
Professor Sotiria Grek

Overview: Experienced academic whose work has focused on identifying and analysing quantification as a form of governance. My research on the OECD Programme for International Student Assessment (PISA) has been ground-breaking, both in relation to PISA's effects on national education policy reform, but also through the examination of PISA as a major force of Europeanisation in education. More recently, the focus of my ERC-funded research is to produce new theoretical and empirical insights on the role of quantification in the production of global public policy. Key areas of analysis include a sociology of the politics of knowledge production; actorhood; data and visualization; consensus-making; legitimacy.

Academic Career

2020-	Professor of European and Global Education Governance, School of Social and Political Science, University of Edinburgh
2017- 2019	SKAPE Co-director, SSPS
2014 - 2016	SKAPE Associate Director, SSPS
2014- 2017	Deputy Director of Research, SSPS
2013- 2015	Subject Area Research Convener, Social Policy, SSPS
1997-2002	Museum Curator and Education Officer, State Museum of Contemporary Art, Thessaloniki, Greece

University education

2003-2007	PhD (Moray House School of Education), University of Edinburgh
2002-2003	MLitt in Museum and Gallery Studies, Distinction, University of St Andrews
1998-2001	MPhil in Art History, Distinction, Aristotle University of Thessaloniki
1993-1997	Bachelor in History and Archaeology, Distinction, Aristotle University of Thessaloniki

Career breaks: Sep 2017- Oct 2018 / May 2012- Jan 2013/ Aug 2009- Feb 2010 Maternity leave periods

Principal Research Grants

2020-2024	The Disembedded Laboratory: Torsten Husén and the internationalisation of education research for policy. Co-Investigator, Swedish Research Council (2,896,645 SEK)
2020-2021	Universal Secondary Education in the Asia-Pacific Region, Co-Investigator, Scottish Funding Council (£30,890)
2017-2022	International Organisations and the Rise of a Global Metrological Field. European Research Council, Starting Grant (ERC StG 2016, grant agreement 715125), Principal Investigator, €1.2 million
2018- 2021	FUTURES Jean Monnet Centre of Excellence, Europa Institute, University of Edinburgh. Key Staff Member. Erasmus+ Programme (99,999 euros)
2016- 2018	From Paris to PISA: Governing Education by Comparison 1867- 2015. Swedish Research Council (Co-Investigator) (2015-2018, 7,960,000 SEK [£616,078]) with Lundahl and Landahl (Stockholm) and Lawn (Oxford)
2014-2015	The Potentials, Politics and Practices of International Assessments. ESRC Seminar Series (Co-Investigator) (£28,976) with Maddox (East Anglia), Hamilton (Lancaster), Guadalupe (Pacific), Steiner-Khamsi (Columbia), Gorur (Victoria), Addey (East Anglia)
2014-2015	Social Network Analysis in Scotland (SNAS), CHSS Challenge Investment Fund (Principal investigator) (£9,200) with Weishaar and Viry

- 2010- 2012 **Transnational Policy Learning: A comparative study of OECD and EU education policy in constructing the skills and competencies agenda.** Principal investigator (Small Grant ESRC RES-000-22-3429) (£98,915)
- 2010-2014 **Governing by Inspection: School Inspection and Education Governance in Scotland, England and Sweden.** ESRC (RES-062-23-2241) bilateral project with the Swedish Research Council. Co-investigator with PI Prof Ozga and other Co-Is Profs Lawn, Croxford and Clarke (Open University) (£427,748).

Contributions to Academic networks/ community

Co-Chair (together with Annabelle Littoz-Monet and Christina Boswell) of the 'Knowledge and Governance Research Network of the European Consortium of Political Research (ECPR); **Co-Editor (together with Katherine Smith) of the SKAPE Palgrave Studies in Science, Knowledge and Policy; Co-Editor of the European Educational Research Journal.** External examiner to six PhD studies.

Support for Early Career Researchers

PhD supervision: 5 PhD students supervised to completion (all of whom have moved on to prestigious academic positions immediately after their studies) 2 PhD students on-going. **Mentoring:** Have mentored nine colleagues, currently mentoring three. **Postdoctoral supervision:** Supervised 3 postdoctoral research fellows.

