

# NORRAG 2022

## ANNUAL REPORT





## ABOUT NORRAG

NORRAG is a global network of more than 5,500 members for international policies and cooperation in education and training. NORRAG is an offshoot of the Research, Review, and Advisory Group (RRAG) established in 1977 and at the time funded by the International Development Research Centre (IDRC) and Swedish International Development Authority (Sida). It was charged with critically reviewing and disseminating education research related to the developing world. The current name was adopted in 1986. Since the move to Switzerland in 1992, NORRAG has been significantly supported by the Swiss Agency for Development and Cooperation (SDC) and the Graduate Institute of International and Development Studies, Geneva, and more recently, the Open Societies Foundation (OSF).

NORRAG's strength lies in addressing under researched questions of quality and equity in key issues in education and development, and in amplifying underrepresented expertise particularly from the South. NORRAG's core mandate is to produce, disseminate and broker critical knowledge and to build capacity for and with the wide range of stakeholders who constitute our network. Our stakeholders from academia, governments, NGOs, international organizations, foundations and the private sector inform and shape education policies and practice at national and international levels. Through our work, 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 associated programme of the Geneva Graduate Institute. More information about NORRAG, including its scope of work and thematic priorities, is available at [www.norrags.org](http://www.norrags.org)

### Join the NORRAG Network

[www.norrags.org/norrags-network](http://www.norrags.org/norrags-network)

### Follow NORRAG on social media



@norrags



@norrags.network



norrags



@norrags



Network for international policies and cooperation in education and training  
Réseau sur les politiques et la coopération internationales en éducation et en formation

20, Rue Rothschild | P.O. Box 1672  
1211 Geneva 1, Switzerland  
+41 (0) 22 908 45 47  
[norrags@graduateinstitute.ch](mailto:norrags@graduateinstitute.ch)

NORRAG is supported by:



Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra

Swiss Agency for Development  
and Cooperation SDC

## OPEN SOCIETY FOUNDATIONS



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

### Annual Report 2022, May 2023

#### Authors

Marina Dreux Frotté, Ivana Zacarias, Moira V. Faul  
and Chanwoong Baek

#### Editing

Danielle Carpenter Sprüngli, Eagle Eye

#### Production

Gyan Prakash, Aspire Design and Anouk Pasquier Di Dio

#### Design concept

Aspire Design, New Delhi

#### Photo credits:

[www.flickr.com/photos/worldbank](https://www.flickr.com/photos/worldbank)  
Page viii, 2009, © Maria Fleischmann, World Bank  
Page vi, 2007, © John Hogg, World Bank  
Page 4, 2016, © Dominic Chavez, World Bank  
Page 6, 2015, © Dominic Chavez, World Bank  
Page 11, 2017, © Sarah Farhat, World Bank  
Page 35, 2013, © Nafise Motlaq, World Bank  
Page 36, 2017, © Sarah Farhat, World Bank  
Page 41, 2016, © Dominic Chavez, World Bank  
Page 48, 2016, © Dominic Chavez, World Bank  
Page 52, 2017, © Sarah Farhat, World Bank

Copyright © NORRAG, May 2023



# CONTENTS

<b>LIST OF ACRONYMS AND ABBREVIATIONS</b>	<b>v</b>
<b>FOREWORD</b>	<b>vii</b>
<b>1. INTRODUCTION</b>	<b>1</b>
Our mission and vision	1
Our strategy 2021-2025	1
Our theory of change	2
<b>2. KEY RESULTS IN 2022</b>	<b>5</b>
<b>3. WHAT DID WE ACHIEVE?</b>	<b>7</b>
<b>OUTCOMES</b>	<b>7</b>
AMPLIFY knowledge that is context-relevant	7
ACCESS under-represented knowledge relevant to their work	14
KNOW what robust evidence exists	24
ACT work with context-relevant knowledge	30
<b>4. HOW DID WE ACHIEVE THESE RESULTS?</b>	<b>37</b>
<b>OUTPUTS</b>	<b>37</b>
We generate knowledge	37
We mobilise knowledge	38
We strengthen capacity	42
<b>5. NETWORK AND ORGANISATIONAL DEVELOPMENT RESULTS</b>	<b>43</b>
<b>6. LOOKING FORWARD</b>	<b>49</b>
<b>NEXT STEPS FOR ADVANCING OUR MISSION</b>	<b>49</b>
How can data and evidence support access, equity and quality in education?	49
How does equitable and quality education overlay and intersect with other SDGs?	50
Do innovations and disruptions improve access, equity and quality in education?	50
Can private sector approaches in education uphold access, equity and quality?	51
<b>7. OUR TEAM AND GOVERNANCE</b>	<b>53</b>
NORRAG team	53
Organisational chart	56
Consultative Committee	57
Editorial board	57
Partners	58
<b>ANNEX 1</b>	<b>62</b>
<b>THEMES AND PROJECTS</b>	<b>62</b>
How can data and evidence support the inclusion of marginalised groups in learning?	62
How does equitable and quality education overlay and intersect with other SDGs?	62
Do innovations and disruptions improve access, equity and quality in education?	63
Can private sector approaches in education uphold access, equity and quality?	64
Deepening NORRAG's partnerships, reach, learning and sustainability	65



# LIST OF ACRONYMS AND ABBREVIATIONS

<b>ACER</b>	Australian Council for Educational Research
<b>AEN</b>	Africa Evidence Network
<b>AGEE</b>	Accountability for Gender Equality in Education
<b>APAC</b>	Asia-Pacific
<b>BE2</b>	Building Evidence in Education
<b>CEA-UMASS</b>	Center for Educational Assessment at the University of Massachusetts Amherst
<b>CIES</b>	Comparative and International Education Society
<b>COFER</b>	Consortia for Education and Research
<b>CONFINTEA</b>	International Conference on Adult Education
<b>EIE</b>	Education in Emergencies
<b>EGM</b>	Evidence Gap Map
<b>ELRC</b>	Environmental Learning Research Centre
<b>EPIC</b>	Education, Policy and Innovation Conference
<b>EQAP</b>	Educational Quality and Assessment Programme
<b>ESSA</b>	Education Sub-Saharan Africa
<b>ESD</b>	Education for Sustainable Development
<b>ESP</b>	Education Strategic Plan
<b>FINEDUCA</b>	Revista de Financiamento da Educação
<b>GCM</b>	Global Coordination Mechanism
<b>GEMR</b>	Global Education Monitoring Report
<b>GHC</b>	Global Health Centre at the Graduate Institute
<b>GPE</b>	Global Partnership for Education
<b>GSPI</b>	Geneva Science-Policy Initiative
<b>HLSC</b>	High-Level Steering Committee
<b>HRC</b>	Human Rights Council
<b>IBE-UNESCO</b>	UNESCO International Bureau of Education
<b>ICT</b>	information and communication technologies
<b>IEFG</b>	International Education Funders Group
<b>IFE</b>	Innovative Financing for Education
<b>IFE-2-Leave No One Behind</b>	Innovative Financing for Education To Leave No One Behind
<b>IIEP-UNESCO</b>	UNESCO International Institute for Educational Planning
<b>ILF for Education</b>	Impact-Linked Fund for Education
<b>ILO</b>	International Labour Organization
<b>INEE</b>	Inter-agency Network for Education in Emergencies
<b>INVALSI</b>	National Institute for the Evaluation of the Education and Training System
<b>IPNED</b>	International Parliamentary Network for Education





<b>IRE</b>	International Review of Education
<b>ISCED-T</b>	International Standard Classification of Teacher Training Programmes
<b>KIX EAP</b>	Knowledge and Innovation Exchange Europe, Asia and Pacific
<b>LAC</b>	Latin America and the Caribbean
<b>MEL</b>	Monitoring, Evaluation and Learning
<b>MoEYS</b>	Ministry of Education, Youth and Sport
<b>netFwd-OECD</b>	OECD Network of Foundations Working for Development
<b>NORRAG</b>	Network for International Policies and Cooperation in Education and Training
<b>NSI</b>	NORRAG Special Issue
<b>ODI</b>	Overseas Development Institute
<b>OECD</b>	Organisation for Economic Co-operation and Development
<b>OHCHR</b>	Office of the United Nations High Commissioner for Human Rights
<b>OISE</b>	Ontario Institute for Studies in Education
<b>OREALC</b>	UNESCO Regional Office for Latin America and the Caribbean
<b>OTT</b>	OnThinkTanks
<b>PAG-IPNED</b>	IPNED - Project Advisory Group
<b>RBF</b>	results-based financing
<b>REACH</b>	Results in Education for All Children
<b>REDI</b>	Deakin University's Strategic Research Institute Research for Educational Impact
<b>SDC</b>	Swiss Development Cooperation Agency
<b>SDG</b>	Sustainable Development Goal
<b>SEA-PLM</b>	Southeast Asia Primary Learning Metrics
<b>SUDAC</b>	Swiss Universities Development and Cooperation Network
<b>TISS-CEIAR</b>	Tata Institute of Social Sciences Centre for Education Innovation and Action Research
<b>TLC</b>	Teacher Learning Centres
<b>TPD</b>	Teacher Professional Development
<b>TWG</b>	Technical Working Group
<b>UBS OF</b>	UBS Optimus Foundation
<b>UCT-GSB</b>	University of Cape Town-Graduate School of Business
<b>UN</b>	United Nations
<b>UNESCO</b>	United Nations Educational, Scientific and Cultural Organization
<b>UNHCR</b>	United Nations High Commissioner for Refugees
<b>UNICEF</b>	United Nations International Children's Emergency Fund
<b>WCECCE</b>	World Conference on Early Childhood Care and Education
<b>WEC</b>	West and Central Africa



Comparison.  
There are high hills of ...  
... are higher than others  
... is the highest.  
... was the oldest boy and Charles  
... youngest.

Not all adjectives take (-er) and  
(-est) for the comparative and  
Superlative degrees.

ESL

Positive degree

Comparative degree

Superlative degree

bigger

biggest

younger

innest

interesting  
successful  
dishonest  
expensive  
Seductive  
glamorous  
Salacious

Time



# FOREWORD

We are pleased to share with you our 2022 Annual Report, endorsed by NORRAG's Consultative Committee.

In 2022, NORRAG played a prominent role in global debates on data regimes, domestic financing, education in emergencies, EdTech, innovative financing, knowledge equity, philanthropy, and the use of evidence in policy, and also supported governments in scaling up local innovations in 21 countries. Its expertise in these topics was sought by bodies including IDRC, OECD netFWD, the Swiss Parliamentary Groups on International Cooperation and on Sustainable Finance, SDG Lab, UNESCO, the World Bank, and more.

Rather than presenting our activities alone, in this new Annual Report format, we report against our Theory of Change and Results Framework adopted at the end of 2021. This key change in how we present our work helps us better understand the contribution we make to the outcomes identified in our theory of change. The Annual Report is therefore structured to present first our stakeholder outcomes before describing the outputs we produced that helped to achieve those results, and finally look forward to our next steps.

Working with our results framework contributes to our reflection, learning, and strategy implementation. This helps us with our decision-making and strengthens the processes and results of our activities towards achieving our mission: to actively participate in the creation of the conditions for more participatory, evidence-informed policy decisions that improve equal access to quality education.

In 2022, Professor Gita Steiner-Khamsi completed her tenure as Academic Director, and Professor Chanwoong Baek joined NORRAG as new Academic Director. We sincerely thank Gita for her vision, leadership, and commitment to advancing knowledge in education that brought meaningful growth and innovation to NORRAG and beyond. Furthermore, we thank the NORRAG team based in Switzerland and around the world, as well as our global network and community for their continuous engagement and contribution to making NORRAG a valued and reliable partner, and a critical knowledge broker in international education.

**Chanwoong Baek**

Academic Director, NORRAG

Assistant Professor, Geneva Graduate Institute

**Moira V. Faul**

Executive Director, NORRAG

Senior Lecturer, Geneva Graduate Institute





# INTRODUCTION

## OUR MISSION AND VISION

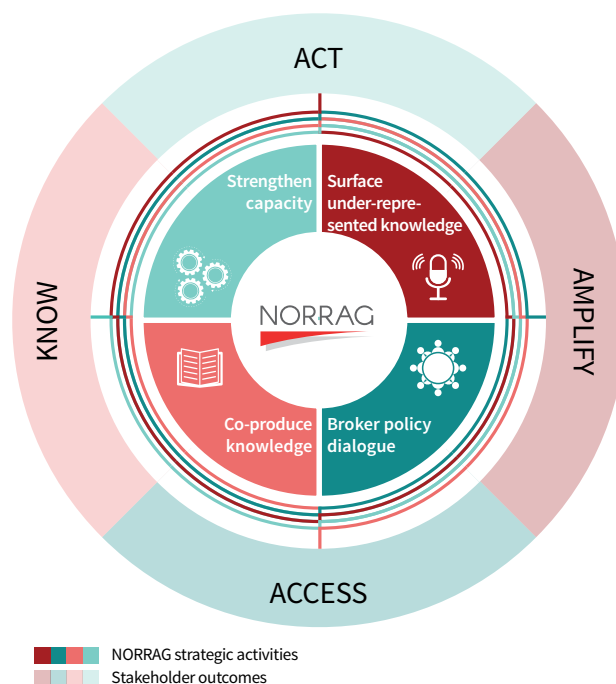
NORRAG's statement of purpose is to inform, influence and challenge international education policies and cooperation at the international, regional and national levels, with a particular focus on promoting the voices of the Global South. Our vision is a world where everyone enjoys the right to equitable, quality, accessible lifelong education as a common and public good. Our mission translates into four strategic activities: co-produce quality research and evidence, promote knowledge equity with and for underrepresented groups, facilitate policy dialogue, and strengthen capacity. During the next few years, we will continue to carry out strategic activities while deepening our partnerships, reach, learning and sustainability, with a focus on strengthening the role of experts from marginalised groups, particularly from the South.

## OUR STRATEGY 2021-2025

The [NORRAG Strategy 2021-2025](#) contains four strategic activities and thematic priorities that continue to guide our work.

Working to improve the interconnections between knowledge, policy and practice, NORRAG co-produces, mobilises and disseminates quality research and evidence on education and development in order to help support the work of policymakers, planners, practitioners and researchers. Promoting knowledge equity amplifies the expertise of underrepresented groups, particularly from the South, and helps to generate relevant and contextualised global, regional and national public goods and policy debate. Recognising that evidence use is essentially a relational process underpins our facilitation of policy dialogue in Geneva and worldwide. Building capacity to collect, interpret and use data and evidence helps improve educational planning, policymaking and practice. Together, these ways of working activate positive feedback loops that enable a more favourable environment for evidence-informed policy, planning and practice for equitable, quality education.

**NORRAG'S STATEMENT OF PURPOSE  
IS TO INFORM, INFLUENCE AND  
CHALLENGE INTERNATIONAL  
EDUCATION POLICIES**





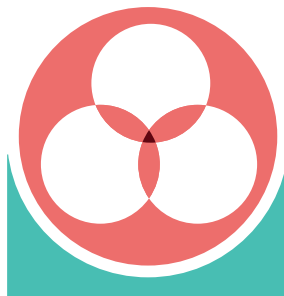


## FOUR THEMATIC PRIORITIES

We have undertaken projects in four thematic priority areas that need more and better contextualised research and knowledge, policy dialogue and capacity building. A fifth set of transversal activities is related to ensuring our institutional sustainability.



HOW CAN DATA AND EVIDENCE SUPPORT THE INCLUSION OF MARGINALISED GROUPS IN LEARNING?



HOW DOES EQUITABLE AND QUALITY EDUCATION OVERLAY AND INTERSECT WITH OTHER SDGs?



DO INNOVATIONS AND DISRUPTIONS IMPROVE ACCESS, EQUITY AND QUALITY IN EDUCATION?



CAN PRIVATE SECTOR APPROACHES IN EDUCATION UPHOLD ACCESS, EQUITY AND QUALITY?



### DEEPENING NORRAG'S PARTNERSHIPS, REACH, LEARNING AND SUSTAINABILITY

- NORRAG achieves a critical mass of active partners and participants from the South
- We are relevant to more and more diverse actors in governments, international organisations, the private sector and foundations, NGOs and academia
- We secure more core and project funding

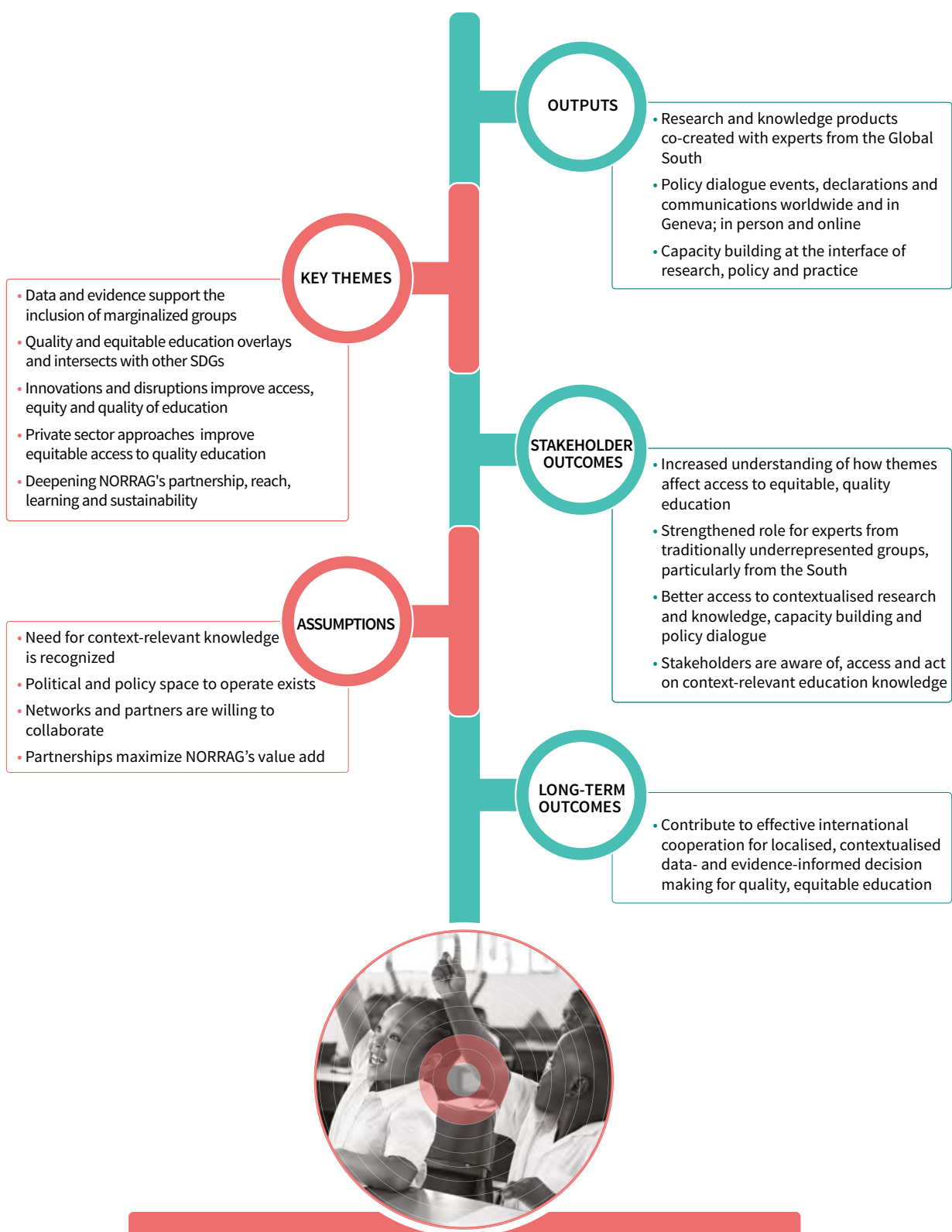
## OUR THEORY OF CHANGE

Our theory of change describes the changes that we hope to see and contribute to, while recognising the complexity of actors and relationships that influence these changes, many of which are out of our control. The monitoring and evaluation of our portfolio, which is our contribution to change, will help us understand the institutional, country and thematic contexts within which it is working, and test our assumptions of how change happens.

