

Institutionen för pedagogik, kommunikation och lärande

Fritidshem eller servicehem?

En etnografisk studie av fritidshem i tre
socioekonomiskt skilda områden

av

Catarina Andishmand

AKADEMISK AVHANDLING

som med tillstånd av utbildningsvetenskapliga fakulteten vid
Göteborgs universitet för vinnande av doktorsexamen i barn- och
ungdomsvetenskap framläggs till offentlig granskning

Fredagen den 13 oktober 2017, kl. 13.00

Pedagogen, Göteborgs universitet, Hus B, Lokal BE 036

Fakultetsopponent: Docent Helena Korp, Högskolan Väst



GÖTEBORGS UNIVERSITET
ACTA UNIVERSITATIS GOTHOBURGENSIS

Abstract

Title: Leisure-time centre or service centre? – An ethnographic study of leisure-time centres in three socioeconomically diverse areas.
Author: Catarina Andishmand
Language: Swedish with an English summary
ISBN: 978-91-7346-927-2 (tryckt)
ISBN: 978-91-7346-928-9 (pdf)
ISSN: 0436-1121
Keywords: educational equity, Giddens, ethnography, leisure-time centre, rural, segregation, social practice, suburban, theory of structuration, urban

In recent decades there has been decreased resources and larger groups of children in the leisure-time centres. Statistics show major differences between leisure-time centres in terms of staff education, group size, staffing levels and the number of children enrolled at each leisure-time centre.

The overall aim of the thesis is to study social practices in leisure-time centres providing after-school care. Based on Anthony Giddens' theory of structuration, an ethnographic study was conducted of everyday life at leisure-time centres in three socio-economically diverse areas. Fieldwork was conducted at each leisure-time centre over the course of one semester. The study shows how children and adults talk about their neighbourhoods and schools. It also shows the actors' notions about the mission of the leisure-time centres, expressed through the actors' talk and interactions, their day-to-day routines and everyday social encounters.

In conclusion, the study shows that the geographic location, resources, staff skills, group sizes and children's socio-economic backgrounds together play major roles in the social practices and activities organised at the leisure-time centres. The social changes and developments of recent decades are noticeable in all leisure-time centres. Housing segregation along with freedom of school choice all had consequences for the leisure-time centres. For children attending the same leisure-time centres, the groups become increasingly homogeneous in line with the children's ethnic and socio-economic backgrounds. The results also show that leisure-time centres with large groups of children have reduced opportunities to provide a good learning environment. It becomes evident that the social practices in the leisure-time centres reproduce the contextual conditions, and risk reproducing structural differences in children's lives.