



Network for international policies and
cooperation in education and training

Réseau sur les politiques et la coopération
internationales en éducation et en formation

NORRAG Annual Report

January–December 2018



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INSTITUT DE HAUTES
ÉTUDES INTERNATIONALES
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OF INTERNATIONAL AND
DEVELOPMENT STUDIES

NORRAG Annual Report

January–December 2018

| | |
|--|-----------|
| Introduction and highlights 2018 | 4 |
| 1 Annual report | 7 |
| 1.1 Policy dialogue..... | 7 |
| 1.1.1 International policy agendas and global governance..... | 7 |
| 1.1.2 Right to education/human rights-based approaches in basic education..... | 13 |
| 1.1.3 Private sector engagement in education and innovative financing..... | 14 |
| 1.1.4 The basic education–vocational skills development nexus..... | 18 |
| 1.2 Knowledge production and dissemination..... | 19 |
| 1.2.1 Scoping study..... | 19 |
| 1.2.2 NORRAG Special Issue..... | 19 |
| 1.2.3 NORRAG book series ‘International Education and Development’..... | 20 |
| 1.2.4 NORRAG blog..... | 20 |
| 1.3 Capacity development and partnership output..... | 21 |
| 1.3.1 Courses at the Graduate Institute..... | 21 |
| 1.3.2 COFER Innovative Financing in Education and Development: Case Studies and Multi-Media Material for E-Learning..... | 22 |
| 1.4 NORRAG backstopping support for the Swiss Agency for Development and Cooperation Education Programmes..... | 23 |
| 1.5 NORRAG web presence..... | 23 |
| 2 Governance | 24 |
| 3 NORRAG editorial board | 25 |
| 4 Partners and collaborations | 25 |
| 5 Results of the biannual member survey | 28 |
| 6 Appendix: Statistics | 30 |
| 6.1 NORRAG membership..... | 30 |
| 6.2 NORRAG website..... | 33 |
| 6.3 NORRAG Special Issue..... | 34 |
| 6.4 NORRAG resource library..... | 34 |
| 6.5 NORRAG blog..... | 35 |
| 6.5.1 Top most-viewed NORRAG blog posts from 2018..... | 35 |
| 6.5.2 Full list of NORRAG Blog posts published between January and December 2018.... | 36 |
| 6.6 NORRAG social media..... | 39 |
| 6.6.1 Twitter..... | 39 |
| 6.6.2 Facebook..... | 39 |
| 6.6.3 LinkedIn..... | 40 |
| 6.7 NORRAG video production..... | 41 |

NORRAG Annual Report 2018

We are pleased to share the Annual Report 2018 with you. The [Consultative Committee](#) of NORRAG discussed and endorsed the report at its annual meeting on 15 April 2019. This year's meeting was held during the CIES 2019 conference (Comparative and International Education Society) in San Francisco. We encourage NORRAG members to email us and share their feedback with us.

We look forward to hearing from you!

Gita Steiner-Khamsi
Professor and Director

Joost Monks
Executive Director



NORRAG staff in May 2018 on the Geneva Lake at the NORRAG staff retreat. From left to right and top to down: Arushi Terway, Phoebe Shambaugh, Anouk Pasquier, Marina Dreux Frotté, Joost Monks, Paul Gerhard, Gita Steiner-Khamsi, Laetitia Houlmann and Patrick Montjouridès. Missing from the picture: Marina Avelar, Emeline Brylinski, Michel Carton, Alexandra Draxler, Ji Liu, Lara Patil, Barbara Zeus.

Introduction and highlights 2018

Introduction

NORRAG's mandate and strength is to produce, disseminate and broker critical knowledge and to build capacity among the wide range of stakeholders who constitute its network. These stakeholders inform and shape education policies and practice, both at national and international levels, and are united by a shared commitment to principles of social justice, equity and quality in education. Through its work, NORRAG actively contributes to critical dialogue on global developments in education by mobilising and disseminating diverse voices, multiple perspectives, facts and evidence. NORRAG is an Associate Programme of the Graduate Institute of International and Development Studies, Geneva.

NORRAG builds on its distinctive global brand and network, representing academia, governments, NGOs, international organisations, foundations and the private sector. As of early 2019, the network has close to 5,000 registered members in 171 countries, 48% from the Global South. The network shares a vision of education development which

- Conceives education as a lifelong process and therefore supports education and vocational skills development in and out of school across the lifespan and in different educative sites.
- Gives equal weight to knowledge and expertise from the Global North/West and the Global South/East and promotes the 'voices of the South' and the 'voices of the East', respectively.
- Bridges policy and research by providing data-based policy advice and by carrying out policy-relevant analytical work and research.

Our statement of purpose is to inform, influence and challenge international education policies and cooperation at the international, regional and national levels, with a particular focus on promoting the voices of the South/East. This mission translates into the following three objectives for our scope of work, which reflect NORRAG's global niche as it has developed over recent years:

- To provide, build and disseminate timely, concise and evidence-based critical analysis and knowledge
- To bridge and broker knowledge at the interface between research, policy and practice while leveraging the NORRAG network
- To act as an incubator for novel perspectives and research projects

In doing so, NORRAG contributes to creating the conditions for more participatory, better informed and evidence-based policy decisions that improve equal access to and the quality of education and vocational skills development (VSD). This will eventually contribute to the enhanced and contextualised implementation of the Education 2030 Agenda as our overall goal.

Key results and highlights in 2018

Key results in 2018

- Secured a new two-year project to conduct research and to develop state-of the art E-learning material on Innovative Finance in Education (IFE) in collaboration with a consortium of six partner organisations from Switzerland, Argentina, China, India and South Africa. The project is partially funded by swissuniversities.
- Continued with and extended the Philanthropy in Education series and the related knowledge production in collaboration with local partners and philanthropies, allowing NORRAG to be positioned as a key international actor in facilitating greater understanding and collaboration between policy makers, philanthropies and academia.
- Established NORRAG as a key player in the Education in Emergency (EiE) space and promote International Geneva as a global hub for policy dialogue on EiE issues.
- Systematically decentralised, diversified and increased NORRAG's knowledge production and outreach and set up the NORRAG Editorial Board.
- Secured a backstopping mandate to support SDC's Education Focal Point and team for the implementation of SDC's new Education Strategy, launched in May 2017.
- Actively contributed to the promotion and establishment of International Geneva's role as an influential knowledge and dialogue hub in international education policy debates.
- Diversified our funding sources, with new funding and projects obtained from swissuniversities, the Bill & Melinda Gates Foundation, the Swiss National Science Foundation, and through systematic fund matching with our partners for joint projects.

The year 2018 marked the consolidation of the changes initiated in 2017 with the arrival of Professor Gita Steiner-Khamsi as the new Director and as Professor at the Graduate Institute, Geneva. The first landmark was the launch of *NORRAG Special Issue (NSI)*, the successor to *NORRAG News*, and the first issue of *NSI 01 The Right to Education: Promises and Realities*. In line with the new concept of guest editorship, NSI 01 was completed by Archana Mehendale, Professor at the Tata Institute of Social Sciences in Mumbai, India, and Rahul Mukhopadhyay, Visiting Faculty at Azim Premji University in Bengaluru, India. A selection of articles from NSI 01 has also been translated into French, Spanish, Arabic, Mandarin Chinese and Russian by regional editors. The first book in the NORRAG series with Edward Elgar Publishers '*The State, Business and Education: Public-Private Partnerships Revisited*', was released in October. In 2018, the NORRAG symposium series on Philanthropy in Education continued with a roundtable on Corporate Social Responsibility (CSR) support for the Right to Education Act organised on 27 April in New Delhi. The NORRAG team also worked to prepare additional events in the series to be held in China and South Africa in early 2019.

NORRAG was actively involved in and organised a range of events, including the Geneva consultation on Human Rights Guiding Principles on State Obligations with regards to Private Involvement in Education ('the Abidjan Principles'), various panels and presentations at the

Comparative and International Education Society (CIES) annual conference in Mexico, the international academic symposium on Technologies of Expertise as Technologies of Authorization (organised in cooperation with the Global Governance Centre at the Graduate Institute), two Brown Bag Lunches with guest speakers from the UNESCO Institute for Statistics and UNICEF, and a thematic day on the Right to Education for migrants organised in Bern with the presence of the Special Rapporteur on the Right to Education. The year 2018 was also the first project year for a new swissuniversities co-funded project on IFE, which brought together the seven partner organisations from Switzerland, Argentina, China, India and South Africa. The first research retreat with researchers from the partner universities was held in December 2018.

The NORRAG team was considerably expanded in 2018, with new team members Barbara Zeus and Laetitia Houlmann joining as part of the backstopping mandate and Marina Avelar and Marina Dreux Frotté as part of the Innovative Financing in Education team. NORRAG benefited from the continued support and pro-bono work from its Senior Advisor, Alexandra Draxler, and from Michel Carton as well as the new advisor, Lara Patil, who joined the team in 2018. We express our sincere thanks to them.

Finally, and in order to assess our performance, identify trends and capture qualitative comments to improve our work, NORRAG conducted its biennial survey from October 2018 to January 2019. Although the results of the survey cannot be considered representative of the entire NORRAG community (we received 177 replies), they provided us valuable insight in terms of the relevance and impact of our work.

Overall, a large majority of respondents considered that NORRAG has successfully met its three objectives. The respondents considered that NORRAG had most successfully met the objective of 'Providing critical dialogue on global development in education by mobilising and disseminating diverse voices and multiple perspectives'; 92% of all respondents indicated that NORRAG had been 'very' or 'quite' successful in achieving this objective. Next, 86% of the respondents considered that NORRAG had been 'very' or 'quite' successful in attaining the objective of 'Providing, building and disseminating timely, concise and evidence-based critical analysis, facts and knowledge', while NORRAG's ability to 'Bridge and broker knowledge at the interface between research, policy and practice while leveraging the NORRAG network' was rated positively by 79% of the respondents.

Individuals were asked to what extent they thought NORRAG had been successful in relation to its stated outcomes to engage and leverage its stakeholder network, particularly from the Global South, and to build capacity towards inclusive quality education systems. While both issues resonated strongly with respondents, NORRAG's contribution to 'knowledge production and dissemination towards inclusive and quality education systems' was most emphasised (86% of respondents thought NORRAG is very or quite successful).

Core sponsors of NORRAG in 2018 were the Swiss Agency for Development and Cooperation, the Open Society Foundations and the Graduate Institute, Geneva. Additional project-specific funding was obtained from swissuniversities, the Bill & Melinda Gates Foundation and the Swiss National Science Foundation as well as through fund matching with our project partners. NORRAG was able to secure a significant amount of additional funding through cash and in-kind contributions while realising its objectives within the planned budget framework. We are grateful to our sponsors and partners for their continued confidence and support.

1 Annual report

This NORRAG Annual Report 2018 presents the key activities, outputs and results delivered by NORRAG between 1 January and 31 December 2018. It also contains information on NORRAG's proposed strategic orientations in its main thematic areas as well as facts about our governance and collaborations. It lists the detailed activities according to the three main output categories and our four key thematic clusters.

| output categories | thematic clusters |
|--|---|
| <ul style="list-style-type: none">• Policy dialogue | <ul style="list-style-type: none">• International policy agendas and global governance |
| <ul style="list-style-type: none">• Research, knowledge production & dissemination | <ul style="list-style-type: none">• Right to education/human rights-based approaches in basic education |
| <ul style="list-style-type: none">• Capacity development | <ul style="list-style-type: none">• Private sector engagement in education and innovative financing• The basic education–vocational skills development nexus |

The Appendix presents the statistics and data used as indicators for our outcomes and impact in 2018. These indicators include the evolution and composition of our membership as well as the use of our website and knowledge products. The indicators reflect our growing outreach and increasing role in knowledge exchange between and amongst our various stakeholders, partners and members – including researchers, practitioners and policy makers – with increasing use of and contribution to our outputs from the Global South/East.

1.1 Policy dialogue

1.1.1 International policy agendas and global governance

Over the last three decades, globalisation has presented a new set of challenges and opportunities for policy makers and implementers in the field of education. Global actors are reshaping the priorities, approaches and agendas of the international community with large repercussions for national and local governments. Similarly, the governance arrangements used to achieve international policy agendas, such as the 2030 Agenda for Sustainable Development, have undergone noticeable changes. In this context, the traditional role of the state is gradually evolving, with non-state, regional and international actors playing an increasingly large role in policy and governance. Below, we highlight some of the work in this area in 2018, particularly NORRAG's work on the themes of *Education in Fragility*, *Politics of Data and Indicators* and *Governance, International Geneva and New Actors*.



