

NORRAG Concise Activity Report

March – December 2015



NORRAG is hosted by



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

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Introduction

Our statement of purpose is to *inform, challenge and influence* international education and training policies and cooperation by revisiting the policy-research nexus. This mission translates into three key objectives, which reflect NORRAG's global niche as it has developed over the last decade, namely:

- To stimulate and disseminate timely, concise, critical analysis
- To broker knowledge at the interface between research, policy and practice, and
- To act as an incubator for new ideas and research projects.

As a network aiming to stimulate policy-relevant knowledge production in the field of international education and training policies (IETPs) and international development cooperation, dialogue, cross-fertilization and dissemination are key elements to make NORRAG's work effective and impactful. This is why, apart from focusing on the quality of the contents and on the links within and between the different work streams, NORRAG has put a particular emphasis on improving its value chain of outputs.

The below figure shows how NORRAG's value chain of outputs (policy dialogue, networking, knowledge products, knowledge dissemination and capacity development) is articulated as a coherent and mutually reinforcing suite of outputs and activities in view of contributing to two main outcomes:

- **Outcome 1) Greater awareness and understanding** of present and prospective issues in IETPs in the context of international development cooperation among IETPs stakeholders, in particular policy makers in the global South is developed.
- **Outcome 2) Individual and institutional capacities for analysis and dialogue** in the field of IETPs and international development cooperation are enhanced.

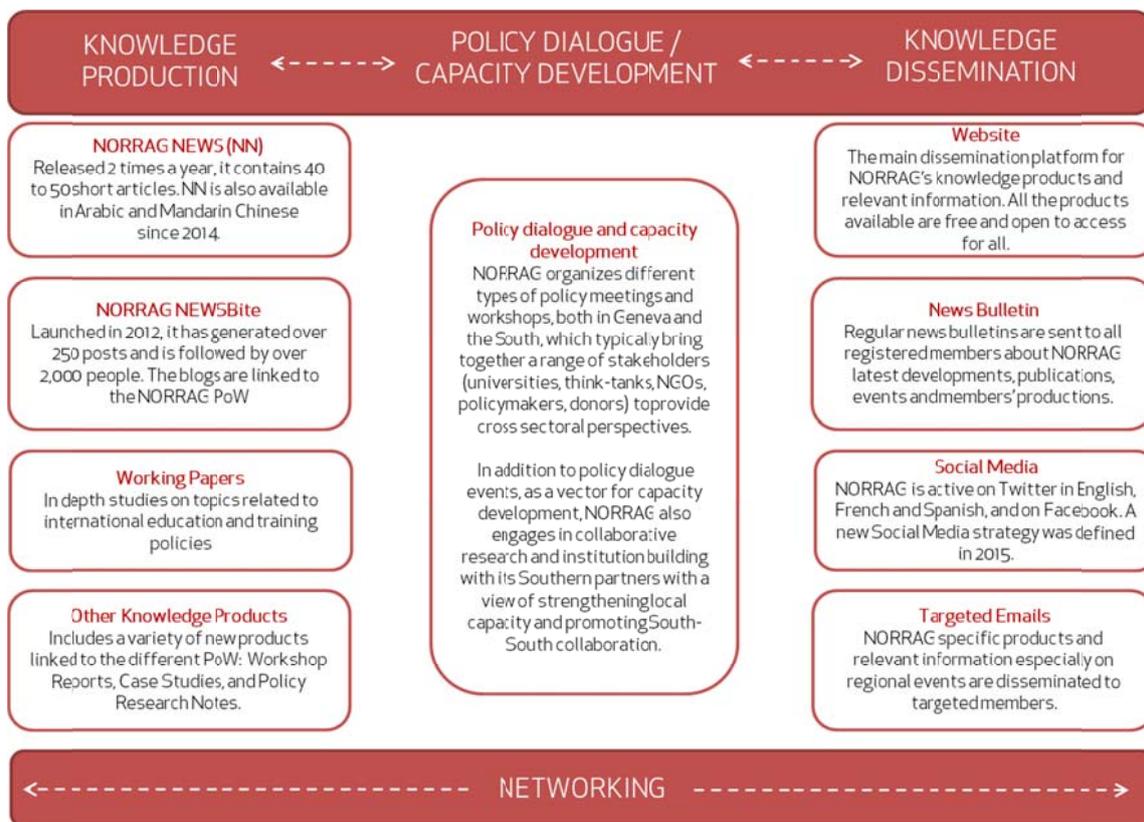


Figure 1: NORRAG's value chain of outputs

The *theory of change* behind these objectives and the work NORRAG performs broadly rest on our firm belief that by creating and sharing the right multidisciplinary information and critical knowledge amongst the right stakeholders at the right time, we contribute to creating the conditions for better informed and evidence-based design and implementation of fair and effective international education and training policies and practice in a social justice perspective.

This concise activity report¹ provides an overview of the main outputs produced over the last year as well as major upcoming events that NORRAG will develop in 2016, in relation to each of our four Programmes of Work (see below figure).

¹ NORRAG uses a logframe approach which relates its outputs to outcomes and impacts, accompanied by a set of quantitative and qualitative indicators for steering and accountability purposes. The logframe for 2015 as well as the logframe for the planned outputs in 2016 (to date) can be found in the annexes.

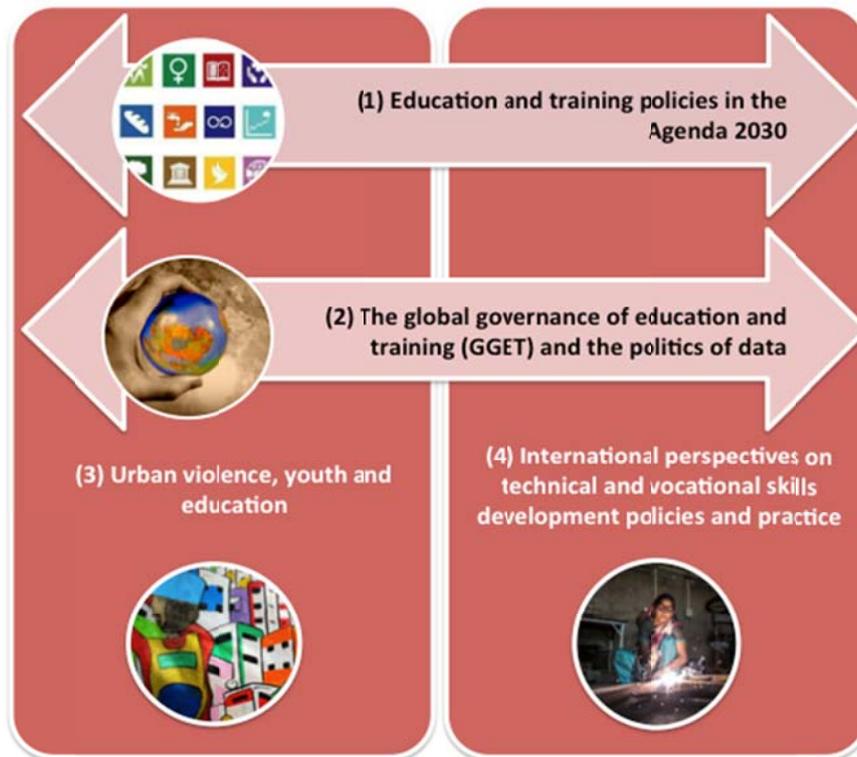


Figure 2: NORRAG's programmes of work

Section B) reports on other developments and requests for collaboration made to NORRAG, section C) provides an overview of the dynamic development of the first collaborative programme we have set up in South Africa as well as our unfolding work in Western Africa, section D) focuses on management and governance and section E) finally, focuses on our on-going collaborations.

Impact assessment and highlights in 2015

Key statistics and data as indicators for our outcomes and impact are presented in Annex 1. These indicators include the evolution and composition of our membership, the use and outreach of our website as well as our knowledge products (NORRAG NEWS, Blog and our Working Papers in particular). They illustrate how our work contributes to enhanced innovative knowledge and dialogue on international policies and cooperation in education and training. They also reflect our growing outreach and increasing role in knowledge exchange between and amongst our various stakeholders, partners and members - including researchers, practitioners and policy makers - through our different outputs, with increasing use of and contribution to our products from the global South. This is part of our key objective to serve as knowledge broker at the interface between research, policy and practice and to serve as incubator for new ideas and innovative perspectives, with a special attention to promoting cross-sectoral and Southern

views. This contributes to our outcomes relating to greater awareness and understanding as well as enhanced individual and institutional capacities.

