

PROGRESS REPORT

Project number: 254721

Project title: Valuing the past, sustaining the future: Education, knowledge and identity across three generations in coastal communities

Project manager: Kjørholt, Anne Trine

Activity / Programme: FINNUT

Project owner: Norsk senter for barneforskning

Project period: 01.04.2016 - 01.04.2020

Report period: 01.10.2016 - 30.09.2017

- Popular science presentation:** I understand that the text of the popular science presentation will be made publicly available* Completed
- Performance indicators:** All results data that have emerged from the project are to be reported. Has this been done? No
- Publication information:** Has information on publications been provided? No
- Fellowship grants:** Information regarding all fellowship grants must be complete and correct. Have you updated the man-months and other information for each fellowship-holder? Yes
- International:** The extent of international cooperation is to be indicated. Has any international cooperation taken place during the report period? Yes
- Special reports:** If any requests for special reports have been put forth by the case officer at the Research Council, these must be fulfilled. Have special reports been submitted? No

Popular science presentation

Popular science presentation (Norwegian)

Utdanning ses som en nøkkel for å sikre bærekraftig samfunnsutvikling, globalt og lokalt. Investering i utdanning for alle er et viktig politisk virkemiddel for å bidra til å lykkes i arbeidslivet, og å oppnå et godt liv. Frafall i videregående skole representerer derfor et stort problem. Det indikerer at den sosiale verdien av utdanningen, og opplevd relevans for fremtidig arbeidsliv, er i fare.

Barn og unges oppvekst og utdanning er idag preget av et samfunn i stadig endring. Økende individualisering, selv-realiserings og sosiale medier representerer nye muligheter, men også et økende press for mange. Utdanning vektlegges i dag særlig som formell utdanning og skole, ofte på bekostning av lokal, praktisk og uformell kunnskap, som ble overført fra eldre til yngre generasjoner gjennom arbeid og andre aktiviteter i hverdagslivet. Til forskjell fra tidligere generasjoner er barn og unge i dag i økende grad frisatt fra kunnskap og mening ervervet gjennom arbeid og forpliktende generasjonsfelleskap.

Norge er et 'havland', men vår identitet som kystnasjon er underkommunisert. Dette omfatter også bevisstheten om og verdien av lokal kunnskap knyttet til liv og næring langs kysten. Dagens kystsamfunn er preget av endringer på mange plan. Dette prosjektet studerer utdanning, kunnskap og identitet slik det erfarer av ungdom, foreldre og besteforeldre i ulike kystsamfunn. Kystsamer og ulike etniske grupper inngår i prosjektet. Et overordnet mål er å utvikle en kunnskapsbase om sammenhenger mellom utdanning og kunnskap (formell og uformell) på den ene side, og samfunn og arbeidsliv på den andre. Bærekraft utforskes i lys av fortid, nåtid og framtid, og et fokus på kontinuitet versus brudd i kunnskapsoverføring. Prosjektet drives av en internasjonal forskergruppe. Den metodiske tilnærmingen er biografisk og komparativ, med fokus på fortellinger om utdanning, kunnskap og arbeid i tre generasjoner i kystsamfunn i Norge, Australia, Færøyene, Kypros og Irland.

Popular science presentation (English)

Education is seen as a key to ensure sustainable economies worldwide, as a ticket for individuals to succeed in the labor market, and a tool to promote life quality. High drop-out rates indicate that the relevance of education and schooling for future working life and the social meaning of education - as perceived by some groups of children and youth - are at risk. During the last decades schools have gradually become more theoretical and adapted to the national job market at the expense of local knowledge transferred within the communities. One consequence of disconnecting local knowledge from formal education is that students may fail to see the relevance of what they are learning. The point of departure for this project is that education is contextual and dynamic, conceptualized in a broad sense, including informal learning, life skills and local knowledge derived through everyday social practices. Furthermore, learning processes are intimately connected to social relations, identity formation and perceptions of social value and belonging.

This project addresses education, knowledge and identity formation among girls and boys across three generations (as perceived by youth, parents and grandparents) of diverse ethnic backgrounds in coastal communities in five countries (Norway, Australia, Cyprus, The Faroe Islands and Ireland). It involves basic research with the expected impact of providing a deeper knowledge base about the shifting and dynamic interplay between education (non-formal/formal), society and working life, bridging past-present-future. The methodology is a comparative qualitative design across three generations, supplemented with applied research, providing a basis of new empirical knowledge to contribute to evidence informed policy and action. The ambiguous aims and scopes call for an interdisciplinary approach, mobilising a wide range of national and international experts.

Popular science presentation - Updated (Norwegian)

Utdanning ses som en nøkkel for å sikre bærekraftig samfunnsutvikling, globalt og lokalt. Investering i utdanning for alle er et viktig politisk virkemiddel for å bidra til å lykkes i arbeidslivet, og å oppnå et godt liv. Frafall i videregående skole representerer derfor et stort problem. Det indikerer at den sosiale verdien av utdanningen, og opplevd relevans for fremtidig arbeidsliv, er i fare.

