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Call for Papers (Eng. / Esp.)

Policy networks and data networks of governmentality in education

Redes políticas y redes de datos de gubernamentalidad en educación

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Deadline: November 10, 2019

Policy networks and data networks of governmentality in education

Foro de Educación calls for papers for a special issue exploring the emerging processes of policy networks as well as the new data networks of governmentality in education policy.

It is becoming increasingly common for public policies to be constructed by way of strategic policy networks which reformulate and build policy agendas. These networks work in a way that converges, unifies and connects state structures with civil society utilising alliances, strategies, scales and spatiotemporal horizons (Jessop, 2015). These policy networks constitute new power relations of contemporary neoliberal governmentality.

In the field of education policy these new policy networks are assemblages of public and private actors such as philanthropic foundations, edu-businesses, organisations and governments which operate together with a focus on the transformation of public services through pro-privatisation processes of education (Au & Ferrare, 2015; Ball, Junemann & Santori, 2017; Hogan, Sellar & Lingard, 2015). The result of these interactions of policy networks is part of the current change of global governance paradigm which is consolidated through assemblages, mobilities and mutation of fast policies (McCann & Ward, 2012; Peck & Theodore, 2015). Due to this, it is paramount to pay attention to the 'new spaces of the political cycle' and 'the mobility of discourses' (Gulson, Lewis, Lingard, Lubienski, Takayama & Webb, 2017, p. 3).

Another relevant aspect of the contemporary transformation of educational systems is in the burgeoning control mechanisms of data networks. These control mechanisms develop through 'datafication' and 'digitisation' processes which form part of the new



'digital education governance' that is transforming educational policy (Williamson, 2017). To datify a phenomenon 'is to put it in a quantified format so it can be tabulated and analyzed' and digitisation 'is the process of converting analog information into the zeros and ones of binary code' (Mayer-Schönberger & Cukier, 2013, p. 78) or the translation of phenomena into software code. Digitisation in education policy comes as the result of extracting and generating new practices and policy technologies such as evaluations, tests and the results into digital data.

The development of the new data-governance networks brings about new sociotechnical imaginaries that modify educational systems through 'predictive analytics technologies' (Lupton & Williamson, 2017, p. 790), 'big data' (Williamson, 2017), 'artificial intelligence' (Gulson & Webb, 2017) and biosocial programmes (Youdell, 2016) that are consolidated as new control mechanisms of the contemporary neoliberal governmentality.

This special issue seeks critical papers, which can be theoretical, methodological and/or empirical coming from political, sociological, philosophical and comparative perspectives.

- Deadline for receiving the articles: **November 10, 2019**
- Guidelines for the authors:
<http://forodeeducacion.com/ojs/index.php/fde/about/submissions>

References

- Au, W. & Ferrare, J. J. (2015). *Mapping Corporate Education Reform. Power and Policy Networks in the Neoliberal State*. New York, Routledge.
- Ball, S. J.; Junemann, C. & Santori, D. (2017). *Edu.net. Globalisation and policy mobility*. London and New York: Routledge.
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McCann, E., & K. Ward. (2012). Policy Assemblages, Mobilities and Mutations. *Political Studies Review* 10(3), 325-332.

Peck, J. & Theodore, N. (2015). *Fast policy: Experimental statecraft at the thresholds of neoliberalism*. Minneapolis: University of Minnesota Press.

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Redes políticas y redes de datos de gubernamentalidad en educación

Foro de Educación solicita artículos para un monográfico que explore los procesos emergentes de las redes de políticas, así como las nuevas redes de datos de gubernamentalidad en la política educativa.

Cada vez es más común que las políticas públicas se construyan a través de redes de políticas estratégicas que reformulan y desarrollan las agendas políticas. Estas redes funcionan unificando, convergiendo y conectando las estructuras estatales con la sociedad civil a través de alianzas, estrategias, escalas y horizontes espaciotemporales (Jessop, 2015). Son redes políticas que constituyen nuevas relaciones de poder de la gubernamentalidad neoliberal contemporánea.

En el campo de la política educativa, estas nuevas redes de políticas son ensamblajes de actores públicos y privados, tales como fundaciones filantrópicas, empresas educativas, organizaciones y gobiernos que operan conjuntamente a través de la transformación de los servicios públicos mediante procesos pro-privatización de la educación (Au & Ferrare, 2015; Ball, Junemann & Santori, 2017; Hogan, Sellar & Lingard, 2015). El resultado de estas interacciones de redes de políticas es parte de un cambio contemporáneo de paradigma en la gobernanza global que se consolida a través de ensamblajes, moviidades y mutación de políticas rápidas (McCann y Ward, 2012; Peck y Theodore, 2015). Debido a esto, es de suma importancia prestar atención a los “nuevos espacios del ciclo político” así como a “la movilidad de los discursos” (Gulson, Lewis, Lingard, Lubienski, Takayama & Webb, 2017, p. 3).

Otro de los aspectos relevantes de la transformación contemporánea de los sistemas educativos se encuentra en los mecanismos de control de las redes de datos. Son mecanismos de control desarrollados a través de procesos de “datificación” y “digitalización” que forman parte de la nueva “gobernanza digital de la educación” que está transformando la política educativa (Williamson, 2017). Datificar un fenómeno “es plasmarlo en un formato cuantificado para que pueda ser tabulado y analizado” (Mayer-Schönberger & Cukier, 2013, p. 78) o la traslación de fenómenos a código software. La digitalización en la política educativa es el resultado de extraer y generar nuevas prácticas y tecnologías políticas, tales como evaluaciones, exámenes y resultados en datos digitales.

El desarrollo de las nuevas redes de gobernanza de datos trae consigo nuevos imaginarios sociotécnicos que modifican los sistemas educativos a través de “tecnologías de análisis predictivo” (Lupton & Williamson, 2017, p. 790), “big data” (Williamson, 2017), “inteligencia artificial” (Gulson & Webb, 2017) y “programas biosociales” (Youdell, 2016) que se consolidan como nuevos mecanismos de control de la gubernamentalidad neoliberal contemporánea.

Este número especial busca artículos críticos, que pueden ser teóricos, metodológicos y/o empíricos desde perspectivas políticas, sociológicas, filosóficas y comparativas.



- Deadline para la recepción de artículos: **10 de noviembre de 2019**
- Guía para autores: <http://forodeeducacion.com/ojs/index.php/fde/about/submissions>

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- Au, W. & Ferrare, J. J. (2015). *Mapping Corporate Education Reform. Power and Policy Networks in the Neoliberal State*. New York: Routledge.
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