

2.1. Education governance, autonomy and accountability

SP - (18647) - NEW PHILANTHROPY IN GLOBAL EDUCATION GOVERNANCE: THE OECD'S NETFWD AS NEW A TRANSNATIONAL POLICY NETWORK

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Short Abstract

This presentation focuses on the creation of new spaces of policy (new actors and places) regarding new philanthropy in global education governance. To this end, it takes the Network of Foundations Working for Development (netFWD) as an example of the rising of new transnational policy networks in global education governance. Created by the OECD in 2012, netFWD gathers some of the world's most important private philanthropy for development providers "with policymakers and OECD experts to address the world's most pressing development challenges" (netFWD, 2021). Aiming to present some light on an understudied empiric object, the netFWD, the presentation draws on the literature of education governance, policy networks and new philanthropy.

In the last decades, education governance became an interactive, multiscale, and multi-actor space, shaped by and through knowledge circulation, in which international organizations and other non-state actors turned key players in education policy (Lawn & Lingard, 2002). The new interdependencies between national public authorities, supranational organisations and other non-state actors result "in complex global networks that are redistributing power and influence across political spaces in new ways" (Savage *et al.* 2021, p. 311-312). Within these networks, private foundations and philanthropic organizations have grown their visibility and influence, promoting new cognitive and social operations for the education systems. Furthermore, moving from a 'charity for development' to a 'new philanthropy' or 'philanthropy 3.0' (Ball & Olmedo, 2011), private foundations became more business-aligned and concerned with measurable impacts of its action, more committed to capacity building, training and skills development, consulting, and entrepreneurial innovation, adopting a hands-on approach (see, Ball 2012; Ball & Junemann, 2011; Hogan, Sellar & Lingard, 2015). Within these new policy networks, private foundations gain access to expertise, knowledge, and influence, allowing them to act as important nodes (Ball, 2008; Ball & Olmedo, 2011; Exley, 2014).

In this theoretical framework, my interest is to describe netFWD as an emergent transnational network of global policy actors, that seeks to bring together private foundations, public authorities, and the OECD, pursuing new philanthropy reasoning for education in global education governance. To this end, I'll present an exploratory study, inspired in network ethnography (see, for instance, Hogan, 2016; Baek *et al.*, 2018; Ball, 2016; Olmedo *et al.*, 2013; Avelar & Ball, 2019), using document analysis, social network analysis and an interview.

Results will focus on netFWD intermediary agency (Nay & Smith, 2002; Viseu & Carvalho, 2021) regarding its: a) social dimension, showing how this transnational network brings together philanthropist, policymakers, and OECD experts; b) cognitive dimension, to illustrate how, within this network, expert knowledge on new philanthropy in education is produced and disseminated.

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