WORKING PAPER
#14

MAPPING THE INTERNATIONAL GENEVA EDUCATION ECOSYSTEM

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GENEVA GRADUATE INSTITUTE
NORRAG GLOBAL EDUCATION CENTRE

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ABOUT THE PROJECT

NORRAG's International Geneva project focuses on developing understanding of the ecosystem of international cooperation for education located in Geneva, and its effects globally, especially with the Global South. More specifically, this project aims to understand how these education-focused organisations experience, value and use the Geneva ecosystem in ways that further the achievement of SDG 4, and benefit – as they listen to – stakeholders in the Global South.

More information: www.norrag.org/international-geneva

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www.norrag.org/international-geneva

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Contents

Executive Summary 7

Education in International Geneva in a changing world 15
Methods 16

Public footprint of education in International Geneva 17

Mapping relationships in International Geneva 21
International Geneva: a multiplicity of actors, differently connected 21
Most central organisations 22
Network analysis of the Geneva Global Hub on EiE 23

Listening to stakeholders in International Geneva 27
A "fragmented" ecosystem 27
The Geneva Global Hub for EiE in the Geneva ecosystem 28
Donorship and cooperation 29
Aspirational cooperation 31
Intersectoriality: links between education and other SDGs 32
Enablers and barriers to cooperation in International Geneva 34

Ecosystem mapping 37
Three critical shifts 38
- Localisation 38
- Diversification and fragmentation 38
- Decentralisation 38

Pathways to systems change 39
- Generating ecosystem synergy 39
- Building a new architecture of education financing 40
- Reimagining Geneva as a platform for planetary human(e) development 41

Three critical actions to leverage the International Geneva ecosystem 42
Embracing transition 42

Next steps for mapping the international Geneva education ecosystem 45
Immediate 45
Seeking additional funding 45

Recommendations 46

References 48

Annexes 51
Annexe 1 : Technical note 51
- Data collection 51
- Data analysis 52

Annexe 2: Centrality rankings of (a) whole network and (b) Geneva Global Hub on EiE 54

List of Tables and Figures

Table 1: Education actors visible on the International Geneva website 17
Table 2: Ranking of the SDGs most frequently worked on by organisations in Geneva 17
Table 3: Top 5 International Geneva whole network centrality scores 23
Table 4: Top 5 Geneva Global Hub on EiE network centrality scores 24

Table A1.1: Response rate by sector 52
Table A2.1: Top 15 International Geneva whole network centrality scores 54
Table A2.2: Top 15 Geneva Global Hub on EiE network centrality scores 54

Figure 1: Research design 16
Figure 2.a: Relationships between websites of organisations that work on SDG4 mentioned by others in the International Geneva website 18
Figure 2.b: Number of mentions of other organisations on the website of an organisation 19
Figure 2.c: Evidence of partnerships on organisations' websites 19
Figure 3: Anonymized Geneva-based actors network sized by total degree 22
Figure 4: EiE + Direct connections/interconnections sized by betweenness centrality 24
Figure 5: Organisations that work on multiple SDGs in Genève Internationale 32
Figure 6: Generating ecosystem synergy 40
Figure 7: Building a new architecture of education financing 41
Figure 8: Reimagining Geneva as a platform for planetary human(e) development 41
Figure 9: Mapping the education ecosystem in International Geneva 43

Executive Summary

Mapping the International Geneva education ecosystem

The world faces an unprecedented scale of change, symptoms of which include multiple deep and wide human and environmental shocks and stressors; from increasing inequality to accelerating climate change, to growing autocracy and decreasing biodiversity. What transformations are necessary to address the root causes of – and support systemic solutions to – these simultaneous and entangled problems?

International cooperation is critical to realizing the right to education enshrined in many global and national policies and agendas. Geneva is host to 43 international, organizations, approximately 750 NGOs and almost 180 member state missions to the UN Office and other international organisations in Geneva. SDG-focused organisations in Geneva exist within an ecosystem which curtails or enables their decision-making, priorities, funding and ways of knowing. An ecosystem is a network of interconnecting and interacting organizations and stakeholders who address similar problems. Many of these organisations focus on international education, and yet this education expertise is not recognised, so many organisations in International Geneva operate as if they existed in isolation.

The imperative:	International cooperation is critical to realizing the right to education enshrined in many global and national policies and agendas.
The barriers:	International cooperation organisations based in Geneva exist within - and contribute to - an ecosystem which curtails or enables their decisionmaking, priorities, and funding.
The way forward:	Develop understanding of the ecosystem of cooperation for education in Geneva and its effects globally as they listen to stakeholders in the Global South.

Systems mapping makes systems visible through an iterative process of developing a model of the ecosystem with members of that system. Researchers pay attention to members, their contributions, and the relations between them, as well as identifying interdependencies and leverage points in the system. Systems mapping reveals the hidden obstacles, untapped connections, and potential leverage points of this complex ecosystem. In the absence of a mapping of education expertise in Geneva, organisations may continue to focus on their own priorities, and see each other as

competitors (for funding, leadership roles, thought leadership) even when they are working towards similar goals. Moreover, International Geneva will not be recognised as a hub of expertise in education (as it is in health, humanitarianism, labour, peace and sustainable development), despite the presence of a formidable group of organisations and individuals who contribute to the global governance of education.

NORRAG's International Geneva project focuses on developing understanding of the ecosystem of international cooperation for education located in Geneva, and its effects globally, especially with the Global South. More specifically, this project seeks to understand the existing ecosystem in International Geneva, and then map useful pathways forward, by actively examining how members of international Geneva relate to each other and the meaning they make of those relations; engaging with critical questions that arise from the shifting of power dynamics globally; and re-examining the changing role and influence of Geneva and Geneva-based organisations in increasingly plural and hybrid landscapes of global governance. International Geneva offers a unique geopolitical context for the coexistence of organisations and individuals working towards aligned endeavours (such as the Sustainable Development Goals); an ecosystem that can accelerate decision-making, goal achievement and funding, if nurtured.

International Geneva: a multiplicity of actors, differently connected

There is more work on education in International Geneva than might appear at first: 133 of the 392 organisations in the Who's Who of the International Geneva website mentions education at least once per page, and education ranks third of all SDGs addressed in Geneva. In the network map, three distinct clusters exist that are partially integrated with one another: INGOs that connect to all types of actors; IGOs that largely connect to each other or governments; and francophone NGOs that struggle to connect with the larger superstructure. Individuals working on Education in Emergencies (EiE) form the best connected cluster in this network map. In addition to two EiE-specific actors and two academic institutions are important in the International Geneva ecosystem.

A "fragmented" ecosystem

The ecosystem currently present in Geneva is best understood as fractured or fragmented. Geneva offers unique affordances given its size, ease of access, and the number of relevant organisations based here. However, most respondents felt that such affordances are underexploited, except those working closely with the EiE Hub. However, there is a meaningful amount of network already present in Geneva that needs to be nurtured if it is to transform into an integrated and active ecosystem. To leverage the relations already in place, systemic facilitation activities must be undertaken. Academic institutions are structurally well positioned to broker dialogue between these clusters.

The Geneva Global Hub for EiE and the Geneva Ecosystem

The establishment of the EiE Hub was considered significant by all respondents. Those involved in it found it useful for improving cooperation and convening. However, francophone actors did not feel included, thus deepening the existing cleavage in the system between anglophone and francophone actors. It was also perceived (mainly outside of the EiE Hub) as donor-led in the first instance, the EiE community felt that they had taken ownership and the Hub – and the joint office space provided by the donor – was serving its purpose of bringing this specialist group together. At the same time as usefully highlighting one aspect of education, the focus on EiE was also considered to fragment (a) the SDG4 education issue agenda, and (b) financing for broader education agendas.

Donorship and cooperation

Donors successfully built momentum for cooperation around EiE; respondents asked that more be done for SDG4 more broadly. Respondents who focused on EiE appeared less concerned about funding; lack of funding was a concern for respondents in local NGOs and the UN system not directly involved in EiE. Donors were seen to place "ever increasing demands" onto a shrinking pool of funds, while competition for scarce funds does not encourage cooperation. The fragmentation of aid and the multiplication of aid channels raised reservations, as did "financial flows shaping agendas" of cooperation that would look different if made in consultation with non-donor organisations in the ecosystem. Donor demands for immediate and reportable results mean that devoting time and resources to convening and cooperation efforts in the Geneva ecosystem is less attractive to those receiving funds from them.

Aspirational cooperation

Geneva provides affordances of cooperation that are currently underexploited. In addition to a unanimous desire to cooperate and collaborate with other organisations in Geneva, respondents reflected on ways to improve existing mechanisms of collaboration. Respondents from all sectors often expressed a desire for holistic or transversal mechanisms of cooperation that can link different organisations working on education as well as other SDGs. UN staff exchange more with UN colleagues in Paris or New York than in Geneva, but would appreciate closer cooperation with relevant Geneva-based counterparts. Closer cooperation with governments and states was seen as desirable, as were closer ties with academia and ongoing research by Geneva-based institutions.

Intersectoriality: links between education and other SDGs

Many organisations work on more than one SDG. Almost all respondents emphasised the need to enhance and improve cooperation with other sectors to advance SDG4 (particularly climate change, child protection, health, digital transformations, early childhood, water and sanitation). Intersectoral practices were framed as information exchange and joint ventures of knowledge production, events and projects. Some expressed concern that intersectoriality was just a "trend" pushed by donors and that the core of SDG4 work needs to remain with educators.

Ecosystem mapping

Three interconnected trends are deeply embedded in geopolitical and economic shifts in recent years, and emphasise the links between education and development more broadly: localisation and increasing respect for global South priorities, diversification and fragmentation of agendas and finance, and decentralisation of headquarters functions. An effective response to these shifts in entangled development and education issues follows three pathways: generating ecosystem synergy, building a new financing architecture for education financing, and reimagining Geneva as a platform for human(e) development. To achieve this, organisations in International Geneva should seek to convene (not control), align endeavours across currently siloed issue areas, and listen, particularly to the Global South.

Education in Emergencies

The cluster of individuals working on education in emergencies is by far the best connected cluster in the wider International Geneva network, sharing more than double the number of connections of other multi stakeholder partnerships in the network. This cluster occupies a central position in the network map and connects a wide range of intergovernmental, non-governmental and academic

organisations. The number of EiE actors working specifically on data was insufficient to conduct separate analyses.

Moving forward

There is a strategic opportunity now for International Geneva and its supporters to think and act differently, to address education and its interconnected social, environmental and economic domains as a foundation for building planetary developmental capacity. Reinventing and fostering a learning ecosystem in International Geneva will help build thriving education systems supported by institutions that are themselves constantly evolving. In response to geopolitical and economic shifts, International Geneva and its learning ecosystem has the opportunity to construct a solid basis for planetary human(e) development by nurturing translocal, shared governance.

Outputs

Mapping the international Geneva education ecosystem

- Geneva Policy Outlook: Learning Geneva: A platform for planetary human(e) development in the making?
- Multi-model portal featuring organisations that work towards achieving education (SDG 4) in conjunction with other SDGs
- International Geneva NORRAG project web page
- Public event on International Geneva education ecosystem, with UNESCO-IBE Director
- Interactive ecosystem map (beta version)
- Strategic policy workshop for key actors in International Geneva
- Network maps of International Geneva websites: public footprint of education and its intersections with other SDGs
- Network maps of individuals and organisations working on education in International Geneva
- Narrative analysis: what does International Geneva mean to those who work here?
- Systems map of International Geneva education ecosystem

Education in Emergencies in International Geneva

- Network maps of International Geneva education in emergencies: individuals and organisations
- Delivered session in the World Data Forum 2021 and 2023
- Executive Director, Moira V. Faul invited to speak on panel in Humanitarian Network and Partnerships Week on education and climate change
- Missing Data project held EiE as one key theme, and a book including a chapter on Education in Emergencies will be published in 2025
- Institutional development of EiE Hub: participation in both Technical Working Group and Steering Committee

Next steps

- Dissemination through meetings, workshops, conferences and articles
- Support IBE-UNESCO in their centenary celebrations
- Seek additional funding to support ecosystem building, and deepen and broaden the analysis

