

*Translated from Norwegian*

# Sámi University of Applied Sciences Strategy 2022-2026

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*Kristine Klauon*



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# 1 VISION

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*A Sámi university for the Sápmi of the future*

- *we meet the academic needs of Sámi communities*

# 2 VALUES

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**UNIFYING** – with an all-Sámi perspective, the Sami University of Applied Sciences (SUAS) is a unifying force for all of Sápmi, the Sámi languages and Sámi communities. At SUAS, everyone should feel safe.

**FUTURE-ORIENTED** – SUAS walks familiar paths, but is also not afraid to break new paths into new areas. SUAS is a future-oriented, bold pioneer, both in Sápmi and in indigenous collaboration.

**RESPONSIBLE** – SUAS strengthens and assumes responsibility for Sámi languages, values and knowledge bases, and therefore also strengthens Sámi communities.

# 3 SHARED GOALS AND STRATEGIES FOR SUAS

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The Sámi University of Applied Sciences (SUAS) is a leading Sámi-language institution of higher education and research, building competence at a high level and contributing to the promotion of Sámi autonomy, sustainable Sámi businesses and communities.

## SUAS will:

- Be a flexible, relevant and attractive institution that offers a unifying and equal environment for students and staff
- Strengthen the recruitment of students and staff
- Continue to strengthen and develop its organizational structure for efficient attainment of objectives
- Execute activities in the most effective manner within our economic constraints and academic framework
- Work to improve the institutions framework conditions
- Explore and establish a geographical structure that strengthens our position in the different Sámi language areas and meets the central needs of Sámi communities
- Strengthen and promote Sámi languages and traditional knowledge through interdisciplinarity and cross-border educations, research and activities
- Strive to achieve the un sustainable development goals, the un declaration on the rights of indigenous peoples and the goals of the un international decade of indigenous languages (IDIL)
- Develop collaborations with other institutions and maintain an open dialogue with Sámi and other indigenous communities



- Work with other institutions of higher education to change accreditation requirements for universities
- Earn status as a specialized university institution

## 4 PROGRAMMES

The educational programmes offered by SUAS shall help meet the academic needs of Sámi communities and strengthen sustainable Sámi communities and environments. Sámi traditional knowledge, culture and Sámi languages are cornerstones in all of our programmes.

### **SUAS will:**

- Strengthen and develop our academic communities, so that we can develop both existing and new programmes of education
- Implement new models of education that strengthen student participation and education quality
- Contribute to students successfully completing their studies in the nominal time frame
- Strengthen student recruitment for all of our education programmes
- Establish student housing and strengthen student communities in collaboration with the student welfare organization of inner Finnmark
- Continue to strengthen the Sámi content in our education programmes and boost visibility of the different Sámi languages
- Offer educations in more Sámi languages
- Strengthen linguistic awareness and multi-Sámi proficiency in Sámi communities
- Map competence needs in Sámi and other indigenous communities and use these as a starting point in the consideration of which new education programmes to develop
- Strengthen internationally relevant education programmes in dialogue with other indigenous institutions
- Maintain contact with former students and establish an alumni network

### 4.1 Sámi teacher education

Sámi teacher education programmes play a central role in making sure Sámi children and youths have sufficient access to Sámi-speaking teachers and high-quality education.

### **SUAS will:**

- Be a pioneering institution in Sámi pedagogy and didactics
- Build competence in duodji, joik, music and traditional knowledge as part of teacher education
- Strengthen digital competence in the Sámi education sector
- Offer education in teaching material pedagogy
- Strengthen further and continuing education programmes and other competence-building measures for kindergarten teachers and teachers at the compulsory school level
- Strengthen and develop collaboration with other teacher education institutions
- Establish a masters programme for Sámi kindergarten teacher education and a doctoral programme in Sámi teacher education

### 4.2 Education in Sámi language and literature





Our education programmes in Sámi language and literature aim to help strengthen Sámi languages and Sámi identity and are central in ensuring the transfer of Sámi language proficiency, culture and values to future generations.

**SUAS will:**

- Strengthen awareness of Sámi languages in Sámi communities and multi-Sámi language proficiency
- Strengthen lifelong learning, where Sámi literature and oral history play a central role
- Expand our beginner programmes in Sámi languages and strengthen collaboration with Sámi language centres
- Prioritize work on giving foreign-language speakers the opportunity to learn Sámi
- Establish an education programme for Sámi interpreters

#### 4.3 Education in duodji, art, music and joik

Education in duodji and aesthetic subjects will play a central role in the preservation and strengthening of Sámi traditional knowledge and intangible cultural heritage.

**SUAS will:**

- Update duodji education programmes to also include design, other creative areas and art
- Explore the possibility of establishing a doctoral programme in duodji and art
- Highlight sustainability through duodji education, thereby contributing to meeting changes in Sámi communities
- Establish a permanent education offering in Sámi music and joik and strengthen Sámi music education in consultation with relevant institutions

#### 4.4 Education in social science, reindeer husbandry, rights of indigenous peoples and journalism

SUAS will have an academic environment to offer studies in reindeer husbandry, journalism, indigenous peoples' rights, social sciences, árbediehtu<sup>1</sup>, religion and philosophy. We will also collaborate to establish a Sámi nursing education programme.

