



Network for international policies and
cooperation in education and training

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

Key Findings from NORRAG Biennial Survey 2018-2019



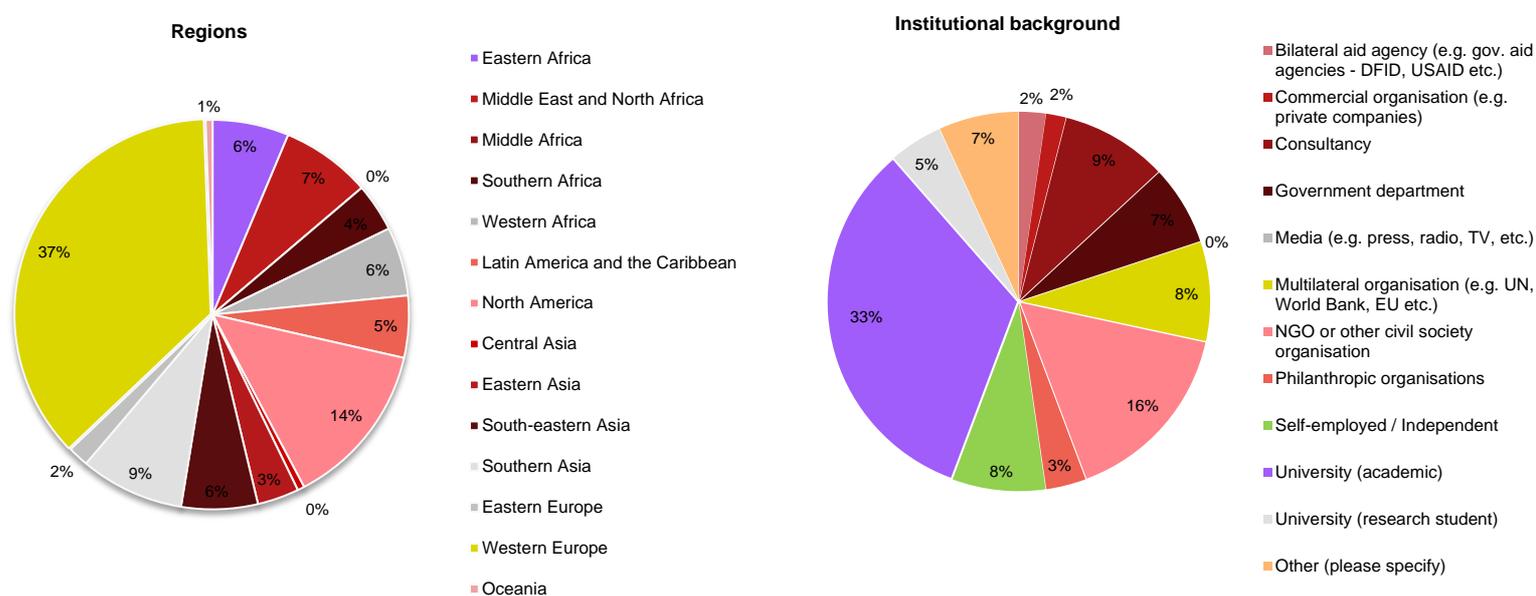
INSTITUT DE HAUTES
ÉTUDES INTERNATIONALES
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GRADUATE INSTITUTE
OF INTERNATIONAL AND
DEVELOPMENT STUDIES

Key Findings from NORRAG Biennial Survey 2018-2019

Over the period October 2018 - January 2019, NORRAG conducted an online survey amongst its members and stakeholders. The objective of this survey, conducted on a biennial basis, is to help NORRAG assess and improve its work and activities. We received 177 completed questionnaires for this sixth survey. Although the reply rate of this exercise cannot be seen as representative of the entire NORRAG community, the responses are a valuable tool to identify trends and capture qualitative comments which we will use to improve our work for the years ahead. The aim of this document is to present the main results of the survey.

Diversity of the NORRAG Community

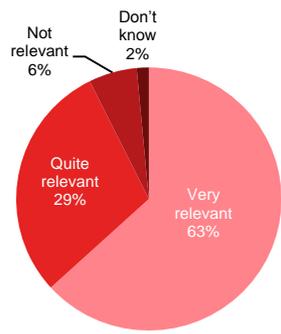
The variety of respondents in terms of regional and institutional background illustrates the diversity and richness of NORRAG's constituency, confirming NORRAG's multi stakeholder and global nature as it has developed and increased over the last years.



