

SÁMI EDUCATION ACROSS THE BORDERS: SOME HISTORICAL LINES

PIGGA KESKITALO 16.10.2020 IPED WORKSHOP



Photo: Swedish national heritage board, Wikimedia Commons



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

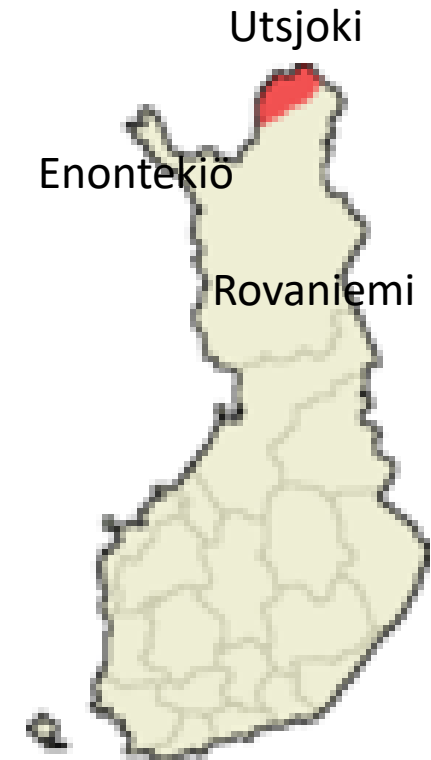
Background

- 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.

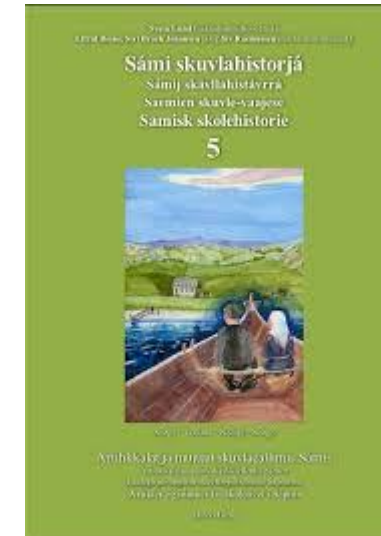


Joint general lines (Svein Lund 2014)

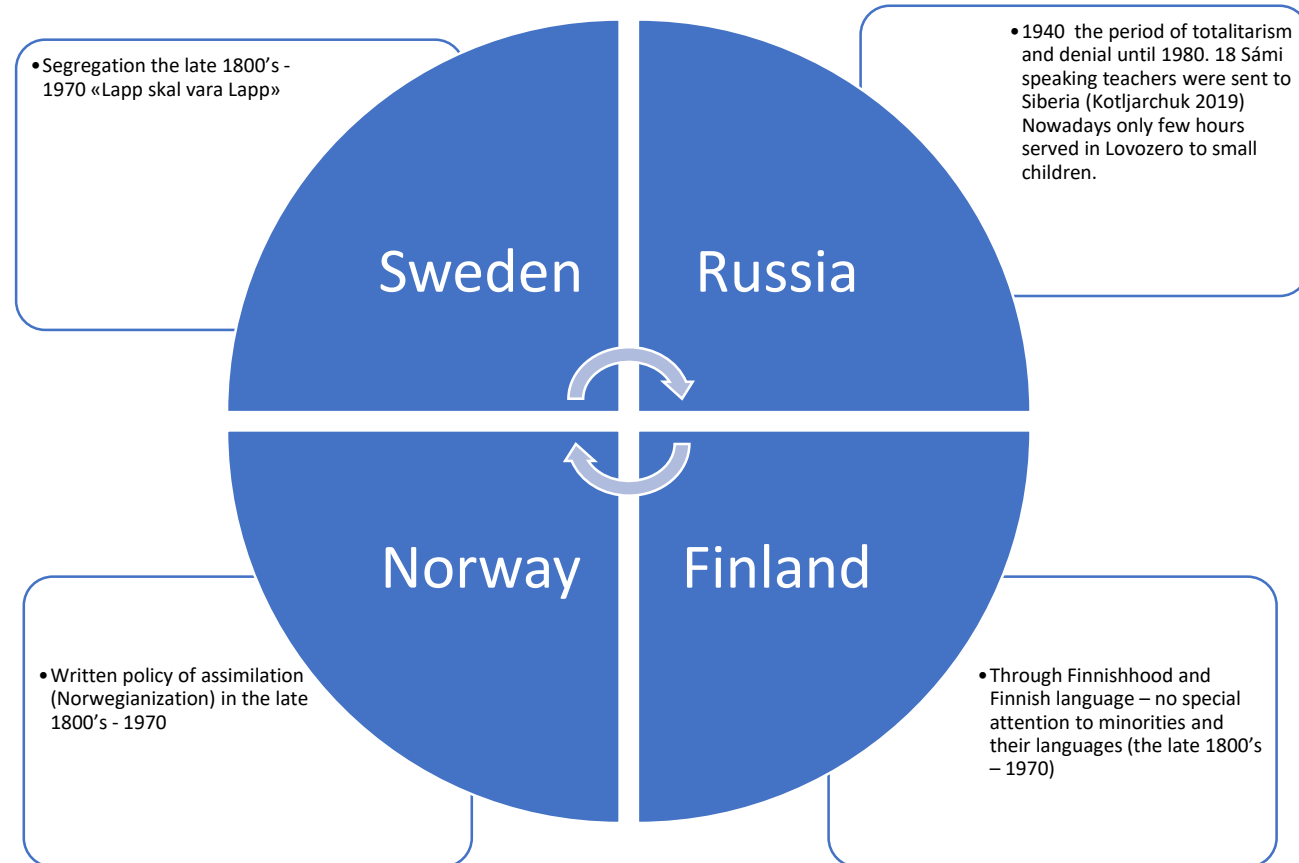


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- 1 Era of missionaries with the aim of civilization and through Christianity.
2. Era of assimilation with the aim of assimilation and through national mainstream languages.
3. Era of acceptance. Education for all and Sámi language as pedagogical auxiliary 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 IN EDUCATION 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 and language system 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 UiT)
- Migration from the Sámi core areas
- Building strong networks for to cooperate
- New challenges for universities and education



Education, research and development needs in changeable and diverse contexts.



Giitu! Thank you.

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