



UiT The Arctic University of Norway

# Sámi in the Norwegian School Core Curriculum - meeting the goals through teaching literature

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*4.5.9 Educational Innovation in the Circumpolar North –  
Primary and Secondary Education*

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# Norway and Sápmi

Illustrations from: Google Earth and Store norske leksikon/The Great Norwegian Encyclopedia



# Sámi in the Norwegian School Curricula

- Education Act
  - Chapter 6: Sami education

**LOVDATA**  Søk

**Act relating to Primary and Secondary Education and Training (the Education Act)**

### Chapter 6. Sami education

**Section 6-1. Definitions**

For the purposes of the present Act, the following definitions will apply:

- Sami: person who can be registered in the Sami electoral register, cf. section 2-6 of the Act of 12 June 1987 no. 56 concerning the Sami Parliament and other Sami legal matters (the Sami Act), and the children of those who can be so registered
- Sami: North Sami, South Sami or Lule Sami
- Sami district: 1) the Sami administrative area pursuant to section 3-1 of the Sami Act, 2) other municipalities or parts of municipalities pursuant to regulations issued by the King in Council after the Sami Parliament, the municipalities and the county authorities concerned have submitted their comments

**Section 6-2. Sami instruction in the primary and lower secondary education**

In Sami districts all children at the primary and lower secondary level have the right to receive education both in Sami and through the medium of Sami.

Outside Sami districts, if at least ten pupils in a municipality wish to receive instruction in and through the medium of Sami, they have the right to such education as long as there remain at least six pupils in the group.

The municipality may decide to place Sami instruction at one or more of the schools in the municipality.

The municipality may issue regulations stipulating that all children at the primary and secondary level in Sami districts must receive instruction in Sami.

Outside Sami districts, Sami children at the primary and lower secondary level have the right to receive Sami instruction. The Ministry may issue regulations concerning alternative forms of such instruction when it cannot be provided by suitable teachers at the school attended by the children.

From grade 8, pupils decide for themselves whether they will receive Sami instruction pursuant to the first, second and fifth subsections.

**Section 6-3. Sami upper secondary education and training**

Sami pupils in upper secondary education and training have the right to receive Sami instruction. The Ministry may issue regulations concerning alternative forms of such instruction when it cannot be provided by suitable teachers at the school attended by the pupils.

The Ministry may issue regulations stipulating that certain schools must provide instruction in or through the medium of Sami or in specific Sami subjects in upper secondary education within certain courses or for certain groups. The county authority may also elect to offer such instruction.

- Core curriculum

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Utdanningsløpet | Læring og trivsel | Eksamen og prøver | Kvalitet og kompetanse

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## Core curriculum – values and principles for primary and secondary education

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- Subject curricula, English

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## Læreplan i engelsk (ENG01-04)

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[Til overordnet del](#)

### Om faget

[Fagets relevans og sentrale verdier](#)

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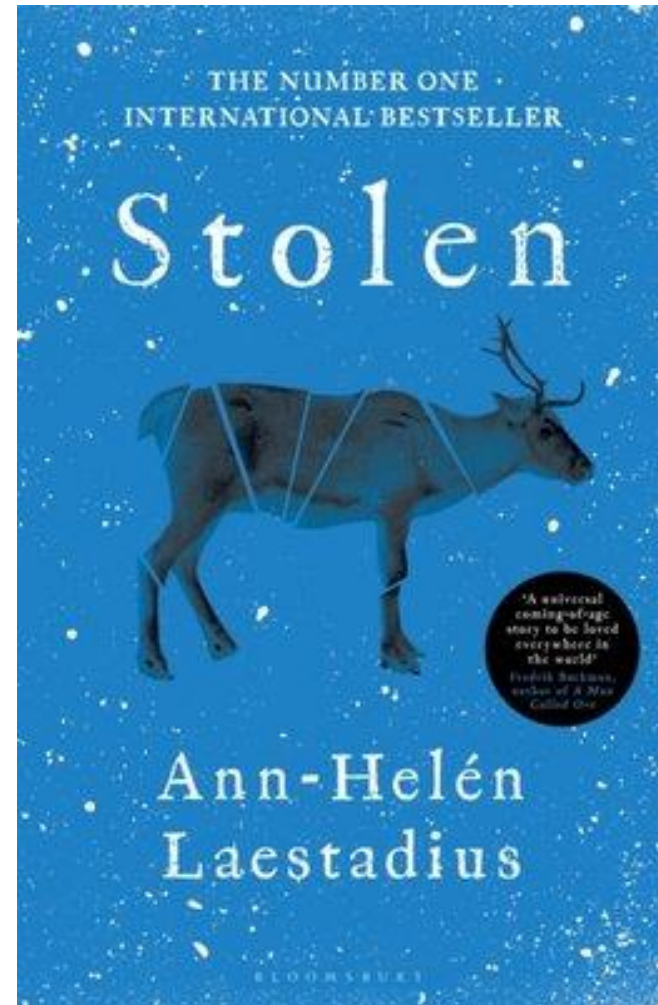
[Grunnleggende ferdigheter](#)

