

# Advancing and Fostering Children's Inclusion and Agency through Socially Innovative Interventions

Árran – The achievements, advancement and recognition of Sámi education

Online workshop 15.4.2021

Hanna Helander

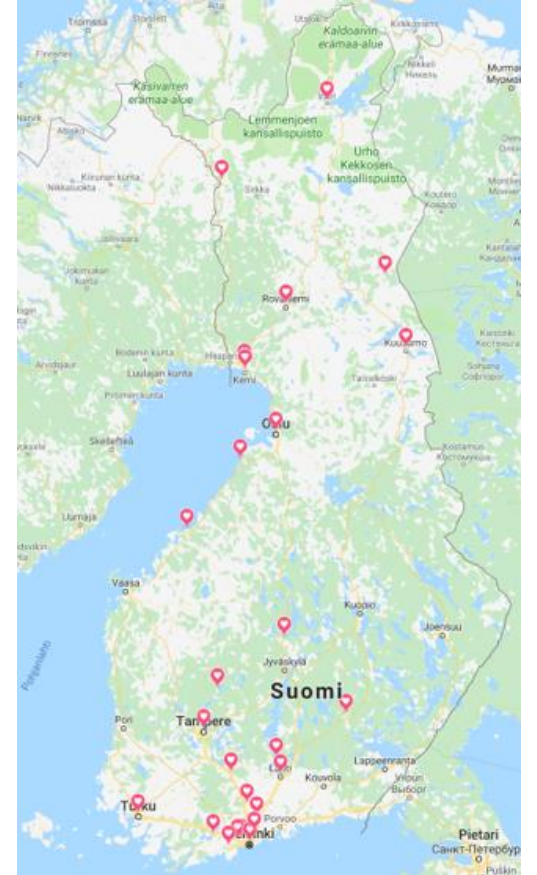
Project Manager, municipality of Utsjoki

Researcher, University of Lapland



# Pilot project on distance education in Sámi languages

- Started in the fall semester 2018
- Cooperation project of Utsjoki municipality and the Sámi Parliament
- Funded by the Ministry of Education
- With distance education the number of students in Sámi languages has doubled outside the Sámi homeland
- Funding until 2023





# ADVOST research project

- ADVOST = Socially Innovative Interventions to Foster and to Advance Young Children's Inclusion and Agency in Society through Voice and Story
- Research project of the Faculty of Education, University of Lapland, funded by the Academy of Finland
- Part of an international joint project: Finland, England, Canada
- The local partners of the project are the municipality of Utsjoki, Sámi education centre, the city of Rovaniemi and Regional State Administrative Agency for Lapland



- Researches and develops the distance education in cooperation with distance education teachers
- Explores new and innovative pedagogical models to provide culturally relevant education for 6 and 7 years old children via online learning environments



# The situation of Sámi language teaching in Finland

- Basic Education Act (628/1998) ensures the teaching in Sámi languages for pupils living in the Sámi home land
- About 75 % of Sámi children under the age of 10 live outside the Sámi homeland
- Only 10 % of Sámi children living outside the Sámi homeland receive teaching
- Education providers decide whether they want to offer teaching
  - Supplementary education (2 h/week), extra teaching
  - Separate diploma of participation in teaching



*This is laborious and expensive for the school, although the idea is great and worthwhile. The cost comes from arranging the teaching (we also had to get equipment for this), and in practice, when it concerns one student, it is quite disproportionately resource intensive. I am sorry to say this, but it is a reality because the school's budget is tight.*

(Principal feedback)



*We received a message from the school that they weren't terribly happy with this Saami language distance teaching arrangement, and we were told that how much this would cost for the school. So, then I stated that it is clear that I may not want to listen to such messages the whole semester. I decided to organise teaching at home, so there is no need to get this kind of communication from school.*

(Parent interview)

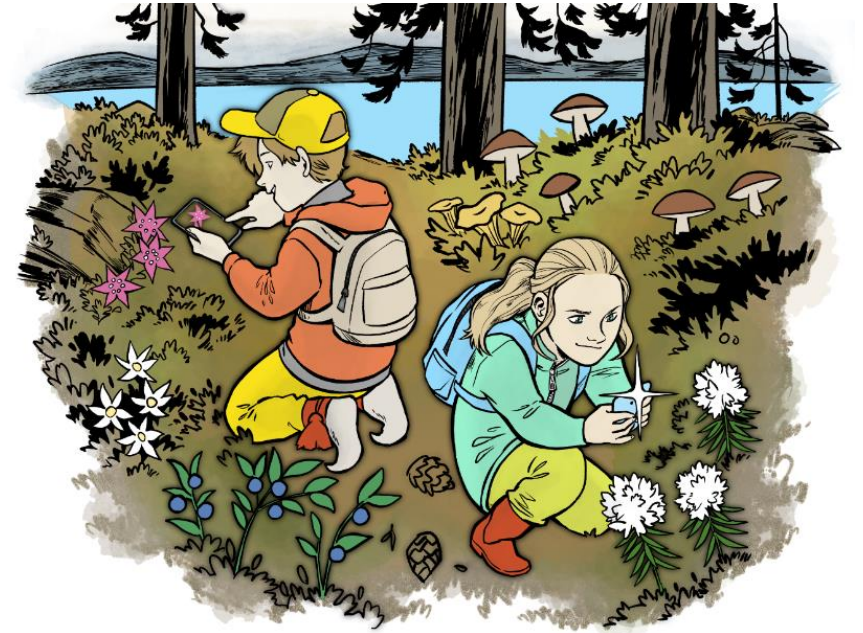
The teachers' ideas gathered into post-it notes  
and transformed into a word cloud





# From observing nature to making your own learning materials

*“The idea was that sometimes in a lesson, students can go out with their phone and take pictures, sometimes taking a picture can be a homework assignment: “Go photographing, or do that thing [some outdoor activity] and then take a selfie that you climbed on top of the rock”.*



# Playing - In the toy store



Storytelling – pictures support oral narration

# Conclusion

- The teaching of the Sámi language should be secured and the linguistic rights of Sámi students should be realized equally throughout the country
- The Sámi language learning options should take into account the Sámi community a linguistic situation with not only native speakers but also a growing number learn Sámi as a second language
- To achieve these goals distance education in the Sámi languages is essential and should be established



# GIITU!

More information:

[www.saamenataopetus.com](http://www.saamenataopetus.com)

[ADVOST ulapland.fi](http://ADVOST.ulapland.fi)

[hanna.helander@ulapland.fi](mailto:hanna.helander@ulapland.fi)

