

NORRAG

Annual
Report

2019

NORRAG

Network for international policies and
cooperation in education and training

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

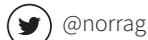
About NORRAG

NORRAG is a global membership-based network of international policies and cooperation in education and training. In 1977 the Research Review and Advisory Group (RRAG) was established, which then founded several regional RRAGs, one of which became NORRAG in 1986. NORRAG's core mandate and strength is to produce, disseminate and broker critical knowledge and to build capacity for and with academia, governments, NGOs, international organizations, foundations and the private sector who inform and shape education policies and practice, at national and international levels. By doing so, NORRAG contributes to creating the conditions for more participatory, evidence-informed decisions that improve equal access to and quality of education and training.

NORRAG is an associate programme of the Graduate Institute of International and Development Studies, Geneva.

More information about NORRAG, including its scope of work and thematic areas, is available at www.norrag.org

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Network for international policies and cooperation in education and training
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Annual Report 2019

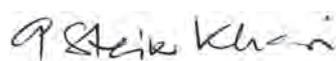
FOREWORD

I am pleased to share with you the 2019 Annual Report, which was endorsed by NORRAG's Consultative Committee in March 2020.

As documented in the report, NORRAG further solidified its strategic partnerships and reinforced its presence in key thematic areas. We also formed new partnerships and secured an important 45-month-long project, due to start in 2020. We explain these exciting results in more detail in this report, which provides an overview of the activities in terms of NORRAG's overall mission, strategy and outcome objectives.

Joost Mönks, Executive Director, left NORRAG at the end of the year. We thank him for his six years of service in this position and wish him the best for his new adventures. In 2020, a new Executive Director is starting at the helm of the Geneva office. Moira Faul's arrival is set to bring new opportunities in terms of research, partnerships and leadership for NORRAG.

We thank the NORRAG team, in Switzerland and worldwide, as well as our global community, for their continuous commitment and engagement in making NORRAG a distinctive and valued partner in the international education space. We encourage our members to share their feedback on our work with us.



Gita Steiner-Khamsi, Dr. Phil.

Professor, Graduate Institute of International and Development Studies, Geneva (spring semesters) & Teachers College, Columbia University, New York (fall semesters), Director of NORRAG

TABLE OF CONTENTS

1

INTRODUCTION AND HIGHLIGHTS FROM 2019	04
INTRODUCTION	05
KEY RESULTS AND HIGHLIGHTS IN 2019	06

2

ACTIVITIES	08
KNOWLEDGE PRODUCTION AND DISSEMINATION	10
NORRAG Special Issue	11
NORRAG book series ‘International Education and Development’	11
NORRAG blog	12
CAPACITY DEVELOPMENT AND PARTNERSHIP OUTPUT	13
Courses at the Graduate Institute	13
COFER Innovative Financing in Education and Development: Case Studies and Multi-Media Material for ELearning	13
POLICY DIALOGUE	15
International policy agendas and global governance	15
Right to education/human rights-based approaches in basic education	19
Private sector engagement in education and innovative financing	21
The basic education–vocational skills development nexus	25
BACKSTOPPING SUPPORT FOR SDC	26
NORRAG WEB PRESENCE	27

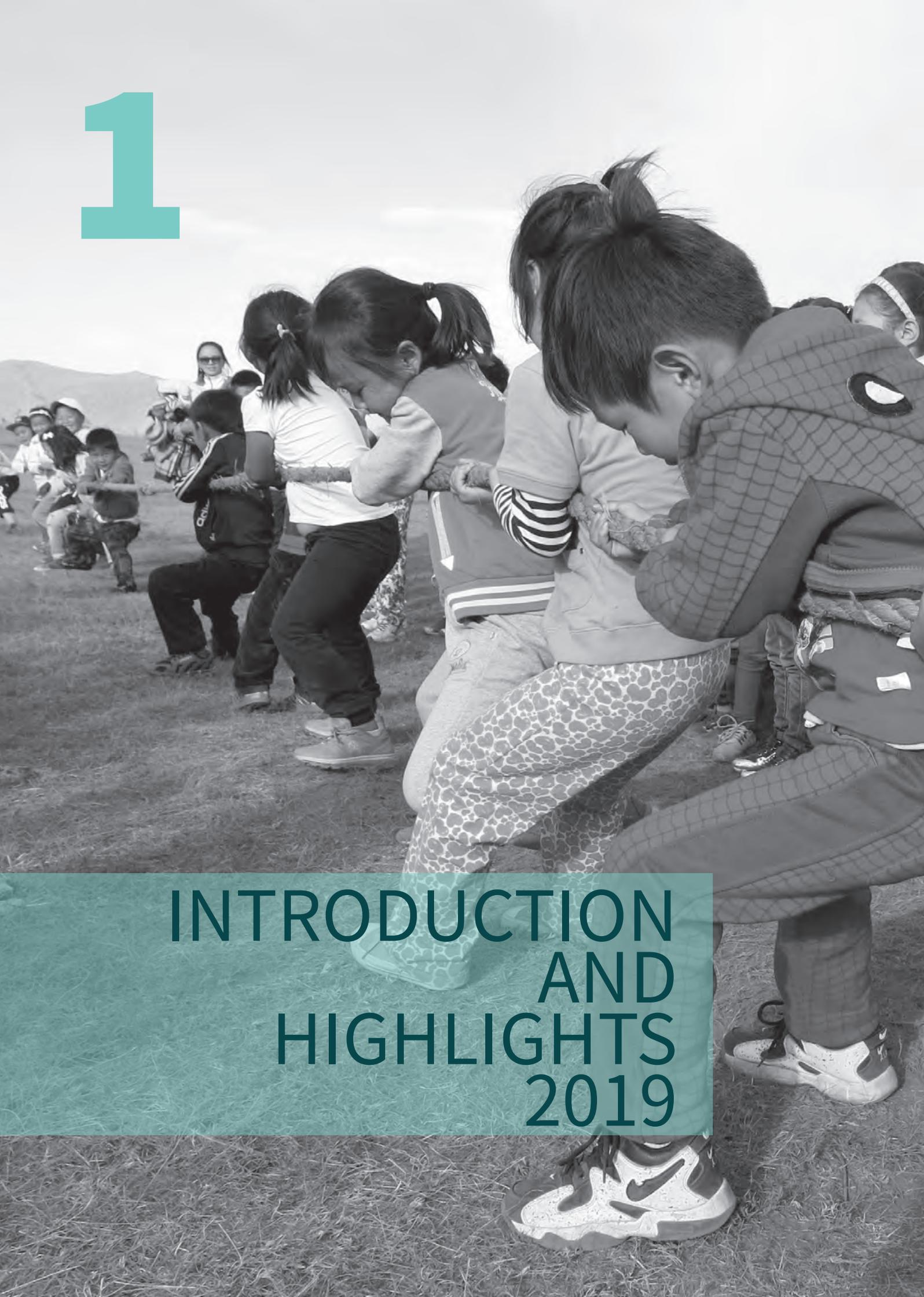
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GOVERNANCE	28
NORRAG TEAM	29
NORRAG 2020 ORGANISATIONAL CHART	29
CONSULTATIVE COMMITTEE	30
EDITORIAL BOARD	30
PARTNERS AND COLLABORATIONS	31

4

APPENDIX: STATISTICS	34
MEMBERSHIP	35
WEBSITE	37
NORRAG SPECIAL ISSUE	39
RESOURCE LIBRARY	40
BLOG	41
Top most-viewed NORRAG blog posts from 2019	41
Full list of NORRAG Blog posts published in 2019	42
SOCIAL MEDIA	45
Twitter	45
Facebook	45
LinkedIn	46
VIDEO PRODUCTION	47
PODCAST PRODUCTION	47

1



INTRODUCTION
AND
HIGHLIGHTS
2019

INTRODUCTION

NORRAG's mandate 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, non-governmental organization (NGOs), international organisations, foundations and the private sector. As of 2019, the network had close to 5,000 registered members in 171 countries, 48% from the Global South. The network shares an education development vision that:

-  **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”.
-  **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 evidence-based policy decisions that improve equal access to and the quality of education and VSD through greater participation and better information. This will eventually contribute to the enhanced and contextualised implementation of the Education 2030 Agenda as NORRAG's overall goal.

KEY RESULTS AND HIGHLIGHTS IN 2019

In the first half of 2019, NORRAG organised *three events in its symposium series on Philanthropy in Education*:

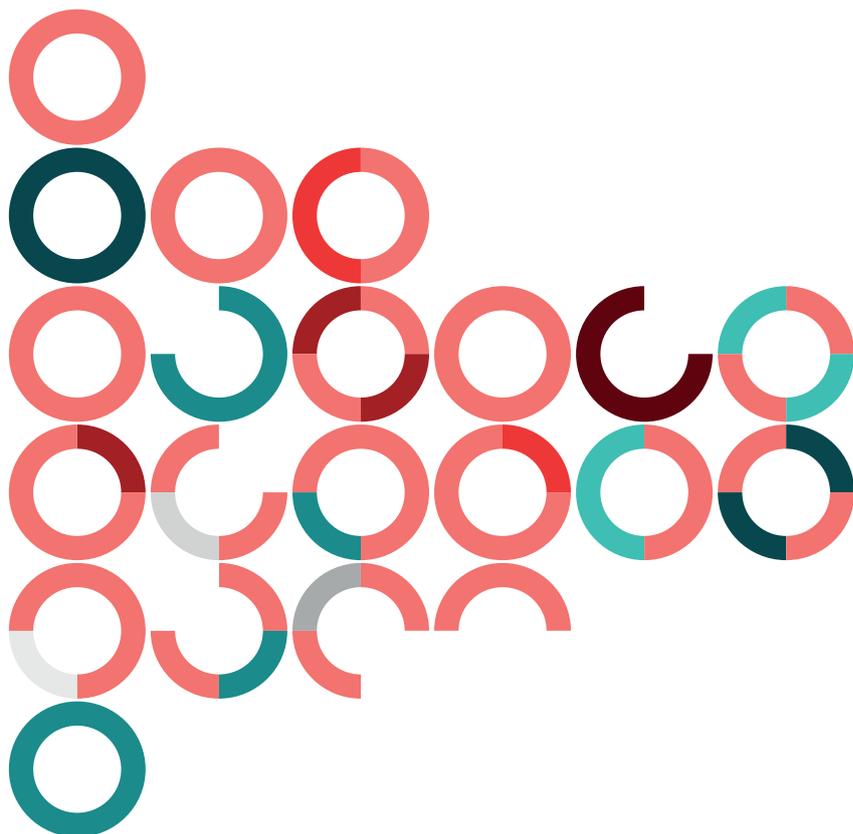
- An event on philanthropy in childhood education in China on 15 January in Beijing, followed by a roundtable discussion on philanthropy education in Magaliesburg, South Africa, on 31 January and 1 February.
- Involvement in the Comparative & International Education Society (CIES) Annual Event in San Francisco, USA, with two panels focusing on Philanthropy in Education, organised in cooperation with the Open Society Foundations (OSF), the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research and the Stanford Center on Philanthropy and Civil Society (PACS).
- A one-day international research symposium on philanthropy in education on 19 April at PACS, Stanford University, Palo Alto, USA.

At CIES 2019, NORRAG presented and launched *NORRAG Special Issue 02 on Data and Evidence Building to Support Education in Emergencies*. Mary Mendenhall, Associate Professor of Practice in the International and Transcultural Studies Department at Teachers College, Columbia University, USA, guest edited it. The special issue provides details on the lack of data and evidence about good practices and critical needs of children in emergency situations. NORRAG completed versions of *NSI 02* in Spanish, Arabic and Chinese in June.

On 20-21 June, the Education in Emergencies (EiE) Data Summit, which was the first of its kind and organised by NORRAG, USAID and INEE, brought together representatives from 48 organizations at the Graduate Institute in Geneva to discuss EiE data issues, challenges and opportunities across the humanitarian and development sector.

The NORRAG team continued its expansion in 2019, with two members of the backstopping team reinforcing the mandate at the beginning of the year; and a Programme Coordinator joined the Innovative Financing in Education team. NORRAG also benefited from the continued support and pro-bono work of its Senior Advisors Alexandra Draxler and Michel Carton, as well as advisors Wajeeha Bajwa and Lara Patil. NORRAG expresses its sincere thanks to them.

In 2019, NORRAG's core sponsors were: the Swiss Agency for Development and Cooperation (SDC), the Graduate Institute and the Open Society Foundations, as well as research project funding from swissuniversities, and matched funding from our 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. NORRAG is grateful to its sponsors and partners for their continued confidence and support.



KEY RESULTS IN 2019

Philanthropy in Education series

Extended the Philanthropy in Education series and the related knowledge production, allowing NORRAG to position itself as a key international actor in facilitating greater understanding and collaboration between policymakers, philanthropies and academia.

Education in Emergency (EiE)

Continued to establish NORRAG as a key player in the education in emergency (EiE) space through the co-organisation of the first Data Summit on Education in Emergencies. Solidified partnerships with the Inter-agency Network for Education in Emergencies (INEE), and with FHI 360/USAID - Middle East Education, Research, and Training Support (MEERS).

Innovative Finance in Education (IFE)

Continued core work in capacity development and research with the COFER Innovative Financing in Education and Development: Case Studies and Multi-Media Material for ELearning project. Completed a comprehensive systematic literature review of both grey and academic literature on innovative finance for education (IFE). Developed data collection and teaching case study drafts on five emblematic IFE cases in India and Argentina.

