CONTENT

Linda Rönnberg Education Governance by Marketisation and Quality Assurance – Introductory Notes
Linda Wedlin Crafting competition: Media rankings and the forming of a global market for business schools
Nafsika Alexiadou Social inclusion and leadership in education: An evolution of roles and values in the English education system over the last 60 years
Ann-Sofie Holm & Ulf Lundström “Living with Market Forces” – Principals’ Perceptions of Market Competition in Swedish Upper Secondary School Education
Ingrid Henning Loeb & Karin Lumsden Wass Internal marketisation and teachers defending their educational setting – Accounting and mobilisation in Swedish upper secondary education
Inger Erixon Arreman & Ann-Sofie Holm School as “Edu-business”: Four “serious players” in the Swedish upper secondary school market
Caroline Runesdotter Tensions in the meeting between institutional logics and identities in Swedish folk high schools
Christine Hudson Evaluation – the (not so) softly-softly approach to governance and its consequences for compulsory education in the Nordic countries
Linda Rönnberg Exploring the Intersection of Marketisation and Central State Control through Swedish National School Inspection
Andreas Bergh Why Quality in Education – and What Quality? – A Linguistic Analysis of the Concept of Quality in Swedish Government Texts
EDUCATION INQUIRY

Education Inquiry is an international on-line, peer-reviewed journal with free access in the field of Educational Sciences and Teacher Education. It publishes original empirical and theoretical studies from a wide variety of academic disciplines. As the name of the journal suggests, one of its aims is to challenge established conventions and taken-for-granted perceptions within these fields.

Education Inquiry is looking for lucid and significant contributions to the understanding of contextual, social, organizational and individual factors affecting teaching and learning, the links between these aspects, the nature and processes of education and training as well as research in and on Teacher Education and Teacher Education policy. This includes research ranging from pre-school education to higher education, and research on formal and informal settings. Education Inquiry welcomes cross-disciplinary contributions and innovative perspectives. Of particularly interest are studies that take as their starting point, education practice and subject teaching or didactics.

Education Inquiry welcomes research from a variety of methodological and theoretical approaches, and invites studies that make the nature and use of educational research the subject of inquiry. Comparative and country-specific studies are also welcome.

Education Inquiry readers include educators, researchers, teachers and policy makers in various cultural contexts.

Every issue of Education Inquiry publishes peer-reviewed articles in one, two or three different sections. Open section: Articles sent in by authors as part of regular journal submissions and published after a blind review process. Thematic section: Articles reflecting the theme of a conference or workshop and published after a blind review process. Invited section: Articles by researchers invited by Education Inquiry to shed light on a specific theme or for a specific purpose and published after a review process.

Education Inquiry is a continuation of the Journal of Research in Teacher Education, which is generously given of their time to referee papers submitted to Education Inquiry during 2010 and 2011.

ACKNOWLEDGEMENT

The Editors and the board wish to gratefully acknowledge all those listed below who have generously given of their time to referee papers submitted to Education Inquiry during 2010 and 2011.

Anna-Carin Jonsson, Sweden Anna Sundström, Sweden Anna Larsson, Denmark Barbro Grevholm, Sweden Birgitta Qvarnell, Sweden Björn Stensaker, Norway Brian Hudson, Scotland Christian Lundahl, Sweden Christina Segerholm, Sweden Christine Stephen, Scotland Dennis Beach, Sweden Elise S Tønnesen, Norway Florian Waldow, Germany Gaby Weiner, England George Head, Scotland Glenn Hultman, Sweden Greta Galloway, South Africa Gunn Imsen, Norway Guri Skedemo, Norway Helen Nixon, Australia IngegerdTalberg-Broman, Sweden

Inger Eriksson, Sweden Jan Bengtsson, Sweden Jani Ursin, Finland Janne Väijo, Finland Jonas Höög, Sweden Joakim Lindgren, Sweden Julie Allan, Scotland Karl Smith, Norway Karin Rönnerman, Sweden Karin Hjort, Denmark Kent Löfgren, Sweden Knut Steinar Engelsen, Norway Lew Zilpin, Australia Lisbeth Lundahl, Sweden Maj Asplund Carlsson, Sweden Margareta Petersson, Sweden Marianne Dovemark, Norway Marie Brennan, Australia Marie Perker-Jenkins, Ireland Mark Priestley, Scotland Mats Ekholm, Sweden