Recommendations

Finding	Recommendation	Who
Recognise changed context		
Three interconnected ongoing trends: localisation and increasing respect for global South priorities, diversification and fragmentation of agendas and finance, decentralisation of headquarters functions.	International Geneva should seek to convene, not control; align endeavours across currently siloed issue areas; and listen, particularly to the Global South as an explicit goal and Unique Selling Point.	All International Geneva – anchor institutions to be identified and funded to lead
Support collaboration		
There is a unanimous desire to cooperate and collaborate with other organisations in Geneva.	Improve existing mechanisms of collaboration. Put in place holistic transversal platforms and broad-based mechanisms and processes which emphasise the full Education 2030 agenda	Canton de Genève; SDC; Fédération Genevoise
Those involved in the EiE Hub found it useful for improving cooperation and convening.	Take the positive learning from this successful initiative and broaden out to full Education 2030 agenda: funding, critical mass, shared space, regular meetings and mechanisms for cooperation	SDC, GPE
There is a meaningful network already present in Geneva that needs to be nurtured if it is to become an integrated and active ecosystem.	Potential broker institutions could be incentivized to play a facilitating role to bring actors together (those with high betweenness centrality, see Table 3 on p.23).	Academic institutions have high betweenness centrality scores and are well-positioned to play this facilitating role.
The network of education actors in International Geneva is fragmented along national/international/ intergovernmental levels of operation.	Key areas could include integration of Swiss organisations into existing networks, and promoting a more holistic approach to fostering an education domain-specific network by incentivizing IGOs to participate at the local level.	SDC and Swiss mission promote and fund local NGO connections to IGOs; RECI promote membership and links to IGOs and INGOs
A key fault line in collaborative connections maps onto the Francophone/ Anglophone language divide.	Promoting interlingual exchange, as well as working to include multilingual infrastructures could diminish the barrier to collaboration posed by language.	All International Geneva: provide interpretation and translation Fund interpretation: SDC, DFAE, Fédération Genevoise

Finding	Recommendation	Who
Recognise education and intersectorality		
Great deal of education work in Geneva	Showcase the extent of the education work in International Geneva, and allow organisations in International Geneva to demonstrate their position and contribution in education	Canton de Genève: Add button “Education” to their International Geneva "Who's Who" website RECI: Invite members to join International Geneva website SDC, UNESCO: build and support “anchor institutions”
Many organisations work on more than one SDG	Recognise and leverage intersectoriality by nurturing these as active communities; embracing process as well as product. Learn from EiE Hub	SDC, DFAE, UNOG: fund, prioritise Academic institutions are well positioned to facilitate active community building
There is great potential for collaboration on education and also intersectoral work.	Collaboration can effectively be invited working with the system: not controlling or top-down, but rather from the middle-out	From the systems mapping, identify and build “anchor institutions” to champion and support ecosystem building Funders: SDC, DFAE, Donor missions, Fédération Genevoise fund ecosystem building activities
Resource and finance to encourage collaboration		
This is a resource poor environment, which makes collaboration difficult even within the same issue area, much less across others.	Add criterion to funding calls that preference will be given to projects that are collaborative, and/or intersectoral, and/or involving organisations in International Geneva	Research funders such as SNF: e.g., SOR4D, Lead Agency, Professorial Fellowships Donors: SDC, DFAE in their funding contracts, Fédération Genevoise, other bilaterals
Donor demands for immediate results mean devoting time and resources to convening and cooperation efforts in Geneva ecosystem is less attractive.	Initiate funding calls explicitly to support collaboration, and/or intersectoral cooperation involving organisations in International Geneva	SDC, DFAE, Donors, Missions to UNOG, Fédération Genevoise
“Financial flows shaping agendas” of cooperation and education	Consult more deeply with non-donor organisations in the ecosystem	Donors: SDC, DFAE, other governments, Fédération Genevoise
The fragmentation of aid for the full education agenda, and the multiplication of aid channels raised reservations.	Demonstrate commitment to funding Education 2030 and Transforming Education Summit recommendations	Donors: SDC, DFAE, other governments, international organisations

SDG-FOCUSED ORGANISATIONS BASED IN GENEVA EXIST WITHIN AN ECOSYSTEM WHICH CURTAILS OR ENABLES THEIR DECISION-MAKING, PRIORITIES, FUNDING AND WAYS OF KNOWING.

Education in International Geneva in a changing world

The world faces an unprecedented scale of change, symptoms of which include multiple deep and wide human and environmental shocks and stressors; from increasing inequality to accelerating climate change, to growing autocracy and decreasing biodiversity. What transformations are necessary to address the root causes of – and support systemic solutions to – these simultaneous and entangled problems?

International cooperation is critical to realizing the right to education enshrined in many global and national policies and agendas. The city of Geneva is host to 38 international organizations (IGOs), approximately 750 non-governmental organisations (NGOs) and almost 180 member state missions to the UN Office in Geneva. SDG-focused organisations based in Geneva exist within an ecosystem which curtails or enables their decision-making, priorities, funding and ways of knowing. An ecosystem is a network of interconnecting and interacting organizations and stakeholders who address similar problems. Many of these organisations focus on international education cooperation, and yet this education expertise is not mapped or recognised, so many organisations in International Geneva operate as if they existed in isolation.

Systems mapping makes systems visible through an iterative process of developing a model of the ecosystem with members of that system. Researchers pay attention to members, their contributions, and the relations between them, as well as identifying interdependencies and leverage points in the system. In the absence of a mapping of education expertise in Geneva, organisations may continue to focus on their own priorities, and see each other as competitors (for funding, leadership roles, thought leadership) even when they are working towards similar goals. Moreover, International Geneva will not be recognised as a hub of expertise in education (as it is in health, humanitarianism, labour, peace and sustainable development), despite the presence of a formidable group of organisations and individuals who contribute to the global governance of education.

Education expertise is not mapped or recognised, so many organisations in International Geneva operate as if they existed in isolation.

This project initiates an inquiry on understanding the existing ecosystem in International Geneva, and from there mapping useful pathways forward, by actively examining how members of international Geneva relate to each other and the meaning they make of those relations; engaging with critical questions that arise from the shifting of power dynamics globally: and re-examining the changing role and influence of Geneva and Geneva-based organisations in a increasingly plural and hybrid landscapes of global governance. International Geneva offers a unique geopolitical context for the coexistence of organisations and individuals working towards aligned endeavours (such as the Sustainable Development Goals); an ecosystem that can either curtail or accelerate decision-making, goal achievement and funding.

Led by NORRAG, Graduate Institute of International and Development Studies, Geneva, the practical goal of this project is to build an emerging understanding in all stakeholders of the ecosystem of education (SDG 4) in International Geneva. We conducted a system mapping to understand ecosystems in/of Geneva and provide a basis for tracking impact movements. It would then be possible to build capacities in key "anchor institutions" to convene and champion collaborative intersectoral work across SDG 4 and other SDGs, underpinned by an understanding of the ecosystem that we operate in and of how multiple and disparate factors interplay to influence governance outcomes.

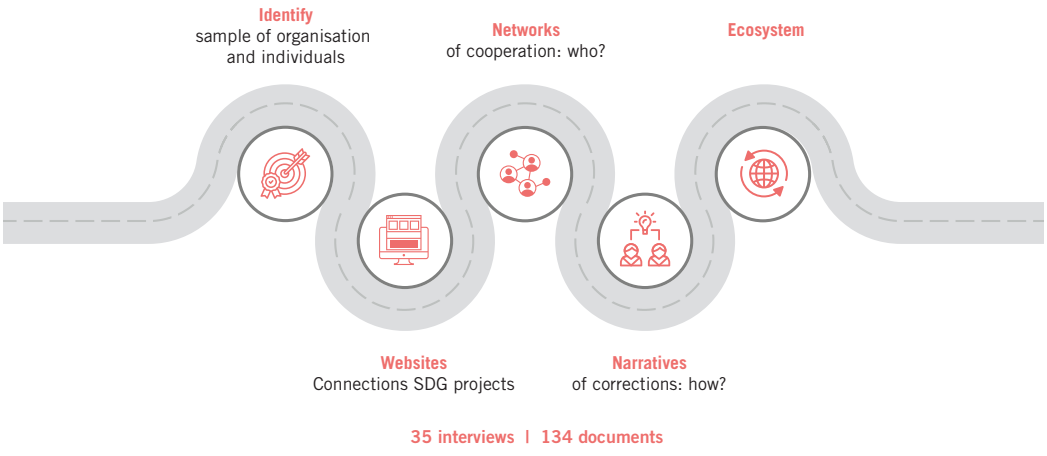
Central to this approach is the recognition that Geneva is not only a place-based system, but also reaches beyond the boundaries of nation and city. Geneva itself holds the potential for collective sense-making in and from Geneva to craft new answers to the global governance of education and intersections with other SDGs, and the potential for leading the next generation impacts for global education.

This mapping will aim to demonstrate the weight of education and training in Geneva as it hosts an impressive cluster of organisations and individuals who contribute to the global governance of the sector. This mapping will particularly highlight the intersectorality at work in international Geneva between the different goals of SDG4 as well as between the different SDGs since non-education-focused institutions are active in this field, at the same time as education-focused organisations contribute to other SDGs.

Methods

This study seeks to understand the relations between people working in International Geneva, and their narratives of the practices and contexts that shape and enact relations and partnerships in Genève Internationale. An initial analysis of official policy documents and public websites in Phase 1 allowed the identification of certain organisations and documents that are important in the ecosystem of Genève Internationale. In Phase 2, we carried out interviews to collect network and narrative data. Network data allows the mapping of relationships between actors and narrative data allows the analysis of the meaning that actors assign to those relationships and the actions they take as they navigate International Geneva. Phase 3 involved the systems mapping, taking into account desk research and interview data.[1] We report the findings thematically, bringing together analyses from the three phases to highlight the key issues and opportunities in International Geneva.

Figure 1: Research design



1 See Annexe 1: Technical Note for more detail on the methods used.

Public footprint of education in International Geneva

Website network analysis involves examining the structure and relationships within a network of websites to better understand the connections that organisations prioritise in their public-facing communications. Understanding the links between websites of organisations in International Geneva - and to others outside - can guide effective link-building strategies inside the International Geneva ecosystem.

In a first phase of analysis, we undertook web scraping of the "Who's Who" page of the Canton de Genève website "Genève Internationale". We analysed the websites of the 392 organisations identified on the website "Genève Internationale" to identify the websites that received the highest number of mentions on other Geneva organisations' websites. We then identified those organisations that either mentioned "education" ("educat*" or variants thereof) as their mission or at least one mention per page on their website (Table 1).

Table 1: Education actors visible on the International Geneva website

Category	Number	% of total
Organisations that specified education in their mission	30	8%
Organisations where researchers could identify work on SDG 4	45	11%
Organisations that mentioned education (or variations thereof) at least once per page on their website	133	34%

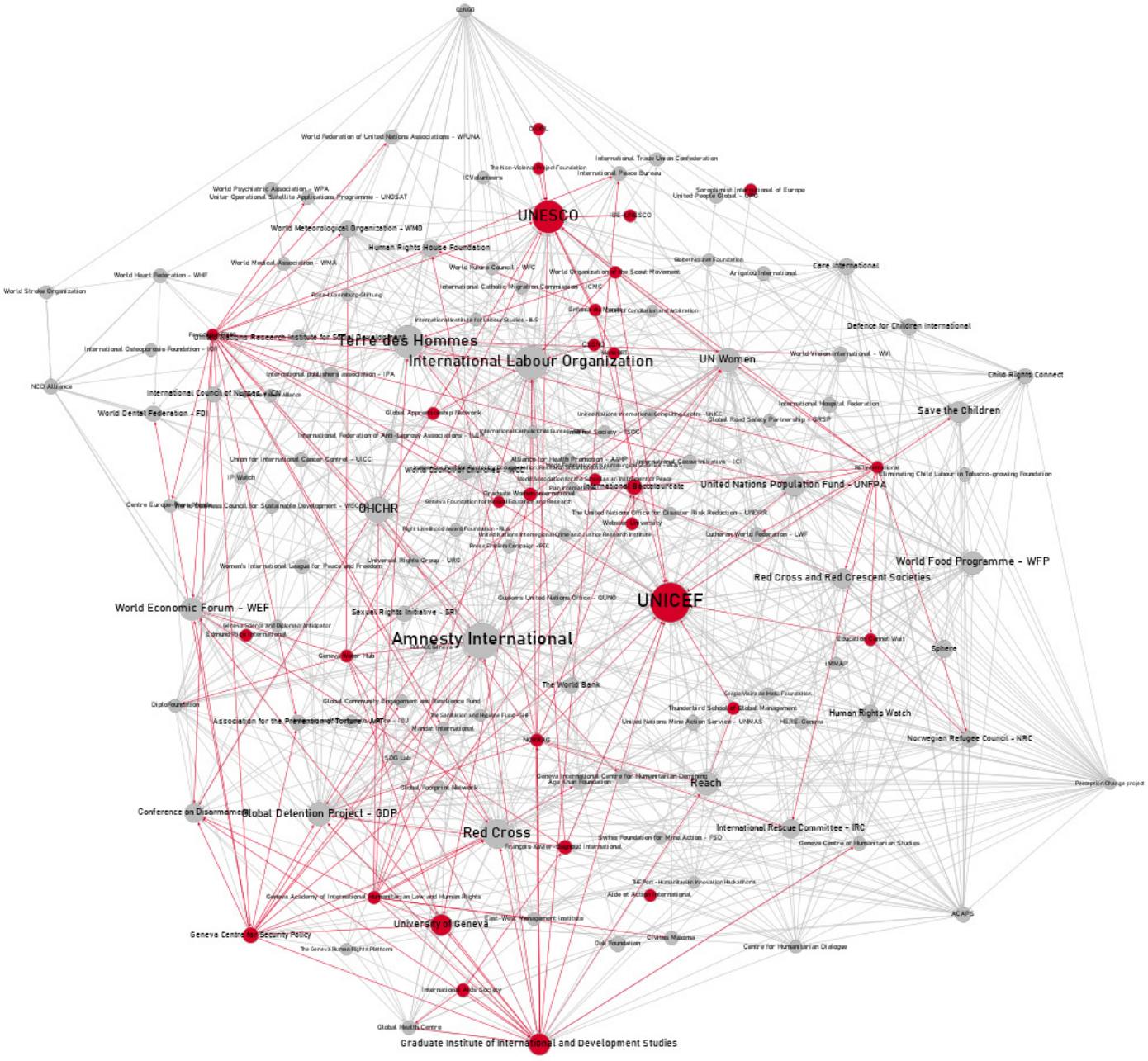
In the next level of analysis, we applied manual analytic coding to those organisations that mentioned education frequently on their website to identify organisations that undertook programmes or projects that furthered SDG 4 (Table 2).