Private Sector Involvement in Education

Supported the release of the Guiding Principles on the human rights obligations of States to provide public education and to regulate private involvement in education (Abidjan Principles).

Publications

Published a number of documents, including the book *Philanthropy in Education: Diverse Perspectives and Global Trends*, *NORRAG Special Issue 02* and *NORRAG Special Issue 03*.

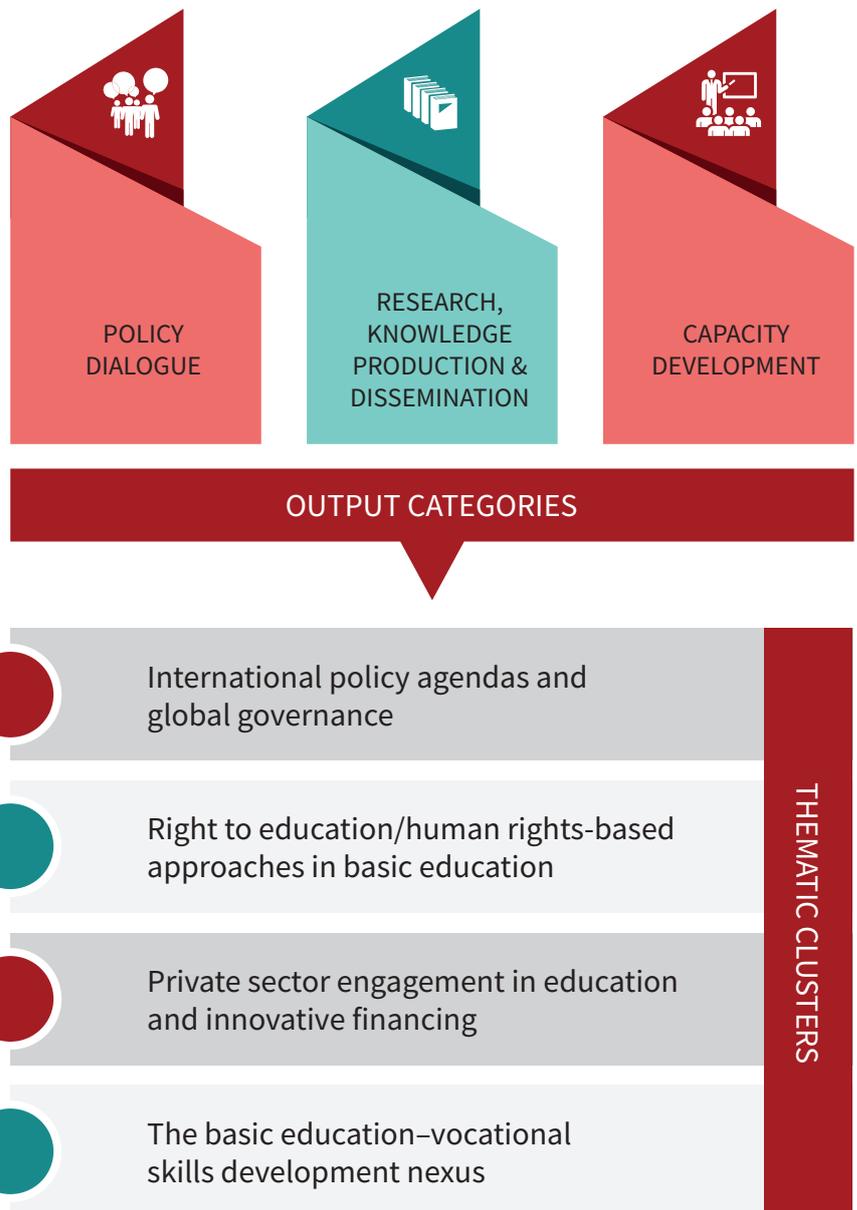
KIX Asia ++

Secured a 45-month-long grant from the Global Partnership for Education (GPE) and the International Development Research Centre (IDRC) to host the hub for the Asia++ region, ranging from Albania to the west, the Republic of the Maldives to the south and Papua New Guinea to the east. The hub will begin operations in April 2020.

2

ACTIVITIES

This NORRAG Annual Report 2019 presents the key activities, outputs and results delivered by NORRAG between 1 January and 31 December 2019. It also contains information on NORRAG's proposed strategic orientations in its main thematic areas, as well as facts about its governance and collaborations. It lists the detailed activities according to the three main objectives and the four key thematic clusters.



The appendix presents the statistics and data used as indicators for project outcomes and impact. These indicators include the evolution and composition of the membership, as well as the use of NORRAG's website and knowledge products. The indicators reflect NORRAG's growing outreach and increasing role in knowledge exchange between and among its various stakeholders, partners and members – including researchers, practitioners and policymakers – with increasing use of and contributions to outputs from the Global South/East.

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.

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 on its core themes. The role of the Editorial Board is to suggest topics and contributors for NORRAG knowledge products, such as the *NORRAG Special Issue (NSI)*, the NORRAG Series on International Education Development and the NORRAG blog. In addition, the Editorial Board provides feedback, when required, on publications and helps set up a pool of reviewers.

A key achievement in 2019 was the launch of *NORRAG Special Issue 02* and *NORRAG Special Issue 03*. *NSI* is an open-access periodical that aims to further decentralise NORRAG's knowledge production and give prominence to authors from different countries and with diverse perspectives. NORRAG dedicates each issue to a special global education policy and international cooperation in education topic. NORRAG produces *NSI*; the Open Society Foundations (OSF) and the Swiss Agency for Development and Cooperation (SDC) provide support. Each issue, edited by one or more guest editors, features a series of articles on a topic linked to NORRAG thematic areas.

Other achievements in 2019 were the launch of *Philanthropy in Education: Diverse Perspectives and Global Trends*, the second book in the NORRAG Series on International Education and Development, published by Edward Elgar, Cheltenham, UK. Natasha Y. Ridge, Executive Director of the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research, and Arushi Terway, NORRAG Senior Lead Research Associate, edited the book. The volume, available in Open Access at E. Elgar Online, contributes to the emerging debates on the approaches and role of philanthropy in international education development.

The NORRAG blog, under the editorship of Ji Liu, Professor at Shaanxi Normal University's Tin Ka Ping School of Education and NORRAG Senior Adviser, continued its further expansion, reach and volume.

Finally, on the occasion of the launch of the second book in the NORRAG Series on International Education and Development, NORRAG started a podcast. The first published podcasts featured interviews with book authors, including:

NORRAG Podcast



Natasha Ridge and Arushi Terway, "NORRAG Podcast 01: Book launch, *Philanthropy in Education: Diverse Perspectives and Global Trends*", (podcast interview) – 12 November 2019.



Matthew D. Bird and Vicente M. León, "NORRAG Podcast 02: A will in search of a way: philanthropy in education in Peru", (podcast interview) – 11 December 2019.

NORRAG Special Issue

April 2019: Launch of *NSI 02, Data collection and evidence building to support education in emergencies*, with guest editor Mary Mendenhall, Teachers College, Columbia University, New York, USA.

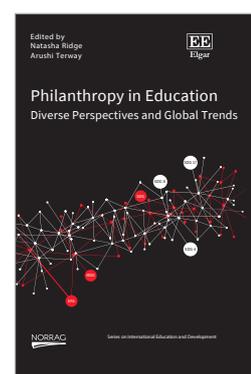
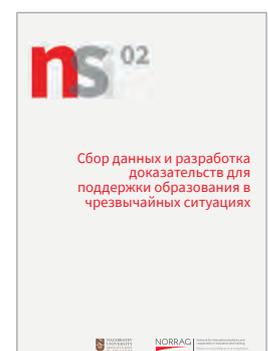
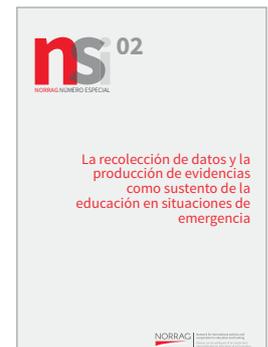
NSI 02 translations and contextualisations:

- **June 2019: Arabic version of *NSI 02* launched.** The Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research provided support for the Arabic contextualisation of *NSI 02*.
- **June 2019: Mandarin Chinese version of *NSI 02* launched.** Jun Teng, Deputy Director and Associate Professor, Institute of International and Comparative Education (IICE), Beijing Normal University, prepared the Chinese contextualisation of *NSI 02*.
- **June 2019: Spanish version of *NSI 02* launched.** Felicitas Acosta, Professor and Researcher, Universidad Nacional de General Sarmiento, Argentina, prepared the Spanish contextualisation of *NSI 02*.
- **July 2019: French version of *NSI 02* launched.** Fabrice Jaumont, Research Fellow, Fondation Maison des Sciences de l'Homme; President, Center for the Advancement of Languages, Education, & Communities, prepared the French contextualisation of *NSI 02*.
- **August 2019: Russian version of *NSI 02* launched.** Alima Ibrasheva, Senior Researcher, Nazarbayev University Graduate School of Education prepared the Russian contextualisation of *NSI 02*.

October 2019: Launch of *NSI 03, Monitoreo global del desarrollo educativo nacional: ¿coercitivo o constructivo?* (Global Monitoring of National Educational Development: Coercive or Constructive?), with guest editor Marisol Vázquez Cuevas, Professor, Interdisciplinary Program on Education Policy and Practices, Centro de Investigación y Docencia Económicas (CIDE), Mexico. *NSI 03* was the first *NSI* published in Spanish as the original language.

NORRAG book series 'International Education and Development'

November 2019: Launch of the second book in the NORRAG Series on International Education and Development, published by E. Elgar, Cheltenham, UK: *Philanthropy in Education: Diverse Perspectives and Global Trends*. Natasha Y. Ridge, Executive Director, Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research, and Arushi Terway, Senior Lead Research Associate, NORRAG, edited the book. The book is available in open access online.



NORRAG blog

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 provides overviews of current trends and developments in the global education community.
- NORRAG Debates Stream fosters dialogue between all stakeholders around specific topics with the following streams in 2019:
 - 'Can the Right to Education (RTE) Finally be Achieved?': This debate stream highlights questions on the realisation of RTE as countries make progress on fulfilling Sustainable Development Goal (SDG) 4. The stream has seen 14 posts published 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. This stream has seen nine posts published since December 2017.
 - 'Towards Evidence-Based Financing for Education in Emergencies': This debate stream explores the links between financing and evidence for education in emergencies. This stream has seen six posts published since May 2018.

In 2019, the five most popular posts on the NORRAG blog were:

- "The International Education Architecture: Some Reflections" by Steven J. Klees (1151 views)
- "Global movement for assessments of early childhood development and what's missing in SDG4.2" by Kenji Kitamura (826 views)
- "Knowledge Production on Education in Conflict Contexts: Towards an Ecology of Knowledge" by Mario Novelli (618 views)
- "Landmark UN Youth Strategy brings new paradigm by placing youth as agents of change" by Hiromi Amano (554 views)
- "What Is There Not to Like About a Global Learning Metric?" by William C. Smith & Aaron Benavot (553 views)

The Appendix provides a list of the blog posts published from January 2019 until December 2019 (see section 'Blog', pages 41 to 44).



Strategic orientations and next steps

- Following NORRAG's Knowledge Production and Dissemination Strategy (2017), NORRAG has systematically decentralised and diversified knowledge products and communication channels: (i) guest editors developed *NSI* and NORRAG made translations available in five of the six United Nations languages; (ii) NORRAG significantly increased and improved its social media presence; (iii) NORRAG produced more non-print communication products (livestreaming, videos, podcasts); and (iv) NORRAG launched an open-access knowledge product series, with in-depth analyses, published by E. Elgar, in the form of the E. Elgar series.
- NORRAG continued mobilising members in 2019, including listing the CIES 2019 and 2020 presentations of NORRAG members and sharing news produced by members and partners. At the end of 2019, NORRAG launched the "Three questions to a NORRAG Member" series, which enabled members to showcase their latest news and highlight their connection with NORRAG.
- NORRAG also launched the NORRAG Podcast knowledge product at the end of 2019 and will further develop it in 2020
- 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.

CAPACITY DEVELOPMENT AND PARTNERSHIP OUTPUT

Courses at the Graduate Institute

In 2019, Gita Steiner-Khamsi taught a 6-ECTS (European Credit Transfer and Accumulation System) course at the Graduate Institute, Geneva, titled “Education and Development: Tools and Techniques for International Cooperation”. The course was very popular with the students from the Master in Development Studies programme and Master in International Affairs programme.

In addition, Steiner-Khamsi advised students interested in international and comparative education on their Capstone research projects and master’s dissertations. In total, NORRAG offered three Capstone projects (with 3-4 students per project); all of them dealt with innovative financing in education.

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

In 2019, NORRAG’s core work in capacity development and research continued with the COFER Innovative Financing in Education and Development: Case Studies and Multi-Media Material for E-Learning project (Innovative Finance in Education (IFE) for short). The two-year project started in 2018 and included the following partners: 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). This project was partially funded by swissuniversities Development and Cooperation Network (SUDAC) under the development of Consortia for Education and Research (COFER) and by the partner organisations.