Mikael Quennerstedt, Sweden Mona Holmqvist, Sweden Nafsika Alexiadou, England Nihad Bunac, Sweden Olof Johansson, Sweden Paul Garland, England Pavel Zgaga, Slovenia Per Andersson, Sweden Peter Dahler-Larsen, Denmark Petter Aasen, Norway Robert Thornberg, Sweden Sharada Gade, Sweden Shirley Booth, Sweden Solveig Häggblad, Sweden Staffan Larsson, Sweden Susanne Wilborg, England Symeon Dagkas, England Tim Simkins, England Therese Norheim Hopfenbeck, Norway Ulf Lundström, Sweden

Editors:
Per-Olof Erixon
Linda Rönnberg

The editorial board
Professor Marie Brennan, School of Education, UniSA, Australia
Professor Bernard Cerny, Directeur de la Formation - CNED, Directeur de CNED-EFAD, France
Professor David Hamilton, Umeå University, Sweden
Professor Brian Hudson, University of Dundee, UK
Professor Gloria Ladson-Billings, University of Wisconsin-Madison, USA
Professor Martin Lawn, University of Edinburgh, UK
Assistant Professor Eva Lindgren, Umeå University, Sweden
Assistant Professor Linda Rönnberg, Umeå University, Sweden
Professor Kirk Sullivan, Umeå University, Sweden
Professor Gaby Weiner, University of Edinburgh, UK
Professor Pavel Zgaga, University of Ljubljana, Slovenia

Language Editor
Mumay Bakes, Ljubljana, Slovenia

Guidelines for Submitting Articles
See Education Inquiry’s homepage: http://www.use.umu.se/english/research/educationinquiry
Send Manuscripts to: EducationInquiry.Editor@adm.umu.se
©2011 The Authors. ISSN online 2000-4508
Education Governance by Marketisation and Quality Assurance – Introductory Notes

Linda Rönnberg*

Every issue of Education Inquiry publishes peer-reviewed articles in one, two or three different sections. In the Open section, articles are sent in by authors as part of regular journal submissions and published after a blind review process. In the Thematic section, articles may reflect the theme of a conference or workshop and are published after a blind review process. We also have an Invited section featuring articles by researchers invited by Education Inquiry to shed light on a specific theme or for a specific purpose and they are also published after a review process. This issue of Education Inquiry contains a Thematic section on the topic of Education Governance by Marketisation and Quality Assurance that includes a total of nine articles.

Contemporary Education Policy Developments

This thematic section aims to explore some of the important developments and policy trends visible in education policy in both Sweden and beyond. More generally, a large number of public sector reforms have been undertaken in the OECD countries over the last couple of decades. They have been aimed at changing the management, provision and control of public services, and have not necessarily sought to reform the actual content of the services provided in the first place. The field of education is no exception. Education has been reformed and restructured at an intense pace in both Sweden and elsewhere. The political demands on education, as a vital part of the welfare state and the key to contemporary and future economic competitiveness, are indeed high. As a result, irrespective of their political ideology or party affiliations political actors are making continuous efforts towards educational reform and transformation. Even if the policies that are adopted take on different forms and are revised and adjusted to suit each specific political and national context, certain policy ideas and trends seem to travel successfully across nations (Ozga, 2011; Meseguer, 2009; Dolowitz, 2009; Ozga & Jones, 2006; Levin, 1998).

A market orientation, including competition and choice, output accountability and a focus on educational quality and results are examples of such policy ideas. When these policies are formulated, translated and put into action they also imply certain effects – intended as well as unintended – for national education systems and actors within those systems. However, in this thematic section it is argued that there is a

*Department of Political Science, Umeå University, Sweden. E-mail: Linda.Ronnberg@pol.umu.se
research gap and issues remain to be explored when it comes to the connection/s of a market orientation and competition and a simultaneous focus on educational quality and results, especially in a longitudinal, long-run and comparative perspective.

Looking closer at the Swedish case, the emergence of a quasi-market situation in education is one of the most important and striking changes during the last 30 years (Lundahl, 2011). The effects on the work and lives of pupils, teachers and head teachers, their identities, perceptions and strategies in the wake of these changes largely remain to be seen. For the Swedish welfare state in general, the remarkable lack of scientific inquiry and interest in these issues have recently been highlighted in Hartman (ed., 2011). In this context, Vlachos (2011) argues that choice and competition in compulsory and secondary education need to be accompanied by regulation and the control and measurement of education output and results, pointing to the perceived interconnected drivers underlying both a market orientation and quality assurance and a balance between the two. Thus, this can also be situated in relation to policies on and measures of educational quality and output becoming even more prominent features of the contemporary political tool box as a means to govern education.

