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## ABSTRACT TO WIREC 2018

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**Is the new national school curriculum in Norway a step forward or backward for Sámi schools and students?**

Norway got a new overarching National curriculum in 2017. This curriculum includes the Sámi learning poster of the previous 2006 curriculum. The 2006 mathematics curriculum for Sámi students in Norway is a mere translation of the national curriculum text. During 2018, a new mathematics curriculum will appear. This presentation is a comparative case study of a) the new overarching 2017 curriculum together with the planned new mathematics curriculum and b) the 1997 Sámi curriculum together with the national mathematics curriculum of 1997.

The overall aim of the study is to focus on how the new curricula make room for implementing principles of international law like Articles 26, 27 and 28 in the ILO convention C169- Indigenous and Tribal Peoples convention as well as the principles of the 2007 UN Declaration on Indigenous Rights (UNDRIP) articles 13, 14, 15 and 16, the latter reaffirmed by UN General Assembly 2014 .

The document analysis of curricula for Sámi schools is based on a previous study done by the presenters, which identifies cultural properties of numbers in Sámi traditional knowledge. This previous study concluded that there is a need for a Sámi mathematics curriculum that encompasses cultural properties of numbers. We use indicators based on an Indigenous Culture-Based Education Continuum model (CBE), used in other Indigenous contexts. The CBE will be presented, explored and discussed as a possible prerequisite for evaluating a Sámi curriculum model. We then analyze and discuss whether and how cultural properties of numbers may be included better in the 2018 curricula than back in 1997. And, whether the curriculum actively, and systematically opens for alternative ways for a teaching-learning process in mathematics that aims at transforming the teaching culture in Sámi schools towards an Indigenous culturally based, culturally responsive and culturally sensitive model, and as such a step forward to fulfillment of ILO 169 and UNDRIP.

KEYWORDS: [Culture-sensitive research](#), Sami school, curriculum, mathematics