

A photograph of a forest floor covered in green moss and fallen red leaves, with several thin tree trunks visible in the background. The text is overlaid on the top half of the image.

Cultural variation – Politics and Policy

There are different roads to Rome!

NERA conference Helsinki
9-11 march, 2016

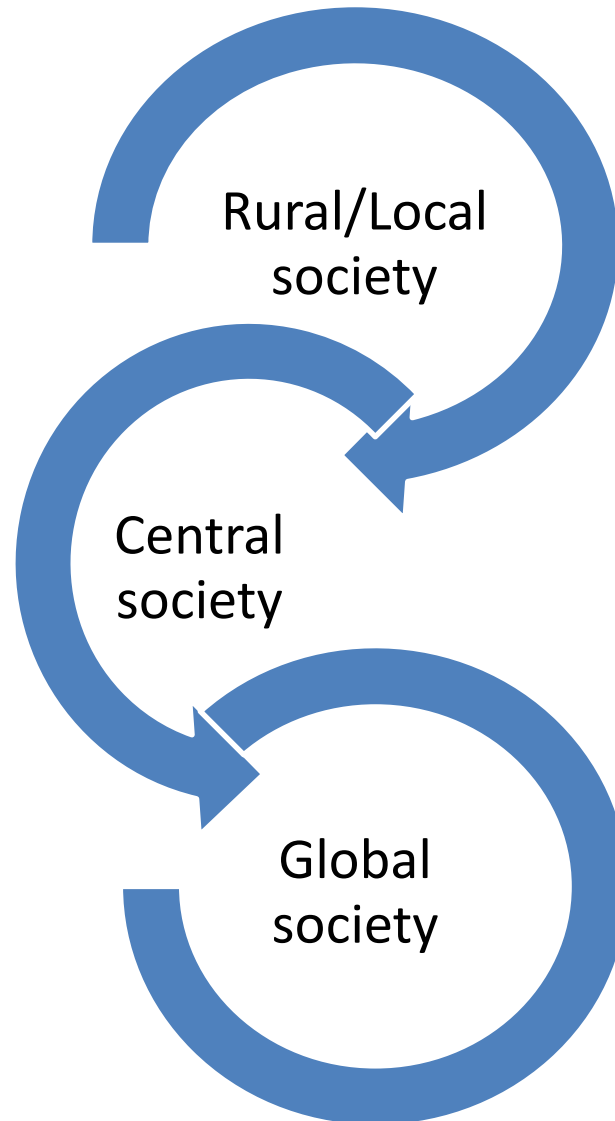
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Changing society – new demands

A: In Europe the Agral Society lost ground as THE common WAY of living with the rise of Industrialization

B: Centralisation of both people, resources, and production increased with Industrialization
Dicotomi: Central – Peripheral

C: Globalisation adds a new challenges to the **Central-Rural/Local dimension**.
Globalization pushes for economic progress, *manifold* through competition as well as efficiancy



