

The Rise of Knowledge Brokers in Global Education Governance

How do policymakers orient themselves in an era of surplus information? This insightful book presents a multidisciplinary investigation into the growing influence of knowledge brokers and how they utilize data to support education policy and planning.

Contributors examine key actors' roles and strategies, contextual influences, and implications for equity and inclusion in the education sector, giving voice to experts in academia, institutional think tanks and intergovernmental organizations. Illustrating brokerage concepts through distinct cases, it demonstrates that institutional approaches are markedly different, and highlights the ways in which knowledge brokers have been repurposed to bring about social change, signalling a noticeable shift in the global discourse on education governance.

The Rise of Knowledge Brokers in Global Education Governance is a valuable resource for researchers, analysts and planners in global governance, education policy and administration, international relations, political science and policy studies. It is also of interest to policymakers engaging with data and evidence in global education governance.

'Chanwoong Baek and Gita Steiner-Khamsi have assembled a set of scholars who illuminate the differing definitions and models of knowledge brokering, with particular attention to international organizations such as OECD and the World Bank. This book is essential reading for understanding the political origins of education policy, planning, and implementation on the world stage.'

Aaron Pallas, Columbia University, USA

'This 10-chapter edited book examines the rise of knowledge brokers in global education governance within a two-community framework of science and politics. It offers valuable insights for anyone seeking to understand the complex interplay between science and politics in the field of international cooperation in education policy.'

Moses Oketch, University College London, UK

'The notion that in the formulation and enactment of education policy and governance a range of new knowledge brokers emerged, beyond the traditional producers of knowledge, is now widely recognized. What is less well understood however is how and why has their influence grown so rapidly, and with what consequences. The essays in this important and timely book interrogate these questions in ways that are empirically grounded and analytically astute.'

Fazal Rizvi, The University of Melbourne, Australia and The University of Illinois Urbana-Champaign, USA

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Contents

Chapter 1

Knowledge Brokers in Education and International Cooperation: A Typology with Blurred Boundaries

Gita Steiner-Khamsi

Chapter 2

Navigating the Terrain: Global Knowledge Brokering and Use in Education Policy

Chanwoong Baek

Chapter 3

Knowledge Exchange for Educational Progress: The OECD's Approach to Horizontal Policy Learning

Michael Ward and Melissa Mouthaan

Chapter 4

Evidence Labs in the Education Sector: A Review and Early Reflection on the Jacobs Foundation Journey

Samuel Kembou and Donika Dimovska

Chapter 5

“What Works”? Power and Politics in Studies of Evidence Use in Policy

Maira V. Faul, Anna Numa Hopkins, and Bart Sebastiaan Gabriel

Chapter 6

Lessons Learned about Promoting Knowledge Production and Utilization in Low- and Middle-Income Countries

Tricia Wind and Margarita López

Chapter 7

Uptake of Research Evidence in Kyrgyzstan and Moldova Policy and Planning Decisions

Julia Levin, José Luís Benito Canêlhas, and Janyl Bokonbaeva

Chapter 8

Evidence Production, Promotion, and Pollution: Private Interests and Knowledge Brokerage in US Education Policy

Christopher Lubienski, Joel Malin, and Emma Rowe

Chapter 9

Knowledge Brokerage and Global Governance: Current Research Trends and Future Avenues for Research

Chanwoong Baek and Gita Steiner-Khamsi

Chapter 10

Can We Trust “Evidence” in Policymaking?

Maren Elfert

About the series: International Education and Development

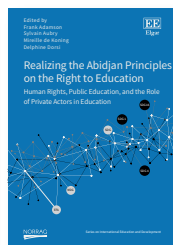
The books in this series intend to generate an international debate on emerging trends in education and provide space for authors that represent diverse perspectives and knowledge communities. Reflecting the mission of NORRAG to produce, disseminate and broker critical knowledge on topical issues that emerge in education and development, the series aims to broker knowledge at the interface between research, analysis, policy and practice within the comparative, development and international education community.



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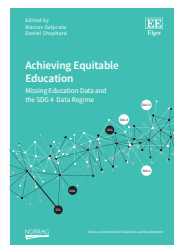
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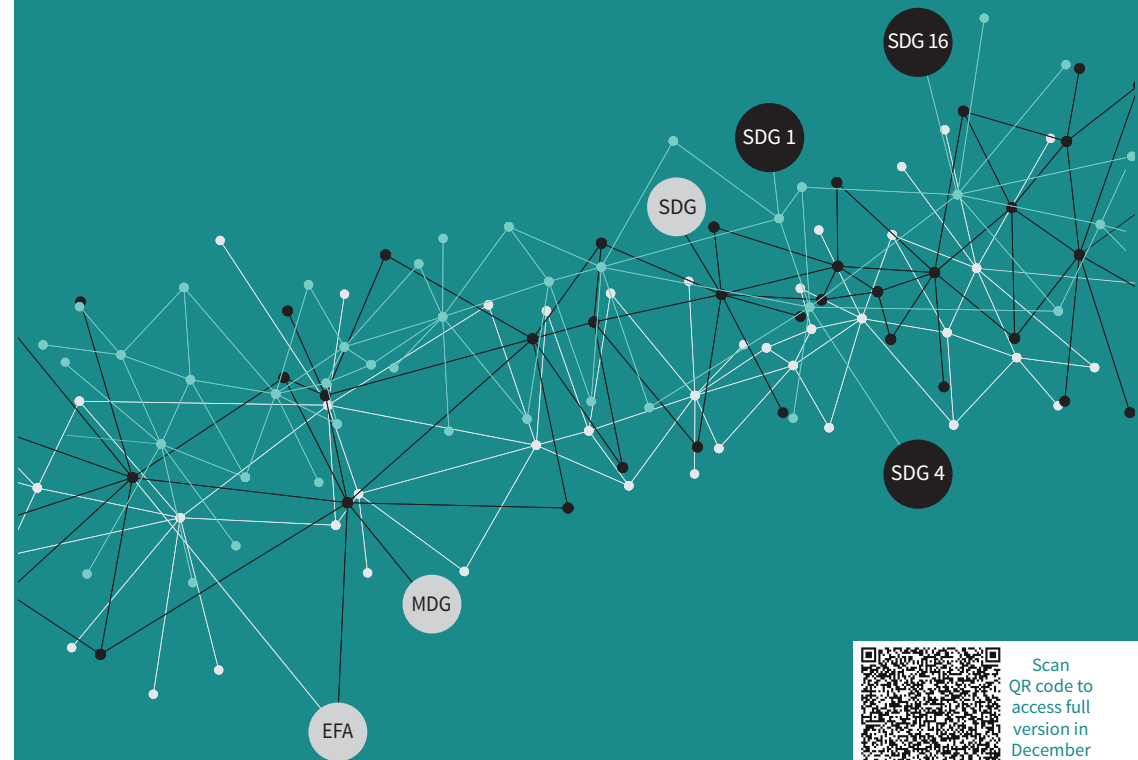
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