From left to right: Joost Monks, Executive Director, NORRAG; Christos Stylianides, European Commissioner for Humanitarian Aid and Crisis Management; Filippo Grandi, UN High Commissioner for Refugees; Shireen Yacoub, CEO of Edraak, Queen Rania Foundation; Sikander Khan, Director of Emergency Operations, UNICEF; and Kevin Watkins, CEO, Save the Children UK (Geneva, Switzerland, 30 November 2018)

Education in Fragility

According to UNHCR (2017), a staggering 65.6 million people are forcibly displaced worldwide, including 22.5 million refugees. Nearly half of the refugees are children below 18 years of age. Overall, it is estimated that more than 75 million children are in dire need of educational support in crisis-affected contexts, including hundreds of thousands of children whose education has been disrupted by natural disasters. NORRAG's work in the area of Education in Fragility emphasises the production of knowledge and research and seeks to bring together stakeholders to encourage the interactions between research and policy in the field of Education in Fragility.

Education in Fragility was a key sub-theme in 2018 for NORRAG. In April 2018, Gita Steiner-Khamsi and Patrick Montjouridès were elected as NORRAG representatives in the Inter-agency Network for Education in Emergencies (INEE) Education Policy Working Group (EPWG) for 2018–2020. Two meetings of the EPWG took place in 2018: in Oslo, Norway on 14–16 May 2018 with Gita Steiner-Khamsi and in Nairobi, Kenya, on 17–19 October 2018 with Patrick Montjouridès.

NORRAG also took a leading role as co-convenor of the INEE Collaborative on building better data and evidence in EiE. Data and evidence to support EiE situations constitute one of the key gaps in jeopardising funding as well as evidence-informed programming. The collaborative seeks to tackle this issue through mapping existing data and identifying gaps, by increasing the availability of EiE evidence and by producing guidelines and resources for better production and use of the data and evidence in education sector planning in emergency settings.

This work is also related to the recently launched workshop series to develop a new Strategic Research Agenda for INEE and the EiE sector, with the first meeting taking place on 28 September 2018 at New York University, which was co-convened by INEE, the Journal on Education in Emergencies and NORRAG. The introduction to the workshop was provided by Gita Steiner-Khamsi.

In November 2018, Joost Monks moderated a high-level panel discussion titled '*When Education Becomes a Victim of Conflict – Preventing Lost Generations*' with Christos Stylianides, European Commissioner for Humanitarian Aid and Crisis Management, Filippo Grandi, High Commissioner

for Refugees, UNHCR and representatives from the Edraak/Queen Rania Foundation, UNICEF and Save the Children UK. The panel discussion was organised by the Graduate Institute, Geneva in cooperation with the EU Delegation to the UN in Geneva, Edraak, UNICEF and Save the Children UK. The high-level panel was an occasion for NORRAG to position itself as a convenor and facilitator of high-level discussions in International Geneva in the area of Education in Emergencies.

Specific activities:

- ‘1st INEE Education Policy Working Group Meeting’ (Oslo, Norway, 14–16 May 2018, with Gita Steiner-Khamsi)
- ‘2nd INEE Education Policy Working Group Meeting’ (Nairobi, Kenya, 17–19 October 2018, with Patrick Montjouridès)
- ‘INEE Evidence for Education in Emergencies Workshop – Setting a Strategic Research Agenda’ (New York, USA, 28 September 2018, with Gita Steiner-Khamsi)
- Preparation and moderation of a high-level panel discussion ‘*When Education Becomes a Victim of Conflict – Preventing Lost Generations*’ (Geneva, Switzerland, 30 November 2018, with Joost Monks)
- Participation in the meeting series ‘*Elevating Education in Emergencies: The Protective Role of Education*’ organised by the Permanent Mission of Norway and the Permanent Mission of Switzerland to the United Nations and facilitated by the Global Education Cluster (Geneva, Switzerland, 6 June and 21 November 2018, with Joost Monks and Paul Gerhard)

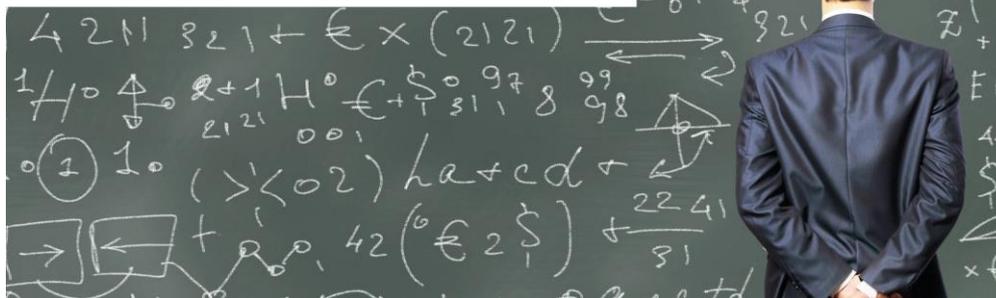
Strategic orientations and next steps

- NORRAG is engaging with INEE to pursue its work on building data and evidence in EiE. In 2019 the following two planned key activities will continue this work:
 - NORRAG Special Issue 02 (release is planned for April 2019) focusses on ‘*Data Collection and Evidence Building to Support Education in Emergencies*’ under the guest editorship of Mary Mendenhall from Teachers College, Columbia University.
 - The second event of the workshop series to develop a new Strategic Research Agenda for INEE and the EiE sector will take place in Geneva in June 2019.
- As a conclusion to the high-level panel discussion organised at the Graduate Institute in November 2018, the idea of creating an *EiE Learning & Research Centre* in Geneva was launched. Such a centre would serve as a convening forum for EiE researchers and practitioners to amplify and exchange new ideas, systematise knowledge management, promote thought leadership and advocacy and support capacity development, in particular in the Global South. This strategic project will be pursued in 2019 in collaboration with INEE and in consultation with key actors and funders, including the Global Education Cluster, the Swiss Mission, Education Above All and Education Cannot Wait.

SDG4 DATA WEEK

Geneva Brown Bag Lunches

11 & 13 July, the Graduate Institute, Geneva



Politics of Data and Indicators

Global governance is increasingly becoming evidence-based, which in turn encourages the generation of data and statistics to guide policy and to legitimate decisions. Data has thus become one of the key agents of the global education community and serves as an important source of legitimation and justification for decision making and the investment of resources in education and training areas. NORRAG's work in this area aims to unpack the role of data and indicators in global governance frameworks for education and to question the implication of standardisations shaped by these governance frameworks, with a specific emphasis on the education-relevant Sustainable Development Goals (SDG) and frameworks.

A key activity of NORRAG in the area of data and global governance was two Brown Bag Lunches (BBL) on 11 and 13 July 2018 on the topic of 'SDG 4 Data Week: Understanding the Monitoring of SDG 4: Targets, Actors, Data and Resources'. The events were organised at the Graduate Institute, Geneva and looked at providing members of the education community with an opportunity to become familiar with the requirements and frameworks for monitoring SDG 4 targets, whether at the global or local level.

The first BBL featured the *Geneva launch of UNESCO Institute for Statistics' 'Quick Statistical Guide on SDG 4 Indicators'* with guest speaker Friedrich Huebler from the UNESCO Institute for Statistics. The event was introduced by Sabina Handschin, SDC Focal Point Education, and was chaired by Joost Monks. The second BBL focussed on *Understanding data sources to measure SDG 4: Using household surveys to monitor SDG 4 targets* with Sheena Bell from UNICEF ECARO. The event was chaired by Patrick Montjouridès.

Both events were organised with the support of the Education Network of the Swiss Agency for Development and Cooperation (SDC) and were live-streamed on NORRAG social media channels.

Strategic orientations and next steps

- The BBL events proved to be an innovative format for NORRAG in terms of communication and outreach. Similar events are proposed to be planned in 2019, for instance on the topic of the vulnerable in the data picture (including disability and data in low income countries).
- The topics of 'Big data in education' and learning assessments will remain in the forefront of NORRAG's thematic focus in 2019.

Governance, International Geneva and New Actors

In the context of globalisation and of the Agenda 2030, education is among the domains that are increasingly addressed by initiatives at both regional and global levels. However, unlike other fields such as human rights, trade or health, education has not been extensively studied from a global governance perspective. NORRAG's work in the area of Governance, International Geneva and New Actors aims to unpack and reflect on how changes in the actors involved, visions of education and development and the instruments deployed impact on governance trends in the field.

A key activity in 2018 (24–25 May) was the organisation of a two-day academic symposium on '*Technologies of Expertise as Technologies of Authorization: An Interdisciplinary Exploration of the Mobilization, Production and Impact of Technologies of Expertise by International Organizations*' in collaboration with the Global Governance Centre of the Graduate Institute. The event was co-sponsored by the Swiss National Science Foundation and organised by Annabelle Littoz-Monnet, Professor and Co-Director of the Global Governance Centre at the Graduate Institute, Geneva, and Gita Steiner-Khamsi, Director of NORRAG and Professor at the Graduate Institute, Geneva and Teacher College, Columbia University. The academic symposium, which brought together a distinguished group of academics, drew on research on the politics of expertise, the governance of numbers and globalisation to examine the technologies of expertise devised and used by international organisations and stakeholders of the global development community to authorise global norm-setting.

Gita Steiner-Khamsi presented a paper on 'Making sense of highly specialized policy expertise', Patrick Montjouridès presented on 'Global monitoring framework: Social justice rhetoric versus efficiency measures' and Arushi Terway moderated the concluding roundtable titled 'Towards an integrated framework to study the role of technologies of expertise in the global governance architecture'.

The year 2018 also saw increasing activity and events in Geneva on education-related topics. NORRAG was particularly pleased to see and promote International Geneva as the next location for the expansion or shifting of activities by key international education actors, including INEE and ECW, and has offered its facilitation and platform services to these organisations.

Strategy and next steps

- NSI 03 (planned for release in the second semester of 2019, with Marisol Vasquez from the Centre for Economic Research and Teaching [CIDE], Mexico, as guest editor) will look at how global reports, such as UNESCO's Global Education Monitoring Report, World Development Report and Global Monitoring Report of the World Bank and the OECD's Education at a Glance, but also international standardised tests such as PISA, TIMSS & PIRLS and LLECE, influence the global development agenda, especially in Latin America, but more generally in the Global South and East.
- NORRAG will continue to offer its facilitation services and its platform to international education actors' establishing themselves in Geneva while seeking complementarity and synergy. The work with INEE and the project for the launch of the EiE Learning and Research Centre are an example of this. In addition, NORRAG will continue its support of the Special Rapporteur on the Right to Education in Geneva and explore possibilities to provide backstopping support for her mandate.

Other policy dialogue activities as part of the thematic cluster on international policy agendas and global governance

Other activities NORRAG organised and/or participated in through its policy dialogue activities are listed below:

- Participation in the CREAN Conference 2018 '*The Impact of Children's Rights Education and Research on Policy Development*' organised by the Children's Rights European Academic Network (CREAN), (Geneva, Switzerland, 18–19 January 2018 with Joost Monks and Paul Gerhard)
- Participation in the conference '*Afrique: quelle école pour demain ?*' organised by the Agence Française du Développement (Paris, France, 19 January 2018, with Patrick Montjouridès)
- CIES Panel: Participation as chair and presenter in '*Educational Internationalism during the 20th and 21st Centuries: From Transnational Policy Formulation to Global Governance*' (with the University of Geneva) at the CIES Annual Conference themed 'Re-Mapping Global Education: South–North Dialogue', organised by the Comparative and International Education Society (Mexico City, Mexico, 27 March 2018, with Joost Monks and Patrick Montjourides)
- CIES Business Meeting: Participation as chair in '*Youth Development and Education SIG*' at the CIES Annual Conference (Mexico City, Mexico, 27 March 2018, with Arushi Terway)
- CIES Roundtable: Participation as discussant in '*Re-Mapping Global Governance of Education at CIES Annual Conference*' (Mexico City, Mexico, 28 March 2018, with Arushi Terway)
- CIES Panel: Participation as discussant in '*How (Do) Policy Actors Use International Large-Scale Assessment as Evidence?*' (Mexico City, Mexico, 29 March 2018, with Gita Steiner-Khamsi)
- Participation in the conference '*Enfants et Adolescents en situation de crise: éducation et soutien psychosocial*' organised by RECI (Bern, Switzerland, 23 May 2018, with Paul Gerhard)
- Participation in the Réseau Suisse Education et Cooperation Internationale (RECI) Committee (Bern, Switzerland, 28 June and 18 Decemner 2018, with Paul Gerhard)
- Participation in the Réseau Suisse Education et Cooperation Internationale (RECI) Annual Retreat (Biel/Bienne, Switzerland, 4 September 2018, with Paul Gerhard)
- Participation in the meeting '*Les forces du système scolaire suisse – des impulsions pour le travail de la DDC en éducation dans les pays partenaires*', organised by the Swiss Agency for Development and Cooperation (SDC) (Bern, Switzerland, 12 September 2018, with Joost Monks, Michel Carton and Paul Gerhard)

1.1.2 Right to education/human rights-based approaches in basic education

As we celebrated the 70th anniversary of the Universal Declaration of Human Rights in 2018, NORRAG seeks to contribute to advancing the RTE agenda and to shape the debates. NORRAG provides a space for education researchers, practitioners and other stakeholders to express their views and brings a wide range of perspectives to the table which have the potential to advance the realisation of the RTE.

