Connecting education diplomacy concepts to models and best practices

Some insights from NORRAG’s experience

Mònica Serlavós
Education Diplomacy Day
7 October 2014
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1. NORRAG IN BRIEF

The network for international policies and cooperation in education and training
History

• 1977 - Research Review and Advisory Group (RRAG) created by IDRC. After a few years, creation of regional RRAGs
• 1985 - first meeting of the Northern Research Review and Advisory Group (NORRAG)
• 1991 - launching of the Network in Geneva, with main support from Swiss Development Cooperation + DfID + ad hoc contributions
• 2013 – strengthening of the secretariat and increasing decentralization
Objectives

Through networking and other forms of cooperation and institutional partnerships, NORRAG aims to:

1) Stimulate and disseminate timely, concise, critical analysis and act as an incubator for new ideas

2) Serve as a knowledge broker at the interface between research, policy and practice
Membership

• As of September 2014 the network had over **4,200** registered individual members in about 170 countries, **45% from the global South**.

• Diverse constituencies: Academia, NGOs, policy makers, consultants, private sector, foundations...
NORRAG members by region (sept. 2014)

- North America and Western Europe: 46%
- Sub-Saharan Africa: 21%
- South and West Asia: 10%
- East Asia: 9%
- Latin America: 5%
- Arab States: 4%
- Central and Eastern Europe: 3%
- Caribbean: <1%
- Pacific: <1%
NORRAG members by constituencies

- Universities: 43%
- NGOs / civil society: 18%
- Consultants: 12%
- Government Departments: 10%
- Multilateral organisation: 9%
- Others: 8%
Partnerships & collaborations

- Youth, Employment and Education Programme, Institute of Economic and Social Development, Buenos Aires
- Centre for Researching Education and Labour, University of the Witwatersrand, Johannesburg
- Institute of Educational Development, BRAC University, Dhaka
- American Institutes for Research (AIR), Washington DC
- PASEC, CONFEMEN, Dakar
- ADEA Inter-country Quality Node on Technical and Vocational Skills Development, Abidjan
Supporters:

Swiss Agency for Development and Cooperation SDC

OPEN SOCIETY FOUNDATIONS

Sultanate of Oman Ministry of Higher Education

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THE GRADUATE INSTITUTE GENEVA

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Main outputs

- **Events**: workshops, conferences and policy seminars related to programmes of work and participation in many events in collaboration with partners.
- **NORRAG News (NN)**: biannual publication which critically examines a specific, topical theme in the area of education, training and cooperation policies.
- **NORRAG NEWSBite**: blog designed to complement NN.
- **Working Papers**: NORRAG also conducts and commissions studies on topics related to international education and training policies.
Programmes of Work

1. Education and training policies in the post-2015 and beyond agenda
2. Global governance of education and training (GGET) and the politics of data
3. Conflict, Violence, Education and Training: Scenarios for their future interactions
4. International perspectives on technical and vocational skills development (TVSD) policies and practice in the global South
2. What is the link with education diplomacy?
“Education diplomacy - as an emerging concept - uses the skills of diplomacy to guide educators toward a deeper level of understanding, engagement, and practice in order to advance sustainable change across education systems”

Educationdiplomacy.org
NORRAG’s potential role

• NORRAG as a potential platform
  – Facilitating contact and exchange between a diverse range of stakeholders from different constituencies and sectors (GGET, CVET, TVSD)

• Knowledge provider and broker
  – Informally → NORRAG products (NNs, WP, policy seminar reports...)
  – Formally → Exploring the possibility of setting an executive course on global education (in collaboration with the IHEID)
3. Avenues for reflection

- What is the role of ‘education diplomacy’ in the post-2015 debate?
- What is the articulation between ‘education diplomacy’ and the so-called ‘global governance of education’?
  - What about ‘global education diplomacy’?
- What is the role of technology, and the MOOCs in particular, in this emerging concept?
• How to take advantage of Geneva’s strategic position to further develop the concept?
• What are the actors leading the process? Are they representative of the education community?
• How is the tension between education as a public good/right and as a commodity expressed in the ‘education diplomacy’ perspective?
• Does this global approach to education entail any risks with regard to the local specificities of each educational system?
Thank you for your attention!

Laetitia Houlmann – Communication Officer
Laetitia.houlmann@graduateinstitute.ch

Mònica Serlavós – Technical Officer
Monica.serlavos@graduateinstitute.ch