Each pathway of the theory of change involves different key actors and their changes in capacity, behaviour, actions and relationships, which cumulatively, work towards a world where everyone enjoys the right to equitable, quality, accessible lifelong education as a public and common good. We hypothesise that by engaging in a particular set of strategies and activities, we can support increased knowledge, amplified participation and representation, improved access to information and supported actions by education stakeholders; and finally, an engaging and functional network which acts as a platform to support all of these aforementioned changes.



## THEORY OF CHANGE









# KEY RESULTS IN 2022



**100%** of the **research products** we published and **81%** of the **activities** we organised included experts from **underrepresented groups**.

**65%** of participants in our activities were from the **Global South** and **61%** were **women or non-binary individuals**.



The number of views and downloads of our knowledge products **almost doubled**.



Improved knowledge about how climate change can impact education and **how education can be a tool to address climate change** was reported by academia, civil society, government and private sector stakeholders after participating in our activities.

The Global Partnership for Education (GPE), UNESCO, and the Impact Linked Fund for Education (ILF for Education) reached out to us for technical consultation and partnerships regarding the **contribution of Innovative Financing for Education (IFE) to quality and equity** in education.



The Government of the Kyrgyz Republic's newly developed **State Standards for School Education** include learnings from their participation in the Knowledge and Innovation Exchange Europe, Asia and Pacific (KIX EAP) Learning Cycle on Integration of 21st Century Skills.

The average number of participants in our activities accessing relevant evidence and dialogue for equitable and quality education **increased by 38%**.



The number of capacity strengthening activities we offered **almost doubled**.

Our network expanded to **5,500 members** in **179 countries**, **69%** of them **women or non-binary** individuals and **more than 50%** from the **Global South**.



We were commissioned by the United Nations Educational, Scientific and Cultural Organization (UNESCO) **to conduct a study** and provide recommendations on **how to improve the use of evidence in education policy** for the reinvigorated inter-agency multi-stakeholder Global Education Coordination Mechanism to accelerate progress towards SDG 4.

The difficulties of evaluating the situation of girls' education when there are many who are invisible in the data collected was emphasised by government and academia stakeholders as a key takeaway from their participation in one of our activities on the **importance of collecting disaggregated data for better policymaking**.



The United Nations (UN) Special Rapporteur on the Right to Education report to the Human Rights Council (HRC), *The impact of the digitalisation of education on the right to education*, included a number of policy and practice recommendations using knowledge acquired during the **Policy Dialogues on the digitalisation of education**, jointly organised with NORRAG.





# WHAT DID WE ACHIEVE?

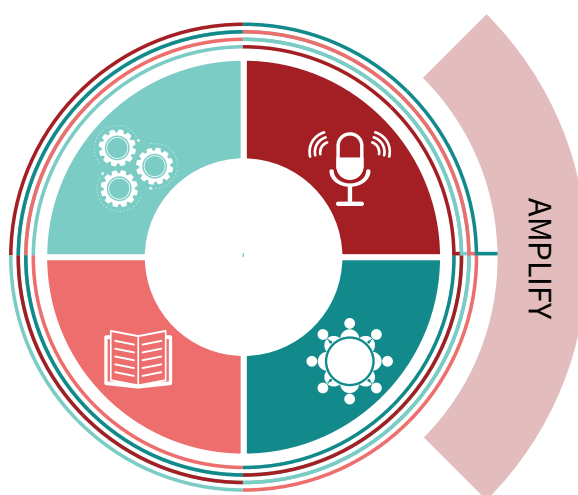
## OUTCOMES

### AMPLIFY

**Education experts from underrepresented groups, particularly those from the South, play a more prominent role in national, regional and global debates**

In 2022, experts from underrepresented groups<sup>1</sup> either led or had their contributions included in **123** of our activities and knowledge products.

Experts from underrepresented groups collaborated with us through knowledge contributions including research pieces, podcasts, blog posts and collaborative activities such as events, workshops and lectures.



### Launch of #TheSouthAlsoKnows

This new initiative contributes to reversing the North-to-South flow of expertise and decision making. To deliver on the fundamental principle underpinning our work to promote knowledge equity, particularly regarding the Global South, we aim to create a megaphone that amplifies the knowledge of experts from underrepresented groups for audiences globally, including in the North.



<sup>1</sup> Given limited data availability, in our analysis, we define underrepresented groups as individuals representing an underrepresented gender (women or non-binary individuals), geographic region (countries in the Global South) or ethnicity (non-white individuals). However, many other groups are underrepresented in the education and development spheres. We are working on building tools that improve the collection of data on underrepresentation.



**100%**

OF THE **RESEARCH PRODUCTS** THAT WE PUBLISHED INCLUDED EXPERTS FROM UNDERREPRESENTED GROUPS AS AUTHORS, CO-AUTHORS OR EDITORS.

**100%**

OF THE **PODCAST EPISODES** FEATURED AN EXPERT FROM AN UNDERREPRESENTED GROUP SPEAKING ABOUT THEIR EXPERIENCES AND THEIR EDUCATION SYSTEM'S CHALLENGES AND OPPORTUNITIES.

**66%**

OF THE **BLOG POSTS** HAD EXPERTS FROM UNDERREPRESENTED GROUPS AS AUTHORS OR CO-AUTHORS.

**75%**

OF THE **VIDEOS** FEATURED AT LEAST ONE EXPERT FROM AN UNDERREPRESENTED GROUP.

**81%**

OF THE **ACTIVITIES** INVOLVED COLLABORATIONS WITH EXPERTS FROM UNDERREPRESENTED GROUPS.

### Experts from the Global South

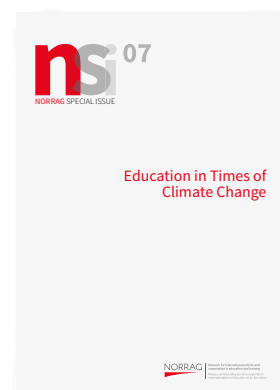
(Bhutan, Cambodia, Kyrgyz Republic, Maldives, Mongolia, Nepal, Tajikistan, Uzbekistan and Vietnam) authored the [10 case studies](#) published in 2022 by the GPE KIX EAP project. These studies are products of KIX EAP learning cycles, where national experts analyse, contextualise and produce new knowledge on a policy or innovation relevant to their context. KIX EAP then publishes and disseminates the findings internationally.



[www.norrag.org/kix-eap-learning-cycles](http://www.norrag.org/kix-eap-learning-cycles)



**Nearly 90%** of the authors and editors of *NORRAG Special Issue (NSI) 07: Education in Times of Climate Change* belong to an underrepresented group. This publication counted on the participation of 75 authors from 22 countries with diverse backgrounds. It includes perspectives from young scholars, early career educationists and development practitioners, as well as internationally renowned practitioners and academics who have devoted their careers to sustainability and educational change. This publication was part of the **Education and SDGs theme**. Produced in partnership with the *Rhodes University Environmental Learning Research Centre (ELRC)*, NSI 07 showcases current efforts to close the gap between the potential of education to contribute to a more sustainable and just world and the experiences of those working in education.



**Over 90%** of the experts participating in the NORRAG **Expert Consultation on the 2023 UNESCO Global Education Monitoring Report (GEMR) on Technology and Education** were from underrepresented groups. The consultation focused on the role, impact and influence of corporations and philanthropies in the rapid uptake of education technologies.



Among **all the experts** involved in our activities in 2022, **78%** belong to at least one category of **underrepresented groups**:

**60%**

WOMEN AND NON-BINARY INDIVIDUALS

**50%**

NON-WHITE

**53%**

FROM THE GLOBAL SOUTH

Experts from underrepresented groups also had a prominent voice in our research products. Out of the **210** experts who authored, co-authored and/or edited NORRAG research products in 2022, **82%** belong to **at least one underrepresented group**.

**71%**

women and non-binary individuals

**60%**

Non-white



These experts were diverse in terms of gender, race and geography: **71%** were women or non-binary, **60%** were non-white and **nearly 30%** were from the Global South.

**30%**

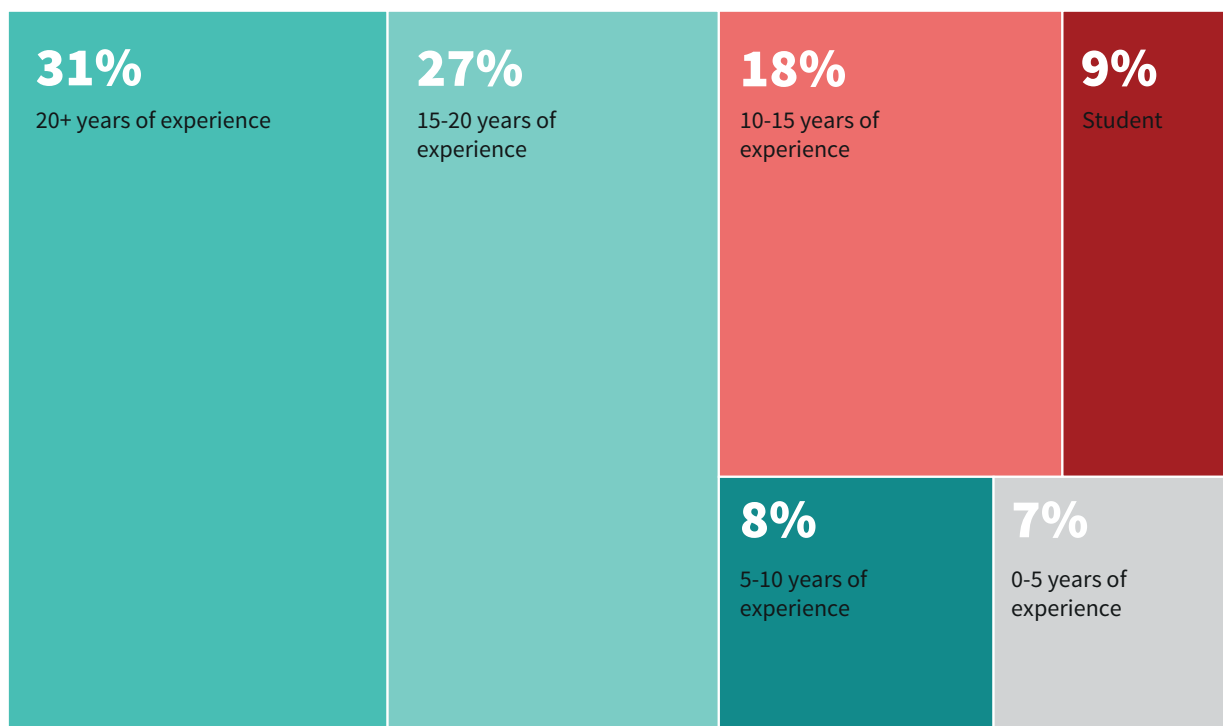
from the Global South

At least **15%** were non-white women from the Global South.



Most of them were **experienced** professionals in their fields, with the majority (58%) having at least 15 years of experience and another 18% having between 10 and 15 years of experience. The remaining 24% were early career researchers, defined as having less than 10 years of experience or student status.

### Experts from underrepresented groups that contributed to NORRAG's knowledge, by career stage (2022)





Another complementary means through which we amplified expertise from marginalised groups was by sharing others' products and activities on social media. In 2022, we shared knowledge products and activities by experts from underrepresented groups **421 times**. The most used channel was Twitter.



**Dr. Monisha Bajaj**  
@monishabajaj



📢📢 New Co-Edited book w/ @janelletscott focused on racialization & education around the globe 🌍 is here!

Great chapters from @misskstrong @SoRoPhD @salim\_vally @ofelia\_otheguy @spamfriedrice @jem\_fly @susanneress @hebzoori @arathings & many more!

 [routledge.com/World-Yearbook..](https://routledge.com/World-Yearbook..)

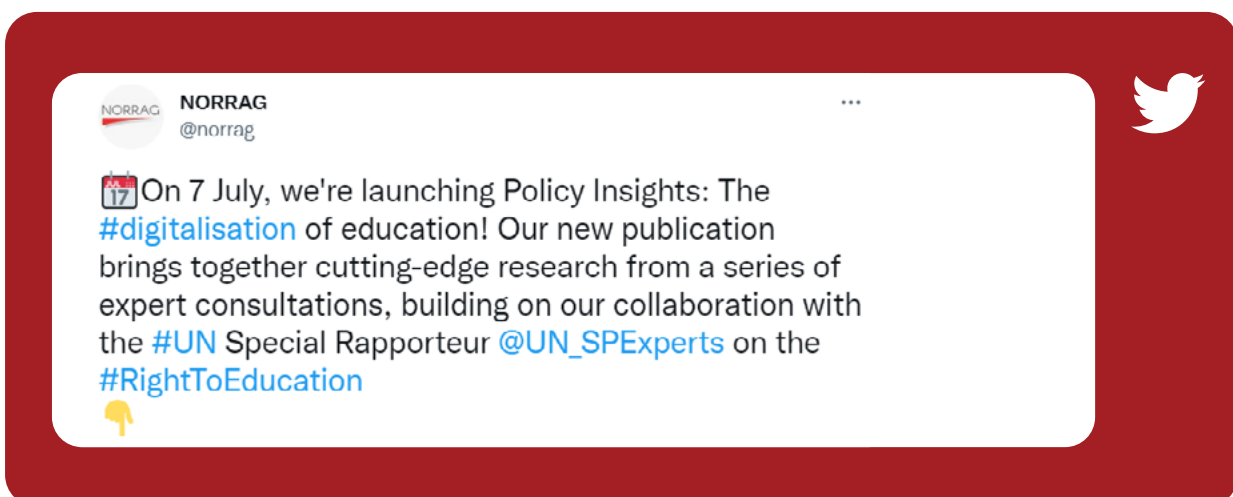
[Traduire le Tweet](#)





Other stakeholders also amplified the reach of our products and activities from or with experts from underrepresented groups. They shared NORRAG products and activities **1231 times** across all platforms. Twitter was again the most popular social media channel, with over 1000 retweets of our work that included experts from marginalised groups.

The announcement of the launch of *Policy Insights: The digitalisation of education* was the **most shared tweet** of our work with experts from **underrepresented** groups, with 41 retweets.





## ACCESS

### Education stakeholders have improved access to relevant evidence and dialogue for equitable and quality education

In 2022, **3130 participants** in our activities accessed relevant evidence and dialogue for equitable and quality education. Compared to 2021, this represents a decrease of 12% in the total number of participants across all activities. However, this can be explained by the fact that in 2022 we organised a smaller number of activities<sup>2</sup>.

The average number of participants per activity, however, **increased by ↑38%**, from 81 to **112** participants, compared to the previous year.

The average number of participants was also higher in our public events. For these, the average number of participants reached **141**, representing a **↑41%** increase compared to the previous year.

The diversity of this participation is also worth noting: **65%** of participants were from the **Global South** and **61%** of them were **women or non-binary individuals**.



# 61%

WOMEN AND NON-BINARY  
INDIVIDUALS

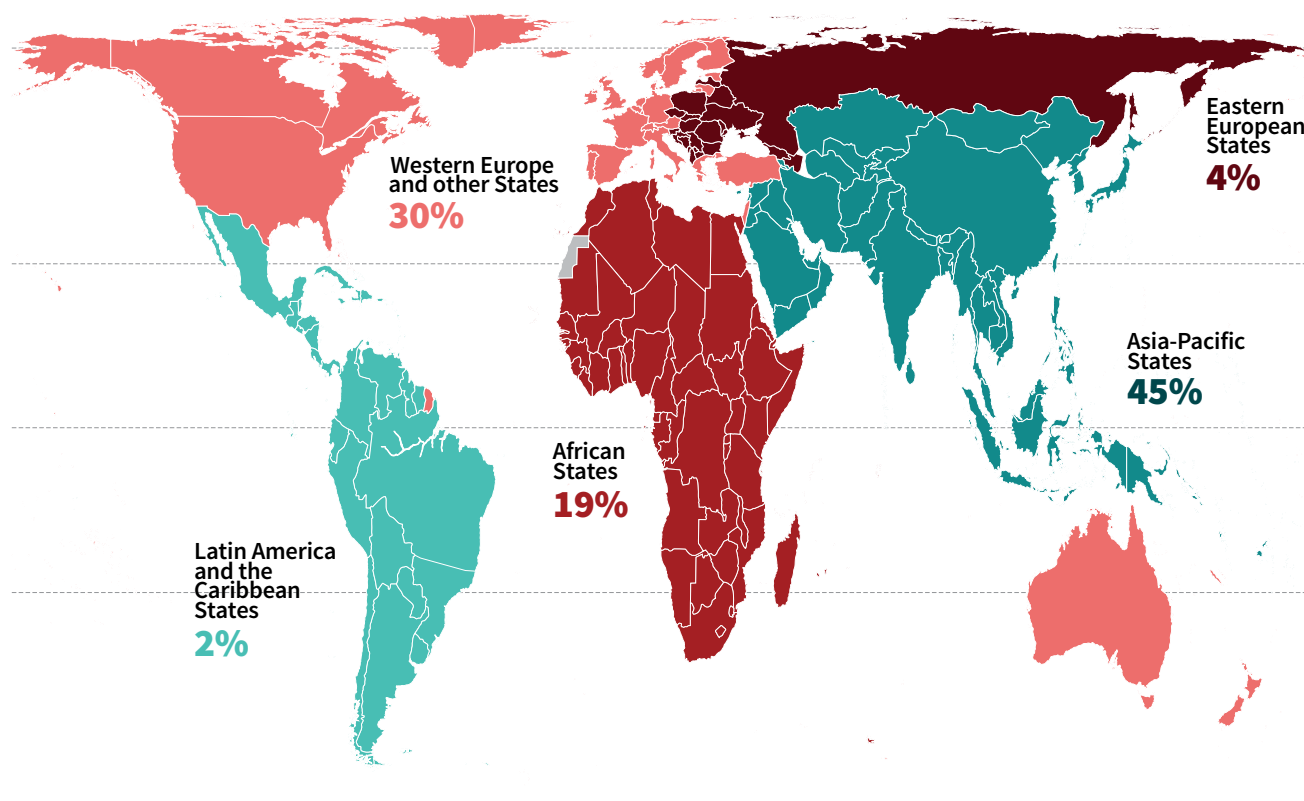


# 65%

FROM THE GLOBAL SOUTH

2. In 2022, we organised 25 activities, compared to 36 in 2021.

Participation was also **diverse** in terms of geographic regions<sup>3</sup> and stakeholder groups.

