

ENGLISH SUMMARIES

Birgitte Refslund Sørensen: “The Good Citizen is a Buddhist!” Understandings of Citizenship in Sinhalese Schools, Sri Lanka

Schoolchildren in Sinhalese schools learn to perceive themselves and the surrounding world through a Buddhist lens. This article, which draws on essays written by schoolchildren (grades 6-12) from three different schools, demonstrates how the children apply Buddhist values in developing a social imaginary of the good citizen, and how they apply this understanding in their assessments of transformations in society. I argue that even when their Buddhist views stress values like discipline, moral conduct, social responsibility and compassion that promise to foster a peaceful society, the children’s strong commitment to Buddhism as a basis for being a good citizen could also be a source of conflict. This is so, because Buddhism enjoys a privileged position in the constitution of Sri Lanka, where Buddhist Sinhalese are the majority, and because it has been politicised and serves as the foundation of a strong Sinhalese ethno-nationalism. So even though none of the Sinhalese schoolchildren would speak negatively of other groups, I argue that the strong linkage they make between Buddhism and the good Srilankan citizen is nevertheless expressive of a hegemonic discourse, which defines cultural citizenship and which marginalises others in Sri Lanka today.

Keywords: Buddhism, conflict, discipline, ethnicity, modernization, moral community.

Birgitte Lind: Citizen Ideals in Transition. Young Students’ Dreams for the Future in Western Nepal

This article explores and discusses citizen ideals as they get expressed through the future aspirations of young secondary school students in rural Nepal. It is based on ethnographic material collected in two secondary schools and among 9 and 10 class students in a hill district of far western Nepal in 2007 and 2008/9. The study is transpires in a period of political transition where new citizens have to be formed to face the new challenges. The young people have grown up during violent conflict and attended a school strongly shaped by the legacy of the past monarchy. Despite the abrupt changes caused by the end of a decade of violent conflict and of 238 years of Monarchy, there are continuities and historical legacies in the functioning and ideals of the schools. I argue that citizen ideals expressed

through students' future aspirations are created in a dialectical relationship between strong historical legacies, new equality ideals, the conflict and the existing transition. Using the notion of aspirations as an analytical lens reveals the interplay between "pastness, presentness and futureness". Past experiences of conflict and schooling; present experiences as young in the school; and the future hope are all vital factors for understanding the ideals expressed in the students' aspirations. Analysing the formation of citizen ideals through aspirations also indicates how young people interpret, reform and appropriate the ideals produced by the school. Coming from a highly structured social setting the young people's future aspirations nonetheless reveal new ideals. These indicate a potential for future social change.

Keywords: Citizenship, citizen ideals, aspirations, youth, schooling, political transition, Nepal.

Marie Larsen Ryberg: Post Socialist Answers: Schoolteachers and the "Modernising" of Elementary School in Brčko, Bosnia-Herzegovina

Since the disintegration of Yugoslavia, international organisations and scholars have stressed the problems of primary education in Bosnia-Herzegovina, pointing to the "legacy" from socialist times and a need to "modernise" the school system. The aim of this article is to analyse the ways in which schoolteachers in Brčko, Bosnia-Herzegovina relate to the two most prominent NGOs present in Brčko and their efforts to "modernise" the teaching methodologies and implement "democracy" and "civic education". The article argues that an understanding of the teachers' practices should include a broader analytical framework than conceptualising them as a "legacy" or "backward." For a more nuanced understanding, the article takes three analytical approaches. First, it argues that the teachers' practices and ideas in relation to knowledge should be viewed as connected to a socialist narrative of modern development. Second, it points to gift-giving as a way of understanding how the teachers draw on teaching methods such as lectures and learning by heart. Third, the article points to a model of the socialist system, and suggests that an appreciation of the teachers' exclusive role as bureaucrats in a socialist system of allocation is central to an understanding of their practices today. The article thus unfolds the different ideas, motives and structures that shape the teachers' practices as a post-socialist respond rather than as a "legacy."

Keywords: Post-socialism, Bosnia-Herzegovina, education, modernization, knowledge, gift-giving.