Table 2: Ranking of the SDGs most frequently worked on by organisations in Geneva

Issue area (SDG#)	Rank	Number of organisations
Peace and Justice (SDG 16)	1	65
Good Health (SDG 3)	2	51
Quality Education (SDG 4)	3	45
Decent Work (SDG 8)	4	33
Reduced Inequalities (SDG 10)	5	33

To deepen this analysis, we applied Social Network Analysis (SNA) to examine the relationships between education organisations in International Geneva, as represented on their websites (Figures 2a, 2b, 2c).

Figure 2a: Relationships between websites of organisations that work on SDG4 mentioned by others in the International Geneva website

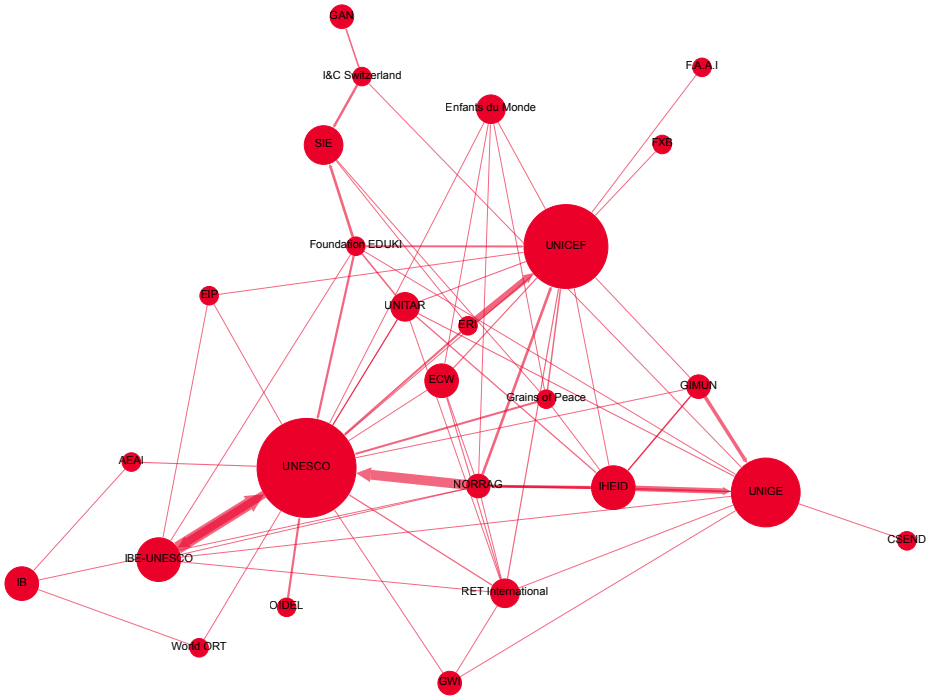


Legend

- Education-focused organisations
- Non-education specific

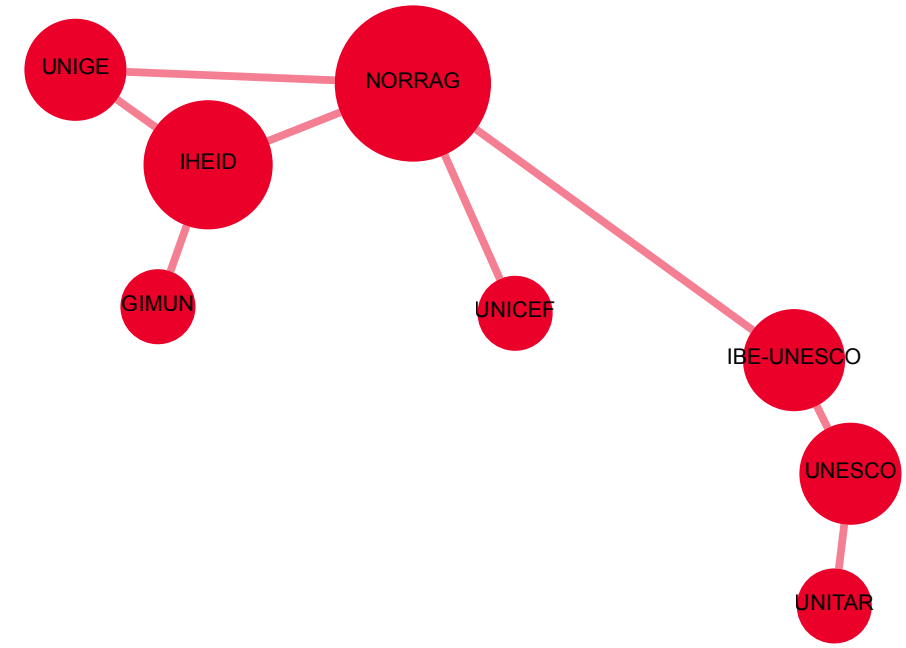
The websites of Geneva-based organisations mention many organisations that are not based in Geneva. Those that are education-focused (red) also work with non-education organisations (grey), and *vice-versa*.

Figure 2b: Number of mentions of other organisations on the website of an organisation



Links between organisations are the number of mentions on each website of other organisations; the thicker the line, the more times the organization mentions the other. UNESCO receives the most mentions from International Geneva organisations' websites.

Figure 2c: Evidence of partnerships on organisations' websites



Links between organisations indicate reported partnerships or working relationships between those organisations. There is a cluster of academic institutions and another comprising UN agencies. However, many education-focused organisations do not mention their partnerships on their websites.

INTERNATIONAL COOPERATION IS CRITICAL TO REALIZING THE RIGHT TO EDUCATION ENSHRINED IN MANY GLOBAL AND NATIONAL POLICIES AND AGENDAS.

Mapping relationships in International Geneva

Genève Internationale is a fragmented network comprising three principal clusters that each include similar actors: International NGOs (INGOs), Intergovernmental Organisations (IGOs) and local Swiss/francophone actors.[2] To leverage the relations already in place, systemic facilitation activities must be undertaken. The objective of these activities should be to foster greater connection between Intergovernmental Geneva-based actors, and to overcome the francophone/anglophone language barrier. Academic institutions are structurally well positioned to broker dialogue between these clusters.

International Geneva: a multiplicity of actors, differently connected

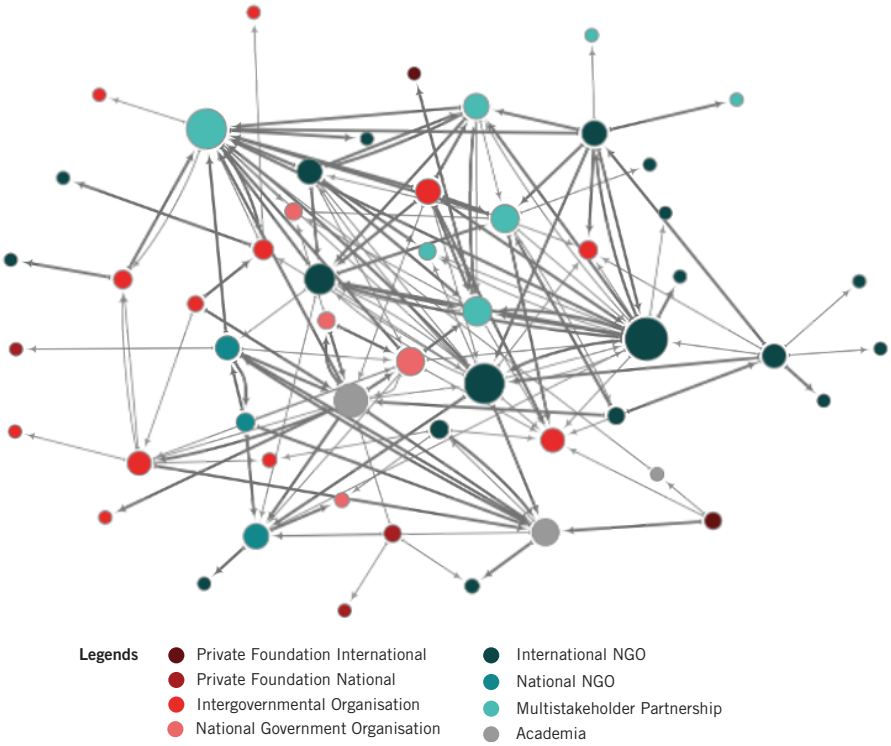
Three distinct clusters exist that are partially integrated with one another: INGOs that connect to all types of actors; IGOs that largely connect to each other or governments; and francophone NGOs that struggle to connect with the superstructure. Individuals working on Education in Emergencies (EiE) form the best-connected cluster in this network map. In addition to two EiE specific actors, academic institutions are important in the International Geneva ecosystem.

While many organisations cooperate with Geneva partners, the "place-based ecosystem" appears to be divided into three main clusters (Figure 3):

- international NGOs and organisations, some of which share some common spaces with other Geneva-based actors (such as the EiE Hub)
- public international organisations showing little cooperation between their Geneva-based officers
- local, French speaking NGOs and organisations whose main funding comes from SDC and the Fédération Genevoise de la Coopération that do not identify with the term "international Geneva".

2 The majority of these in our sample were NGOs and INGOs; despite repeated attempts, only one government mission and one foundation responded to our request for interview.

Figure 3: Anonymized Geneva-based actors network sized by total degree



Organisations are represented by colour-coded dots, or nodes, and are connected to one another by lines, or ties. A thin tie indicates an organisation-organisation connection and a thick tie indicates a person-person connection.

The first of these clusters comprises large international NGOs, coloured in dark green. These organisations occupy central positions in the network, owing to a large number of person-person and organisation-organisation connections to other international NGOs, multi stakeholder partnerships and intergovernmental organisations.

A second cluster composed of Intergovernmental Organizations (red) and government actors (salmon) occupy more peripheral positions, perhaps contrary to the notion that International Geneva's most important players are United Nations organisations. IGOs in particular often interconnect primarily with other intergovernmental or governmental organisations. This cluster is internally fragmented as four IGOs do not connect with one another.

Three national NGOs (dark teal) constitute the third cluster, as the majority of these organisations connect either to Geneva-based academic institutions or other national NGOs. This indicates another kind of fragmentation within the ecosystem as smaller, francophone Geneva-based organisations struggle to connect with the larger superstructure.

The cluster of individuals working on education in emergencies is by far the best connected cluster in this network map, sharing more than double the number of connections of other multistakeholder partnerships in the network. This cluster occupies a central position in the network map and connects a wide range of intergovernmental, non-governmental and academic organisations.

Most central organisations

Total degree is a count of the number of ties a node in the network has to other nodes. In the visualisation above, nodes are sized by degree count, thus nodes that have more connections are larger and likely to represent well-connected actors within the network. Betweenness centrality represents the degree to which nodes stand between one another, either connecting the nodes they stand between or conversely blocking that connection, depending on the action they take. In network theory, high betweenness centrality is often associated with the ability to facilitate (or

block) the flow of information between organisations or individuals, by brokering access between different communities.

Only three actors appear in the top 5 of both total degree and betweenness centrality: an INGO (ICRC), a multistakeholder partnership (the EiE Hub Secretariat) and an academic institution (NORRAG), shown in bold in Table 3. The University of Geneva (ACA 4) also ranks highly on betweenness centrality, showing the perceived utility of academic institutions in the International Geneva ecosystem.