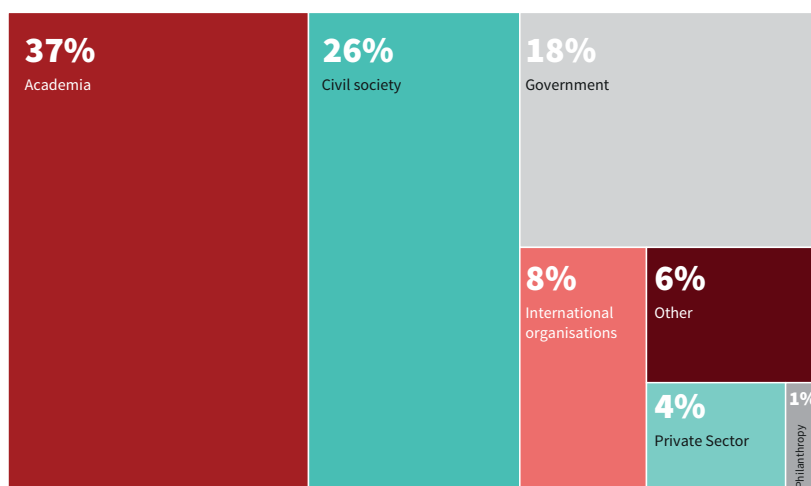


To understand whether each geographic region is under or overrepresented in our activities, we looked at how the geographic distribution of participants in our activities compares to the proportion of the global population in each of these regions. Both **Eastern European states**, 4% of the global population and also 4% of our participants, and **African States**, 18% of the global population and 19% of our participants, were **well represented**. While the **Asia-Pacific (APAC) States** region was the **most represented** in our activities (45%), it is still **underrepresented** when we look at its proportion in the global population (59%). Another region that is still underrepresented in our activities is **Latin America and the Caribbean (LAC)**, which is home to 8% of the global population but only represented 2% of participants in our activities. On the other hand, the **Western Europe and other States** region, which is home to 10% of the global population, was **overrepresented**, as they constituted 30% of participants in our activities.

3. The grouping of countries per geographic region in this report follows the [United Nations Regional Groups](#), which represent the geopolitical regional groups of United Nations member states.



In terms of stakeholder groups, **academia (37%)**, **civil society (26%)** and **government (18%)** held the top spots in terms of participation in our activities. It is highly valuable to bring together experts from these diverse groups so they can access evidence and act on it inside their respective sectors, and contribute positively to the dialogue on improving equitable and quality education.



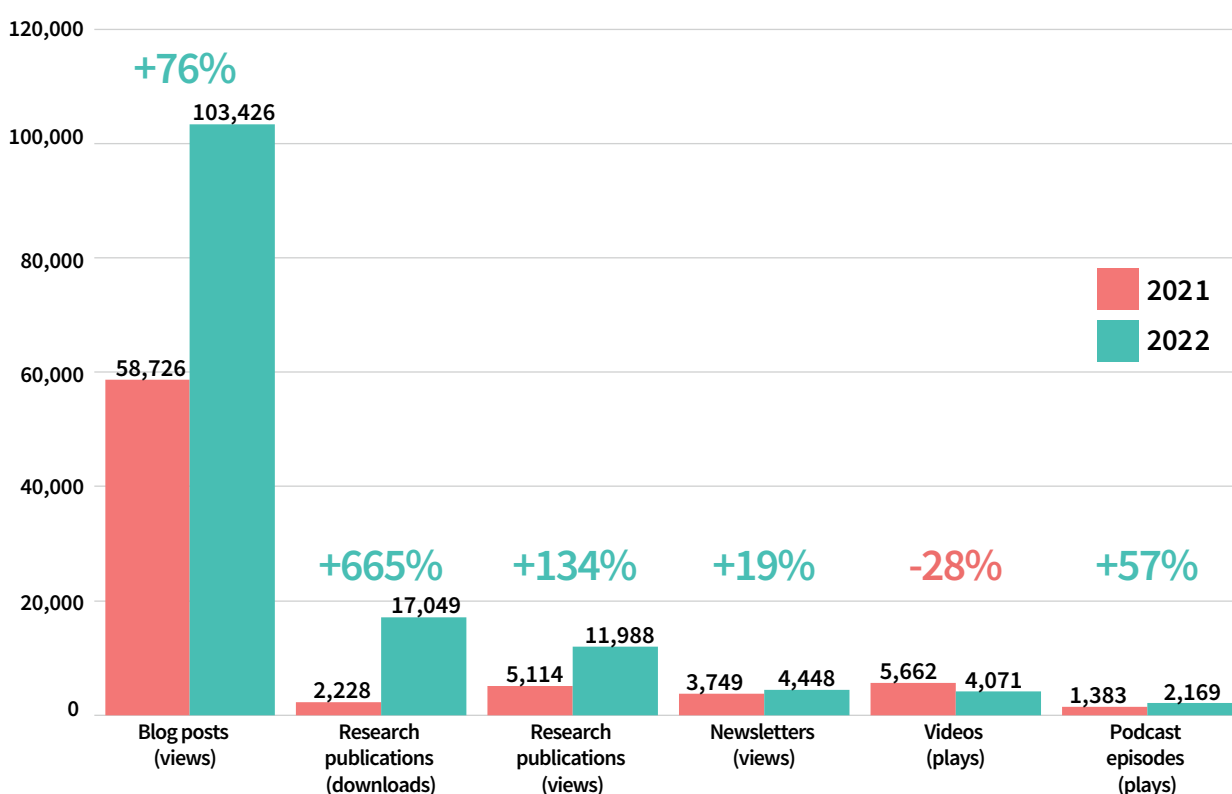
The “[Girls’ Education: Counting the Uncounted](#)” webinar was the most attended of the year, with 310 participants. Among them, **70%** were **women** or **non-binary** individuals and **68%** were from the **Global South**. Academia and civil society were the most represented groups (40% and 31% of participants, respectively). Government representatives accounted for **11%** and those working for international organisations **10%**. In keeping with our principle of partnership, this event was co-hosted by NORRAG, the GPE KIX EAP Hub and the Geneva Graduate Institute Gender Centre.



Another way in which stakeholders accessed relevant evidence for equitable and quality education was by viewing and downloading our Open Access knowledge products.

In 2022, the total of NORRAG's knowledge products accessed on or downloaded from digital platforms increased by **↑86%** compared to the previous year. While in 2021, stakeholders accessed knowledge products 76,862 times through different channels, this number increased to **143,114** views or downloads in 2022.

In terms of language, **94%** of the knowledge products accessed were in English. The second most accessed language was French (representing 3%), followed by smaller percentages in Arabic, Portuguese, Russian and Spanish. Making knowledge products available in languages other than English supports our priority to make knowledge accessible, therefore in 2023, we will ramp up promotion for our non-English language products.

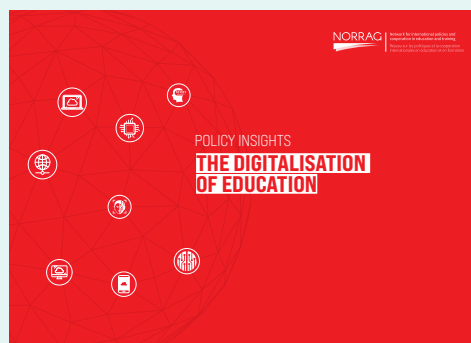


The most accessed type of knowledge product was **blog posts**. These saw a sharp increase in views of **76%**, in comparison to 2021. An increased number of blog posts produced in 2022 (+46%) partially contributed to this increase. One blog post published in 2020 – [Ubuntu in Education: Towards equitable teaching and learning for all in the era of SDG 4](#) – stood out, with 56,617 views.





The most popular publication in 2022 was [\*Policy Insights: The digitalisation of education\*](#), with **1789** views and **832** downloads. The multidisciplinary collection of articles, developed through a partnership with the UN Special Rapporteur on the Right to Education, presents profound yet digestible insights gained from a year of expert consultations focused on what education policy and practice can learn from cutting-edge research and evidence on the digitalisation of education.



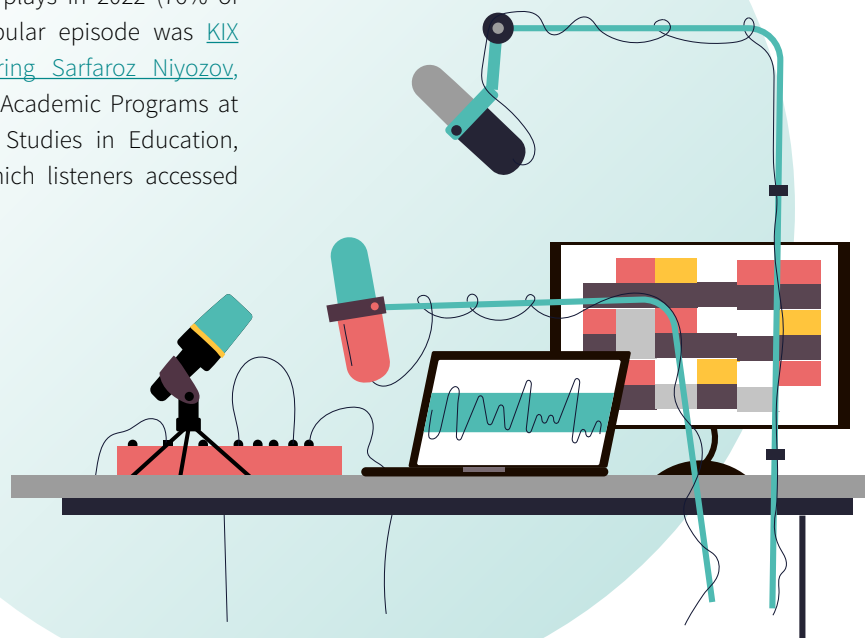
When it comes to research publications, the number of views **doubled** in 2022, while the number of downloads multiplied by almost **seven**. The number of publications we produced in 2022 increased in comparison to the previous year (+55%). This, however, does not fully explain the sharp increase in the number of views and downloads, which reflects a greater interest in our publications. Also, the data tells us that this growing interest has not been only in research products published in 2022 but also in those published in previous years. Among the viewed research publications, 67% were published before 2022; publications prior to 2022 represent 85% of downloads.

Most accessed research publications were primarily in English (76%), followed by 10% in French. The remaining 14% of views and downloads were distributed across publications in Arabic, Chinese, Russian and Spanish.



The second most accessed publication was the English version of [\*NSI 05 on Domestic financing: tax and education\*](#), which had **829** downloads and **819** views. While NSI 05 was initially published in 2020 in English, we published the Arabic, Chinese, French, Russian and Spanish versions in 2022, which have contributed to a rise in popularity of the English version, too. NSI 05 consists of 25 articles highlighting global and national-level experiences and perspectives on the topic of domestic resource mobilisation for education.

The number of podcast episodes played increased by **57%** in 2022 compared to the previous year. Since the number of episodes produced did not increase in 2022 (-15%), it becomes clear that interest in the podcast is growing. Soundcloud continues to be the most popular platform, with **1660** podcast episode plays in 2022 (76% of all plays). The most popular episode was [KIX EAP Podcast #10, featuring Sarfarozi Niyozov](#), Acting Associate Dean of Academic Programs at the Ontario Institute for Studies in Education, University of Toronto, which listeners accessed **219** times.



The total number of recipients of [our newsletter](#) opening/reading it in 2022 **increased by 5%**, from 2506 to 2636. On average, **659** recipients read each newsletter issue.

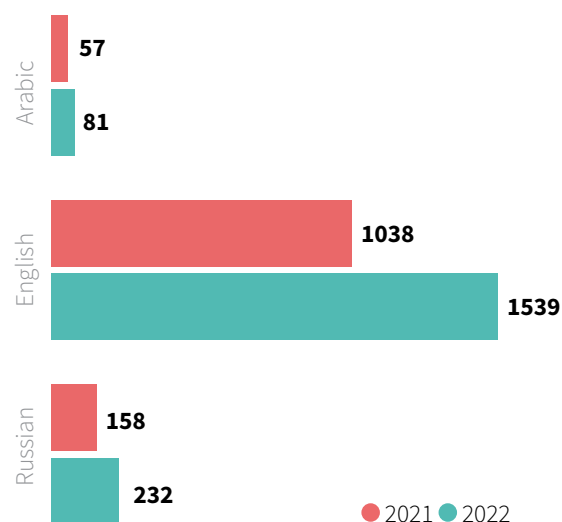






Among our projects, only the KIX EAP Hub produces [its own newsletter](#). The number of recipients opening/reading it **increased by 48%**, going from a total of 1253 to **1852 readers**. An increase of over 40% was seen across the three language versions of the newsletter – Arabic, English and Russian.

Videos were the only type of knowledge product that experienced a decrease in 2022. This decrease is likely related to the fact that we published a small number of videos in 2022 (-67%). A [GPE KIX Grantee in Focus video](#), featuring the KIX research project on the *Effectiveness and Scalability of Programs for Children who are Out of School and at Risk of Dropping Out in Bangladesh, Bhutan and Nepal* had the highest number of plays (297).



**IN 2022, SEVERAL STAKEHOLDERS REACHED OUT TO NORRAG TO ACCESS EVIDENCE PRODUCED OR MOBILISED BY US. THESE REQUESTS INVOLVED BRIEFINGS, JOINTLY ORGANISED ACTIVITIES, RESEARCH PARTNERSHIPS AND TECHNICAL ASSISTANCE.**

## ➔ NORRAG advises on improving the use of relevant and useful data and evidence in policy, planning and practice

Leading education stakeholders and decision-makers sought NORRAG's expertise on how to improve the availability and use of evidence and data for decision-making. Requests came from UNESCO Global Education Coordination Mechanism (GCM), OnThinkTanks (OTT) implementing a mandate for a consortium of foundations, SDG Lab at UN Geneva and the Geneva Science-Policy Initiative (GSPI). Our recognition as an expert on this topic has increased as we were [commissioned by UNESCO to conduct a study](#) and provide recommendations on how to improve the use of evidence in policy (Functional Area 1) of the reinvigorated inter-agency global multi-stakeholder mechanism to accelerate progress towards SDG 4 (the Global Education Coordination Mechanism), which will be published in 2023. This led to sharing of preliminary findings with key stakeholders and to our participation in several meetings to strategise how to strengthen research in, for and by African universities, and to our participation as speakers at public events on the use of evidence in policy and global Sustainable Development Goal (SDG) data regimes, respectively. For us, improving the availability and



appropriateness of data and evidence, and better using it in decision-making will improve education policy in ways that will improve equitable access and quality of education. The external recognition of our expertise also serves our institutional sustainability objective.



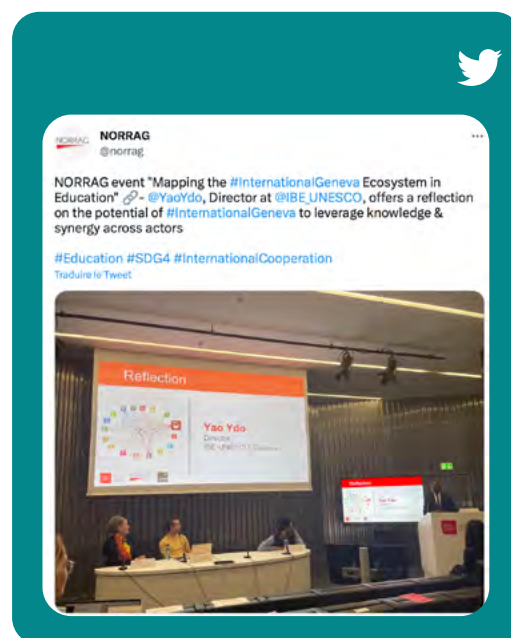
## → Invitation to share expertise on Missing Education Data in Italy

The National Institute for the Evaluation of the Education and Training System (INVALSI), in Italy, invited us to present findings from the [Missing Data Project](#) with a focus on the lack of progress in reporting among high-income countries. The presentation was made at the 7th INVALSI seminar, which aimed to connect research and practice and included researchers, government officials in charge of educational statistics, and school staff. The seminar afforded an opportunity to discuss the intersections of missing data and educational disadvantages. The seminar and presentation of

findings from the Missing Data project facilitated reflections on why high-income countries such as Italy are not regularly submitting available data for the monitoring of progress on SDG 4. The presentation drew from insights that included expertise from researchers located in and originally from the Global South who had contributed to the Missing Data Project. The case highlights the importance of taking advantage of opportunities to leverage the existing networks of our staff to bridge the gap between our organisation and other networks, with the potential to strengthen both.

## → NORRAG invited to share knowledge useful for strengthening the International Geneva education ecosystem

After two events in December 2022 disseminating the findings of the [International Geneva project](#), we were approached for further workshops and capacity strengthening on the ecosystem of education (SDG 4) in International Geneva by the Geneva Global Hub for Education in Emergencies (EiE) and the Swiss Mission to the UN Office in Geneva. Producing this mapping of the ecosystem in which education actors in Geneva operate allows us to support the learning of the entire International Geneva ecosystem towards better collaboration which would fulfil our collective mission to improve access, quality and equity education worldwide. Organisations based in Geneva – and their partners – may hold the potential for collective sensemaking in and from Geneva to craft new answers to the global governance of education and intersections with other SDGs, and the potential for leading the next generation of impacts for international education while listening to those in the Global South who are most affected by their decisions.



## → NORRAG co-organised an expert consultation on the 2023 UNESCO Global Education Monitoring Report on Technology and Education

In partnership with the GEMR, we convened an [online consultation on private sector engagement with technology in education](#). We designed the consultation to explore issues related to procurement, governance and influence of private sector actors in EdTech, aiming to illuminate the processes by which governments roll out technology in education systems and in classrooms. The consultation emphasised an exploration of the

power and influence of technology corporations and technology philanthropists, and of the platforms and products they offer – and potential implications for education governance and systems of public education, both generally and within the Global South. The consultation comprised participants representing perspectives from both the Global South and North, and diverse sectors including academia, bilateral donors, development agencies,



governments, implementing organisations, non-governmental organisations and the private sector. It made an important contribution by including diverse expertise and experts in policy-level discussions and knowledge production on the

topic. The outcomes of the consultation will feed directly into the development of the 2023 GEMR on Technology in Education, which has a wide global policy and research audience.



## NORRAG contributes to policy dialogue on results-based financing for education

In 2022, following the publication of [a research study on results-based financing \(RBF\) in education](#), the World Bank's Results in Education for All Children (REACH) programme invited us to design and moderate a panel on RBF at subnational level education management at the [World Bank Global Conference on Funding Education for Results: Lessons for Accelerated Learning](#). In addition, the Education Finance Network invited us to provide NORRAG's expertise on the opportunities and challenges of outcome-based financing in education programming, especially for non-state actors in youth development. Both forums engaged practitioners working with international organisations, the private sector and national governments who may incorporate the findings from our research into their future work. Additionally, as part of the panel at the World Bank REACH conference, we invited speakers from the Global South (Brazil and India) to provide their perspectives on implementing RBF projects, which amplified the



reach of their experiences at the global level. These invitations have been an important contribution to improving awareness among education stakeholders of the actual risks and benefits of using financing approaches borrowed from the private sector.