We highlight some of the work in this area in 2018, particularly NORRAG's work on the themes of the *Right to Education Policies, 'Best Practices' and Experiences and Teacher Policy*.



Koumbou Boly Barry, UN Special Rapporteur on the Right to Education (Bern, RECI-NORRAG thematic day on Education & Migration, Berne, 12 September 2018)

Right to Education Policies, 'Best Practices' and Experiences

As part of its RTE-related work, NORRAG co-organised with Réseau Suisse Education et Coopération Internationale (RECI) a thematic day with more than 100 participants on 'Education and Migration'. NORRAG was particularly involved in organising a workshop on 'The Right to Education (RTE) for Migrants' with Koumbou Boly Barry, the UN Special Rapporteur on the RTE and representatives from INEE and UNESCO Global Education Monitoring Report. The event was recorded and is available on our social media channels.

Specific activities

- Organisation and chairing of session at the thematic day '*Education et Migration*' organised in cooperation with the Réseau Suisse Education et Coopération Internationale (RECI) and Workshop on 'the Right to Education (RTE) for Migrants' (Bern, Switzerland, 12 September 2018, with Joost Monks and Paul Gerhard)

Strategic orientations and next steps

- Building upon the success of the thematic day, a working group on Education and Migration was set up, composed of representatives of cantonal and national education authorities, SDC and Swiss national and international NGOs. The work was started in early 2019 with the first meeting of the group at SDC in Berne. The group is planning to produce, by the end of 2019, a report which will identify and document good practices and formulate recommendations on the topic of education for migrants.

Teacher Policy

Teacher regulation, training and management are fundamental to the learning experience and outcomes of education systems – and yet, in many areas, teacher training and policy is an undervalued area of research and knowledge generation. Teacher policies can help to address existing equality and equity concerns in education but can equally serve to exacerbate them. NORRAG's work in the area of teacher policy deals with the intersection between teacher policy and equity issues in the Global South, with the goal of encouraging the management of teachers to address existing structural human rights concerns.

Our work in the area of teacher policy was presented during two key events. NORRAG co-organised a panel at CIES with the Global Partnership for Education (GPE) on '*Teachers for Equitable and Efficient Education Systems: A Closer Look at Teacher Allocation in Developing Countries*'. Patrick Montjouridès presented a paper titled: '*How Is Teacher Allocation Taken into Account in National Education Strategies? A Review of Education Sector Plans and Education Sector Analysis*'. Patrick Montjouridès also represented NORRAG at the '*11th Policy Dialogue Forum on Strengthening Teacher Education: A Prerequisite for Quality Teaching, Training and Learning*' held on 5–9 November 2018 in Jamaica. The event was organised by the International Task Force on Teachers for Education 2030, the Ministry of Education, Youth and Information of Jamaica and UNESCO. NORRAG was specifically involved in co-organising and sponsoring, together with GPE and UNESCO, sub-theme 3 on '*Promoting Equal Learning Opportunities for All through Teacher Education*'. This sub-theme considered how teacher training and professional development programmes can be designed to better cater to the diversity of children in the system and ensure that the teacher practices they promote do not perpetuate the situation of the exclusion of disadvantaged children.

Specific activities

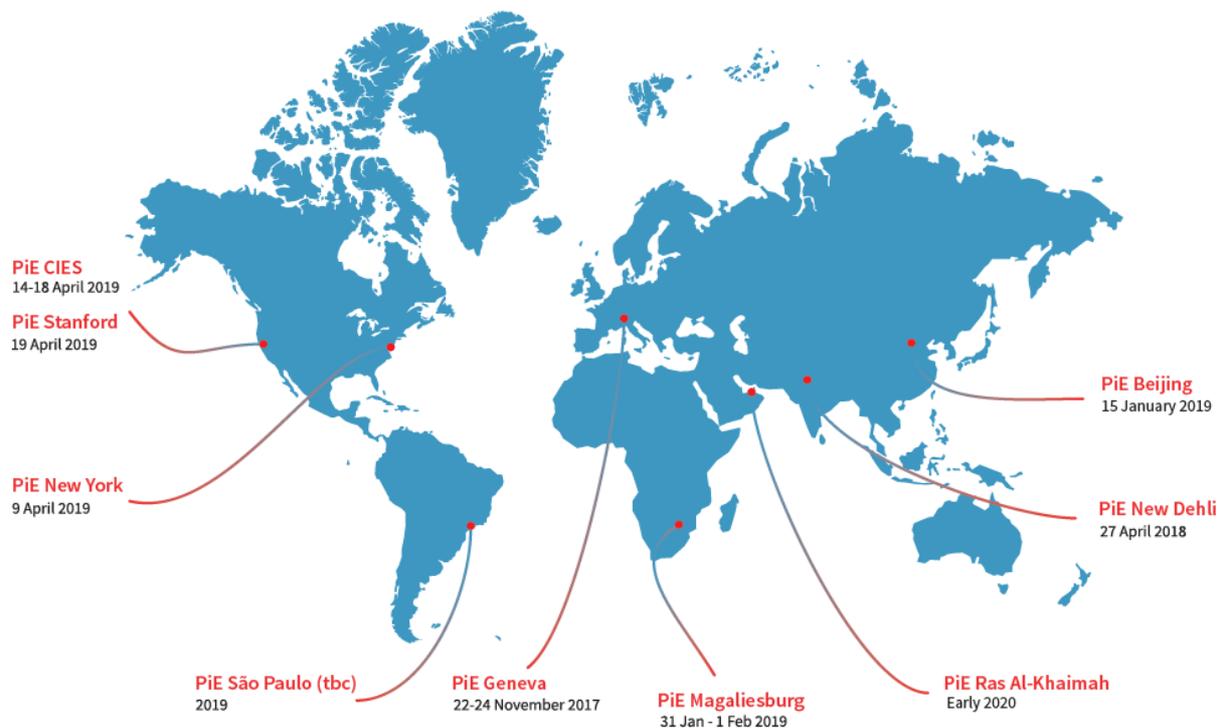
- CIES panel: '*Teachers for Equitable and Efficient Education Systems: A Closer Look at Teacher Allocation in Developing Countries*', with the Global Partnership for Education (Mexico City, Mexico, 26 March 2018, with Patrick Montjouridès)
- Participation as co-organiser of sub-theme 3 '*Promoting Equal Learning Opportunities for All through Teacher Education*' in the '*11th Policy Dialogue Forum on Strengthening Teacher Education: A Prerequisite for Quality Teaching, Training and Learning*' (Montego Bay, Jamaica, 5–9 November 2018, with Patrick Montjouridès)

Strategic orientations and next steps

- NORRAG was invited to become a member of the Teacher Task Force (TTF) and to continue supporting the work of TTF in 2019 in the field of teacher training.

1.1.3 Private sector engagement in education and innovative financing

As the number and type of private and non-state actors engaging in the education and development sector is growing across the world, NORRAG aims to deepen the collective knowledge of the sector and its evolution. It seeks to unpack the engagement of philanthropies and the mounting numbers and modalities of alternative and innovative financing mechanisms in terms of their impact on the provision of education as well as the quality and equality in education.



Philanthropy in Education

In April 2018, NORRAG organised the second event in its Philanthropy in Education (PiE) symposium series. The first roundtable *'Philanthropic and CSR Support for the Right to Education Act: A Platform for Discussion and Research'* took place on 27 April 2018 in New Delhi, India in collaboration with the India Development Foundation (IDF), with support from Dr V. Santhakumar (Azim Premji University). The roundtable was the initial meeting, bringing key stakeholders (including donors, implementing partners, government and academics) together to engage in dialogue on lessons learned, issues, challenges and the way forward for philanthropic actors to engage in supporting equitable quality elementary education in India.

In addition to the New Delhi PiE roundtable, NORRAG co-organised two panels on the topic of Philanthropy in Education at the CIES Annual Conference themed *'Re-Mapping Global Education: South–North Dialogue'*, held on 25–29 March 2018 in Mexico. The first panel, on *'Philanthropy in Education, Interaction with the Public Sector (I): Complementary or Competing'*, was co-organised on 26 March 2018 with Joost Monks as chair and Gita Steiner-Khamsi as discussant, and the second panel, on *'Philanthropy in Education, Interaction with the Public Sector (II): Governance, Financing, and Accountability'*, was co-organised on 26 March 2018 with Arushi Terway as discussant. Both panels were co-organised with the Open Society Foundations and Al Qasimi Foundation for Policy Research.

In December, NORRAG co-organised and moderated with the Centre for Finance and Development at the Graduate Institute, Geneva a panel on *'Innovative Financing for Education and Development: Potential, Progress and Debates'*. The event benefited from the presence in Geneva of experts on innovative finance attending the kick-off meeting/event of the SUDAC project on Innovative Finance in Education (IFE). The event was recorded and made available on our social media channels.

Specific activities

- *'Philanthropic and CSR support for the Right to Education Act of India: A Platform for Discussion and Research'* (New Delhi, India, 27 April 2018, with Arushi Terway and Gita Steiner-Khamsi)

- CIES panel: *'Philanthropy in Education, Interaction with the Public Sector (I): Complementary or Competing'* co-organised with the Open Society Foundations and Al Qasimi Foundation for Policy Research (26 March 2018, Mexico City, Mexico, with Gita Steiner-Khamsi and Joost Monks)
- CIES panel: *'Philanthropy in Education, Interaction with the Public Sector (II): Governance, Financing, and Accountability'* co-organised with the with Open Society Foundations and Al Qasimi Foundation for Policy Research (26 March 2018, Mexico City, Mexico, with Arushi Terway)
- *'Innovative Financing for Education and Development: Potential, Progress and Debates'* co-organised with the Centre for Finance and Development. (Geneva, Switzerland, 5 December 2018, with Arushi Terway)
- *'Philanthropic and CSR support for the Right to Education Act of India: A Platform for Discussion and Research'* (New Delhi, India, 27 April 2018, with Arushi Terway and Gita Steiner-Khamsi).
- Participation in the thematic day *'Financement ou financiarisation du développement? Que se passe-t-il dans les secteurs de la santé & de l'éducation?'* organised by Agence Française du Développement (AFD) (Paris, France, 6 June 2018, with Michel Carton)
- Participation in the kick-off of the *'netFWD Education Working Group'* organised by the OECD Development Centre (Paris, France, 7 November 2018, with Alexandra Draxler)
- Participation in and presentation at the *'SUDAC Annual Conference'* to present the IFE project (Bern, Switzerland, 23 November 2018, with Joost Monks)
- Participation in and presentation at the *'Case Study Methodology Workshop in China'* organised by the China Global Philanthropy Institute (Beijing, China, 28–29 November 2018, with Joost Monks)
- Organisation, moderation and presentations at the *'Kick-off Meeting for the COFER Innovative Financing in Education and Development'* organised by NORRAG (Geneva, Switzerland, 3–4 December 2018, with Gita Steiner-Khamsi, Joost Monks, Arushi Terway, Alexandra Draxler, Marina Avelar and Marina Dreux Frotté)

Strategic orientations and next steps

Building on its work in Philanthropy in Education and Innovative Financing in Education, NORRAG is set to organise several events in 2019 in the symposium series *'Philanthropy in Education: Global Trends, Regional Differences and Diverse Perspectives'*. Planned events include the following:

- *'Philanthropy in Childhood Education in China: Trends and Perspectives'*, with the China Global Philanthropy Institute, funded by the Lao Niu Foundation, Beijing, 15 January 2019
- *'Philanthropy in Education in South Africa: A Space for Learning and Collaboration'*; Johannesburg, 31 January–1 February 2019, with the Zenex Foundation and the Human Science Research Council (HSRC)
- *'Investing in Education in Africa: Diverse Perspectives on Innovative Financing'*, co-sponsored by Teachers College Vice President's Diversity and Community Initiatives Grant Fund, Tri-State Area Africa Funders and the Tamer Center for Social Enterprise, Columbia Business School at Teachers College Columbia University, New York, 9 April 2019

- Two panels on Philanthropy in Education at the CIES 2019 Conference in San Francisco, California, 16 April 2019
- ‘*Silicon Valley Philanthropy “Disruption” and the Implications for Educational Development*’, with The Graduate Institute of International and Development Studies, NORRAG, the Open Society Foundations, the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research and the Stanford Center on Philanthropy and Civil Society at Stanford University, Palo Alto, California, 19 April 2019
- Following the events in the symposium series, knowledge products have been or are planned to be produced in 2019, including: blog posts on Philanthropy in Childhood Education in China; background papers on Philanthropy in Education in India in cooperation with India Development Foundation and a working paper on Philanthropy in Education in South Africa in cooperation with the Zenex Foundation and HSRC.
- In addition, it is expected that NORRAG Special Issue 04 will be on ‘*Philanthropy, Technology, and Education*’ (provisional title) and will be edited by Marina Avelar and Lara Patil of NORRAG. The release is planned for 2020.
- The seminar held in South Africa culminated in the idea of creating a ‘Johannesburg Declaration on Philanthropy in Education’. Such a declaration should draw on NORRAG’s global symposium series and network and could provide a framework to improve philanthropy’s responsible engagement and participation in education. The declaration could be modelled on the Paris Declaration for Aid Effectiveness and could include values (inclusion, equity, social justice...) and modes/principles of engagement as well as the operationalisation of the principles. Colleagues in South Africa are already drafting a South Africa -specific statement on Philanthropy in Education. NORRAG is planning to set up a small working group to work on this.

