



L'année **PhiLanthropique** | **PhiLanthropic year**

2017

SEPTEMBRE /
SEPTEMBER

BULLETIN MENSUEL DU PHILAB – PHILAB'S MONTHLY

PHILANTHROPIE ET ÉDUCATION *PHILANTHROPY AND EDUCATION*

L'éducation est sans contredit l'une des sphères d'activité les plus investies par les fondations. D'après les données de 2011 fournies par [Imagine Canada](#), 84% des grandes fondations canadiennes ont fait des dotations dans le secteur de l'éducation et de la recherche. L'intérêt que ces organisations portent pour l'éducation est indéniable. De plus, les institutions scolaires étant les premières atteintes par les politiques austères des gouvernements ([voir les travaux de PIRIS](#)), elles se tournent davantage vers la charité pour pallier à leur sous-financement. L'influence exercée par la philanthropie dans l'éducation est par conséquent appelée à croître. Il est donc urgent de comprendre les motivations qui poussent les fondations à financer le système d'éducation et les transformations qu'elles opèrent.

Bonne lecture!

Education is certainly one of the sectors most invested by foundations. According to the 2011 data provided by [Imagine Canada](#), 84% of major Canadian foundations have made endowments in the education and research sector. The interest of these organizations in education is undeniable. Moreover, since educational institutions are the first to be affected by the austere policies of governments ([consult IRIS work](#)), they turn more towards charity in order to compensate for their underfunding. The influence of philanthropy in education is therefore bound to increase. It is therefore urgent to understand the foundations' motives to finance the education system and the transformations they are making.

Wish you good reading!

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PHILANTHROPIE ET POLITIQUES PUBLIQUES EN ÉDUCATION

PHILANTHROPY AND PUBLIC POLICY IN EDUCATION

- Megan Tompkins-Stange. « Policy Patrons: Philanthropy, Education Reform, and the Politics of Influence », *Harvard Education Press*, 2016, 199 pages.

Entretien avec l'auteure, par Rachel M. Cohen –

Interview with the author, by Rachel M. Cohen

<http://prospect.org/article/qa-pulling-back-curtain-education-philanthropy>

Commentaire du livre par Stanley N. Katz –

Book review by Stanley N. Katz :

https://ssir.org/book_reviews/entry/does_philanthropy_threaten_democracy

Résumé – *Abstract* :

Policy Patrons offers a rare behind-the-scenes view of decision making inside four influential education philanthropies: the Ford Foundation, the W. K. Kellogg Foundation, the Bill & Melinda Gates Foundation, and the Eli and Edythe Broad Foundation. The outcome is an intriguing, thought-provoking look at the impact of current philanthropic efforts on education.

Over a period of several years, Megan E. Tompkins-Stange gained the trust of key players and outside observers of these four organizations. Through a series of confidential interviews, she began to explore the values, ideas, and beliefs that inform these foundations' strategies and practices. The picture that emerges reveals important differences in the strategies and values of the more established foundations vis-à-vis the newer, more activist foundations—differences that have a significant impact on education policy and practice, and have important implications for democratic decision making.

In recent years, the philanthropic sector has played an increasing role in championing and financing education reform. *Policy Patrons* makes an original and invaluable contribution to contemporary discussions about the appropriate role of foundations in public policy and the future direction of education reform.

- Noelle Quam (2015). « Big Philanthropy’s Unrestrained Influence on Public Education: A Call for Change », *Washington and Lee Journal of Civil Rights and Social Justice*, Volume 21, Issue 2, article 12, p. 601 – 642.

Lien web – *Web link* :

<http://scholarlycommons.law.wlu.edu/crsj/vol21/iss2/12>

Extrait de l’introduction – *Excerpt from the introduction* :

Major charitable organizations—which are referred to in this Note as “Big Philanthropy”—have a growing influence on the American public education landscape. As one of their many selected social causes, Big Philanthropy invests large sums of money and wields its political influence to promote particular education reform initiatives selected by each foundation. Many praise Big Philanthropy for its contributions and dedication to education; however, evidence is mounting that many of these reforms are not only failing, but are also having a detrimental impact on students, schools, and communities. While Big Philanthropy’s participation in education reform grows amidst this negative evidence, critics have begun to question Big Philanthropy’s intentions, arguing that its involvement is for the benefit of Big Philanthropy, rather than students.