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

- Understanding the technical aspects of the complex financial design of innovative financing mechanisms;
- Critically analysing diverse perspectives,

opportunities and challenges in using these mechanisms for Sustainable Development Goal 4 (SDG 4);

- Examining the complexities that emerge in the conceptualisation and application to the field of education;
- Adapting appropriate financial mechanisms to the education challenges faced in specific contexts.

In 2019, the NORRAG team completed its comprehensive systematic literature review of both grey and academic literature on IFE initiated in 2018. The team is readying the review for publication in 2020.

During 2019, the team developed data collection and teaching case study drafts on five emblematic IFE cases in India and Argentina:

India Education Outcomes Fund (IEOF)

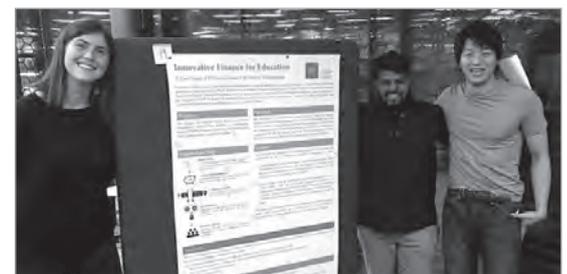
The case study, developed by the Tata Institute of Social Sciences (TISS) with support from NORRAG staff and feedback from consortium members, examines the development of the first pooled funding platform for outcome-based funding for education activities in India.

Zaya Learning Lab

The case study, researched and drafted by NORRAG staff, explores the impact investment space in education technology in India.

N/Core Venture Philanthropy

Graduate Institute Master in Development Studies students developed the desk research, field data collection and initial case study report under their Capstone Project, with extensive support from NORRAG. It examines the approach to stimulate the non-profit education industry ecosystem in India.



Left to right: Graduate Institute students Ludovica Tramontin, Karun Gopinath and So Nakayama (missing from the picture: Dhiman Talapatra) - N/Core: A case study of venture philanthropy to support education in India

Wipro

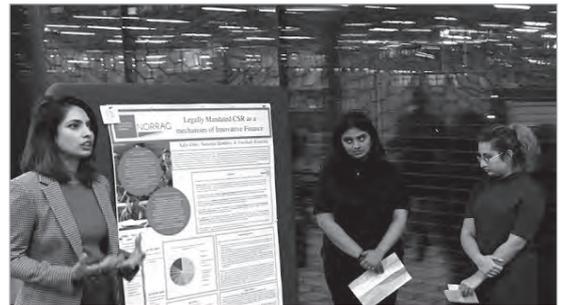
As with the N/Core case, Graduate Institute Master in Development Studies students developed the desk research, field data collection and initial case study report under their Capstone Project, with extensive support from NORRAG. It examines the corporate social responsibility (CSR) funding approach by a major Indian multinational company under India's CSR mandate to improve education quality.

Proyecta tu Futuro

As with N/Core and Wipro, Graduate Institute Master in Development Studies students developed this desk research, field data collection and initial case study report under their Capstone Project. In addition to extensive support from NORRAG, the consortium partner at Universidad Nacional de General Sarmiento in Buenos Aires (Argentina) also provided support to the researchers. The study explores the development of the first social impact bond in Argentina for youth labour market training in Buenos Aires.

The consortium partner at Zurich University of Teacher Education also developed a research proposal for a sixth case study in 2019. This case study will be on Skills and Knowledge for Youth (SKY) – Vocational Training for Young People in Ethiopia. It will exemplify the use of results-based financing for youth skills development for employment.

NORRAG staff also worked on developing education material on IFE by developing the structure and content for six course-weeks/modules and drafting several lecture articles. The course modules will be used in a Massive Open Online Course (MOOC), advanced courses on IFE and other blended-learning delivery formats.



From left to right: Sunaina Bambra, Vaishali Kotecha, Aditi Dhir - WIPRO: Understanding legally mandated Corporate Social Responsibility as a mechanism of innovative financing for education



From left to right: IHEID students Diana Carballo and Francesca Scanavini (missing from the picture: Amanda Azevedo) - Proyecta tu Futuro: A case study of a social impact bond for employability training in Buenos Aires

Complementing the course content that NORRAG developed, the team worked on developing digital learning content on IFE. This included conducting video interviews with practitioners engaged in the case studies. The NORRAG team also hired a multimedia company to develop motion animations of innovative financing mechanisms relevant to the education sector. The motion animations will support the online course content.

Strategic orientations and next steps

In 2020, NORRAG will publish several knowledge products on its website for wider dissemination:

- Systematic literature reviews along with a typology and descriptions of the most prevalent innovative financing mechanisms discussed in education;
- Case descriptions of innovative mechanisms implemented within education in developing countries;
- Motion animations explaining the technical design of innovative financing mechanisms;
- Six in-depth case studies on the design and implementation of innovative financing mechanisms in education.

IFE Consortium partner Zurich University of Teacher Education, in partnership with Helvetas, will complete the field research and publication of the results-based financing mechanism for the Skills and Knowledge for Youth (SKY) – Vocational Training for Young People in Ethiopia project.

Additionally, the University of Cape Town will prepare a case study on the design and launch of the Social Impact Bond for Early Childhood Education in the Western Cape, South Africa. The team will organise the research and knowledge product developed during the project into a MOOC format by August 2020.

POLICY DIALOGUE

International policy agendas and global governance

Over the last three decades, globalisation has presented a new set of challenges and opportunities for policymakers 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. The following pages highlight some of the work in this area, particularly NORRAG's work on the themes of *education in fragile and conflict-affected states*; *politics of data and indicators*; and *governance, International Geneva and new actors*.

Education in fragile and conflict-affected states

According to the United Nations High Commissioner for Refugees (UNHCR), a staggering 70.8 million people are forcibly displaced worldwide, including 25.9 million refugees (2019 figures). Over half of the refugees are below 18 years of age. Education Cannot Wait estimates that 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 interactions between research and policy in the field of education in fragility.

Education in fragility was a key sub-theme in 2019 for NORRAG. Patrick Montjouridès and Gita Steiner-Khamsi are NORRAG's representatives to the Inter-agency Network for Education in Emergencies (INEE) Education Policy Working Group (EPWG) for 2018–2020. Patrick Montjouridès took part in the EPWG meeting in Helsinki on 15–17 May 2019 and in an online meeting on 4–8 November 2019. NORRAG's role as participant in both sessions was as co-convenor of the Data and Evidence Collaborative, a leading role for the team. Data and evidence to support EiE situations constitute one of the key gaps that jeopardise funding and in evidence-informed programming. The collaborative

seeks to tackle this issue by mapping existing data and identifying gaps, increasing the availability of EiE evidence, and producing guidelines and resources for better data and evidence production and use in education sector planning in emergency settings.

An event in the EiE Data Series took place on 20–21 June 2019: The Education in Emergencies Data Summit, organised by NORRAG, USAID and INEE, brought together representatives from 48 organizations at the Graduate Institute, Geneva, to discuss challenges



Yasmine Sherif, Director of Education Cannot Wait, gives the keynote presentation at the Education in Emergencies Data Summit on 20–21 June 2019 in Geneva, Switzerland



Participants at the Education in Emergencies Data Summit on 20-21 June 2019 in Geneva, Switzerland

and opportunities across the humanitarian and development sector. A one-day training session on navigating EiE data was held for interested participants on 19 June. Following the summit, an Action Agenda was drafted over the summer that summarised the key discussions, general recommendations and agreed-upon key actions. An Expert Group, convened by the INEE Data and Evidence Collaborative, will implement the Action Agenda, with the goal of improving the EiE data ecosystem.

Other activities in the area included the moderation of the concluding panel at the Global Education Cluster Annual Partners' Meeting 2019 in Amman, Jordan,

by Joost Mönks. The theme of this meeting was the protective role of education. Conference participants looked at how the child protection and education in emergencies sectors can better work together.

Strategic orientations and next steps

- NORRAG will continue its commitment to advancing the use of data to bring to the surface the needs and rights of marginalized groups through its role as part of the INEE Collaborative on building better data and evidence in EiE.
- NORRAG will sustain its involvement in providing perspectives on best practices and key issues in EiE data through its membership in the UNESCO Resilience to Crises Global Reference Expert Group.
- NORRAG has provided inputs in the preparation and will participate in the upcoming UNESCO conference on “*Strengthening EMIS [Education Management Information Systems] and Data for Increased Resilience to Crises*” (21-23 April 2020).
- NORRAG will support the Graduate Institute in the pledge to strengthen Geneva as the international hub for humanitarian aid and education.

Specific activities

Participation in the *Swiss launch of the 2019 Global Education Monitoring Report on Migration, displacement and education: Building bridges, not walls*, organised by the Swiss Agency for Development and Cooperation (SDC)

Bern, Switzerland,
21 February 2019: Joost Mönks, Paul Gerhard

Participation in “*Education in the 2030 Agenda – Leaving no one behind: Children with disabilities, girls, forcibly displaced children and minorities*” event, organised by Permanent Missions of the State of Qatar, Singapore, Japan, Argentina, Belgium, Uruguay and Education Above All Foundation

Geneva, Switzerland,
6 March 2019: Joost Mönks, Paul Gerhard

Global Education Cluster Annual Partners' Meeting 2019, organised by the Global Education Cluster

Amman, Jordan,
27 March 2019, with Joost Mönks

INEE Education Policy Working Group meetings

Helsinki, Finland,
15-17 May 2019
and online on 4-8 November 2019: Patrick Montjouridès

Education in Emergencies Data Summit, organised in cooperation with INEE, USAID and support from the Swiss Agency for Development and Cooperation (SDC)

Geneva, Switzerland,
20-21 June 2019:
Gita Steiner-Khamsi,
Joost Mönks, Patrick Montjouridès



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 a key agent of the global education community and serves as an important source of legitimation and justification for decision making and for 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 education-relevant Sustainable Development Goals (SDG) and frameworks.

Patrick Montjouridès, NORRAG Senior Research Associate, participated in the *Technical Cooperation Group on the Indicators of SDG4* organised by the UNESCO Institute for Statistics on 29-30 August 2019 in Yerevan, Armenia. The meeting was organised in partnership with the Ministry of Education, Science, Culture and Sport of the Republic of Armenia, with the support of UNICEF/Armenia. It aimed to bring together key stakeholders in the field of education statistics to continue the development and implementation of the SDG4 Monitoring Framework.



Strategic orientations and next steps

- NORRAG will continue following the debates on the technical and political developments associated with the SDG 4 monitoring framework and shall participate when possible in key international forums such as the Technical Cooperation Group (TCG).
- NORRAG will assess the possibility of having Patrick Montjouridès develop and teach a course on data and evidence, in collaboration with an international organization.

Governance, International Geneva and New Actors

In the context of globalisation and of Agenda 2030, education is among the domains that initiatives are increasingly addressing at both regional and global levels. However, unlike 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 governance trends in the field.

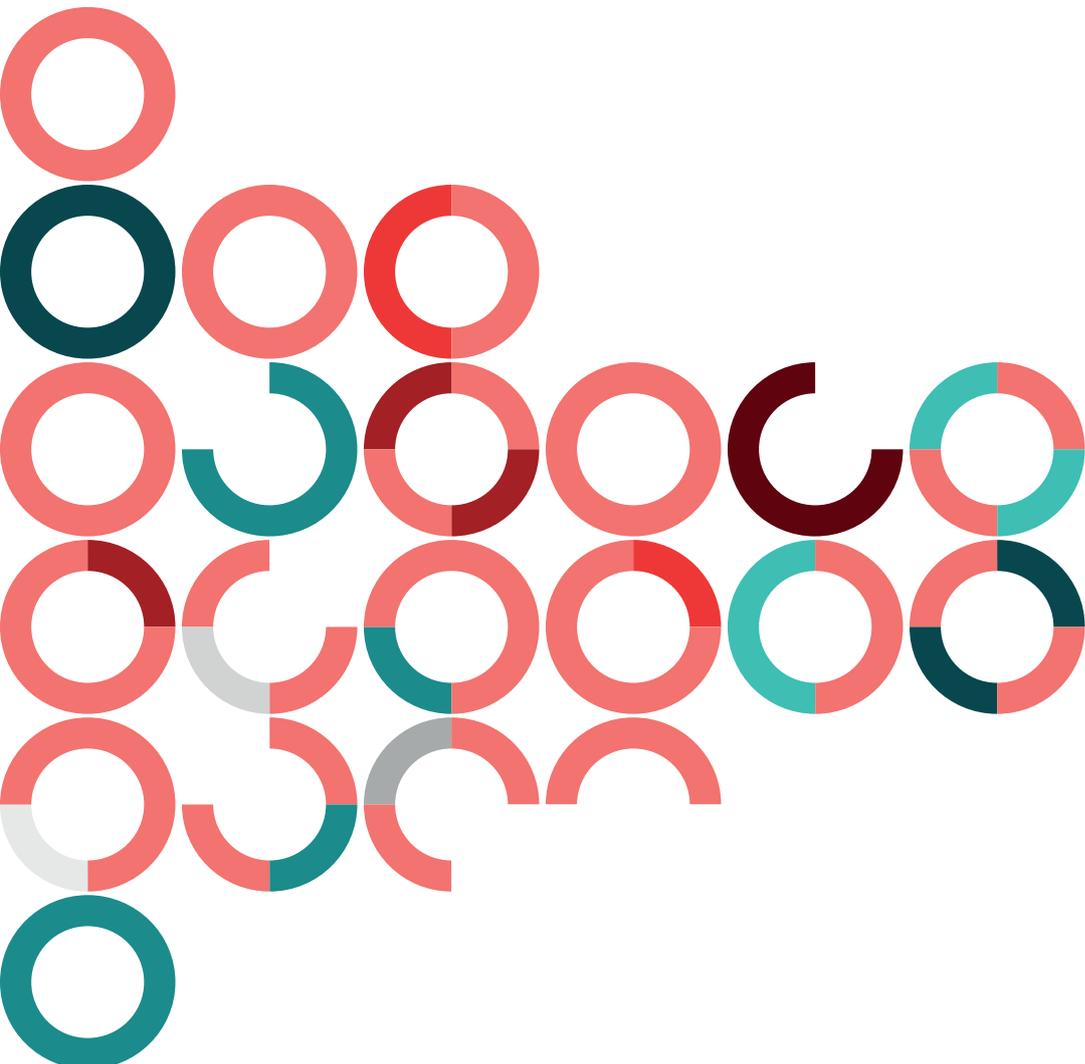
In October 2019, NORRAG released *NSI 03* titled *Monitoreo global del desarrollo educativo nacional: ¿coercitivo o constructivo?* (Global Monitoring of National Educational Development: Coercive or Constructive?) with Marisol Vasquez from the Centre for Economic Research and Teaching (CIDE) in Mexico as guest editor. The issue, for the first time published in Spanish in its original version, looks at how global reports, such as UNESCO's Global Education Monitoring Report, the World Development Report and Global Monitoring Report of the World Bank,

and the Organisation for Economic Co-operation and Development (OECD) Education at a Glance, and international standardised tests, such as PISA, TIMSS & PIRLS and LLECE, influence the global development agenda, particularly in Latin America but more generally in the Global South and East.