To gain a deeper understanding of our impact, we will conduct our members survey again in 2016. This will allow to assess how our members and “users” experience the quality and impact of our outputs, for instance, in terms of their direct use in their work and the policy relevance, or the space that NORRAG provides for innovative perspectives and networking. In addition, and like in 2015, we are building anecdotal evidence on how some of our key stakeholders experience NORRAG and the relevance of our work through interviews and testimonies.

2015 was a rich year for NORRAG. We feel that some major highlights in our achievement during the year, as demonstration of our impact and recognition, include the successful start of the collaborative programme with the University of the Witwatersrand (Wits) in Johannesburg. This programme is based on our joint vision to engage in the fields of knowledge creation and dissemination as well as policy dialogue and capacity development on skills development, education and labour, with the aim of contributing in an informed and evidence-based manner to the South African, regional, continental and international debates on skills, education and training policies. The programme will be further developed in 2016 and is planned to become a major actor, for instance in the African Inter-Country Quality Node on Technical and Vocational Skills Development (ICQN / TVSD). The programme also reflects our attempts to decentralise our knowledge production and dissemination, alongside our continued efforts in terms of contextualised knowledge production, amongst others, through the publication of regional issues of NORRAG NEWS in Chinese and Arabic.

Our work on post-2015 was completed through the set-up of a major round table at Columbia University Teachers College. This event, which had a strong Swiss component, was held one day before the formal adoption of the SDGs in New York and provided a favourable space for the follow-up work that NORRAG has engaged on the Agenda 2030. We were also pleased to see that the seminal work we started in 2014 on urban violence, youth and education has put this topic prominently on the international policy agenda, as witnessed by the event organised by INEE in October in Geneva. NORRAG was also honoured by request for collaboration from such organisation as the Brookings Centre for Universal Education, the International Olympic Committee, the Global Development Network or the *École Polytechnique Fédérale de Lausanne* (EPFL).

On an institutional level, the past year saw the set up a new Consultative Committee for NORRAG and we are very grateful for the positive replies we received to join our Committee from a group of leading and prominent representatives from our different constituencies. The members of our new board not only serve as advisors to NORRAG but also as our ambassadors. The collaboration with our host, the Graduate Institute of International and Development Studies (the Graduate Institute), is growing both in terms of direct collaboration and in terms of raising interest for NORRAG’s work. A major achievement, after many years of efforts, has been the opening up of discussions on the creation of a Chair on “International Education and Development” as one of the first chairs of its kind in Switzerland, and as illustration of the growing recognition and relevance of NORRAG’s field of work.

Activity report (1st March 2015 – 31 December 2015)

The interrelated outputs listed below are part of NORRAG's value chain approach in relation to our Programmes of work, which provide the thematic backbone for our work. The number of outputs may seem high, considering the small size of NORRAG's core team. However, this precisely illustrates NORRAG's capacity to mobilize our members and partners to deliver outputs, and this can be either the result of NORRAG's own initiatives, or the result of opportunities presented to us to engage with our members and partners. This allows us to reach a growing and increasingly diverse audience, as well as to contribute to building capacity.

A) Programmes of Work (PoW): Outputs and main upcoming events

PoW 1) / 2) Education and training policies in the Agenda 2030 / The global governance of education and training and the politics of data

Policy Dialogue

- Organisation and presentation in two panel sessions on "International benchmarking and measuring the quality of learning" at [CIES Annual Conference of the Comparative and International Education Society](#), in collaboration with Education International, GLOBED Master Consortium and the Open Society Foundations (Washington DC, March 2015).
About 70 pax (in total)
- Participation in a workshop on "[Foundations as catalysts of change: What role in supporting youth and education](#)", organised by the OECD Development Centre (Paris, March 2015).
- Organisation and presentation at a Staff Seminar on "The Global Politics of Teaching and Learning: Perspectives from Japan, China and East Asia" in collaboration with the Graduate School of International Development, Nagoya University (Nagoya, March 2015).
- Organisation and presentation at the launch event on "[Education and Development: Challenges and Perspectives](#)" organised in partnership with the Journal *International Development Policy* (DevPol), the Graduate Institute and the Swiss Agency for Development and Cooperation (SDC). Joint launches of the *EFA Global Monitoring Report 2015* and DevPol's latest issue on "Education, Learning, Training: Critical Issues for Development" co-edited by the Graduate Institute and NORRAG (Geneva, April 2015).
About 90-100 pax
- Organisation and presentation at a side event on "Global Governance of the Draft SDG Education Goal and its Targets. Critical Challenges for both North and South" at the [World Education Forum 2015](#), Incheon South Korea, in collaboration with Campaign for Popular Education, The Global

Campaign for Education and the Institute of Educational Development at BRAC University (Incheon, May 2015).

About 15 pax

- Participation in the "[Financing for Development Conference \(FFD\)](#)", in relation to the finalisation of NN52 (Addis Ababa, July 2015).
- Presentation of two papers in parallel sessions during the 2015 [UKFIET International Conference on Education and Development](#) and organisation of a NORRAG Open Meeting (Oxford, September 2015):
 - Session on "Education Goals and Frameworks: Past and Beyond 2015": paper on "The Elephant in the Room: Global Governance and the Implementation of the Sustainable Development Goal for Education".
 - Session on "Learning and Reform Framework": paper on "Common but Differentiated Responsibilities: the Case of Learning Outcomes".
 - NORRAG Open Session.

About 40 pax (in total)

- Organisation and presentation at a public conference on "[Research and Teaching in International Education and Development: New Paradigms and Perspectives in the post-2015 Era](#)", in collaboration with Teachers College, Columbia University and the Graduate Institute, and co-sponsored by NYU's Steinhardt School of Education and the Open Society Foundations (New York, September 2015 - See also Other developments below).

About 160 pax (excl. livestreaming) – Live stream: 96 clicks (live) – About 125 views (post-event)

- Launch event of the Mandarin version of NORRAG News 52 on "Reflections on the World Education Forum and Financing Education & Skills. New and Old Modalities: New and Old Partners" (China, January 2016).

About 30 pax

Some key issues and reflections informing NORRAG's forthcoming work

- Agenda 2030 and SDG 4 on inclusive and equitable quality education as key reference in the global policy space: Is the goal too broad, too "donor driven", will the goal on primary and secondary education become the priority at the expenses of the other, in particular TVSD and non-formal education (NFE), but also more holistic concerns and objectives? What are the perceptions and the voices of the countries of the "global South"? And how will the SDG be financed?
- Changing and emerging international, regional and national public and non-state actors, agendas and governance arrangements: Are they competing/complementing/supplementing traditional actors? Who sets the so-called global agenda, who drives it and with what objectives?
- What is new for TVET and TVSD in the SDGs' Agenda? How could the current distinct goals of skills development and youth employment be articulated, implemented and monitored in a coordinated manner at the international level? What is their impact in terms of TVET/TVSD policy design and implementation at the regional and national levels?

- How can the Education goal serve as a vector for sustainable development running across the SDGs? How do other sectors look at Education, specifically through SDG 4? What are the future of Education and Training in the context of rapidly changing conception of work and employment?

Forthcoming - Planned:

- Participation to the 2016 [CIES Annual Conference of the Comparative and International Education Society](#) (Vancouver, March 2016).
- Conference/Workshop series on Governance of International Education and Training Policies in the 2030 Education Agenda (2016 & 2017), in collaboration with a range of partners including Brookings Institution, FDFA, SDC, PASEC, the Graduate Institute (more potential partners to be contacted):
 - The global Governance of Education & Training (Geneva, June 2016)
 - The Politics and Policies of Learning Assessments (Geneva, June 2016)
 - Thematic Think Tank summit on education and the SDGs (Geneva, 2017).
- Participation in the Interagency Group on Technical and Vocational Education & Training (IAG-TVET) (Geneva, 2017) - TBC (See also PoW 4 below).

Knowledge production and dissemination

- [Arabic version of NORRAG News 51](#) on "Education and skills post-2015 and the global governance of education. Agendas and architecture".
- [Mandarin version of NORRAG News 51](#) on "Education and skills post-2015 and the global governance of education. Agendas and architecture".
- [NORRAG News 52](#) on "Reflections on the World Education Forum and Financing Education & Skills. New and Old Modalities: New and Old Partners".
- [Working Paper #9](#) on "The Global Targeting of Education and Skill: Policy History and Comparative Perspectives" by Kenneth King.
- 33 [Blog Posts](#).