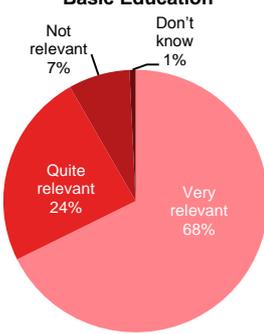
Relevancy of NORRAG Themes

In general, respondents valued all NORRAG themes as 'very relevant'. The themes 'Right to Education/Human Rights-based Approaches in Basic Education' and 'National Policy Agendas and Global Governance' score as the most relevant to individuals with 92% perceiving the themes as "very relevant" or "quite relevant". 'Private Sector Engagement in Education and Innovative Financing' and 'The Basic Education-vocational Skills Development Nexus' score at 87% and 83% respectively of individual viewing the themes as "very relevant" or "quite relevant".

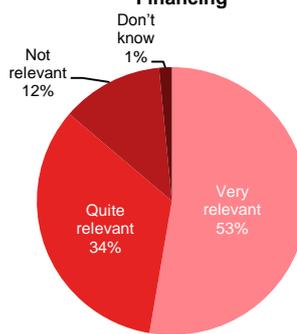
International Policy Agendas and Global Governance



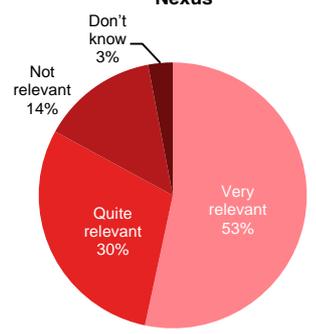
Right to Education/Human Rights-based approaches in Basic Education



Private Sector Engagement in Education and Innovative Financing



The Basic Education – vocational Skills Development Nexus

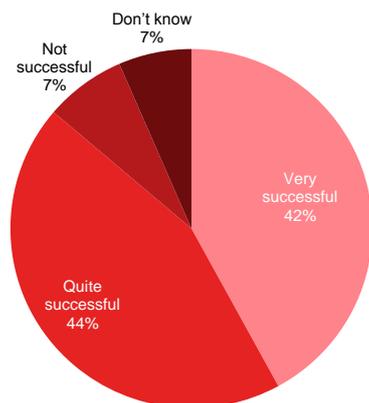


Reaching NORRAG’s Objectives

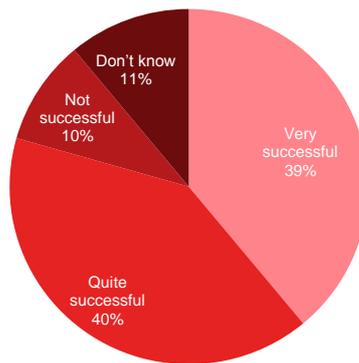
NORRAG’s statement of purpose is to inform, challenge and influence international education and training policies and cooperation by revisiting the policy-research nexus. This mission translates into three objectives, as shown in the below charts.

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

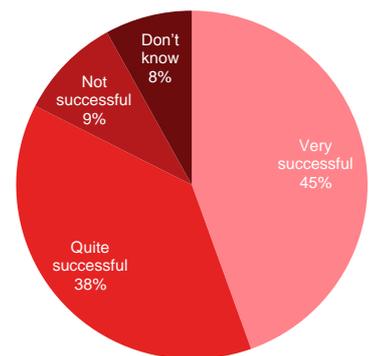
To provide, build and disseminate timely, concise and evidence-based critical



To bridge and broker knowledge at the interface between research, policy and practice while leveraging the NORRAG network



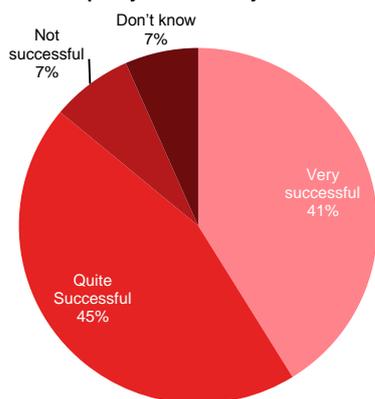
To provide critical dialogue on global development in education by mobilising and disseminating diverse voices and multiple perspectives.