## Policy fora recognise NORRAG as an expert on Innovative Financing for Education

In 2022, our contributions were recognised by international and national policy fora, who invited us to participate in policy dialogues as an expert institution on IFE. The Swiss Parliament invited us to make a presentation on the latest findings of our research on IFE, and the Paris Peace Forum invited us to moderate a panel on IFE. We were also approached by a variety of international stakeholders, including the GPE, UNESCO (in the context of the Early Childhood Care and Education financing background paper for the World Conference on Early Childhood Care and Education (WCECE), and the ILF for Education, for technical consultation on IFE or to explore research partnerships. These organisations have appreciated our analytical approach, which reflects the context and needs of the South and the most

marginalised communities. We have highlighted the need for further evidence gathering on the impact of innovative financing on effectiveness and additional resource mobilisation. Our participation in these external fora has contributed to raising awareness among decision-makers about the actual risks and benefits of private sector approaches in education in the South and North. This awareness will enable decision-makers to influence global and national policy priorities and solutions on the use of IFE using knowledge produced by us in collaboration with experts from the Global South. This holds the potential to allow global education stakeholders to better evaluate whether, how and under which conditions innovative financing can achieve more and better financing for education in marginalised communities in developing countries.



## → International Parliamentary Network for Education seeks guidance from NORRAG on education finance capacity strengthening for parliamentarians

Recognising our expertise in domestic resource mobilisation and financing, the International Parliamentary Network for Education (IPNED), invited us to serve on their Project Advisory Group (PAG) for a domestic finance toolkit for parliamentarians in GPE partner countries. As part of the group, we participated in various meetings and provided feedback on data collection instruments and data analysis documents. In addition, IPNED requested our guidance on producing a landscape analysis for policy, advocacy and capacity development efforts related to education budget making,

shaping and monitoring in relation to the domestic finance toolkit. This engagement represented an opportunity to contribute to the design and content of a domestic finance tool for parliamentarians in Global South countries, a stakeholder group rarely targeted in capacity strengthening activities on the topic. Furthermore, it contributed towards our aim to call for greater attention of policymakers to the challenges and opportunities of using national resource capacities for education and how such resources may be used to improve the provision of quality and equitable education for all.

## → NORRAG works with major actors in the Philanthropy in Education space

Throughout the past year, we shared the findings of the [Philanthropy in Education Symposium Series](#) with philanthropic organisations in both the Global North and South. We presented the qualitative findings from the series at the International Education Funders Group (IEFG) member meeting *Who are IEFG's missing members in the Global South?*, which was attended by philanthropic organisations working in the Global South. We presented the trends and the diversity in philanthropic approaches of regional and domestic philanthropies within the network of global philanthropies. In addition, we collaborated with IEFG, Organisation for Economic Co-operation and Development (OECD) Network of Foundations Working for Development (netFWD), GPE and UNESCO to convene a high-level event on the sidelines of the Transforming Education Summit highlighting a joint statement by philanthropies for this Summit. More than 60 philanthropic

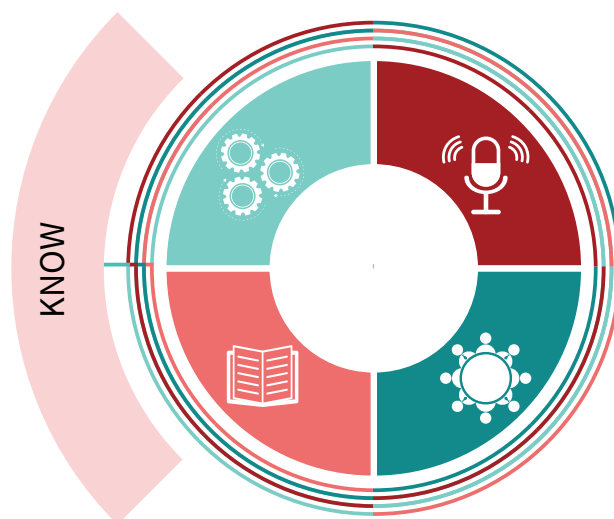
organisations worldwide signed the statement, bringing a collective voice of philanthropy to the global stage for the first time. We also shared our expertise on philanthropy in education and improving the use of evidence in policy dialogues organised by the GEMR, OECD netFWD, and IEFG. We were invited to share our expertise during an online dialogue co-organised by the GEMR and the OECD netFWD and the in-person Paris meeting with the IEFG and OECD netFWD to celebrate netFWD's 10th anniversary. Overall, our work has influenced major actors in the philanthropy in education space and has provided greater awareness of the perspectives and approaches of regional and domestic philanthropies within the global education community. In this sense, this work has the potential to inform and align global education policy decisions with the needs of diverse communities.





## KNOW

Education stakeholders have an increased understanding of education access, equity and quality with regard to NORRAG priority themes



## CHANGES IN KNOWLEDGE OF HOW THE COLLECTION AND GOVERNANCE OF DATA AND EVIDENCE CAN SUPPORT THE INCLUSION OF MARGINALISED GROUPS IN EDUCATION

### ➔ Knowledge gains to support girls' education from a research and data perspective

In a post-event survey following the [\*Girls' Education: Counting the Uncounted\* webinar](#), stakeholders from academia, civil society, government and international organisations reported changes in knowledge about girls' education and issues of gender inequality. There were reported increases in awareness of the challenges girls face in acquiring quality education, particularly noting the positive impact of research and data in achieving this goal. Government and academic participants found it useful to learn about gender indicators in education and their implications, the importance of collecting disaggregated data for better policymaking, as well as the difficulties of evaluating the situation of girls' education, especially when there are many who are invisible in the data collected. Participants also demonstrated learning about solutions that would address these inequalities, such as: reflection on cultural practices and complex realities in order to engage in more meaningful, inclusive advocacy or policy work; using diagnostic tools that are flexible and adaptable in line with their experience; networking and partnering with others working on



the same issue; charting solutions through research and gender studies at institutional, local and regional levels; and the importance of public attitudes towards the issue. The knowledge and awareness gains from this webinar support NORRAG's core principles of promoting inclusiveness and gender equity. Through acquiring this knowledge, gaining new ideas and resources and engaging in discussions, stakeholders are better positioned to contribute to overcoming gender-based inequalities in education, including by making girls more visible and audible in education data, and using such data to inform policy dialogue, research and education daily practices.



## → Representatives from diverse sectors report knowledge gains on refugee education in the West and Central Africa region

In a post-event survey distributed following the [webinar on complementary pathways through education for refugees in the West and Central Africa \(WCA\) region](#), participants from academia, government, multilateral organisations and the private sector reported that they learned more about the challenges refugees face in receiving a quality education, particularly in the WCA region, as well as about the work that organisations are already doing to support refugees in their studies. Academic and government stakeholders gained new knowledge on how refugees in the WCA region manage to access education and the complementary pathways that have been established in several countries. One participant from the private sector reported that they better understand the need to contribute

to quality education and they now intend to set up a programme to accommodate refugees at their school in West Africa. Participants from all stakeholder groups indicated increased awareness of the diversity of problems specifically faced by young refugee women, and how important it is to ensure they receive a quality education. By raising awareness of the situation for refugees and internally displaced persons in WCA, especially women and girls, we contribute to more intentional work to improve policies and practices so that everyone has access to quality education. Furthermore, as part of NORRAG's mission to amplify voices from the Global South, participants learned from the Education Sub-Saharan Africa (ESSA), a regional expert and key regional research partner for this webinar.

## → Diverse stakeholders learn about learning assessments and education reform in the EAP region

In a post-event survey following the KIX EAP Webinar 15 [Learning assessments and education reform in the EAP region](#), participants from academia, government, civil society organisations and schools reported an increase in knowledge of how learning assessments can support impactful school reforms. Participants from all stakeholder groups valued learning about new assessment tools, approaches and methods and countries' diverse experiences in conducting said assessments. It was helpful for school participants to see how pre- and post-pandemic assessments were used to evaluate and address learning loss. Academia, non-governmental and civil society participants also increased their knowledge about policy reform based on assessment. They

learned about civic initiatives for learning evaluation, policy pointers, ways to use national assessments to inform further research, and specific models of learning assessment that can help to inform policy decisions and reform educational systems. This outcome shows how the KIX EAP hub responded to a demand to strengthen national-level assessments, support planning and monitoring, and enhance management capacities to improve teaching and learning outcomes. Ultimately, it contributes to strengthening stakeholders' understanding of what tools and approaches could work in improving the accessibility, equity and quality of teaching and learning.

## → Country representatives expand their knowledge of education data sources and the potential of using of data for education reforms

Following the [KIX EAP online workshop Using Education Data for Policy and Practice](#) and the [KIX EAP Webinar 13 Data that speaks, school reforms that follow](#), participants from academia, civil society, government and international organisation stakeholders shared having learned about how to search, access and extract educational data from global and regional platforms. They also reported a wide range of knowledge gains about how to identify the most appropriate data, how to utilise it in

a way that leads to or accelerate education reforms. More specifically, workshop participants reported learning about different forms of equity-related data in education, as well as regional and international data sources on learning assessments. They also reported developing skills to analyse educational issues in their country, conduct a comparative analysis of data at different levels (national, regional and international), and present data in simple and effective ways for education planners who are not





familiar with data. Likewise, participants from the KIX EAP Webinar 13 emphasised learning about the importance of consistent data in policy analysis, policy intervention, and policy making. They gained valuable information about data on learning loss, especially after the pandemic, as well as gender equity issues, and strategies to address these gaps in foundation learning. In the context of SDG 4, countries in the EAP region have been producing increasing volumes of detailed data analyses on educational access, participation and learning outcomes. However, to make this data useful for policy and planning, it is critical that education stakeholders have the capacity to source, compare

and apply such data. The new knowledge and skills acquired by participants contribute to the KIX EAP goal of strengthening countries' capacity to integrate evidence-based knowledge into policy and practice. They also contribute to NORRAG's work to increase knowledge on how the collection and governance of data and evidence can support the inclusion of marginalised groups in education. Furthermore, these knowledge gains derived from activities featuring research and practical experiences taking place in countries in the KIX EAP region and the Global South, furthering NORRAG's mission towards knowledge equity.

## CHANGES IN KNOWLEDGE OF HOW INTERSECTORAL COLLABORATIONS AND OVERLAPS CAN PROMOTE ACCESSIBLE, QUALITY AND EQUITABLE EDUCATION AND CONTRIBUTE TO ACHIEVING THE OTHER SDGS

### → Diverse stakeholders learn about the interconnections between climate change and education

In a post-event survey following the [launch of NSI 07 Education in Times of Climate Change](#), participants from academia, civil society, government and the private sector reported an increase in their knowledge as to how climate change can impact education and how education can be a tool to address climate change. Participants from academia and the private sector appreciated learning how different institutions around the globe are trying to bring climate change into the education system in their respective countries. Both academia and government stakeholders reported new knowledge related to the climate justice debate and how to



transform education to make it more responsive to needs amidst climate change. Government stakeholders indicated that they better understood the importance of infusing climate change in

curricula. Academia and civil society participants also learned about considering the sustainability of such changes. They emphasised the need for marginalised voices to be heard to ensure true transformation and a change of attitude towards climate change. These knowledge gains contribute to NORRAG's work in raising awareness and debate about climate change education needs and existing experiences around the world. The knowledge reported by the diverse stakeholders increases their

potential to inform policy formulation, evaluation frameworks for success, and resourcing decisions regarding how education is to equip learners to participate in climate action. In addition, such knowledge builds from the diverse perspectives represented in the Special Issue. For NORRAG, it is critical that the global dialogue on the topic be informed by marginalised voices. The NSI and their dissemination events are important tools in centring their perspectives.

## CHANGES IN KNOWLEDGE OF HOW DISRUPTIONS AND INNOVATIONS CAN INFLUENCE ACCESSIBLE, EQUITABLE AND QUALITY EDUCATION

### → UN Special Rapporteur learns from knowledge of underrepresented groups about the digitalisation of education

The UN Special Rapporteur on the Right to Education commissioned us to provide a series of [Policy Dialogue workshops on the digitalisation of education](#) in 2021-22. Following this, the Special Rapporteur's team members reported changes in their knowledge of how digitalisation influences accessible, equitable and quality education. In particular, they outlined new knowledge on specific topics such as datafication, indigenous data sovereignty and algorithmic bias, as well as new knowledge about how to interpret, understand and navigate research and evidence about the benefits and risks of digitalisation in

education. For the UN Special Rapporteur's office, these insights were important to support a robust understanding – which was reflected in the Special Rapporteur's subsequent report (May 2022) – of how digitalisation is impacting the right to education in ways that are rapidly evolving in the context of the global crisis of the COVID-19 pandemic. They emphasised that our approach to amplifying the expertise of underrepresented populations provided strengthened arguments and confidence when talking about issues of equity and quality in education policy.

### → Knowledge gains about the digitalisation of education and its impact on the right to education

In a post-event survey distributed following the online side event to the HRC, [The digitalisation of education and its impact on the right to education](#), stakeholders from academia, civil society and government indicated an increase in their knowledge about digitalisation's impact on education. They reported a broader understanding of human rights considerations in relation to the digitalisation of education and indicated a new understanding of the negative impacts of digitalisation, broadly noting the misuse of students' data and violations of the rights of children. One government participant reported that this new knowledge is immediately applicable to their work, in which they are digitalising educational resources for teachers to apply in the classroom. Civil society participants emphasised new knowledge about the data mining and 'surveillance' systems in EdTech, the rise of large EdTech companies, and their growing influence as political actors. This event

helped to disseminate the findings of the UN Special Rapporteur on the Right to Education 2022 report to the HRC: [The impact of the digitalisation of education on the right to education](#), which built from a series of [Policy Dialogue workshops on the digitalisation of education](#) jointly organised with NORRAG. Increasing knowledge about how digitalisation is transforming education around the world, including the opportunities and challenges inherent in these changes, is critical to NORRAG's mission to contribute towards equitable, quality, accessible education as a common and public good. Stakeholders are then better positioned to safeguard children and their right to education, especially in light of the rapid digital transformations. Furthermore, the knowledge disseminated in the event builds from Global South expertise, which promotes further knowledge equity and the inclusion of diverse perspectives in the digitalisation debate.



## → Participants from the Kyrgyz Republic learn about new approaches to teacher professional development

After the [KIX EAP Webinar \*Building the Capacity of Teachers @ Scale for Inclusive and Equitable Quality Education\*](#), participants from the Kyrgyz Republic shared that they learned about new approaches to teacher professional development. One highlighted learning how those approaches use modern technologies and how they can contribute to teacher motivation. The second emphasised learning about the model of Teacher Learning Centres (TLC), as well as the importance of matching technology choices with teacher learning needs. She mentioned that the evidence she learned about will be very useful in her work formulating teacher professional training systems in the country. Engaging all teachers in quality professional development that transforms their practices and leads to reforms effective in enhancing inclusive and equitable

quality education is a huge challenge. For the KIX EAP project, its country representatives acquiring knowledge about such approaches contributes to a strengthened understanding of what works in improving education systems and how they can be scaled equitably and sustainably. Additionally, this contributes to NORRAG's work to increase knowledge of how disruptions and innovations can influence accessible, equitable and quality education. Furthermore, the event drew upon the work done by the Teacher Professional Development (TPD) @ Scale Coalition for the Global South, specifically in the Philippines, Indonesia, India and Uzbekistan, thereby furthering NORRAG's mission to amplify voices and research from the Global South.



## CHANGES IN KNOWLEDGE OF THE RISKS AND BENEFITS OF PRIVATE SECTOR APPROACHES FOR EQUITABLE AND QUALITY EDUCATION

### → Academia, civil society and government representatives report knowledge gains from the Innovative Financing for Education Symposium

In a post-event survey following the [Innovative Financing for Education \(IFE\) Symposium: Learnings and future research and practice agendas](#), stakeholders from academia, civil society and government reported having learned about the importance of considering equity when designing

or exploring innovative financing mechanisms. Civil society and government stakeholders reported a deeper understanding of the growing domain of the multiple and diverse forms of IFE mechanisms and their applications. Government and academia highlighted having learned more about the debates



surrounding IFE. They appreciated being able to raise critical questions regarding the purported efficiency and effectiveness of IFE. These knowledge gains are important to our objectives because they promote wider awareness of the risks and benefits of using innovative financing for education across diverse stakeholder groups in both the Global South and North. The more that stakeholders understand the mechanisms and engage critically in debates on equity, additionality, efficiency and effectiveness, the higher the potential for IFE to contribute to more and better financing for education that leaves no one behind. For academia and civil

society, this is particularly important in terms of their role in producing evidence and advocating for quality and equity considerations regarding education financing mechanisms. When it comes to governments, it is particularly relevant in terms of strengthening their capacity to assess whether such emerging mechanisms are appropriate to their context, and under which circumstances. Furthermore, this symposium supported NORRAG's mission to surface and amplify expertise from underrepresented groups by featuring case studies from distinct contexts in the Global South.



## Academia, government, and private sector stakeholders report knowledge gains on domestic financing from the Global Launch Event of the Regional Editions of NSI 05

In a post-event survey distributed following our [Global Launch Event of the Regional Editions of NSI 05 on Domestic Financing: Tax and Education](#), stakeholders from academia, government and the private sector reported an increase in knowledge about taxation and financing of the education system. They referred to new learnings about the models of financing with examples of mechanisms from both local and regional levels. These stakeholders particularly appreciated learning about financing in a range of countries and regions, especially with representation from the Global South. Government stakeholders reported that they gained new knowledge about how to finance

a quality education investment and how to address crises such as the COVID-19 pandemic. The event contributed towards our aim to call for greater attention to issues that influence national resource capacities for education and how that funding may be used. Questions of financing education are even more pressing as we face the consequences of COVID-19 and the impact of lockdowns globally. With this strengthened knowledge about various global- and national-level experiences and perspectives on domestic financing, participants are better equipped to address the global and national challenges faced.

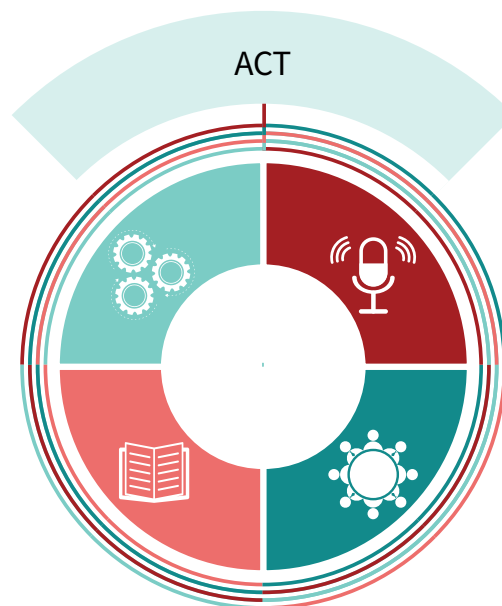
At the time of the Global Launch Event of the Regional Editions of NSI 05 on *Domestic Financing: Tax and Education*, we also published regional editions of [NSI 05 on Domestic Financing: Tax and Education](#), in [Arabic](#), [Chinese](#), [French](#), [Russian](#) and [Spanish](#). The regional editions include a selection of articles from the original NSI 05 edition in English, as well as additional contributions from regional authors.