In this Note, I lay the factual predicate for a legal response to the increasing involvement of Big Philanthropy in public education. First, I will highlight the continuing struggle for adequate education funding and how Big Philanthropy became involved in this cause. Next, I will utilize two education reform initiatives that are heavily funded by Big Philanthropy to illustrate the negative impacts Big Philanthropy’s increased involvement has had on the American education landscape. Finally, I will briefly address some suggested legal responses to problems articulated in this Note.

- Sarah Reckhow and Jeffrey W. Snyder (2014). « The Expanding Role of Philanthropy in Education Politics », *Educational Researcher*, Vol. 43 No. 4, pp. 186–195.

Lien Web – *Web link* :

<http://journals.sagepub.com/doi/abs/10.3102/0013189X14536607>

Résumé – *Abstract* :

Philanthropic involvement in education politics has become bolder and more visible. Have foundations changed funding strategies to enhance their political influence? Using data from 2000, 2005, and 2010, we investigate giving patterns among the 15 largest education foundations. Our analyses show growing support for national-level advocacy organizations. Furthermore, we find that foundations increasingly fund organizations that operate as “jurisdictional challengers” by competing with traditional public sector institutions. We apply social network analysis to demonstrate the growing prevalence of

convergent grant-making—multiple foundations supporting the same organizations. These results suggest that a sector once criticized for not leveraging its investments now increasingly seeks to maximize its impact by supporting alternative providers, investing concurrently, and supporting grantees to engage in policy debates.

LE FINANCEMENT PHILANTHROPIQUE DES INSTITUTIONS SCOLAIRES

PHILANTHROPIC FUNDING FOR EDUCATIONAL INSTITUTIONS

- Joe M. Ricks Jr. et Jacqueline A. Williams (2005). « **Strategic Corporate Philanthropy: Addressing Frontline Talent Needs Through an Educational Giving Program** », *Journal of Business Ethics*, Vol. 60, Numéro 2, 147–157.

Lien web – *Web link* :

<http://www.jstor.org/stable/25075256>

Résumé – *Abstract* :

Corporate philanthropy describes the action when a corporation voluntarily donates a portion of its resources to a societal cause. Although the thought of philanthropy invokes feelings of altruism, there are many objectives for corporate giving beyond altruism. Meeting strategic corporate objectives can be an important if not primary goal of philanthropy. The purpose of this paper is to share insights from a strategic corporate philanthropic initiative aimed at increasing the pool of frontline customer contact employees who are performance-ready, while supporting curriculum development and infra-structure improvement for selected university business programs, creating a win-win situation for the company and the universities. This paper will address three objectives. First, we will examine the evolution of strategic philanthropy from the traditional view to its current position as a strategic option. Second, we will address the recruitment of front line talent needs (customer facing jobs in sales, customer service, and marketing) based on the profit maximization model of strategic philanthropy.

- **Doug Guthrie, Richard Arum, Josipa Roksa et Sarah Damaske (2008).** « Giving to local schools: Corporate philanthropy, tax incentives, and the ecology of need », *ScienceDirect, Social Science Research, Volume 37*, p. 857 – 873.

