



HIGHER EDUCATION AND DIPLOMACY

Diane Stone

**School of
Transnational Governance**

European University Institute, Florence



HEIs 'out of sight'

- Origins of this paper in H2020 project on science and cultural diplomacy – EL-CSID
 - higher education institutional (HEI) involvement in diplomacy is invisible, a question not asked
- De-politicization dynamics?
- HEIs institutional sites for 'science diplomacy'
- HE diplomacy in 'transnational governance'.
- HE actors engaged in practice of 'informal diplomacy'



HEIs 'in view' when problems of diplomacy

- Failed campuses
- Confucius Institutes
- Academics arrested
- Scholars at risk
 - Turkey, Russia, China
- Saif Gaddafi Affair at LSE
- *Lex CEU* in Hungary



HEIs on the Horizon

- European Commission interest in **science and cultural diplomacy** since 2015
- A wide 'grey area' between formal governmental processes of diplomacy and 'everyday' international educational exchange
- Other cognate ideas: 'academic diplomacy', '**knowledge diplomacy**', 'innovation diplomacy' 'education diplomacy',

Transnational Governance



- Traditional and informal international organization
- New transnational governance structures in summits or informal international organization (eg Group of 20).
- Source of demand for knowledge & new 'evidence' consumers
- Eg SDGs

Global Networks

- Transnational advocacy networks in civil society
- Trans-governmental networks of public sector officials
- 'Multi' stakeholder initiatives' like GAVI or Stop TB initiative
- Knowledge Networks like GDN
- Delegation of authority in transnational networks of experts