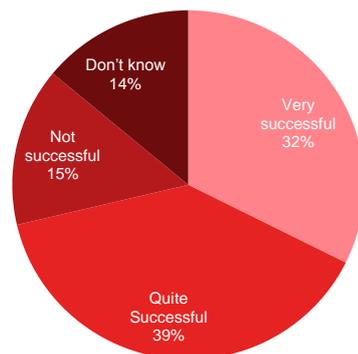
Delivering outcomes

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

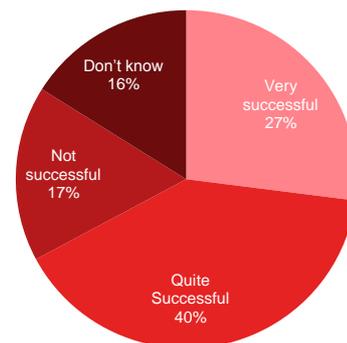
Advance knowledge production & dissemination towards inclusive and quality education systems



Engage and leverage global, regional and national initiatives and stakeholders, particularly from the South, to advance the implementation of Education 2030 Agenda



Build individual and institutional capacity towards inclusive and quality education systems

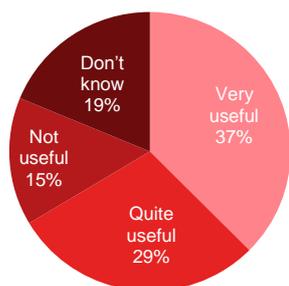


NORRAG’s service offerings

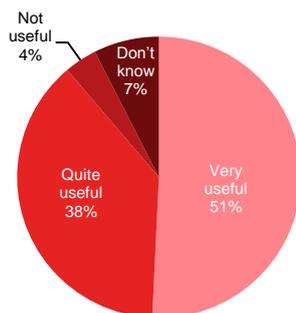
NORRAG has sought to consistently enhance and improve its service offerings over the last years. In 2018, NORRAG Special Issue (NSI) was launched, a successor to NORRAG News. In addition, a new format for the NORRAG Blog was launched around Highlights and Debates. Both these renewed versions of NORRAG’s Knowledge Products have been well received by our audience. Respondents were asked to rate how useful they thought the main offerings of NORRAG are to them, as illustrated below.

NORRAG Special Issue is rated by most respondents as ‘very useful’. Other NORRAG’s knowledge products (Working Papers, Blog) are rated as the most useful offering of NORRAG. Convening and organising meetings follows as the most useful offering of NORRAG (noting that a large number of respondents indicated that they ‘don’t know’ if the face to face meetings are useful – as they have not yet attended one). Video, which was introduced recently as a NORRAG offering, was seen as most useful to respondents (60%) out of the social media offering, followed by Twitter (41) and Facebook (26).

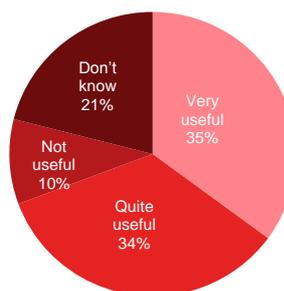
Convening and organising meetings, workshops, conferences



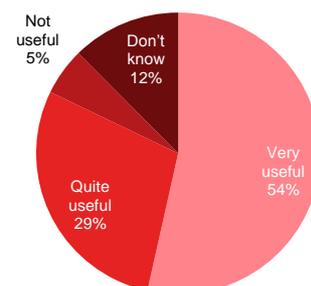
Publishing NORRAG Special Issue (successor of NORRAG News)



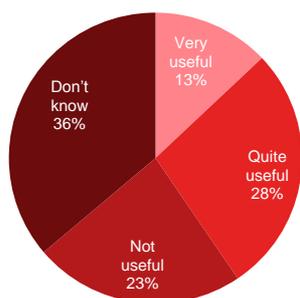
The NORRAG Blog



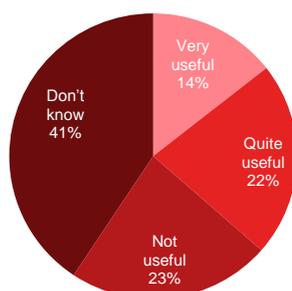
Publishing working papers, research notes and country studies