Lien web – *Web link* :

<http://www.sciencedirect.com/science/article/pii/S0049089X07000336>

Résumé – *Abstract* :

This paper extends work on corporate philanthropy by arguing that we need to look not only at legal and institutional factors that shape corporate philanthropic activity but also at the ecology of the “consuming” organizations toward which philanthropic activity is directed. We examine the forces that shape the philanthropic practices of corporations, focusing our analysis on corporate giving to local schools. The analysis draws upon a survey of the philanthropic practices of a representative sample of 2776 corporations in the United States in 2002. Two significant findings emerge: first, higher levels of state corporate taxation are associated with greater levels of giving to local schools. This finding fits well with established arguments about the relationship between tax write-offs and charitable giving—higher taxes provide greater incentives for increasing philanthropic activity. Second the proportion of private schools in a given state is inversely related to philanthropic giving to local schools. We argue that the ecology of the receiving organizations in this area shape the perceptions of need among corporate givers. Corporations that are in states that have more competition between schools and a healthier “market” for education demonstrate less commitment supporting the provision of social services in this area.

- **Liesbet Steer et Cecilie Wathne (2010).** « Donor financing of basic education: Opportunities and constraints », *International Journal of Educational Development, Volume 30*, p. 472–480.

Lien web – *Web link* :

https://www.academia.edu/15003794/Donor_financing_of_basic_education_Opportunities_and_constraints

Résumé – *Abstract* :

Much progress has been made in improving access to basic education in recent years, but international support has been less than promised and the ‘funding gap’ to achieve universal primary education remains stubbornly present. This article identifies six interrelated factors that constrain such donor financing. Prioritization of basic education, evidence and advocacy, and aid architecture present the biggest challenges, followed by donor capacity, partner absorptive capacity and demand. We conclude that future success in attracting external financing for basic education will depend on the sector’s ability to raise its political profile, make an evidence-based case for support, tap into new donors and improve its aid effectiveness.

- Prachi Srivastava et Su-Ann Oh (2010). « Private foundations, philanthropy, and partnership in education and development: mapping the terrain », *International Journal of Educational Development*, 30(5), p. 460 - 471.

Lien web – *Web link* :

https://www.researchgate.net/publication/222180347_Private_foundations_philanthropy_and_partnership_in_education_and_development_Mapping_the_terrain

Résumé – *Abstract* :

There has been increasing interest on the role of private foundations in education finance and delivery. We argue that this is due to a macro-policy context of stagnating levels of official development assistance for education and an uncritical acceptance of a logic of neutrality and the efficiency and effectiveness of partnerships and philanthropy. This paper reports on the results of a literature review on private foundations in education and development. It found significant contestation against the claims of neutrality, efficiency, effectiveness. It also identifies salient methodological and substantive issues for the development of a research agenda on the issue.

- Douglas J. Simpson et William J. Hull (2007). « Educational Philanthropy: An Instrument of Qualified Change », *The Journal of Negro Education*, Vol. 76, No. 3, Celebrating the Legacy of “The Journal”: 75 Years of Facilitating Excellence in Black Education, p. 230- 239.

Lien web – *Web link* :

<http://www.jstor.org/stable/40034567>

Résumé – *Abstract* :

This study critically examines the influence of philanthropic foundations on the educational development of African Americans, especially from 1932 to 2007. Attention is given to the positive and negative motives of philanthropists as well as to the ways African Americans utilized funds and leveraged the provided opportunities. In addition, the study explores the evolutionary nature of past, present, and projected philanthropic interests, needs, and emphases. The authors conclude that the support of foundations for the education of African Americans has been an invaluable but qualified instrument of change and that continued enlightened support is needed for the foreseeable future.

L'INFLUENCE PHILANTHROPIQUE DANS LE DÉVELOPPEMENT DES SCIENCES SOCIALES

PHILANTHROPIC INFLUENCE IN THE DEVELOPMENT OF THE SOCIAL SCIENCES

- **Brigitte Mazon (1985).** « La Fondation Rockefeller et les sciences sociales en France, 1925-1940 ». Dans : *Revue française de sociologie*, 26-2. *La sociologie française dans l'entre-deux-guerres. Études et documents réunis par Philippe Besnard.* pp. 311-342.

