

**Name:** Saia Marilena Stueng

**Institution:** Sámi allaskuvlla

**E-mail:** [saiams@sammas.no](mailto:saiams@sammas.no)

### *Young Sámi Voices*

#### **Short description / Abstract:**

This presentation explores how young Sámi voices contest hegemonic narratives of history, truth, and colonialism through their interpretations of Sámi stories expressed in film, books, joik, and other forms of Sámi art. It also considers the pedagogical implications of these interpretations for Sámi and Indigenous education. Drawing on reviews written by Sámi youth in the Sámi youth magazine Š Nuoraidmagasiidna, the presentation highlights how young readers engage with stories about Sámi history, colonial experiences, activism, and contemporary realities.

The youth interpretations suggest that truth is not approached as a fixed correspondence with nordic regimes of truth. Rather, truth is negotiated through lived experience, collective memory, and Sámi epistemologies. In these readings, the boundaries between fiction and reality often remain fluid, reflecting Indigenous storytelling traditions in which imagination, history, and knowledge are interconnected. Stories expressed through different artistic forms such as literature, film, joik, and visual art, therefore, become important spaces where dominant Nordic narratives of history and society can be questioned and reinterpreted.

From a Sámi pedagogical perspective, these interpretations can be understood through the concept of gulahallan, a dialogical process of communication and knowledge exchange grounded in Sámi relational worldviews. Engaging with stories and artistic expressions becomes a way of negotiating meanings, histories, and identities.

By foregrounding young Sámi voices, the presentation highlights the importance of youth voices for decolonising educational practices and for fostering critical reflection on colonial histories, plural understandings of truth, and reconciliation in Nordic educational contexts.