Table 3: Top 5 International Geneva whole network centrality scores

Rank	Total Degree	Out-Degree	In-Degree	Betweenness
1	**INGO 19**	INGO 19	MSP 1	**INGO 19**
2	**MSP 1**	ACA 2	IGO 17	**ACA 2**
3	INGO 29	ACA 4	ACA 2	ACA 4
4	**ACA 2**	MSP 4	INGO 38	MSP 4
5	INGO 38	MSP 1	INGO 29	**MSP 1**

Legend

Category (alphabetical order)	Code	Frequency
Academia	ACA #	3
Intergovernmental Organisation	IGO #	4
International Non-Governmental Organisation	INGO #	10
Multi Stakeholder Partnership	MSP #	3
National Governmental Organisation	GOV #	2
National Non-Governmental Organisation	NGO #	1

Network analysis of the Geneva Global Hub on EiE

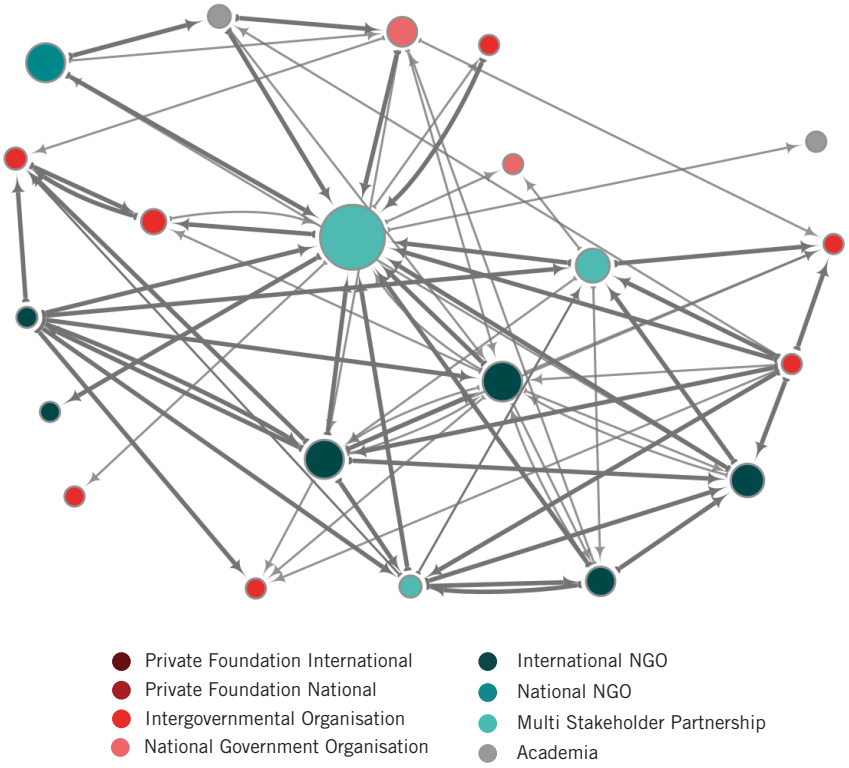
The EiE Hub Secretariat occupies a central location in the network of Geneva-based actors, owing to the momentum for cooperation that shaped its inception, as well its singular focus on education in emergencies. A key element of the International Geneva ecosystem, this subset of the network was selected for closer examination.

Aside from the EiE Hub Secretariat, in this cluster (as in the full network map) large international NGOs again are among the most centrally located actors (Figure 4). This first cluster plays a key role in shaping the structure and navigability of this subset of the network as it did before. In this visualisation, we sized the nodes by betweenness centrality. This allows us to both identify the broker role that the Hub Secretariat plays as this network cluster's centre, and also differentiate between organisations key to the structure of the network's potential information flow and those that occupy more marginal positions.

The marginal position of IGOs and government actors in this visualisation highlights the need for these already-present actors to be more meaningfully integrated in the International Geneva network. The smallest node size is assigned to organisations with a betweenness score of zero.

National NGOs and private foundations are missing entirely, with a single exception. The absence of these actors is indicative of the low inclusion of Swiss NGOs in International Geneva, even in education in emergencies - a strong if singular subdomain of education around which actors can convene. No foundations involved in the EiE Hub responded to our requests for interview.

Figure 4: EiE + Direct connections/interconnections sized by betweenness centrality



Organisations are represented by colour-coded dots, or nodes, and are connected to one another by lines, or ties. A thin tie indicates an organisation-organisation connection and a thick tie indicates a person-person connection.

Four actors appear in the top 5 of both total degree and betweenness centrality: two multistakeholder partnerships (the EiE Hub Secretariat and INEE) and two INGOs (Save the Children and ICRC), shown in bold in Table 4.

Table 4: Top 5 Geneva Global Hub on EiE network centrality scores

Rank	Degree Centrality	Out-Degree	In-Degree	Betweenness
1	**MSP 1**	INGO 29	MSP 1	**MSP 1**
2	**INGO 29**	INGO 19	INGO 29	**INGO 29**
3	**INGO 19**	IGO 13	IGO 16	**INGO 19**
4	**MSP 4**	INGO 21	INGO 19	NGO 6
5	INGO 38	MSP 1	INGO 38	**MSP 4**

Legend

Category (alphabetical order)	Code	Frequency
Academia	ACA #	1
Intergovernmental Organisation	IGO #	6
International Non-Governmental Organisation	INGO #	5
Multi Stakeholder Partnership	MSP #	3
National Governmental Organisation	GOV #	2
National Non-Governmental Organisation	NGO #	1

THERE IS MORE WORK ON EDUCATION IN INTERNATIONAL GENEVA THAN MIGHT APPEAR AT FIRST.

Listening to stakeholders in International Geneva

We examined how members of International Geneva relate to each other and the meaning they make of those relations; how they engage with critical questions that arise from the shifting of power dynamics globally in increasingly plural and hybrid landscapes of global governance. We found a fragmented ecosystem, a particular space for EiE cooperation, the impact of donorship and cooperation, a deep and broad aspiration to cooperate, many examples of intersectoral work between education and the other SDGs, and enablers and barriers to cooperation and convening in International Geneva.

A "fragmented" ecosystem

Despite the significant number of organisations who see themselves as working towards SDG 4, it is more accurate to speak of International Geneva as a "fractured" or fragmented ecosystem than as deeply interconnected and well-functioning. Respondents see Geneva as offering unique affordances given its size, ease of access, and the number of organisations based in it. However, most respondents feel that such affordances are underexploited, although those working closely with the EiE Hub seemed more positive about their existing avenues of cooperation. Nevertheless, there is a meaningful ecosystem already present in Geneva that needs to be nurtured if it is to transform into an integrated and active ecosystem.

Geneva-based organisations whose operations are run in French make up the most unambiguous cluster. While respondents in these organisations are involved in the planning and implementation of international projects supported by local and international donors, and are extremely well acquainted with the SDGs and SDG4, they do not identify with "International Geneva", either as a term or as a space for dialogue and cooperation. Some respondents described themselves as "not being good at international Geneva" or as lacking the capacity to fully engage in international Geneva-led discussions such as the EiE Hub, in spite of having an interest in them.

While respondents in these organisations show a desire to boost their cooperation with other Geneva actors, they see themselves primarily as Swiss NGOs geographically based in Geneva, but not as part of a "Geneva ecosystem". These are mostly organisations under the RECI umbrella who have SDC and the Fédération Genevoise de la Coopération as main donors. While some of these actors see their location in Geneva as accidental and substantively similar to other places in Suisse Romande, local donors were quick to point out that there are additional funds that go with

being based in Geneva, although for a perhaps larger pool of organisations than in other places in Switzerland. That said, it was clear that the understanding of the "Geneva ecosystem" outside the local NGO scene also tended to neglect Swiss organisations with offices in Geneva, referring mostly to International Organisations and international NGOs and voluntary agencies when using the term "International Geneva".

The second "cluster" we identified was composed primarily of international voluntary agencies and NGOs, some which have their headquarters in Geneva, and others that have offices or staff in the city as part of an effort to participate and influence Geneva-led discussions more directly. Most respondents in these organisations highlighted the role of the Geneva Global Hub for Education in Emergencies ("the EiE Hub") as a platform that has boosted cooperation and dialogue among their organisations, helping with the routinization of exchanges, and mobilising already existing networks. Respondents reported how collective and collaborative spaces like the EiE Hub and its shared offices often helped in expediting multilateral cooperation as opposed to bilateral, particularly regarding information exchange and knowledge sharing. Their descriptions of cooperation were geared towards informational exchange and participation in joint statements, events, and specific projects. In contrast, local NGOs framed cooperation as a mix of activities encompassing coordination and implementation of projects in the field as well as information exchange and knowledge sharing.

International Organisations constitute the "third cluster" that we observed, although it would be misleading to assume that Geneva-based organisations routinely work with one another. It was in fact respondents working within the UN system that expressed the greatest degree of dissatisfaction with their existing avenues of cooperation in Geneva. It was common for respondents within the UN system to have greater ease in identifying counterparts that they cooperate with in UN organisations in Paris, New York and Washington DC. Many expressed frustration at the lack of connection with colleagues working on SDG4-related themes that have offices within walking distance; these relationships remain under-exploited.

The fragmented nature of the ecosystem carries with it practical implications

The fragmented nature of the ecosystem carries with it practical implications: in addition to the duplication of efforts and the disjointed nature of existing initiatives, there is a risk of a fragmentation of aid channels without an increase in the overall amount of aid. This widespread concern was shared by respondents from donor organisations as well as those on its receiving end (see section on Donorship and Cooperation)

The Geneva Global Hub for EiE in the Geneva ecosystem

The establishment of the EiE Hub was considered significant by all respondents. Those involved in it are positive; many of those not involved wanted to be. It deepened the cleavage between anglophone and francophone actors, and was seen as initially donor, not community-driven, although this view has changed since its establishment in 2021 as it has facilitated meaningful exchanges and co-working between its members. At the same time as usefully highlighting one aspect of education, it was also seen to be fragmenting the issue agenda and financing for education more broadly.

A clear theme that emerged from respondents' narratives was the significance of the establishment of the Geneva Global Hub for Education in Emergencies (EiE Hub) in January 2021, and the development of the larger Education in Emergencies scene in Geneva, after initial efforts such as the 2019 Education in Emergencies Data Summit.. Almost all respondents referenced the EiE Hub or its events and activities during the interviews. Most respondents acknowledged its relevance and praised the capacity of the EiE Hub to resoundingly put Education in Emergencies onto the agenda for cooperation. Those working closely with the Hub were pleased with how it helped them routinize exchanges and enlarge their network; others, particularly from the local NGO scene, wished they were more involved or felt they did not have the capacity to participate in its discussions. Those

voicing their concerns acknowledge the importance of EiE, but saw in the donor-driven push behind EiE a way to impose priorities different from those of organisations working on SDG4 in Geneva fearing a risk of fragmentation in the broader SDG4 and Education 2030 agenda.

Respondents from within and outside EiE-themed discussions saw the emergence of the EiE Hub and the larger EiE scene as clearly driven by donors, who effectively built on Geneva's position and legacy as "the capital of the humanitarian community". Indeed, donors express that the Hub was a good avenue "to create more synergies" among stakeholders, to centralise channels of convening and communicating and have Geneva occupy a role in that "one aspect" of SDG 4. Organisational efforts behind the EiE scene have had significant effects: EiE-related job posts have been created by EiE Hub member organisations, some staff have been relocated to Geneva in order to be closer to its discussions Moreover, respondents working with the EiE Hub on a regular basis showed less of a concern for limited funding and competition than those outside of it.

Indeed, respondents from the local NGO scene felt more distant to the EiE Hub although some wished to be more involved in its activities. In spite of being members of the EiE Hub through RECI, none expressed any routinized or concrete form of cooperation with the EiE Hub; some felt they lacked the capacity to engage with it given constraints linked to capacity and resources while others wanted to have a chance to participate but found it difficult to, given more immediate priorities and limited bandwidth.

Respondents valued that the EiE Hub provided them with a shared physical space to meet and discuss, as well as opportunities for sharing experiences and knowledge

References to events and activities with the EiE Hub were more common from respondents in international NGOs and International Organisations. Most were enthusiastic about the EiE Hub, which they credited with expediting otherwise lengthy and tedious episodes of multilateral cooperation, routinizing exchanges and making cooperation "feel more natural". In addition to providing additional resources for many of these organisations, respondents valued that the EiE Hub provided them with a shared physical space to meet and discuss, as well as opportunities for sharing experiences and knowledge. Those working closely with the EiE Hub also credited it with fostering trust among its respondents and enlarging their networks, as well as with dynamizing other networks and dynamising networks that had been otherwise inactive. As we conducted this study, it was clear that respondents working closely with the EiE Hub tended to be more able to name colleagues from other organisations in Geneva when describing day to day instances of cooperation than those working on other aspects of SDG4 in Geneva.

Among those respondents who expressed reservations about the push behind EiE in Geneva, concerns did not deny the importance of Education in Emergencies and its relevance to the overall SDG4 agenda, questioning instead its potential to further fracture an already fragmented landscape of cooperation. Some expressed that the initiative was poorly connected with the existing SDG4 mandates and activities of Geneva-based organisations and that Geneva could tackle SDG4 related discussions in a more holistic and interconnected manner. Others expressed concern about the capacity of donor to influence agendas and privilege some avenues over others in terms of attention and resources, focusing on the "competitive advantage" of leading these discussions from Geneva as opposed to the overall advancement of SDG4.