Strategic orientations and next steps

- NORRAG will release a translation of *NSI 03* to English as well as contextualisation in Arabic, French, Mandarin Chinese and Russian in 2020. In addition, NORRAG scheduled a launch event for *NSI 03* for March 2020 as part of the Graduate Institute Education Series supported by NORRAG.
- 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 examples of this.

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



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

NORRAG seeks to contribute to advancing the Right to Education (RTE) agenda and to help 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.

This annual report highlights some of the work in this area, particularly NORRAG's work on the themes of the *right to education policies; best practices and experiences; and teacher policy*.

Right to Education Policies, 'Best Practices' and Experiences

Meetings of the Education and Migration working group took place on 21 February and on 19 September in Bern, Switzerland. This working group is a direct outcome of the thematic day organised in cooperation with RECI in September 2018, which looked at the right to education in the context of migration. The group comprises NORRAG, RECI and interested representatives from NGOs and public education system organisations involved in the topic. The aim of the working group is to carry on the discussions initiated during the conference.

An outcome of the working group is a report, due for release in 2020, that presents six case studies on good practice examples and provides recommendations on improving access to education for refugees, migrant children and youths.

Specific activities

Co-organisation with RECI of the first meeting of the *Education and Migration working group*

Bern, Switzerland,
21 February 2019, Joost Mönks, Paul Gerhard

Co-organisation with RECI of the second meeting of the *working group Education and Migration*

Bern, Switzerland,
19 September 2019:
Joost Mönks, Paul Gerhard, Silvan Oberholzer

Presentation of a poster at the *University Refugee Forum* highlighting early results of the report and education and migration case studies

Geneva, Switzerland,
16 December 2019: Joost Mönks, Paul Gerhard

Strategic orientations and next steps

- In 2020, NORRAG will present the Education and Migration report. The report highlights six case studies on good practice and recommendations to improve access to quality education for refugees, migrant children and youths. The case studies also present strategies to mitigate the exclusion of these children and youths from host country education systems and to ensure that children and youths on the move can continue their education and benefit from quality and adapted education programmes.
- 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

NORRAG
Education and Migration
Recommendations for Practitioners

Following a major conference on Education and Migration organised in November 2018 by RECI and NORRAG, a working group was created with representatives from RECI, NORRAG, Swiss NGOs, a teacher training institution and representatives from two national departments of education to carry on the discussions initiated during the conference around the question: "How far can good practice examples from Switzerland and on the international level promote mutual learning and inspiration for the work with migrants, refugee children and youth?"

A report will be presented in January 2020 at the Graduate Institute, Geneva. The report presents six case studies on "good practice" and recommendations to improve access to quality education for refugees, migrant children and youth. The case studies also present strategies to mitigate exclusion of these children and youth from the host countries' education system and to ensure that children and youth on the move can continue education and benefit from quality and adapted education programmes.

The recommendations are addressed to both practitioners and policy-makers.

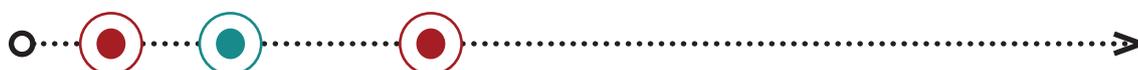
About the report

Case studies

- Children of Refugees in Education (CORE)**: CORE is a project led by the University of Teacher Education in Zurich which aims to teach the skills through a learning app to young refugees (15-18 years old) on the move. The app guides through exercises on psychosocial skills or professional orientation.
- Essence of Learning (EoL)**: EoL is an emergency pedagogical methodology by Caritas Schweiz which allows refugee and migrant children to continue their "learning path" and to "re-learn" their learning potential, disregarding their age, through psychosocial activities and learning tasks.
- Quality in Multicultural Schools (QUMS)**: QUMS is a programme of the Department of Education of the Canton of Zurich. It targets schools with a percentage of 40 or higher of pupils from immigrant background with activities that foster language, social integration and equal opportunities.
- Child Friendly Spaces (CFS)**: CFS is a project of Save the Children Schweiz, based on a concept tested internationally in crisis settings to develop child- and youth-friendly spaces in refugee centres located in Switzerland.
- Protecting Displaced Youth through Sustainable Secondary Education**: This project developed by RET International for Business refugees in Chad aimed to provide quality secondary education using the Chadian curriculum with the final aim to transfer the refugee schools to the Chadian MGE.
- Service de l'Accueil de l'Enseignement Secondaire II (ACES2)**: This service by the Geneva Department of Education offers welcome and integration classes for non-francophone migrant children and youth so that they eventually may join the regular education system.

Recommendations

- General level**
 - Foster flexibility in education programs on different levels such as pedagogy, curricula, timetables and learning subjects
 - Offer learning opportunities in the local and native language
 - Ensure that psychosocial dimensions are integrated in education programs
- Decision makers in the education sector**
 - Ensure that teachers possess a specific set of competencies
 - Enable cooperation between parents and educational actors
 - Institutionalize the exchange between different actors
 - Promote exchange between domestic and international actors
- International cooperation, NGOs and training institutions**
 - Build programs in cooperation with private and public actors
 - Embed programs in the local context
 - Integrate psychosocial dimensions into learning programs



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 are an undervalued area of research and knowledge generation. Teacher policies can help address existing equality and equity concerns in education and 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.

In 2019, NORRAG was appointed a member of the UNESCO Teacher Task Force (TTF) and actively participated on 8-12 December in Dubai, United Arab Emirates, in the Annual meeting and the 12th Policy Dialogue Forum on “*The Future of Teaching*” of the International Task Force on Teachers for Education 2030. The event was jointly organised by the TTF Secretariat, the United Arab Emirates Ministry of Education and UNESCO Offices in the region. Professor Ji Liu, NORRAG Senior Research Associate, represented NORRAG, discussing its status as a global network and knowledge hub for education policy and introducing its key mandates to produce, disseminate and broker knowledge and engage in capacity development, specifically applications addressing educational inequalities.

Another activity related to teacher policy was NORRAG’s work in the working group and thematic day on Teacher Training for Quality Education (TTQE) that took place on 19 November in Bern.



Ji Liu, NORRAG Senior Research Associate at the Annual meeting and the 12th Policy Dialogue Forum on “The Future of Teaching”

Strategic orientations and next steps

- Prof Ji Liu will continue to be NORRAG’s focal point in the Teacher Task Force.

Specific activities

Participation in the working group *Teacher Training for Quality Education (TTQE)*, organised by RECI
 Bern, Switzerland, 3 September 2019: Paul Gerhard

Support of communication and marketing activities at the *RECI thematic day on Teacher Training for Quality Education (TTQE)*
 Bern, Switzerland, 19 November 2019: Paul Gerhard, Silvan Oberholzer

Participation as speaker and member of the *UNESCO Teacher Task Force to the Annual Meeting and the 12th Policy Dialogue Forum*
 Dubai, United Arab Emirates, 8-12 December 2019: Ji Liu



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 grows worldwide, NORRAG is aiming 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 quality and equality in education.

Philanthropy in Education

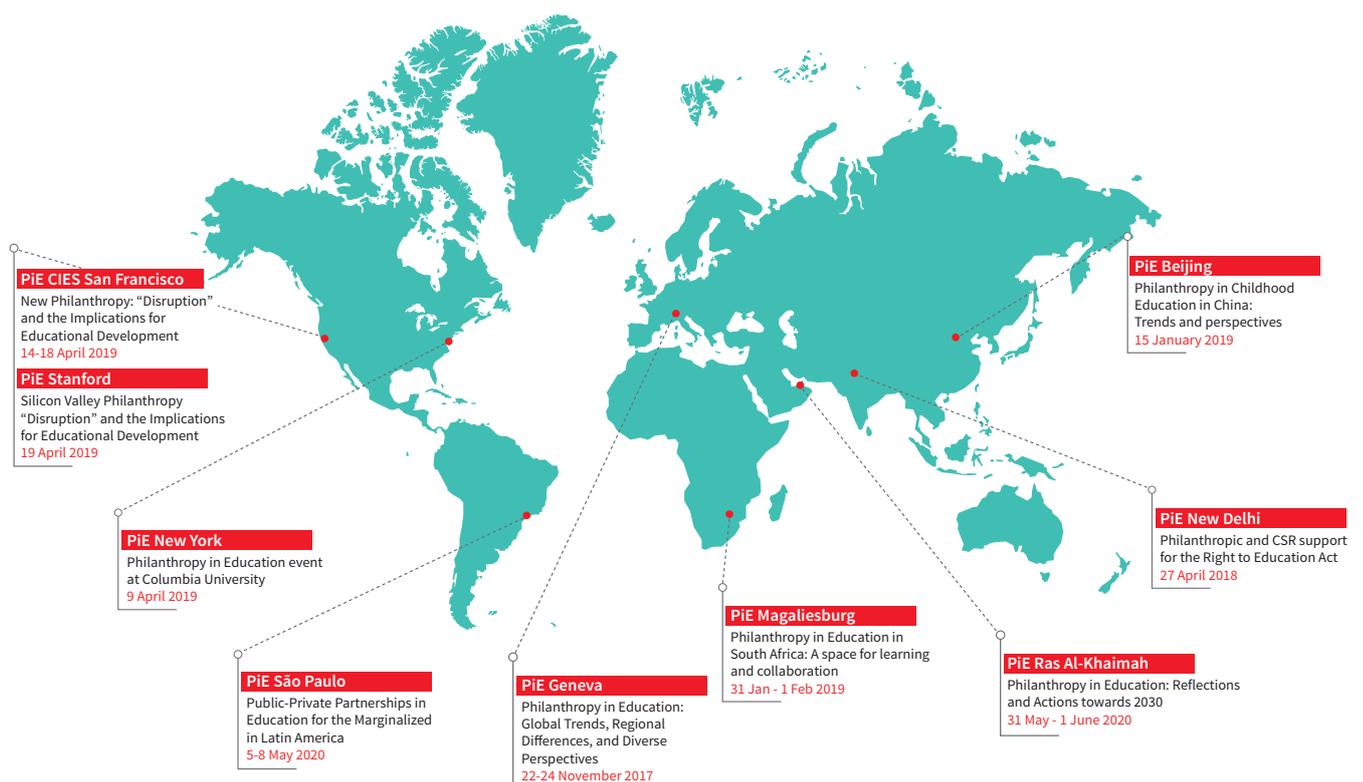
In 2019, NORRAG organised several events in the Symposium Series on Philanthropy in Education (PiE). The third event in the PiE symposium series took place on 15 January 2019 in Beijing, in collaboration with China Global Philanthropy Institute and the 21st Century Education Research Institute on the topic of “*Philanthropy in Childhood Education in China: Trends and Perspectives*”. The Laoniu Brother & Sister Foundation provided support to the event’s organisation. This was followed by the fourth event in the PiE series, organised in Magaliesburg, South Africa, on 31 January and 1 February 2019, with the Zenex Foundation and the Human Science Research Council (HSRC). The event explored “*Philanthropy in Education in South Africa as a Space for Learning and Collaboration*”.

On 9 April 2019 at Teachers College, Columbia University, NORRAG, in collaboration with the George Clement Bond Center for African Education, organised a panel discussion on “*Investing in Education in Africa: Diverse Perspectives on Innovative Financing*”. The event was co-sponsored by the 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.

During the CIES Annual Conference held in San Francisco on 14-18 April 2019 under the theme of “*Education for Sustainability*”, the Graduate Institute of International and Development Studies in Geneva and NORRAG, in collaboration with the Open Society Foundations (OSF), the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research, and the Stanford Center on Philanthropy and Civil Society (PACS), co-organized two panels on PiE on 16 April 2019. In addition, the partners also co-organised a research symposium on 19 April 2019 at Stanford PACS in Palo Alto, USA, titled “*Silicon Valley Philanthropy ‘Disruption’ and the Implications for Educational Development*”.

