

The Politics of Comprehensive School Reforms

Why are school systems structured differently across countries? *The Politics of Comprehensive School Reforms* examines this question through an in-depth analysis of education politics in Germany and Norway during the postwar period of educational expansion. Using a Rokkanian theoretical framework, the book argues that education politics can only be understood in light of the cleavages, or political divides, that shape actors' interests, ideologies, and inclinations for who they want to cooperate with – or not. The book analyzes crosscutting cleavages connected to religion, geography, language, anti-communism, and gender and demonstrates how Norwegian social democrats and German Christian democrats built successful coalitions by mobilizing support from different social groups. Extensively researched and expansively applicable, this book contributes to the interdisciplinary literature on the politics of education and to the field of comparative welfare and education regime research. This book is also available Open Access on Cambridge Core.

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The Comparative Politics of Education

Editor

Terry M. Moe, *Stanford University*

Education and its reform are matters of great political salience throughout the world. Yet as Gift and Wibbels observed, “It is hard to identify a community of political scientists who are dedicated to the comparative study of education.” This series is an effort to change that. The goal is to encourage a vigorous line of scholarship that focuses squarely on the politics of education across nations, advances theoretical thinking, includes a broad swath of educational terrain – from elementary and secondary education to vocational education to higher education – and explores the impacts of education on key aspects of society. The series welcomes books of very different types. Some may be grounded in sophisticated quantitative analysis, but qualitative work is welcome as well, as are big-think extended essays that develop agenda-setting ideas. Work is encouraged that takes on big, important, inherently messy topics, however difficult they may be to study. Work is also encouraged that shows how the politics of education is shaped by power, special interests, parties, bureaucracies, and other fundamentals of the political system. And finally, this series is not just about the developed nations, but encourages new work on developing nations and the special challenges that education faces in those contexts.

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The Politics of Comprehensive School Reforms

Cleavages and Coalitions

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