

SYMPP - (18563) - LISTENING TO THE POLICY ACTORS: RECEPTION OF THE COMPARATIVISTIC TURN IN THE EDUCATIONAL AGORA IN SWEDEN

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Short Abstract

Over the last decades we have seen changing discourses among educational policy actors in Sweden, such as administrators, politicians, researchers, and trade union leaders concerning the governing of education. Our focus is on the reception of ILSA among educational top policy actors. How do they view ILSA, who do they respond to, and how do they make use of ILSA on the educational policy agora (Nowotny et al, 2001)? An educational agora is here seen as an emerging assemblage (DeLanda 2016). Thereby we can also analyze national and globalizing conditions and tendencies that have triggered a comparativistic turn and its emerging assemblages. The paper is based on interviews with 10 national policy actors that from various positions have had the power to affect educational policy making in Sweden, representing politics, educational research, public authorities, and teachers' trade unions.

We focus on tensions among 10 national top policy makers as a very heterogeneous group and that many of them are /have been acting from more than one position. They are all part of various educational policy assemblages and they are interacting components of various kinds, depending on the actual context.

References

De Landa, M. (2016[2016]). *Assemblage theory*. Edinburgh: Edinburgh University Press.

Nowotny, H., Scott, P. & Gibbons, M. (2001). *Re-thinking science: knowledge and the public in an age of uncertainty*. Cambridge: Polity Press.