Lien web – *Web link* :

http://www.persee.fr/doc/rfsoc_0035-2969_1985_num_26_2_3952

Résumé :

La Fondation Laura Spelman Rockefeller puis le Département des sciences sociales de la Fondation Rockefeller eurent pour programme le développement ou la création d'institutions de recherches en sciences économiques et sociales, aux États-Unis et en Europe. En France, les responsables de la Fondation constatèrent au milieu des années vingt une carence institutionnelle considérable dans ce domaine. Après avoir suscité, et rejeté, un vaste projet de Marcel Mauss, la Fondation Rockefeller décida de procéder par étapes pour créer les premiers embryons de centres de regroupement et de coordination des recherches en sciences sociales. Ce travail, sur le point d'aboutir en 1938 dans le projet de création d'un vaste Institut national des sciences sociales, fut interrompu par la guerre. Les orientations thématiques et méthodologiques préconisées par la Fondation Rockefeller eurent pour effet d'accorder une priorité plus grande aux recherches empiriques dans la sociologie française à la fin des années trente.

Abstract :

The Laura Spelman Rockefeller Foundation, followed by the Social Sciences Department of the Rockefeller Foundation, were charged with developing or creating research institutions for the economic and social sciences in the United States and in Europe. The Foundation authorities noted an important institutional deficiency in this field in France around the mid-Twenties. Once it had instigated and then rejected a vast project conceived by Marcel Mauss, the Rockefeller Foundation decided to proceed by stages in order to create the first centres, concentrating and coordinating research in the social sciences. This task, which in 1938 was on the verge of materialising in the form of a vast national institute for the social sciences, was interrupted by the war. As a result of the thematic and methodological orientations recommended by the Rockefeller Foundation, greater priority was accorded to empirical research within French sociology at the end of the Thirties.

- Nicolas Guilhot (2004). « Une vocation philanthropique. George Soros, les sciences sociales et la régulation du marché mondial », *Actes de la recherche en sciences sociales*, n° 151-152, p. 36-48.

Lien Web – *Web link* :

<http://www.cairn.info/revue-actes-de-la-recherche-en-sciences-sociales-2004-1-page-36.htm>

Résumé :

La philanthropie est une pratique qui permet aux classes détentrices de capitaux de promouvoir, notamment à travers le soutien aux sciences sociales, des formes de connaissance et de régulation de la société. Aux États-Unis, à la fin du XIXe siècle, ce sont les milieux issus de l'industrialisation, les fameux « barons voleurs », qui ont investi leurs ressources dans la définition et le traitement de la « question sociale » et contribué ainsi à l'essor institutionnel et à la professionnalisation des sciences sociales. À la fin du XXe siècle, l'apparition de nouveaux acteurs économiques produits par la mondialisation et la financiarisation de l'économie a entraîné un processus similaire de gestion stratégique des savoirs à partir de l'identification de nouveaux besoins réglementaires. Le cas de George Soros, opérateur financier enrichi sur le marché des devises et fondateur d'une université en sciences sociales en Europe de l'Est, peut servir de support à l'étude d'un tel processus. À partir d'une brève analyse qui replace cette institution universitaire tant dans l'histoire de la philanthropie savante et scientifique que dans une trajectoire biographique singulière, l'article montre comment se dessine une stratégie de redéfinition des « savoirs de gouvernement » mobilisables dans le cadre d'une économie globalisée.

Abstract :

Philanthropic practices have traditionally allowed capitalist classes to generate cognitive and regulatory knowledge about society, in particular by promoting the development of the social sciences. In 19th century America, the new social strata which benefitted most from the process of industrialization, like the notorious “robber barons”, have invested their resources in the definition and the treatment of relevant social issues. In the late 20th century, the globalization of the economy under the hegemony of financial capital has triggered similar developments. New economic actors have emerged and have sponsored the management of strategic knowledges matching newly identified regulatory needs. The case of George Soros, a financier speculating on currency markets and the founder of a university for the social sciences established in Eastern Europe, provides a perfect example of this phenomenon. By resituating this academic institution both within the history of learned and scientific philanthropy and within the specific context of an individual biography, the article argues that it contributes to redefining the forms of “policy knowledge” that can be mobilized in the context of a global economy.