Public-private partnerships (PPP)

Several decades after the introduction and promotion of PPPs in education by powerful international organisations and bilateral donors, the reciprocal influence of the public and private sectors has seen the two come to behave similarly in many regards. The close collaboration between the public and private for-profit sectors, advanced as part and parcel of managerial reforms, has blurred the boundaries of how the two types of providers conceive, design and speak of basic educational services and goods. How are policies of privatisation proposed and implemented by the public sector? What are the consequences, both short-term and long-term, of this intersection of the private and public sectors for education?

NORRAG’s work on public-private partnerships encourages the production of knowledge and engagement of a range of stakeholders around the issue of private involvement in education, including publications, conferences and consultations.

In 2018, NORRAG facilitated the work around the drafting of the Human Rights Guiding Principles on state obligation with regards to private involvement in education. In February, NORRAG hosted at the Graduate Institute the final in-person consultation on the draft Guiding Principles. It was jointly organised on 5 February 2018 by NORRAG and the Missions of Finland, France, and Portugal; the UN Office at Geneva; the Geneva Academy of International Humanitarian Law and Human Rights; Amnesty International; the Equal Education Law Centre; the Global Initiative for Economic, Social and Cultural Rights; the Initiative for Economic and Social Rights; and the Right to Education Initiative. The opening session was live streamed on NORRAG’s social media channels.

NORRAG support work continued at the end of 2018 through the facilitation and moderation of the concluding education expert consultation, which informed the content and the 'spirit' of the Guiding Principles and ensured that the text takes into account the work and findings of education research.

Strategic orientations and next steps

- In 2019, NORRAG will continue its support for the Guiding Principles text, culminating with the official launch of the now-called 'Abidjan Principles' in February 2019, particularly with regards to communication and marketing.
- NORRAG is considering looking at the implications of the Abidjan Principles on PiE in Latin America as part of the PiE event it plans to organise in Brazil in 2019.

1.1.4 The basic education–vocational skills development nexus

With a growing emphasis being put on the needs to equip youth with the means to adapt to the fast-paced changing relationship between education and the labour market, this thematic cluster focusses on the relationship between basic education and VSD. Basic education lays the foundations for VSD and provides youth with transversal skills that support them throughout their lives as citizens. Vocational skills are, for many, a means to be lifted out of poverty. As such, particular attention is given by NORRAG to the interlinkages between basic education and skills development approaches for marginalised populations and drop-outs for reintegration into the education system and the labour market.

Activities NORRAG participated in or organised:

- Participation in the event '*Innovations for Decent Jobs for Youth*' organised by the International Labour Organisation (Geneva, Switzerland, 2 May 2018, with Joost Monks)
- Participation in and presentation at '*Les tables rondes de la FGC: «Formation et coopération, un «plus» pour les jeunes»*' organised by Fédération genevoise de coopération (Geneva, Switzerland, 31 May 2018, with Joost Monks, Gita Steiner-Khamsi and Paul Gerhard)
- Participation in the Réseau Suisse Education et Coopération Internationale (RECI) General Assembly and presentation of a paper on *International Policy Agendas and Governance, The Basic Education–Vocational Skills Development Nexus* (Bern, Switzerland, 23 May 2018, with Michel Carton and Paul Gerhard)
- Participation in the '*International Conference on Innovations in Apprenticeships*' organised by the International Labour Organisation (Geneva, Switzerland, 4–7 July 2018, with Michel Carton)

Strategic orientations and next steps

- NORRAG engagement in the field of VSD and the basic education–vocational skills development nexus will be opportunity-driven.

1.2 Knowledge production and dissemination

In the past two years, NORRAG has undertaken a review of its knowledge products, embracing both continuity and the incorporation of some lessons from experience. In June 2018, a new body to support NORRAG in its knowledge production strategy was formed. The Editorial Board, chaired by Alexandra Draxler, aims to provide support to NORRAG in its strategy for the production, dissemination and brokering of critical knowledge around its core themes. The role of the Editorial Board is to suggest topics and contributors for NORRAG knowledge products, such as NORRAG Special Issue, the NORRAG Series on International Education Development and the NORRAG blog. In addition, the Editorial Board shall provide feedback, when required, on publications and help set up a pool of reviewers.

A key achievement in January 2018 was the launch of *NORRAG Special Issue (NSI)*, as a successor to *NORRAG News*. NSI is an open-source periodical which aims to further decentralise NORRAG's knowledge production and give prominence to authors from different countries and with diverse perspectives. Each issue is dedicated to a special topic of global education policy and international cooperation in education. NSI is produced by NORRAG and is supported by the Open Society Foundations (OSF) and the Swiss Agency for Development and Cooperation (SDC). Each issue is edited by one or more guest editor(s) and features a series of articles on a topic linked to NORRAG thematic areas.

Other achievements in 2018 were the creation and launch of the book series '*NORRAG Series in International Education and Development*', published by Edward Elgar, Cheltenham, UK, and the further expansion of the reach and volume of the NORRAG blog and the involvement of the entire NORRAG team and community in its production.

1.2.1 Scoping study

- October 2018: Scoping study: '*Revisiting the Promise of ICT for Skill Development in the Construction Industry among the Subsistent Informal Sector in South Africa and India*'. This scoping study was the result of a South–South collaboration between AMMACHI Labs (Amrita Vishwa Vidyapeetham) in India and REAL, the Center for Researching Education and Labor (University of the Witwatersrand) in South Africa and facilitated by NORRAG.

1.2.2 NORRAG Special Issue



January 2018: Launch of NSI01, '[The Right to Education Movement and Policies: Promises and Realities](#)', with guest editors Archana Mehendale, Professor from the Tata Institute of Social Sciences, Mumbai, India, and Rahul Mukhopadhyay, Visiting Faculty at the Azim Premji University, Bengaluru, India.

NSI 01 translations and contextualisations:

- May 2018: [Arabic version of NSI 01](#) launched at the Comparative and International Education Conference in Ras Al Khaimah, UAE. The Arabic contextualisation of NSI 01 was made possible with the support of the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research.

- June 2018: [Mandarin Chinese version of NSI 01 launched](#). The Chinese contextualisation of NSI 01 was prepared by Jun Teng, Deputy Director and Associate Professor of Institute of International and Comparative Education (IICE) at Beijing Normal University.
- July 2018: [French version of NSI 01](#) launched. The French contextualisation of NSI 01 was prepared by Patrick Montjouridès, NORRAG Senior Research Associate with support from the NORRAG team.
- August 2018: [Spanish version of NSI 01](#) launched. The Spanish contextualisation of NSI 01 was prepared by Felicitas Acosta, Professor and Researcher, Universidad Nacional de General Sarmiento, Argentina.
- December 2018: [Russian version of NSI 01](#) launched. The Russian contextualisation of NSI 01 was prepared by Alima Ibrasheva, Senior Researcher, Nazarbayev University Graduate School of Education.

1.2.3 NORRAG book series ‘International Education and Development’



October 2018: Launch of the new NORRAG book series *International Education and Development* published by E. Elgar, Cheltenham, UK, with the release of the first book ‘*The State, Business and Education: Public-Private Partnerships Revisited*’. The book is [open access on-line](#). The second book in the series, titled ‘*Philanthropy in Education: Diverse Perspectives and Global Trends*’, is planned for mid-2019.

1.2.4 NORRAG blog

2018 was the most successful year for the NORRAG blog since its creation, with the nine blog posts published in 2018 among the 10 most popular in number of views on the blog platform since its launch in May 2012.

This result can be explained by the consolidation of the new formula for the NORRAG blog, which was re-launched in 2017 around the two main categories: NORRAG Highlights and NORRAG Debates and a stronger communication strategy to create campaigns around the blog posts.

NORRAG's blog provides a platform for education stakeholders, particularly those from the Global South and East, to give voice to their expertise and experience.

- NORRAG Highlights aims to provide overviews of current trends and developments in the global education community.
- NORRAG Debates Stream seeks to foster dialogue between all stakeholders around specific topics with the following streams in 2018:
 - ‘Can the Right to Education (RTE) Finally be Achieved?’: This debate stream highlights questions surrounding the realisation of RTE as countries make progress towards the fulfilment of SDG 4. A total of 13 posts have been published in this stream since September 2017.
 - ‘Philanthropy in Education’: This debate stream contributes to the ongoing dialogue and helps unpack the questions, issues and arguments concerning philanthropy in

the education sector. Six posts have been published in this stream since December 2017.

- ‘Towards Evidence-Based Financing for Education in Emergencies’: This debate stream explores the linkages between financing and evidence for Education in Emergencies. Three posts have been published in this stream since May 2018.

In 2018, the five most popular posts published on the NORRAG Blog were the following:

- ‘*Critical Reflections on the 2018 World Development Report: If Learning Is So Important, then Why Can’t the World Bank Learn?*’ by Hikaru Komatsu and Jeremy Rappleye’ (1150 views)
- ‘*Facing the Climate Change Catastrophe: Education as Solution or Cause?*’ By Iveta Silova Hikaru Komatsu and Jeremy Rappleye’ (1031 views)
- ‘*Evidence before Marketing: Recalling the Known, Independently Verified Facts about Bridge International Academies by 113 Signatories as Collective Authors*’ (639 views)
- ‘*Multifaceted Interdependence between Philanthropy and Sustainable Development by Gunay Faradova*’ (626 views)
- ‘*Rethinking Alternative Education to Achieve Learning for All in Sub-Saharan Africa* by Lily Neyestani-Hailu and Laetitia Houlmann’ (552 views)

The Appendix provides a list of the blog posts published from January 2018 until December 2018 (see sections 7.5.1 and 7.5.2).

Strategic orientations and next steps

- Following NORRAG’s Knowledge Production and Dissemination Strategy (2017), we have systematically decentralised and diversified our knowledge products and communication channels: (i) NSI is developed by guest-editors and translations are available in five of the six UN languages; (ii) NORRAG significantly increased and improved its social media presence; (iii) more non-print communication products (livestreaming, videos, podcasts) are being produced; and (iv) an open-access knowledge product series, with in-depth analyses, published by E. Elgar, has been launched in the form of the E. Elgar series.
- Starting in 2018, we started to mobilise members on a number of occasions, including listing the CIES 2018 presentations of NORRAG members and sharing news produced by members and partners.
- To further mobilise members, NORRAG aims to develop the NORRAG Network brand and launch member-specific initiatives, such as the organisation of thematic workgroups, the publication of member-only content in the library linked to specific events; organise face-to-face meetings for members at CIES; and encourage non-members to join the NORRAG Network if they wish to benefit from the visibility of NORRAG or wish to publish with us or write a blog post for us.

1.3 Capacity development and partnership output

1.3.1 Courses at the Graduate Institute

In 2017, Gita Steiner-Khamsi taught a 6-ECTS course at the Graduate Institute entitled ‘*Education and Development: Tools and Techniques for International Cooperation*’. The course has been very popular, and students from the Master’s in Development Studies and Master’s in International

Affairs have enrolled in the course. In addition, she advised students interested in international and comparative education for their Capstone research projects and master's theses.

1.3.2 COFER Innovative Financing in Education and Development: Case Studies and Multi-Media Material for E-Learning



Members of the COFER project from left to right (back row first): Ajay Singh (Tata Institute of Social Sciences), Marina Dreux Frotté (NORRAG), Teng Jun (Beijing Normal University), Arushi Terway (NORRAG), Gita Steiner-Khamsi (NORRAG), Marina Avelar (NORRAG), Aleesha Taylor (Herald Advisors), Aunnie Patton Power (University of Cape Town), Alexandra Draxler (NORRAG), Cathryn Magno (University of Fribourg), Anna Becker (University of Fribourg), Nicholas Burnett (Advisor), Archana Mehendale (Tata Institute of Social Sciences), Joost Monks (NORRAG), Felicitas Acosta (Universidad Nacional de General Sarmiento) and Markus Maurer (Zurich University of Teacher Education, excused) (Geneva, Switzerland, 3–4 December 2018)

In 2018, NORRAG core work in capacity development and research continued with the new project 'COFER Innovative Financing in Education and Development: Case Studies and Multi-Media Material for E-Learning' or, for short, Innovative Finance in Education (IFE).