**SUAS will:**

- Establish a new bachelor programme in the social sciences
- Consider establishing a masters programme in reindeer husbandry
- Renew and develop journalism education
- Strengthen collaboration with UiT on Sámi nursing education
- Strengthen the indigenous rights research community and indigenous collaboration

## 5. NATIONAL CENTRE FOR SÁMI LANGUAGE IN EDUCATION

The National Centre for Sámi Language in Education will contribute to the development of equal

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<sup>1</sup> Sámi traditional knowledge



and adapted oral and written education in Sámi, primarily Northern Sámi, Lule Sámi and Southern Sámi. The centre will strive to promote interest in and build competence in the development of Sámi language instruction in kindergarten and compulsory education. The Sámi teaching material portal Ovttas|Aktan|Aksesne will compile information, highlight Sámi teaching materials and promote wider use of these materials.

**SUAS will:**

- Improve the quality of education for Sámi children and pupils, in consultation with Sámi teachers, schools, kindergartens and kindergarten and school owners and the Sámi teacher educations
- Strengthen and develop the academic and research community, so that services can be developed in step with society's needs
- Prioritize research and development work contributing to generating new knowledge of the use of Sámi languages in oral communication, reading and writing and other topics related to Sámi education
- Work to strengthen cross-border production and dissemination of Sámi teaching materials, and, in collaboration with other Sámi knowledge environments, compile and disseminate Sámi teaching materials in different areas of Sápmi
- Renew and develop the teaching material portal Ovttas|Aktan|Aksesne into becoming a relevant channel of dissemination and a natural choice for anyone who is looking for, collecting, sharing or developing teaching materials
- Develop mapping and assessment tools and methods that can be used by kindergartens and schools in their development work

## 6. RESEARCH, DEVELOPMENT AND DISSEMINATION

Research and development at SUAS will serve as the foundation for our studies and will be useful for the Sámi people as well as Sámi institutions, businesses and communities.

**SUAS will:**

- Emphasize our role as a leading indigenous research institution and strengthen and support our research communities, so that they can promote their research and development work
- Strengthen doctoral education and create a comprehensive development plan for researchers
- Strengthen Sámi languages as academic languages and Sámi-language scientific publication
- Strengthen development work and research in duodji and art
- Actively support student participation in research
- Strengthen research dissemination through various measures and means
- Implement national research ethics guidelines and contribute to the development of international research ethics principles for indigenous peoples
- Require that free, prior and informed consent (FPIC) be obtained in connection with research projects
- Prepare and implement a dedicated research strategy that clarifies SUAS' strategic research priorities and emphasizes our research profile
- Explore the possibility of building a research community capable of carrying out impact analyses of matters that affect Sámi interests





## 7. SOCIAL RESPONSIBILITY AND DIALOGUE

The expertise of the research communities at SUAS will help strengthen the vitality of the Sámi people as well as the economic, cultural and social sustainability development of Sápmi.

SUAS shall be at the forefront of development of the knowledge base Sámi communities need in the face of societal change and restructuring, and shall ensure effective knowledge transfer to future generations.

### **SUAS will:**

- Document in detail, research and communicate the short- and long-term consequences of climate change on indigenous communities, especially Sámi communities
- Be a source of support in connection with truth and reconciliation processes in Sápmi
- Aid in the prevention of prejudices against Sámi and cultural appropriation
- Help strengthen knowledge among professionals of the Sámi people and Sámi perspectives, especially in teacher education and other professional educations, to ensure equal treatment of Sámi people in society
- Establish a separate competence centre and work to secure permanent funding of such a centre, in consultation with Nordic authorities and the Sámi parliaments
- Actively participate in the social discourse, helping SUAS secure its role as the central knowledge environment in Sápmi for the betterment of the Sámi people

## 8. INDIGENOUS COLLABORATION

SUAS has a unique role in indigenous collaborations. SUAS meets the requirements for being an indigenous institution, based on the WINHEC<sup>2</sup> accreditation system. This recognition certifies that the activities of SUAS are based on Sámi languages, Sámi traditional knowledge and the rights of Sámi as an indigenous people. The indigenous collaboration should also support academic and societal decolonization and reconciliation.

### **SUAS will:**

- Work with other indigenous institutions to promote indigenous peoples' own education models and systems
- Strengthen collaboration between indigenous institutions in research, student exchange and sharing of academic knowledge
- Continue to participate in WINHEC, WINU<sup>3</sup> and Uarctic<sup>4</sup> networks, as well as other networks, thereby strengthening our dialogue with other indigenous institutions
- Develop and offer even more relevant education programmes specifically tailored to indigenous peoples
- support and develop indigenous models of organizational development and leadership

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<sup>2</sup> World Indigenous Nations Higher Education

<sup>3</sup> World Indigenous Nations University

<sup>4</sup> University of the Arctic