

English summaries

Jan-Eric Gustafsson & Kajsa Yang Hansen: Changes in municipality differences of educational achievement in Swedish comprehensive schools 1998–2008/ Förändringar i kommunskillnader i grundskoleresultat mellan 1998 och 2008/. *Pedagogisk Forskning i Sverige*, Vol. 16, No. 3, pp. 161–178. Stockholm: ISSN 1401-6788

International comparative studies of educational achievement conducted from 2003 and onwards indicate a declining achievement trend for Sweden. While the school grades awarded at the end of compulsory schools do not show any negative development in levels of achievement, they do indicate, from 1998 and onwards, a pattern of increasing differences between groups of students whose parents have university-level education versus those who have not, and also between schools and between municipalities. There is no generally accepted explanation for the pattern of declining levels of achievement and increasing differences in achievement.

One reason for this may be that almost all analyses have been conducted at the national level. However, the fact that the Swedish municipalities through a series of decentralization and deregulation reforms in the early 1990s were assigned a major part of the responsibility for the Swedish educational system up to the tertiary level is one reason for putting focus on the municipal level. The main purpose of the current study thus is to describe the patterns of development in levels and equity of achievement at the municipal level between 1998 and 2008, and to investigate to what extent the observed changes can be explained in terms of students' educational and migrational background.

The data used in the current study is retrieved from the Gothenburg Educational Longitudinal Database, which contains register data for all individuals born between 1972 and 1992 and who, at 16 years of age were resident in Sweden. The data consists of the entire 9th grade population for each cohort, for which, among other things, information about parental education, migrational background, school grades and types of municipality is available. In order to analyze trends in total school grades (i.e., the Merit score) at the municipal level, data was aggregated by calculation of averages. The dichotomous variables educational background and migration background represent the percentage of students who have parents with high education and percentage of students who have a foreign background. Latent growth modeling techniques were applied to investigate development of the Merit score at the municipal level between 1998 and 2008.

First it was investigated if a linear growth model can account for change over time in the average of Merit scores from 1998 to 2008. Next, the demographic variables parental education and migrational background were invoked as control variables in the model to investigate if changes in these variables could account for change over time in the Merit score. Finally, it was investigated if different categories of municipalities developed differently over time. Given the unequal number of students in the municipalities, the observations were weighted by the mean number of students leaving grade 9 between the years 1998 and 2008.

The results show that there is significant variation in changes in level of achievement between different municipalities, some municipalities having a positive development, and others a less positive development. Interestingly, the changes over time can be described by a linear growth model, where the change from one year to another is constant. Another main result is that the positive trend is mainly observed for the municipalities in the three metropolitan areas.

The empirical results also show that achievement inequality changed over time, with increasing differences between students with high and low parental education in the beginning of the period studied, and decreasing differences towards the end of the period. These changes can be attributed to changes in the metropolitan areas, with achievement gains for students with highly educated parents in the beginning of the period studied, and with achievement gains for students with less educated parents in the latter part of the time period.

The changes in average achievement level and achievement inequality with respect to parental education can to a large extent be explained by differences between municipalities in the three metropolitan areas on the one hand and the other municipalities on the other hand. Thus, in the future search for explanations for the changes observed in the current study, it is natural to focus on differences in possible explanatory factors between these two main categories of municipalities.

One key issue is whether the results observed here are an expression of true changes in knowledge and skills or if they are expressions of grade inflation. The fact that there is more competition between schools in metropolitan areas can possibly be interpreted as support for the hypothesis that grade inflation is an important factor. One way to address this issue is to analyse different categories of school grades, which, according to previous research to various degrees are affected by grade inflation. Another way is to apply data from the international comparative studies of knowledge and skills (e.g., PIRLS, TIMSS and PISA) to analyse change in level of achievement in the two main categories of municipalities.

