

# **Connecting education diplomacy concepts to models and best practices**


## **Some insights from NORRAG's experience**

Mònica Serlavós  
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Network for international policies and cooperation in education and training


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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
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# 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

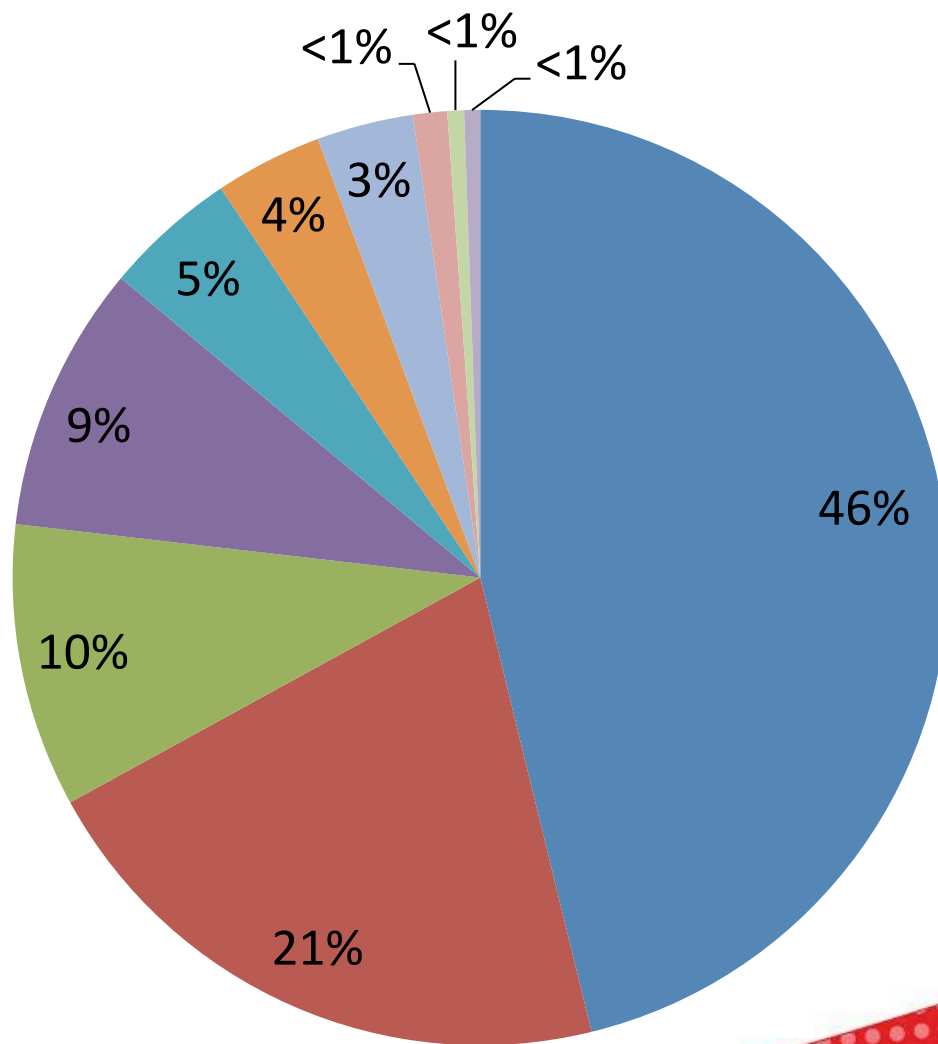
# Membership

- 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...
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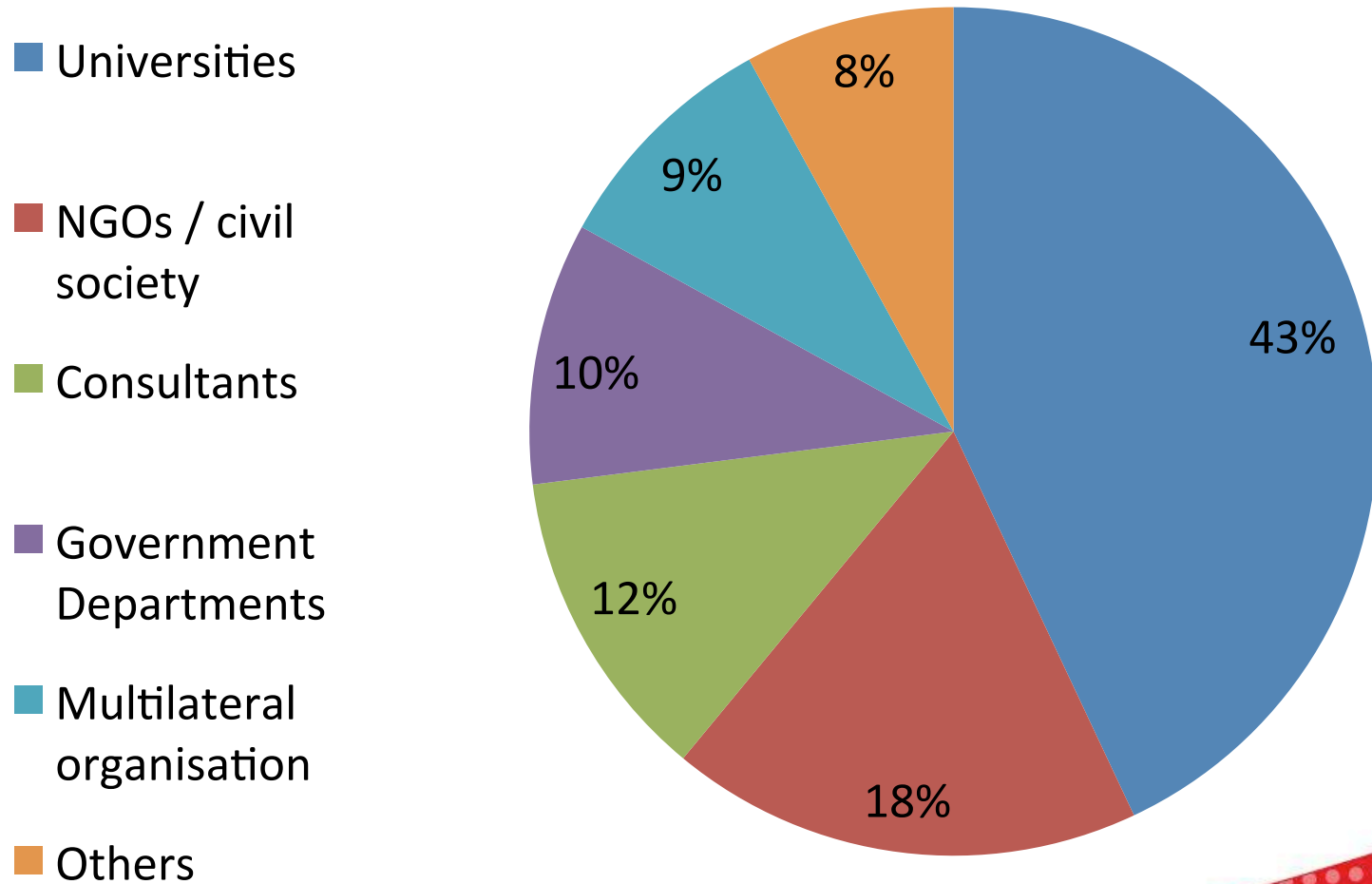


# NORRAG members by region (sept. 2014)

- North America and Western Europe
- Sub-Saharan Africa
- South and West Asia
- East Asia
- Latin America
- Arab States
- Pacific
- Central and Eastern Europe
- Caribbean



