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Change and Reforms in Educational Systems and Organizations

Edited by Regula Julia Leemann, Christian Imdorf, Philipp Gonon, and Moritz Rosenmund

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- 187 Change, Reform and Criticism of Public School: an Analytical Discourse [G] | Achim Brosziewski and Christoph Maeder

This programmatic text proposes a concept for a sociological approach to change in schools and to educational reforms. It makes the distinction between self-description of schools and school-descriptions by others and analyzes the terms “change” and “reform” as they have to be reconstructed according to their rhetorical use. Methodologically we suggest applying existing approaches within discourse analysis. The examination of four lines of research yields a fragmented and ambivalent image of schools. The reconstruction of the educational sector in line with the discourse analysis will help to recognize existing positions in their fundamental social belonging and to identify their supports, controversies and contradictions more precisely.

Keywords: Discourse analysis, sociology of education, school, self-description, external description

- 205 The Politics of Educational Change: Governing and School Inspection in England and Scotland [E] | Jenny Ozga, Jacqueline Baxter, John Clarke, Sotiria Grek, and Martin Lawn

This contribution draws on current research on inspection to consider change in education systems through a focus on the role of inspection as a practice of governing. It draws on interdisciplinary resources from political sociology and political science to highlight the political work of governing, in a context of changing governance, where networks of relationships require cooperation and coordination through the constant work of policy actors, including inspectors. We discuss the relationship between changing UK politics and changing inspection practices in England and Scotland to illustrate how inspection may be viewed as a governing practice.

Keywords: Inspection, governing, politics, discourse, narrative

- 225 **How to Organize Compulsory Secondary Education? A Public Policy and its Analysis in Geneva [F]** | Georges Felouzis, Samuel Charmillot, and Barbara Fouquet-Chauprade

This article examines the 2011 reform of compulsory secondary education (orientation cycle) in Geneva. This reform reinforces the channeling of students as early as the end of primary school. The first section outlines the history of this reform and explains the arguments and the positions of the different collective actors (parents' and teachers' associations, politicians). The second section analyzes the effects of the tracking in Geneva by comparing the educational pathways of students in secondary education. Finally, the third section discusses the results and shows that the search for consensus prevailed over the wish for more effectiveness and equity in the compulsory secondary education.

Keywords: School reform, compulsory secondary education, tracking, effectiveness, school inequalities

- 245 **School Effectiveness and the Reframing of Discourses on Social Justice in Education [G]** | Mechtild Gomolla

Coming from the U.S. and the UK, "school effectiveness" is being increasingly used as a guiding principle of comprehensive and lasting educational reforms in German speaking countries as well. In this contribution the thesis will be substantiated, that under the influence of school effectiveness – understood as a scientific paradigm, a policy and a set of specific practices – not only organizational forms of educational regulation or professional ethics in schools have been profoundly transformed; also issues of equality and equity have been reframed in a specific way. Thus the paradigm of school effectiveness contributes to a new social order of public schooling and its clientele since the end of the 20th century.

Keywords: Educational reforms, educational governance, educational inequality, social justice, school effectiveness

- 267 **Persistent School Segregation or Change Toward Inclusive Education? The Impact of the Convention on the Rights of People with Disabilities on Reform Processes in Germany's Bundesländer [G]** | Jonna Milena Blanck, Benjamin Edelstein, and Justin J.W. Powell

The United Nations Convention on the Rights of Disabled People (CRPD), ratified in Germany (2009), mandates the implementation of an inclusive educational system. To achieve the CRPD's goals, Germany must transform its highly segregated, stratified educational system, which is antithetical to inclusive education. Which are the barriers to implementation of inclusive educational reforms? How can they be overcome and what impact has the CRPD had? We compare Schleswig-Holstein, which has a relatively inclusive educational system, with Bavaria, where implementation has stalled and school segregation remains pervasive. A comparison of the impact of the UN-CRPD in these contrasting cases emphasizes its limits and potential facilitating institutional change toward inclusive education.