## ACT

Education stakeholders use or refer to NORRAG research and activities, including by or with experts from underrepresented groups, in discussions and publications related to the provision of equitable and quality education and learning



### → Missing Data Project findings inform learning and policy discussions in Latin America and the Caribbean

UNESCO Regional Office for Latin America and the Caribbean (OREALC/UNESCO) Santiago has used materials produced during the Missing Data Project to inform forums, webinars and workshops they have conducted with the [Community of Data Specialists for Educational Planning](#). This has included use of materials from the working paper on Latin America and the Caribbean (LAC), the regional discussion in December 2021, and the blog entry '[¿Cómo mejorar el monitoreo de las metas del ODS 4 en América Latina y el Caribe?](#)' This same blog post on missing data in Latin America and the Caribbean was also used as reading material for the [2022 OREALC and IIEP-UNESCO course on the use of data for educational planning](#) and was cited in an OREALC/UNESCO publication in 2022: '[Garantizar el derecho a la educación de personas en movilidad: análisis de avances y desafíos en sistemas de información y marcos normativos en Colombia, Perú y Ecuador](#)'. The participants in the

Community of Practice are primarily staff from Ministries of Education in the LAC region with data expertise. Therefore, the use of the Missing Data Project knowledge outputs to inform discussions with this group has the potential to eventually contribute to policy and practice recommendations to improve the education data regime. Similarly, the OREALC and IIEP-UNESCO course was explicitly focused on the use of data for educational planning and therefore the use of material from the Missing Education Data blog series has the potential to contribute to recommendations for educational planning. Third, the citation of the blog series in the OREALC/UNESCO publication on the intersection of missing data, displacement and the right to education indicates a contribution to discussions about how data regimes and their gaps can influence the educational marginalisation of children on the move.

### → NORRAG research on Education and the SDGs is referred by diverse education stakeholders and organisations

This year, several publications produced under the Education and the SDGs strategic theme have been cited in knowledge products from academia and international organisations. The article *The Best Vaccine: Nature, Culture, and Covid-19* from [NSI 06 States of Emergency: Education in the Time of COVID-19](#) and the blog post [COVID-19, climate, and culture: Facing the crisis of \(neo\) liberal individualism](#) have been cited in the

article *Exploring factors explaining the scarcity of climate protests in East Asia* in the academic journal *Qeios*. NSI 06 was also cited in two books – *Delhi's Education Revolution: Teachers, agency and inclusion* (UCL Press) and *Comparative and International Education (Re)Assembled: Examining a Scholarly Field through an Assemblage Theory Lens*. Lastly, NSI 06 was cited in the UNESCO publication [Evidence on the gendered impacts of](#)



[extended school closures. A Systematic Review.](#)

The article *Towards Climate Justice: Lessons from Girls' Education*, part of [NSI 07 \(Education in Times of Climate Change\)](#) has been cited in an article in the Environmental Education Research Gender journal – [Equality and climate justice programming for youth in low- and middle-income countries: an analysis of gaps and opportunities](#) – as well as in the book [Challenges for Environmental and Sustainability Education Research in Times of Climate Crisis: 15th Invitational Seminar on Environmental & Sustainability Education Research](#), from the Centre for Sustainable Development of Ghent University. Furthermore, the blog post '[Facing the Climate Change Catastrophe: Education as Solution or Cause?](#)' has been cited in an article in the Frontiers Research Topics journal, *Repurposing Universities for Sustainable Human*

*Progress*. The citations contribute to positioning the interconnections of education, health, climate change and environmental education as top priorities for the current times, adding a perspective that prioritises the voices from the Global South. All the cited publications have been authored, co-authored or edited by individuals belonging to underrepresented groups. This represents an important contribution to research on this topic, as the perspectives of marginalised voices surfaced in our publication are gaining recognition. The publications citing the NORRAG research are particularly relevant in the sense that they address contexts in the Global South. In addition, the citation in a UNESCO publication may contribute to this evidence informing policy dialogue on the topic.



## NORRAG research on data in Education in Emergencies informs academic publications

In 2022, eleven articles of the [NSI 02 Data collection and evidence building to support Education in Emergencies](#) were cited in one academic paper published in the Journal on Education Emergencies – *Beyond Numbers: The Use and Usefulness of Data for Education in Emergencies*. Furthermore, the blog post [Knowledge Production on Education in Conflict Contexts: Towards an Ecology of Knowledge](#), published in 2019, was cited in the book *Conflict, Education & Peace in Nepal: Rebuilding Education for Peace and Development*. The evidence produced and disseminated by

NORRAG on data in education in emergencies, in collaboration with experts from underrepresented groups, is informing global dialogue through its recognition in publications with a global reach, such as the *Journal on Educational in Emergencies*, which is published by the Inter-agency Network for Education in Emergencies (INEE). The citation of the blog post not only shows the relevance of this knowledge product to the topic of EiE, but also of research that takes place in emergency contexts in the Global South.



## Actors involved with research, policy and practice on digitalisation of education highlight the relevance of our work on the topic

Our [Policy Insights: The Digitalisation of Education](#) was cited and mentioned online by several organisations and individuals. On Twitter, the publication was mentioned by influential professors, researchers, policy brokers, policymakers, librarians and doctoral students in education, technology, health and other issues, based in Belgium, Brazil, Ethiopia, India, Portugal, Spain, Turkey, the UK and the US. The report was also tweeted by those working in policy-facing settings. The publication was also shared and mentioned in newsletters and document portals of organisations and networks, including the EdTech Hub, UN International Children's Emergency Fund (UNICEF)'s Children and COVID-19 Research Library, and the 21st Century Library and Information Science Network Library at Hawassa University,





Ethiopia. Individual chapters were added to university research databases, including that of the University College London and the University of Tasmania. This outcome shows several stakeholders in academia and international organisations highlighting the importance of a co-produced knowledge output that surfaced the expertise of underrepresented groups on a topic – the digitalisation of education – which is critical for equitable and quality education and learning, particularly given the acceleration of EdTech use during and after school lockdowns

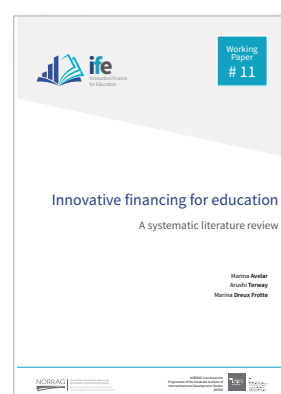
due to the COVID-19 pandemic. In particular, this edition of *Policy Insights* represents an attempt to share with a wide research and policy audience critical and the perspectives of underrepresented experts on the topic in an accessible and digestible format. Engaging with this wider audience, and contributing to shifting the terms of the policy debate, is part of our work to improve the access of education stakeholders to relevant evidence and to our work to amplify the expertise of experts from underrepresented groups.



## Innovative Financing for Education Systematic Literature Review is becoming a critical background document in the field of education financing

In 2022, academic and grey literature frequently referred to the [Systematic Literature Review on Innovative Financing for Education](#) we published in 2020. Diverse stakeholders, including in academia and international organisations, have cited the research publication in support of education financing analysis at global and national levels. These included, for instance, the UNICEF publication “[Financing education recovery: A piece of cake?](#)” and an [Education Sector Analysis of the Republic of Liberia](#). The IFE Systematic Literature review is becoming a critical item of evidence informing the

education financing community on what is known about innovative financing education and what is the existing literature gap. It has also been used to help define the broad concept of IFE.



## Private Sector Approaches knowledge products recognised in external publications

Knowledge products from the Private Sector Approaches thematic work have been cited in external education sector publications. The [GEMR on Non-State Actors in Education](#) cited several NORRAG knowledge products, including book chapters, case studies, working papers, NSI articles and blog posts. The annual GEMR is crucial in shaping global education policies and solutions at both national and international levels. By having its knowledge products featured in the report, NORRAG has helped inform policy decisions, increase awareness among stakeholders of the actual risks and benefits of private sector approaches in education, and the inclusion of needs and

concerns of affected populations and experts from the Global South and underrepresented groups. In addition, NORRAG’s edited volume [Philanthropy in Education: Diverse Perspectives and Global Trends](#), which includes chapters from experts from multiple regions, was cited in several academic publications in 2022. The citations show that researchers and other stakeholders are taking context-relevant knowledge into account and that NORRAG’s inclusion of expertise from underrepresented and Global South knowledge in the topic contributes to both amplifying these perspectives and to the research field more broadly.



## NORRAG research on domestic financing and the role of private actors in education inform academic and grey literature

In 2022, several research pieces on domestic financing and the role of private actors in education have been cited in academic publications and in reports from international organisations. The [NSI 05 Domestic Financing: Tax and Education](#) was cited in

the *International Review of Education (IRE)* journal article [Avoiding pitfalls in the next International Conference on Adult Education \(CONFINTEA\): Lessons on financing adult education from Belém](#), and in the *International Journal of Human Rights*

article [Why neoliberal ideology, privatisation, and other challenges make a reframing of the right to education in international law necessary](#). Furthermore, the NSI 05 article *Renewal of Basic Education Fund in Brazil: disputes on funding and federal distribution* was cited in the Brazilian journal *Revista de Financiamento da Educação* (FINEDUCA) article [Ataque ao Fundeb: interseções entre ultraliberais e reacionários no projeto de privatização do fundo público](#). Another NSI 05 article – *Taxing matters: fiscal reform, public goods and aid* – was cited in [UNESCO's GEMR 2021/2: Non-state actors in education: Who chooses? Who loses?](#) The report also cited a NORRAG publication regarding private sector engagement in education – the book [Realising the Abidjan Principles on the Right to Education: Human Rights, Public Education](#). This same book has been cited in the *International Journal of Human Rights* article [Why neoliberal ideology, privatisation, and other challenges make a reframing of the right to education in international law necessary](#). In 2022, there have also been citations of a research

piece published in 2010 – the article *Why we need a radical re-Think of official aid*, part of NORRAG News #44, entitled [A brave new world of 'emerging,' 'non-DAC' donors and their differences from 'traditional' donors](#). The article was cited in two books – the UCL Press *Delhi's Education Revolution: Teachers, Agency and Inclusion* and the Cambridge University Press *Development Disrupted: The Global South in the Twenty-First Century* by Ruth Elizabeth Gordon. These citations raise awareness and contribute evidence to academia and international organisations regarding the challenges and opportunities of domestic financing in education and the risks and benefits of private sector involvement in education. Some of the cited publications have been authored, co-authored or edited by individuals belonging to underrepresented groups, which are not commonly heard in education financing debates. This represents an important contribution to research on this topic, as the perspectives of marginalised voices are gaining recognition.

## EDUCATION STAKEHOLDERS USE THE KNOWLEDGE ACQUIRED THROUGH NORRAG ACTIVITIES OR PRODUCTS TO MAKE POLICY AND PRACTICE RECOMMENDATIONS TO IMPROVE THE PROVISION OF EQUITABLE AND QUALITY EDUCATION AND LEARNING

### → Surfacing global research and expertise about digitalisation in education to support policy recommendations to protect the right to education for all

[The impact of the digitalisation of education on the right to education](#) report to the HRC written by Dr Koumbou Boly Barry, UN Special Rapporteur on the Right to Education, and published in July 2022, used knowledge acquired during the [Policy Dialogues on the digitalisation of education](#), jointly organised with NORRAG, to make a number of policy and practice recommendations. We contributed to this influential policy report by mobilising expertise from the Global South, which is especially hard to access on this topic. Overall, our efforts contributed to the report's critical and contextualised assessment of the evidence on digitalisation and digital education, including attention to “how, when and to what extent, considering negative and positive consequences” of digital interventions and processes, as well as of existing evidence. For NORRAG, supporting our partners to learn from research and evidence



on digitalisation is central to our aim to explore whether, and under what conditions, innovations and disruptions might improve access, equity and quality in education. In addition, accessing the knowledge of experts from the Global South is vital to a more balanced approach to the topic and also to improving knowledge equity, an aim that is also central to our objectives.





## Private Sector Approaches research used to make policy and practice recommendations

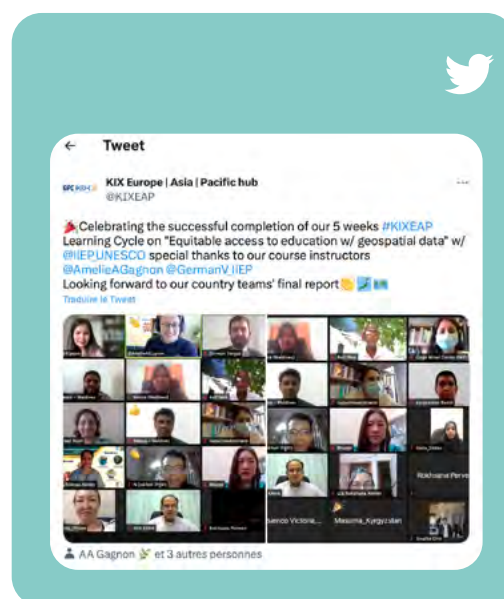
NORRAG's research on philanthropy in education and IFE was used by international aid actors to raise awareness about the challenges and opportunities of engaging private investment in education. An [article in the Swiss Development Cooperation Agency's \(SDC\) \*One World\* magazine](#) citing NORRAG's research highlighted that private sector funding is critical to education in low and middle-income countries, but it could exacerbate education gaps and social inequalities. NORRAG's research has also been incorporated into the [Non-State Actors in Education: Evidence Gap Map \(EGM\) Database](#), developed by the United States Agency for International Development-funded Education Finance Network. The database informs the global education policy community about the existing gaps in knowledge about non-state actors. The EGM Database included 12 NORRAG Private Sector

Approaches publications, produced in partnership with researchers and universities from the Global South. The incorporation of NORRAG's knowledge products in the database informs evidence-based decision-making for global, regional and national stakeholders and promotes better assessments of the risks and benefits of private sector approaches and innovative financing. NORRAG's contributions have been significant in promoting evidence-based decision-making in education policy and practice. By raising awareness about the challenges and opportunities of engaging private investment in education and addressing the existing gaps in knowledge about non-state actors, NORRAG's research is contributing towards improving the provision of equitable and quality education and learning.



## Use of geospatial data to review progress in education sector plans and reduce dropout rates in Cambodia

After taking part in the [KIX EAP Learning Cycle \*Equitable Access to Education with Geospatial Data\*](#), participants working at the Ministry of Education, Youth and Sport (MoEYS) in Cambodia (MoEYS) reported that, as their team is preparing the Mid-Term Review of the Education Strategic Plan (ESP) 2019-2023, they have decided to use the tool that they learned about – geospatial data – to present data on which districts have low performance and high dropout rates. In addition, they intend to continue using geospatial data and mapping to visualise trends and needs for each school, province and district. Making use of geospatial data in education is a promising tool for promoting greater equity in the distribution of educational opportunities, better adaptation of these opportunities to the needs of local communities, and more efficient use of all available resources. Taking into account local characteristics at the level of smaller communities is an important step that education planners and managers can take towards increasing equity in education. This inclusion of geospatial data in policy analysis by stakeholders from Cambodia is taking place during a formal process of the Mid-Term Review of the ESP, which holds the potential of involving several decision-makers in the education policy



and planning arena. In addition, it demonstrated that the learning cycle specifically provided actionable lessons so that education stakeholders could work with context-relevant geospatial data. Lastly, this outcome contributes towards NORRAG's aim to strengthen capacity to collect, interpret and use data and evidence that helps to improve educational planning, policymaking and practice.





## Kyrgyz Republic includes 21st-century skills in the State Standards for School Education

Following the [KIX EAP Learning Cycle Integration of 21st Century Skills in Curriculum](#), a participant from the Kyrgyz Republic, together with a team of experts working on developing the country's State Standard for School Education document, decided to include 21st-century skills as part of the standard competences that students should develop in the Kyrgyz Republic education system. In today's knowledge-based society, 21st-century skills are considered particularly important for students to succeed. Their inclusion in the State Standard for School Education is an important step towards an integrated approach to 21st Century Skills, which requires alignment at the system level, encompassing curriculum,

assessment and pedagogy. The State Standard for School Education is the key document setting the priority areas for school education in the Kyrgyz Republic, its goals and objectives, a list of key and subject competencies and the level of their achievements, as well as the basic principles for assessing educational results. Ultimately, this case shows a contribution towards country representatives integrating evidence-based knowledge in education policy. In addition, this furthers NORRAG's mission to strengthen capacity to collect, interpret and use context-relevant data and evidence that helps to improve educational planning, policymaking and practice.







# HOW DID WE ACHIEVE THESE RESULTS?

## OUTPUTS

### WE GENERATE KNOWLEDGE

**NORRAG produces and co-produces high-quality evidence that responds to education needs and priorities from the Global South, through research, evaluations and grant funding**

In 2022, we published **44 research products** that respond to education needs and priorities from the Global South.

In line with our commitment to knowledge equity, we published knowledge products in English and in **5 other languages**.

We made 19 publications available in Arabic, 2 in Chinese, 1 in French, 20 in Russian and 1 in Spanish.

The KIXEAP project, for instance, published **4** synthesis notes about their Learning Cycles (Integration of the 21st Century Skills to the Curriculum; Feasibility Studies on Scaling Innovations; and Equitable Access to Education with Geospatial Data) and the KIX Education, Policy and Innovation Conference (EPIC). Responding to the needs of the geographic region that the project works with, most knowledge products are available in three languages: Arabic, English and Russian.

In 2022, in addition to the publication in English of NSI 07: Education in Times of Climate Change, we also published regional editions of NSI 06 on States of Emergency: Education in the Time of COVID-19 in [Arabic](#), [Chinese](#) and [Russian](#). NSI 06 focuses on topics including inequalities, technology,

states, progress, affect and nature, reflecting the different perspectives and methodological approaches researchers from around the world have undertaken to examine the role of the pandemic in the education system. The regional editions include a selection of articles from the original NSI 06 in English, with additional contributions from regional authors from China, Egypt, Jordan and Kazakhstan.







## WE MOBILISE KNOWLEDGE

NORRAG creates spaces and processes for sharing and engaging on new knowledge, as well as co-produces and disseminates knowledge products

In 2022, we published **89** knowledge products aimed at mobilising and disseminating evidence on our key thematic priorities. Those include blog posts, videos, podcast episodes and newsletters.



**33**  
BLOG POSTS



**32**  
VIDEOS



**11**  
PODCAST EPISODES



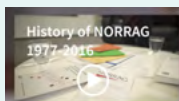
**13**  
NEWSLETTERS

In comparison with 2021, there was a significant increase (**↑74%**) in the number of **blog posts** published. A key aspect of NORRAG's work is to provide a platform for education stakeholders, particularly those from the global South, to give voice to their expertise and experience that tends to be marginalised on other platforms and fora. NORRAG, therefore, invites contributions to its blog platform to discuss relevant issues relating to SDG 4. These contributions are then posted on the NORRAG website where education stakeholders can access these diverse views and reply to blog posts or contribute additional content.

The production of **videos** disseminating research dropped from 98 in 2021 to 32 in 2022. This was, in part, due to the reduction in events from 2021 to 2022. At the same time, our focus shifted to creating videos that were accessible to multiple audiences: we made **65%** of the videos published in 2022 available in languages other than English (Arabic, Chinese, French, Portuguese, Russian and Spanish).



**A KEY ASPECT OF NORRAG'S WORK IS TO PROVIDE A PLATFORM FOR EDUCATION STAKEHOLDERS, PARTICULARLY THOSE FROM THE GLOBAL SOUTH**



To maintain the institutional memory of NORRAG from its foundation in 1977, we produced two videos with former Directors Michel Carton (1992-2016) and Gita Steiner-Khamsi (2017-2022), focusing on the role we have played among international organisations and government agencies, and our participation in critical decision instances in education in the global arena.