On 3–4 December 2018, the kick-off meeting for the project took place in Geneva with representatives from the seven partner organisations: NORRAG, the University of Fribourg and Zurich University of Teacher Education (Switzerland), Universidad Nacional de General Sarmiento in Buenos Aires (Argentina), Beijing Normal University (China), Tata Institute of Social Sciences in Mumbai (India) and the University of Cape Town (South Africa).

The research and the blended-learning educational material developed through this project will address the existing knowledge and capacity gap for professionals working in the education financing space to develop a nuanced understanding within the following three spheres:

- Understand the technical aspects of the complex financial design of innovative financing mechanisms
- Critically analyse diverse perspectives, opportunities, and challenges in utilising these mechanisms for SDG4
- Examine the complexities that emerge in the conceptualisation and application to the field of education

This project is partially funded by swissuniversities Development and Cooperation Network (SUDAC) under the development of Consortia for Education and Research (COFER) and by the partner organisations.

Strategic orientations and next steps

Building on the preliminary work and the result of the first project consortium retreat, the project will be implemented through the following three overlapping phases:

- *Phase 1 (September 2018 to November/December 2019):*
Organisation of a kick-off for the project, develop and launch a free MOOC on Introduction to Innovative Finance in Education.
- *Phase 2 (August 2019 to August 2020):*
Develop and launch a paying advanced course on Innovative Finance in Education: Opportunities and Challenges.
- *Phase 3 (January 2020 onwards):*
Develop and launch blended-learning delivery formats, such as through paying Executive Education courses and tailored workshops, designed to build institutional capacity as well as the individual capacity to be built through the first two phases.

1.4 NORRAG backstopping support for the Swiss Agency for Development and Cooperation Education Programmes

In February 2018, NORRAG started to provide backstopping support to SDC through a dedicated new team. This mandate aims at strengthening the quality, effectiveness and implementation of SDC's thematic work on education. The mandate specifically supports SDC's Education Focal Point (EFP) and team for the implementation of SDC's new education strategy launched in May 2017. The SDC education strategy resonates very much with NORRAG's own thematic areas and mandate, considering education as a fundamental human right and a core enabler of sustainable development more broadly.

The backstopping mandate specifically refers to assistance in the areas of analytical, methodological and thematic support for the SDC's Education Focal Point (EFP) and team, and communications and content support for the SDC's Education Network, knowledge and information management as well as supporting SDC in their policy dialogue with the Global Partnership for Education (GPE).

Professor Gita Steiner-Khamsi serves as Chief Technical Advisor for the backstopping mandate, and two new staff members joined the backstopping team in 2018: Barbara Zeus, as Team Leader and Coordinator, is a former Education Specialist at UNHCR with extensive experience in international education. She is joined by Laetitia Houlmann, as Communication and Outreach Coordinator, a former backstopper for SDC and former NORRAG communication officer with wide-ranging international experience, most recently at UNESCO in Dakar, Senegal. More staff are planned to join in 2019. The backstopping mandate runs from February 2018 to the end of January 2021.

1.5 NORRAG web presence

The NORRAG web presence is composed of the NORRAG website (www.norrag.org), the NORRAG resource library and member area (<https://resources.norrag.org>) and NORRAG social media channels on Twitter, Facebook and LinkedIn. This structure was established in 2017 and further developed in March and April 2018 with the completed migration from the old server infrastructure of the NORRAG resource library and member area.

The library, which was launched in November 2017, features a wide range of original NORRAG publications and a number of collaborative works, including publications dating as far back as 1986. The library is publicly available online with many documents available to download in multiple languages, including Arabic, French, German, Mandarin and Spanish. All documents in the library are tagged thematically, and tags can be used to link from the NORRAG website to specific sections of the library. The idea is to create a mesh of knowledge with easy access to content from not only the library but also other parts of NORRAG's web presence.

Over summer 2018, development work focussed on the Member Area with further tools to remove obsolete profiles and invite members to update their data when they log in. Other improvements targeted the library functionalities, including the ability to view online – as opposed to only being able to download – library documents. In September 2018, NORRAG launched a feature enabling access to member-only content in the library; this feature allows for the provision of exclusive content for NORRAG members and encourages new visitors to join NORRAG and become a member.

The unified infrastructure will allow NORRAG in 2019 to continue to provide better functionalities and services to the members of NORRAG. The NORRAG bulletin is now sent using MailChimp, and past issues are available from the NORRAG 'About Us' section of the website.

NORRAG's social media presence has grown strongly over the past year, with our Facebook page reaching the 1,000 subscribers mark. Twitter is still our most popular channel, and we regularly organise, on the platform, promotional campaigns for our events and activities. In 2018, the use of video interviews and video streaming increased and has proven particularly popular. NORRAG streams are usually hosted on our Facebook channel.

2 Governance

The NORRAG Consultative Committee serves as a 'sounding board' for NORRAG's strategic development and endorses NORRAG's Annual Reports. It was appointed in 2018 at a meeting during CIES 2018 in Mexico. As of May 2018, the NORRAG Consultative Committee is composed of the following members:

- Dana Burde, Associate Professor and Director of International Education, Steinhardt School of Culture, Education, and Human Development, New York University, USA
- Nicholas Burnett, Senior Fellow, Results for Development, Washington DC, USA
- Moira Faul, Head of Research, PPP Research Center, Geneva School of Economics and Management, University of Geneva, Switzerland
- Sue Grant Lewis, Director, International Institute for Educational Planning – IIEP, UNESCO, Paris, France
- Annabelle Littoz-Monnet, Associate Professor, Co-Director of the Global Governance Centre, Graduate Institute of International and Development Studies, Geneva, Switzerland
- Liu Baocun, Professor and Director, Institute of International and Comparative Education, Beijing Normal University, China
- Mario Novelli, Professor and Director, Centre for International Education, University of Sussex, Brighton, UK
- Natasha Ridge, Executive Director, Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research, Ras Al Khaimah, UAE

- Crain Soudien, Chief Executive Officer, Human Sciences Research Council, Pretoria, South Africa
- Toni Verger, Ramón y Cajal and Marie Curie researcher, Department of Sociology, Universitat Autònoma de Barcelona, Spain

3 NORRAG editorial board

The NORRAG editorial board helps to ensure that NORRAG's publications both fit into and cover the key themes of its work. It aims to act as the guarantor of the quality and diversity of print and online publications by working with the editors of NORRAG's book series, NORRAG Special Issue (NSI) and NORRAG's blog. As of March 2019, the editorial board is composed of the following members:

- Felicitas María Acosta, Professor and Researcher, Universidad Nacional de General Sarmiento, Buenos Aires and editor of the Spanish language version of NSI
- Alima Ibrasheva, Senior Researcher, Nazarbayev University Graduate School of Education and editor of the Russian language version of NSI
- Emeline Brylinski, Research Associate, NORRAG and editor of NORRAG Special Issue
- Alexandra Draxler, Senior Advisor of NORRAG, Board Chair
- Fabrice Jaumont, Research Fellow, Fondation Maison des Sciences de l'Homme; President, Center for the Advancement of Languages, Education, & Communities and editor of the French language version of NSI
- Jacqueline Mosselson, Associate Professor, Department of Educational Policy, Research & Administration, University of Massachusetts, Amherst
- Natasha Ridge, Executive Director of Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research and editor of the Arabic language version of NSI
- Iveta Silova, Professor and Director of the Center for the Advanced Studies in Global Education at Mary Lou Fulton Teachers College, Arizona State University
- Gita Steiner-Khamsi, Professor of Comparative and International Education at Teachers College, Columbia University and Graduate Institute of International and Development Studies, Director of NORRAG
- Jun Teng, Deputy Director, Associate Professor, Institute of International and Comparative Education-IICE, Beijing Normal University and editor of the Chinese language version of NSI

4 Partners and collaborations

NORRAG's partnerships are part of its strategy to promote South–South or triangular South–South–North collaboration and are part of our goal to increasingly decentralise our knowledge production and dissemination as well as policy dialogue activities.

Partners with specific cooperation agreements:

- **Al Qasimi Foundation for Policy Research (AQF), UAE:** The first project of this collaboration is the launch of a series of events on Philanthropy in Education. Parallel to this, the Al Qasimi Foundation translates NORRAG News and its successor NORRAG

Special Issue into Arabic, including local editions and the organisation of local launch events.

- **Beijing Normal University (BNU), China:** BNU partners with NORRAG to publish an electronic Mandarin version of NORRAG Special Issue – NSI China, which contains a translation and a contextualisation of selected articles from the English version. BNU is also a partner of the IFE project consortium.
- **Bertha Centre for Social Innovation and Entrepreneurship, University of Cape Town, South Africa:** Partner of the Innovative Finance in Education project consortium.
- **China Global Philanthropy Institute (CGPI), China:** Collaborates with NORRAG on the organisation and preparation of the regional symposium ‘Philanthropy in Childhood Education in China’, to be held in Beijing in January 2019.
- **Global Governance Centre at the Graduate Institute (GGC), Switzerland:** NORRAG and the GGC organised in May 2018 the *Academic Symposium Technologies of Expertise as Technologies of Authorization: An Interdisciplinary Exploration of the Mobilization, Production and Impact of Technologies of Expertise by International Organizations*.
- **Graduate Institute of International and Development Studies, Switzerland:** NORRAG is an associate programme of the Graduate Institute and as such collaborates on multiple events throughout the year.
- **Human Science Research Council (HSRC), South Africa:** Partner of the Innovative Finance in Education project consortium.
- **India Development Foundation (IDF):** NORRAG and IDF collaborated in 2018 to organise the first roundtable ‘Philanthropic and CSR support for the Right to Education Act: A Platform for Discussion and Research’ as part of the Philanthropy in Education symposium series. The event took place in New Delhi, India on 27 April 2018.
- **Inter-Agency Network for Education in Emergencies (INEE):** Starting in 2018, INEE and NORRAG entered into closer cooperation. In April 2018, NORRAG was selected as a member in the INEE Education Policy Working Group (EPWG) for 2018–2020. Gita Steiner-Khamsi, Director, and Patrick Montjourides, Senior Researcher, are NORRAG’s representatives in the working group.
- **Nazarbayev University Graduate School of Education (NUGSE), Kazakhstan:** Russian edition of NORRAG Special Issue, with Alima Ibrasheva, Senior Researcher, Nazarbayev University Graduate School of Education as editor of Russian NSI.
- **Open Society Foundations (OSF):** Various areas of collaboration and joint events, including at CIES and the set-up of the Philanthropy in Education series.
- **Réseau Suisse Education et Cooperation Internationale (RECI):** NORRAG is an active Committee member of the Swiss Network for Education and International Cooperation RECI and sits on the RECI steering committee. NORRAG collaborates on the topic of Education and Migration with RECI.
- **Swiss Agency for Development and Cooperation Education Programmes:** Since April 2018, NORRAG hosts the backstopping team supporting the Swiss Agency for Development and Cooperation (SDC) with a mandate aimed at strengthening the quality, effectiveness and implementation of SDC’s thematic work on education. The mandate specifically supports SDC’s Education Focal Point (EFP) and team for the implementation of SDC’s new Education Strategy launched in May 2017.

- **Tata Institute of Social Sciences, India:** Partner of the Innovative Finance in Education project consortium.
- **Universidad Nacional de General Sarmiento, Argentina:** Partner of the Innovative Finance in Education project consortium.
- **University of Fribourg, Department of Education Sciences, Switzerland:** Partner of the Innovative Finance in Education project consortium.
- **Zenex Foundation, South Africa:** Partner of the Innovative Finance in Education project consortium.
- **Zurich University of Teacher Education, Switzerland:** Partner of the Innovative Finance in Education project consortium.

Other collaborations include:

- **21st Century Education Research Institute, China:** Collaboration for the dissemination of NORRAG's knowledge product in China and collaboration for the development of the China event of the symposium series on Philanthropy in Education.
- **Columbia University Teachers College, USA:** Collaboration in the submission of joint tenders and for the symposium series on Philanthropy in Education.
- **Comparative and International Education Society (CIES):** Participation in and organisation of four panel sessions, a business meeting and a reception for and participation in two panel sessions and a roundtable at the CIES Annual Conference in Mexico City, Mexico.
- **Education International:** Partnership in the first volume in NORRAG's new open-access book series 'NORRAG Series in International Education and Development' published by E. Elgar, Cheltenham, UK: '*The State, Business, and Education: Public-Private Partnerships Revisited*'. Available open access in October 2018.
- **European Association of Development Research and Training Institutes (EADI):** Collaboration in the areas of Development Studies and International Education and Development.
- **Fédération Genevoise de Cooperation, Switzerland:** Collaboration during the event '*Les tables rondes de la FGC: «Formation et coopération, un «plus» pour les jeunes»*' in May 2018.
- **Global Partnership for Education, USA:** Joint presentations and first research collaboration through joint research on teacher policy.
- **International Education Funders Group:** Support and collaboration for the Geneva symposium on Philanthropy in Education and participation in the PiE series.
- **Right to Education Initiative/the Global Initiative for Economic, Social and Cultural Rights:** Collaboration in the framework of the Abidjan Principles on Human Rights Guiding Principles on State Obligations with regards to Private Involvement in Education.
- **UNESCO Institute for Statistics:** Collaboration on the NORRAG blog with several posts by UIS director Silvia Montoya, organisation of a Brown Bag Lunch and the Geneva launch of UNESCO Institute for Statistics' 'Quick Statistical Guide on SDG 4 Indicators' with Friedrich Huebler from UIS.

