

Potentials of Schools for Enabling Cultural Participation in Rural Areas Under the Impact of the Covid 19 Pandemic

Mario Mallwitz, Sonja Nonte



Theoretical Framework

Cultural Participation

- Cultural education and participation is seen as important for equal opportunities and social cohesion (Brütt, 2020)
- The opportunities for cultural participation are unequally distributed in school and non-school educational institutions (Nonte et al., 2014; Veal, 2016)
- It can be assumed that the design of cultural education programs in rural areas is subject to fundamentally different conditions (Beetz, 2020)
- Schools can enable cultural participation regardless of family background for more equal opportunities (Lehmann-Wermser et al., 2010)

Covid-19 Pandemic

- Nearly all schools were disrupted by the pandemic (UN, 2020)
- Especially rural and lower-income populations had difficulties due to the lack of digital connectivity and resources (WIPO, 2022)
- The Covid 19 Pandemic also had a deep impact on cultural life (EC, 2021)
- Cultural activities can have a positive impact on the psychological well-being (Gotthardt et al., 2022)

Research Questions

- What is the pandemic impact of cultural education in rural regions?
 - What is the impact of cultural education in schools?
 - What is the impact on cultural institutions?
 - What is the impact on cooperation?

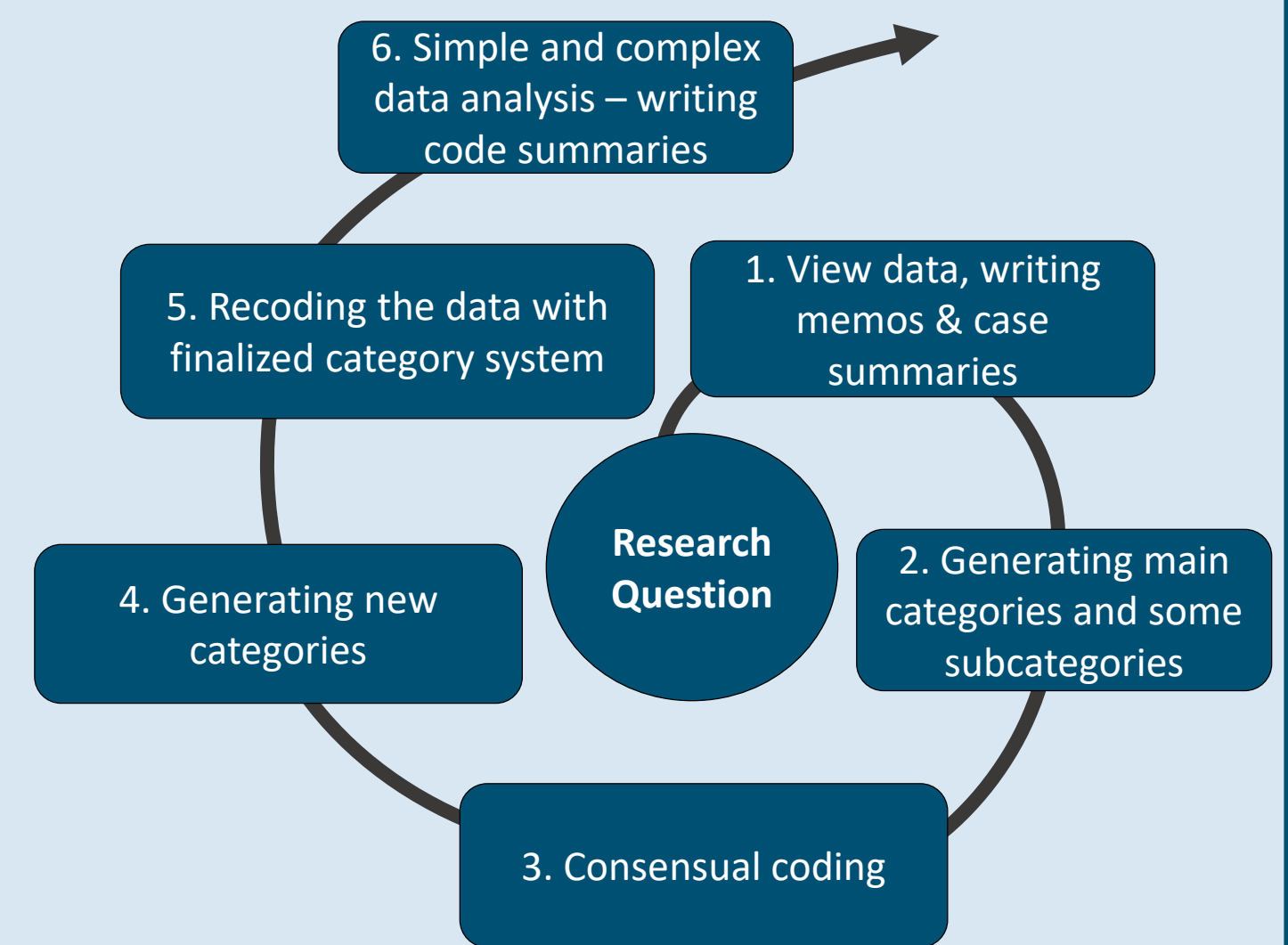
Method

Research Design

- Qualitative design
- Semistructured guided interviews

School staff in rural areas (n=8)	Cultural player in rural areas (n=9)
<ul style="list-style-type: none"> Principals from different types of schools (6) Music teachers (2) 	<ul style="list-style-type: none"> Theatre (3) Choir (3) Music school (3) Cantor (1) Orchestra (1)

data analysis



Process of Analysis (Own graphic, based on Kuckartz & Rädicker, 2022)

Results

Schools		Cultural Institutions		Cooperation	
Pandemic	Rural Area	Pandemic	Rural Area	Pandemic	Rural Area
<ul style="list-style-type: none"> Restricted or no musical education Cancellation of school festivals Loss of quality Alternative tasks like creating films or audiobooks Higher workload for teachers 	<ul style="list-style-type: none"> Infrastructural problems Hard to win artistic staff Pupils are less interested in cultural education Insufficient internet connection Regions are financially weak 	<ul style="list-style-type: none"> Cancellation of music rehearsals and theatre performances Internal conflicts over how to deal with the pandemic Rehearsals were partly converted to digital formats 	<ul style="list-style-type: none"> Infrastructural problems Cultural offers seem to be