Forthcoming - Planned:

- [Mandarin version of NORRAG News 52](#) on "Reflections on the World Education Forum and Financing Education & Skills. New and Old Modalities: New and Old Partners" (January 2016).
- [Arabic version of NORRAG News 52](#) on "Reflections on the World Education Forum and Financing Education & Skills. New and Old Modalities: New and Old Partners" (March 2016).
- NORRAG News 53 on "Migration, Refugees, Education and Skills: New Directions in Development Cooperation and Policies?" (Working title – Release April 2016).
- NORRAG 54 (topic to be confirmed)

- Mandarin version of NORRAG News 53 and 54 (in combination with local launch events, TBC).
- Arabic version of NORRAG News 53 and 54 (in combination with local launch events, TBC).
- Working paper (TBC) on “The Elephant in the Room: Global Governance and the Implementation of the Sustainable Development Goal for Education”.
- Yearbook project under development.

PoW 3) Urban violence, youth and education

Policy Dialogue

- Organisation and presentation at a panel session on “Urban politics, conflicts and education” during the [International Studies Association’s 56th Annual Convention](#) (New Orleans, February 2015).
- Participation in a workshop entitled “kNOw Violence in Childhood: Authors’ Meeting for Learning Group 3: Preventing Violence in Communities and Public Spaces” hosted by the Institute for Global Studies of the University of Delaware and the Graduate Institute-based Centre on Conflict Development & Peacebuilding (Geneva, May 2015).
About 20 pax
- Co-organisation of a working meeting with Igarapé on “Educational Strategies for Dealing with Urban Violence”(ESDUV), hosted by the American Institutes for Research (AIR) (Washington DC, July 2015).
- Presentation and co-sponsoring of a Round-Table on “[The Role of Education and Youth in Preventing Urban Violence and Countering Violent Extremism](#)”, hosted by the INEE Working Group on Education and Fragility (Geneva, October 2015).
About 40 pax

Some key issues and reflections informing NORRAG’s forthcoming work:

- The relationship between education, youth and violence is a central concern for governments, non – state actors and civil society groups committed to sustainable development but also in the light of recent discussions on preventing violent extremism (PVE). NORRAG’s seminal work represents a first successful attempt to put the topic of education, youth and urban violence prevention prominently on the global agenda.
- Educational and training strategies cannot be seen as a panacea for security, safety and resilience challenges, it can even have a complete adverse effect, but it can play a very important role into more comprehensive urban violence reduction and prevention plans as well as for PVE.
- There are parallels but also difference between the field of urban violence and education and PVE and education; relations between the two topics should be further explored and researched, while at the same time building evidence in the field of PVE and education per se.

- Working in the field of violence and education requires the breaking down of silos and the engagement with other sector and domains such as security, health and social work, work and employment, with a special concern for the securitization of education

Forthcoming - Planned:

- Ongoing joint funding proposal in view of the launch of the second phase of the “Education and Urban Violence Reduction in Brazil and South Africa” (ESDUV) project with Igarapé and the American Institutes for Research (AIR) (USD 1.2 mio requested).
- Support in the organisation and keynote presentation during SDC Technical Workshop on “[Vocational Skills Development \(VSD\) in the Context of Violent Extremism](#)” (Geneva, March 2016) (see also PoW 4 below). Possible follow-up from this workshop is actively pursued and may lead to a widening engagement of NORRAG in this field.

Knowledge production and dissemination

- 3 [Blog Posts](#).

Forthcoming – Planned:

- [Working Paper #10](#) on “Education, urban violence, and youth: exploring pathways or roadblocks for ‘peace’ in the city” (Jovana Carapic, Mieke Lopes Cardozo, March 2016).
- Peer reviewed research article on NORRAG-AIR-Igarapé work on “Education and Urban Violence Reduction in Brazil and South Africa” in [Stability-International Journal of Security and Development](#).

Capacity development for policy analysis and dialogue

- Presentation of the project on “Educational Strategies for Dealing with Urban Violence” (ESDUV) and the results of the inventory of educational initiatives in South Africa and Brazil - in association with Igarapé (Rio de Janeiro) and the American Institutes for Research (AIR) – during the [Cape Town meeting of the Citizen Security Dialogues](#) (Cape Town, end of February 2015).
About 85 pax
- Exploration of possible development of the novel topic of Preventing Violent Extremism (PVE), education and training (in collaboration with the Inter-Agency Network for Education in Emergencies (INEE) and the University of Sussex), following up on work initiated in 2015 and further to the SDC workshop on “Vocational Skills Development (VSD) in the Context of Violent Extremism” (see above).

PoW 4) International perspectives on technical and vocational skills development policies and practice

Policy Dialogue

- Presentation at a workshop on the "[Integration of Girls and Young Women. Perspectives from Switzerland and India](#)" organised by the *Haute école de travail social* (Geneva, March 2015).
About 40 pax
- Convening of a meeting (right after the WEF) in Korea with participants of Seoul National University (Departments of International Affairs and Education), Korea International Cooperation Agency (KOICA) and Korea Research Institute for Vocational Education and Training (KRIVET) on the potential contribution of NORRAG to the on-going national reflection on the continuation of Korea's TVET projects in five Southern African countries (Seoul May 2015).
About 12 pax
- Convening of a meeting with Prof. Zhiqun Zhao from Beijing Normal University (BNU) on the internationalisation of TVET policies in China (Beijing, May 2015).
- Presentations at "DEVCO Annual Education and TVET Seminar", European Commission (Brussels, October 2015).
About 30 pax

Some key issues and reflections informing NORRAG's forthcoming work

- The political and practical richness of moving from the term TVET to TVSD has to be further emphasized. In that perspective TVET is only one component of a continuum, where training is taking place in formalized ways and is provided by public and non-state actors. TVSD is more comprehensive, however, as it covers a full range of training offers -including the informal sectors. Enlarging the perspective in such a way needs to produce more knowledge on the underexplored facets of TVSD.
- The last Human Development Report as well as Davos World Economic Forum have emphasized the radical transformation of work and employment conceptions and conditions in the world, with a multitude of socio-economic and technological consequences. This leads to important changes in skills demand and offer. Breaking down the silos between these different worlds is an imperative necessity for TVSD today, in order to avoid erroneous decisions and investments.
- In the same way as there should be a TVSD continuum, there should also be a continuum between basic education and TVSD – in a lifelong learning (LLL) perspective. This supposes that policy dialogue spaces have to be put in place to review the strategies for the socio-economic inclusion of youth – a topic that is high on the international and national agenda.
- The recent interest for VSD as an instrument for PVE is a good opportunity to revisit many TVET policies that are inefficient individually, socially and economically, and can lead to VE. At the same time, the "securitization" of education that seems to develop has to be carefully monitored.

Forthcoming - Planned:

- Conclusion of the [Joint triangular project](#) between the Centre on Researching Education and Labour (REAL) South Africa, IDES-Prejet Argentina and NORRAG on “Understanding barriers to accessing and succeeding in skills development”, including regional and international dimensions (Johannesburg, February 2016 - See also Knowledge production and dissemination, and Collaborative Programmes in Africa below).
- Keynote presentation during SDC Technical Workshop on “[Vocational Skills Development \(VSD\) in the Context of Violent Extremism](#)” (Geneva, March 2016) (See also PoW3 above).
- Organisation and presentation of a session entitled “ICTs in TVSD: Promises and challenges for inclusive development reaching the poorest populations” during the [2016 UNESCO Chair Conference on Technologies for Development](#) at EPFL on the topic “From Innovation to Social Impact”, in collaboration with AMMACHI Labs, Amrita University, India (Lausanne, May 2016).
- SDGs 4 & 8 for youth employment: policy design & implementation by Swiss development actors – Format and partners TBC (Swiss Network for Education and International Cooperation (RECI) / Swiss Forum for Vocational Training and International Cooperation (FoBBIZ)?) (Geneva, 2016).
- Continuation of the support to the Association for the Development of Education in Africa (ADEA) [African Inter-country Quality Node on TVSD](#) (Abidjan), for the preparation of the next Ministerial Conference (TBC, 2016). NORRAG has proposed to host the next Conference in South Africa in collaboration with its partner Wits University.
- Participation in the Interagency Group on Technical and Vocational Education & Training (IAG-TVET) (Geneva, 2017) - TBC (See also PoW 1/2 above).