- Leticia Canêdo (2009). « Les boursiers de la Fondation Ford et la recomposition des sciences sociales brésiliennes », *Cahier de recherche sur l'éducation et les savoirs*, Hors-série, numéro 2, mobilité universitaire et circulation internationale des idées, p. 33-55.

Lien web – *Web link* :

<http://cres.revues.org/670>

Résumé :

Cet article présente les premiers résultats d'un travail qui s'intéresse à la relation entre circulation internationale des universitaires et la genèse de la discipline de la Science politique au Brésil. Le texte s'attache à un petit groupe d'anciens boursiers de la fondation Ford qui, dans le champ des sciences sociales brésiliennes des années 1960-1980, après l'obtention de du doctorat aux États Unis, lutte pour la reconnaissance de sa compétence et autorité intellectuelle pour analyser les phénomènes de la politique et la définir comme discipline scientifique au sein des institutions d'enseignement supérieur brésiliennes, dans les centre de recherche et les associations scientifiques, auprès des institutions de l'État et des marchés de conseil. L'étude cherche à comprendre ce qui assure à certains groupes, à des moments déterminés de la restructuration de l'espace politique, la force suffisante pour agir avec succès, dans les rapports de force de la politique académique et dans les transformations de l'espace politique.

Abstract :

This article presents the first results of a research on the connections between international circulation of university professors and graduate students, and the genesis of Political Sciences as an academic field in Brazil. The text focuses on a small group of former Foundation Ford fellows who, after obtaining a PhD degree in the United States, fought to obtain recognition of their competences within the Social Sciences field in Brazil between 1960 and 1980. They managed to affirm their intellectual authority to analyze political phenomena and to define Political Sciences as a scientific discipline in Brazilian universities, research centers and scientific associations, State institutions, and consulting market. The study seeks to understand what ensures to certain groups, in certain moments of reorganization of the political space, the strength to succeed in the academic and political fields.

**LE SOUTIEN PHILANTHROPIQUE DES ANCIENS
ÉTUDIANTS POUR LES FONDATIONS UNIVERSITAIRES**
*PHILANTHROPIC SUPPORT OF ALUMNI FOR UNIVERSITY
FOUNDATIONS*

- **Maria Gallo (2012).** « **Beyond Philanthropy: Recognising the value of alumni to benefit higher education institutions** », *Tertiary Education and Management*, Vol. 18, No. 1, p. 41–55.

Lien web – *Web link* :

<http://www.tandfonline.com/doi/abs/10.1080/13583883.2011.611892>

Résumé – *Abstract* :

As austerity measures become a reoccurring theme, higher education institutions (HEIs) world-wide are examining diverse sources of funding, such as philanthropy, as an alternative to State support. This paper argues that building lifelong relationships with alumni offers an HEI with a strategy to yield other residual benefits for the institution, which may also lead to philanthropy. The research offers a deeper understanding of the alumni–academy relationship using institutional advancement (IA) strategies. IA is defined as an approach to building relationship with stakeholders—including alumni—to increase support for an institution. By consulting specialist IA literature, this study develops an alumni relationship-building cycle for consideration by institutions. A case study of an Irish university is the vehicle to analyze this paradigm. The empirical evidence shows that applying IA strategies and building alumni relationships at each stage of the cycle offers the institution positive outcomes ultimately towards advancement.

- **Robert Heckman et Audrey Guskey (1998).** « **The Relationship between Alumni and University: Toward a Theory of Discretionary Collaborative Behavior** », *Journal of Marketing Theory and Practice*, Vol. 6, No. 2, p. 97-112

Lien web – *Web link* :

<http://www.jstor.org/stable/40469904>

Résumé – *Abstract* :

This paper explores the long term relationship between alumni and universities. While alumni are not usually thought of as customers, the university's continued dependence on them for financial and other resources makes them a useful relationship marketing

example. This study examines discretionary collaborative behavior (DCB) performed by alumni and factors that lead to that behavior. DCBs are behaviors performed by a customer to help a vendor, company, or institution, which contribute to the effective functioning of the relationship, which are outside formal contractual obligations, and are performed without expectation of direct reward. Findings show antecedents of DCBs are: satisfaction with performance, relational bonds, and individual attributes.