We published most blog posts under the **Data and Evidence** and **Education and the SDGs** strategic themes. The case was different for videos and podcast episodes, in which the KIX project under the **Innovations and Disruptions** strategic theme produced 19 videos and 11 podcast episodes.

In 2022, we launched four different **blog series**. [The Missing Education Data blog series](#) explored the key themes that emerged from the inaugural Missing Education Data summit in 2021, including missing groups, types and purpose of data in global SDG 4 data regimes. Following on from our project with the UN Special Rapporteur on the Right to Education, we launched the [Digitalisation of Education](#) blog series to continue that conversation with a broader public. [The Role of Quality Education in Building Just and Sustainable Peace blog series](#) introduced articles highlighting the role of quality education in building just and sustainable peace, with contributions from humanitarian practitioners and academics. Lastly, the [Philanthropy in Education blog series](#) aimed to foster dialogue between key stakeholders (philanthropic organisations, national policymakers, international organisations and academia) on critical issues relating to the global and regional role of Philanthropy in Education.







Another way of disseminating the evidence we produced was by presenting it online and at in-person events. In 2022, we presented our research in **33 activities**. In six of them, language interpretation was provided into at least one of the following languages – Arabic, Chinese, French, Russian and Spanish.

Projects under the **Education and the SDGs** strategic theme (36%) comprised the majority of the events, followed by **Private Sector Approaches** (27%), **Data and Evidence** (18%), **Innovations and Disruptions** (9%) and **Network** (3%).



[NORRAG researchers participated in multiple panel sessions](#) at the Comparative and International Education Society (CIES) Conference in April 2022, held in person in Minnesota and online. Our research appeared in seven panels over the four days of the conference. Topics included trends in philanthropy in education during pandemic times, applying systems approaches to international education, evidence in peer learning from a comparison between OECD and the World Bank, a review of theory and practice of RBF, and data gaps in relation to the SDGs. We also hosted an institutional reception in partnership with the UNESCO International Bureau of Education (IBE) and the IIEP-UNESCO.



In February 2022, we organised the [Innovative Financing for Education Symposium](#). The event covered the evolving understanding of IFE and its various mechanisms, with a particular focus on impact bonds on the second day. Outcomes of the swissuniversities Development and Cooperation Network (SUDAC) – Consortia for Education and Research (COFER) Innovative Financing in Education and Development: Case Studies and Multi-Media Material for E-Learning project were presented to reflect on the lessons learned to date. Among them, a systematic literature review, multiple in-depth case studies, short case studies and nine animated videos teaching about different innovative financing mechanisms.

In alignment with our mission, we also facilitated the **dissemination of non-NORRAG research** at **37** events. At **one-third** of them, we provided **language interpretation** into at least one of the following languages – Arabic, Chinese, French, Russian and Spanish).

Most of the events disseminated research contributing to the strategic themes **Innovations and Disruptions** (33%), **Education and the SDGs** (26%) and **Private Sector Approaches** (26%). In addition, 13% of these events contributed to the **Data and Evidence** strategic theme and 3% to the **Network** strategic theme.





Introduction

Key results in 2022

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

In February 2022, NORRAG, ESSA and the United Nations High Commissioner for Refugees (UNHCR) West Africa co-organised a [webinar](#) to discuss the [Complementary Pathways through Education for Refugees in the West and Central Africa Region report](#), which maps out refugee education pathways and access to higher education and training in 21 West and Central African countries.



The [15th KIX EAP Webinar on Learning Assessments and Education Reform in the EAP Region](#), in collaboration with the Australian Council for Educational Research (ACER), explored the experiences of three learning assessments that collect evidence on student learning outcomes that stakeholders can use to drive education reform across the wider APAC region. Representatives from the Australian Council for Educational Research (ACER), the Educational Quality and Assessment Programme (EQAP) of the Pacific Community, the Southeast Asia Primary Learning Metrics (SEA-PLM) Secretariat, and the Center for Educational Assessment at the University of Massachusetts Amherst presented the research.





## WE STRENGTHEN CAPACITY

NORRAG works with governments, international organisations, the private sector, NGOs, academia, experts and decision-makers to build their capacity on new evidence and use of that evidence for decision making

In 2022, we organised 11 capacity strengthening activities, **83% more** than in the previous year.



3

courses



4

workshops



4

lectures

In the autumn semester, Professor Chanwoong Baek taught *Knowledge Use and Transfer in Comparative Education Policy* to Master students in the International Relations/Political Science department. In the course, students investigated the role of knowledge in today's policy, planning and implementation processes, and compared different use and transfer of knowledge across policy domains and national contexts.



Source: [www.youngactivistsummit.org](http://www.youngactivistsummit.org)

Dr Moira Faul provided mentoring for the [Annual Youth Activist Summit](#). The Summit seeks to empower young changemakers advancing sustainability or human rights causes and helps them achieve concrete results through visibility, networking, training and fundraising.



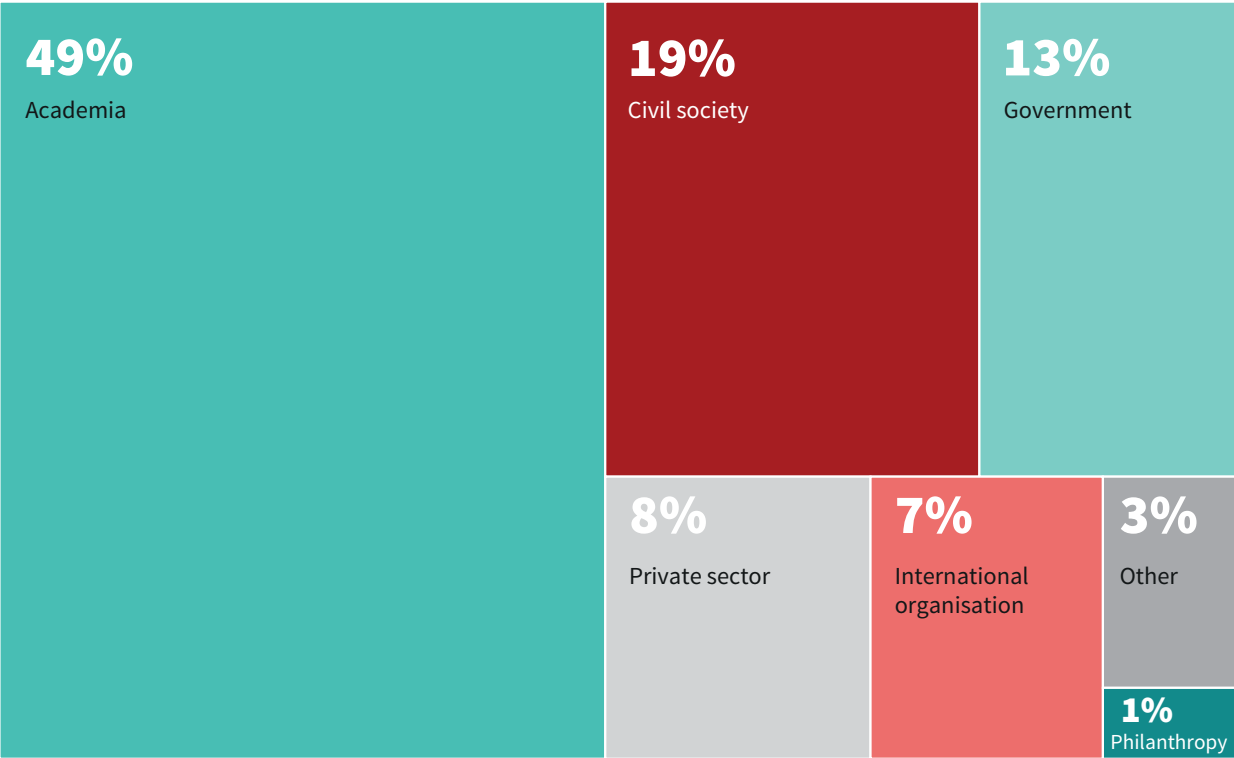
The KIX EAP Hub organised the 5th KIX EAP Learning Cycle on *Teacher Professional Development at Scale (TPD@Scale)*. The activity, facilitated by the TPD@Scale Coalition for the Global South, focused on examining how TPD programmes mediated with information and communication technologies (ICT) can be scaled through adaptation/localisation to improve students' learning outcomes. Participants included policymakers and/or key influencers working in TPD from 13 countries in the Global South.

**Over 530** participants took part in the various capacity strengthening activities, **65%** of whom were **women or non-binary individuals**. Participants included Master-level students, as well as representatives from government, civil society, research institutions, philanthropic organisations and the private sector.

# NETWORK AND ORGANISATIONAL DEVELOPMENT RESULTS

Our network comprised **5498 members** in **179 countries** in 2022, with 157 individuals joining during the year, representing a 3% growth from the previous year.

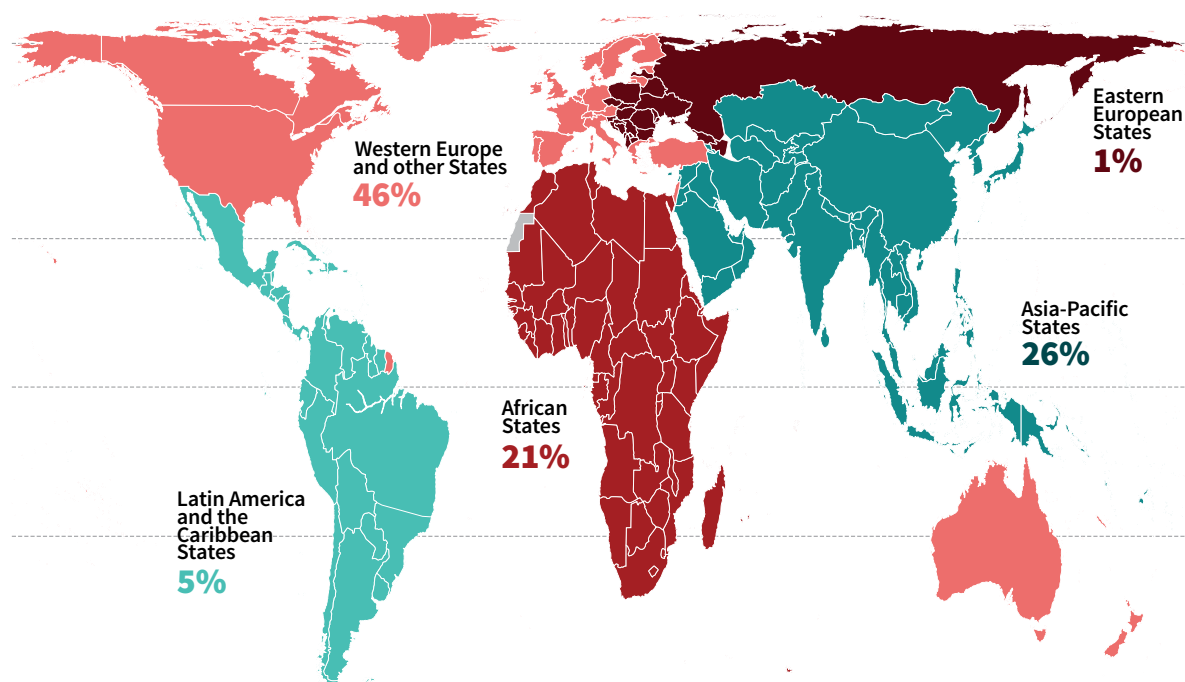
The network continued to have an important representation of women and non-binary individuals, as well as members from the Global South: **69%** of network members are **women or non-binary** individuals and **more than 50%** of them are from the **Global South**.



In terms of stakeholder groups, the profile of the network remained fairly similar, too. Nearly 50% of network members worked in **research institutions**, 19% in **civil society organisations** and 13% in **government institutions**. Individuals affiliated with the **private sector** represented 8% of the network, while those representing **international organisations** represented 7% and **philanthropic organisations** 1%.

As displayed on the map, the geographic distribution of our members was also diverse. To understand, however, whether regions are under or overrepresented in our network, we looked into how the distribution of members across regions compares to the proportion of the global population in each region. The analysis shows that the **African States** region, in which 21% of our members are located, is slightly **overrepresented**, as it is home to 18% of the global population. A significantly **overrepresented** region is **Western Europe and other States**, which only represents 10% of the global





population but 46% of our current network members. Three regions, however, are **underrepresented** in our network. They are the LAC region, in which 5% of our members are located, but in which 8% of the global population lives; **Eastern European States**, in which 4% of the global population resides, but only 1% of our members; and **APAC States**, which is the most populous region in the world, with 59% of the global population, but in which only 26% of our members are located.

#### Filter By:

- Theme Focus ▾
- Related Networks ▾
- Country of Residence ▾
- Country of Origin ▾
- Field of Expertise ▾
- Country of Expertise ▾
- Region of Expertise ▾
- #TheSouthAlsoKnows ▾

#### Legend

- Persons
- Person - sized by # of connections
- Aware of their work
- Acquainted
- Have had generative interactions in the past
- Currently have generative interactions
- Currently have generative interactions
- Currently collaborating/working together

Shared activities ▾ Influence ▾ Strength of connection ▾

In 2022, we took a step forward in strengthening the connections between our network members from diverse sectors in 179 countries. Our new **network mapping tool** allows our members to map their existing connections and find new connections based on common interests, geographic regions or thematic expertise. In addition, the mapping tool allows members to visualise the network and filter it in the ways that are most useful to them.

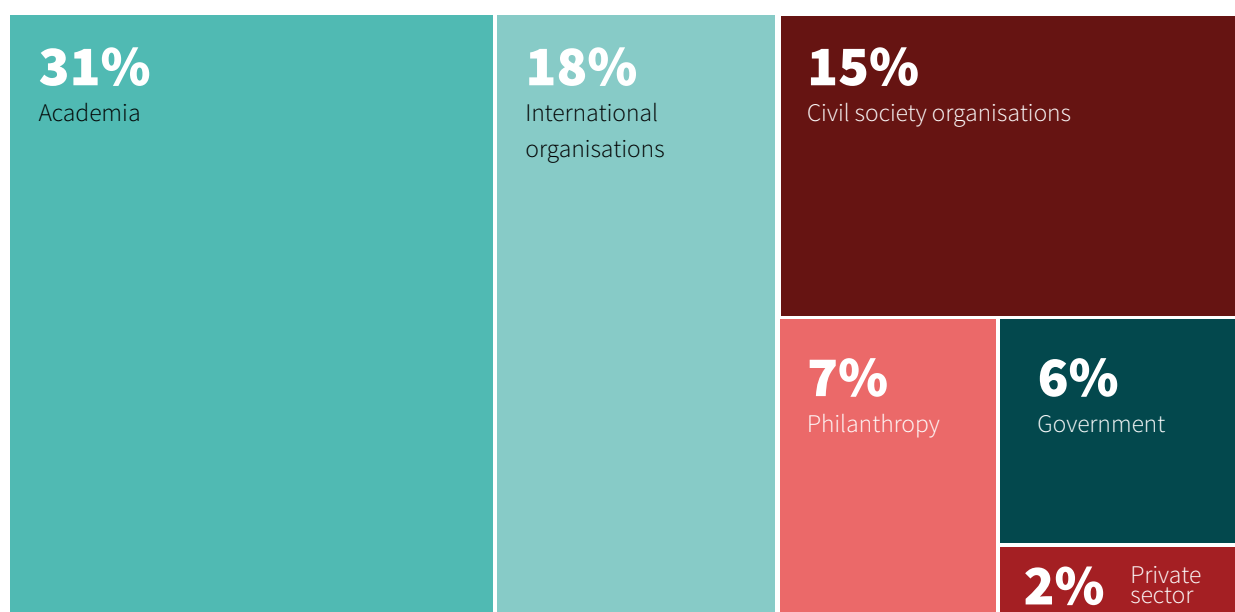


Some 340 **(17%)** of our members participated in at least one activity we organised in 2022. Among these attendees, **59%** are women or non-binary individuals and **66%** are from the **Global South**. In 2023, we will target NORRAG network members more strongly to encourage greater participation in our activities, and seek feedback on reasons for non-attendance. Our Regional Coordinators will provide a key link between NORRAG and its members.

Also, as part of the strengthening of our network, in 2022, we had 80 partnerships, 22 (28%) of them with organisations from the Global South.

The most prevalent type of partnership was for **knowledge mobilisation** (56%), in which we collaborated on the dissemination of relevant evidence for improving equitable and quality education. Another frequent collaboration type was for **knowledge production** (20%), in which we partnered with organisations to conduct research and publish evidence relevant for advancing our strategic themes and SDG 4.

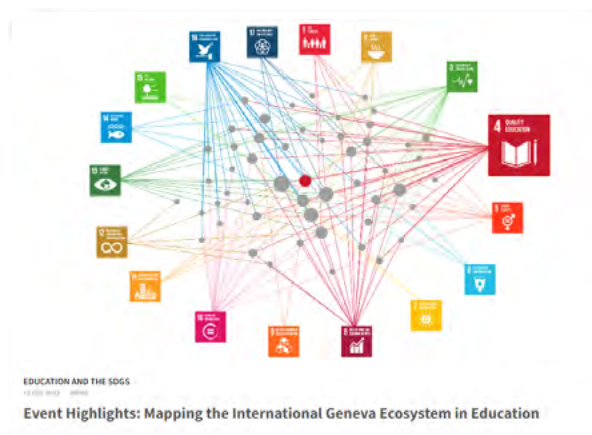
We mostly partnered with **academia or other research institutions** (39%), followed by collaborations with **international organisations** (23%) and **civil society organisations** (19%).



In the **IFE-2-Leave No One Behind project**, we partner with two implementation partners – **UBS Optimus Foundation (UBS OF)** and **Volta Capital** – and two university partners – **University of Cape Town-Graduate School of Business (UCT-GSB)** in Cape Town, and **Tata Institute of Social Sciences – Centre for Education Innovation and Action Research (TISS-CEIAR)** in Mumbai – to conduct mixed-method impact research on which and under what conditions innovative finance mechanisms, arrangements and programme elements are likely to produce educational benefits for vulnerable and marginalised student populations. The research covers diverse contexts including **Ghana, India, Kenya, Rwanda, Sierra Leone, South Africa, Tanzania and Uganda.**

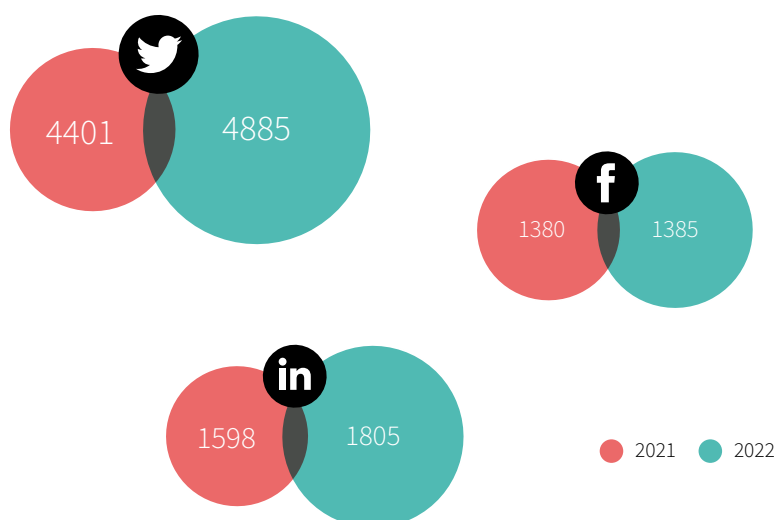


In 2022, we published a total of **213** knowledge and communication products on our website, of which **143 (67%)** were in a language other than English. Of those, 72 were communication products, 78% of which were published in a language other than English.