Donorship and cooperation

Donors successfully built momentum for cooperation around EiE; respondents asked that more be done for SDG4 more broadly. Lack of funding was a concern for respondents in local NGOs and the UN system, not directly involved in EiE. Donors place "ever increasing demands" onto a shrinking pool of funds, while competition for scarce funds does not encourage cooperation. The fragmentation of aid and the multiplication of aid channels raised reservations, as did "financial flows shaping agendas" of cooperation that would look different if made in consultation with non-donor organisations in the ecosystem, or indeed with stakeholders in the Global South..

While respondents agreed unanimously on the need for increased cooperation, we identified differences in their narratives on the role that the existing landscape of donors is playing in fostering cooperation on SDG4 in Geneva. All acknowledged that a decisive push by donors was successful in building momentum for cooperation around Education in Emergencies, a development that has raised the hopes of various actors to enhance the profile of Geneva on the global stage for the advancement of SDG4. However, while most respondents were quick to point out that needs outpace existing funding; those whose day to day tasks focused on EiE appeared less concerned.

Respondents at local NGOs were worried about the emergence of a "market of NGOs" that pushes them to compete – not cooperate – with like-minded NGOs and non-profit organisations for available funds. This competition for funds encourages them to differentiate themselves from others, rather than working together. By the same token, these respondents expressed their dissatisfaction with moves by donors that compel them to work in projects with other non-profits "as alliances", oftentimes neglecting details and differences between the capacity, size, and areas of expertise of each organisation. Some signalled how these initiatives allow donors to "run down transaction costs", in effect passing these onto smaller organisations.

While these respondents showed a desire to cooperate with others and saw working on joint projects with other organisations as an opportunity, they expressed that time and trust are needed to allow for meaningful cooperation. Additionally, these respondents showed concern with what they saw as donors' "ever-increasing demands" applied to a shrinking pool of funds, which places significant constraints on their capacity to work on sustainable long term projects with others as a result of a constant need for fundraising in the day to day.

Some donors expressed a concern for the fragmentation of aid and the multiplication of aid channels, which can lead to duplication, ill-informed projects, and to poor coordination

Meanwhile, some donors expressed a concern for the fragmentation of aid and the multiplication of aid channels, which can lead to duplication, ill-informed projects, and to poor coordination with target populations at global and local levels. Some saw initiatives such as the EiE Hub contributing towards centralising communication channels and easing their coordination work, at the same time as expressing reservations about multiplicity of channels that go with each additional initiative.

Indeed, the ongoing relevance of Education in Emergencies was seen by almost all respondents as the most significant development in cooperation around SDG4 in Geneva, thanks to efforts by donors and the presence of some EiE Hub member organisations' staff in Geneva. While most showed enthusiasm for these developments, some expressed their dissatisfaction about the lack of transparency in the decisions to put this level of support behind EiE, and voiced reservations about "financial flows shaping agendas" of cooperation that would look different if made in consultation with non-donor organisations in the ecosystem, or with the Global South..

In alignment with local organisations, respondents within UN organisations did indeed express concerns about funding as something that can potentially hinder their capacity to cooperate. Some shared examples about concrete practices of cooperation they would put in place if they had additional resources, and blamed insufficient resources for the constraints they face with regards to cooperating with other organisations. Respondents from outside and within the UN system viewed funding as imposing limits on specialist UN organisations, particularly UNESCO and IBE-UNESCO, to lead on SDG4-related discussions.

On the contrary, people working closely on EiE showed much less of a concern with funding than all other respondents, with some saying that funding was not now an obstacle to their activities. However, some expressed that competition for funding can hinder cooperation, while others mentioned that donors value immediate and reportable results more than processes of convening, which makes devoting time and resources to convening and cooperation efforts in the Geneva ecosystem less attractive.

Aspirational cooperation

By “aspirational” cooperation we refer to the modes of collaboration that respondents identify as insufficiently developed, what they would like to see in place, and the gap between current practices of collaboration and more “ideal” modes of collaboration. In addition to a unanimous desire to cooperate and collaborate with other organisations in Geneva, respondents reflected on ways to improve existing mechanisms of collaboration and also those they would like to see in place, such as “holistic” or “transversal” platforms. UN staff exchange more with UN colleagues in Paris or New York than in Geneva. Closer cooperation with governments and states was seen as desirable, as were closer ties with academia and ongoing research by Geneva-based institutions.

A desire for broader mechanisms of cooperation and collaboration

Respondents oftentimes referenced a desire for broader mechanisms of cooperation and collaboration beyond education in emergencies, which can bring together other Geneva-based actors working on issues related to education, development and human rights, with some emphasising the need for more “holistic” or “transversal” platforms where such themes can be discussed. While respondents working closely with the EiE Hub showed enthusiasm for the novel exchanges such a platform enables, there was a desire to see less niche platforms of exchange and collaboration put into place. We identified a widely shared understanding that there are many similar efforts by a number of organisations of different sectors that are unknown to others working on the same overlap with education (for example, health, climate, child protection, or early childhood), leading to a risk of duplication, ill-formed projects and an inefficient use of resources in addressing intersectoral challenges

A recurrent theme that arose from respondents’ narratives was a desire for closer cooperation with academia and ongoing research by Geneva-based institutions and others in order to improve policies and actions on SDG4. Some respondents complained about a lack of learning opportunities which left them unaware of research and implementation studies relevant to their work, with some showing enthusiasm in the EiE Hub being able to bring academic institutions into these discussions.

Respondents working at International Organizations and the UN system were particularly dissatisfied by the lack of cooperation and communication among the different UN bodies and organisations that are working on education in the Geneva ecosystem. UN staff expressed disappointment about how little they knew of their Geneva-based counterparts working on SDG4-related issues since they were mostly occupied with exchanges with UN colleagues in Paris or New York. Respondents frequently knew or suspected there were colleagues working at other UN organisations with whom they could have fruitful exchanges, yet saw no opportunity to do so. Given the lack of time, of staff dedicated to cooperation, and of a mechanism of cooperation that brought them together, respondents reported that “working in silos” appeared to be the default response.

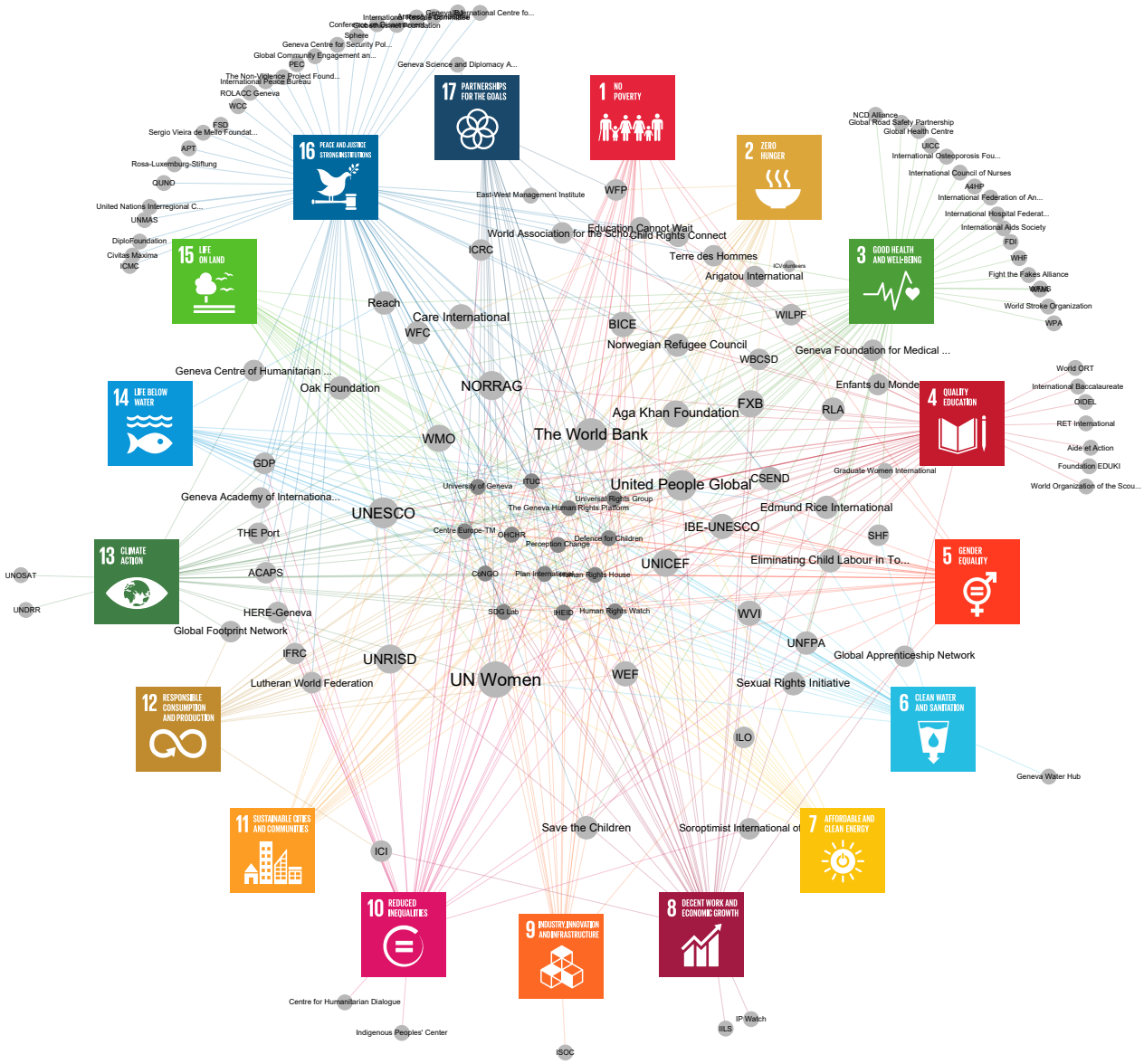
Another theme that emerged from respondents’ narratives was a desire to see closer cooperation with governments and states more broadly, with some referencing ministries of education and government missions to the United Nations Office and other international organizations in Geneva. This was observed to more or less similar degrees among UN staff and staff at national and international non-governmental organisations. With some exceptions, there is a significant perception of a need of greater cooperation with states for SDG4. However, perceptions about why such involvement is lacking diverge, with some pointing to the inadequacy of convening mechanisms in International Geneva and the constraints faced by states, with others expressing disappointment about a perceived lack of engagement on the part of some governments.

Intersectoriality: links between education and other SDGs

Many organisations work on more than one SDG. Almost all respondents emphasised the need to enhance and improve cooperation with other sectors to advance SDG4 (particularly climate change, health, digital transformations, early childhood, water and sanitation). Intersectoral practices were framed as information exchange and joint ventures of knowledge production, events and projects. Some expressed concern that it was just a "trend" pushed by donors and that the core of SDG4 work needs to remain with educators.

In the web analysis, we applied manual analytic coding to identify which organisations undertook programmes or projects that furthered SDG 4, in the sample of those organisations that mentioned education frequently on their website (see Figure 2). Organisations that mention education frequently also appear to work on other SDGs. We then produced a visualisation of the intersectoriality of the work programmes of organisations that work on a variety of SDGs (Figure 5). Rather than trusting claims to contribute to SDG 4 on websites, we only counted organisations whose websites identified education programmes and projects they were working on. Those organisations that only work on one SDG are found outside the circle, near the SDG they focus on exclusively.

Figure 5: Organisations that work on multiple SDGs in Genève Internationale



This mapping demonstrates the importance of education and training in Geneva as it hosts an impressive grouping of organisations and individuals that contribute to the global governance of the sector. This mapping highlights the potential for intersectoral collaboration in International Geneva between organisations who already work on the different SDGs, since institutions not specialised in education are active in this field, at the same time as education-focused organisations contribute to other SDGs.

In keeping with the website analysis that showed many organisations working on more than one SDG in the service of their diverse mandates (see Figure 2), almost all respondents were eager to emphasise the need to enhance and improve cooperation with other sectors to advance SDG4 (particularly climate change, health, digital transformations, early childhood, water and sanitation). This was consistent with the desire to see mechanisms for broader and less niche convening to be put into place, although very few could point to existing and concrete examples of ongoing intersectoral cooperation. However, some respondents showed a degree of scepticism. Once again, we observed some differences across the three main clusters, with respondents working on EiE related themes emphasising intersectoral cooperation with Child Protection, while those at local NGOs focused on health and water and sanitation, and UN respondents referenced health, environmental preservation and ICT.

Child Protection was oftentimes referenced by respondents working closely with the EiE Hub as a sector they closely cooperate with, mostly informally and on an ad-hoc basis. However, there were significant overlaps with other organisations, as respondents working on EiE themes regularly referenced health and sectors linked with environmental issues and respondents working closely with the EiE Hub showed optimism in its capacity to create links with other sectors. Local and international NGOs that implement projects at field level showed greater ease at referencing concrete intersectoral projects, particularly with other development sectors, with most referencing health and water sanitation.