Keywords: Inclusive education, special schools, institutional change, UN Convention on the Rights of People with Disabilities, Germany

293 The Critique of Reform. The Construction of Persons in Educational Organizations in Transition [G] | Thorsten Peetz, Karin Lohr, and Romy Hilbrich

In this article, we plead for combining systems theoretical approaches to educational organizations with elements of the “sociology of critique” (Boltanski/Thévenot). With examples from selected schools and organizations of continuing education we show how persons within reforming organizations refer to societal principles of justification in order to criticize as well as to justify instruments and consequences of processes of reorganization. We conclude by suggesting directions for a further theoretical integration of systems theory and the pragmatic sociology of critique.

Keywords: Educational reform, systems theory, sociology of critique, educational organizations, person

315 Reformability of the Access to Dual Vocational Training in the Context of Institutional Discrepancies [G] | Mona Granato and Joachim Gerd Ulrich

The dual system of vocational education and training (VET) in Germany is marked by an institutional dilemma. While the decision about their commitment to training is fully left to the companies, there is a general agreement that the economy ought to provide a sufficient number of training places. Applying organizational theories this article examines how business associations dealt with this dilemma. Although they formally supported the claim of young people to training they struggled successfully for a restrictive counting of applicants for VET within the national board of the vocational training system. As a result severe shortfalls in providing training places remained hidden, reforms aiming to widen accessibility were not realized and experts remain skeptical about the chances of such reforms.

Keywords: Agency theory, vocational education and training, corporatism, legitimacy, neo-institutionalism

341 The Fachhochschule (University of Applied Sciences) as Misunderstanding. Reform, Identity, Self-description [G] | Urs Kiener

The creation of the Universities of Applied Sciences in Switzerland is generally held to be a very successful reform. In this article, we analyze how this reform has constituted the Universities of Applied Sciences as a type of higher education institution, and how it has produced the Universities of Applied Sciences organizations. Our theoretical perspective is that of systems theory and discourse theory, and it starts with the premises that reforms should be essentially understood as forms of self-description. We present two frames of self-description and analyze their mutual relations: “equivalent but different” and “market” or “entrepreneurial university” respectively. The first conclusion of our analysis is that these self-descriptions are not able to justify the developments of the Universities of Applied Sciences. The second conclusion underlines the fact that current discussions about the Universities of Applied Sciences are based on misunderstandings about their identity.

Keywords: University of applied sciences, reform, identity, self-description, systems theory

361 Governance of Teaching in Higher Education [G] | Daniel Houben

Although universities are built upon the idea of research and teaching, systematic enquiries about the conditioning factors in higher education as a dependent variable of regulative interactions have long been neglected in educational governance research. Against the background of Bologna-Process's criticism the paper examines the potential of the governance perspective for a critical analysis of higher educational reforms. The article draws on guidelines, organizational conditions and regulatory requirements as well as on considerations of interpretation, justification and socialization to identify the conditioning factors and the behavioral dispositions of the higher educational staff, and also to account for major difficulties of the Bologna-Process.

Keywords: Bologna-Process, higher educational reform, governance, institutionalism, higher education teaching

383 Promotion of Women Between Heterogeneous Logics: the Case of a Postdoc-program in German Excellence Initiative [G] | Grit Petschick, Robert J. Schmidt, and Maria Norkus

New instruments of promotion policy enforce scientific and equality policy requirements on to the training of postdoc researchers in the universities, with the intention of reducing the well-known difficulties of women in this phase. The paper presents a case-study, which analyses the measures to promote women within the junior researcher program of a natural sciences cluster, founded in the German Excellence Initiative. It is shown that these measures sometimes lead to paradoxical consequences for the careers of the women enrolled, due to the constantly changing interplay between the logics of science and equality, and the organizational structures.

Keywords: University, social inequalities, institutional logics, gender, reform

405 Higher Education Between Varieties of Capitalism and International Convergence. A Comparison Among European Countries [G] | Michael Hoelscher

The paper examines to what extent national differences in higher education are related to varieties of capitalism (VoC). Recent results and neo-institutional considerations suggest that global models gain an increasing influence on national higher education and induce processes of convergence. The political discussion deems this convergence economically useful. The VoC-approach, however, suggests that higher education differs cross-nationally due to complementarities between higher education and economic systems. The author documents the existence of such complementarities by analyzing data of the REFLEX-study. A last part discusses possible consequences of current higher educational reforms in the light of these findings.

Keywords: Varieties of capitalism, higher education, Bologna process, graduates, neo-institutionalism