Knowledge production and dissemination

- 13 [Blog Posts](#).
- Background paper entitled “*A Compendium of African Experiences in Promoting Investment in Skills and Competencies Acquisition by Trainers and Entrepreneurs: A state of the art cross-national analysis of policy and practice in 13 countries*”, including a literature review, in the frame of the [African Inter-country Quality Node on TVSD](#) Ministerial Conference in Kigali (November 2015).
- Background Paper entitled “A scoping study of the state of skills development with emphasis on middle-level skills in Bangladesh” (Manzoor Ahmed IED-BRAC).

Forthcoming – Planned:

- Research Report #1 on “Understanding Barriers to Youth Skills Development and Employment in Argentina and South Africa: Synthesis Report” (April 2016 – See also PoW4 above and Collaborative Programmes in Africa below).

- Full report on “Understanding Barriers to Youth Skills Development and Employment in Argentina and South Africa” (Peliwe Lolwana and Claudia Jacinto, See also PoW4 above and Collaborative Programmes in Africa below).

Capacity development for policy analysis and dialogue

- Field trip to Bangladesh to follow up on the progress of the “Research and Policy Dialogue framework on the interaction between national and international policies in TVSD” conducted in collaboration with BRAC Institute for Educational Development (Dhaka, March/April 2015).
- Invitation and presentation at the “[Asia-Pacific Conference on Education and Training](#)” organised by UNESCO Bangkok Office, Panel on “TVET Networks - How International and Regional Networks can Contribute to the Development of National TVET Systems” (Kuala Lumpur, August 2015).

About 50 pax

B) Other developments and requests for collaboration made to NORRAG

- Education and Development: [Vision Paper on Development Studies](#) - NORRAG has been asked to participate in a project initiated by the International Institute of Social Studies in The Hague, the Graduate Institute and the European Association of Development Research and Training Institutes in Bonn to participate in a process to develop international perspectives on Development Studies teaching.
 - A specific event on “[Research and Teaching in International Education and Development: New Paradigms and Perspectives in the post-2015 Era](#)”, was organised in collaboration with Teachers College, Columbia University and the Graduate Institute (New York, September 2015 - See PoW1 above).
 - Presentation of the Draft Discussion Paper on International Education and Development during the EADI Directors’ Meeting 2015 (Olomouc, October 2015).

About 34 pax

- Global Development Network (GDN, New Delhi, India): Participation in Technical Workshop and Conference of the “[Doing Research in Social Science in Developing Countries](#)” project, with a potential follow-up on education research (Casablanca, June 2015 / New Delhi, October 2015).
- Participation to the Swiss Network for Education and International Cooperation (RECI), [Thematic Day on “Education 2030 – Right to Quality Education for All”](#) (Fribourg, November 2015).

About 50 pax

- Serving as external experts for the International Olympic Committee’s new Education Commission (Meeting in Lausanne, November 2015).

About 20 pax

- Participation in the [Launch of the PASEC 2014 Report](#) - Education System Performance in Francophone Sub-Saharan Africa, as part of the Conference of the Ministers of Education of French speaking Countries (PASEC-CONFEMEN) (Dakar, December 2015).
About 100 pax
- Request for meeting with the ["Captain Planet Foundation"](#) (Ted Turner Family) and exploration of collaboration in the field of education and environment (Paris, December 2015).

C) NORRAG Collaborative Programmes in Africa

South Africa:

Set up of a pilot [International Collaborative Programme for Education, Skills and Labour](#) based at the Centre for Researching Education and Labour (REAL), Wits University, South Africa.

This pilot Collaborative Programme is the first of its kind to be set up by NORRAG with a partner organisation in the South. It is managed in close collaboration with Prof. Peliwe Lolwana, former Director of REAL, with one local Technical Assistant, Ms Eugenie Rabe, funded by NORRAG. This Collaborative Programme seeks to engage jointly in the fields of knowledge creation and dissemination as well as policy dialogue on skills development, education and labour, with the aim of contributing in an informed and evidence-based manner to the South African, regional, continental and international debates on skills, education and training policies. The overall objective is to improve the quality of Technical and Vocational Education and Training and Skills Development in South Africa and the Region.

Three main areas of work have been identified:

- Skills Development and TVET in South Africa, Southern African Development Community (SADC) and BRICS, including the interactions between national, regional and international policies.
- Emerging role of the BRICS in the global governance of education and training.
- Urban violence, youth, education and training policies.

The Collaborative Programme has started its work including:

- Completion of the triangular research on "Understanding barriers to accessing skills development and employment for youth in Argentina and South Africa in a comparative and international perspective" (see also PoW 4 above).
- Organisation of an internal workshop to promote the Collaborative Programme on the topic of the barriers to employment study (Johannesburg, 5th December 2015).

About 15 pax

Forthcoming – Planned:

- Organisation of a Triangular workshop with NORRAG, REAL and IDES (Johannesburg, February 2016 – See also PoW 4 above).
- Official Launch of the Collaborative Programme with REAL (Johannesburg, February 2016).
- Launch of [Policy Brief Series on TVSD policies](#), with REAL & NORRAG Policy Brief #1 on “TVET in South Africa and the international agenda: Are they transformative?” (Salim Akoojee, February 2016).

Western Africa:

Development of a joint support by NORRAG, the French Development Agency (AFD) and the *Institut de Recherche pour le Développement* (IRD) for the re-launch of the “Research Workshop on Education in Burkina Faso” (AREB), which is hosted by the National Institute for Social Sciences (INSS) in Ouagadougou. The purpose is to foster the update of a data base on education and training research in Burkina Faso and to enable the launch of a decentralized French version of NORRAG News. An exploratory mission was undertaken in Ouagadougou in September 2015.

Forthcoming – Planned:

- Follow-up mission and development of TOR in Burkina Faso (Spring 2016).

D) Management and Governance

A new NORRAG Consultative Committee, serving as successor from the present Ad Hoc Advisory Group, was set up in 2015, and is composed of the following members, reflecting NORRAG’s diverse constituencies:

- Nicholas BURNETT: Managing Director, Results for Development, Washington D. C.
- Gilles CARBONNIER: Professor in the Department of International Economics and Director of Studies, Graduate Institute of International and Development Studies, Geneva
- Wijnand DE WIT: Regional Director for Europe, Dalberg, Geneva
- Ritah MUYAMBO: Head of Programmes, World Young Women’s Christian Association, Geneva
- Mario NOVELLI: Professor in the Political Economy of Education and Deputy Director Centre for International Education, University of Sussex
- Gita STEINER-KHAMSI: Professor of Comparative and International Education, Teachers College, Columbia University, New York
- Sobhi TAWIL: Chief of Section - Partnerships, Cooperation and Research, UNESCO, Paris
- Martina VIARENGO: Assistant Professor in the Department of International Economics, Graduate Institute of International and Development Studies, Geneva.

The Consultative Committee serves as a "sounding board" for NORRAG's strategic development. It mainly endorses NORRAG's annual Activity Report and offers advice and counsel to NORRAG's management.

The forthcoming Consultative Committee meetings are planned on:

- 2nd February 2016
- January 2017
- November/December 2017.

The relations with IHEID have been consolidated, both in terms of the Institute's hosting of NORRAG and the substantive collaboration on NORRAG's Programmes of work (including with the Centre on Conflict, Development and Peace-building; the Programme for the Study of International Governance; the Small Arms Survey as well as the Geneva Centre for Security Policy). A major new development has been the opening up of discussions with the Graduate Institute on the creation of a Chair on "International Education and Development" as one of the first chairs of its kind in Switzerland, and as illustration of the growing recognition and relevance of NORRAG's field of work. These discussions should result in a concrete perspective during the first semester of 2016.

E) Collaborations

Collaborative Programme:

- **South Africa:** the Centre for Researching Education and Labour (REAL) located at Wits University, Johannesburg, (see also NORRAG Collaborative Programmes in Africa).

