. The Government finds this worrying, due to the importance of teachers in the school system who can teach the national minority languages.

In 2013, in order to ensure a supply of teachers in the national minority languages, the Government mandated some universities to develop teacher education in national minority languages. In order to ensure the continuation of this process, the Government has allocated a further SEK 1.5 million to teacher education in Finnish, Meänkieli, Sami and Romani chib, leading to a total allocation of SEK 2 million per language annually.

As of 2016, the Government has moved teacher education in Meänkieli from Stockholm University to Umeå University, in order to concentrate university education in Meänkieli to one university. The Government intends to closely follow development in this area.

please provide details on its implementation and indicate the current period of compulsory education

Five national minorities are recognised in Sweden, Sami (which is also an indigenous people), Swedish Finns, Tornedalers, Roma and Jews. Their languages are Sámi, Finnish, Meänkieli, Romani chib and Yiddish. Specific minority language legislation applies to certain geographical administrative areas for Sami, Finnish and Meänkieli. Under the Act on National Minorities and National Minority Languages (2009:724), individual citizens are entitled to use Sami, Finnish and Meänkieli in their dealings with the authorities and courts of law and in certain geographical

areas. Article 10 of the same Act entitles individuals to use Sami and Finnish for written communication with e.g. the Equality Ombudsman. Parts of the website of the Equality Ombudsman ([www.do.se](http://www.do.se)) and the Swedish Schools Inspectorate ([www.skolinspektionen.se](http://www.skolinspektionen.se)) are translated to the national minority languages.

Mother tongue tuition and bilingual tuition have an important role to play in supporting and strengthening the minority languages. Pupils in compulsory or upper secondary school can receive mother tongue tuition in a national minority language, provided that there is a suitable teacher available. No other prerequisites apply to pupils belonging to a national minority. Roma children can also receive tuition in two mother tongue languages if they are immigrants to Sweden.

There is also a possibility to arrange classes with bilingual tuition. A municipality or an independent school can arrange bilingual tuition in school years 1–6 for a group of pupils entitled to mother tongue tuition. A maximum of half of the teaching hours may be used for teaching in the mother tongue. Bilingual tuition for Finnish pupils is allowed in years 1–9.

Furthermore, the Government is taking measures to provide teaching materials in the national minority languages. For example, the Sami Education Board has been given further funding to produce such materials. The Swedish National Agency for Education has been tasked by the Government with producing teaching materials in accordance with the new curriculums for national minority languages.

Indicate whether your country has adopted and reviewed legislation so that minimum ages for the end of compulsory education, for marriage and for entry into employment are coherent and aligned.

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The overall assessment is that the Education Act and the Discrimination Act together, to a large extent, constitute a framework that covers the purpose of the Convention. Therefore, there are no significant difficulties encountered in implementing the Convention.

### II.3.2 Secondary education

See report 2012

Sweden has a decentralised education system that gives local municipalities large scope for autonomy. The National Agency for Education is responsible for evaluation and assessment of measures implemented.

Most of the authorities' information initiatives regarding the principles of non-discrimination in education target the principal organiser and school staff. The purpose is to raise awareness of their duties under the Discrimination Act (2008:567) and the Education Act (2010:800).

Please provide information on the general availability and accessibility to all of secondary education, including technical and vocational secondary education and training in your country.

[Yes]

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The Convention has been translated into Swedish and is available as a publication on the website of the Swedish National Commission for UNESCO.

No specific activities have been undertaken by the Swedish National Commission in relation to the

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Convention or Recommendation. However, the Swedish National Commission is not the national implementing body – its mandate is primarily to inform about UNESCO's work and advise the Government on UNESCO-related issues.

Is it available free of charge?

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