

# SÁMI EDUCATION ACROSS THE BORDERS: SOME HISTORICAL LINES

PIGGA KESKITALO 16.10.2020 IPED WORKSHOP



Photo: Swedish national heritage board, Wikimedia Commons



LAPIN YLIOPISTO  
UNIVERSITY OF LAPLAND

## UNIVERSITY OF LAPLAND

Established in 1979

**Staff:** 650

**4 departments:**

Education, Social Sciences, Art & Design, Law

**Students:** 4400

**Adult students:** 3200

**Strategy:** Global arctic responsibility, Sustainable tourism, Future services and reachability

**Strategy enablers:** National and international networks, Well-being and a strong sense of community, Developing education, Shifting competence and structural development

**ADVOST socially Innovative Interventions to Foster and to Advance Young Children's Inclusion and Agency in Society through Voice and Story**

<https://www.ulapland.fi/EN/Webpages/Teacher-Education-for-Social-Justice-and-Diversity/Projects/ADVOST>



Photo: Ulapland

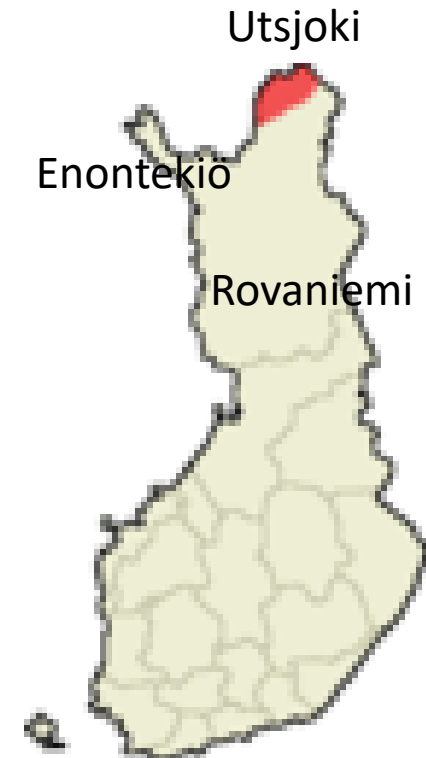
# Background

- Primary school teacher, Master of Education 1997
- Doctor of Education 2010
- Title of Docent University of Helsinki 2014

Keskitalo, P. 2010.  
Saamelaiskoulun  
Kulttuurisensitiivisyyttä  
Etsimässä  
Kasvatusantropologian  
keinoin [Searching  
cultural sensitivity of  
Sámi school through pedagogical anthropology].  
Sámi allaskuvla/Sámi University of Applied Sciences.



Keskitalo, P. 2018.  
Kultursensitiiva  
sámi skuvla  
[Culturally  
sensitive Sámi  
school]. Davvi  
girji.



# Sámi education history



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Sámi Educational History  
in a Comparative International Perspective. 2019.  
Otso Kortekangas, Pigga Keskitalo,  
Jukka Nyysönen, Andrej Kotljarchuk, Merja Paksuniemi  
and David Sjögren (Eds.). Palgrave.



Saamelaisten kansanopetuksen ja koulunkäynnin  
historia Suomessa [Sámi education history in Finland].  
2014. Migration Institute.

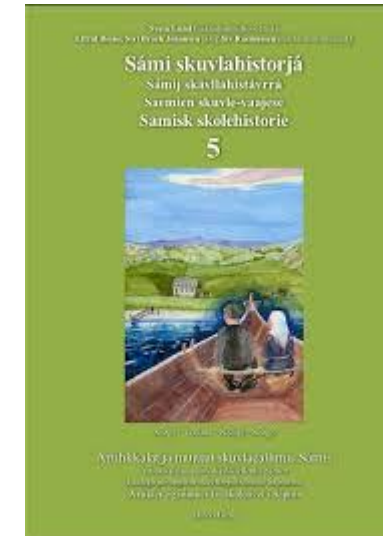
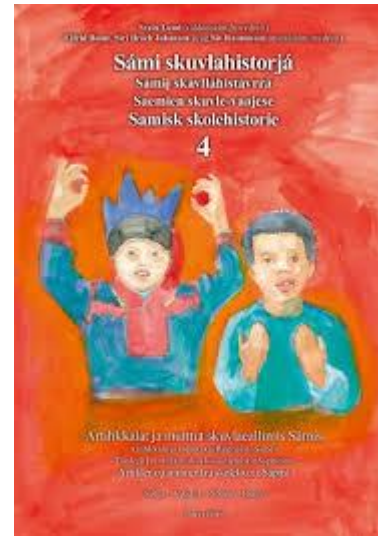
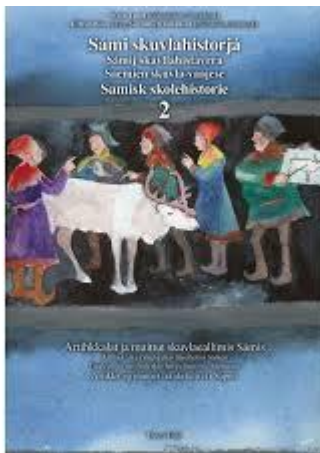
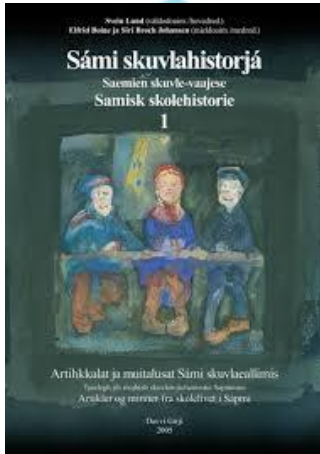