Other collaborations:

- **Argentina (Institute of Economic and Social Development)** and **South Africa (REAL - Wits University)** – A joint project between Argentina, South Africa and NORRAG has started in 2014, focusing on policies and strategies to face youth unemployment through Technical and Vocational Education and Training. The conclusion of the project will be presented in February 2016 in Johannesburg.
- **Bangladesh (IED-BRAC University)** - A collaborative policy-relevant research project on national practices and international policies in Skills Development was launched in August 2014. A background paper on the "Scoping Study of the State of Skills Development with an Emphasis on Middle-Level Skills in Bangladesh" will be released soon.
- **Brazil (Igarapé Institute)** – Collaboration to elaborate an inventory of education interventions to prevent and reduce violence in Brazil. A second phase funding proposal focusing on pilot monitoring and evaluation interventions has been submitted (See PoW 3).

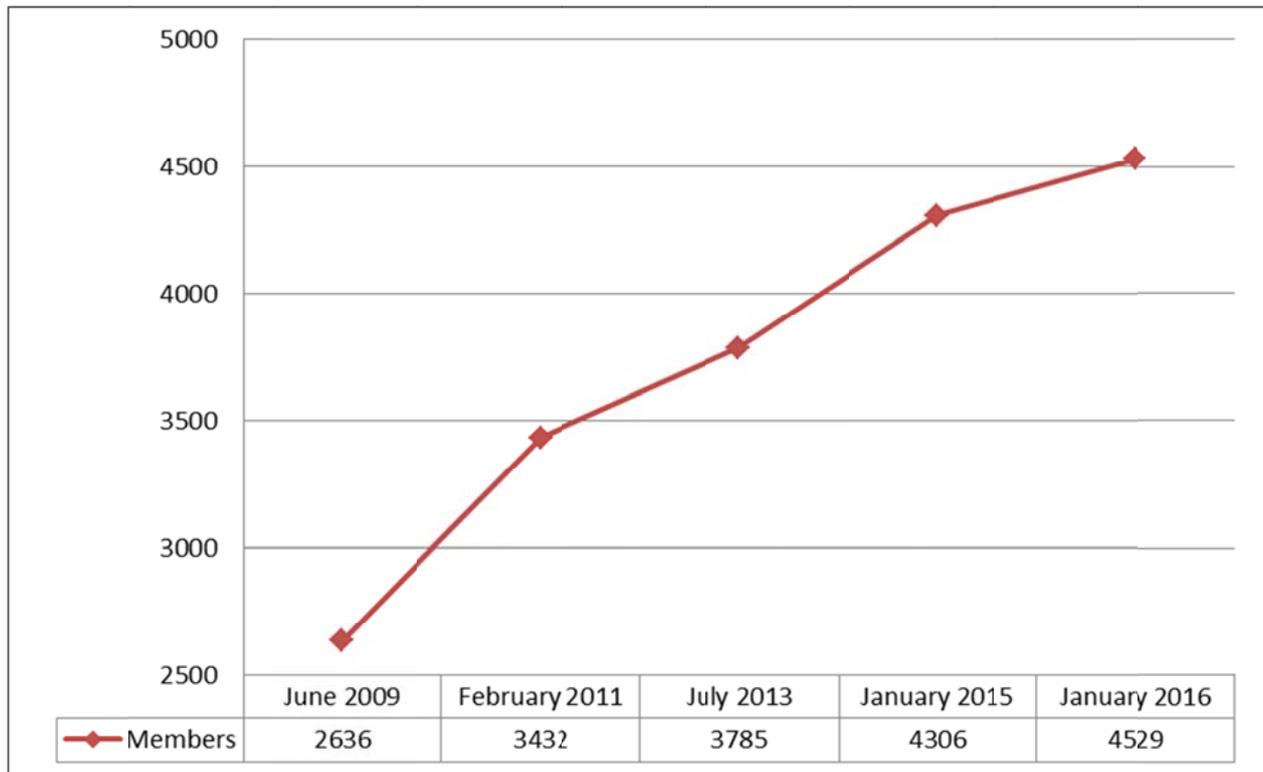
- **Burkina Faso (National Institute for Social Sciences - INSS)**: Development of a joint support (**French Development Agency (AFD)**, *Institut de Recherche pour le Développement (IRD)* & NORRAG) for the re-launch of the "Research Workshop on Education in Burkina Faso" (**AREB**).
- **China (Zhejiang Normal University)** - The collaboration consists of the translation and contextualisation of NN in Chinese and the organisation of local launch events.
- **India (Ammachilabs, Amrita University)** - Collaboration on the topic of ICTs in TVSD and exploration of the possibility of starting a joint research project.
- **Sultanate of Oman (Ministry of Higher Education)** - Funding of the translation, contextualisation of NORRAG News into Arabic and exploration for the set-up of local launch events.
- **United States (American Institutes for Research (AIR))** - Collaboration to elaborate an inventory of education interventions to prevent and reduce violence in Brazil and South Africa. A second phase funding proposal focusing on pilot monitoring and evaluation interventions has been submitted (See PoW 3).
- **Conference of the Ministers of Education of French speaking Countries - Education System Performance in Francophone Sub-Saharan Africa (CONFEMEN –PASEC)**.
- **Association for the Development of Education in Africa (ADEA)**: Inter-country Quality Node on Technical and Vocational Skills Development – Support in the preparation of background documents for the Ministerial Conferences (2014-2015-2016).
- **Global Development Network (GDN)** - Engagement in a mid-term peer review held as part of the GDN's project on "Doing Research" in Social Sciences in developing countries, on the basis of contribution to the backstopping of the case studies on Cameroon and Côte d'Ivoire.

Annex 1: Background statistics and data

Diversity of NORRAG Membership²:

Figure 3: Evolution of total membership (2009 – 2016)

Based on all members with a valid email address



- The number of NORRAG's members continues to grow. On this figure, we note that the pace of increase between January 2015 and January 2016 is slowing down. However, the previous period were based on 1,5 to 2 years, while the last one is based on 12 months. We will be able to better observe the trend in June/July 2016.

² The two-yearly NORRAG members' survey will be conducted again in 2016. This survey will provide qualitative information which will be useful to have a more comprehensive analysis of the statistics and to identify the strength and weaknesses of NORRAG activities, knowledge products and dissemination strategy.

Table 1: Members by country (>50 members in January 2016)

Based on all members who subscribed to the News Bulletin and for whom data about the country is available

| Country | Members 20/01/2015 | Members 18/01/2016 | % total 18/01/2016 | Strongest growth (diff % data 2015) |
|------------------------------|-----------------------|-----------------------|-----------------------|--|
| United Kingdom | 493 | 505 | 12.00 | +2.44 % |
| United States | 317 | 335 | 7.96 | +5.68 % |
| India | 241 | 253 | 6.01 | +4.98 % |
| Switzerland | 205 | 212 | 5.04 | +3.41 % |
| France | 148 | 155 | 3.68 | +4.73 % |
| South Africa | 146 | 153 | 3.64 | +4.80 % |
| Nigeria | 99 | 108 | 2.57 | +9.09 % |
| Canada | 115 | 107 | 2.54 | -6.96 % |
| Germany | 108 | 106 | 2.52 | -1.85 % |
| Australia | 96 | 99 | 2.35 | +3.13 % |
| Japan | 83 | 98 | 2.33 | +18.00 % |
| Netherlands | 97 | 96 | 2.28 | -1.03 % |
| Kenya | 84 | 91 | 2.16 | +8.33 % |
| Ghana | 91 | 90 | 2.14 | -1.10 % |
| China (incl. H.K. & Taiwan) | 86 | 92 | 2.19 | +6.98 % |
| Tanzania, United Republic of | 68 | 66 | 1.57 | -2.94 % |
| Bangladesh | 59 | 64 | 1.52 | +8.47 % |
| Korea, Republic of | 57 | 62 | 1.47 | +8.77 % |
| Oman | 59 | 59 | 1.40 | +0.00 % |
| Uganda | 54 | 59 | 1.40 | +9.26 % |
| Italy | 57 | 57 | 1.35 | +0.00 % |
| Belgium | 54 | 56 | 1.33 | +3.07 % |
| Ethiopia | 55 | 56 | 1.33 | +1.81 % |
| Pakistan | <50 | 50 | 1.19 | > 2.04 % |

- Overall, the group of countries with 50 and more members is similar to the year before, with one new country (Pakistan). The ranking within the group has changed.
- The strongest members' increase between 2015 and 2016 is in Japan. One possible explanation is the stay of Kenneth King during several weeks in the country, and his active promotion of NORRAG. Amongst the other five countries with a significant increase of members are Bangladesh and South Korea - where interestingly NORRAG held field missions & organised meetings - as well as Uganda, Kenya and Nigeria. In absolute terms, we observe a significant increase in United where NORRAG co-organised a major even with Teachers College at Columbia University and NYU Steinhardt School of Education.