Macro

Education and International influence

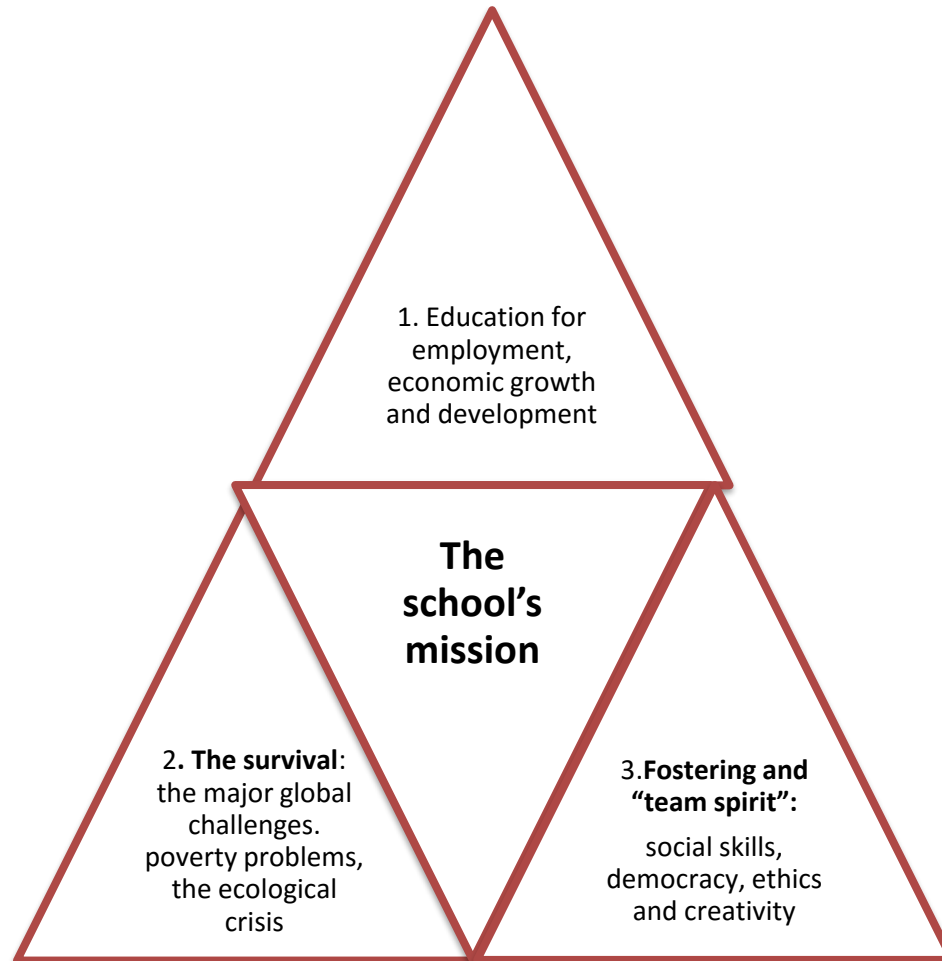
1980-1990's: Nordic State Decentralisation policy:

- OECD influence on national politics; new language of education; skills, best practise, Pisa, efficiency
- **International guidelines «improve efficiency»
«enhance diversity (manifold)»**
- New economic system in the Nordic countries – economic responsibilities pressure municipalities
- Increased centralisation & consolidation of schools

Nordic values in Education under pressure

- Consolidation - pressure on democracy and equality
- Economic rationality - closure policy of schools
- Insufficient knowledge regarding «local» schools' role in the community
- Economic rational solutions ahead of local freedom and action

Cultural variation (diversity) decreases?



Small schools- What does research say?

- During the last 10 year 550 small schools have closed down.
- small school: less than 100 children.
 - In reality a small school in Norway is a school with 6 – 70 children.
 - organizing education in multi-grade classes.
- Multi grade teaching promote self-reliance.
 - Cross over in age gives the pupils' opportunities for social development, “cross age learning” and cooperation (Johnson et al., 1985; Little, 1995).
- Small schools in rural areas are a source of social capital.
 - a meeting point, a place for collaboration,
 - reconstructing local history and culture (Koulouris and Sotiriou, 2006, Berry and West, 2010).
 - the school facilitates cooperation across generations (Nguyen et al., 2007).
- Higher interaction between pupils and extracurricular activities.
- Higher degree of cooperation among teachers (Cotton, 1996; Leithwood and Jantzi, 2009; Slate and Jones, 2005).

Cultural variation in rural schools?

Which cultural variations are expressed in focus group interview's with teachers in small schools in rural areas?

