

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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Open access publication

December 2024,
E. Elgar Cheltenham, UK

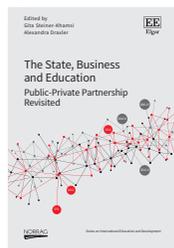


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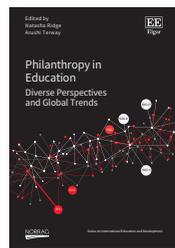
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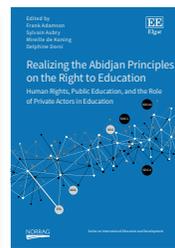
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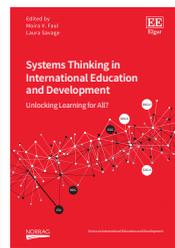
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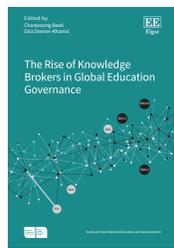
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NORRAG is the Global Education Centre of the Geneva Graduate Institute and is supported by the Swiss Agency for Development and Cooperation (SDC)



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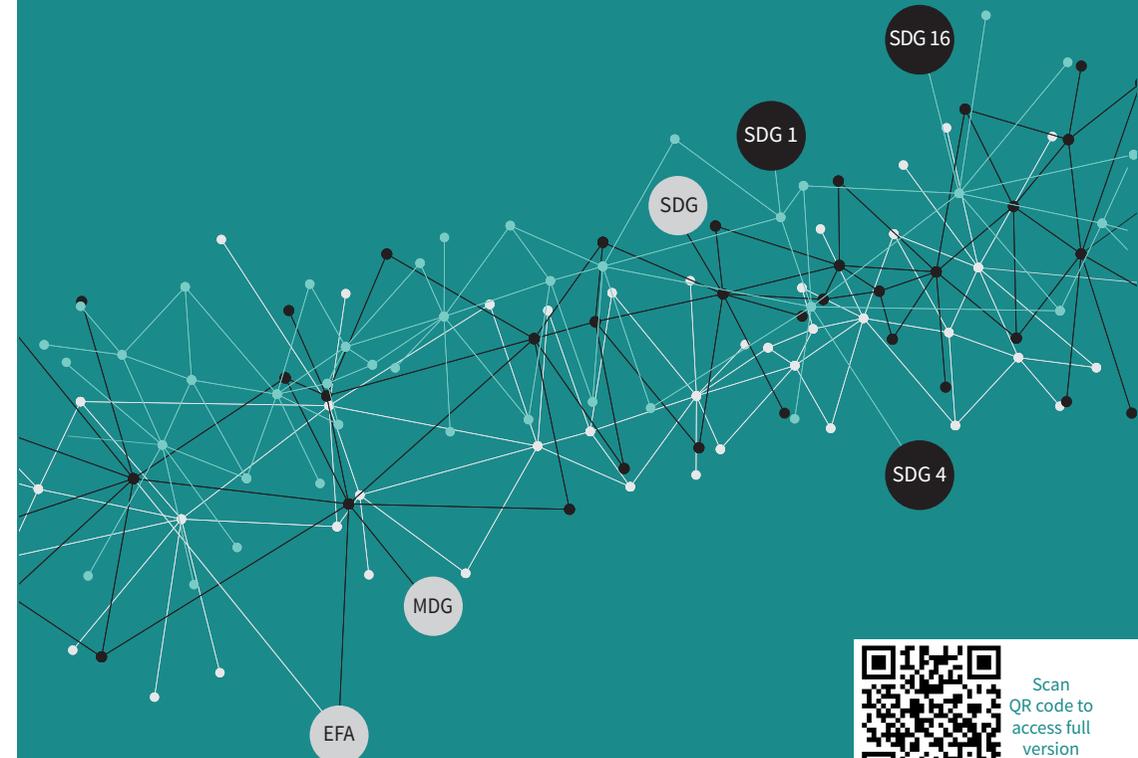
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and Cooperation SDC

Version: 12.2024

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