Additionally, in November 2019, NORRAG and the Sheikh Saud bin Saqr Al Qasimi Foundation for Policy



Research published *Philanthropy in Education: Diverse Perspectives and Global Trends*, edited by Natasha Y. Ridge, Executive Director, Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research, and Arushi Terway, Senior Lead Research Associate, NORRAG. This is the second volume in the open-access NORRAG Series on International Education and Development, published by E. Elgar Cheltenham, UK. Available in Open Access at E. Elgar Online, it contributes to the emerging debates on the approaches and role of philanthropy in international education development.

The authors explore the many ways in which philanthropic actors are engaging with local education

sectors in a variety of countries, including Brazil, Peru, Nigeria, the USA and India, as well as larger trends in the sector, such as new approaches to finance, the role of global policy partnerships, and expanded possibilities for corporate social responsibility through corporate foundations. The authors also examine and challenge commonly held perceptions of actor relationships in the philanthropic spaces and the need for greater collaboration and communication between national governments, international organisations, academia and philanthropic organisations. In conjunction with the book's release, NORRAG released a series of interview podcasts with chapter authors.

Specific activities

"Philanthropy in Childhood Education in China: Trends and Perspectives", with the China Global Philanthropy Institute, funded by the Lao Niu Foundation

Beijing, China, 15 January 2019: Joost Mönks, Arushi Terway

"Philanthropy in Education in South Africa: A Space for Learning and Collaboration" with the Zenex Foundation and the Human Science Research Council (HSRC)

Magaliesburg, South Africa, 31 January–1 February 2019: Joost Mönks, Arushi Terway, Marina Avelar

"Investing in Education in Africa: Diverse Perspectives on Innovative Financing", co-sponsored by the 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, USA, 9 April 2019: Marina Avelar

CIES Panel: *"New philanthropy: 'disruption' and the implications for education development I&II"*

San Francisco, USA, 16 April 2019, with Gita Steiner-Khamsi, Alexandra Draxler, Lara Patil and Marina Avelar.

CIES Roundtable: *Book Launch: The State, Business and Education: Public-private partnerships revisited*, edited by Gita Steiner Khamsi and Alexandra Draxler

San Francisco, USA, 17 April 2019: Alexandra Draxler



"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

Palo Alto, USA, 19 April 2019: Alexandra Draxler, Gita Steiner-Khamsi, Lara Patil, Joost Mönks

Participation and presentation on behalf of NORRAG at the *SUDAC International Conference*

Bern, Switzerland, 18 October 2019: Felicitas Acosta, Universidad Nacional de General Sarmiento, Buenos Aires and Cathryn Magno, University of Fribourg, Switzerland, project partners

Presentation during the *"Paving the way to quality education for all, What role for philanthropy?"* panel organised by OECD Global Network of Foundations Working for Development (netFWD) in collaboration with the Global Education Monitoring (GEM) Report at UNESCO

Paris, France, 22 October 2019: Lara Patil





Event: Silicon Valley Philanthropy 'Disruption' and the Implications for Educational Development

Strategic orientations and next steps

Building on its work in philanthropy in education and innovative financing in education, NORRAG is set to organise the last two events in 2020 in the symposium series "*Philanthropy in Education: Global Trends, Regional Differences and Diverse Perspectives*", including:

- The culminating PiE symposium titled "*Philanthropy in Education: Reflections and Actions towards 2030*" will be held on 31 May-1 June 2020. The Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research will host the event in Ras Al Khaimah, United Arab Emirates. The symposium will include new research in PiE along with reflections from partners and researchers from the previous regional PiE events.
- NORRAG, and the Brazilian Campaign for the Right to Education (BCRE) will organise a panel session within the International Seminar on Education: "*Facing challenges and strengthening free, quality public education in Latin America and the Caribbean and in the Lusophone countries*", on 5-8 May 2020 in São Paulo, Brazil. The panel will bring together representatives from civil society organisations and non-profits, governments and academia.
- NORRAG will launch the edited volume *Philanthropy in Education: Diverse Perspectives and Global Trends* for the members of the Comparative and International Education Society at CIES 2020 in Miami, USA, and several chapter authors will present the book's content in two separate panels.
- *NORRAG Special Issue 04* will be on New philanthropy, disruption, and other debatable trends, edited by Marina Avelar and Lara Patil of NORRAG. The release is planned for Q1 2020.
- Throughout 2020, NORRAG will publish several more podcast discussions with the chapter authors of the edited volume *Philanthropy in Education: Diverse Perspectives and Global Trends*.

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 begin 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 between how the two types of providers conceive, design and speak of basic educational services and goods. How does the public sector propose and implement privatisation policies? What are the consequences for education, both short-term and long-term, of this intersection between the private and public sectors?

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

In April 2019, Gita Steiner-Khamsi took part in the first ever FreshEd Live event in San Francisco. FreshEd, hosted by Will Brehm, is a weekly podcast that makes complex ideas in educational research easy to understand. Professor Steiner-Khamsi addressed a range of issues related to private sector engagement

Specific activities

Lunch Briefing – *“Public-Private Partnerships: Challenges and Consequences for Education”*, organised by the Graduate Institute, Geneva

Geneva, Switzerland, 19 March 2019: Gita Steiner-Khamsi as featured speaker

“The Abidjan Principles – Regulating Private Involvement in Education”, co-organised by Teachers College, Columbia University and the Global Initiative for Economic, Social and Cultural Rights

New York, USA, 5 April 2019



“FreshEd Live! Altered States (of Education)”, Gita Steiner-Khamsi in conversation with Will Brehm

San Francisco, USA, 14 April 2019

in public education and touched upon topics such as Bridge International, the International Baccalaureate, the Abidjan Principles, and ranging from network governance to system theory. The podcast, supported by NORRAG, was recorded as a side activity of the CIES Conference and saw the attendance of more than 60 experts and colleagues who contributed to the discussion during the final Q&A.

In 2019, NORRAG continued its support for the Guiding Principles text, culminating with the official launch of the Abidjan Principles in February 2019. On 5 April 2019 at Teachers College in New York, NORRAG and Teachers College, Columbia University, co-organised the *“Abidjan Principles - Regulating Private Involvement in Education”*, a workshop about the recently signed Abidjan Principles. NORRAG continued to support the Abidjan Principles through communication and marketing, organising on 27 June 2019 the live stream of *“Implementing SDG 4 in accordance with the right to education and the Abidjan Principles”*, a side event at the 2019 Human Rights Council on SDG 4 and the right to education.

Strategic orientations and next steps

- NORRAG will reflect on the implications of the Abidjan Principles for the engagement of PiE in Latin America as part of the PiE seminar taking place in Brazil in 2020. Roundtable participants will discuss specific country cases and how different stakeholders can use the Abidjan Principles to guide their actions.

Technical support at *“Implementing SDG 4 in accordance with the right to education and the Abidjan Principles”*, organised by the mandate of the UN Special Rapporteur on the right to education, the Permanent Representation of France in Geneva, Amnesty International, the Equal Education Law Centre, the Global Initiative for Economic, Social and Cultural Rights, the Initiative for Social and Economic Rights, NORRAG, and the Right to Education Initiative

Geneva, Switzerland, 27 June 2019: Paul Gerhard



The basic education–vocational skills development nexus

With a growing emphasis on the need to equip youth with the means to adapt to the changing relationship between education and the labour market, the basic education–vocational skills development nexus 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. Vocational skills are, for many, a means to escape poverty. As such, NORRAG gives particular attention 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.

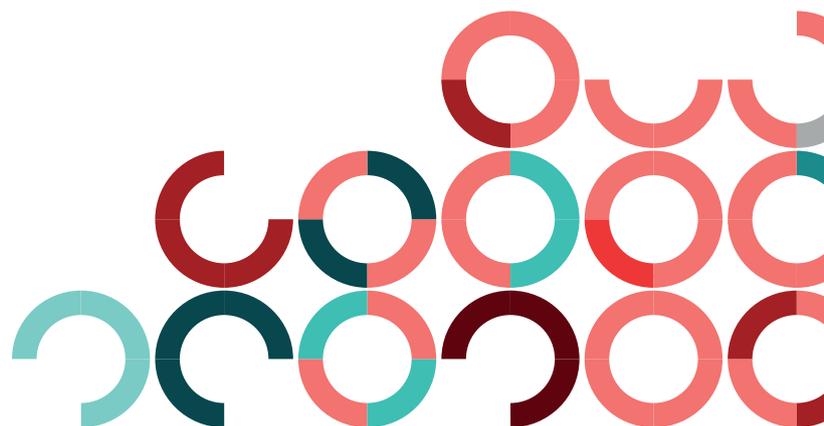
In 2019, NORRAG helped organising the outreach activities of the event “*Global Interdisciplinary Policy Research Conference on Youth Transitions*” an initiative of the Graduate Institute’s Centre for Finance and Development, Decent Jobs of Youth and the International Labour Organization due to take place in 2020.

Activities NORRAG participated in or organised

Presentation of the RECI report “*The Education - Training - Work & Employment Continuum in Development Cooperation*” at the RECI Workshop “*Continuum éducation - formation - travail & emploi*”, organised by RECI in cooperation with FoBBIZ (Bern, Switzerland, 4 June 2019, with Michel Carton, Paul Gerhard and Silvan Oberholzer)

Strategic orientations and next steps

- As part of the *Global Interdisciplinary Policy Research Conference on Youth Transitions*, which will take place on 20-21 February 2020, NORRAG will help with dissemination, outreach, and programme layout.
- NORRAG engagement in the field of VSD and the basic education–vocational skills development nexus will be opportunity-driven.



BACKSTOPPING SUPPORT FOR SDC

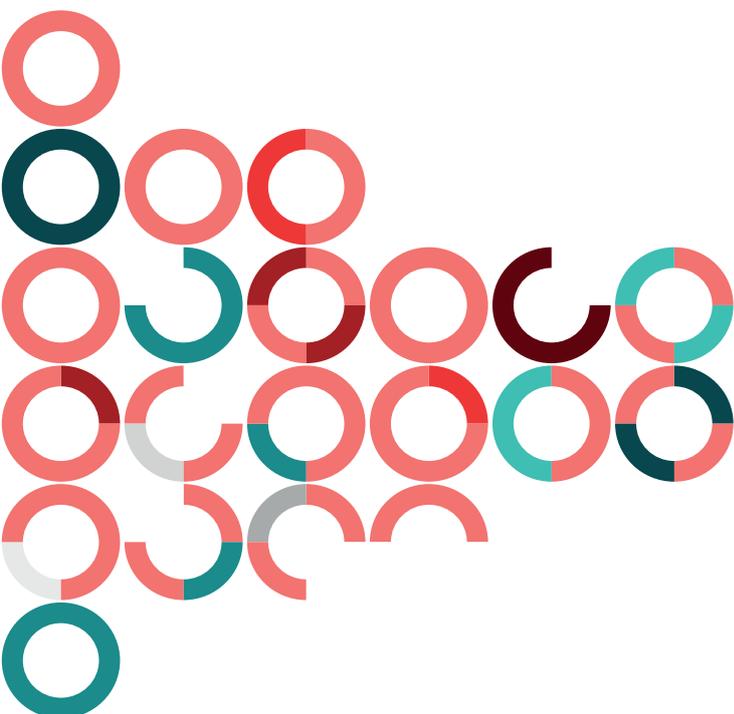
NORRAG provides backstopping support to the Swiss Agency for Development and Cooperation (SDC) Education Programmes through a dedicated team. This mandate aims to strengthen the quality, effectiveness and implementation of SDC's thematic work on education. The mandate specifically supports SDC's Education Focal Point (EFP) and team for the implementation of SDC's new education strategy launched in May 2017. The SDC's education strategy resonates 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 runs from February 2018 to the end of January 2021.

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

In 2019, Barbara Zeus led the backstopping team, which also included Gita Steiner-Khamsi as Chief Technical Adviser, Laetitia Houlmann and then Marina Dreux Frotté as Communication and Outreach Coordinators, Michèle Audrée Ndedi Batchandji as Junior Researcher, Teodora Cakarmis as Communication Assistant, and Anouk Pasquier Di Dio as temporary Coordinator.

One of the highlights of 2019 was the organisation of the *Global SDC Education Face-to-Face (F2F) on Basic Education and Vocational Skills Development* that took place in May 2019 in Zurich. The backstopping mandate provided key support to this event in terms of planning, organisation and communications. The event brought together SDC staff involved in basic education, vocational skills development, protection and migration working in development, transition or humanitarian contexts in SDC partner countries or at headquarters, along with NGO implementing partners from the field and from Switzerland. A total of 161 people travelled from over 40 countries to attend F2F sessions. NORRAG also provided extensive support for the production of a series of communication products (F2F Spotlight Series) shared with SDC Education Network members and featuring the event's highlights, related documentation and communication about follow-up activities.

In 2019, the backstopping team also conducted an extensive review of SDC's Basic Education and Lifelong Learning portfolio and a comparative quantitative and qualitative analysis of SDC's engagement in Basic Education and Lifelong Learning in 2016 and 2018.



NORRAG WEB PRESENCE

In 2019, the NORRAG web presence consolidated its structure, composed of the NORRAG website (www.norrags.org), the NORRAG resource library and member area (<https://resources.norrags.org>) and NORRAG's social media channels on Twitter, Facebook and LinkedIn. NORRAG launched a dedicated space for high-quality video on Vimeo in 2019.