Figure 4 NORRAG Members by region

Based on all members who subscribed to the News Bulletin and for whom data about the country is available
 Region classification based on United Nations Statistical Division country classification revised in 2004.

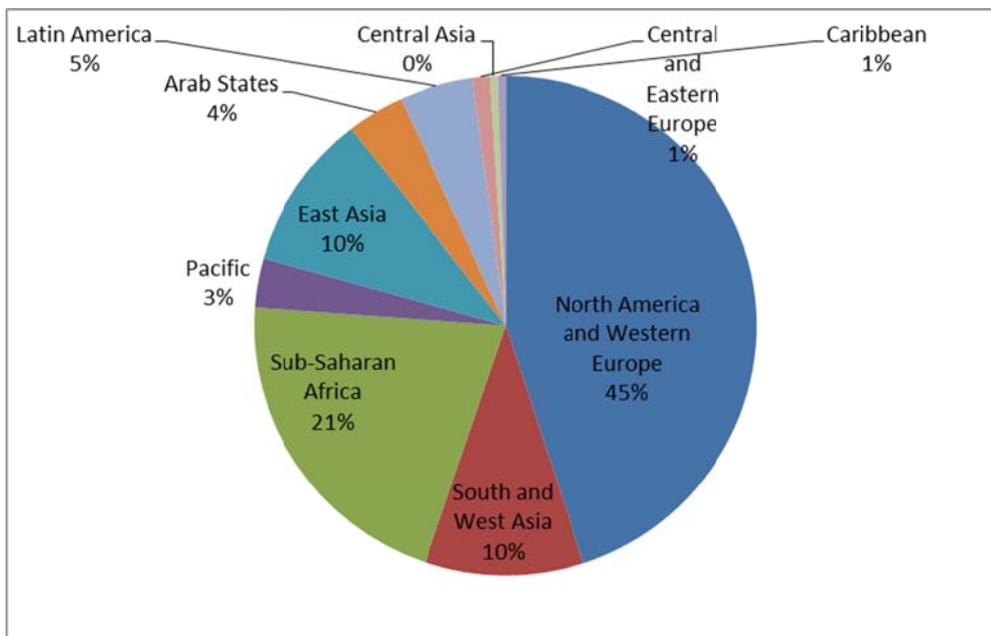


Table 2: NORRAG members’ evolution by region

Based on all members who subscribed to the News Bulletin and for whom data about the country is available

| Country | Members 20/01/2015 | Members 18/01/2016 | % total 18/01/2016 | Strongest growth (diff % data 2015) |
|----------------------------------|--------------------|--------------------|--------------------|-------------------------------------|
| North America and Western Europe | 1857 | 1892 | 44.97 | +1.88 |
| Sub-Saharan Africa | 839 | 882 | 20.97 | +5.13 |
| South and West Asia | 408 | 431 | 10.24 | +5.64 |
| East Asia | 388 | 425 | 10.10 | +9.54 |
| Latin America | 187 | 198 | 4.71 | +5.88 |
| Arab States | 149 | 155 | 3.68 | +4.03 |
| Pacific | 134 | 134 | 3.19 | +0.00 |
| Central and Eastern Europe | 48 | 48 | 1.14 | +0.00 |
| Caribbean | 24 | 22 | 0.52 | -8.33 |
| Central Asia | 21 | 20 | 0.48 | -4.76 |

- The region with the highest increase is East Asia, although it accounts for about 10% of the members. Part of the explanation for this increase could be number of activities held by NORRAG in the region during the year.
- In terms of the institutional background of the members, data are incomplete. Besides, members may have moved to other positions and/or organisations without necessarily updating their profiles. Yet, we estimate that universities – including academics and research students represent over 40%, NGO/civil society about 16 %, government departments about 9%, followed by

multilateral organisations and consultants both around 8%, and bilateral aid agencies slightly over 5%. The private sector accounts for about 2%.

General comments about memberships:

- A strategy will be drafted during the first half of 2016 to set goals in terms of membership for the two coming years.

NORRAG website

Figure 5: Evolution of NORRAG website's visitors and users (2012 – 2015)

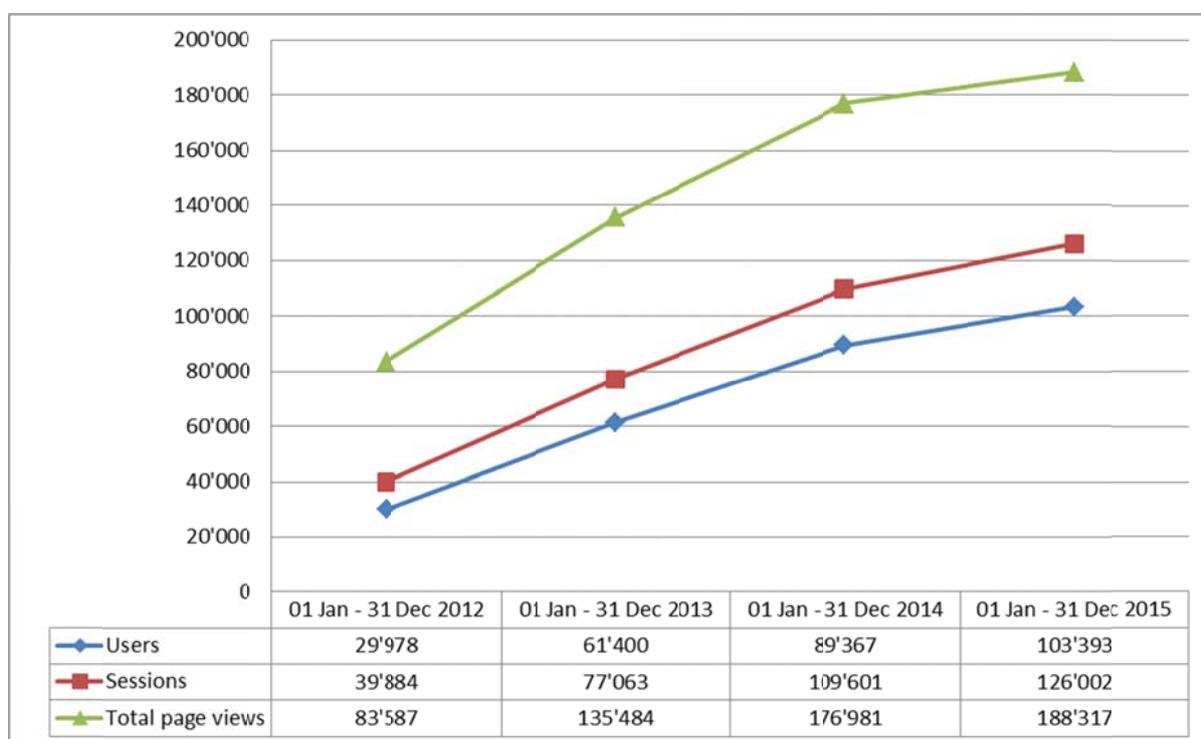


Table 3: Evolution of NORRAG website's visitors and users (2012 – 2015) – Percentage increase

| | 2012-2013 | 2013-2014 | 2014-2015 |
|------------------|-----------|-----------|-----------|
| Users | +104,82% | +45,55% | +15,69% |
| Sessions | +93,22% | +42,22% | +14,96% |
| Total Page views | +62,09% | +30,63% | +6,41% |

- The important increase in visitors and sessions between 2012 and 2013 can partly be explained by the website upgrade implemented in November 2012 (increased attractiveness for visitors & increased visibility in search engines).
- The numbers of visitors and sessions has continued to increase in 2014 and 2015, but at a slower pace. One of the issues to overcome the relative slow down in the number of visitors and sessions is the development of a tablet /mobile friendly version of the website.
- NORRAG plans to revamp the website in 2016 and have a mobile version.