Magnus Dahlstedt & Fredrik Hertzberg: The entrepreneurial school: Governmentality, subject formation and entrepreneurship education/ Den entreprenörskapande skolan: Styrning, subjektskapande och entreprenörskapspedagogik/. *Pedagogisk Forskning i Sverige*, Vol. 16, No. 3, pp. 179–198. Stockholm: ISSN 1401-6788

Departing from Michel Foucault's concept of governmentality, the focus of this article is the introduction of entrepreneurial education in Swedish education policy at the turn of the millennium. We analyze the various meanings attached to the concepts of *entrepreneur* and entrepreneurship in education policy documents, as well as the main arguments for introducing entrepreneurial education.

In the context of Swedish education policy, as well as in many other contexts, the Entrepreneur appears as something of a »modern hero«. In the various policy documents, official reports and project plans highlighting the benefits of »entrepreneurship education« or »entrepreneurial learning« there is a clear and rather distinct 'product' of such education outlined; the Entrepreneur, the entrepreneurial student or individual. He or she is portrayed as being flexible, creative, enterprising and independent, as having the ability to take initiative, solve problems and make decisions. Equipped with these entrepreneurial abilities, he or she is referred to being useful for the economy, and therefore for society at large.

Here, there is an idea that students with an entrepreneurial approach can overcome obstacles such as negative ideas, thoughts and habits. The ambition of entrepreneurship education, however, is not only to develop the students, but also to liberate them from their previous mentalities and conditions. In that regard, there are some striking similarities between the entrepreneurial pedagogy of today and the kind of »progressive pedagogy« that was developed in the beginning of the 20th Century, which for instance had a huge impact in the development of the Swedish school system, particularly in the latter part of the 20th Century.

A key feature in entrepreneurial teaching is the emphasis on economical utility, and its priority over other values. The design of the teaching material, with its emphasis on creativity, flexibility and self-reliance, is directly related to its presumed utility on the labor market. Following Aihwa Ong (2006), we might see the entrepreneurial pedagogy, as a particular kind of governmentality, which connects students and their subjectivity to the rationality of the market. On the one hand, this specific pedagogy opens up spaces for entrepreneurship, in a spectrum ranging from the physical (for example, placements) to the imagined (pseudo-companies run by students); on the other hand, it also shapes entrepreneurial subjects, or entrepreneurs, with a specific set of qualities and competencies. The interventions made possible by entrepreneurial pedagogy are not confined to the arenas made up by the school system. Rather, they branch off out in the social body in its entirety, and they involve a number of agents, governmental as well as non-governmental, regional as well as national or transnational, networks as well as individuals.

Connecting to the notions developed by Foucault, it might be said that the entrepreneurial pedagogy is made up of *technologies of the self* as well as *technologies of power*. The governing made possible provides a »management of the self«, where students cultivate and work over their selves, so that they can become entrepreneurs. Through different technologies of the self, the students are become autonomous, responsible and able to adapt. At the same time, a utility perspective is emphasized, a perspective which recurrently stresses the demands and expectations of the labor market, and where the student is inscribed in an economical rationality. When those forms of citizenship gain ground, the citizen is remolded to an entrepreneurial subject, fostered in line with the imperatives of the »advances liberal society«.

With an increasing mobilization of entrepreneurship in school, older pedagogical and educational doctrines are challenged. Other visions, stating other educational purposes and goals emerge. In the vision of the entrepreneurial school, it becomes logical and natural to emphasize the value education has for the economic system – and the companies inhabiting it. Considerations of economical utility are integrated with the other learning outcomes. The comparison with progressive pedagogy highlights this aspect; although they show some (rhetorical) similarities, they differ in one fundamental aspect: in entrepreneurial education, the promise of emancipation from authoritarian teaching and education, and from its obstruction to personal development, are connected to economical utility. The promise of emancipation from traditional ways of teaching, as formulated by the progressive pedagogy, has been taken up (and co-opted?) by advocates of entrepreneurial pedagogy, of course with a subtle change. In the name of entrepreneurship, the inability of traditional pedagogy to develop the creativity, initiative and belief in the future is emphasized. The promise of emancipation is re-written; from now on, it is a matter of emancipation *and* entrepreneurship, or, rather, emancipation *through* entrepreneurship. Here, education becomes emancipation through enterprise.