**Kompetansemål og vurdering**



# Novels

Photos from Norwegian bookstore: ark.no



# Interdisciplinary project

## Aims in curricula from:

- English language
  - Core elements: Working with English-language texts helps to give students knowledge of- and experience with linguistic and cultural diversity, and insight into indigenous people's ways of life, mindsets and traditions (p. 3)
- Social Sciences
  - The subject must give the pupils insight into Norwegian and Sámi values and cultural expressions (p. 2)
  - Core elements: Central content must be seen in light from the local to the global, and the perspective of indigenous peoples and minorities (p. 3)
- Religion and Ethics
  - Core elements: The subject will provide a basis for reflection on majority and minority and indigenous perspectives in Norway (p. 2)
  - Aim: account for and analyze religion and outlook on life from a majority and minority and indigenous perspective with an emphasis on Sápmi and (p. 5)



# Themes

- Language
- Belief
- Nature
- Culture
- Tradition
- Family ties



# Language

## Examples from *Stolen*

- Book is divided into 3 parts:
  - Dálvi – winter
  - Čakčadálvi – autumn-winter
  - Gidđageassi – spring-summer
- Chapters numbered in Sámi:
  - One: Okta
  - Two: Guokte
  - Three: Golbma
  - 86: Gávccilogiguhtta