# Joint general lines (Svein Lund 2014)

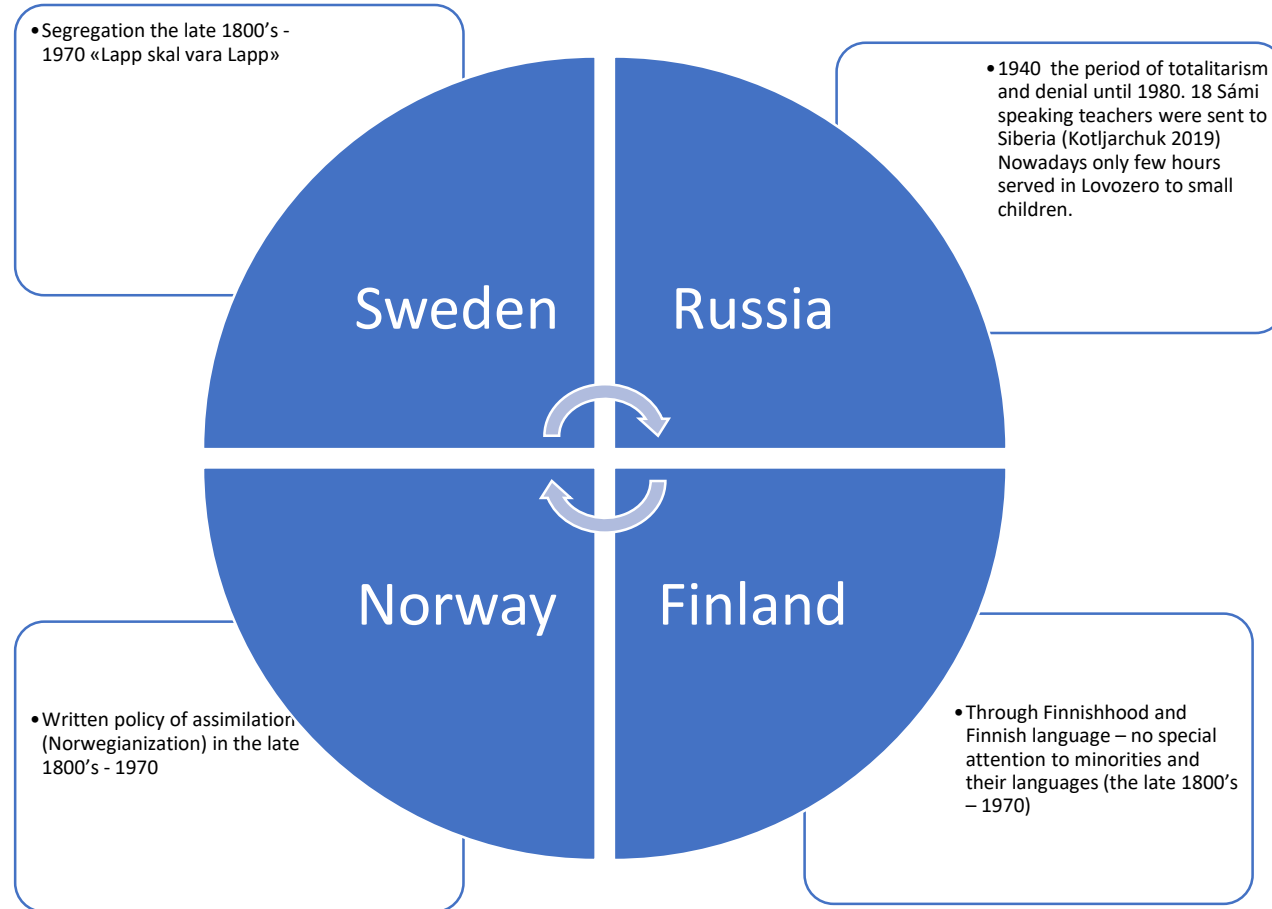


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- 1 Era of missionaries with the aim of civilization and through Christianity.
2. Era of assimilation with the aim of assimilation and through national mainstream languages.
3. Era of acceptance. Education for all and Sámi language as pedagogical auxiliary language ja sometimis Sámi language education for Sámi language speakers.
4. Era of revitalization. Among the other goals, school revitalizes the Sámi language and culture after era of assimilation.



# Differencies: how national policies produced cultural colonialism in the era of assimilation



Strong model of language education provides almost 100 Percent education in the first language and supports strong abilities in bilingualism/ multilingualism in that way. Skutnabb-Kangas 2004.

# RESPONSIBILITIES

## when working in the era of revitalization

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- To work with assimilation heritage
- Adult illiteracy is a challenge
- No small step easy attending courses for adults – MOOCS – in-service training
- Language domains scarce – Sámi language orthography is challenging – language attitudes - difficult to reach literacy
- Reaching the Sámi language education is a challenge: kindergarten – primary school – vocational education – tertiary education – adult education
- After the primary and high school variable literacy skills: Further, university students learn basics in literacy in Sámi language basic courses, intermediate skills in subjects studies and advanced skills in master's and doctoral courses
- Differently seriously endangered nine Sámi languages (Unesco) – loss in North Sámi speakers also going on (Øystein Vangsnes)
- Migration from the Sámi core areas
- New challenges for universities and education



Education, research and development needs in changeable contexts.



**Giitu! Thank you.**

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