

Institutionen för kost- och idrottsvetenskap

# Idrottsprofilerad utbildning – i spåren av en avreglerad skola

av

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AKADEMISK AVHANDLING

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# Abstract

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This thesis aims to contribute to a deeper understanding of the Swedish school sports system, a system which has evolved since the beginning of the 1970s, the prevalence of which has increased significantly at all school levels since the mid-1990s and today attracts a large number of pupils and teachers.

Starting with the neoliberal discourse which has had a major impact on the development of the Swedish school system, and inspired by Pierre Bourdieu's theoretical framework, the reasons for the emergence of the school sports system and the reasons why schools chose to specialise in sport is described. Also examined are the pupils and teachers involved and the mechanics behind their participation.

Empirically, this thesis is based on registry data, telephone interviews with principals at schools offering school sports and questionnaires responses from pupils and teachers involved in school sports.

The results of the thesis suggest that the main reason school sports has become so common is closely connected to increased competition on the local school market; by offering school sports, schools have found a possible way to attract more pupils. Furthermore, the results show that the social characteristics of pupils who have been selected or have chosen to participate in school sports differs from the national population of pupils and participants in sports clubs. This suggests that the available supply of school sports is better adapted to some pupils' social backgrounds and habitus. In relation to the teachers involved, the results show that other resources than what is normally required to become a teacher is valued in school sports. Instead of a teacher certificate, a coaching education and experiences in competitive sport is valued highly which suggests that this is recognised as symbolic capital for teachers in school sports.

In conclusion this thesis demonstrates that school sports is influenced by both the fields of education and sport, and that the increased supply of school sports has implications for both fields.