Strategic orientations and next steps

- NORRAG will consolidate its existing partnerships and pursue additional partnerships based on opportunities for joint activities and fund matching.
- NORRAG will consider the question of the systematisation of its partnership approach in particular geographies (China, India, South Africa, Western Africa, Central Asia, Brazil).

5 Results of the biannual member survey

To gain a deeper understanding of our impact, NORRAG conducted, over the period October 2018–January 2019, an online survey amongst its members and stakeholders. The objective of this survey, conducted on a biennial basis, is to help NORRAG assess and improve its work and activities. We received 177 completed questionnaires for this sixth survey; although the reply rate of this exercise cannot be seen as representative of the entire NORRAG community, the responses constitute a valuable tool to identify trends and capture qualitative comments which will be used to improve our work for the years ahead. The key findings from the survey show the following:

- The respondents valued all NORRAG themes as ‘very relevant’. The themes ‘Right to education/human rights-based approaches in basic education’ and ‘National policy agendas and global governance’ are the most relevant to individuals, with 92% of the respondents reporting that the themes are quite or very useful to them.
- Overall, a large majority of the respondents considers that NORRAG has been successful in meeting its three objectives to ‘provide, build and disseminate timely, concise and evidence-based critical analysis, facts and knowledge’ (86% very or quite successful), ‘provide critical dialogue on global development in education by mobilising and disseminating diverse voices and multiple perspectives’ (82% very or quite successful) and ‘bridge and broker knowledge at the interface between research, policy and practice while leveraging the NORRAG network’ (79% very or quite successful).
- Regarding NORRAG contributions to its outcomes, two were particularly highlighted as very or quite successful: ‘Advance knowledge production & dissemination towards inclusive and quality education systems’ (86%) and ‘Engage and leverage global, regional and national initiatives and stakeholders, particularly from the South, to advance the implementation of Education 2030 Agenda’ (71%). Sixty-seven per cent thought NORRAG had been very or quite successful in reaching the outcome ‘Build individual and institutional capacity towards inclusive and quality education systems’.
- NORRAG seeks to consistently improve its service offering with a view to reach its outcomes. The respondents were asked to rate how useful they thought the main offerings of NORRAG are to them. In 2018, building on the launch of NORRAG Special Issue, a new formula for the NORRAG blog and NORRAG social media, ‘Publishing NORRAG Special Issue’ is seen as the most useful service offering of NORRAG as 89% of respondents think the publication is quite or very useful. Next is ‘Other NORRAG knowledge products such as working papers, research notes and country studies’, with 82% of the respondents finding them quite and very useful, followed by the NORRAG blog (69%) and convening face-to-face meetings (66%), noting that a large number of respondents indicated that they ‘don’t know’ if the face-to-face meetings are useful as they have not yet attended one.

- With regards to social media, our new offering of video (live streaming and video interviews/podcast) is the most successful NORRAG offering, with 60% finding the videos quite or very useful. Twitter is our most popular social media platform, ahead of Facebook, with 41% and 36% of the respondents finding our social media on the platform quite or very useful, respectively.
- Lastly, the respondents were asked to describe what makes NORRAG unique, which yielded, amongst others, the following statements:

Related to NORRAG's provision of reliable, timely information and critical analysis

'NORRAG has strong communication in social media which keeps me up-to-date on education issues in international cooperation'. (Western Europe, university academic)

'It offers a unique compendium of short, stimulating comments on important issues of education'. (South-eastern Asia, self-employed/independent)

'NORRAG blogs on different education-related issues which gives me a global perspective and keeps me apprised of policy and interventions across the globe'. (Southern Asia, NGO or other civil society organisation)

'Its international and comparative point of view combined with a practical "on the ground" approach is what makes NORRAG unique for me'. (Middle East and North Africa, philanthropic organisations)

Related to NORRAG's independence and openness to debate and ideas

'NORRAG has a neutrality of voice and an ability to engage with all stakeholders'. (Western Europe, multilateral organisation (e.g. UN, World Bank, EU, etc.))

'They have unique talent and are well-paced to offer a neutral position in education debates'. (North America, multilateral organisation (e.g. UN, World Bank, EU, etc.))

Related to NORRAG's brokering power among different actors in research, policy and practice

'NORRAG's strength is its ability to bring together multiple voices and diverse stakeholders in the education sector'. (Middle East and North Africa, philanthropic organisations)

'NORRAG has a special focus on education in poorer countries. It has a good balance of writers from different regions'. (Southern Asia, self-employed/independent)

'For someone outside a development hub, NORRAG provides a useful glimpse of some of the current controversies'. (Southern Asia, NGO or other civil society organisation)

Related to NORRAG as a network of experts in international policies in education and training

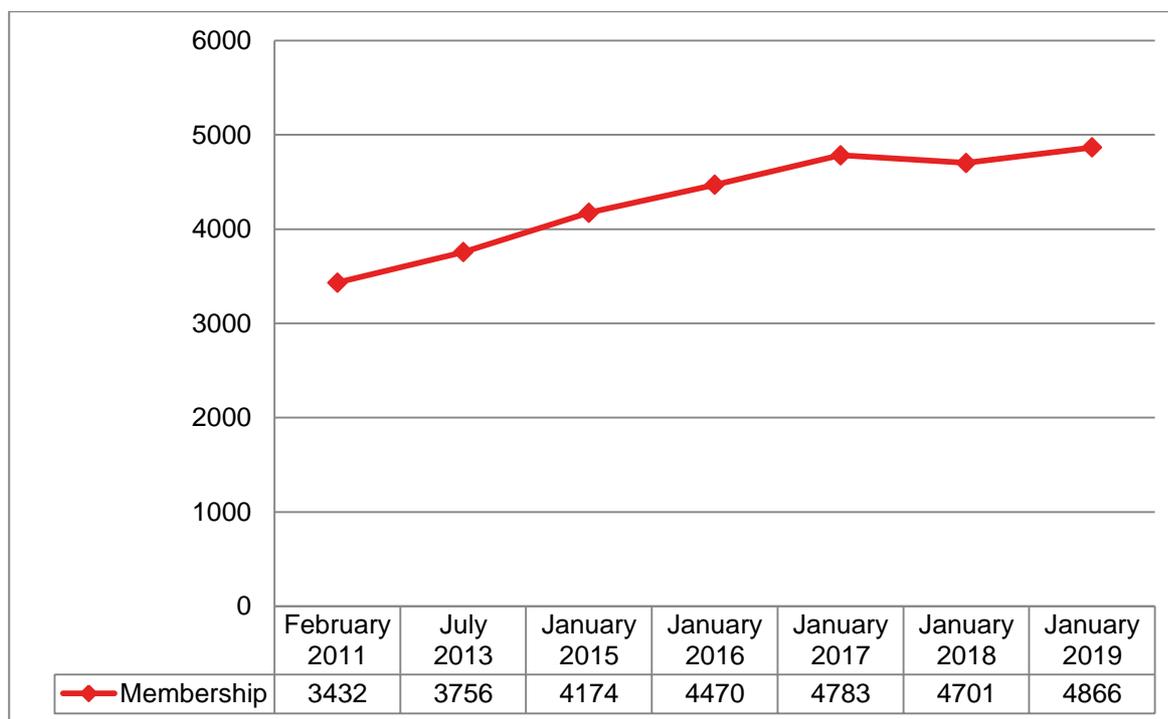
'It's a great network of researchers, NORRAG gives me an opportunity to take part in conferences and symposia such as the Philanthropy in Education conference series. It also provides an opportunity to present in NORRAG panels and to publish my research on website, video, social media, etc.'. (North America, self-employed/independent)

'NORRAG is unique as it is an international network, focused uniquely on education and training'. (Western Europe, NGO or other civil society organisation)

6 Appendix: Statistics

6.1 NORRAG membership

Figure 1: Evolution of total membership* (2011–2018)



*All members with a valid email address who subscribed to the News Bulletin + members with a valid email address who have unsubscribed from the News Bulletin

- The number of NORRAG’s members continues to grow with over 165 new members between January 2018 and December 2018, representing a 3.5% increase.
- However, after implementing in 2018 a series of tools to ensure the network is up-to-date and that email addresses in the member database are accurate, a correction was made in the membership base.
- This new base, which may also feature a slight variation in member numbers from the years 2011 to 2018, will be the new benchmark for NORRAG’s membership and its growth.

Table 1: Members by country (> 50 members in December 2018)

| Ranking | | January 2018 | % of total | | December 2018 | % of total | % increase in 2018 |
|---------|--------------------|--------------|------------|--------------------|---------------|------------|--------------------|
| 1 | United Kingdom | 637 | 12.89 | United Kingdom | 643 | 12.74 | 0.94 |
| 2 | United States | 445 | 9.01 | United States | 456 | 9.04 | 2.47 |
| 3 | India | 318 | 6.44 | India | 331 | 6.56 | 4.09 |
| 4 | Switzerland | 297 | 6.01 | Switzerland | 314 | 6.22 | 5.72 |
| 5 | South Africa | 203 | 4.11 | France | 220 | 3.94 | 8.91 |
| 6 | France | 202 | 4.09 | South Africa | 205 | 3.67 | 0.99 |
| 7 | Canada | 151 | 3.06 | Canada | 151 | 2.99 | 0.00 |
| 8 | Australia | 141 | 2.85 | Australia | 142 | 2.81 | 0.71 |
| 9 | Germany | 138 | 2.79 | Germany | 142 | 2.81 | 2.90 |
| 10 | Nigeria | 134 | 2.71 | Nigeria | 138 | 2.73 | 2.99 |
| 11 | Kenya | 127 | 2.57 | Kenya | 127 | 2.52 | 0.00 |
| 12 | Japan | 124 | 2.51 | Japan | 124 | 2.46 | 0.00 |
| 12 | China | 123 | 2.49 | China | 123 | 2.44 | 0.00 |
| 14 | Netherlands | 122 | 2.47 | Netherlands | 122 | 2.42 | 0.00 |
| 15 | Ghana | 115 | 2.33 | Ghana | 115 | 2.28 | 0.00 |
| 16 | Italy | 84 | 1.70 | Italy | 84 | 1.66 | 0.00 |
| 17 | Bangladesh | 80 | 1.62 | Bangladesh | 80 | 1.59 | 0.00 |
| 18 | Tanzania | 79 | 1.60 | Tanzania | 79 | 1.57 | 0.00 |
| 19 | Belgium | 74 | 1.50 | Korea, Republic of | 76 | 1.36 | 2.70 |
| 20 | Korea, Republic of | 74 | 1.50 | Belgium | 73 | 1.31 | -1.36 |
| 21 | Pakistan | 69 | 1.40 | Pakistan | 71 | 1.41 | 2.90 |
| 22 | Uganda | 68 | 1.38 | Uganda | 69 | 1.37 | 1.47 |
| 23 | Oman | 62 | 1.25 | Ethiopia | 62 | 1.23 | 0.00 |
| 24 | Ethiopia | 62 | 1.25 | Oman | 61 | 1.21 | -1.61 |
| 25 | Sweden | 57 | 1.15 | Sweden | 57 | 1.13 | 0.00 |
| 26 | Norway | 54 | 1.09 | Norway | 54 | 1.07 | 0.00 |
| 27 | Argentina | 50 | 1.01 | Argentina | 50 | 0.99 | 0.00 |

- The group of countries with 50 members or more is mostly similar to the year before, with Sweden, Norway and Argentina appearing for the first time in the group.
- The strongest relative members' increase between January 2018 and December 2018 are France, Switzerland, India and Nigeria.

Figure 2: NORRAG members by region

Based on December 2018 and for whom country data are available. Region classification based on United Nations Statistical Division country classification.