# NORRAG members by constituencies





# 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:



Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra

**Swiss Agency for Development  
and Cooperation SDC**



**OPEN SOCIETY  
FOUNDATIONS**



*Sultanate of Oman  
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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
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## **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

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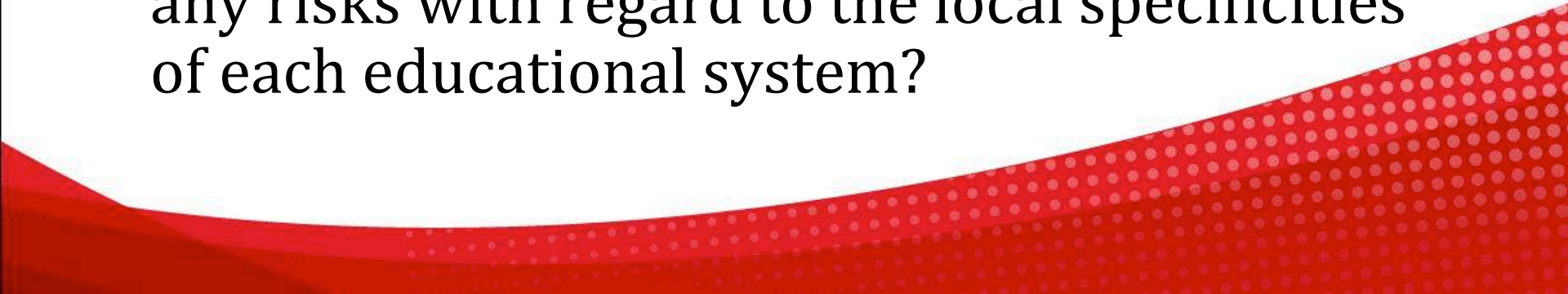
# NORRAG's potential role

- 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?
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**Thank you for your attention!**

Laetitia Houlmann – Communication Officer

[Laetitia.houlmann@graduateinstitute.ch](mailto:Laetitia.houlmann@graduateinstitute.ch)

Mònica Serlavós – Technical Officer

[Monica.serlavos@graduateinstitute.ch](mailto:Monica.serlavos@graduateinstitute.ch)