Susanne Bregnbæk: The Chinese Dream of Harvard

This article examines “the Chinese dream of Harvard” from the perspective of Chinese parents, the state and students at two elite universities in Beijing. It argues that Harvard University is seen as the ultimate symbol of the kinds of qualities that the current educational reform, known as the education for quality movement wishes to instil in Chinese youth. The introduction of the One Child Policy in 1978 went hand in hand with reopening of higher education and a fetishization of education as the road to familial and societal prosperity. Chinese intellectuals have tended to oscillate between a rejection of Chinese cultural ideas and ideas imported from the West. This has gone hand in hand with an internalization of an Orientalist notion that there is something lacking within the Chinese individual. The May Fourth Movement of 1911 sought to incorporate, among other things, the work of John Dewey and sought to change Chinese society and the Chinese individual. The education for quality movement can be seen as a replaying of some of these themes, this time couched within *suzhi* terminology – that is an amorphous discourse focused on improving the “quality” of the population. The article presents two case stories of students who suffer from an inability to live up to the great expectations of parents and society. The discourse on population quality wishes to reduce the pressure of a competitive educational system focused on testing, which is seen to inhibit the development of people’s full potentials, but because of the mismatch between population size and genuine opportunity, the discourse is experienced as a contradiction in terms.

Keywords: China, youth, education reform, One Child Policy, population quality, family.

Lotte Meinert & Mette Kølner: The Trap of Hope? Enchantment and Universal Education in Uganda and Tanzania

This article challenges the apparent global consensus, hope and belief in schooling as a primary tool for making the world a better place. Schooling is enchanting as an idea, because it entails a promise of improvement in the future – at political as well as individual levels. Based on missionary accounts and empirical cases of schooling in Uganda and Tanzania, we attempt to identify the enchantment and seduction that lures people into what appears to be moral traps. Despite endless examples of people who go through schooling without being able to materialise the hope that schooling will lead to a way out of poverty, why do parents keep sending children to school and why do children keep insisting on the importance of education? To answer this question we are inspired by Alfred Gell’s thoughts

about enchantment (1992) and traps (1996). We point to the problems and social dynamics that are set in motion when the future cannot fulfill the promise of being the “modern and salaried citizens” which children start believing in as the only proper form of personhood during their school years. An important argument in the article is that the enchantment and entrapment of schooling is dynamic. It is not static and totally blinding, but a continuous and contested social process fluctuating between trust and distrust, enchantment and disenchantment. The hope and belief in education varies over time, during changing political discourses, historical periods and in individuals’ and families’ lives depending on experience, possibilities and structural limitations. We attempt to grasp the ambivalence and apparent contradictions that are inherent in schooling locally, by drawing a nuanced picture of the magical as well as the hopeless sides of schooling in East Africa.

Keywords: Schooling, enchantment, hope, trap, Uganda, Tanzania.

Karen Waltorp: Education & Opposition. Marginalization and Lack of Citizenship in the Coloured Township of Manenberg

Young and old alike speak of education as an ideal in the coloured township Manenberg in South Africa. In practice, though, 70 percent of the young men and women do not graduate from high school, and only a small number of those who do graduate study further. Education is a widely recognized form of “symbolic capital”, but among subcultures that are in opposition to the established community, education does not necessarily result as symbolic capital. The absence of a feeling of citizenship among young men and women acts to constrain them in their educational endeavours through subtle interplay of social, political and economic barriers in the specific South African complex of race, ethnicity and class. Through a juxtaposition of the concepts “street culture”, “counter-school culture” and “intimate culture” this article analyzes the dynamic of the specific opposition to education that exists in Manenberg, where alternative value systems are negotiated through social praxis. The alternative value systems of the local “intimate culture” and “street culture”, are not constructed in a vacuum, but reflect a specific historical oppression, categorization and a marginalized political and economic situation in the new South Africa. The lack of sense of citizenship across all generations and a “counter-school culture” among youth, originating in the “street culture” and “intimate culture”, create a dynamic that leaves limited space for maneuvering for young men and women. The article discusses this on the basis of two polar opposites: the young ex-gang member Desmond and the potential role model Mariam.

Keywords: Education, opposition, marginalization, “counter-school culture”, “intimate culture”, South Africa.

Laura Gilliam: The Good Will and the Wild Children. The Paradox of Civilizing in the Danish School

Based on fieldwork in three Danish schools, this article focuses on the school’s project of transforming children into civilized citizens and the consequences this have for teachers’ work with children, and for children’s practices, social categories and construction of identity. It is argued that the civilizing project directed towards the groups regarded as the uncivilized of society: children, lower social classes and ethnic minorities, often results in these groups’ identification with uncivilized behavior. This paradox of civilizing is seen in the three classes, where an extensive focus on learning to be “social” and on adjusting all non-social behavior, make the teachers mark quite a few children as socially problematic, just like making trouble and other rejections of “civilised behaviour” become a relevant factor for the children’s social relationships in school, for their understanding of their own and other social categories and a relevant tool for their agency in school and relation to society. Due to the paradox of civilizing and the institutional logics of school, the children who reject the civilized ideal like this and come to identify against society, are often the gendered and ethnic categories, which the school is most eager to integrate and civilize.

Keywords: Civilizing, the Danish school, opposition, ethnic minorities, institutional logics, identity.