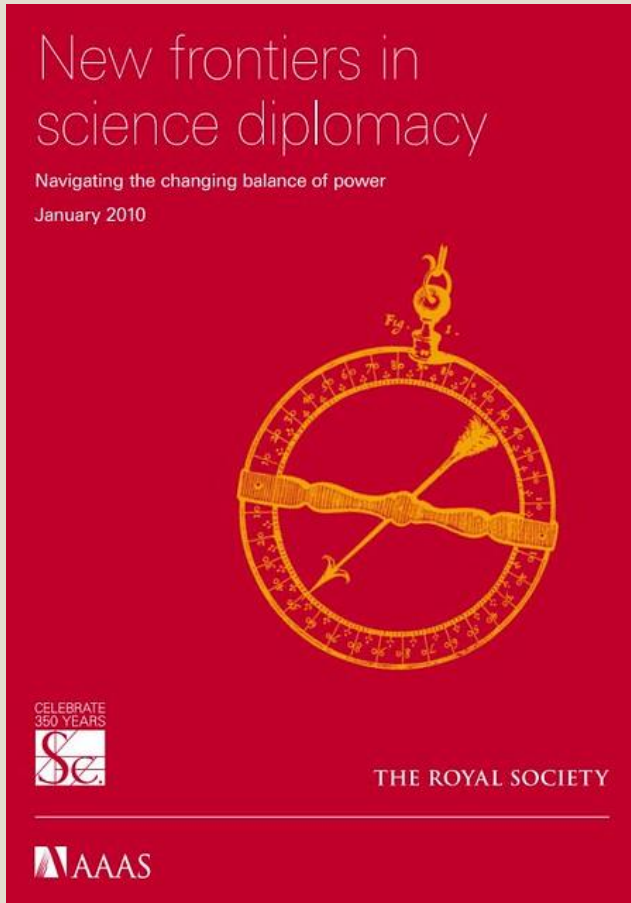


Who are HEI diplomatic actors

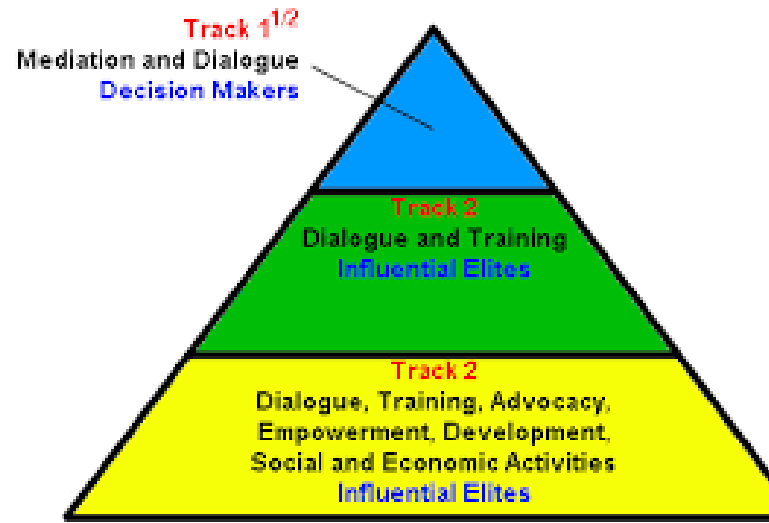
- Individual scholars or students within HEIs performing a science or cultural diplomacy role;
- Teams of scientists;
- a single HEI acting as a venue for diplomacy or via branch campuses and joint degree programmes;
- a consortium of universities, or a network of disciplinary departments;
- HEIs partnerships with other transnational actors (eg Goethe Institute, British Council or Global Research Council, etc).



Conceptual Stretching x 2



- Higher Education *in* diplomacy as evidence providers for global policy actors: - institutional sources of scientific evidence and data (eg. for SDGs) as well as concepts – like that of ‘global public goods’ – that not only inform decision-makers but help constitute global policy domains.
- Diplomacy for Higher Education institutions to build trans-governmental and transnational capacity for cooperation: Horizon 2020 funding and other official forms of funding or patronage
- HEIs for diplomacy as transnational cooperation: relationships between universities and colleges to promote knowledge exchange, scientific endeavour



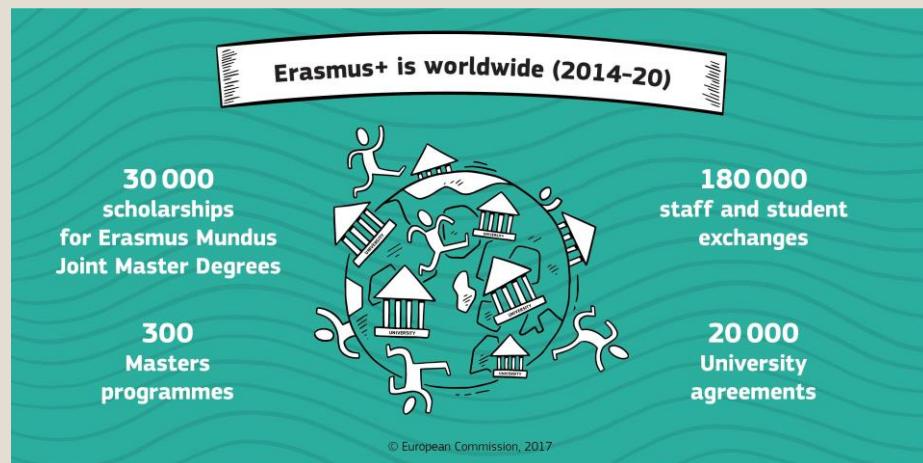
Informal diplomacy

- Tracks 1
- Track 1 and a half
- Track 2 and
- Track 3 (public diplomacy)
- The tracks recognize different degrees of (de-) politicization
- Example: Regular and long-term consensus building among ASEAN elites in security cooperation and regional economic integration

Distancing Diplomacy & HEIs



- Knowledge as a (global) public good
- Open Science / Open Access principles
 - Diplomacy *for...*
- Academic freedom and scientific and scholarly norms
 - Distance from power
- International educational exchange



In sum: Transnational knowledge ecologies

- In the European 'knowledge ecosystem', HEIs are the 'elephant in the room' that few see as diplomatic players.
- International organizations interact with HEIs
- Transnational policy networks engage HEIs
- Treaties, summits, global commissions

- Conceptually stretching 'diplomacy' too far?
- Over-estimating the 'transnational' in an era of polities retracting to the national and the local.
- Alternative conceptual lens: 'evidence-based policy making' or 'policy entrepreneurship' or 'development cooperation'.
- *International educational exchange* as primary role.