These issues are by no means unique to either the Swedish case, nor to compulsory or upper secondary education levels. As the articles in this thematic section demonstrate, the issues of marketisation and quality assurance are valid and of current interest in a range of national contexts and these policy ideas cover all aspects and levels of education. How can these developments be understood and conceptualised and what are the effects and implications of these changes?

In this thematic section, this overall question is addressed from different perspectives and academic disciplines, displaying a range of relevant empirical objects of study from different parts of national education systems. There are both single case studies and comparative elements, and the authors employ a variety of theoretical approaches to inform the research questions examined.

All articles are united by an overall interest in exploring different aspects relating to education governance by marketisation and quality assurance. The articles in this thematic section offer insights for understanding the complex processes of governing education in the context of ideas inspired by New Public Management and subsequent reforms (c.f. Goldfinch & Wallis, 2010).

Further, the articles take an interest in exploring the ‘political’ in education. In a wide sense, politics is concerned with the authoritative allocation of values (Easton, 1953; c.f. Jarl & Rönnberg, 2010). Indeed, there is not only a political struggle surrounding decisions on the ends and policy goals, but also on the means and tools to reach those goals. This implies that the choices regarding which tools to use to give effect and implement education policy are indeed contested and political issues. The instruments employed for governing education are by no means neutral devices as they “produce specific effects, independently of the objective pursued (...) which structures public policy according to their own logic” (Lascoumes & Le Galès, 2007: 1).
The Swedish Research Network: Studies in Education Policy and Politics

The articles were initially presented at a network symposium in Umeå in February 2011 arranged by the research network Studies in Education Policy and Politics. The network is financed by the Committee of Educational Sciences (UVK) at the Swedish Research Council and headed by Professor Sverker Lindblad of the University of Gothenburg.

Research on the topics relating to the political in Education has tended to be both fragmented and to some extent also neglected in the Swedish context. As a result, this research network seeks to bring researchers together to foster exchange and co-operation in this area. This multi- and cross-disciplinary network involves both senior and junior researchers, as well as doctoral students in more than six universities and university colleges in Sweden. The network members cover academic disciplines such as Education, Business Studies, Sociology and Political Science.

The network was founded in 2009 and meets twice a year. These meetings are organised as thematic symposia covering the following five interrelated themes: a) the politics of international comparisons and ranking lists; b) professions and the politics of professionalisation; c) education systems and political restructuring; d) the politics of learning; and e) education governance by marketisation and quality assurance.

Nine articles focusing on marketisation and quality assurance

In the first article, “Crafting Competition: Media Rankings and the Forming of a Global Market for Business Schools”, Linda Wedlin argues that rankings have become an important driver of a market view of management education, in particular when it comes to crafting elements of competition in the perceived market. This is done, firstly, by constructing comparability and thereby consolidating views of the “customer” and the “product” and, secondly, by shaping perceptions and mechanisms for competition among business schools in this field. The results hold implications for our understanding of marketisation processes in higher education, as well as the role of rankings in such processes more generally.

In the next contribution, “Social Inclusion and Leadership in Education: An Evolution of the Roles and Values in the English Education system over the last 60 years”, Nafsika Alexiadou presents a national case that is one of the most radical in Europe in reforming education along neo-liberal lines. The argument is that definitions of leadership evolve as the assumptions underpinning the relationship between society, the economy and educational institutions change. Alexiadou concludes that the English case clearly shows how education reforms embody certain assumptions about social categories, including the “successful leader”, as well as reflections of social justice discourses relating to equity of access to schooling, for instance.

Leadership is focused on in the third article as well. In “Living with Market Forces’. Principals’ Perceptions of Market Competition in Swedish Upper Secondary School Education”, Ann-Sofie Holm and Ulf Lundström employ an institutional perspective
to explore how increased competition is seen by principals and how their work and the organisation of schooling is affected. Looking at the lived effects of marketisation, the finding is that it certainly impacts Swedish principals and their work, but to varying degrees. Overall, their roles are affected and transformed from being more pedagogical to more economic. Still, the principals in the study appear to take a pragmatic stance towards the market-oriented policies.