Respondents working at international organisations or at international NGOs working at “global level” mostly understood intersectoriality as information exchange and joint ventures of knowledge production, as well as ad-hoc cooperation in the form of statements, events and projects. Some of the specific intersectoral projects that respondents referenced as coming from Geneva-based organisations linked education and health (Health education, the Global school-based student health survey, and the Nurturing Care Framework for Early Childhood Development), education and IT, as well as less formalised dialogues.

While most respondents welcomed intersectoriality as a positive development, some expressed concern that it was no more than another “trend” pushed by donors that can mask other challenges linked to broader social inequalities. Other respondents also voiced that the education world is very specific and knowledge transfers are not necessarily straightforward, and that the core of the work on SDG4 needs to be in the hands of educators.

Enablers and barriers to cooperation in International Geneva

Enablers

Location in Geneva as a hub for multilateralism and international institutions.

"Ease" of access. People within walking distance.

Shared physical spaces and routinization of exchanges.

Previous instances of collaborations (mostly at the interpersonal level).

Desire to cooperate and to foster cultures of cooperation.

A shared language provided by the SDGs.

Resource commitment for certain initiatives.

Donors encouraging certain forms of cooperation.

Barriers

- Limited resources, capacity and time.
- Competition for those resources.
- The highly fragmented nature of the Geneva cooperation ecosystem.
- A language divide between local French-speaking organisations and IGOs, INGOs.
- Insufficient or inadequate knowledge of suitable partners/partnerships.
- Lack of transparency of certain cooperation schemes.
- Agendas and funding dominated by urgency and short termism.
- Lack of a cooperation mechanisms (beyond EiE).

TO LEVERAGE THE RELATIONS ALREADY IN PLACE, SYSTEMIC FACILITATION ACTIVITIES MUST BE UNDERTAKEN.

Ecosystem mapping

Genève Internationale offers a unique geopolitical context for the coexistence of organisations and individuals working towards aligned endeavours (such as the Sustainable Development Goals); an ecosystem that can either curtail or accelerate decision-making, goal achievement and funding. 45% of Geneva-based organisations consider education and cognitive, emotional human development important for achieving planetary transition goals. What demands may arise from as yet unclear future orientations of education and human development? How can International Geneva respond to critical shifts taking place in the governing and financing of education and other entangled development issues?

The ecosystem map aims to provide an analytical perspective on the specific strengths, emergent trends, and persistent challenges faced by a complex organisational ecosystem that is both geographically dispersed and concentrated.[3] Three critical shifts: localisation, diversification and fragmentation of finance and headquarter decentralisation require a response. International Geneva offers a unique geopolitical context for developing a positively functioning ecosystem that can accelerate decision-making, goal achievement and funding.

Three critical shifts that affect International Geneva: localisation, aid fragmentation and decentralisation

Bringing together the previous analyses with additional desk research, the ecosystem analysis charts the complex interdependencies of resources, relationships, and infrastructures that define the operational dynamics between organisations working in the field of global education. By taking into account both the locational significance of "International Geneva" (tracking relevant actors, factors, and features), and the embeddedness of International Geneva within and across the geographically dispersed education ecosystem, the map aims to provide an analytical perspective on the specific strengths, emergent trends, and persistent challenges faced by a complex organisational ecosystem that is both geographically dispersed and concentrated.

The world faces an unprecedented scale of change, symptoms of which include multiple deep and wide human and environmental shocks and stressors; from increasing inequality to accelerating climate change, to growing autocracy and decreasing biodiversity. What transformations are necessary to address the root causes of, and support systemic solutions to, these simultaneous and entangled problems?

The phrase "systems transformation" has become a byword in the international education community, for example at the Transforming Education Summit in New York, September 2022. We hear many education stakeholders using the word system when they used to say sector. Rather than talking about education sector reform, global education actors increasingly talk about

3 First published as Lee, E. and Faul, M. V. (2023) Learning Geneva: A platform for planetary human(e) development in the making? *Geneva Policy Outlook #01*. Geneva Graduate Institute.

"education system change" (e.g., GPE, 2020). Not all of these words translate into the application of systems approaches; a shift in word choice does not necessarily mean that there has been a shift in behaviour or practice (Faul & Savage, 2023).

The ecosystem map that we provide charts the complex interdependencies of resources, relationships, and infrastructures that define the operational dynamics between organisations working in the field of global education. By taking into account both the locational significance of International Geneva (tracking relevant actors, factors, and features), and the embeddedness of International Geneva within and across the geographically dispersed education ecosystem, the map aims to provide an analytical perspective on the specific strengths, emergent trends, and persistent challenges faced by a complex organisational ecosystem that is both geographically dispersed and concentrated.

Three critical shifts

Localisation

Narratives of localisation echo throughout the development and humanitarian sectors. In 2021, USAID committed to dedicating 25% of its budget to local partners in the next 4 years, and to incorporate local leadership in 50% of its programming by the end of the decade. Programmes such as Centroamérica Local and the Africa Localization Initiative testify to this shift towards localisation which emerged as a response to decolonial critiques and donors' desire to decrease their transaction costs. Changes in organisational mandates are reorientating funding — often away from traditional IGOs and global NGOs to organisations rooted in local contexts, which signals the need for change in collaboration in the Geneva ecosystem.

Diversification and fragmentation

Numerous articles have reported on the phenomenon of "peak aid", which denotes how traditional education aid has plateaued in the past decade (Nishio & Tata, 2021). Concerns have been raised about how the pandemic and austerity measures following global recession might impact this further. Changes have been observed in the *diversification* of funding sources (Le Roy & Severino, 2023), from increased (yet still insufficient) involvement of private capital in areas formerly dominated by public institutions (Lewin, 2020) to the growing share of aid and loans from "non-traditional" donors such as China, India and Saudi Arabia (Hares and Rossiter, 2023). There has also been a multiplication of funding mechanisms, seen in pooled funding bodies for SDG4 (such as the Global Partnership for Education) or combinations with other SDGs or humanitarian concerns (e.g. Education Cannot Wait funding education in emergencies). Diversification is a double-edged sword, as it may entail innovation but also lead to a fragmentation of aid, where overarching objectives are split into smaller agendas that compete with each other for scarce resources. In response, calls for a new global compact on education financing have emerged (UNESCO, 2023) to increase the quantity and quality of domestic and international education finance, as well as innovating financing mechanisms (NORRAG, 2022).

Decentralisation

Growing confidence in remote work following COVID-19 lockdowns prompted decentralised modes of operation among organisations based in traditional "international cities". In a 2021 survey (CAGI, 2021), 65% of NGOs based in Geneva reported reduced interaction with IOs at the height of the pandemic in Europe, while a few considered moving to lower-cost locations. There have already been strategic relocations of organisations from traditional international cities to the Global South, such as Oxfam International's move to Nairobi in 2018 and ActionAid's move to Johannesburg in 2004.

Pathways to systems change

These three emerging shifts of localisation, diversification and decentralisation show that the spaces in which we organise ourselves — the physical locations, compositions of actors and systems of governance — are progressively shifting. Working in this context, new kinds of convening are needed that do not rely on tactics of concentration and proximity of key organisations alone; tactics which were never sufficient. In an effort to analyse the patterns and insights emerging from these numerous connections, we have begun to chart out a set of working hypotheses based on the patterns emerging from the connections between different nodes. These hypotheses are represented through a visual device called "pathways".

The pathways were developed by locating "core nodes" i.e. nodes with the highest degree of centrality (based on number of connections) and highlighting the nearest connections that branched out from the core node. Through this machine-based analysis we identified three interconnected trends which are deeply embedded in geopolitical and economic shifts in recent years, and that continue to affect the strategic positioning of Geneva as well as organisations operating in the city and across its international networks:

- Change in funding and financing strategy
- Push for more collaboration from institutional donors
- Physical clusters and headquarters of large IOs

These trends are not exclusive to the field of education. They have been observed throughout the international development sector, highlighting the interconnected nature of education and other development goals and governance. These trends served as a basis for developing the pathways to systems change we now describe. The pathways function as an entry point, first as a set of themes that can be explored further through stakeholder engagement, and secondly as an analytic and narrative device helping readers engage with the content of the map.

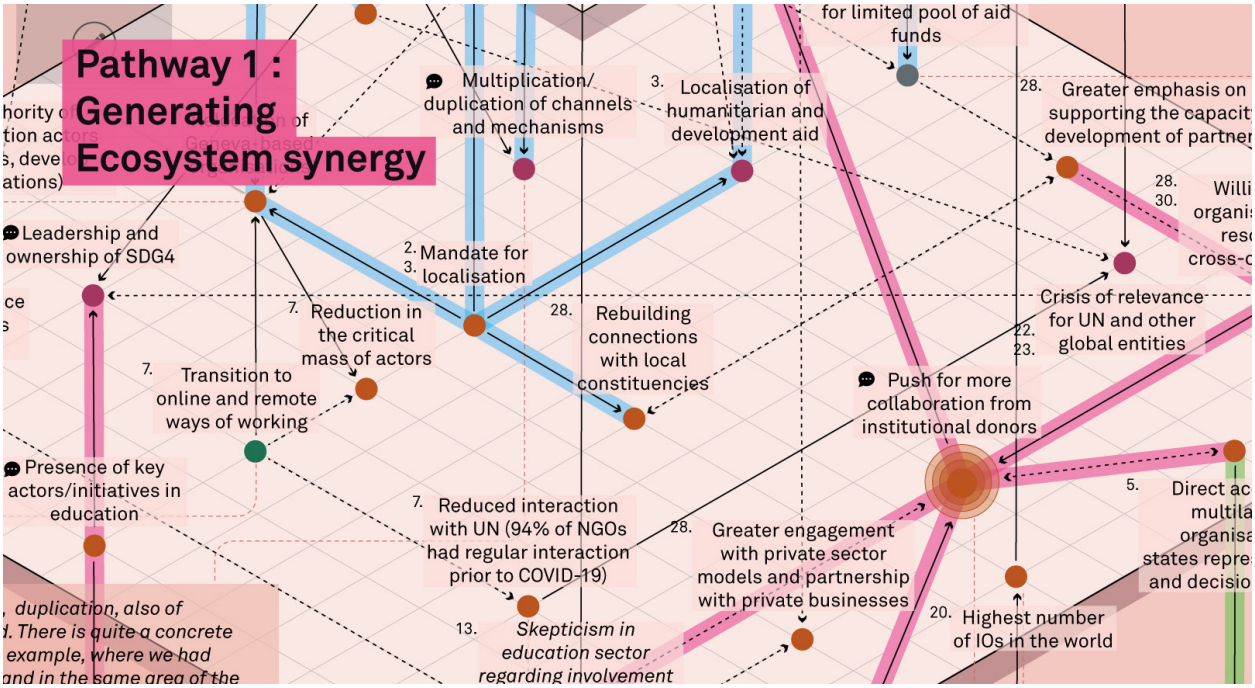
Generating ecosystem synergy

> *"So there is a big push from our main donors, institutional donors here in Switzerland, to work together with other NGOs." (Interview, 2022)*

Pathway 1 represents the growing demand for more networked and collaborative modes of operation between organisations working in education. This push for collaboration also extends beyond Geneva's borders — with large amounts of funding being allocated to local NGOs in countries with educational needs — and because funding is being decentralised, there is an increasing need for more decentralised and collaborative modes of working. Interviews with stakeholders particularly highlighted the increasing requirement from institutional donors for collaboration and the emergence of multiple channels/platforms that aim to facilitate greater horizontal communication.

Diversification of actors, new modes of working, and intersectoral initiatives across several SDGs indicate a growing demand for more networked and collaborative modes of operation. Success depends on nurturing an ecosystem that connects actors beyond as well as within the boundaries of Geneva. It also requires creating synergies between organisations big and small, with diverse values and ways of organising. Yet, existing networks and flows within Geneva are highly centralised — a consequence of aggregating key system actors in one place. As balances of power shift under geopolitical and economic influences, could we imagine a more distributed and better connected version of this ecosystem?