QUELQUES CAS HISTORIQUES DE PHILANTHROPIE ÉDUCATIONNELLE

*SOME HISTORICAL CASES OF EDUCATIONAL
PHILANTHROPY*

- **Marjorie Lamberti (2006).** « **The Reception of Refugee Scholars from Nazi Germany in America: Philanthropy and Social Change in Higher Education** », *Jewish Social Studies, New Series*, Vol. 12, No. 3, p. 157- 192.

Lien web – *Web link* :

<http://www.jstor.org/stable/4467750>

Résumé – *Abstract* :

In the 1930s, American educators reacted defensively when philanthropic foundations and relief committees tried to assist refugee scholars-victims of the Nazi dictatorship's "racial" and political purge of the German universities and scientific research institutes-in obtaining academic appointments in the United States. Despite the existence of antisemitic prejudice, a large number of scholars in the Central European migration were able to resume their professional careers in American colleges and universities. What accounts for their successful integration into the institutions of higher education, and how were the barriers of discrimination against Jews in faculty appointments broken? Beyond the talents and adaptability of the refugee scholars, this article discusses the role of American philanthropy, especially the distinctive contributions of the Rockefeller Foundation and the Emergency Committee in Aid of Displaced Foreign Scholars, and the changing perceptions of these immigrants within the American academic community between 1933 and 1945.

- Chay Brooks (2015). « The ignorance of the uneducated': Ford Foundation philanthropy, the IIE, and the geographies of educational exchange », *Journal of Historical Geography*, Volume 48, p. 36 – 46.

Lien web – *Web link* :

<http://www.sciencedirect.com/science/article/pii/S0305748815000079>

Résumé – *Abstract* :

During the early years of the Cold War, the Ford Foundation became one of the largest philanthropic foundations of the twentieth century, using its vast wealth to engineer a world according to its own ideas and principles. Educational exchange was crucial to the Foundation's plans for global modernisation and progress. As part of this grand vision, the Foundation contracted the Institute of International Education (IIE) to co-ordinate a series of international educational exchanges. The IIE had begun under the stewardship of private philanthropy in the interwar period, and by the end of the Second World War, its largest philanthropic supporter was the Ford Foundation. This paper examines how the Ford Foundation and the IIE used education to induce cultural, economic and social changes at a global scale. Educational exchange provided a productive technology of philanthropic power tying the development of human competencies to the administration of global society. The paper outlines how strategic exchanges were imagined and funded by the Foundation and co-ordinated by the IIE as part of a project of modernisation and exposition of geopolitical and transnational power. The paper considers a brief case study of exchange projects in India which served as a tool of development and social engineering. An exploration of the nature of philanthropic projects during the early years of the Cold War casts a significant light on the exercise of power by non-state, transnational bodies and the geographical vocabularies used to explain and justify international educational projects.



PhiLab

LABORATOIRE MONTRÉALAIS
DE RECHERCHE SUR LA
PHILANTHROPIE CANADIENNE

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Faites-nous parvenir vos références sur le thème « Philanthropie et éducation ». Écrivez-nous au philab@uqam.ca et il nous fera grand plaisir de les ajouter au bulletin. De plus, vous pouvez nous suivre via notre site internet www.philab.uqam.ca, sur Twitter [@PhiLabMTL](https://twitter.com/PhiLabMTL) ou même en vous abonnant à notre Infolettre.

On vous revoit le mois prochain !

Send us your references on « Educational Philanthropy ». Write us to philab@uqam.ca and we will be pleased to add them to the monthly. Moreover, you may follow us by our Web site www.philab.uqam.ca, on Twitter [@PhiLabMTL](https://twitter.com/PhiLabMTL) or even in subscribing to our Newsletter.

See you next month !