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Vi har i 2017 gjennomført første runde med biografiske intervju med tre generasjoner i all fem landene, - 1 - 2 case studies i hvert land. Vi er i gang med analyse av datainnsamling, og tentative analyse ble presentert og diskutert på den internasjonale work-shopen 22- 24 september i Nicosia. Irland har tilsatt en PhD stip, Australia vil gjøre det samme. Forøvrig ingen endringer i perspektiv og tilnærming, resultater er for tidlig å forutsi.

NFR prosjektet er et nøkkelprosjekt i utviklingen av et større tverrfakultært program; Havlandet Norge, Kultur, generasjon, bærekraft, ledet av Anne Trine Kjørholt. Dette er et forskningsprogram i NTNUs tematiske satsingsområder: Havrom. Programmet har vokst i 2017 som del av en målrettet satsing fra prosjektleders side, og det består i dag av fire fakulteter; Fakultet for Samfunnsvitenskap og utdanning, Vitenskapsmuseet, Humanistisk fakultet og Fakultet for Medisin og helsevitenskap. De to siste fakultetene har hver allokert to PhD/post dok stillinger til prosjektet. Utviklingen av Havlandet Norge, og status som prioritert program innenfor NTNUs Havrom, innebærer en vesentlig styrking av NFR prosjektet. Den tverrfaglige styrken, sammensetningen og størrelsen på forskningsgruppen innebærer mulighet for generering av forskningsbasert en kunnskapsbase med større bredde og dybde, både med hensyn til teoretiske perspektiver og empirisk grunnlag.

Popular science presentation - Updated (English)

Education is seen as a key to ensure sustainable economies worldwide, as a ticket for individuals to succeed in the labor market, and a tool to promote life quality. High drop-out rates indicate that the relevance of education and schooling for future working life and the social meaning of education - as perceived by some groups of children and youth - are at risk. During the last decades schools have gradually become more theoretical and adapted to the national job market at the expense of local knowledge transferred within the communities. One consequence of disconnecting local knowledge from formal education is that students may fail to see the relevance of what they are learning. The point of departure for this project is that education is contextual and dynamic, conceptualized in a broad sense, including informal learning, life skills and local knowledge derived through everyday social practices. Furthermore, learning processes are intimately connected to social relations, identity formation and perceptions of social value and belonging.

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new empirical knowledge to contribute to evidence informed policy and action. The ambiguous aims and scopes call for an interdisciplinary approach, mobilising a wide range of national and international experts.

In 2017 the research team has conducted 1 round of fieldwork, biographical interviews with three generations in all five countries, one - two fieldsites. We have started the analysis, and all countries presented preliminary findings in the international work-shop held in Nicosia 22-24 September. Ireland has strengthened their national team with a PhD student, Australia plan to do the same. No further changes in theoretical perspectives, research questions and focus, and it is too early to present findings.

Valuing the past, sustaining the future, funded by RCN, is a key project in the development of a larger interfaculty research umbrella connected to one of NTNUs thematic priorities; Ocean Space. In 2017 the pilot-programme; Norway as a Sea Nation; Coastal communities, generation, Sustainability, led by Anne Trine Kjørholt, has expanded as a result of an aim-oriented investment by the project leader. Today it covers four faculties; Faculty for Social Science and Education, Museum of Science, Faculty for Humanities and Faculty for Medicine and Health science. The two last faculties have allocated two PhD/ post doc each. This connection of Valuing the past, sustaining the future, to the development of the interfaculty large program in NTNUs thematic research, represents an exiting opportunity for development of new and innovative thinking and knowledge base across faculties and disciplines, both with regard to theoretical perspectives, and empirical data.

1. I understand that the text of the popular science presentation will be made publicly available* Completed

Message to the Research Council of Norway

It is exiting to use the research project funded by RCN as a key to develop a larger Interdisciplinary research program, across faculties, related to one of NTNUs 4 thematic priorities. It represents opportunities for synergetic effects, development of a larger, diverse and more solid knowledge base, as well as new perspectives and mutual understanding through collaboration. However, based on my experiences, there is potential for various forms of improvement both within the university, to stimulate and facilitate collaboration across faculties, and with regard collaboration between RCN and the universities/project leaders. In would therefore appreciate to get the opportunity to a dialogue about this.

Performance indicators

Results	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	Cumulative number
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Dissemination measures for the general public

New publication in the media (newspapers, radio, TV, etc..)

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Dissemination measures for users

Reports, memoranda, articles, presentations held at meetings/conferences for project target groups (public sector, trade and industry, organisations)

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1. All results data that have emerged from the project are to be reported. Has this been done? No

Publication information

Please provide information about scientific publications, other publications and lectures/presentations, either by retrieving this information from CRISStin or by selecting "Type" to register this information manually.