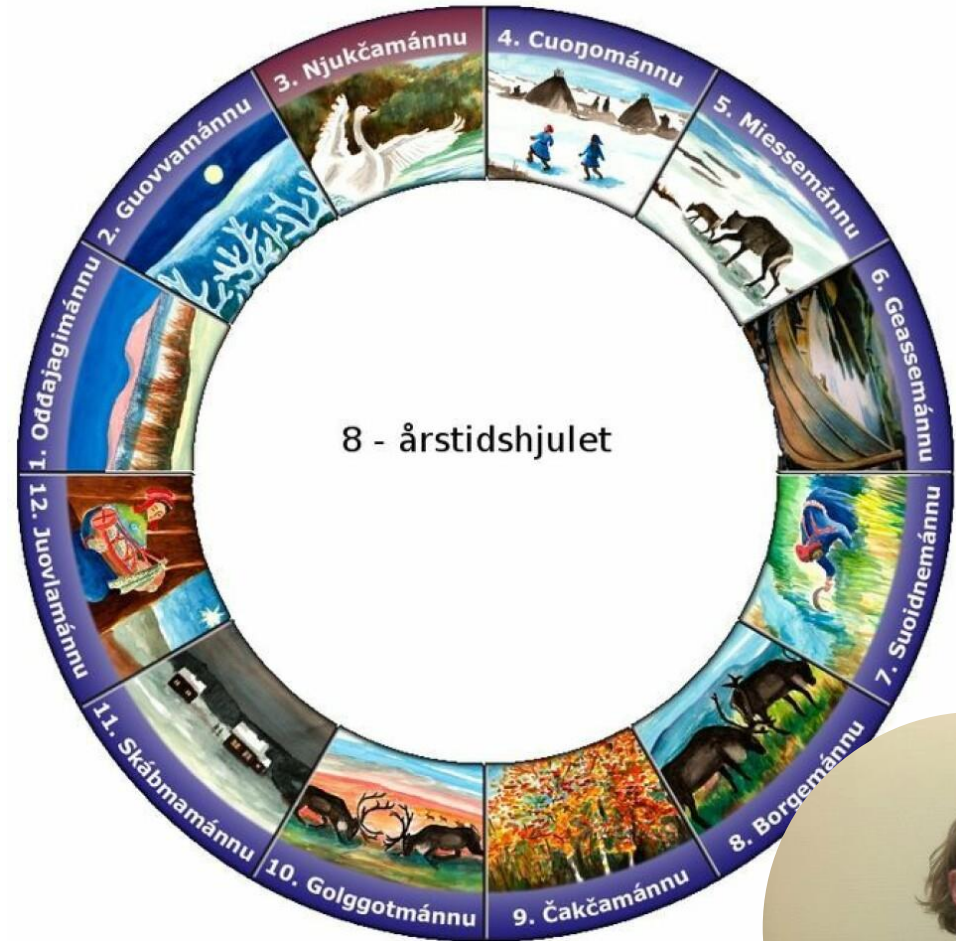


Illustration from: Jona



# Belief

- Examples from *In between Worlds*:
  - Can you believe it, they trotted right into the chapadat! Straight into the darkness! (p. 63)
  - I am what is called a noaidi, a shaman, because I have certain gifts (p. 97)
  - Just as I suspected. You two have disturbed I myling (p. 99)
  - The ulda-world is just as real as the human world. We live side by side, but we can't see each other. We're connected, but most of us don't know it (p. 105)

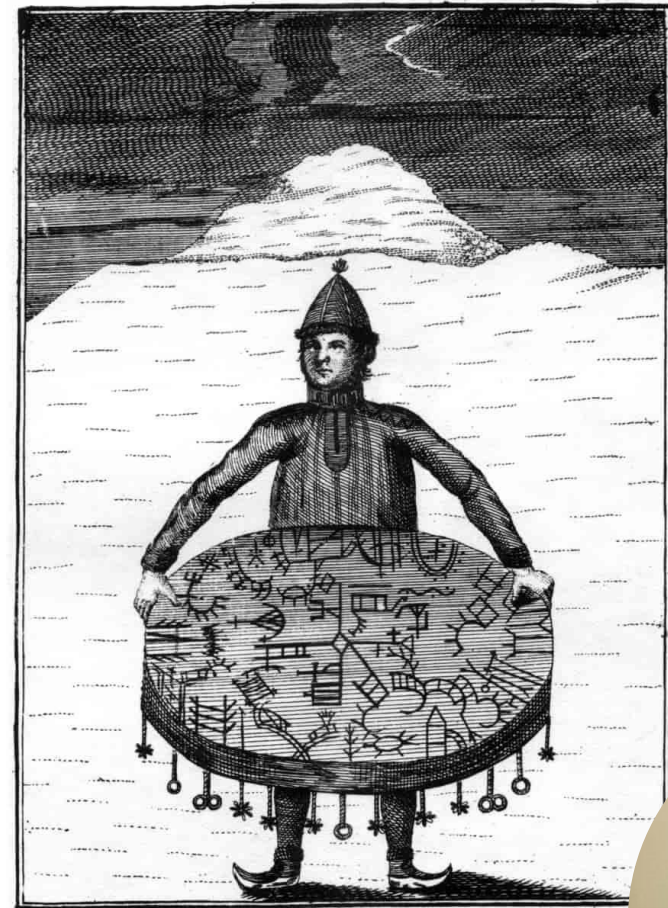


Illustration from [noaide – Stor](#)  
[\(snl.no\)](#) by Løøv, M (2021).





# Nature



Illustration from Wikimedia Commons

- Examples from *Stolen*
  - In early February, the sun set soon after three o'clock. Darkness still had the advantage for the better part of the day. (p. 194)
  - The eagle had been soaring silently above their grounds for days now. Tomorrow it would be March, and there weren't yet any calves it could strike and take off with (p. 215)
  - In late August, when the sky glowed red and gold, she could breathe again. (p. 310)



# Culture and Tradition

- Example from *Stolen*
  - Minna stood nearby as Elsa caught the calves and marked them. She got down on her knees, sat quietly and studied Elsa's deft hands. Listened as she whispered to them, just before she set them free. "I don't own you, You belong to yourself. You are only mine on loan". The reindeer were biekka oapmi, belonging to the wind (p. 302)
- Example from *In between Worlds*:
  - Their dirt biking club was popular. Altogether there were several dozen guys who were training for the sport, and they listened attentively to the coach. "In turns, remember to hold your bike at a steep angle toward the ground, but not so steep that you tip over!" (



# Family ties – networks



Illustration from Savu.no, Sámi netshop

- Example from *Stolen*
  - Áhkku had been living with them for the past few weeks now (p. 144)
  - She said she was a Mäki from Pajala, a family Elsa's mother certainly knew of. After that, the conversation flowed more easily; you could always find connections, little threads to grab onto (p. 207)



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# Thank you for listening!

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