in the next bigger towns Worries about acquire new members Support of volunteers seem to be important 	<ul style="list-style-type: none"> Cooperative offers could not or just partly be implemented due to the hygiene regulations Some cooperation partners were scared to visit the school due to the infection risk Some pro and contra opinions with reference to digital offers 	<ul style="list-style-type: none"> Infrastructural problems Financing problems Not enough time due to the curriculum Cooperation not possible because members e.g. choir are working during school times
<p>“So we did everything we could, but I'll say that 90-95 percent was simply no longer possible at the time” (Mr. B, Pos. 65).¹</p>		<p>„Without parents as chauffeurs, I can pack up, nothing works” (Ms. G, Pos. 52).</p>		<p>“But there is always the problem of financing the trips” (Ms. E, Pos. 12).</p>	
<p>“(…) everyone thinks we have to teach a lot of school material and let the other stuff fall by the wayside. (…) [We] have to think the other way round again. The children need beautiful experiences again and not just the teaching of school material” (Ms. T Pos. 36).</p>		<p>“We definitely have to take a giant step towards digitalization ((laughs)), we've found that out” (Ms. T, Pos. 42).</p>		<p>“(…) as I said, it is important that there is always activity and that at some point there is perhaps a phase, as there is now in a pandemic, where it is quite quiet, but that people still maintain contact with each other” (Mr. I, Pos. 22).</p>	
<p>“Many children don't have internet, so they only have their mobile phones” (Ms. E, Pos. 68).</p>					

Conclusion

Problems	<ul style="list-style-type: none"> Not enough financial and personal resources A poorly equipped public transport Curricula that provide too little space for cultural education Hygiene restrictions made normal cultural education impossible Slow internet connection in rural areas 	<h3>Potential Solutions</h3>	<ul style="list-style-type: none"> It needs adequate financial and personal resources Rural regions need to improve their public transport and internet infrastructure Due to the fact that cultural players suffer from a lack of new members and schools haven't got enough artistic staff there is synergy potential Even in times of pandemic, schools can offer cultural education, therefore they must generate creative offers that are compliant with hygiene regulations Schools and especially the principals need to be open for cooperation
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References

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¹ Quotes were translated by the researchers.

