Discursive gaps as spaces for Sami educational self-governance: A Bernsteinian analysis of classification and framing

# Details

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* Learning
* Social mediation
* Access, inequalities and vulnerabilities
* Other

## Sample

12 documents related to K-9 Sámi language education:
• The annual regulative letters from the government executed by the Ministry of Education between years 2016-2020.
• The annual reports from the Sámi Education Board between years 2015-2019 (2020 has not yet been written).
• A report on remote Sámi language education from the Sámi Education Board on remote Sámi language education requested by the government in 2017.
• A report from the Swedish National Financial Management Authority published in 2017 (ESV 2018:53).

## Implications For Educators About

Other

## Implications For Policy Makers About

## Other PolicyMaker Implication

Influence of digital technologies on minorities' access to culturally and linguistically relevant education

## Implications For Stakeholders About

Other

## Other Stakeholder Implication

Institutions of indigenous (minority) self-governance

# Abstract

The current COVID-19 crisis has made digitally mediated education the centre of attention. Even before, in 2015, changes in the Swedish Educational Act opened up remote education within the compulsory school system, i.e. pupils aged 6–15. Remote, in this paper, signifies synchronous online education where students and teachers are separated in space but not in time. This paper aims at bringing about an understanding of the mechanisms and practices of cultural reproduction and transformation contributing to the construction of remote Sámi language education organised and offered by the Sámi Education Board in Sweden. To investigate if and how digital technologies influence the access to culturally and linguistically relevant education, a theory driven, thematic document analysis has been conducted. Through the Bernsteinian concepts of classification and framing, discursive gaps/spaces are identified and described. Especially where framing is weak, self-governing gaps/spaces are located, though not fully utilised as such due to lack of financial resources. Remote education can play a vital role in counteracting historical assimilative politics responsible for today's situation regarding e.g. lack of licensed Sámi language teachers and teaching aids. These issues can only be resolved by allocating more financial resources from state level.

# Outcome

"Remote education can play a vital role in counteracting historical assimilative politics responsible for today's situation regarding e.g. lack of licensed Sámi language teachers and teaching aids." (Author, abstract)