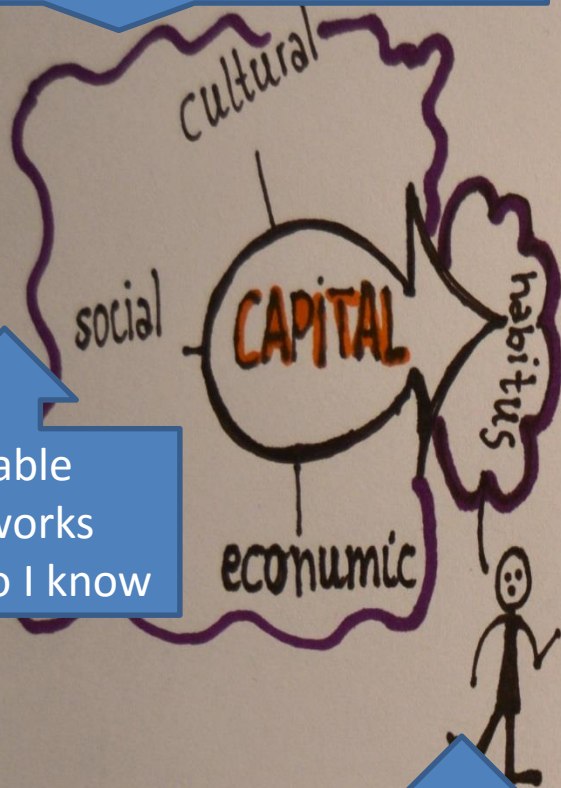
Method

- Five focusgroup interviews
 - Teachers at four different schools in rural Norway
- Hermeneutic interpretation of culture
 - Culture exist in and through praxis, interaction and communicaton.
 - Culture is constituted through actions, dispositions and interpretations (Bourdieu, 1995).
- Analyzed with Bordieus *Habitus, Cultural- and Social Capital*

Embodied
Objectified
Institutionalized

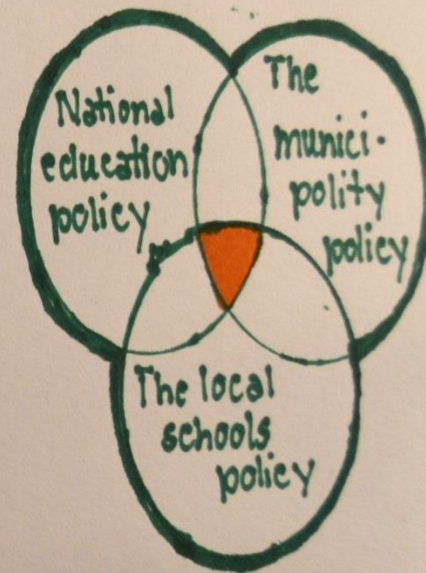
That of social
groups recognized
as valuable and in
practise given
value

Durable
networks
Who do I know



Habitus
Dispositions, trained
capacities, think, feel,
norms guide behaviour
and thinking

SYMBOLIC CAPITAL



Power

fields

Resultat

School activities linked to local community

- **The teacher:** *The School and whats going on here are very important for the community and for our pupils. I can for example tell you about our reindeer hunting. Every autumn we go up in the mountains with our.....*



Lavvo / sami tent





The local habitus and the school

dispositions, trained capacities, thinking, feeling norms that guide behaviour

- Village with inhabitants who *live close to local activities of the community*
- People in this village are by tradition linked to nature, and the activities going on there.
- *School engages in the traditional knowledge*
- Mutual responsibility
 - important reconstruction of knowledge for the next coming generation

Social capital

Durable networks – who do I know, relationships, mutual acquaintencies and recognition

- Mutual relations upheld through practise and symbolic capital – holds the village together
- *Hunting and fishing are recognized as important investments in the tradition of the village.*
- *The village secure both material and symbolic profit.*
 - *knowledge related to curriculum (natural science, mathematics, history, geografi)*
 - *network of «hunters» and «fishers» for the next generation are secured.*
 - *the village will be able to profit from being known having good hunters and fishers in their province.*

Symbolic capital: that of social group recognized as valuable in practise

Cultural capital

Embodied, objectified, institutionalized

The cultural capital:

- Hunting, fishing, knowing the mountains are parts of the village culture (habitus)
- The local village inhabitants have *knowledge* and *equipment* for staying outdoors in the mountains
- The village have inhabitants who own and have license for guns
- Create events across generations (reindeer dinner)

Knowledge and cultural capital - constituted through embodiment;

- practise carried over cross generations through body and mind.
- objectified through hunting, fishing gear and «lavo» as well as through curriculum books.
- The cultural capital is institutionalized through curriculum, local hunting and fishing organisations.

Conclusions; cultural variation and it`s contribution to Education

Results:

Disapperence of local schools in rural areas might decrease manifold and diversity related to culture of certain kind (based on story told).

Earlier research point out :

There is a thight connection between the local school and the local society

Knowledge, curriculum :

- Not a set of predetermined facts or absoloutes as a special substance distinctiv and separate from contex
 - **results show how curriculum is connected to context**

Knowledge, socialization :

- Is created in a process of learning and a product of a complex relation between formal curriculum and the contingent social, cultural dispositions and influences