In 2022, we expanded our reach across our multiple social media platforms compared to the previous year. We finished the year with 4885 followers on Twitter (**↑11%**), 1805 followers on LinkedIn (**↑13%**) and 1385 likes (5 more) on the Facebook page.

### NORRAG's followers on social media platforms





Also as part of our organisational development, we started implementing a new **Monitoring, Evaluation and Learning (MEL) System**. The system focuses on assessing the implementation of our work and how we contribute to the outcomes defined in our Theory of Change. In addition, it increases the availability of relevant and useful data on our work internally and externally. This new system aims to foster a culture of reflection, learning and evaluative thinking grounded in evidence and analysis within and across our projects. Ultimately, it will contribute to improving the effectiveness of our efforts and the achievement of our expected outcomes through improving our evidence-informed decision-making.







# LOOKING FORWARD

## NEXT STEPS FOR ADVANCING OUR MISSION

### HOW CAN DATA AND EVIDENCE SUPPORT ACCESS, EQUITY AND QUALITY IN EDUCATION?

#### → Governance of data and evidence for education

In 2023, *Achieving Equitable Education: [Missing education data](#) and the SDG 4 data regime*, co-edited by Marcos Delprato and Daniel Shephard, will be published by Edward Elgar Publishing as the fifth title in the NORRAG Series on International Education and Development. In addition, we will run a joint panel at the World Data Forum in Hangzhou, China, on 25 April 2023, titled Data and Children: gaps, opportunities, and responsibilities, focusing on the importance of partnerships that engage affected communities when designing systems of data governance for children. Lastly, a closing summit will address the missing data issues, challenges and opportunities highlighted during this project and develop an action agenda.

#### → Expert groups in data and evidence

A Decolonising Data Summit, organised in partnership with the Laboratory of International Assessment Studies and Deakin University's Strategic Research Institute Research for Educational Impact (REDI), will bring together a diverse range of scholars to explore how coloniality is implicated in datafication projects in global education policy and international development contexts.

#### → Teacher policy, training and labour market

The focus of our support to the Geneva Global Hub on EiE is addressing a new frontier for research and action in EiE: teachers' well-being, inclusion, training and voice.

#### → Improving the use of evidence

A study we concluded in 2022 for the Education 2030 inter-agency GCM Functional Area 1 investigated how research evidence might more effectively be used in education policy, planning, and implementation toward achieving SDG 4. The study highlighted two broken feedback loops: between the production and use of research evidence in education, and between the global supply of knowledge products and data and the local, national and regional needs and priorities in the Global South. In 2023, we will publish this study and continue to explore, research and share how efforts to improve the use of research evidence in education policy and practice can better meet the priorities of communities and stakeholders in the Global South and East.

#### → The south also knows

In the coming year, [#TheSouthAlsoKnows](#) will continue aiming to amplify the work of Global South experts within international research and policy debates on education. In keeping with NORRAG's principle of promoting knowledge equity and our continued commitment to working with our network and partners to amplify the provision of expertise from underrepresented groups, #TheSouthAlsoKnows will provide (i) a network for experts from the global South, (ii) a searchable database for decisionmakers and others seeking expertise from and on the Global South, and (iii) a campaign to address the underrepresentation of scholars from the Global South in international education policy discussions.





## HOW DOES EQUITABLE AND QUALITY EDUCATION OVERLAY AND INTERSECT WITH OTHER SDGS?

### → Education in international Geneva

Now that we have successfully completed the funded project on [Education in International Geneva](#), we will continue to disseminate the findings, for example, publishing a summary for policymakers in the Geneva Graduate Institute's flagship Geneva Policy Outlook publication and facilitating workshops for the Permanent Mission of Switzerland to the UN, the Geneva Global Hub on EiE and others. We will also seek further funding to facilitate community building work in Geneva.

### → Education and health

We will continue to elicit blog posts for the blog series and collaborate with the Global Health Centre (GHC) on a fundraising proposal to conduct joint research on the topic of [education and health interconnections](#).

### → Education and gender

We will co-convene a symposium series on gender and missing education data and are working in partnership with the Accountability for Gender Equality in Education (AGEE) team at the University College London Institute of Education to include questions on girls' education in the World Values Survey.

### → Education and climate change

We will fundraise for a co-designed project on improving the [use of evidence in education for sustainable development](#) (ESD) with Rhodes University, South Africa and the Africa Evidence Network (AEN). We will collaborate with the Centre on International Environmental Studies on

a fundraising proposal to conduct joint research on the interconnections between education and climate change.

### → Education and decent work

We will publish and disseminate NSI08: [Education-Training-Work Continuum](#) in partnership with the International Labour Organization (ILO).

### → Education for sustainable societies

We will continue to elicit blog posts for the blog series on education for sustainable societies and publish NSI 09: Foundational Learning: Current Debates and Praxes.

### → Education and humanitarian concerns

We will continue to represent the Geneva Graduate Institute on the Technical Working Group (TWG) and the Steering Committee of the Geneva Global Hub on EiE. As a consequence of the 2019 Data in EiE summit, many more EiE actors are investing in data, and therefore we will shift to addressing the next emerging – and underserved – theme in EiE, teachers. In 2023, the work, development and well-being, training and voice of teachers in emergency contexts will be the main focus of our work.

### → Education and intersectorality across several SDGs

We will seek research funding for a project examining complex interconnections between education and several other SDGs, including horizon scanning, and hold a series of events to explore this question further.

## DO INNOVATIONS AND DISRUPTIONS IMPROVE ACCESS, EQUITY AND QUALITY IN EDUCATION?

### → KIX Europe, Asia and Pacific hub

In 2023, the [KIX EAP Hub](#) will start the second phase of its project. While it will implement new features, the project will continue to advance the goal of surfacing, strengthening and

disseminating policy knowledge from experts and policy analysts based in the Global South. The KIX EAP Hub will decentralise its structure to better serve the subregions of Europe and Central Asia, North Africa, the Middle East and South Asia, as well as Southeast Asia and the Pacific. In addition

to offering regional peer-learning exchange opportunities, the second phase of KIX will also provide opportunities for direct country support.

### → Digitalisation of education

We will continue to act as advisors to the Overseas Development Institute's (ODI) EdTech Hub and respond to ad hoc requests for consultation and advice. We will also seek funding for a new project interrogating the [role and influence of technology actors](#) in the Global South and/or the missing performance indicators on educational outcomes in many EdTech products and initiatives.

### → Systems thinking project

We will publish a co-edited volume on [Systems Thinking in International Education and Development: Unlocking Learning For All?](#) in

our book series with Edward Elgar. We will also convene a CIES panel on the topic and continue to facilitate workshops on the topic, for example for Building Evidence in Education (BE<sup>2</sup>).

### → Senior fellows

Members of the [NORRAG Senior Fellowship](#) programme will publish a book, facilitated through our fellowships, on Decolonising Development and Education.

### → Decolonising curricula

We will run workshops in Africa, Asia and LAC exploring what decolonising curricula, classroom assessment, pedagogy and teacher training mean to education professionals and stakeholders in those contexts, culminating in a Policy Insights publication (funding pending confirmation).

## CAN PRIVATE SECTOR APPROACHES IN EDUCATION UPHOLD ACCESS, EQUITY AND QUALITY?

### → Innovative financing for education to leave no one behind

We will conduct comprehensive research on whether and under what conditions [innovative financing approaches](#) bring more and better financing for financing to reach the most disadvantaged and marginalised groups. We will work with research partners in the Global South and private sector implementing partners to produce knowledge on the use of innovative financing in education and engage key stakeholders in critical policy dialogue. This project will provide new evidence to support private sector investors and global education policy dialogue to improve quality education through innovative financing, while enhancing the inclusion of marginalised children and youth.

### → Effectiveness of public-private partnerships

Through innovative financing for education and philanthropy in education projects, we will engage with public and private sector actors to examine conditions where public-private partnerships could be effective and what constitutes effective public-private partnerships.

### → Executive education in innovative financing for education

We will provide [executive-level certification](#) to education and finance professionals to strengthen their capacity to understand the opportunities and challenges that innovative financing mechanisms pose for education.

### → Financing and financialisation of education

We will further engage with researchers and practitioners to identify essential questions and missing voices in education financing and the financialisation of education.

### → Results-based financing

We will continue to disseminate the findings of previous [research on RBF](#) design, use, opportunities and challenges in education sector management. We will engage in dialogue with donors, governments and researchers on the knowledge gap in understanding the potential and limitations of RBF in education.





## Philanthropy in education

We will produce a [Policy Insights](#) publication to summarise critical research and perspectives on regional diversity in philanthropic approaches in education for the education policy audience. We will continue engaging with partners such as the IIEG and OECD netFWD to amplify the perspectives of experts from the Global South on the role of philanthropic actors in education development.





# OUR TEAM AND GOVERNANCE

## NORRAG TEAM

The NORRAG Team was composed of the following members from January to December 2022

### Gita Steiner-Khamsi

Academic Director (until August 2022) and KIX EAP Principal Investigator (ongoing)

### Chanwoong Baek

Academic Director (from September 2022)

### Moira V. Faul

Executive Director

### Anna Numa Hopkins

Theme Lead: Data and Evidence

### José Luís Canêlhas

KIX EAP Hub Manager

### Arushi Terway

Theme Lead: Private Sector Approaches

### Alexandra Draxler

Senior Advisor

### Hugh McLean

Senior Advisor

### Michel Carton

Senior Advisor

### Maren Elfert

NORRAG Blog Editor

### Felicitas Acosta

NORRAG Network Regional Coordinator: Latin America and the Caribbean

### Marina Avelar

NORRAG Network Regional Coordinator: Latin America and the Caribbean

### Nelly Burrin

Senior Administrator (until May 2022)

### Amy Crompton

KIX EAP Knowledge Lead: Bhutan, Cambodia, Laos PDR, Nepal, Papua New Guinea and Timor-Leste

### Marina Dreux Frotté

NORRAG and KIX EAP Monitoring, Evaluation and Learning Lead & Innovative Financing for Education Research Associate

### Bart Sebastiaan Gabriel

NORRAG Network Regional Coordinator: North America and Europe and Graduate Research Assistant

### Paul Gerhard

Senior Lead Communications and Outreach Specialist

### Anaka Harish

Research Assistant

### Nemhoilhing Kipgen

Research Assistant (until February 2022)

### Julia Levin

KIX EAP Knowledge Lead: Albania, Georgia, Kyrgyz Republic, Moldova, Mongolia, Tajikistan and Uzbekistan

### Ji Liu

Senior Research Associate

### Leandro Gabriel Montes Ruíz

Graduate Research Assistant

### Veronika Mosolova

Research Assistant

### Thanh Mai Thi Ngoc

Administrative Coordinator

### Edem Dorothy Ossai

NORRAG Network Regional Coordinator: Africa

### Lara Patil

Advisor

**Anouk Pasquier Di Dio**

Publications and events coordinator

**Amy Paunila**

Consultant

**Raül Presseguer**

Senior Administrator

**Rasha Sharaf**

KIX EAP Knowledge Lead: Bangladesh, Maldives, Pakistan, Sudan and Yemen

**Daniel Shephard**

Missing Data Project Lead

**Georgia Thorne**

Research Assistant

**Allison Vas**

Communications and Outreach Consultant

**Ivana Zacarias**

Monitoring, Evaluation and Learning Consultant

**Madison Coakley**

Communications and Research Trainee (until September 2022)

**Anne-Lise Hadzopoulos**

Event Assistant Trainee

**Amelle Himmi**

Publications Assistant Trainee

**Mariam Kerfai**

Research Assistant Trainee

**Chiara Meloni**

Communication and Research Trainee (from September 2022)

**Ahoua Linda Yasmine Sarr**

Knowledge Equity Trainee

**NORRAG backstopping for the SDC****Fabienne Lagier**

Backstopping Team Lead

**Moira V. Faul**

Senior Advisor

**Mathilde Jacquin El Bajji**

Education Programme Officer





Introduction

Key results in 2022

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

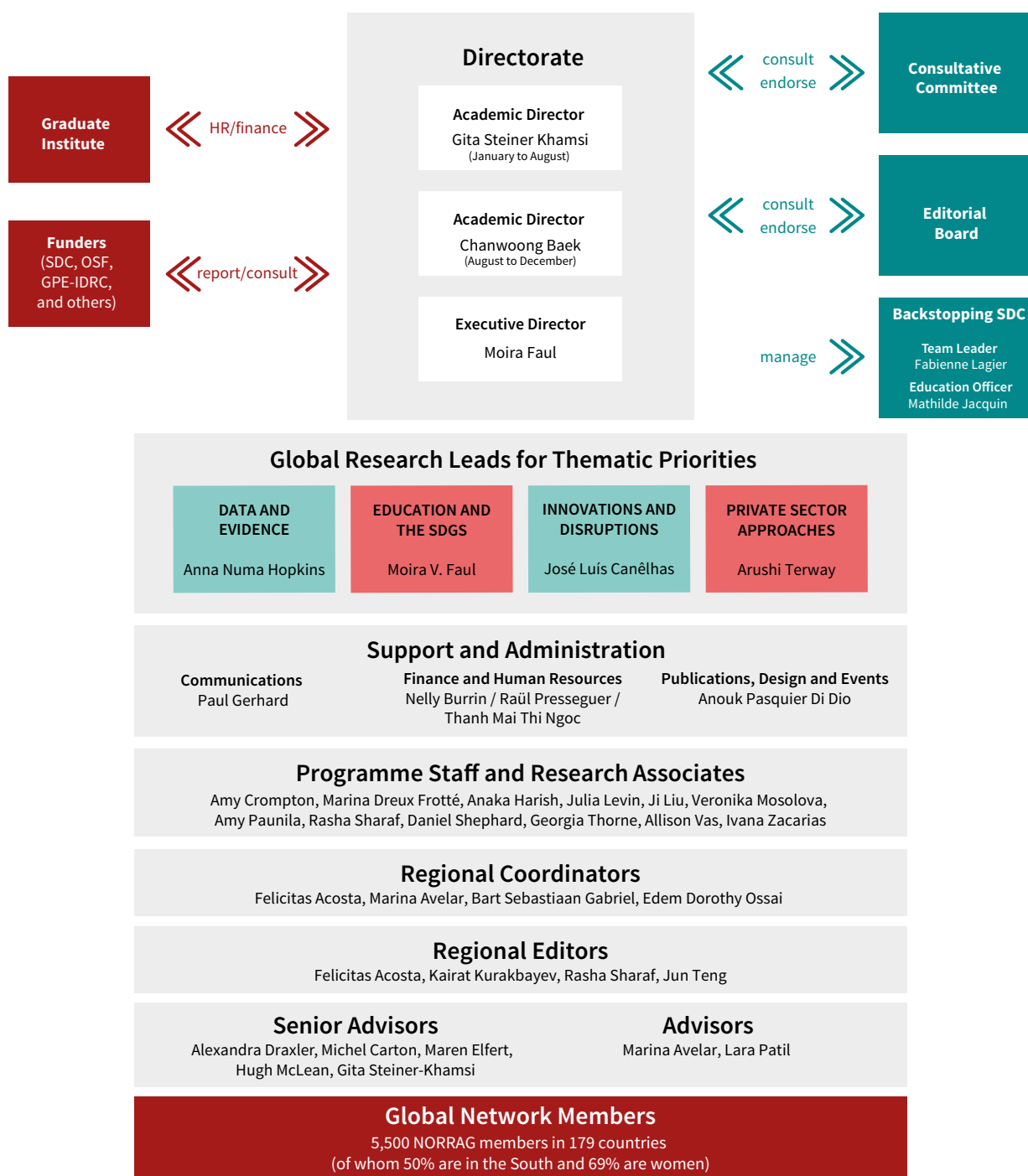


NORRAG





# ORGANISATIONAL CHART





## CONSULTATIVE COMMITTEE

The NORRAG Consultative Committee serves as a sounding board for our strategic development and endorses our annual reports. In 2022, the NORRAG Consultative Committee was composed of the following members:

### **Dana Burde**

Associate Professor and Director of International Education, Steinhardt School of Culture, Education, and Human Development, New York University, United States

### **Nicholas Burnett**

Senior Fellow, Results for Development, Washington DC, United States

### **Alexandra Draxler**

Senior Advisor, NORRAG

### **Sue Grant Lewis**

Chair of Education Science and Policy, Insights for Education

### **Annabelle Littoz-Monnet**

Associate Professor, Co-Director of the Global Governance Centre, Graduate Institute of International and Development Studies, Geneva, Switzerland

### **Thabo Msibi**

Associate Professor, Dean of the School of Education, University of KwaZulu Natal, South Africa

### **Mario Novelli**

Professor and Director, Centre for International Education, University of Sussex, Brighton, United Kingdom

### **Natasha Ridge**

Executive Director, Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research, Ras Al Khaimah, United Arab Emirates

### **Crain Soudien**

Chief Executive Officer, Human Sciences Research Council, Pretoria, South Africa (retired), Previously Professor of Education and African Studies and former Deputy Vice Chancellor, University of Cape Town, South Africa

### **Toni Verger**

Professor and Ramón y Cajal and Marie Curie Researcher, Department of Sociology, Universitat Autònoma de Barcelona, Spain

## EDITORIAL BOARD

The NORRAG Editorial Board helps ensure our publications both fit into and cover the key themes of our work. The board aims to act as the guarantor of quality and diversity of print and online publications by working with the editors of the NORRAG book series, NSI and 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

### **Kairat Kurakbayev**

Senior Researcher, NUGSE, 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 and 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 Advanced Studies in Global Education, 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

NORRAG partnerships are part of our strategy to promote South–South or triangular South–South–North collaborations. They are also integral to our goal to increasingly decentralise knowledge production and dissemination, as well as policy dialogue activities.

**ActionAid:** Co-organiser of the Global Launch of regional editions of *NSI 05 on Domestic Financing: Tax and Education*; David Archer, Head of Civic Participation, Tax Justice and Public Services with ActionAid (UK) is guest editor of *NSI 05*.

**Al Qasimi Foundation for Policy Research (AQF), United Arab Emirates:** AQF Executive Director Natasha Ridge is a member of the NORRAG Editorial Board and Consultative Committee.

**Australian Council for Educational Research, Australia:** Strategic partner of the KIX EAP Hub and co-organiser in 2022 of the KIX EAP *Learning assessments and education reform in the EAP region* webinar (26 October 2022).

**Beijing Normal University, China:** Jun Teng, Deputy Director, Professor of Institute of International and Comparative Education (IICE), Faculty of Education, BNU is the editor of the Chinese Edition of *NSI*. BNU organised, on 30 December 2022, the regional launch of *NSI 06* Chinese edition. BNU also co-organised the *Innovative Financing for Education Symposium* (1 & 3 February 2022).

**Bertha Centre for Social Innovation and Entrepreneurship, University of Cape Town, South Africa:** Partner in the IFE-2-Leave No One Behind project.