Table 4: Number of Visitors by countries and per year (based on top 20 countries in 2015)

| Countries | Sessions 2015 | Sessions 2014 | Sessions 2013 | Growth 2014-2015 | Growth 2013-2014 |
|----------------|---------------|---------------|---------------|------------------|------------------|
| Kenya | 21744 | 12120 | 8263 | 79.41% | 46.68% |
| India | 13564 | 11861 | 6962 | 14.36% | 70.37% |
| United States | 12465 | 11299 | 7702 | 10.32% | 46.70% |
| United Kingdom | 6001 | 6290 | 5544 | -4.59% | 13.46% |
| Philippines | 4106 | 3263 | 2189 | 25.84% | 49.06% |
| Netherlands | 3653 | 6068 | 621 | -39.80% | 877.13% |
| Indonesia | 3358 | 2610 | 474 | 28.66% | 450.63% |
| Switzerland | 3280 | 2863 | 1728 | 14.57% | 65.68% |
| Malaysia | 2607 | 1032 | 626 | 152.62% | 64.86% |
| France | 2468 | 2341 | 1587 | 5.43% | 47.51% |
| South Africa | 2444 | 3044 | 1796 | -19.71% | 69.49% |
| Canada | 2328 | 2200 | 1600 | 5.82% | 37.50% |
| Germany | 2297 | 1529 | 1311 | 50.23% | 16.63% |
| Nigeria | 2218 | 2382 | 1329 | -6.88% | 79.23% |
| Australia | 1822 | 1894 | 1881 | -3.80% | 0.69% |
| Uganda | 1775 | 1543 | 1255 | 15.04% | 22.95% |
| Tanzania | 1554 | 1850 | 1190 | -16.00% | 55.46% |
| Pakistan | 1412 | 1507 | 1027 | -6.30% | 46.74% |
| Mexico | 1330 | 652 | 401 | 103.99% | 62.59% |
| Ghana | 1131 | 1053 | 1045 | 7.41% | 0.77% |

- We observe a strong increase in Malaysia - possibly linked to NORRAG's participation to the "Asia-Pacific Conference on Education and Training" organised by UNESCO Bangkok Office in Malaysia - followed by Mexico, Kenya and Germany,
- Challenge: decrease in some countries such as Netherlands, South Africa, Tanzania, Nigeria, Pakistan, UK and Australia.

Table 5: Number of downloads and online views of NN48 to NN52 irrespective of languages (up to 31st December 2015)

| NN issue | PDF full version | Online articles |
|---|------------------|-----------------|
| NN48 2012: The Year of Global Reports on TVET, Skills & Jobs - Consensus or Diversity? EN | 89 | 6,104 |
| NN49 Education and Development in the Post-2015 Landscapes EN, AR, FR, SP | 251 | 15,647 |
| NN50 The Global Politics of Teaching and Learning: The Real Story of Educational Cultures and Context EN, AR, CH | 230 | 6,783 |
| NN51 Education and skills post-2015 and the global governance of education: Agendas and architecture EN, AR, CH | 290 | 2,920 |
| NN52 Reflections on the world education forum and financing education & skills New and old modalities: New and old partners EN | 168 | 2,907 |

- This table confirms that most readers access to NN online rather than downloading the pdf.
- Since the release of NN52, we are seeking to increase the outreach by tweeting one article per day. The forthcoming NORRAG members' survey will be the occasion to assess this strategy.
- As part of the dissemination strategy, NORRAG encourages our partners to organise local launches of translated version of NN. The first launch was held in January 2016 in China³.

Registration and contribution to the NORRAG blog

- NORRAG started a blog in May 2012 which has generated 258 posts in these last approx. 3 years 8 months; an average of 6 blogs/month.
- Total number of blogs 1st March – 31st December 2015: 50, of which 40 are regular blogs and 10 are additional blogs by Kenneth King and Robert Palmer.
- % regular blogs from Southern writers March –December 2015: 35% (from a baseline of 26% March 2014-February 2015).
- 43,343 page views in 2015, representing 23,269 visitors over this period.
- 26% increase in page views between 2014 and 2015 (34,515 versus 43,343 respectively).
- 2,074 followers via email (520), Twitter (1,059) and Facebook (495).

³ NN52 in Chinese will be available online as of the end of January 2016.

Table 6: Top 10 countries for page views (2014 & 2015)

| | 2014 | 2015 | % increase |
|----------------|------|------|------------|
| United States | 4907 | 6936 | +41,35% |
| United Kingdom | 4719 | 4841 | +2,58% |
| Switzerland | 1610 | 2456 | +52,55% |
| India | 1635 | 2122 | +29,79 |
| South Korea | | 1947 | |
| France | 2315 | 1878 | -18,88 |
| European Union | | 1404 | |
| Canada | 1493 | 1325 | -11,25% |
| Germany | 1122 | 1280 | +14,08% |
| South Africa | | 976 | |

Newsletter/Bulletin statistics

- Seven NORRAG Bulletins were sent in 2015. It was decided to shift from a frequency of one news bulletin per month to a frequency based on content (with an average of one news bulletin every two months).
- The Bulletin is sent to an average of 4,155 members.
- The open rate is about 22,6%, and has remained stable since November 2014.

Social media statistics

During the year 2015, the emphasis was set on enhancing NORRAG's visibility on our main Twitter account (English).

Table 7: Twitter analytics (2015)

| | Followers | Frequency of Updates |
|----|------------------------------|--|
| EN | 1,046 followers (31/12/2015) | 2,036 tweets in the last 3,5 years (until 31/12/2015), of which 756 tweets in 2015 |
| FR | 69 followers (31/12/2015) | When relevant |
| SP | 76 followers (31/12/2015) | When relevant |

Table 8: Twitter EN (@NORRAG_NEWS): Evolution August-December 2015, including 5-month average

| 2015 | New followers | Tweets | Impressions | Link clicks | Retweets | Favourites |
|--------------------------|---------------|-----------|-------------|-------------|-----------|------------|
| December | 21 | 61 | 29.6K | 108 | 49 | 45 |
| November | 34 | 76 | 25K | 89 | 49 | 41 |
| October | 29 | 75 | 23.4K | 89 | 49 | 52 |
| September | 59 | 103 | 39.2K | 164 | 69 | 83 |
| August | 36 | 64 | 23.1K | 123 | 31 | 42 |
| Average (Aug-Dec) | 36 | 76 | 28.1 | 115 | 49 | 53 |

Table 9: Twitter EN (@NORRAG_NEWS): Evolution January - July 2015, including 7-month average

| 2015 | New followers | Tweets | Impressions | Link clicks | Retweets | Favourites |
|--------------------------|---------------|-----------|-------------|-------------|-----------|------------|
| July | 38 | 51 | 17.9K | 95 | 28 | 34 |
| June | 36 | 48 | 17.3K | 70 | 22 | 30 |
| May | 33 | 83 | 25.1K | 123 | 71 | 56 |
| April | 34 | 55 | 11.2K | 67 | 15 | 17 |
| March | 24 | 63 | 12.4K | 66 | 22 | 29 |
| February | 30 | 44 | 12.9K | 63 | 30 | 29 |
| January | 13 | 36 | 9.7K | 51 | 12 | 28 |
| Average (Jan-Jul) | 30 | 54 | 15.2 | 76 | 29 | 32 |

Notes:

Impression = Number of times a user saw the tweet on twitter (contributes to NORRAG brand awareness)

Engagement types = number of times users engage with a tweet (e.g. link clicks, retweets, favourites)

- In 2015, 387 new followers were registered on our main English account, which represents an increase of over 50%.

Facebook:

- NORRAG had 487 fans on Facebook at the end of 2015, compared to 369 at the end of 2014, which represents an increase of about 32%.
- As of August 2015, we started posting information about NORRAG's events, although it was decided that the focus would currently be set on Twitter due to the limitation of human resources.

