

CfP for the Workshop: The Politics of Education

(30 June – 01 July, 2016, University of Konstanz, Germany)

organized by Julian L. Garritzmann (Konstanz) and Charlotte Haberstroh (Oxford)

This workshop aims to explore recent advances in Politics of Education – a newly established field of enquiry in comparative political economy. We pursue two core objectives. First and foremost, we wish to shed light on new questions that have emerged since the study of education kicked off with the Varieties of Capitalism approach's focus on skill formation (Hall/Soskice 2001; Estevez-Abe et al. 2001; Iversen 2005) and with the growing literature on partisan politics of education spending (Ansell 2010; Busemeyer 2009, 2015; Garritzmann/Seng 2015; Iversen/Stephens 2008). For example, education policy is now identified as one central aspect of the turn towards the "Social Investment State" (Esping-Andersen 2002; Hemerijck 2013; Morel et al. 2011) and towards "predistribution" (Huber/Stephens 2015). Moreover, education policy is a prime example of "politics for the long term" (cf. Jacobs 2008), and a particularly salient policy with complex redistributive implications, which makes it a theoretically very interesting and socially very relevant field of study. How does studying these peculiarities allow us to make broader theoretical contributions to comparative politics and public policy? **The workshop seeks to contribute to these ongoing debates by bringing together cutting-edge contributions on causes and consequences of education policies.**

The workshop's second aim is to provide an occasion for an internationally and disciplinarily scattered subfield to meet and collaborate. The question why education systems vary in their institutional features and redistributive outcomes, and how change is brought about, is relevant to a host of disciplinary perspectives: these range from comparative political economy and social policy to education research, economics of education, and sociology of stratification – to name but a few examples. With this workshop we hope to boost future and lasting international collaboration in the field, especially among young academics. One important outcome of this workshop could thus be a joint application for creation of a long-term "Research Network" on the politics of education funded by the German Research Foundation (DFG) or similar donors. Accordingly, we particularly encourage contributions from early career academics (including advanced PhD students, Postdocs, Assistant Professors, Lecturers, ...) but also highly welcome contributions from established researchers in this field.

The workshop will run for two full days with ample time for in-depth discussions on 20 individual contributions, which will benefit also from the comments of senior discussants such as Prof. Christine Trampusch (University of Cologne) and Prof. Marius Busemeyer (University of Konstanz). The workshop invites a rich palette of contributions focusing on diverse aspects of full-time education, starting from early childhood education and care systems (ECEC) to compulsory school systems, and post-secondary education (vocational/tertiary/further education) or even re-training and up-skilling-programs of Active Labor Market Policies (ALMPs). **We thus call for papers investigating origins or effects of education policies on various aspects of education systems.** That is, we equally call for papers studying micro-level (redistributive) attitudes and preferences, macro-level policy outputs and outcomes, the link between such phenomena, and their socio-economic consequences. In particular, we seek contributions that focus on implications for human capital formation or inequalities, and that discuss specific significance for politics or public policy. We anticipate that the workshop will cover a wide range of methodological

approaches (quantitative, qualitative, multi-method; large-N or small-N; observational, experimental, formal;...) and simply demand that all contributions are methodologically rigorous and follow (or extend) the established standards in the field.

Possible questions we would like to address include:

1. **Descriptive and theoretical questions:** What are the challenges and opportunities of the cross-national and historical comparison of the politics of education? What dimensions of variation between education systems do we have to take into account in order to compare how systems fare on redistribution, human capital formation, or other socio-political outcomes? (e.g., investment in particular educational levels, public and private spending, governance aspects, etc.)
2. **Politico-economic causes of education policies:** Which political and economic actors shape education systems (e.g., Ansell 2008, 2010; Busemeyer 2009, 2015; Busemeyer/Trampusch 2012; Garritzmann 2016; Iversen/Stephens 2008)? When, how, and why do their interests matter? What for example is the role of political parties, teacher unions, trade unions, employer associations, or private schooling providers (e.g. religious institutions)? Why and how does the influence of such political economic actors vary cross-nationally, historically, and across educational sectors (Culpepper 2003, Thelen 2004, Ansell/Lindvall 2013)? Moreover, what is the relationship between political elites, public opinion, and policy-making in the field of education? Everyone has an opinion on education and it is a salient policy. To what extent and how do these dynamics drive the politics of education? How do institutional feedback effects and ideas intervene in the policy-making process? (Busemeyer 2012, 2015; Garritzmann 2015, 2016; Mettler 2002, 2005; Pierson 1993; Wlezien 1995)
3. **Politico-economic consequences of education policies and systems:** To what extent do politics of education affect politically, economically, and socially relevant outcomes such as educational inequalities, social stratification, (youth) unemployment, NEETs, research and development, societies' wellbeing or values, social cohesion,...? (Allmendinger/Leibfried 2003; Busemeyer 2015; Busemeyer/Iversen 2012; Garritzmann 2015; Müller 2005; Shavit/Müller 1998; van der Velden/Wolbers 2003)
4. **The relationship of education policies and social policies:** How can a political or politico-economic lens inform us on the relationships between different parts of the education system, or about the relationship of education policy and other social policies (Allmendinger/Leibfried 2003; Busemeyer/Nikolai 2010; Estevez-Abe et al. 2001; Hall/Soskice 2001; Heidenheimer 1973; Iversen 2005)? To what extent are politics in one regime institutionally dependent on the politics of another regime that affects individuals at different stages of their life course? For example: early childhood education and tertiary education have similar redistributive outcomes: they are regressive (Fernandez/Rogerson 1995). Hence, do similar political economic forces drive the policy-making processes in these fields? Are different educational and social institutions complementary or in conflict with one another?

