

Name: Bente Elisabeth Aster

Institution: University of Southeastern Norway/Arts for Young Audiences

E-mail: bente.aster@usn.no

Managing in a manifold world in The Cultural Schoolbag

Short description / Abstract:

This presentation from my ongoing phd work will predominantly discuss the position and practices of reconciliation possibilities in the education field. More specifically it will present elements from Sámi arts and culture within The Cultural Schoolbag (TCS). The TCS is a nationwide cultural political programme offering arts and culture at school to all pupils aged 6 to 19. Since 2018 there has been an increased national focus on Sámi arts in the programme. Official documents have clear cultural and educational ambitions and requirements for the inclusion of Sámi perspectives.

Also, the Truth and Reconciliation Committee's report calls upon the education system as key to future changes. In the TCS this entails a "stretch": it represents opportunities for Indigenous Sámi artists to show their projects to pupils, developing their communication skills, and their artistic career. On the other hand, it might mean that they experience challenging encounters with pupils and teachers. Sámi artists tour the TCS throughout the country, meeting pupils and teachers who might have knowledge of Sámi cultures, or not, or very little. Thus, the reception of Sámi art is varied.

In my research I ask whether the national ambitions sometimes demand (too) much from the artists with minority experiences. National ambitions seem to come with a price. Can Sámi art and culture be something that both artists and audience understand as a point of departure for their encounter, and for reconciliation? Or for friction? Or reconciliation through friction?