

Title: Citizenship and education in Sápmi

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Citizenship is related to democratic values where members of a community can exchange ideas and also act together to shape their future. Citizenship can be ideals, norms and actions, and is based on ideas of community, belonging and identity on both a formal and an informal level. As such, citizenship are core values and perspectives in education. In light of this a particularly interesting case in Sápmi is the outcomes of a rupturing political decision in Kåfjord in northern Norway and coastal Sápmi to become part of the Sámi administrative area. We argue that the municipality conducted three particular *acts of citizenship* through becoming part of the Sami administrative area, putting up bilingual road signs, and starting to follow the Sami curriculum. These acts led to a fierce debate and an increased level of conflict in the local community, a situation that lasted approximately a decade. Today the citizens of Kåfjord seem to accept the differences, and this process of reconciliation is manifested in the trilingual name of the municipality; Gáivuona suohkan (North Sámi) – Kåfjord kommune (Norwegian) – Kaivuonon komuuni (Kven) (hereafter Kåfjord). Using citizenship as frame and a primary focus on education and the school system, we tell the story of a Sámi/Norwegian/Kven community in a time of revitalization. An important theoretical concept and approach in our analysis is Torres Strait Island scholar Martin Nakata's concept of cultural interface, which describes the diversity of positions within an indigenous community and between different communities. This space is multi-layered and multi-dimensional, and shape how you speak of yourself and of others. Notions of continuity and discontinuity may provide good ways for understanding issues regarding citizenship and education in indigenous and diverse communities (Nakata 2007).