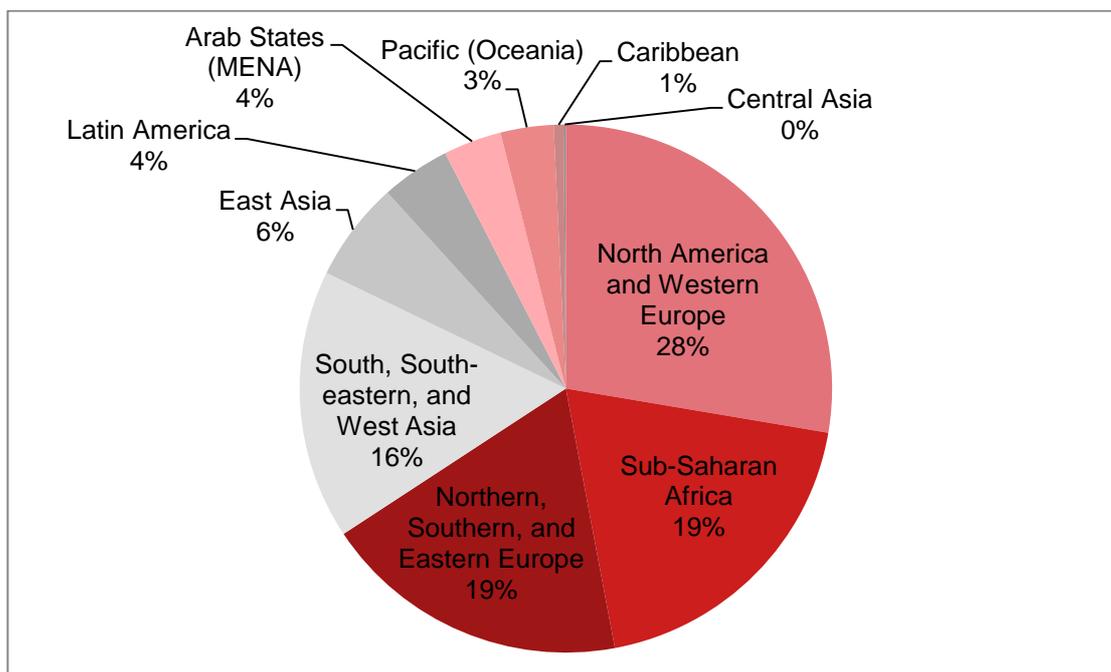


Table 2: Number of active members by region in January 2017, January 2018 and December 2018 and growth rate

| Active Members by Region | January 2017 | January 2018 | December 2018 | growth rate 2018 |
|---------------------------------------|--------------|--------------|---------------|------------------|
| North America and Western Europe | 1,345 | 1,445 | 1,435 | -0.69 |
| Sub-Saharan Africa | 994 | 1,013 | 1,004 | -0.89 |
| Northern, Southern and Eastern Europe | 947 | 1,000 | 968 | -3.20 |
| South, South-eastern and West Asia | 801 | 851 | 855 | 0.47 |
| East Asia | 299 | 309 | 316 | 2.27 |
| Latin America | 218 | 212 | 218 | 2.83 |
| Arab States (MENA) | 166 | 180 | 183 | 1.67 |
| Pacific (Oceania) | 157 | 169 | 167 | -1.18 |
| Caribbean | 28 | 30 | 31 | 3.33 |
| Central Asia | 8 | 9 | 7 | -22.22 |

- Generally speaking, between January 2018 and December 2018 there has been a steady increase in membership across countries (between 0.5–3.3%). Overall, North America and Western Europe and Sub-Saharan Africa remain the regions in which the largest number of members can be found.
- The dip in growth rate for Central Asia is due to the small numbers in membership concerned.

6.2 NORRAG website

Figure 3: Website statistics



In 2018, the following observations can be made regarding NORRAG website statistics (1 January–31 December 2018):

- Since May 2017, we have been using a new baseline to calculate data viewing on the NORRAG web platform. In 2019, it will be possible to compare data viewing over several years.
- Overall in 2018, there were 74,930 page views, 30,150 sessions and 16,895 users.
- Sessions peaks in 2018: February (Guiding Principles for Private Involvement in Education consultation), June (NSI 01 in Mandarin Chinese) and October (follow-up Education and Migration event). December featured the highest number of site visitors (3,231 sessions)
- Popular webpages include ‘About Us’, ‘NORRAG Team’, thematic area: ‘International Policy and Global Governance’, ‘the NORRAG Blog’ and pages leading to ‘NORRAG Special Issue 01’ (combined pages for NSI 01: 2,311)

Table 3: Frequency of visits by country in 2018

| Countries/Sessions | 2018 | Countries/Sessions | 2018 |
|---------------------------|-------------|-----------------------------|-------------|
| United States | 5,447 | Kenya | 365 |
| Switzerland | 4,946 | Belgium | 365 |
| France | 2,620 | Spain | 312 |
| United Kingdom | 2,463 | Italy | 308 |
| India | 1,462 | South Korea | 283 |
| South Africa | 1,171 | United Arab Emirates | 259 |
| Germany | 753 | Brazil | 253 |
| Canada | 735 | Netherlands | 248 |
| Japan | 597 | Turkey | 247 |
| China | 427 | Nigeria | 208 |
| Mexico | 388 | Pakistan | 203 |
| Australia | 379 | Chile | 200 |

6.3 NORRAG Special Issue

Table 4: NORRAG Special Issue downloads and views on the NORRAG library

| <i>NORRAG Special Issue</i> | PDF downloads on NORRAG website | Online views | Date of publication |
|-----------------------------|---------------------------------|--------------|---------------------|
| NSI 01 | | | |
| English | 1,681 | 361 | January 2018 |
| French | 36 | 197 | July 2018 |
| Spanish | 55 | 195 | August 2018 |
| Mandarin Chinese | 82 | 167 | June 2018 |
| Arabic | 26 | 166 | May 2018 |
| <i>Total:</i> | 1,880 | 1,086 | |

- *NORRAG Special Issue* took over *NORRAG News* in 2018

6.4 NORRAG resource library

Launched in November 2017, the NORRAG resource library has the following top resources (by number of downloads at the date of publication of the report):

| Document | Article | Language | Downloads |
|--|--|----------|-----------|
| Case Study – French | Analyse Critique des Politiques Educatives et de Développement du Burkina Faso de 1960 à 2012, Perspectives ante et Post 2015 | French | 4,744 |
| NORRAG Special Issue 01 – English | The Right to Education Movements and Policies: Promises and Realities | English | 1,681 |
| AREB CEPED and NORRAG Policy Brief #2 – French | La Place de l'évaluation des Apprentissages dans les Systèmes Educatifs d'Afrique Subsaharienne: Le Cas du Burkina Faso | French | 763 |
| Compendium Report – French | Un Compendium des Experiences Africaine sur le Continuum Education-Formation: Une Analyse Transnationale de l'état des Politiques et Pratiques dans 13 Pays | French | 379 |
| Compendium Report – English | A Compendium of African Experiences in Promoting the Implementation of the Education and Training Continuum: A State-of-the Art Cross-National Analysis of Policy and Practice in 16 Countries | English | 258 |
| Project Summary | Reaching the Unreached: Skills Development Policies and the Promise of ICT: A Scoping Study from India and South Africa | English | 231 |
| Conference Policy Paper | The Governance of Education and Training: Agenda 2030 and Beyond | English | 216 |

| | | | |
|-----------------------------|---|---------|-----|
| Panel Discussion Summary | Making Sustainability a Reality and the Role of Education and Skills Development Panel Discussion | English | 214 |
| Conference Paper | Skills Development Strategies: Slow Learning Process – How Much have we Learned? | English | 190 |
| South Africa Country Report | Understanding Barriers to Accessing Skills Development and Employment for Youth in South Africa | English | 164 |
| NORRAG NEWS #54 – Arabic | Education, Training and Agenda 2030: What Progress One Year On? | Arabic | 156 |

6.5 NORRAG blog

6.5.1 Top most-viewed NORRAG blog posts from 2018 (by number of views at the date of publication of the report)

| Rank 2018 | Rank all time | Title | Views |
|-----------|---------------|---|-------|
| 1 | 1 | Facing the Climate Change Catastrophe: Education as Solution or Cause? By Iveta Silova Hikaru Komatsu and Jeremy Rappleye (12/10/2018) | 1,361 |
| 2 | 2 | Critical Reflections on the 2018 World Development Report: If Learning Is So Important, then Why Can't the World Bank Learn? by Hikaru Komatsu and Jeremy Rappleye (06/02/2018) | 1,212 |
| 3 | 4 | Evidence before Marketing: Recalling the Known, Independently Verified Facts about Bridge International Academies by 113 Signatories as Collective Authors (20/04/2018) | 674 |
| 4 | 5 | Framing the Future: PISA for Development and the Future of Education Governance by Euan Auld, Jeremy Rappleye, Paul Morris (11/12/2018) | 656 |
| 5 | 6 | Multifaceted Interdependence between Philanthropy and Sustainable Development by Gunay Faradova (29/03/2018) | 644 |
| 6 | 7 | Rethinking Alternative Education to Achieve Learning for All in Sub-Saharan Africa by Lily Neyestani-Hailu and Laetitia Houlmann (14/06/2018) | 627 |
| 7 | 8 | Everything You Always Wanted to Know About SDG 4 Indicators... But Didn't Know Who – or How – to Ask by Silvia Montoya (11/07/2018) | 578 |
| 8 | 9 | Six Lessons from UNESCO's 2018 Global Education Meeting by Will Brehm (21/12/2018) | 559 |
| 9 | 10 | SDG 4 Data: Investing Millions Today Will Save Billions in the Future by Luis Crouch and Silvia Montoya (26/01/2018) | 489 |
| 10 | 11 | Mind the Learning Gap: A Methodological Look into World Bank's New Human Capital Index by Ji Liu (2/11/2018) | 467 |

6.5.2 Full list of NORRAG Blog posts published between January and December 2018

| Title | Author | Tags | Stream | Date |
|---|---|--|--------------------|-------------|
| Six Lessons from UNESCO's 2018 Global Education Meeting | Will Brehm | NORRAG Highlights, SDG 4 | | 21/12/2018 |
| Framing the Future: PISA for Development and the Future of Education Governance | Euan Auld, Jeremy Rappleye and Paul Morris | Education 2030, Governance, Human Rights, Indicators, NORRAG Highlights, SDG 4 | | 11/12/2018 |
| Education and Climate Change: Is Blaming 'Western Modernity' the Answer? | Edward Vickers | Eastern Asia, Education 2030, NORRAG Highlights, SDG 4, Sustainable Development, Sustainable Development Goals | | 07/12/2018 |
| The Cost of Knowledge: Education Unions Unite Against the Privatisation of Scholarly Research | Jon Tennant | Higher Education, NORRAG Highlights, Private Sector, Research, Sustainable Development Goals | | 28/11/2018 |
| L'éducation des réfugiés en contexte urbain: renforcer les politiques et les pratiques d'accès, de qualité, et d'inclusion | Mary Mendenhall, S. Garnett Russell and Elizabeth Buckner | Basic Education, Conflict & Emergency, Formal Education, Migration, NORRAG Debates | Right to Education | 05/11/2018 |
| Mind the Learning Gap: A Methodological Look into World Bank's New Human Capital Index | Ji Liu | Data, Governance, Learning Assessments, NORRAG Highlights | | 02/11/2018 |
| When You Have a Dashboard Hammer in Your Hand, Everything Looks Like an Infographic Nail | Luis Crouch, Alex Pavluck and Julio Rank Wright | Agenda 2030, Data, Indicators, NORRAG Highlights, Policy, SDG 4 | | 22/10/2018 |
| Facing the Climate Change Catastrophe: Education as Solution or Cause? | Iveta Silova Hikaru Komatsu and Jeremy Rappleye | education 2030, NORRAG Highlights, SDG 4, Sustainable Development, Sustainable Development Goals | | 12/10/2018 |
| Even with All Our New Tech, Quality Learning Still Requires Quality Teachers: Reflections for World Teachers Day | Tara Stafford Ocansey | Education 2030, ICTs, NORRAG Highlights, SDG 4, Teachers | | 05/10/2018 |
| The Role of Public–Private Partnerships in Access to Education by Visually Impaired Persons: The Marrakesh Treaty and the Accessible Books Consortium | Susan Isiko Štrba | NORRAG Debates, Public–Private Partnerships, Right to Education | Right to Education | 18/09/2018 |
| Helping Countries Make the Most of their Education Investments with the Global Content Framework of Reference for Reading | Silvia Montoya | Agenda 2030, Literacy, NORRAG Highlights | | 11/09/2018 |
| Celebrating Different Literacies for International Literacy Day | Tara Stafford Ocansey | Literacy, NORRAG Highlights, Technical and Vocational Skills | | 08/09/2018 |

