

This work emanates from an empirical study of the training system of the Swedish civil defence. The study was performed by the Swedish Defence Research Establishment.

Questions arose as to how actions of teaching could be explained, especially questions as to the meaning of doing as a bearer of content and form.

The main question was: "Why did concrete actions of teaching take place in the training organization of the civil defence?" The work has consisted of two parts.

The first was to carry out a commission for the Swedish civil defence. Eleven different areas of reality were defined. Data were gathered from these areas using different methods such as observations, participant observations, interviews with teachers and collection of documents.

The second part consisted of a theoretical analysis in depth. The result of the empirical study led to the conclusion that the doing or the practice of the teachers and its conditions were important to explain actions of teaching. The result forms a theoretical structure of explanation as to how external structures in training systems are transformed into meaningful internal structures in the teachers. Doing is seen as the most important mediatory factor between external and internal structures.

By taking part in doing actors incorporate that doing with its representations. This forms the basis of the future acting. Pierre Bourdieu's theory of practice is fundamental in the analysis. Doing, "modus operandi", evolves in dialectical relations between objective structures and dispositions (habitus) of actors to perceive, evaluate and act in certain ways. The disposition of new teachers were formed when they took part in the doing of the teaching practices.

A theoretical model valid for the training systems of the total defence such as those of the civil defence is presented. A training organization is described as a number of different practices. These are governed by the habitus of the respective actors. The habitus are shaped by historical objective and material conditions of the culture of the respective practice.