The unified infrastructure allowed NORRAG to continue to provide better functionalities and services to its members in 2019. NORRAG now sends its bulletin using Mailchimp; past issues are available from the NORRAG "About Us" section of the website.

NORRAG's social media presence grew strongly in 2019, with the Facebook page reaching 1,000 subscribers and the Twitter account, still the most popular channel, passing 3,000 followers. NORRAG regularly organised promotional campaigns on Twitter for its events and activities. In 2019, the use of video interviews and video streaming increased and has proven popular. NORRAG's Facebook channel usually hosted the streams, while the Vimeo channel hosted interviews.



www.norrags.org



<https://resources.norrags.org>



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GOVERNANCE

NORRAG TEAM

The NORRAG Team was composed of the following members from January to December 2019:

Gita Steiner-Khamsi, Director

Joost Monks, Executive Director

Arushi Terway, Senior Lead Research Associate

Patrick Montjouridès, Senior Research Associate

Michel Carton, Senior Advisor

Alexandra Draxler, Senior Advisor

Marina Avelar, Research Associate

Emeline Brylinski, Research Associate

Ji Liu, Research Associate

Lara Patil, Advisor

Marina Dreux Frotté, Programme Coordinator

Anouk Pasquier Di Dio, Office Coordinator

Paul Gerhard, Community Management and Communication Officer

Silvan Oberholzer, Trainee

NORRAG backstopping for the Swiss Agency for Development and Cooperation

Gita Steiner-Khamsi, Chief Technical Advisor

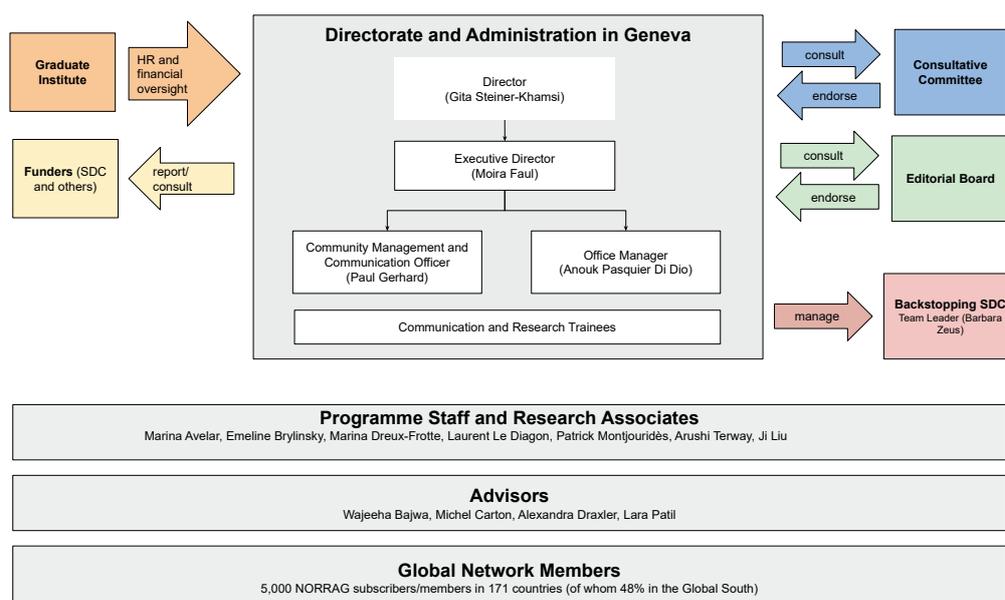
Barbara Zeus, Team Leader, SDC Backstopping (Anouk Pasquier Di Dio from Aug.-Dec.)

Laetitia Houlmann, Communication and Outreach Coordinator, SDC Backstopping (Marina Dreux-Frotté from Jul.-Dec.)

Michèle Audrée Ndedi Batchandji (Mar.-Jun.), Junior Researcher

Teodora Cakarmis (Mar.-Jun.), Communications Assistant

2020 ORGANISATIONAL CHART



NORRAG CONSULTATIVE COMMITTEE

The NORRAG Consultative Committee serves as a ‘sounding board’ for NORRAG’s strategic development and endorses NORRAG’s Annual Reports. As of May 2018, the NORRAG Consultative Committee was composed of the following members:

Liu Baocun, Professor and Director, Institute of International and Comparative Education, Beijing Normal University, China

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

Alexandra Draxler, Senior Advisor, NORRAG

Moira Faul, Deputy Director, 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

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

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 July 2019, the Editorial Board was 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*

Emeline Brylinski, Research Associate, NORRAG and editor of *NSI*

Alexandra Draxler, Senior Advisor, 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*

Alima Ibrasheva, Senior Researcher, Nazarbayev University Graduate School of Education and editor of the Russian language version of *NSI*

Ji Liu, Professor of Comparative Education and Economics of Education, Tin Ka Ping School of Education, Shaanxi Normal University and editor of the NORRAG blog

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*

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: Collaborated with NORRAG on the organisation and preparation of the regional symposium '*Philanthropy in Childhood Education in China*', held in Beijing in January.

FreshEd with Will Brehm, in 2019 NORRAG and FreshEd penned a collaborative agreement to co-organise live events including one at CIES, one in London and one at the Graduate Institute.

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 of International and Development Studies Geneva (IHEID). In addition to providing core funding, the Graduate Institute collaborates with NORRAG on multiple events throughout the year.

Human Science Research Council (HSRC), South Africa: Collaborated with NORRAG on the organisation of *Philanthropy in Education in South Africa: A Space for Learning and Collaboration*, held in Magaliesburg, South Africa on 31 January–1 February 2019.

India Development Foundation (IDF), India: 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.

Inter-Agency Network for Education in Emergencies (INEE), USA: Starting in 2018, INEE and NORRAG entered into closer cooperation. In April 2018, NORRAG joined the INEE Education Policy Working Group (EPWG) as a member for 2018–2020. Gita Steiner-Khamsi, Director, and Patrick Montjouridès, Senior Researcher, were NORRAG's representatives in the working group. NORRAG is also co-leads of INEE Data and Evidence Working Group, represented by Patrick Montjouridès, Senior Researcher.

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), Switzerland: NORRAG is an active Committee member of the Swiss Network for Education and International Cooperation (RECI) and sat on the RECI steering committee. NORRAG collaborates on the topic of Education and Migration with RECI.

Swiss Agency for Development and Cooperation (SDC) Education Programmes, Switzerland: SDC provides core organisational support and funding across NORRAG knowledge production and policy dialogue activities in all thematic areas. In addition to this core support, since April 2018, NORRAG hosts the SDC backstopping team with a mandate aimed at supporting SDC's Education Focal Point (EFP) and team for the implementation of SDC's Education Strategy launched in May 2017.

swissuniversities: project funding (matched by partner organisations) for the project "Innovative Financing in Education and Development: Case

Studies and Multimedia Material for ELearning", a Development and Cooperation Network (SUDAC) project under the development of Consortia for Education and Research (COFER) with University of Fribourg (Switzerland), 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), University of Cape Town (South Africa).

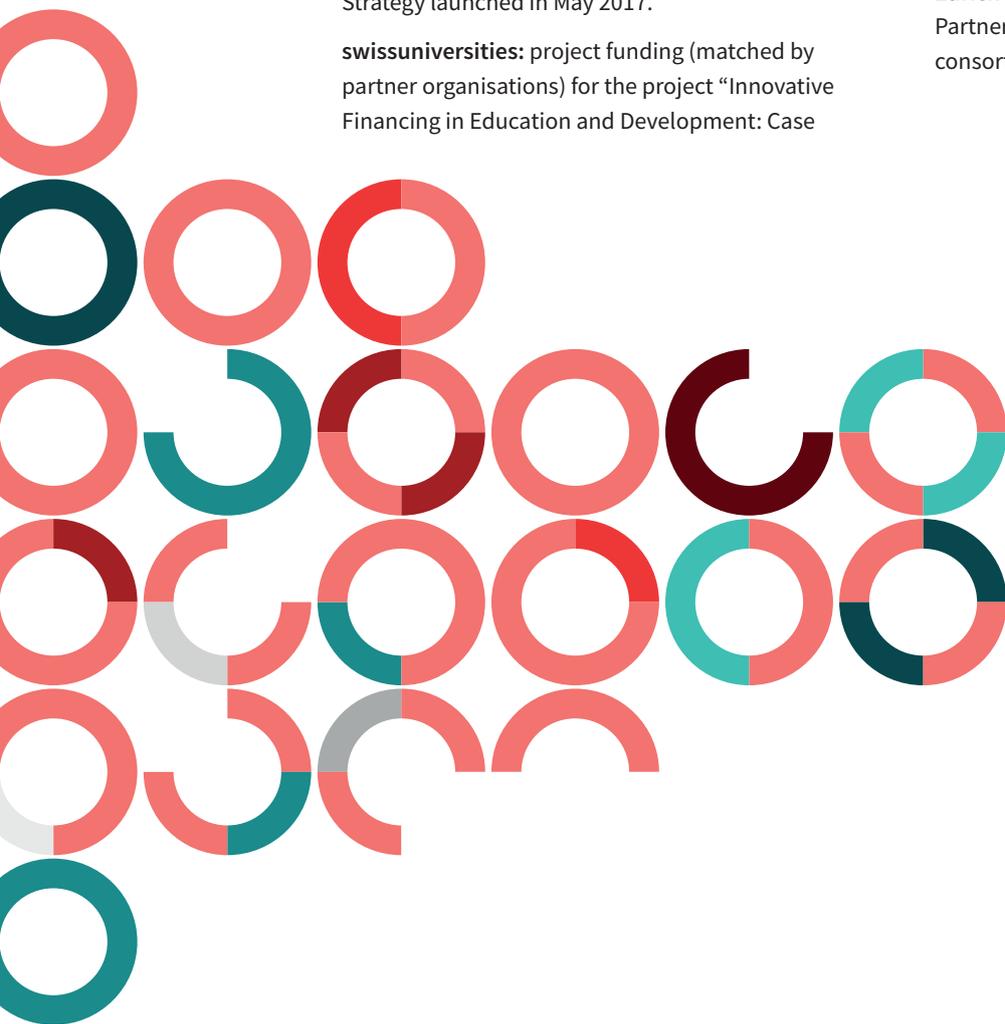
Tata Institute of Social Sciences, India: Partner in the Innovative Finance in Education project consortium.

Universidad Nacional de General Sarmiento, Argentina: Partner in the Innovative Finance in Education project consortium.

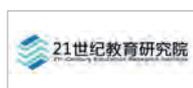
University of Fribourg, Department of Education Sciences, Switzerland: Partner in the Innovative Finance in Education project consortium.

Zenex Foundation, South Africa: Collaborated with NORRAG on the organisation of *Philanthropy in Education in South Africa: A Space for Learning and Collaboration*, held in Magaliesburg, South Africa on 31 January–1 February 2019.

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), USA: 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.

Global Partnership for Education: 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.

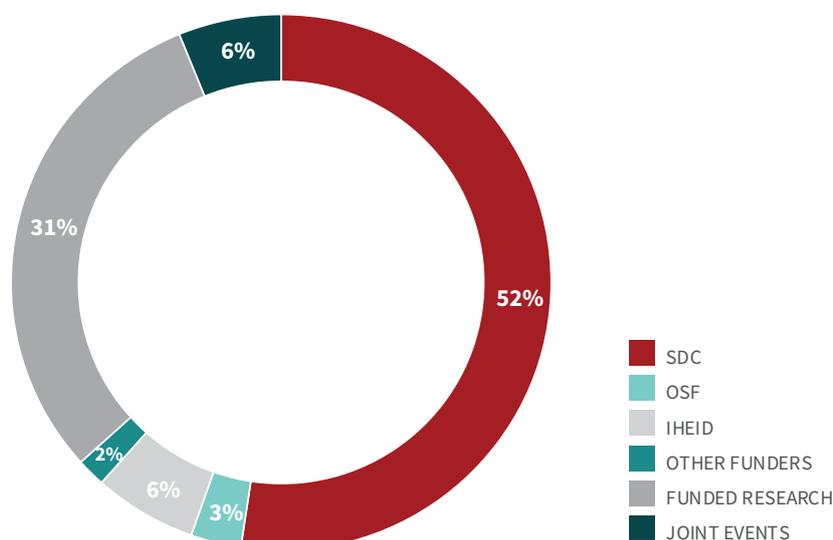
Right to Education Initiative/the Global Initiative for Economic, Social and Cultural Rights: Collaboration in the framework of the Guiding Principles on the human rights obligations of States to provide public education and to regulate private involvement in education (Abidjan Principles).

UNESCO Institute for Statistics: Collaboration on the NORRAG blog with several posts.

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).