**Cambridge Latin American Research Collective, United Kingdom:** Co-organiser of the Open Conference *Teachers on Strike! Global Perspectives on Educator Struggles in Brazil, Mexico, and the United States* (21 November 2022)

**Centre for International Environmental Studies, Switzerland:** Co-host of the *Book Launch – Partnerships for Sustainability in Contemporary Global Governance* event (5 September 2022)

**CIES Comparative and International Education Society:** Strategic partner.

**Dark Matters Lab, United Kingdom:** Partner in the International Geneva project and co-organiser of the *Mapping the International Geneva Ecosystem in Education* event (6 December 2029)

**Education Sub Saharan Africa (ESSA):** Co-organiser of the *Complementary Pathways through Education for Refugees in the West and Central Africa Region* event (15 February 2022)

**FHI 360, United States:** Strategic partner in the KIX EAP Hub.

**Foreign, Commonwealth & Development Office (FCDO) of the United Kingdom:** Co-organiser of the *Girls' Education: Counting the Uncounted* webinar

**FreshEd with Will Brehm:** Strategic partner of NORRAG.

**Gender Centre at the Geneva Graduate Institute, Switzerland:** Co-organiser of *Girls' Education: Counting the Uncounted* webinar (15 June 2022).

**Geneva Global Hub for Education in Emergencies, Switzerland:** NORRAG represents the Geneva Graduate Institute as a founding member of the Hub on the Steering Committee and Technical Working Group.

**Global Governance Centre at the Geneva Graduate Institute, Switzerland:** Annabelle Littoz-Monnet, Associate Professor, Co-Director of the Global Governance Centre, sits on our Consultative Committee. The GGC also co-hosted, with the Swiss Network for International Studies (SNIS), the *Partnerships for Sustainability in Contemporary Global Governance* book launch (5 September 2022).

**Global Partnership for Education:** Supports the KIX EAP hub through GPE KIX, a joint endeavour with the International Development Research Centre, Canada.



**Graduate Institute of International and Development Studies, Switzerland:** NORRAG is an Associated Programme of the Geneva Graduate Institute, from which it receives institutional support and with which it collaborates on multiple courses and events throughout the year.

**Helwan University, Egypt:** Global Launch of regional editions of NSI 05 on *Domestic Financing: Tax and Education* (25 March 2022) and the regional launch of NSI 06 on *States of Emergency: Education in the Time of COVID-19* Arabic Edition. Rasha Sharaf is the regional editor of the Arabic Edition of NSI.

**Institute of Education at University College London:** Co-organiser of *Girls' Education: Counting the Uncounted* webinar (15 June 2022).

**International Development Research Centre, Canada:** Supports the KIX EAP hub through the GPE KIX, a joint endeavour with the GPE.

**International Education Funders Group:** Collaborated on an event held in the margins of the Transforming Education Summit (16, 17 and 19 September 2022) and ongoing engagement in strategic meetings.

**Knowledge, Power and Politics, United Kingdom:** Co-organiser of the *Teachers on Strike! Global Perspectives on Educator Struggles in Brazil, Mexico, and the United States* Open Conference (21 November 2022).

**Nazarbayev University Graduate School of Education, Kazakhstan:** Kairat Kurakbayev, Director of Research Institute is the editor of the Russian edition of NSI. The University also a strategic partner of the KIX EAP Hub with whom it co-organised in 2022 the launch of the Russian edition of NSI 06 on *States of Emergency: Education in the Time of COVID-19* (8 November 2022).

**Open Society Foundations:** A NORRAG funding partner, supporting our #TheSouthAlsoKnows initiative and other efforts to mobilise NORRAG stakeholders from the Global South to work on their regional priorities and our four strategic themes.

**Organisation for Economic Co-operation and Development Network of Foundations Working in Development:** Collaborated on event held in the margins of the Transforming Education Summit (16, 17 and 19 September 2022) and ongoing engagement in strategic meetings.

**Réseau Suisse Éducation et Coopération Internationale, Switzerland:** NORRAG is an active member of RECI and sits on the RECI board.

**Rhodes University Environmental Learning Research Centre, South Africa:** Collaborated to produce NORRAG Special Issue 07: Education in Times of Climate Change and co-organised the launch event of NSI 07.

**State Secretariat for Education, Research and Innovation, Switzerland:** Supports NORRAG's project to map the ecosystem of international cooperation for education located in Geneva.

**Swiss Agency for Development and Cooperation Education Unit, Switzerland:** An institutional funding partner, SDC supports all work to fulfil our strategy.

**Swiss Agency for Development and Cooperation Research Desk, Switzerland:** Project funding (matched by partner organisations) to the IFE-2-Leave No One Behind project.

**Swiss Commission for UNESCO, Switzerland:** Partner on the International Geneva project.

**Swiss Network for International Studies, Switzerland:** Partner on Book Launch: *Partnerships for Sustainability in Contemporary Global Governance* (5 September 2022).

**Tata Institute of Social Sciences, India:** IFE-2-Leave No One Behind Project Partner and co-organiser of *Innovative Financing for Education Symposium* (1 & 3 February 2022).

**Teacher Professional Development at Scale Coalition for the Global South, through the Foundation for Information Technology Education and Development, Inc., Philippines:** Co-organiser in 2022 of the KIX Learning Cycle on *Teacher Professional Development at Scale*. They also co-organised the KIX EAP *Building the Capacity of Teachers @ Scale for Inclusive and Equitable Quality Education* webinar (17 February 2022).

**UBS Optimus Foundation, Switzerland:** IFE-2-Leave-No-One-Behind Project Implementation partner and co-organiser of the *Innovative Financing for Education Symposium* (1 & 3 February 2022).

**UNESCO Asia and Pacific Regional Bureau for Education, Thailand:** Strategic partner of the KIX EAP Hub.

**UNESCO Global Education Monitoring Report:** Co-host of the NORRAG Expert Consultation on the 2022 & 2023 UNESCO *Global Education Monitoring Report on Non-state actors and Technology in Education* (3 November 2022).





**UNESCO International Bureau for Education:** Co-organiser of a reception at CIES 2022, speaker at the International Geneva Public event and Moira V. Faul participated in the IBE-UNESCO Board meeting.

**UNESCO International Institute for Educational Planning:** Strategic partner of the KIX EAP Hub and co-organiser in 2022 of the KIX EAP Learning Cycle on *Diagnostic tools for improving education policy planning*. IIEP-UNESCO also co-organised, with the UNESCO International Bureau of Education and NORRAG, a Reception at CIES 2022 (19 April 2022).

**UNICEF Data Must Speak Initiative:** Co-organised the *KIX EAP Data that speaks, school reforms that follow* webinar (31 May 2022).

**UNICEF Education Analysis for Global Learning and Equity (MICS-EAGLE) Initiative:** Co-organised the *KIX EAP Data that speaks, school reforms that follow* webinar (31 May 2022).

**UNICEF Regional Office for Europe and Central Asia:** Strategic partner of the KIX EAP Hub.

**United Nations Girls' Education Initiative:** Co-organiser of the *Girls' Education: Counting the Uncounted* webinar (15 June 2022).

**United Nations High Commissioner for Refugees:** Co-organised a webinar to discuss the *Complementary Pathways through Education for Refugees in the West and Central Africa Region* report (15 February 2022)

**United Nations Special Rapporteur on the Right to Education:** Publication of NORRAG's *Policy Insight on the digitalisation of education* and co-organised the launch of NORRAG's *Policy Insight on the digitalisation of education* and online side event at the Human Rights Council on the *Digitalisation of education and its impact on the right to education* (24 June 2022).

**Universidad Nacional de General Sarmiento, Argentina:** Felicitas Acosta is the editor of the Spanish edition of NSI 05 on *Domestic Financing: Tax and Education*. Co-organiser of the *Innovative Financing for Education Symposium* and the global launches of regional editions of NSI 05 on *Domestic Financing: Tax and Education*.

**University of Cambridge Faculty of Education, United Kingdom:** Co-organiser of the *Open Conference Teachers on Strike! Global Perspectives on Educator Struggles in Brazil, Mexico, and the United States*.

**University of Cape Town, South Africa:** Co-organiser of the *Innovative Financing for Education Symposium* (1 & 3 February 2022) and research partners for the IFE-2-Leave No One Behind project.

**University of Fribourg, Switzerland:** Co-organiser of the *Innovative Financing for Education Symposium* (1 & 3 February 2022).

**University of Geneva, Switzerland:** Partner of the International Geneva project supported by SERI.

**Volta Capital, Switzerland:** IFE-2-Leave No One Behind Project Implementation Partner and co-organiser of the *Innovative Financing for Education Symposium* (1 & 3 February 2022)

**World Bank's Results in Education for All Children (REACH) Program:** Provided research funding for *Results-Based Financing in Education for Sub-national Government and School Administrators: A Conceptual Framework and Practical Recommendations*.

**Zurich University of Teacher Education, Switzerland:** Co-organiser of *Innovative Financing for Education Symposium* (1 & 3 February 2022)



Introduction

Key results in 2022

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

act:ionaid

100 SHEIKH SAUD BIN SAQR AL QASBI  
FOUNDATION FOR POLICY RESEARCH

ACER



UNIVERSITY OF CAPE TOWN  
GSB BERTHA CENTRE  
FOR SOCIAL INNOVATION AND ENTREPRENEURSHIP

CIES COMPARATIVE & INTERNATIONAL EDUCATION SOCIETY



GENEVA GRADUATE INSTITUTE  
CENTRE FOR INTERNATIONAL ENVIRONMENTAL STUDIES

00  
Dm

ESSA  
Education Sub Saharan Africa

fhi360

Foreign, Commonwealth & Development Office

FRESH  
with will brehim

GENEVA GRADUATE INSTITUTE  
GENDER CENTRE

Geneva Global Hub for Education in Emergencies

GENEVA GRADUATE INSTITUTE  
GLOBAL GOVERNANCE CENTRE

GPE Transforming Education

GENEVA GRADUATE INSTITUTE  
INSTITUT DE HAUTES ETUDES INTERNATIONALES ET DU DEVELOPPEMENT  
GRADUATE INSTITUTE OF INTERNATIONAL AND DEVELOPMENT STUDIES

جامعة حلوان  
HELMAN UNIVERSITY

UCL  
Institute of Education

IDRC · CRDI  
International Development Research Centre  
Centre de recherches pour le développement international  
Canada

IEFG International Education Funders Group

KNOWLEDGE  
POWER  
POLITICS

NAZARBAYEV UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION

OPEN SOCIETY FOUNDATIONS

OECD

RECI  
Réseau Suisse Éducation & Coopération Internationale

RHODES UNIVERSITY  
Where leaders learn

Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra  
Swiss Confederation  
Federal Department of Economic Affairs,  
Education and Research EAER  
State Secretariat for Education,  
Research and Innovation SERI

Schweizerische Eidgenossenschaft  
Confédération suisse  
Confederazione Svizzera  
Confederaziun svizra  
Federal Department of Foreign Affairs FDFA  
Swiss Agency for Development and Cooperation SDC  
Education Unit

Commission suisse pour l'UNESCO  
Schweizerische UNESCO-Kommission  
Commissione svizzera per l'UNESCO  
Comissão suíza por l'UNESCO

snis  
innovative research  
easy access

TISS  
Tata Institute of Social Sciences

TPD@SCALE  
COALITION  
FOR THE GLOBAL SOUTH

UBS Optimus  
Foundation | UBS

United Nations  
Educational, Scientific and  
Cultural Organization  
Bangkok Office  
Asia and Pacific Regional Bureau  
for Education  
Sustainable  
Development  
Goals

unesco  
Informing education action since 1945  
Global Education  
Monitoring Report

United Nations  
Educational, Scientific and  
Cultural Organization  
International Bureau  
of Education

unesco  
International Institute for  
Educational Planning

DATA  
MUST  
SPEAK

unicef  
for every child

UNGEI UNITED NATIONS  
GIRLS' EDUCATION  
INITIATIVE

UNHCR  
The UN Refugee Agency

UNITED NATIONS  
HUMAN RIGHTS  
SPECIAL PROCEDURES  
SPECIAL REPRESENTATIVES, INDEPENDENT EXPERTS & WORKING GROUPS

Universidad Nacional  
de General Sarmiento

UNIVERSITY OF  
CAMBRIDGE



UNI  
FR  
UNIVERSITÉ DE FRIBOURG  
UNIVERSITÄT FREIBURG

UNIVERSITÉ  
DE GENÈVE  
FACULTÉ DE PSYCHOLOGIE  
ET DES SCIENCES DE L'ÉDUCATION  
Section des sciences de l'éducation

VOLTA  
VALUES & INVESTING

THE WORLD BANK  
IBRD · IDA

PH  
ZH  
PÄDAGOGISCHE  
HOCHSCHULE  
ZÜRICH



# ANNEX 1

## THEMES AND PROJECTS

### HOW CAN DATA AND EVIDENCE SUPPORT THE INCLUSION OF MARGINALISED GROUPS IN LEARNING?

#### → The south also knows

NORRAG is launching a new initiative to [promote knowledge equity](#) and to deliver on our promise to surface and amplify voices from the Global South: [#TheSouthAlsoKnows](#).

#### → Governance of data and evidence for education

Our [Missing Data project](#) seeks to provide guidance to the global education community on improving the availability of, and the role played by, education data in achieving SDG 4. The Decolonising Data project explores how coloniality is implicated in the project of datafication in international education.

#### → Expert groups in data and evidence

NORRAG has co-led the Data and Evidence Expert Group in the INEE with FHI360, and serves on the TWG and Steering Committee of the Geneva Global Hub for EiE.

#### → Teacher policy, training and labour market

NORRAG served as a member of the Technical Advisory Panel on the International Standard Classification of Teacher Training Programmes (ISCED-T), which was formally adopted at the 41<sup>st</sup> session of the UNESCO General Conference.

#### → Improving the use of evidence

UNESCO commissioned NORRAG to provide research and recommendations on how to [improve the use of evidence](#) in education policy, practice and planning to support the newly established SDG4-Education 2030 High-Level Steering Committee (HLSC) of the inter-agency GCM.

### HOW DOES EQUITABLE AND QUALITY EDUCATION OVERLAY AND INTERSECT WITH OTHER SDGS?

#### → Education in international Geneva

We are supporting [International Geneva](#) in developing an understanding of the ecosystem of international cooperation for education located in Geneva and its effects globally.

#### → Education and health

In addition to supporting the attainment of SDG 3 and 4 targets, NORRAG undertook a comparative analysis of evidence and research for policy in public [health and education](#), which was reported as part of the inter-agency Education 2030 GCM project.



## → Education and gender

We have been actively involved in gender equity and inclusion since the early days of the Education for All agenda and continue to examine ways to overcome gender-based inequalities in education.

## → Education and climate change

As new levels of climate change consensus and concern emerge, NORRAG works with educators in diverse fields to study and share a deeper analysis of [climate change education](#) needs around the world in order to inform policy formulation, the evaluation frameworks for success, and resourcing decisions.

## → Education and decent work

This NORRAG project addresses the problems arising from these discontinuities arising from the – inaccurate – assumption that individuals follow a linear path from [basic education to professional training and on to work](#), proposing a Continuum approach that supports multiple transitions between these fields.

## → Education for sustainable societies

We highlight the role of [quality education in building just and sustainable peace](#) and the debates on the relative importance of “foundational learning” for sustainable development, human rights, global citizenship and peace.

## → Education and humanitarian concerns

NORRAG represents the Geneva Graduate Institute as a founding member of the Geneva Global Hub for EiE, on the Steering Committee and Technical Working Group.

## → Education intersections with other SDGs

This project aims to identify the outstanding research questions as well as the risks and benefits of making connections between [education and other SDGs](#), and how to cooperate effectively for positive effects across several SDGs.

# DO INNOVATIONS AND DISRUPTIONS IMPROVE ACCESS, EQUITY AND QUALITY IN EDUCATION?

## → KIX Europe, Asia and Pacific Hub

Sharing knowledge, innovation and best practices across countries and at regional and global levels is key to enhancing national educational policies and outcomes. The [GPE KIX](#) is working to empower local knowledge production and innovation and the scaling up of proven approaches.

## → Digitalisation of education

[Digitalisation transforms education](#) in ways that are evolving, complex and often outstrip the sector’s ability to analyse them. We work with experts from diverse disciplines to explore the challenges and opportunities that digitalisation poses for children and young people, nations and communities, and education systems.

## → Systems thinking project

The global education crisis is a complex problem. [Systems thinking](#) is a suite of approaches to grappling with complex problems that are beginning to gain traction in international education.





## → Senior fellows

NORRAG and the Graduate Institute's [Senior Fellowship](#) Programme collaboratively debate issues in international cooperation in education from a decolonial perspective.

## → Decolonising education

We examine the decolonisation of several aspects of education, including curricula, assessment, pedagogies, teacher training and global data regimes .

# CAN PRIVATE SECTOR APPROACHES IN EDUCATION UPHOLD ACCESS, EQUITY AND QUALITY?

## → Innovative financing for education to leave no one behind

Evidence remains lacking on the efficiency and effectiveness of increasingly popular innovative financing approaches. This project focuses on assessing the contribution of [innovation in education financing](#) to providing more and better financing to reach the most disadvantaged and marginalised groups.

## → Effectiveness of public-private partnerships

We investigate the extent to which the widely anticipated effects of public-private partnerships have materialised in education outcomes, provision, financing and governance.

## → Executive education in innovative financing for education

The [Executive Certificate](#) equips education and finance professionals with skills to understand, analyse, evaluate and design innovative financing approaches to realise SDG 4 and SDG 17 in domestic and international education financing (IFE).

## → Financing and financialisation of education

We seek to address how contemporary changes in financing and the financialisation of education foster quality, equality and inclusion. We also supported the [IPNED](#) group advising parliamentarians on domestic resource mobilisation for education.

## → Results-based financing

We examine the evidence on the use and impact of [RBF](#) at the meso level of the education system, specifically in low- and middle-income countries.

## → Philanthropy in education

We seek to provide evidence for diverse approaches to [philanthropy](#) and to facilitate greater understanding between philanthropic organisations, national policymakers, representatives of international organisations and academics.



## DEEPENING NORRAG'S PARTNERSHIPS, REACH, LEARNING AND SUSTAINABILITY

### → Partnerships

Working in partnership with stakeholders from academia, public, private and voluntary sectors increases our effectiveness and reach. We have identified partners for each project that we undertake and aim to engage more – and more diverse – partners as we implement this strategy.

### → NORRAG network

As a [network](#), NORRAG seeks to increase our membership while deepening the interactions between our 5,500 members. Forging these connections opens up opportunities to discuss and work with others who share expertise, geography, values and interests.

### → Events and communications

We raise the visibility of our events and demonstrate the success of our work and that of our partners through online and offline communications. We make that work more accessible to more audiences, for example through translations and contextualisation.

### → Diversify funding

We continue to increase the share of project and staff costs that an increasingly diverse set of funders provide.

### → Monitoring, evaluation and learning (MEL)

Our reinvigorated MEL strategy allows us to learn how and why our activities are effective and our stakeholders value them, and learn from that to improve.



Network for international policies and  
cooperation in education and training  
Réseau sur les politiques et la coopération  
internationales en éducation et en formation

20, Rue Rothschild | P.O. Box 1672  
1211 Geneva 1, Switzerland  
+41 (0) 22 908 45 47

E: [norrag@graduateinstitute.ch](mailto:norrag@graduateinstitute.ch)  
W: [www.norrag.org](http://www.norrag.org)

Join the NORRAG Network  
[www.norrag.org/norrag-network](http://www.norrag.org/norrag-network)

Follow NORRAG on social media



@norrag



@norrag.network



norrag



@norrag