Ingrid Henning Loeb and Karin Lumsden Wass also study the heavily marketised Swedish upper secondary education. They point to the internal processes of accounting in a teacher team in the article “Internal Marketisation and Teachers Defending Their Educational Setting – Accounting and Mobilisation in Swedish Upper Secondary Education”. There is a reported lack of close-up studies focusing on how teachers and teacher teams act and respond within the current forms of evaluation and control. Presented as a narrative, the findings illustrate how teachers have acquired accounting skills and that there is no possibility for teachers not to involve themselves in the techniques and formats of accounting and control.

In the fifth article, Swedish upper secondary is in focus once again but from quite a different angle. Inger Erixon Arreman & Ann-Sofie Holm explore and analyse a selection of for-profit education companies in “School as ‘Edu-business’: Four ‘Serious Players’ in the Swedish upper secondary school market” by mapping new developments of business formations and ownership relations of four large education companies and their expansion inside and outside of Sweden. The results show that today’s upper secondary school sector in Sweden has indeed become “big business”, or “edu-business”.

Moving on to the transformation of adult education in Sweden, reforms have had the purpose to promote flexible forms as well as enhance efficiency and quality through the introduction of market-like structures. Caroline Runesdotter’s article “Tensions in the Meeting Between Institutional Logics and Identities in Swedish Folk High Schools” analyses the dual forces of existing institutional rationalities and new practices introduced that challenge the institution’s traditional values by increasing Swedish folk high schools’ dependence on external incomes. Based on interviews with folk high school staff, Runesdotter concludes that relations are not only changing between the school leadership and teachers, but also between the teachers and students. In sum, the market-oriented changes are being perceived differently and met by processes of both resistance and change.

In “Evaluation – The (Not So) Softly-Softly Approach to Governance and its Consequences for Compulsory Education in the Nordic Countries”, Christine Hudson focuses on how public sector reform and restructuring along marketisation lines and governing by results and evaluation have affected the Nordic countries. The article provides an overview of the development of institutions and techniques of evaluation in the selected countries and discusses their results for the Nordic model of education. In sum, Hudson finishes off by stating that there is not a unified single
Nordic or even national response to quality assurance and evaluation. Instead, there are dynamic processes of ongoing tensions and struggles, acceptances and rejections within each country.

Focusing on one aspect of the “evaluative state” (Naeve, 1998) and attempts at quality assurance in a marketised education system, the article “Exploring the Intersection of Marketisation and Central State Control through Swedish National School Inspection” by Linda Rönnberg emphasises the controlling function of the state in the context of an increasing market orientation. Rönnberg analyses and discusses the juncture of marketisation and state control in compulsory education by focusing on school inspection in Swedish independent schools and drawing on theories of governance. In conclusion, central state control is strengthened at a point in time when a market orientation and greater choice and privatisation are gaining ground, which may be described as a hybrid type of education system which needs to be addressed by further research.

Finally, Andreas Bergh scrutinises the concept of quality in the article “Why Quality in Education – and What Quality? A Linguistic Analysis of the Concept of Quality in Swedish Government Texts”. The concept of quality has spread quickly within and between different arenas in the Swedish education system. Based on a close reading of historical and contemporary policy texts, the findings are that certain “criteria of application” long associated with education have gradually been challenged by criteria highlighting results and relating to market and system needs. Accordingly, Bergh argues that use of the concept of quality has led to the acceptance of new social perceptions in education.

Commonalities and themes for the future

As the above description indicates there is, on one hand, a great variety of studied national contexts, education levels and systems, time periods and theoretical approaches. On the other, there are common themes running through the contributions. Taken together, they offer insights into how the complexities of marketisation and a market orientation are played out, experienced, reinforced and linked to other simultaneous policy developments. The role of educational quality and (measurable) output is also highlighted in this regard, and the interconnectedness of these policy developments is illustrated by the contributions in this thematic section.

Many of the articles touches upon the function of values like equality, social justice and solidarity and the role they play in a marketised and results-oriented policy environment. Even if these multifaceted but important issues appear as a common theme running through the contributions, they may also be identified as an area in need of further studies. The lived effects of marketisation is another important area. The long-term effects of marketisation may only be beginning to be distinguished, and educational researchers have an important role to play in addressing these questions both empirically and theoretically. Still and at the same time, these policy transformations also hold implications as to how to design and conduct such research.
Finally, the complexities of simultaneous continuity and change also need to be recognised. What may appear as ‘new’ often has a longer history than is visible at first glance. Or the apparent ‘new’ in a specific national context may be traced to ‘old’ experiences in another national setting by policy learning or transfer. Or, as shown in several of the articles dealing with experiences and perceptions of marketisation (for instance Runesdotter, Holm & Lundström, Henning Loeb & Lumsden Wass), the ‘new’ often exists parallel to ‘old’ ideas and values. As Simola et al. states: “The ‘new’ is always entangled with and re-articulated through the ‘old’” (Simola et al. 2009: 164, cited in Hudson’s contribution). This also needs to be acknowledged in the future scholarly study of education policy and politics.
References

Dolowitz, D. (2009) Learning by observing: Surveying the international arena. Policy and Politics, 37(3), 317–334.