| | | | | |
|---|--|---|---|------------|
| | | Development | | |
| From Brain Drain to Gain: The Benefits Arising from International Knowledge Networks | Silvia Montoya | Data, Indicators, Mobility, NORRAG Highlights | | 03/09/2018 |
| Education, Beyond Public to Common Good: What Implications for the Education 2030 Agenda? | Rita Locatelli | Agenda 2030, NORRAG Debates, Right to Education | Right to Education | 28/08/2018 |
| Let Local Governments and Small-Scale Organizations Lead Us towards Sustainable Development | Radhika Iyengar | Agenda 2030, NORRAG Highlights, SDG 4 | | 26/07/2018 |
| Time to Act: Calculating & Securing the Finances to Fund Education for the World's Refugees | Emma Wagner | Aid, Conflict & Emergency, Financing, NORRAG Debates | Towards Evidence-Based Financing for Education in Emergencies | 19/07/2018 |
| Everything You Always Wanted to Know About SDG 4 Indicators... But Didn't Know Who – or How – to Ask | Silvia Montoya | Agenda 2030, Data, Indicators, NORRAG Highlights | | 11/07/2018 |
| Promoting a Growth Mindset Attitude at School: The School–Job Integration Approach | Paolo Nardi | Formal Education, Learning, NORRAG Highlights, Sustainable Development, Technical and Vocational Skills Development | | 28/06/2018 |
| Rethinking Alternative Education to Achieve Learning for All in Sub-Saharan Africa | Lily Neyestani-Hailu and Laetitia Houlmann | Basic Education, Informal Education, Learning, NORRAG Highlights, SDG 4, Western Africa | | 14/06/2018 |
| Why We Should All Be Researcher-Advocates | Jo Kelcey and Christine Monaghan | Conflict & Emergency, Research | Towards Evidence-Based Financing for Education in Emergencies | 31/05/2018 |
| Initiating Stakeholder Dialogue and Research: Philanthropic and CSR Support for Education in India | Arushi Terway and Nishant Chadha | Financing, Philanthropy, Right to Education, Southern Asia | Philanthropy in Education | 23/05/2018 |
| Towards Evidence-Based Financing for Education in Emergencies | INEE and NORRAG | Aid, Basic Education, Conflict & Emergency, Financing | Towards Evidence-Based Financing for Education in Emergencies | 15/05/2018 |
| Defining Educational Quality(ies): Can the Right to Quality Education be Fulfilled through Market Incentives? | Felipe Gajardo and Nicolás Grau | Data, Indicators, Learning Assessments, Policy, Quality, Right to Education | Right to Education | 03/05/2018 |
| Evidence before Marketing: Recalling the Known, Independently Verified Facts about Bridge International Academies | 113 Signatories as Collective Authors | Donors, Eastern Africa, Private Sector, Right to Education | Right to Education | 20/04/2018 |
| Fostering Collaboration through Evaluation: The Stevens Initiative, an | Jennifer Laird and Maysam Ali | Middle East and North Africa, Monitoring & | Philanthropy in Education | 16/04/2018 |

| | | | | |
|--|---|--|---------------------------|------------|
| International Public–Private Partnership to Support Virtual Exchange | | Evaluation, North America, Philanthropy, Public–Private Partnerships | | |
| Priorities and Challenges for Education Data in Sweden | Lotta Larsson | Agenda 2030, Data, Sustainable Development Goals | | 10/04/2018 |
| Multifaceted Interdependence between Philanthropy and Sustainable Development | Gunay Faradova | Philanthropy, Sustainable Development Goals | Philanthropy in Education | 29/03/2018 |
| Celebrating Young Women’s Economic Empowerment for International Women’s Day 2018 | Tara Stafford Ocansey | Gender, Sustainable Development Goals, Technical and Vocational Skills Development | | 08/03/2018 |
| What Role Should Philanthropy Play in the Education of Syrian Children in Turkey? | Aysel Madra | Conflict & Emergency, Migration, Philanthropy | Philanthropy in Education | 02/03/2018 |
| Debating the Guiding Principles: Geneva Consultations on the Draft Human Rights Guiding Principles on State Obligations with regards to Private Involvement in Education | Phoebe Shambaugh and Sarah French | Governance, Public–Private Partnerships, Right to Education | | 20/02/2018 |
| Realising the Right to Education: Experiences and Insights | Archana Mehendale and Rahul Mukhopadhyay | Governance, Right to Education | Right to Education | 13/02/2018 |
| Critical Reflections on the 2018 World Development Report: If Learning Is So Important, then Why Can’t the World Bank Learn? | Hikaru Komatsu and Jeremy Rapple | Data, Learning, Learning Assessments | | 06/02/2018 |
| A Global Sharing Network to Strengthen Countries’ Education Data | Luis Crouch and Silvia Montoya | Data, Financing, Sustainable Development Goals | | 01/02/2018 |
| Drafting Guiding Principles on State Obligations Concerning Private Schools: Lessons and Strategic Considerations from a Rights Perspective | Tom Lowenthal | Governance, Private Sector, Right to education | Right to Education | 29/01/2018 |
| SDG 4 Data: Investing Millions Today Will Save Billions in the Future | Luis Crouch and Silvia Montoya | Aid, Data, Financing, SDG 4, Sustainable Development Goals | | 26/01/2018 |
| Seeing like the State, Calculating like a Business: Public–Private Partnerships in Education Revisited | Gita Steiner-Khamsi and Alexandra Draxler | Public–Private Partnerships, Right to Education | Right to Education | 11/01/2018 |

6.6 NORRAG social media

6.6.1 Twitter

NORRAG Twitter account solidified in 2018 its higher visibility thanks to a name change (from @NORRAG_News to @norrage at the end of 2017). We also operated a concentration of accounts, closing accounts in French and Spanish, and opted to operate a multilingual twitter account.

Table 5: Tweets and likes since launch in June 2010 of @NORRAG_NEWS (now @norrage) (at the date of publication)

| | Tweets | Likes |
|---------------|--------|-------|
| December 2018 | 4819 | 160 |

- The number of likes has gone up from 95 in 2017 to 160 in 2018, or a 68% increase.

Table 6: Twitter followers in 2016, 2017 and 2018

| EN | Followers 12/2016 | Followers 12/2017 | Followers 12/2018 |
|----------|----------------------|----------------------|----------------------|
| @norrage | 1443 | 2003 | 2542 |

Table 7: Statistics for 2017 and 2018

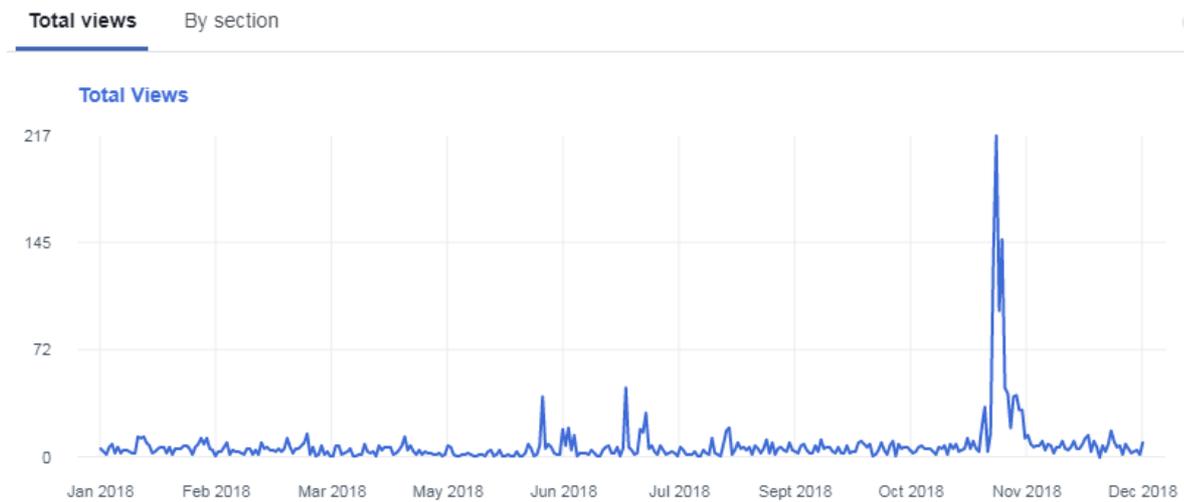
| | Tweets | Impressions | Engagements | Retweets | Likes |
|------|--------|-------------|-------------|----------|-------|
| 2018 | 159 | 160700 | 2137 | 339 | 590 |
| 2017 | 266 | 110524 | 1928 | 240 | 363 |

- Impressions: Number of times users saw the tweet on Twitter
- Engagements: Total number of times a user has interacted with a tweet. This includes all clicks anywhere on the tweet (including hashtags, links, avatar, username and tweet expansion), retweets, replies, follows and likes
- From 2018 and onwards, we are opting for quality rather than quantity. There is an average of two tweets per week, and there are significantly more impressions, engagements, retweets and likes compared to 2017.

6.6.2 Facebook

In 2017, NORRAG secured a new name for its Facebook page: @norrage.network. In Q4 of 2018, there was a strong increase in page views for @norrage.network due to the increased visibility of NORRAG with the high-level panel discussion 'When Education Becomes a Victim of Conflict – Preventing Lost Generations'. As of December 2018, 988 people liked the page. In 2019 we crossed the 1,000 likes mark.

Figure 4: NORRAG Facebook page views statistics



NORRAG Facebook page views from January to December 2018

Figure 5: NORRAG Facebook likes statistics

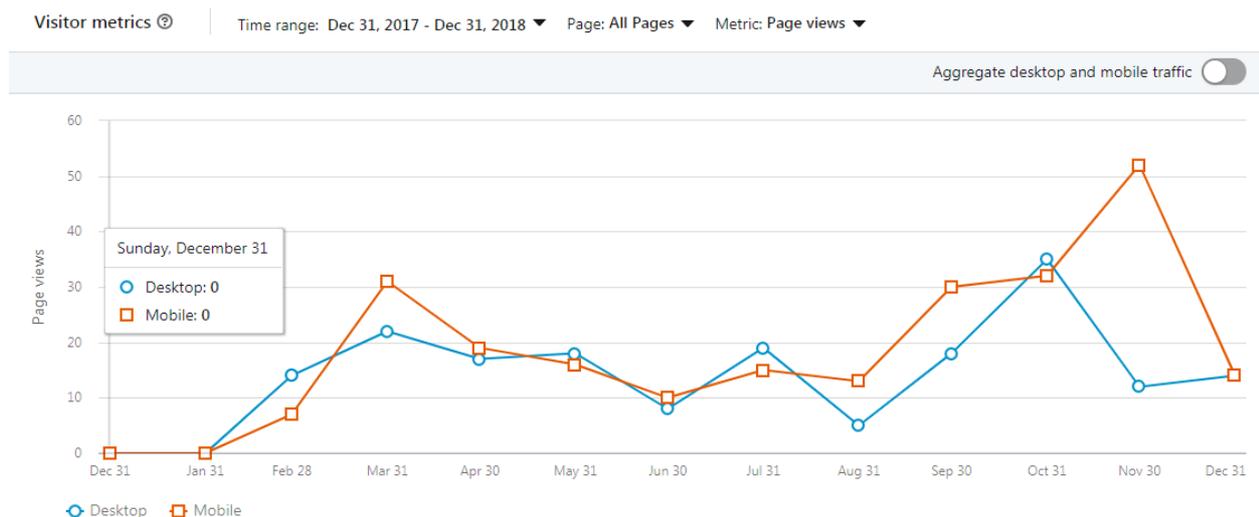


NORRAG Facebook page likes between January and December 2018

6.6.3 LinkedIn

NORRAG's LinkedIn page continues to draw traffic as we publish simultaneously on all of our three platforms. NORRAG's staff has been encouraged to share on their profile NORRAG updates. In 2018, NORRAG's page on LinkedIn receive 400 views (both mobile and desktop views) . In addition, we have reached, in 2018, 130 followers.

Figure 6: NORRAG LinkedIn page views statistics



NORRAG LinkedIn page views on Desktop and Mobile from January to December 2018

6.7 NORRAG video production

In 2018 the following events were live-streamed on NORRAG social media channels and were also available via the NORRAG website:

- Human Rights Guiding Principles on State Obligations with regards to Private Involvement in Education ([February](#));
- SDG4 Data Week: Two Brown Bag Lunches with UIS and UNICEF ICARO ([July](#));
- The Right to Education for Migrants workshop at Education & Migration thematic day ([September](#));
- Innovative Financing for Education and Development ([December](#));
- Innovative financing: Examples of Challenges in the new PPP Aid Architecture ([December](#)).

Interviews were also recorded in the following different formats:

- Patrick Monjouridès at Technology of Expertise as Technology of Authorization Academic Symposium ([video interview](#)) – 24–25 May 2018;
- Gili Drori at Technology of Expertise as Technology of Authorization Academic Symposium ([video interview](#)) – 24–25 May 2018;
- Ben Williamson at Technology of Expertise as Technology of Authorization Academic Symposium ([video interview](#)) – 24–25 May 2018;
- Radhika Gorur at Technology of Expertise as Technology of Authorization Academic Symposium ([video interview](#)) – 24–25 May 2018;
- Koumbou Boly Barry on the launch of NSI 01 ([video interview](#)) – 20 June 2018;
- Koumbou Boly Barry at the Education and Migration event ([video interview](#)) – 6 November 2018;

- Alexandra Draxler's video on NORRAG open-access book 'The State, Business, and Education: Public–Private Partnerships Revisited' ([video podcast](#)) – 19 November 2018;
- Antoni Verger's on his chapter 'Experimenting with Educational Development: International Actors and the Promotion of Private Schooling in Vulnerable Contexts', co-authored with Adrián Zancajo and Clara Fontdevila ('The State, Business, and Education: Public–Private Partnerships Revisited'). ([video podcast](#)) – 3 December 2018.