The workshop will be hosted at the University of Konstanz, Germany. The University of Konstanz has repeatedly been successful in the German Excellence Initiative program and has become a hub for the study of politics of education. We successfully applied for funding from the Excellence Initiative's Young Scholar Fund, which provides funding for initiating an international research network with scholars at different stages that are committed in longer-term contribution to the study of Politics of Education. The workshop will be free of charge. We will also cover accommodation in Konstanz (3 nights).

Organizers:

Julian L. Garritzmann is Postdoctoral Researcher at the Department of Politics and Public Administration at the University of Konstanz and at the Department of Political Science at the University of Zurich. After graduation from the University of Cologne in 2011, Julian was doctoral researcher in the research project *The Politics of Education and Training Reforms in Western Welfare States* at the Chair of Prof. Marius Busemeyer at the University of Konstanz. In 2013, Julian was Visiting Fellow at the Graduate School of Arts and Sciences at Harvard University working – among others – with Prof. Torben Iversen. Julian gained his PhD from the University of Konstanz in 2014 with a dissertation on *The Political Economy of Higher Education Finance: A Comparative Analysis of the Politics of Tuition Fees and Subsidies*. In 2014 Julian got awarded the ESPAnet/JESP Doctoral Researcher Prize. Since 2014, he is Postdoctoral Researcher at the University of Konstanz in the project *Investing in Education in Europe: Attitudes, Politics, and Policies (INVEDUC)* funded by a ERC-Starting Grant and Postdoctoral Researcher (Oberassistent) at the Chair of Prof. Silja Häusermann at the University of Zurich. His work has appeared in *the Journal of European Social Policy*, *the Journal of European Public Policy*, and in *West-European Politics*. A book based on the dissertation is forthcoming with *Palgrave Macmillan* in June 2016.

Charlotte Haberstroh is a Postdoctoral Research Fellow in Qualitative Methods at the University of Oxford, Department of Social Policy and Intervention. In 2011, she graduated from Sciences Po Paris and started her doctoral studies at the European University Institute (Florence), Department of Social and Political Science (DSPI). She was a Visiting Fellow at the Institute for Future Studies in Stockholm, at the London School of Economics (European Institute), and at Sciences Po Paris (Centre d'Etudes Européennes). Her dissertation examines *The Politics of Equal Opportunities in Education: Partisan Governments and School Choice Reform in Sweden, England, and France, 1980-2010*. She presented her work at several international and European conferences on comparative political economy and social policy, including SASE 2013&2015, ESPAnet 2014, and CES 2015. She started her postdoctoral fellowship at the University of Oxford in autumn 2015. There, her research focuses on the politics of educational inequalities at the compulsory schooling level. Charlotte co-organizes the DSPI's new Methods Hub.

Logistics:

- The workshop is scheduled as a two-day workshop on June 30 and July 1, 2016. Participants will be invited to arrive June 29 and to depart July 2
- The cost of the workshop and accommodation in Konstanz is fully covered for three nights (by the University of Konstanz' Young Scholar Fund). Participants are expected to cover their own travel expenses and catering expenses while at Konstanz.
- The closest airport is Zurich Airport (Switzerland), but Konstanz can also be reached by train (www.bahn.de) and by bus (www.fernbusse.de)
- **Please submit an abstract** (500-750 words) and a CV by **29 February 2016** to Charlotte Haberstroh (charlotte.haberstroh@spi.ox.ac.uk). Abstracts should include the papers' theoretical and methodological approach and make explicit how the paper adds to the existing literature in the field and to which of the four outlined sets of questions it particularly fits into.
- We will notify you of the outcome of your application by 30 March 2016 at the latest.
- Please contact the organizers for any further query: julian.garritzmann@uni-konstanz.de and charlotte.haberstroh@spi.ox.ac.uk