

Institutionen för kost- och idrottsvetenskap

**Framåt marsch!**  
Ridlärarrollen från dåtid till samtid  
med perspektiv på framtid

av

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AKADEMISK AVHANDLING

som med tillstånd av utbildningsvetenskapliga fakulteten vid  
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## Abstract

Title: Forward march! The Role of the Riding Instructor – past, present, future  
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Swedish riding schools are characterized by a traditional stable culture that originated in army practices. The riding instructors reinforce these military traditions. Nevertheless, riding instructors and riding schools cannot be isolated and unaffected by society. This thesis identifies and highlights perceptions of the riding instructor's role and the historical and contemporary conditions that govern and affect this role. Constructions of perceptions and experiences have been central. The selection of the theoretical framework and methodology were to emerge during the process, and by using different research methods the ambition was to strengthen reliability and increase quality.

The first study examines how the Swedish National Equestrian Centre at Strömsholm (SNECS) trains riding instructors with a focus on content and the educational environment to understand the educational culture that exists at Swedish riding schools. The second study explored how ten riding instructors perceive and experience their professional role. The third study explored, through focus group interviews, young riders' perception of the riding school.

This thesis has contributed to a deeper understanding of the role of the riding instructor. The result explains why riding schools are still characterized by military norms. The contemporary perspective highlighted how the riding instructors perceived a change based on economic challenges and how these challenges affected their way of teaching. Young rider's perceptions of riding school showed how they develop social skills by participating in the riding school's community of practice.

In conclusion, these results can help strengthen the riding instructor profession and develop the riding school as a centre of knowledge and resources. To encourage further development, the profession should consider current stable culture, how learning takes place in the riding school, and the needs for further education.