Partners and contributions



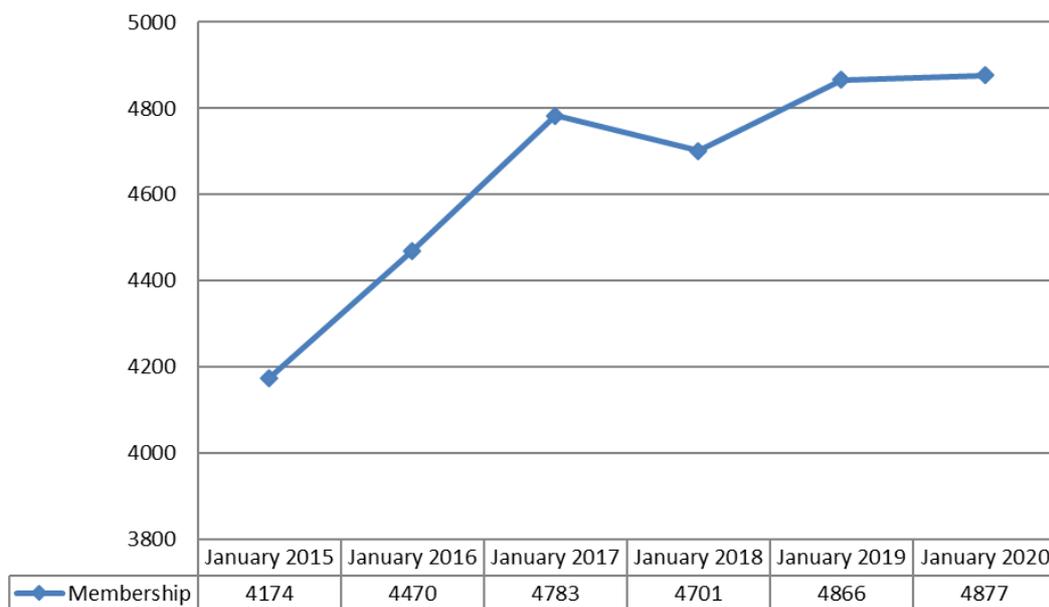
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APPENDIX:
STATISTICS

MEMBERSHIP

Figure 1: Evolution in total membership* (2015–2020)



*All members with a valid email address, subscribed or not to the News Bulletin

- The number of NORRAG’s members continued to grow, with over 45 new members between January 2019 and January 2020, representing a 0.9% increase.
- The network is kept up to date with tools to ensure that email addresses in the member database are accurate. This change implies a slower increase rate as emails are regularly deleted while new members are added.

Table 1: Members by country (> 40 members in January 2020)

	Jan 2020	% of total
United Kingdom	546	11.12
United States	461	9.39
India	309	6.29
Switzerland	298	6.07
France	176	3.58
South Africa	161	3.67
Nigeria	131	2.67
Canada	129	2.63
Germany	124	2.53
Australia	119	2.42
Japan	109	2.22
Kenya	107	2.18
China	103	2.10
Netherlands	103	2.10
Ghana	96	1.96
Korea, Republic of	81	1.65
Bangladesh	72	1.47
Italy	68	1.38
Belgium	64	1.30
Tanzania, United Republic of	63	1.31
Ethiopia	62	1.26
Oman	59	1.20

	Jan 2020	% of total
Pakistan	59	1.20
Uganda	56	1.14
Norway	46	0.94
Sweden	46	0.94
Argentina	44	0.90

Figure 2: NORRAG members by region

Beginning in 2019, NORRAG is using a new region classification based on the United Nations Statistical Division country classification.

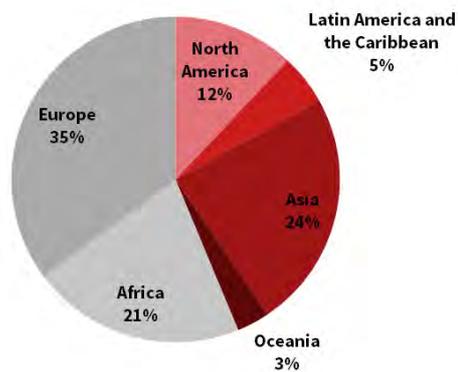


Table 2: Percentage of total active members by region in January 2019 and January 2020

Active Members by Region	January 2019	January 2020
North America	12%	12%
Latin America and the Caribbean	5%	5%
Asia	23.6%	24%
Oceania	3.2%	3%
Africa	21.1%	21%
Europe	35.1%	35%

- With the new NORRAG regions following the UN classification, the strongest growth in members was from Asia, while Africa, Europe and Oceania had slightly fewer members.

WEBSITE

Figure 3: Website statistics (Jan – Dec 2019)



For the reported period (1 January – 31 December 2019):

- Overall, there were 78,885 page views, 38,628 sessions and 25,273 users.
- Session peaks in 2019: May/June 2019 (EiE Data Summit) and October 2019 (announcement of executive director position)
- Popular webpages included “About Us”, “Resource Library”, “NSI 02”, “the NORRAG blog” and the “International Policy Agenda and Global Governance” thematic page.
- Since May 2017, NORRAG has used a new baseline to calculate data viewing on the NORRAG Web platform. From 2019, it is possible to compare data viewing over several years.

Figure 4: Website statistics (May 2017 – Jan 2019)



- Since May 2017, there has been growth in the number of sessions on the NORRAG website, with a sharp increase from August 2018 until December 2019.
- On 1 October 2019, the NORRAG website reached the 4,000 sessions mark for the first time.
- Usually, peaks are in October and lows are in July.

Table 3: Frequency of visits by country in 2018

Countries/Sessions	2019	Countries/Sessions	2019
United States	9,008	Kenya	476
United Kingdom	3,121	Belgium	402
Switzerland	4,653	Spain	375
India	1,632	Italy	379
France	2,286	South Korea	487
Canada	1,043	United Arab Emirates	416
Japan	859	Brazil	396
Germany	902	Netherlands	358
China	651	Turkey	426
South Africa	910	Nigeria	304
Australia	652	Pakistan	252
South Korea	467	Chile	315

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 02			
Arabic	69	205	August 2019
English	936	2,462	April 2019
French	67	165	July 2019
Russian	8	77	August 2019
Spanish	6	39	June 2019
NSI 03			
Spanish	130	645	October 2019
<i>Total:</i>	2,664	3,046	

RESOURCE LIBRARY

Document	Article	Language	Downloads
Case Study – French	<u>Analyse Critique des Politiques Educatives et de Développement du Burkina Faso de 1960 à 2012, Perspectives ante et Post 2015</u>	French	4,831
AREB CEPED and NORRAG Policy Brief #2 – French	<u>La place de l'évaluation des apprentissages dans les systèmes éducatifs d'Afrique subsaharienne: le cas du Burkina Faso</u>	French	2,095
NORRAG Special Issue 01 – English	<u>The Right to Education Movements and Policies: Promises and Realities</u>	English	2,013
NORRAG Special Issue 02 – English	<u>Data collection and evidence building to support education in emergencies</u>	English	940
Compendium Report – French	<u>Un Compendium des Expériences Africaines sur le Continuum Education-Formation: Une Analyse Transnationale de l'état des Politiques et Pratiques dans 13 Pays</u>	French	560
Conference Policy Paper	<u>The Governance of Education and Training: Agenda 2030 and Beyond</u>	English	355
Compendium Report – English	<u>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</u>	English	345
South Africa Country Report	<u>Understanding Barriers to Accessing Skills Development and Employment for Youth in South Africa</u>	English	343
Project Summary	<u>Reaching the Unreached: Skills Development Policies and the Promise of ICT: A Scoping Study from India and South Africa</u>	English	318
NORRAG NEWS #54 – Arabic	<u>Education, Training and Agenda 2030: What Progress One Year On?</u>	Arabic	282
Panel Discussion Summary	<u>Making Sustainability a Reality and the Role of Education and Skills Development Panel Discussion</u>	English	285
Roundtable Report	<u>Learning from Learning Assessments: The Politics and Policies of Attaining Quality Education</u>	English	230
Working Paper #9	<u>The Global Targeting of Education and Skill: Policy History and Comparative Perspectives</u>	English	215
Conference Paper	<u>Skills Development Strategies: Slow Learning Process – How Much have we Learned?</u>	English	206

BLOG

Top most-viewed NORRAG blog posts from 2019 (by number of views at the date of publication of the report)

Rank 2019	Rank all time	Title	Views
1	3	The International Education Architecture: Some Reflections by Steven J. Klees	1,186
2	9	Global movement for assessments of early childhood development and what's missing in SDG4.2 by Kenji Kitamura	858
3	16	Knowledge Production on Education in Conflict Contexts: Towards an Ecology of Knowledge by Mario Novelli	661
4	22	Landmark UN Youth Strategy brings new paradigm by placing youth as agents of change by Hiromi Amano	554
5	23	What Is There Not to Like About a Global Learning Metric? by William C. Smith & Aaron Benavot	553
6	25	When Does a Conference Become Too Big? A Tale of AERA and CIES by Ryan M. Allen	535
7	31	Next steps in strengthening education in emergencies data by Sébastien Hine, Anne Smiley, Patrick Montjouridès and Sonja Anderson	472
8	32	What Makes a Good Classroom? New UIS Data on School Conditions by Silvia Montoya	471
9	33	Big Data? Big Deal: The Inability of Big Data to Escape the Limitations of Impact Evaluation by D. Brent Edwards Jr.	453
10	38	The Promise of Large-Scale Learning Assessments: Acknowledging Limits to Unlock Opportunities by Sobhi Tawil and Maya Prince	433

Full list of NORRAG Blog posts published between January 2019 and January 2020

Title	Author	Tags	Stream	Date
Building New Bonds for Social Impact in Education	Beth Yu	Development, Eastern Africa, Eastern Asia, Education, Middle East and North Africa, NORRAG Debates, Philanthropy, Southern Africa, Western Africa, Youth	Philanthropy in Education	17/12/2019
Knowledge Production on Education in Conflict Contexts: Towards an Ecology of Knowledge	Mario Novelli	Aid, Development, Fragility, Monitoring and Evaluation, NORRAG Highlights, Research		04/12/2019
Review and Response to Rich, Timely Data: A Key to Success for The Pakistan Reading Project	Kimberly Smith	Capacity building, Development, Learning, Literacy, NORRAG Highlights, SDG4, Southern Asia		27/11/2019
Is it Possible to Balance Education Markets and Equity? On the Limits of Regulation and Policy Designs	Adrián Zancajo	Development, Governance, NORRAG Highlights, Private Sectors, Public-private partnerships, Reform		06/11/2019
Next steps in strengthening education in emergencies data	Sébastien Hine, Anne Smiley, Patrick Montjouridès and Sonja Anderson	Agenda 2013, Aid, Development, Education for All, Governance, Indicators, NORRAG Highlights, Quality, Sustainable Development Goals		28/09/2019
Structuring Democratic Voice to Improve Accountability in Education	William C. Smith & Aaron Benavot	Development, Governance, Indicators, Learning Assessments, NORRAG Highlights, Quality, Teachers		26/09/2019
Locating the United Arab Emirates in the International Architecture of Education: A Closer Look at Configuration Processes and Global Tests	Clara Morgan and Ali Ibrahim	Governance, Indicators, Learning Assessments, Middle East and North Africa, NORRAG Highlights, Quality		09/18/2019
Reframing the Terms of Debate: From “International Architectures” to Complex, Adaptive, and Multiple Forms of Organisation	Radhika Gorur	Agenda 2030, Aid, Development, Donors, Education for All, Financing, Governance, NORRAG Highlights, Sustainable Development Goals		02/09/2019
The Promise of Large-Scale Learning Assessments: Acknowledging Limits to Unlock Opportunities	Sobhi Tawil and Maya Prince	Agenda 2030, Development, Governance, Learning, Learning Assessments, Monitoring and Evaluation, NORRAG Highlights, Quality		27/08/2019
Make your voice heard in the IAEA-SDG Open Consultation for the 2020 Comprehensive Review of the Global Indicator Framework	Silvia Montoya and Jordan Naidoo	Agenda 2030, Development, Education for All, Governance, Learning, NORRAG Highlights, Sustainable Development Goals		26/08/2019

The Takeover of Teacher Appraisals	William C. Smith	Development, Governance, Indicators, Learning Assessments, NORRAG Highlights, Quality, Teachers		22/08/2019
The International Education Architecture: Some Reflections	Steven J. Klees	Agenda 2030, Aid, Development, Donors, Education for All, Financing, Governance, NORRAG Highlights, Sustainable Development Goals		07/08/2019
PISA-b on Proxima Centauri: A speculative story about the costs and benefits of ILSAs	Sam Sellar and Camilla Addey	Development, Governance, Learning Assessments, NORRAG Highlights, Quality		31/07/2019
Accountability to the rescue?	William C. Smith	Development, Governance, Indicators, Learning Assessments, NORRAG Highlights, Quality		16/07/2019
Investing in internally displaced children's education is investing in their future	Internal Displacement Monitoring Centre	Aid, Conflict & Emergency, Development, Fragility, NORRAG Debates, SDG4	Evidence-Based Financing for Education in Emergencies	09/07/2019
We Need More and Better Data on Education: 38 Organizations Issue a Collective Call to Fund Education Data that Will Allow the World to Reach Sustainable Development Goal 4	UNESCO Institute for Statistics	Aid, Conflict & Emergency, Data, Development, Fragility, Governance, NORRAG Debates, SDG4	Evidence-Based Financing for Education in Emergencies	03/07/2019
Innovative Financing for Education in Africa: Exploring Models, Connecting Actors and Fostering Conversations for Impact	Aleesha Taylor	Development, Financing, Governance, NORRAG Debates, Philanthropy	Philanthropy in Education	26/06/2019
Data Collection and Evidence Building to Support Education in Emergencies	Mary Mendenhall and Arianna Pacifico	Conflict & Emergency, Data, Monitoring & Evaluation, NORRAG Highlights		19/06/2019
When Does a Conference Become Too Big? A Tale of AERA and CIES	Ryan M. Allen	Capacity Building, Education, NORRAG Highlights, Research		04/06/2019
What Is There Not to Like About a Global Learning Metric?	William C. Smith & Aaron Benavot	Development, Governance, Indicators, Learning Assessments, NORRAG Highlights, Quality		29/05/2019
A Global Wave of Teacher Protests: Frontline Accounts from Brazil, Mexico, and the United States	Rebecca Tarlau	Governance, Latin America and the Caribbean, NORRAG Highlights, Policy, Reform, Teachers		07/05/2019
Addressing Racial Discrimination: The Promise of Education's Role in Disrupting Narratives of Hate	Alexandra Da Dalt	Conflict & Emergency, Migration, NORRAG Highlights, Violence, Youth		28/03/2019
Education is Our Best Defense Against Scapegoat Narratives – but Needs Consistent Investment	Clare O'Hagan	Migration, NORRAG Highlights, SDG 4, Youth		25/03/2019
Abidjan Principles on the Right to Education	Ann Skelton	Human Rights, NORRAG Debates, Private Sector, Right to Education	Right to Education	21/03/2019

