In the past the development of educational sociology within Switzerland’s various language regions has differed. In the French-speaking part of Switzerland educational sociology has drawn upon the French tradition of the sociology of school, which is enriched by both political-scientific and post-Bourdieu perspectives. In the German-speaking part, research in educational sociology has often been based on sociological systems theory, rational choice approaches, discourse analysis or organisational sociology. Both language regions have in common that research in educational sociology not only covers general education but also focuses on vocational education, higher education, academic careers etc.

The influence of the different schools of thought in the French- and German-speaking social sciences have produced a multitude of theoretical and methodological approaches within the sub-discipline of educational sociology. Together with the increasing number of articles in the Swiss Journal of Sociology covering educational topics, this multitude highlights the potential of the still small but emerging field of Swiss educational sociology. This has prompted the Swiss Sociology of Education Research Network (created in early 2012) to organise a first conference. It took place in 2014 in Fribourg with the aim of providing an overview of current research in educational sociology in Switzerland. At this conference a fruitful exchange between the language regions and various theoretical traditions started successfully.

In order to continue and ensure this exchange the thematic orientation of this call for papers is left open once again. Education can be seen both as an explanans as well as an explanandum of social relations, facts and problems. Research in educational sociology thereby focuses on a wide range of educational processes and attainment in informal settings (family, peer group, leisure, workplace), formal settings (preschool, primary school, lower and upper – both general and vocational – secondary education, tertiary education, tertiary level professional education and training, further education and adult
education), and non-formal, extracurricular settings (e.g. youth work, private teaching, commercial education offers). Educational attainment may be perceived in different embodied, institutionalised and symbolic forms of intended or unintended nature (such as cultural capital, knowledge, know-how, skills, competence, qualification, certificates, educational levels etc.). It may also be linked to political measures, such as educational policies and reforms.

The contributions may therefore refer to a broad concept of education. However, its analysis is expected to be sociologically well-founded on a theoretical-conceptual level. The conference is addressed to colleagues who either do research in Switzerland or on Swiss education. Theoretical-empirically aligned contributions (qualitative and/or quantitative) are particularly welcome.

The submitted abstract for a single presentation or a session proposal (= three presentations in a theoretical perspective or substantive order) should make its objectives and research questions explicit and refer to a sociological framework. Please identify data, methods and (preliminary) results if empirical research is presented. **English will be the preferred conference language** with the aim of enabling a productive exchange beyond the Swiss language barriers and across the subfields of educational sociology.

The abstract (about one to two pages) or the session proposal (with an introductory statement that summarize the proposed session and an abstract of about one to two pages for each of the three presentations) should be sent to christoph.maeder@phzh.ch by 31 May 2016. The abstracts will be peer-reviewed by members of the scientific board. Authors will be notified about the outcomes of their submissions by the end of July 2016. Abstracts can be submitted in English, French or German. An English version of the abstract / session proposal is expected by 1 October 2016.

The conference’s organisers and the members of the scientific board are looking forward to your contribution!

**Scientific board**
Carmen Baumeler (Swiss Federal Institute for Vocational Education and Training), Rolf Becker (University of Bern), Alexandre Duchêne (University of Fribourg & HEP-PH FR), Farinaz Fassa (University of Lausanne), Florian Elliker (University of St. Gallen), Georges Felouzis (University of Geneva), Gaëlle Goastellec (University of Lausanne), Christian Imdorf (University of Bern), Irene Kriesi (Swiss Federal Institute for Vocational Education and Training), Winfried Kronig (University of Fribourg), Regula Julia Leemann (University of Teacher Education Basel), Philippe Losego (University of Teacher Education Lausanne), Christoph Maeder (University of Teacher Education Zurich), Moritz Rosenmund (University of Vienna), Carmen Zurbriggen (University of Fribourg).

**Organising committee**
Christoph Maeder, Alex Knoll, Christian Imdorf

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1 Oral presentations in German or French may be held if they are accompanied by a comprehensive PowerPoint presentation in English.