Easton, D. (1953) The Political System: An Inquiry to the State of Political Science. New York: Knopf.

Goldfinch, S. and Wallis, J. (2010) Two myths of convergence in public management reform. Public Administration, 88(4), 1099–1115.

Hartman, L. (ed.) (2011) Konkurrensens konsekvenser. Vad händer med svensk välfärd? Stockholm: SNS.

Jarl, M. and Rönnberg, L. (2010) Skolpolitik. Från riksdagshus till klassrum. Stockholm: Liber.

Lascoumes, P. and Le Galès, P. (2007) Introduction: Understanding public policy through its instruments – From the nature of instruments to the sociology of public policy instrumentation. Governance, 20(1), 1–21.

Levin, B. (1998) An epidemic of educational policy: (What) can we learn from each other? Comparative Education, 34(2), 131–141.

Lundahl, L. (2011) The emergence of a Swedish school market. In R. Hatcher & K. Jones (eds.) No Country for the Young: Education from New Labour to the Coalition (pp. 37–50). London: Tufnell.

Meseguer, C. (2009) Learning, Policy Making and Market Reforms. Cambridge: Cambridge University Press.

Neave, G. (1998) The evaluative state reconsidered. European Journal of Education, 33 (3), 265–284.

Ozga, J. (2011) Governing narratives: “Local” meanings and globalising education policy. Education Inquiry, 2(2), 305–318.

Ozga, J., and Jones, R. (2006) Travelling and embedded policy: The case of knowledge transfer. Journal of Education Policy, 21(1), 1–17.

Simola, H., Rinne, R., Varjo, J., Pitkänen, H. and Kauko, J. (2009) Quality assurance and evaluation (QAE) in Finnish compulsory schooling: A national model or just unintended effects of radical decentralisation? Journal of Education Policy, 24(2), 163–178.

Vlachos, J. (2011) Friskolor i förändring. In L. Hartman, (ed.), Konkurrensens konsekvenser. Vad händer med svensk välfärd? (pp. 66–111). Stockholm: SNS.
EDUCATION INQUIRY

Education Inquiry is an international on-line, peer-reviewed journal with free access in the field of Educational Sciences and Teacher Education. It publishes original empirical and theoretical studies from a wide variety of academic disciplines. As the name of the journal suggests, one of its aims is to challenge established conventions and taken-for-granted perceptions within these fields.

Education Inquiry is looking for lucid and significant contributions to the understanding of contextual, social, organizational and individual factors affecting teaching and learning, the links between these aspects, the nature and processes of education and training as well as research in and on Teacher Education and Teacher Education policy. This includes research ranging from pre-school education to higher education, and research on formal and informal settings. Education Inquiry welcomes cross-disciplinary contributions and innovative perspectives. Of particularly interest are studies that take as their starting point, education practice and subject teaching or didactics.

Education Inquiry welcomes research from a variety of methodological and theoretical approaches, and invites studies that make the nature and use of educational research the subject of inquiry. Comparative and country-specific studies are also welcome.

Education Inquiry readers include educators, researchers, teachers and policy makers in various cultural contexts.

Every issue of Education Inquiry publishes peer-reviewed articles in one, two or three different sections. Open section: Articles sent in by authors as part of regular journal submissions and published after a blind review process. Thematic section: Articles reflecting the theme of a conference or workshop and published after a blind review process. Invited section: Articles by researchers invited by Education Inquiry to shed light on a specific theme or for a specific purpose and published after a review process.

Education Inquiry is a continuation of the Journal of Research in Teacher Education, which is generously given of their time to referee papers submitted to Education Inquiry during 2010 and 2011.

The Editors and the board wish to gratefully acknowledge all those listed below who have generously given of their time to referee papers submitted to Education Inquiry during 2010 and 2011.