Big Data? Big Deal: The Inability of Big Data to Escape the Limitations of Impact Evaluation	D. Brent Edwards Jr.	Data, NORRAG Highlights, Policy, Research		12/03/2019
Data to Celebrate 50 Years of Progress on Girls' Education	Silvia Montoya	Data, Development, Gender, NORRAG Highlights, SDG 4		07/03/2019
What Makes a Good Classroom? New UIS Data on School Conditions	Silvia Montoya	Basic Education, Data, Development, Indicators, NORRAG Highlights, SDG 4		28/02/2019
The Growth of Philanthropy in China: From Education to Philanthropy to Philanthropy for Education	Fabrice Jaumont	Eastern Asia, Education, NORRAG Debates, Philanthropy, Youth	Philanthropy in Education	13/02/2019
Landmark UN Youth Strategy brings new paradigm by placing youth as agents of change	Hiroshi Amano	Agenda 2030, Capacity building, Employment, Sustainable Development, Youth		4/02/2019
Global movement for assessments of early childhood development and what's missing in SDG4.2	Kenji Kitamura	Early Childhood Education, Learning Assessments, Monitoring & Evaluation, SDG 4		28/01/2019
Fit for purpose household survey tools in the SDG era	Sheena Bell	Data, Indicators, NORRAG Highlights, SDG 4		17/01/2019

SOCIAL MEDIA

Twitter

NORRAG's Twitter account solidified its higher visibility in 2019 thanks to a name change (from @NORRAG_News to @norrag at the end of 2017). NORRAG also concentrated its 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 @norrag) (at the date of publication)

	Tweets	Likes
January 2020	5053	257

- The number of likes has gone up from 95 in 2017 to 257 in 2019, a 120% increase.

Table 6: Twitter followers in 2016, 2017, 2018 and 2019

EN	Followers 12/2016	Followers 12/2017	Followers 12/2018	Followers 07/2019	Followers 01/2020
@norrag	1443	2003	2542	2750	3,047

Table 7: Twitter statistics for 2018 and 2019

	Tweets	Impressions	Engagements	Retweets	Likes
2019	184	143000	5605	1095	467
2018	159	160700	2137	339	590

- 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*.
- In 2019, as in previous two years, NORRAG opted for quality rather than quantity. There was an average of two tweets per week, and there were significantly more engagements and retweets in 2019 compared to 2018.

Facebook

In Q2 of 2019, there was a strong increase in @norrag.network page views due to the increased visibility of NORRAG during the Education in Emergencies Data Summit (20 June 2019).

The Facebook page passed the 1,000 likes mark.

Figure 4: NORRAG Facebook page view statistics

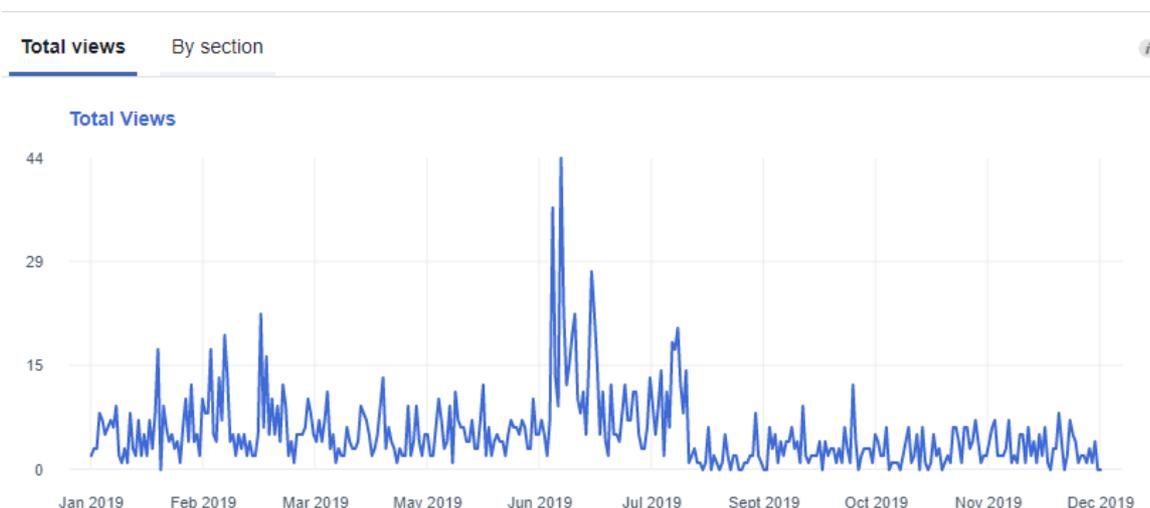


Figure 5: NORRAG Facebook likes statistics



LinkedIn

NORRAG's LinkedIn page continued to draw traffic as it published simultaneously on three platforms. NORRAG has encouraged staff to share NORRAG updates on their profile. In 2018 and early 2019, NORRAG's page on LinkedIn received 825 views (both mobile and desktop views). In addition, it reached 201 followers by July 2019.

Figure 6: NORRAG LinkedIn page views statistics



VIDEO PRODUCTION

In 2019, NORRAG live streamed the following events on its social media channels; they were also available via the NORRAG website:

- Public-Private Partnerships: Challenges and Consequences ([March 2019](#));
- Education in Emergencies Data Summit ([June 2019](#)).

NORRAG also conducted the following interviews:

- Joost Mönks, Executive Director, NORRAG; Annie Smiley, Associate Director, Research & Evaluation, MEERS, FHI 360; and Dean Brooks, Director, INEE – at the Education in Emergencies Data Summit ([video interview](#)) – 20 June 2019;
- Yasmine Sherif, Director, Education Cannot Wait – at the Education in Emergencies Data Summit ([video interview](#)) – 20 June 2019;
- Silvia Montoya, Director, UNESCO Institute for Statistics – at the Education in Emergencies Data Summit ([video interview](#)) – 20 June 2019;
- Sabina Handschin, Senior Education Policy Adviser and Head, Education Unit, Swiss Agency for Development and Cooperation (SDC) – at the Education in Emergencies Data Summit ([video interview](#)) – 21 June 2019;
- Marisol Vázquez Cuevas, Maison Universitaire Franco-Mexicaine (France) and Associate Professor, Centro de Investigación y Docencia Económicas (CIDE) – on *NSI 03: Monitoreo global del desarrollo educativo nacional: ¿coercitivo o constructivo?* ([video interview](#)) – 2 October 2019;
- Silvan Oberholzer, Research and Communication Trainee ([video interview](#)) – 4 November 2019.

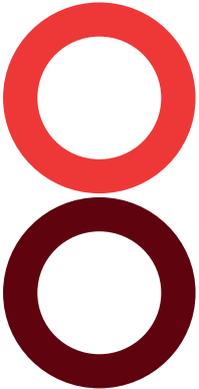
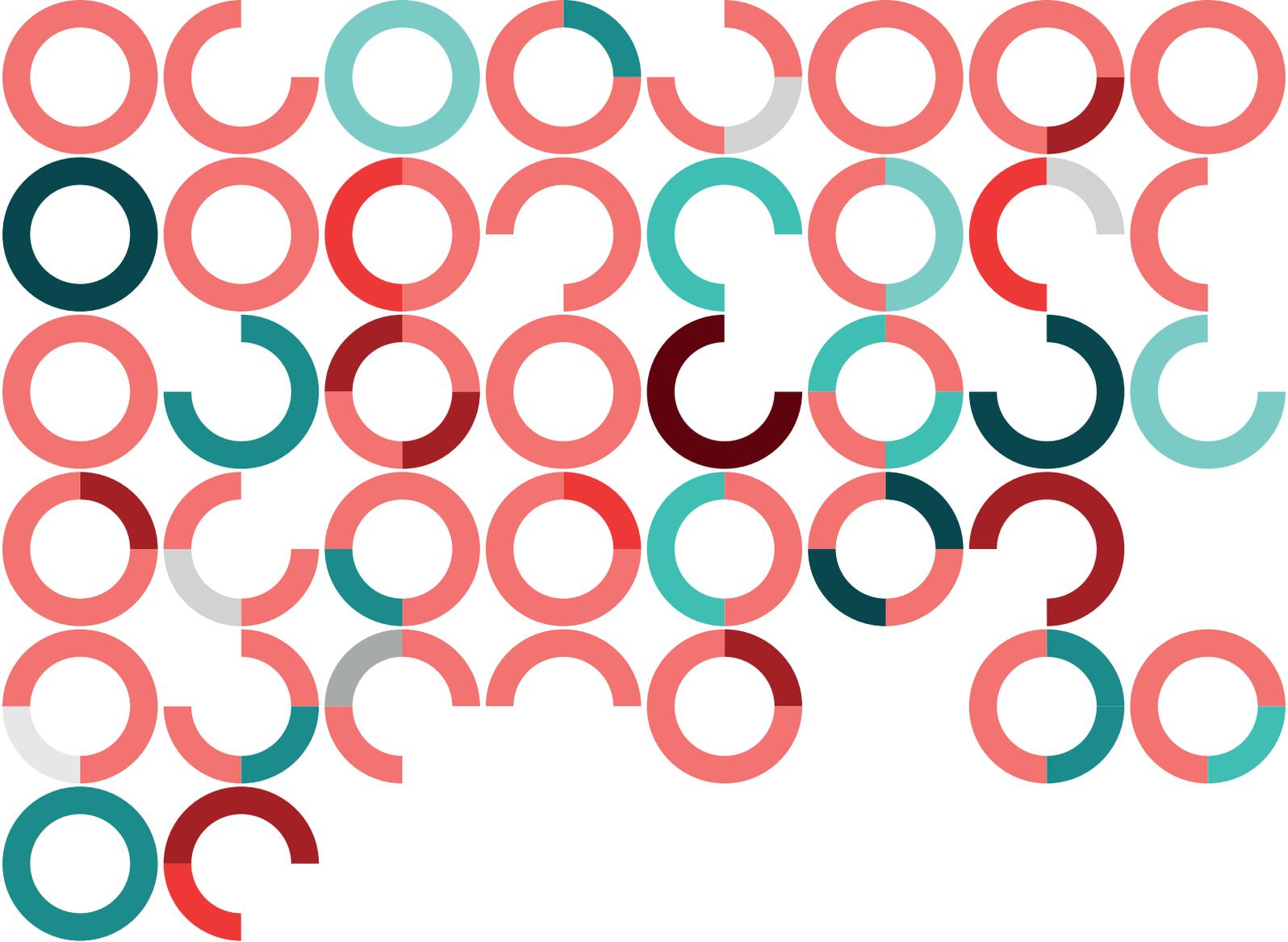
NSI 03 guest editor Marisol Vázquez Cuevas produced the following videos on the occasion of the launch of *NSI 03, Monitoreo global del desarrollo educativo nacional: ¿coercitivo o constructivo?* (*Global Monitoring of National Educational Development: Coercive or Constructive?*):

- Javier Rojas, PIPE-CIDE, México ([video interview](#)) – 27 September 2019;
- Simon Janashia, Researcher, Georgia ([video interview](#)) – 27 September 2019;
- Claudia Costin, Director, Center for Excellence and Innovation in Education Policies ([video interview](#)) – 27 September 2019;
- Andreas Schleicher, Director, Education and Skills, OECD ([video interview](#)) – 9 October 2019;
- Lucrecia Santibañez, Associate Professor, Claremont Graduate University ([video interview](#)) – 15 October 2019.

PODCAST PRODUCTION

Launched in 2019, the NORRAG podcast features longer interviews with NORRAG members or contributors to knowledge products. The first four podcasts (two released in 2019), featured interviews with authors of the NORRAG book *Philanthropy in Education: Diverse Perspectives and Global Trends*, published by E. Elgar, Cheltenham, UK.

- Natasha Ridge and Arushi Terway, “NORRAG Podcast 01: Book Launch, *Philanthropy in Education: Diverse Perspectives and Global Trends*”, ([podcast interview](#)) – 12 November 2019;
- Matthew D. Bird and Vicente M. León, “NORRAG Podcast 02: A will in search of a way: philanthropy in education in Peru”, ([podcast interview](#)) – 11 December 2019;



www.norrag.org