

Thomas Wicki; Michelle Jutzi; Marina Grgic; Ueli Hostettler
Institut für Forschung, Entwicklung und Evaluation

REFORM@WORK

The Role of Governance Networks in the Implementation of a Curriculum Reform in Switzerland

Context

- new curriculum in Switzerland for media education and informatics (M&I)
- implementation of M&I differs in each of the 21 german-speaking cantons (states)

Theory

- the educational governance perspective sees public schools as multi-leveled systems with a variety of actors interacting with each other (Rürup & Bormann, 2013)
- individual actors and groups have their own interests and dependencies that shape the policy making and implementation process (Bovens et al., 2014)
- Social Network Analysis (SNA) offers tools to examine relationships and structural features of policy networks (Carolan 2014)

Research question

Are there peculiar patterns among the cantons and how can we explain these patterns in terms of collaboration and educational governance?

Research goals

- identify actors in the field of national and cantonal education policy
- gather information on the local implementation process from a variety of actors
- identify policy networks and peculiar patterns

Method

- sample of six cantons with a similar timeframe of the curriculum implementation
- expert interviews with 5 national and 25 cantonal experts
- experts were asked who they work together with and how they are connected on a national and cantonal scale
- analysis of key documents from the six cantons
- creation and examination of the national and cantonal networks with Gephi (Bastian et al., 2017)

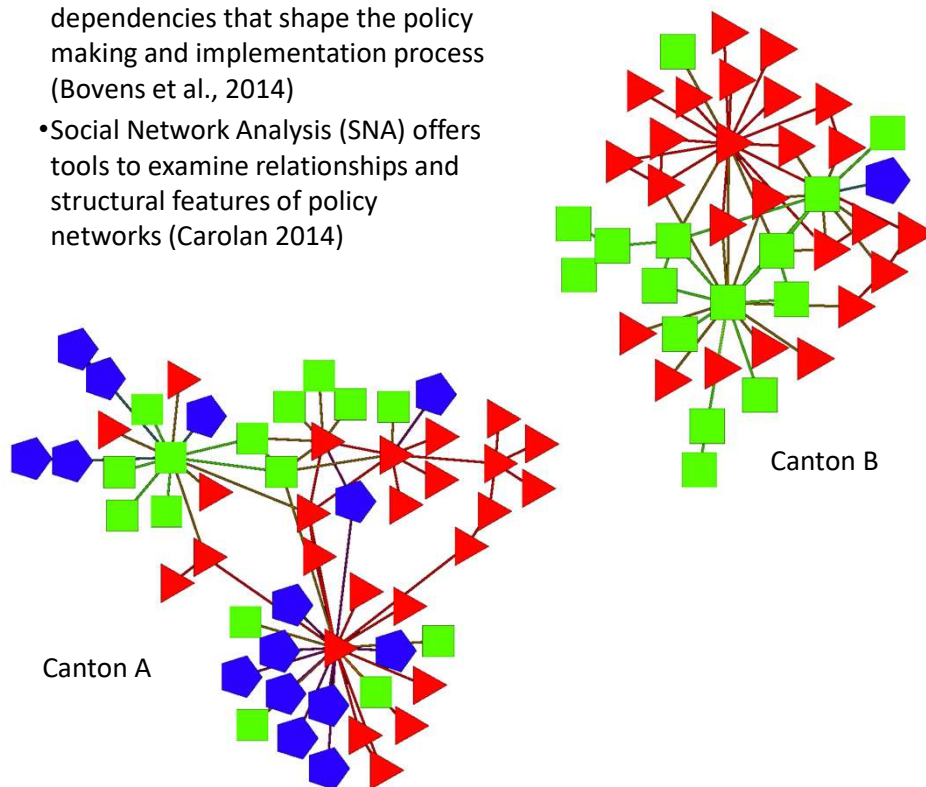
Findings

- reported connections include a wide range of types of actors (see graph):

- cantonal authorities
- ▶ teacher education institutions
- ◆ school-external organisations
- cantonal governance networks differ in the number and type of actors and degree of connectivity
- a certain pattern can be seen in implementation-driving cantons (e. g. well-connected cantonal authorities, strong relation with teacher education institutions)

Conclusion

- quality of relationships between actors must be analysed separately
- implementation-driving cantons show a similar pattern of connections between policy-maker and stakeholders



FURTHER INFORMATION

You can find further information under
phbern.ch/forschung/projekte/reformwork

Sources

Literature:
Bastian, M., Heymann, S. & Jacomy, M. (2017). Gephi. An open source software for exploring and manipulating networks (Version 0.9.2). Available at <https://gephi.org/>
Bovens, M., Goodin, R. E., Schillemans, T. & Gallmard, S. (2014). Accountability and Principal-Agent Theory. In M. Bovens, R. E. Goodin & T. Schillemans (Ed.), *The Oxford Handbook of Public Accountability*. Oxford University Press.
Carolan, B. V. (2014). *Social Network Analysis and Education. Theory, Methods & Applications*. Thousand Oaks: SAGE.
Rürup, M. & Bormann, I. (Ed.). (2013). *Innovationen im Bildungswesen. Analytische Zugänge und empirische Befunde*. Wiesbaden: Springer.