Figure 6: Generating ecosystem synergy

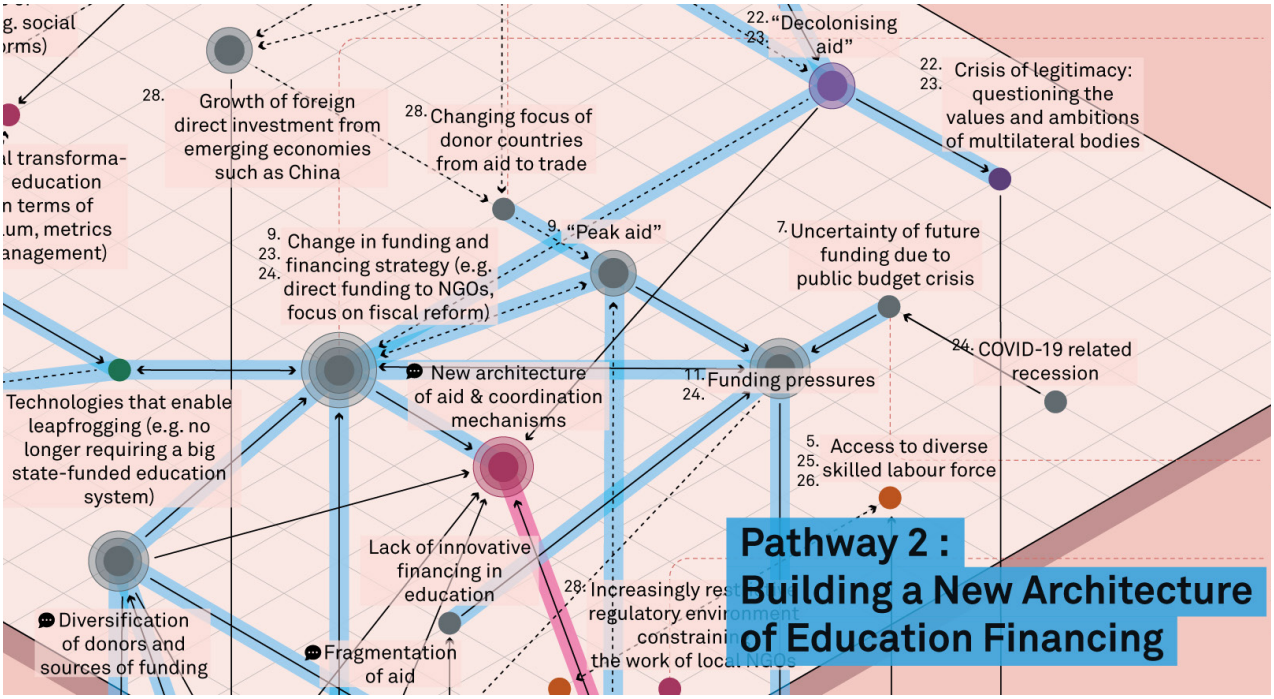


Building a new architecture of education financing

> *"In education, we still had a kind of unfragmented system of aid, until 2017. And, now as I mentioned, we have new stakeholders, new mechanisms. And there's a risk of fragmentation and need to have a better coordination of aid."*

Pathway 2 aggregates key financial trends emerging in education and more broadly the development sector. The rapid rise of EdTech investments, particularly after the pandemic, as well as the growth of foreign direct investments from emerging economies such as China, the changing focus of donor countries from aid to trade — and the discourse of "peak aid" — is prompting a shift in funding strategies for many organisations. The need for new financing arrangements have been echoed by many, but the solutions to date have led to further fragmentation of the aid structure and its objectives. We need to invest in a new architecture of education financing that can aggregate and convene effectively, and build new trust mechanisms as well, which will allow actors to process and direct financial flows in ways that go beyond utilising legacy institutions and infrastructures.

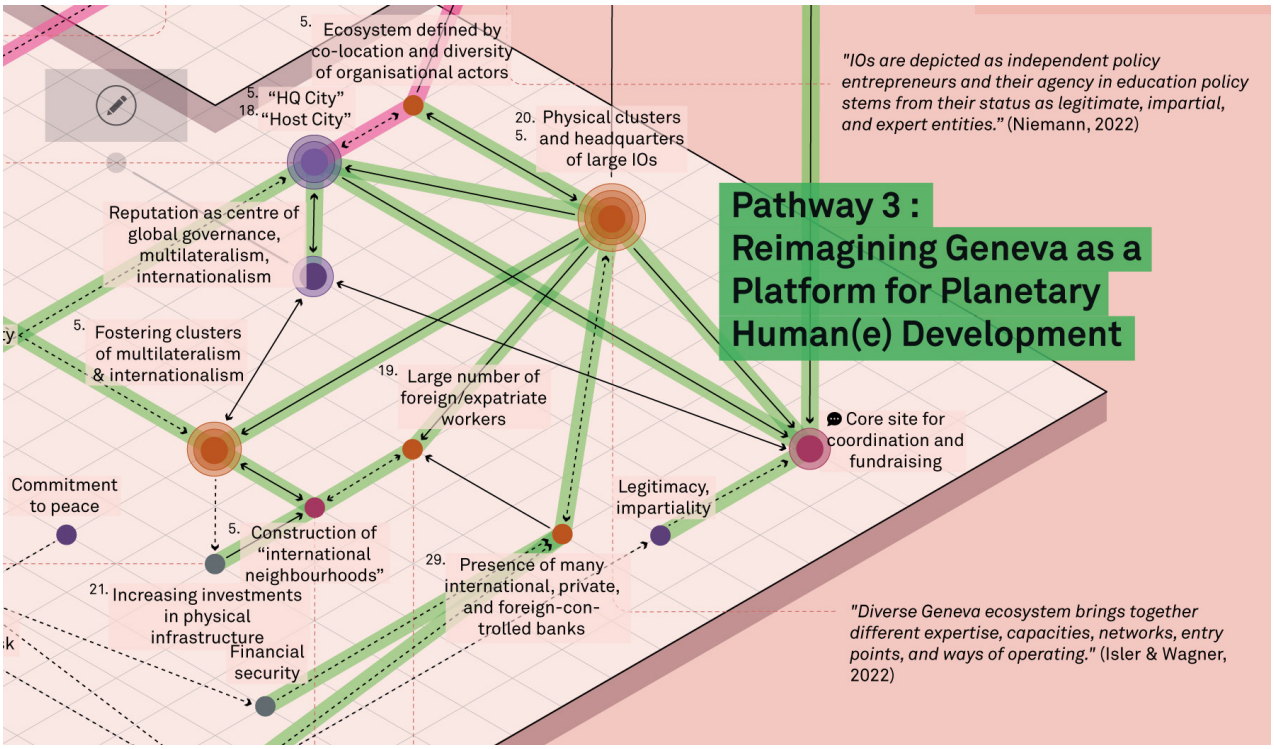
Figure 7: Building a new architecture of education financing



Reimagining Geneva as a platform for planetary human(e) development

Geneva is a unique city, defined by its historical commitment to multilateralism, diplomacy and its present concentration of states represented by diplomatic missions, as well as major IOs, NGOs and foundations, who are all working towards interrelated SDGs. Could we imagine a platform for "planetary human(e) development" that uses existing legacies and resources of an international city — the convening of key actors, funding, information, advocacy, as well as the capacity for diplomacy — to build new models of shared governance?

Figure 8: Reimagining Geneva as a platform for planetary human(e) development



Pathway 3 highlights the unique spatial characteristics of Geneva as a site defined by its cluster of international stakeholders and commitment to multilateralism. Responding to the new demands raised from the previous two pathways — namely, the need for more horizontal collaboration and capacity for convening and navigating increasingly decentralised modes of financing and governance — Pathway 3 further prompts us to reflect on the role of International Geneva as a crucial platform for convening.

Three critical actions to leverage the International Geneva ecosystem

There is a strategic opportunity now for International Geneva and its supporters to think and act differently, to address education and its interconnected social, environmental and economic domains as a foundation for building planetary developmental capacity. For this, we need to scrutinise how work in Geneva and in the world affect each other, and leverage the existing Geneva ecosystem while decentralising power and decision making through these three critical actions:

1 Re-orient governance away from a mode of control to *convening* — facilitating strategic diplomacy and systemic collaboration.

2 Invest in *aligned endeavours* — linking different SDGs while respecting the contribution of each, and enabling collaboration across single-issue institutions in Geneva.

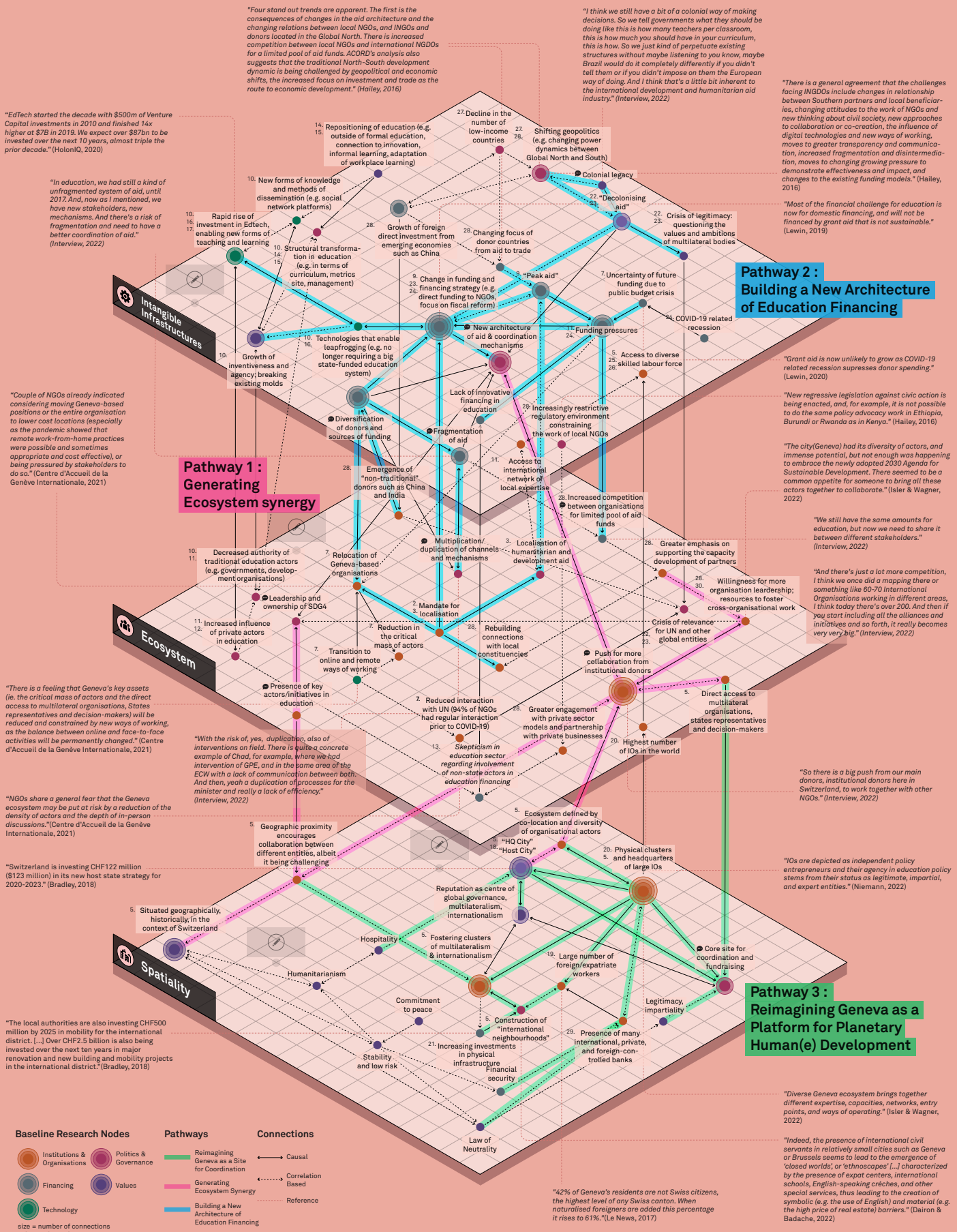
3 Rebuild International Geneva's mission by *listening* to — and empowering — those most affected but least heard, especially in the Global South.

We developed a systems map (Figure 9) through which we identified three pathways that emerged from mapping 65 nodes and analysing the patterns of their 143 connections. This map depicts a set of nodes, extrapolated from the research process, which have been linked by causal and correlation based connections. By classifying the nodes in terms of their relation and relevance to five thematic areas: Institutions & Organisations, Financing, Technology, Politics & Governance, and Values, our goal is to highlight the behaviours, tendencies, values, and trends that are currently emerging in the field. In order to map these emerging nodes onto the ecosystem's context, we designed a set of "stacks" that represent the various layers of Geneva as a city — ranging from its spatiality (a combination of physical and historical characteristics), the institutional/organisational ecosystem, and intangible infrastructures such as flows of capital and people.

Embracing transition

Reinventing and fostering a learning ecosystem in International Geneva will help build thriving education systems supported by institutions that are themselves constantly evolving. In response to geopolitical and economic shifts, International Geneva and its learning ecosystem has the opportunity to construct a solid basis for planetary human(e) development by nurturing translocal, shared governance.

Figure 9: Mapping the education ecosystem in International Geneva



INTERNATIONAL GENEVA OFFERS A UNIQUE GEOPOLITICAL CONTEXT FOR DEVELOPING A POSITIVELY FUNCTIONING ECOSYSTEM THAT CAN ACCELERATE DECISION-MAKING, GOAL ACHIEVEMENT AND FUNDING.