Type		
Lecture presentation		
Author(s)	Title of the work	Book/compendium/journal
Anne Trine Kjørholt	VALuing the past, sustaining the future	
Place		
Forskningsseminar - samarbeid med Havbrukets læring og næring, Trondheim		

Type		
Lecture presentation		
Author(s)	Title of the work	Book/compendium/journal
Anne Trine Kjørholt	Valuing the past, sustaining the future	
Place		
Department of Education and Life Long Learning, NTNU		

Type		
Lecture presentation		
Author(s)	Title of the work	Book/compendium/journal
Anne Trine Kjørholt	Havlandet Norge - pres dialogmøte rektor NTNU	
Place		
NTNU		

Type		
Lecture presentation		
Author(s)	Title of the work	Book/compendium/journal
Anne Trine Kjørholt	Creating spaces to belong? Preliminary analysis of first round fieldwork, Norway	
Place		
Nicocia, Cyprus		

Type		
Lecture presentation		
Author(s)	Title of the work	Book/compendium/journal
Anne Trine Kjørholt	Norway as a sea Nation. Coastal communities, generation, sustainability	
Place		
Brochure at as part of NTNU' interfaculty thematic priorities		

Type		
Lecture presentation		
Author(s)	Title of the work	Book/compendium/journal
Anne Trine Kjørholt	'valuing the past, sustaining the future, presentation on 1 international work-shop	
Place		
Sula Norway		

Type		
Lecture presentation		
Author(s)	Title of the work	Book/compendium/journal

Aoife Crummy and Dympna Devine	Preliminary analysis of 1 round fieldwork in Ireland	
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Place
Nicocia, Cyprus

Type
Lecture presentation

Author(s)	Title of the work	Book/compendium/journal
Dympna Devine	The Irish socio-political coastal context	

Place
Sula, Norway

Type
Lecture presentation

Author(s)	Title of the work	Book/compendium/journal
Firouz Gaini	The coastal context of Faroe Island	

Place
Sula, Norway

Type
Lecture presentation

Author(s)	Title of the work	Book/compendium/journal
Inger Toppen Pedersen	Practical knowledge in three generation fisher families at Vega, Norway. Presentation of master thesis	

Place
Nicocia, Cyprus

Type
Lecture presentation

Author(s)	Title of the work	Book/compendium/journal
Inger Toppen Pedersen	Preparation of a case study on Sea sami community in Norway	

Place
Nicosia, Cyprus

Type
Lecture presentation

Author(s)	Title of the work	Book/compendium/journal
Marit Ursin	The coastal context in Norway	

Place
Sula, Norway

Type
Lecture presentation

Author(s)	Title of the work	Book/compendium/journal
Nina Volckmar	Formal education and curricula 1945-present; Scopes and challenges	

Place
Nicosia, Cyprus

Type
Lecture presentation

Author(s)	Title of the work	Book/compendium/journal
Sharon Bessel	Preliminary analysis of 1 round fieldwork in Tasmania, Australia	

Place
Nicosia, Cyprus

Type
Lecture presentation

Author(s)	Title of the work	Book/compendium/journal
Sharon Bessel	Presentation of costal context of Tasmania, Australia	

Place
Sula, Norway

Type
Lecture presentation

Author(s)	Title of the work	Book/compendium/journal
Spyros Spyrou	The coastal context in Cyprus	

Place
Sula, Norway

Type
Lecture presentation

Author(s)	Title of the work	Book/compendium/journal
Spyros Spyrou and Eleni Theodorou	Presentation of preliminary analysis from 1 round fieldwork, Cyprus	

Place
Nicosia, Cyprus

Type
Lecture presentation

Author(s)	Title of the work	Book/compendium/journal
anne Trine Kjørholt	havlandet Norge -	

Place
Pilotledermøte i NTNUs Ocean Space

Type
Lecture presentation

Author(s)	Title of the work	Book/compendium/journal
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anne Trine Kjørholt	Valuing the past, sustaining the future	
Place		
Bystyremøte, Frøya kommune		

1. Has information on publications been provided?

No

Fellowship grants

Fellowship grants funded under the project

Type of fellowship	Name	Grant period start - end	Status	Academic degree	Sex
Doctoral research fellowship	Inger Pedersen	20170116 - 20200115	Updated		Female

National identity number	Country of implementation	Country of work	2016	2017	2018	2019	2020
150358*****	Norway	Norway	0	12	12	12	1

1. Information regarding all fellowship grants must be complete and correct. Have you updated the man-months and other information for each fellowship-holder?

Yes

International cooperation

International cooperation funded under the project (in NOK 1000)

Amount in NOK 1000

Country	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Australia	165									
Cyprus	165	341								
Faerøe Islands		80								
Ireland	165	341								

1. The extent of international cooperation is to be indicated. Has any international cooperation taken place during the report period?

Yes

Special reports

Alternative 1:

Alternative 2:

Original file :

File reference:

1. If any requests for special reports have been put forth by the case officer at the Research Council, these must be fulfilled. Have special reports been submitted?

Not applicable