Knowledge Exchange and Impact

I have developed and sustained strong relationships with relevant actors in the executive, legislature and the business community in order to better inform key policy debates. Most notably I have worked closely with policy makers at the Scottish Government, the government agency Education Scotland, the European agency SICI, and several actors at the European Commission DG Education and Culture and the OECD Directorate of Education. On numerous occasions I have also presented and discussed my research findings with policy makers, international organisations representatives and practitioners. Since 2016, I have been an active member of the Young Academy of Scotland, established by the Royal Society of Edinburgh, and with membership from across the disciplines of science and humanities, the professions, the arts, business and civil society.

Books

(invited monograph) (handover to publisher Dec 2023) *Educating Europe: EU Government, Knowledge and Legitimation*, London: Routledge

(handover to publisher March 2023) *The New Production of Governing Knowledge: Global Public Policy and the Quest for Data-Driven Governance*, Palgrave

(with Justyna Bandola and Marlee Tichenor) (2022) *Governing the Sustainable Development Goals: Quantification in Global Public Policy*, Palgrave

(invited edited volume, with Toni Verger and Christian Maroy) (2020) *World Yearbook of Education 2021: Accountability and Datafication in the Governance of Education*, London: Routledge

(with Joakim Lindgren) (2015) *Governing by Inspection*, London: Routledge

(with Martin Lawn) (2012) *Europeanising Education: Governing a New Policy Space*, Oxford: Symposium Books

Special Issues

Tichenor, M., Grek, S. and Bandola-Gill, J. (2022) [Global public policy in a quantified world: Sustainable Development Goals as epistemic infrastructures](#), *Policy and Society*

Grek, S. and Lawn, M. (2009) Fabricating Quality: data and the new governance of education, *Journal of Education Policy*, 24, 2.

Grek, S., Lawn, M. and Ozga, S. (2011) Dossier: Qualité et pilotage de l' education, *Éducation et Sociétés: Revue Internationale de Sociologie de l' Éducation*, 28,2.

Articles published as sole author

(2022) The education sustainable goal and the generative power of failing metrics. *Policy and Society*, <https://doi.org/10.1093/polsoc/puac020>

(2021) Constructing known un-knowns: International Organisations and the strategic making of non-knowledge. *Les Dossier des Sciences de l'Éducation*

(2020) Prophets, Saviours and Saints: Symbolic Governance and the Rise of a Transnational Metrological Field. *International Review of Education*, 66, 139–166

(2019). The rise of transnational education governance and the persistent centrality of the nation. *Bildungsgeschichte: International Journal for the Historiography of Education*, 2, 268-274

(2019) 'Facing a tipping point? 'Policy knowledge' and the role of the OECD in governing education in Sweden', *Education Inquiry*

(2017) Socialisation, learning and the OECD's Reviews of National Policies for Education: the case of Sweden, *Critical Studies in Education*, vol58, issue 3, 295-310

(2016) Atores do conhecimento e construção de novos cenários de governança: o caso da direção-geral de educação e cultura de Comissão Europeia, *Educação & Sociedade*, VOL37, 136

(2015) 'Seeing from the top of the tower: PISA and the new governing panoramas in Europe', *Compare – A Journal of Comparative and International Education*, Forum, 45,3, 479-481.

(2015) 'Travelling "the Caledonian way": education policy learning and the making of Europe', *Evidence and Policy*, 11, 2, 209-224.

(2014) 'OECD as a site of coproduction: European education governance and the new politics of policy mobilization', *Critical Policy Studies*, DOI:10.1080/19460171.2013.862503

(2014) 'Travelling Inspectors and the making of Europe: Education policy learning and the rise of Scottish School Inspectorate', *Sisyphus*, 2, 1, 40-61.

(2013) 'Expert moves: international comparative testing and the rise of expertocracy', *Journal of Education Policy*, DOI:10.1080/02680939.2012.758825.

(2012) 'What PISA Knows and Can Do: studying the role of national actors in the making of PISA', *European Educational Research Journal*, 11, 2, pp. 243–254

(2011) 'Interviewing the Education Policy Elite in Scotland: a changing picture?', *European Educational Research Journal*, 10, 2, 233- 241.