Next steps for mapping the international Geneva education ecosystem

Immediate

- Meetings and workshops: Swiss mission; EiE Hub
- Dissemination: Geneva Policy Outlook; CIES conference
- Hackathon for organisation database and visualisation:
- Support IBE-UNESCO in their anniversary celebrations

Seeking additional funding to

1. Support the building of the ecosystem, underpinned by the understanding of the ecosystem that we operate in provided in this project: identify and build capacities in key "anchor institutions" to convene and champion collaborative intersectoral work across SDG4 and other SDGs. Academic institutions in Geneva seen as the most useful and best positioned to take on this work
2. Deepen network analysis, especially non-responders: allow non-responders to the first wave of this study the opportunity to add themselves into the network map
3. Extend to other international cities for comparison: repeat these analyses in cities that host similar ecosystems for international education and development (for example, Nairobi, New York, Paris) and compare with Geneva
4. Deepen research in the South (effects of International Geneva in the South, and effects of the South on International Geneva) for example, through studies with GPE Local Education Groups or IDRC KIX Hubs and networks
5. Extend research into the complex links between education and the other SDGs, and how to foster intersectoral working across several SDGs

Recommendations

Finding	Recommendation	Who
Recognise changed context		
Three interconnected ongoing trends: localisation and increasing respect for global South priorities, diversification and fragmentation of agendas and finance, decentralisation of headquarters functions.	International Geneva should seek to convene, not control; align endeavours across currently siloed issue areas; and listen, particularly to the Global South as an explicit goal and Unique Selling Point.	All International Geneva – anchor institutions to be identified and funded to lead
Support collaboration		
There is a unanimous desire to cooperate and collaborate with other organisations in Geneva.	Improve existing mechanisms of collaboration. Put in place holistic transversal platforms and broad-based mechanisms and processes which emphasise the full Education 2030 agenda	Canton de Genève; SDC; Fédération Genevoise
Those involved in the EiE Hub found it useful for improving cooperation and convening.	Take the positive learning from this successful initiative and broaden out to full Education 2030 agenda: funding, critical mass, shared space, regular meetings and mechanisms for cooperation	SDC, GPE
There is a meaningful network already present in Geneva that needs to be nurtured if it is to become an integrated and active ecosystem.	Potential broker institutions could be incentivized to play a facilitating role to bring actors together (those with high betweenness centrality, see Table 3 on p.23).	Academic institutions have high betweenness centrality scores and are well-positioned to play this facilitating role.
The network of education actors in International Geneva is fragmented along national/international/ intergovernmental levels of operation.	Key areas could include integration of Swiss organisations into existing networks, and promoting a more holistic approach to fostering an education domain-specific network by incentivizing IGOs to participate at the local level.	SDC and Swiss mission promote and fund local NGO connections to IGOs; RECI promote membership and links to IGOs and INGOs
A key fault line in collaborative connections maps onto the Francophone/ Anglophone language divide.	Promoting interlingual exchange, as well as working to include multilingual infrastructures could diminish the barrier to collaboration posed by language.	All International Geneva: provide interpretation and translation Fund interpretation: SDC, DFAE, Fédération Genevoise

Finding	Recommendation	Who
Recognise education and intersectorality		
Great deal of education work in Geneva	Showcase the extent of the education work in International Geneva, and allow organisations in International Geneva to demonstrate their position and contribution in education	Canton de Genève: Add button “Education” to their International Geneva "Who's Who" website RECI: Invite members to join International Geneva website SDC, UNESCO: build and support “anchor institutions”
Many organisations work on more than one SDG	Recognise and leverage intersectoriality by nurturing these as active communities; embracing process as well as product. Learn from EiE Hub	SDC, DFAE, UNOG: fund, prioritise Academic institutions are well positioned to facilitate active community building
There is great potential for collaboration on education and also intersectoral work.	Collaboration can effectively be invited working with the system: not controlling or top-down, but rather from the middle-out	From the systems mapping, identify and build “anchor institutions” to champion and support ecosystem building Funders: SDC, DFAE, Donor missions, Fédération Genevoise fund ecosystem building activities
Resource and finance to encourage collaboration		
This is a resource poor environment, which makes collaboration difficult even within the same issue area, much less across others.	Add criterion to funding calls that preference will be given to projects that are collaborative, and/or intersectoral, and/or involving organisations in International Geneva	Research funders such as SNF: e.g., SOR4D, Lead Agency, Professorial Fellowships Donors: SDC, DFAE in their funding contracts, Fédération Genevoise, other bilaterals
Donor demands for immediate results mean devoting time and resources to convening and cooperation efforts in Geneva ecosystem is less attractive.	Initiate funding calls explicitly to support collaboration, and/or intersectoral cooperation involving organisations in International Geneva	SDC, DFAE, Donors, Missions to UNOG, Fédération Genevoise
“Financial flows shaping agendas” of cooperation and education	Consult more deeply with non-donor organisations in the ecosystem	Donors: SDC, DFAE, other governments, Fédération Genevoise
The fragmentation of aid for the full education agenda, and the multiplication of aid channels raised reservations.	Demonstrate commitment to funding Education 2030 and Transforming Education Summit recommendations	Donors: SDC, DFAE, other governments, international organisations

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Annexes

Annexe 1: Technical note

Data collection

In Phase 1 (the website analysis), we set the network boundary using the Who's Who function of Genève Internationale website to identify all organisations within the ecosystem, excluding the following categories: Welcome / Local authorities / Permanent Missions and Delegations.Data was collected from all domains and subdomains of the identified organisations' websites through web scraping: "A web scraping tool is a technology solution to extract data from web sites in a quick, efficient and automated manner, offering data in a more structured and easier to use format." We reconstructed the network of websites by identifying links and organisation attributes. Links were identified through a text-based analysis of organisations' mentions of other organisations from the Who's Who list. Organisations' attributes were identified in three ways. Educational organisations were identified by either being categorised as an "Academic and Training Institution" or by including "educat*" in their names or mission statement on their websites. Text-based analysis was also used to identify organisations mentioning education and its derivatives (educat*) on their websites, which was used to compute each organisations' degree of focus on education as the average mention of educat* per page on their website. Manual coding identifying specific programmes and projects on websites that mentioned educat* as least once per page on the website (133 organisations).

In Phase 2, we sent interview invitations to senior officials working in previously identified organisations and Permanent Missions and Delegations who see themselves as working on SDG4. Additionally, subsequent interviewees were identified by means of purposive sampling following a reputational approach, in which respondents would identify relevant counterparts in other organisations that they collaborate with. The goal of the interviews was to get a grasp of how respondents understand cooperation on SDG4 in Geneva, which challenges and opportunities they identify, the practices of collaboration they engage with, as well as those they would like to see in place. We conducted 35 interviews from officials at a number of organisations from public institutions, international organisations, philanthropic organisations, national and international NGOs and civil society organisations, as well as independent consultants that were identified by other respondents as doing significant work on SDG4 in Geneva. This represents a 42% response rate, which is relatively high for a study such as this. We stopped extending interview invitations based on our purposive reputational sampling once we reached a point of "saturation", in which respondents were suggesting we interview individuals that had already been interviewed or invited to participate in the interview process, after which we focused on addressing gaps with regards to contents and sectors.

In the interviews we used narrative and network data collection techniques. Narratives are collected by means of a "loosely structured questionnaire", in which the interviewers ask broad questions focused on inviting respondents to share their experiences and understandings, and

then ask subsequent ones building on the themes respondents identify and in accordance with the objectives of the research study. Network data is collected in interviews through a series of structured questions pertaining to who the interviewee is in contact with and vice versa, for what purposes, etc.. The network questions were posed towards the end of the interview, so in those cases where the interview was cut short these data were not collected.

Phase 3 (the ecosystem mapping) used data from all of the above analyses and also desk research to better understand the context in which International Geneva and its ecosystem operates, as well as how the International Geneva ecosystem itself operates. We began the process through a phase of desk research, where secondary data was collected and curated in an initial version of the map. With new insights and validation of hypotheses through stakeholder interviews in Phase 2, a new version of the map was developed. The mapping process is continuously evolving, and the plan is to further iterate the map through feedback/workshop sessions, and targeted surveys to gather input from stakeholders in the ecosystem.

Table A1.1 Response rate by sector

Sector affiliation	Number of Invitations	Response rate	%
Academia	5	2	40%
Independent	3	1	33%
Intergovernmental Organisation	21	9	43%
International NGO	20	11	55%
Multi Stakeholder international	11	5	45%
National Government	11	2	18%
National NGO	11	4	36%
Private for profit international	0	0	0%
Private for profit national	0	0	0%
Private foundation international	5	0	0%
Private foundation national	4	1	25%
Total	**83**	**35**	**42%**

Data analysis

Websites The network structure of the ecosystem was constructed on three different levels:

- Macro: full sample (392 organisations)
- Meso: organisations' websites that mentioned educat* as least once per page on the website (133 organisations)
- Micro: organisations including "educat*" in their names or mission statement on the Genève internationale website: both relations between websites (mentions on each other's websites) and direction of those relations; and mentions of specific partnerships on their websites

Networks The data for the network analysis was extracted from the interview transcripts, and subsequently coded into an Excel spreadsheet into an edge list format. Each row lists a connection's point of origin and destination, as well as various metadata such as an ID, directionality and parameters that determine the visual appearance of the connection on the network. The data gathered distinguished between personal connections and non-personal connections between interviewees and organisations they contacted. Additionally, each of the organisations and each of the interviewees' names were anonymized and assigned a colour depending on the type of organisation they work for. The visualisations were constructed using Cytoscape 3.9.1, primarily using functionalities added by the yFiles Layout Algorithms extension which adds various algorithms used to arrange network objects. Our layout of choice was the yFiles organic layout, which organises

visual appearance to emphasise the communities and centrality of the most significant actors. Once these objects were constructed, the generated network data was tabulated, visualised, and exported.

Narratives Narrative analyses are concerned with understanding the different meanings that respondents ascribe to their day to day practices of cooperation. Drawing from respondents' narratives in the interviews, the analysis is based on grasping the "tacit assumptions, meaning, reasoning and patterns of action and inaction that shape-respondent's policy practices." These assumptions are oftentimes second nature to respondents and inaccessible through public documents and the careful statements of "polished and experienced policy practitioners." Our analysis focused on how different respondents across sectors and organisations made sense of cooperation on SDG4 in International Geneva and their own practices of cooperation. We paid particular attention to their situated experiences of working with others, and how they reflected on the different achievements, grievances, hopes, fears and aspirations that emerged from their narratives.

Ecosystem Mapping In order to "map" these emerging nodes onto the ecosystem's context, we designed a set of stacks that represent the various layers of Geneva as a city — ranging from its spatiality (a combination of physical and historical characteristics), the institutional/ organisational ecosystem, and intangible infrastructures such as flows of capital and people. The first version of the map which concluded the desk research phase, was subsequently updated with inputs from stakeholder interviews conducted in Phase 2.

Annexe 2: Centrality ranking of (a) whole network and (b) Geneva Global Hub on EiE

Table A2.1: Top 15 International Geneva whole network centrality scores

Rank	Total Degree	Out-Degree	In-Degree	Betweenness
1	INGO 19	INGO 19	MSP 1	INGO 19
2	MSP 1	ACA 2	IGO 17	ACA 2
3	INGO 29	ACA 4	ACA 2	ACA 4
4	ACA 2	MSP 4	INGO 38	MSP 4
5	INGO 38	MSP 1	INGO 29	MSP 1
6	MSP 2	INGO 38	MSP 2	INGO 38
7	MSP 4	INGO 29	INGO 19	INGO 29
8	GOV 12	NGO 4	ACA 4	NGO 4
9	ACA 4	INGO 11	NGO 4	INGO 11
10	NGO 4	INGO 25	INGO 12	INGO 25
11	INGO 21	GOV 12	MSP 4	GOV 12
12	INGO 24	INGO 20	GOV 12	INGO 20
13	INGO 12	INGO 21	IGO 18	INGO 21
14	IGO 13	IGO 7	GOV 16	IGO 7
15	INGO 11	MSP 2	INGO 16	MSP 2

Table A2.2: Top 15 Geneva Global Hub on EiE network centrality scores

Rank	Total Degree	Out-Degree	In-Degree	Betweenness
1	MSP 1	INGO 29	MSP 1	MSP 1
2	INGO 29	INGO 19	INGO 29	INGO 29
3	INGO 19	IGO 13	IGO 16	INGO 19
4	MSP 4	INGO 21	INGO 19	NGO 6
5	INGO 38	MSP 1	INGO 38	MSP 4
6	IGO 13	MSP 4	IGO 17	INGO 38
7	GOV 12	GOV 12	MSP 4	GOV 12
8	INGO 24	INGO 24	MSP 6	INGO 24
9	INGO 21	INGO 38	IGO 18	IGO 7
10	IGO 16	NGO 6	GOV 12	ACA 2
11	MSP 6	ACA 2	INGO 24	IGO 16
12	NGO 6	MSP 6	IGO 7	MSP 6
13	ACA 2	IGO 7	NGO 6	INGO 21
14	IGO 7	IGO 16	ACA 2	IGO 13
15	IGO 17	IGO 20	GOV 16	IGO 18

Legend

Category (alphabetical order)	Code
Academia	ACA #
Intergovernmental Organisation	IGO #
International Non-Governmental Organisation	INGO #
Multi Stakeholder Partnership	MSP #
National Governmental Organisation	GOV #
National Non-Governmental Organisation	NGO #

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