Måns Nilsson:

Environmental Policy Integration as Learning: the case of Swedish Energy Policy

Environmental policy integration (EPI) can be viewed as a type of policy learning. This paper presents a conceptual framework and empirical analysis of EPI that helps us identify patterns of EPI in terms of learning and reframing in sectoral policymaking and understand the external, proximate and internal conditions that have enabled or constrained such learning. In a case study of Swedish energy policy, several questions will be addressed through this framework: who are the key actors that are advancing the policy agenda and what are their roles? Does learning occur mainly as incremental technical learning or can we detect more profound normative changes and reframing taking place? Or are actors merely become better at advancing their own fixed agendas (political learning)? What are the key mechanisms behind learning? How can differences in learning across issues and across institutional contexts be explained? The case study shows that processes of policy learning have led to significant policy change in policy over the last decade. These have been enabled by an evolution in the characteristics of the policy network, as well as changes in the institutional context. However, EPI is slow, indirect, and partial. Further measures are needed to advance EPI and learning in national sector policy, including the further development of policymaking rules in central government.