

**Cultural diversities in education in the North –
parents, elders and the local community in action**

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The purpose is to highlight some perspectives in parental involvement in Sámi Schools in Sweden especially connected to cultural diversities, elders and the local community. Appearance of curriculum texts about minorities, parental involvement and sensitivity in cultural understanding are almost invisible. The discontinuity between home, school and community culture is obvious. Cultural diversities as well as dilemmas especially with language are often seen as obstacles. In a Sámi school, Sámi language is expected to be used, but not all the Sámi teachers or parents have access to full language. The first research question is how parents and the local society can be involved in development of a culturally based curriculum for Sámi schools? The second research question is how teachers and parents can support cultural understanding, and cultural diversities in the school context. Teacher education is focused in terms of democracy and mainstreamed education. The third research question is how cooperation between school, parents, elders, extended family and the indigenous community can promote parental involvement. An ethnographic study with an interactive approach has been the methodological point of departure. Interviews, school visits and document analysis are used. The project will be reported during 2007.