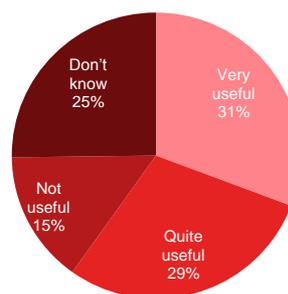
NORRAG's Tweeting on Twitter



NORRAG's Posting on Facebook



Videos (streaming and interviews) posted on the website and social media



Use of NORRAG's knowledge products

NORRAG seeks to deliver and disseminate (policy) relevant knowledge and information, and respondents were asked how they use our knowledge products (including NORRAG Special Issue).

How often, and for what purpose, do you use NORRAG's knowledge products?					
	Once a week	Once or twice a month	Several times a year	Rarely	Don't know
To keep up to date with education and training issues	11%	43%	32%	11%	3%
To inform research work (consultancy and/or academic)	11%	33%	29%	22%	4%
To share contents with my colleagues	11%	21%	33%	31%	4%
To incorporate into teaching courses	7%	15%	17%	44%	18%
To network with the authors	8%	10%	22%	47%	13%
To inform projects and policy	8%	24%	29%	29%	11%

Based on the feedback received, individuals use NORRAG Knowledge Products mostly as a way to keep up to date with international education and training policies issues and help inform their research work. They equally use NORRAG, also to a lesser extent, to inform projects and policy and share content with their colleagues.

What makes NORRAG unique? Some quotes from the survey...

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

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

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

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

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

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

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

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

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

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

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

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

Related to NORRAG as a Network of Experts in International Policies in education and training

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

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

NORRAG's Communication

In 2017, NORRAG launched a new and improved web presence, which included a corporate website, a resource library and a revamped member area. The survey looked at the satisfaction of our users for this renewed service offering.

For the corporate part of the website (www.norrag.org), respondents give high scores (excellent or good) equally for all four questions related to 'content and visuals', 'organisation of information', ease of use' and 'overall look'.

	Excellent	Good	Average	Poor	Don't know
Quality of overall content and visuals	27%	46%	8%	2%	16%
Organisation of information/ability to find the information required	18%	52%	13%	2%	16%
Ease of use and clarity of navigation	23%	48%	11%	2%	16%
Overall look	23%	47%	12%	2%	16%

For the NORRAG Resource library (<https://resources.norrag.org>), the results show that only a few users used the tool for their research weekly or once or twice a month, with 48% mentioning they use the tool rarely.

	Once a week	Once or twice a month	Several times a year	Rarely	Don't know
How often do you use the NORRAG Resource Library for your research?	3%	12%	18%	48%	18%

In 2018, the NORRAG Networking tool was rebranded NORRAG Member Directory, the survey results for the use of the directory show similar results as for the library, with 48% mentioning they use the tool rarely.

	Once a week	Once or twice a month	Several times a year	Rarely	Don't know
How often do you use the member directory/networking tool?	4%	12%	16%	48%	19%

Some avenues for improvement

The survey included a number of open questions, giving the opportunity to comment on the various sections of the questionnaire. Some insightful suggestions for improvement were raised by the respondents, for instance with regards to the membership area. The list below details some of these recommendations and ideas:

- Give information about events more in advance in order for Members to prepare for the events, particularly with regards to CIES.
- NORRAG should have an enhanced focus on teachers and teaching was a recommended focus point.
- Although the look and feel of the website improved with the redesign in 2017, improve the way to find information/topics.
- NORRAG should focus more on Latin America, increase the diversity of its authors from different part of the world. Other comments suggest improving our global reach as well as not forgetting our French speaking audience especially in Africa.

- Finally increased communication and networking with NORRAG Members was suggested by several respondents, such as the organisation of face to face meetings for members and increasing members' involvement in planning of NORRAG activities.

We would like to warmly thank all the respondents for their time to fill in the questionnaire and for their valuable input.