Anna-Carin Jonsson, Sweden
Anna Sundström, Sweden
Anne Larsson, Denmark
Barbro Grevholm, Sweden
Birgitta Qvarseh, Sweden
Björn Stensaker, Norway
Brian Hudson, Scotland
Christian Lundahl, Sweden
Christina Segerholm, Sweden
Christine Stephen, Scotland
Dennis Beach, Sweden
Elise S Tennesen, Norway
Fiorian Waldow, Germany
Gaby Weiner, England
George Head, Scotland
Glenn Hultman, Sweden
Greta Galloway, South Africa
Gunn Imsen, Norway
Guri Skedemo, Norway
Helen Nixon, Australia
Ingegerdt Tallberg-Broman, Sweden
Inger Eriksson, Sweden
Jan Bengtsson, Sweden
Jani Ursin, Finland
Janne Väjö, Finland
Jonas Hög, Sweden
Joakim Lindgren, Sweden
Julie Allan, Scotland
Karl Smith, Norway
Karin Rönnerman, Sweden
Katriin Hjort, Denmark
Kent Løfgren, Sweden
Knut Steinar Engelsen, Norway
Lew Zilpin, Australia
Lisbeth Lundahl, Sweden
Maj Asplund Carlsson, Sweden
Margareta Petersson, Sweden
Marianne Dovemark, Sweden
Mats Ekholm, Sweden
Mikael Guennerstedt, Sweden
Mona Holmqvist, Sweden
Nafiska Alexiadou, England
Nihad Buna, Sweden
Olof Johansson, Sweden
Paul Garland, England
Pavel Zgaga, Slovenia
Per Andersson, Sweden
Peter Dahler-Larsen, Denmark
Petter Aasen, Norway
Robert Thornberg, Sweden
Sharada Gade, Sweden
Shirley Booth, Sweden
Solveig Hägglund, Sweden
Staffan Larsson, Sweden
Susanne Wilborg, England
Symeon Dagkas, England
Tim Simkins, England
Theres Pettersson, Norway
Ulf Lundström, Sweden

Editors:
Per-Olof Erixon
Linda Rönner

The editorial board
Professor Marie Brennan, School of Education, UniSA, Australia
Professor Bernard Corne, Directeur de la Formation – CNED, Directeur de CNED-EFAD, France
Professor David Hamiton, Umeå University, Sweden
Professor Brian Hudson, University of Dundee, UK
Professor Gloria Ladson-Billings, University of Wisconsin-Madison, USA
Professor Martin Lawn, University of Edinburgh, UK
Assistant Professor Eva Lindgren, Umeå University, Sweden
Assistant Professor Linda Rönner, Umeå University, Sweden
Professor Kirk Sullivan, Umeå University, Sweden
Professor Gaby Weiner, University of Edinburgh, UK
Professor Pavel Zgaga, University of Ljubljana, Slovenia

Language Editor
Mumay Bales, Ljubljana, Slovenia

Guidelines for Submitting Articles
See Education Inquiry’s homepage: http://www.use.umu.se/english/research/educationinquiry

Send Manuscripts to EducationInquiry.Editor@adm.umu.se

©2011 The Authors. ISSN online 2000-4508
CONTENT

Linda Rönnberg  Education Governance by Marketisation and Quality Assurance – Introductory Notes
Linda Wedlin  Crafting competition: Media rankings and the forming of a global market for business schools
Nafsika Alexiadou  Social inclusion and leadership in education: An evolution of roles and values in the English education system over the last 60 years
Ann-Sofie Holm & Ulf Lundström  “Living with Market Forces” – Principals’ Perceptions of Market Competition in Swedish Upper Secondary School Education
Ingrid Henning Loeb & Karin Lumsden Wass  Internal marketisation and teachers defending their educational setting – Accounting and mobilisation in Swedish upper secondary education
Inger Erixon Arreman & Ann-Sofie Holm  School as “Edu-business”: Four “serious players” in the Swedish upper secondary school market
Caroline Runesdotter  Tensions in the meeting between institutional logics and identities in Swedish folk high schools
Christine Hudson  Evaluation – the (not so) softly-softly approach to governance and its consequences for compulsory education in the Nordic countries
Linda Rönnberg  Exploring the Intersection of Marketisation and Central State Control through Swedish National School Inspection
Andreas Bergh  Why Quality in Education – and What Quality? – A Linguistic Analysis of the Concept of Quality in Swedish Government Texts