Annex 2: Logframes

Section A Logical framework: Outputs and results delivered between 1st March 2015 and 31th December 2015

Section B Logical framework: Main outputs and results planned for 2016

Section A Logical framework: Outputs and results delivered between 1st March 2015 and 31st December 2015

| Hierarchy of objectives Strategy of Intervention | Key Indicators | Data Sources Means of Verification |
|--|---|--|
| Impact (Overall Goal) | Impact Indicators | |
| <p>Through networking and other forms of cooperation and institutional partnerships, NORRAG's overall goal is to:</p> <ol style="list-style-type: none"> 1) stimulate and disseminate timely, concise, critical analysis 2) broker knowledge at the interface between research, policy and practice, and 3) act as an incubator for new ideas. <p>More specifically, NORRAG aims at promoting, supporting and facilitating policy dialogue on international policies in education and training (IETPs) in the context of international development cooperation. Besides serving as a platform for discussion, it builds and disseminates evidence-based information and knowledge that can feed and stimulate the policy dialogue between a diversity of actors. NORRAG supports capacity development for policy dialogue and evidence-based policy making,</p> | <p>Enhanced knowledge, awareness and capacity amongst NORRAG members and participants on the present and prospective issues at stake in the field of IETPs are realised. This leads eventually to better informed and evidence-based design and implementation of education policies.</p> | <p><i>End of phase assessment (end of February 2018):</i></p> <p>Assessment of the relevance, effectiveness, outreach and quality of NORRAG's outputs and activities, building on the results of the annual web member survey, output specific evaluation forms and questionnaires and feedback from policy makers & key stakeholders.</p> <p>The target of intervention on the impact level is defined as a significant perceived increase in knowledge, awareness and capacity amongst key stakeholders, with the baseline being defined as the ex-ante level before deployment of NORRAG's outputs in 2015-2018 as listed below.</p> <p><i>Ex-post evaluation (longer term evaluation of impact end of 2017 as agreed with SDC):</i></p> <p>External ex-post evaluation to be conducted in selected countries (Bangladesh, South Africa, Argentina, India, Switzerland tbd) in which several core outputs of NORRAG have been deployed, in view of evaluating to what extent the project has effectively contributed to enhanced evidence based policy making processes and decisions</p> |

| Hierarchy of objectives Strategy of Intervention | Key Indicators | Data Sources Means of Verification |
|---|--|--|
| particularly in the global South. It seeks to identify and share context-sensitive policies and practices that represent an interest to the global IETP community in meeting the needs of specific populations. | | |
| Outcomes | Outcome Indicators | |
| <p>Outcome 1: Greater awareness and understanding of present and prospective issues in IETPs in the context of international development cooperation among IETPs' stakeholders, in particular policy makers in the global South, is developed through networking, policy dialogue and production/dissemination of knowledge, and through serving as an incubator for new ideas and multidisciplinary approaches.</p> | <ul style="list-style-type: none"> • Overall: Effectiveness, outreach and quality of NORRAG's outputs and activities relating to networking, policy dialogue and dissemination of knowledge; contribution to evidence based policy making processes and decisions and serving as incubator • Increase of numbers and diversity of participants in NORRAG's policy forums (baseline January 2015) • Increase of diversity of NORRAG membership • Increase of members' registration to the NORRAG website and Blog • Increase in shared posts from the NORRAG Blog • Increase in the number of Facebook and Twitter followers • Number and diversity of requests for joint activities and the facilitation of policy meetings | <ul style="list-style-type: none"> • End of phase assessment • Ex-post evaluation • Annual activity reports • Member database on the website's back office • Google analytics (statistics) • Set of questionnaires and evaluation forms distributed by NORRAG for its activities • Bi-annual web survey • Lists of participants, level and diversity of backgrounds profiles, individual's assessments |

| Hierarchy of objectives Strategy of Intervention | Key Indicators | Data Sources Means of Verification |
|---|--|--|
| Outcomes | Outcome Indicators | |
| <p>Outcome 2: Individual and institutional capacities for policy analysis and dialogue in the field of IETPs and international development cooperation are enhanced through capacity development, South-South-North exchanges and collaboration and networking.</p> | <ul style="list-style-type: none"> • Overall: Effectiveness and relevance of NORRAG's outputs and activities relating to capacity building and networking; contribution to evidence based policy making processes and decisions • Increase in number of high-level practitioners and policy-makers in NORRAG activities (baseline 2015) • Satisfaction rate of participants, especially high-level policy makers | <ul style="list-style-type: none"> • End of phase assessment • Ex-post evaluation • Annual activity report • Lists of participants in the workshops and seminars • Evaluation distributed to participants at the beginning and at the end of the activity, plus 6 months later • Annual activity reports • Bi-annual web survey |
| <p>Key Indicators from original logframe (1st March 2015 – 28th February 2018)</p> | <p>Results 1st March 2015 – 31st December 2015</p> | |
| <p>OUTCOME 1: Output 1 - Policy dialogue involving a diversity of actors is facilitated and implemented through various instruments</p> | | |
| <ul style="list-style-type: none"> • 4-6 international meetings in Geneva are conducted, bringing together the various constituencies of NORRAG, based on the presentation of national and international studies and papers produced by the network • 4-6 national multi-stakeholder policy dialogue meetings are conducted with partner institutions, based on the presentation of national/regional PoW | <p>PoW 1) Education and training policies in the Agenda 2030/ PoW 2) The global governance of education and training and the politics of data</p> <ul style="list-style-type: none"> • Organisation and presentation in two panel sessions on “International benchmarking and measuring the quality of learning” at CIES Annual Conference of the Comparative and International Education Society, in collaboration with Education International, GLOBED Master Consortium and the Open Society Foundations (Washington DC, March 2015). <i>About 70 pax (in total)</i> • Participation in a workshop on “Foundations as catalysts of change: What role in supporting youth and education”, organised by the OECD Development Centre (Paris, March 2015). | |

| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Results 1 st March 2015 – 31 st December 2015 |
|---|--|
| OUTCOME 1: Output 1 - Policy dialogue involving a diversity of actors is facilitated and implemented through various instruments | |
| <p>related studies (Brazil, South Africa, Bangladesh, China, West-Africa...)</p> <ul style="list-style-type: none"> • 8-10 key participations as panel convenor or speaker in leading academic events or international for a related to IETPs • 2 participations in global policy dialogue through international consultations or e-discussions • Participants reflect diversity of NORRAG's constituencies • Individual letters sent to high-level policy makers to collect qualitative evidence on NORRAG's outputs and impact (anecdotal evidence) • List of participants in NORRAG events (as evidence on the number and diversity of participants in policy fora) • Annual activity reports • End of phase report | <ul style="list-style-type: none"> • Organisation and presentation at a Staff Seminar on "The Global Politics of Teaching and Learning: Perspectives from Japan, China and East Asia" in collaboration with the Graduate School of International Development, Nagoya University (Nagoya, March 2015). • Organisation and presentation at the launch event on "Education and Development: Challenges and Perspectives" organised in partnership with the Journal <i>International Development Policy</i> (DevPol), the Graduate Institute and the Swiss Agency for Development and Cooperation (SDC). Joint launches of the <i>EFA Global Monitoring Report 2015</i> and DevPol's latest issue on "Education, Learning, Training: Critical Issues for Development" co-edited by the Graduate Institute and NORRAG (Geneva, April 2015). <i>About 90-100 pax</i> • Organisation and presentation at a side event on "Global Governance of the Draft SDG Education Goal and its Targets. Critical Challenges for both North and South" at the World Education Forum 2015, Incheon South Korea, in collaboration with Campaign for Popular Education, The Global Campaign for Education and the Institute of Educational Development at BRAC University (Incheon, May 2015). <i>About 15 pax</i> • Participation in the "Financing for Development Conference (FFD)", in relation to the finalisation of NN52 (Addis Ababa, July 2015). • Presentation of two papers in parallel sessions during the 2015 UKFIET International Conference on Education and Development and organisation of a NORRAG Open Meeting (Oxford, September 2015): <ul style="list-style-type: none"> ○ Session on "Education Goals and Frameworks: Past and Beyond 2015": paper on "The Elephant in the Room: Global Governance and the Implementation of the Sustainable Development Goal for Education". ○ Session on "Learning and Reform Framework": paper on "Common but Differentiated Responsibilities: the Case of Learning Outcomes" ○ NORRAG Open Session. <p><i>About 40 pax in total</i></p> |

| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Results 1 st March 2015 – 31 st December 2015 |
|---|--|
| OUTCOME 1: Output 1 - Policy dialogue involving a diversity of actors is facilitated and implemented through various instruments | |
| | <ul style="list-style-type: none"> • Organisation and presentation at a public conference on “Research and Teaching in International Education and Development: New Paradigms and Perspectives in the post-2015 Era”, in collaboration with Teachers College, Columbia University and the Graduate Institute, and co-sponsored by NYU’s Steinhardt School of Education and the Open Society Foundations (New York, September 2015 - See also Output 1- Other developments). About 160 pax (excl. livestreaming) – Live stream: 96 clicks - About 125 views (post-event) <p>PoW 3) Urban violence, youth and education</p> <ul style="list-style-type: none"> • Organisation and presentation at a panel session on “Urban politics, conflicts and education” during the International Studies Association’s 56th Annual Convention (New Orleans, February 2015). • Participation in a workshop entitled “kNOw Violence in Childhood: Authors’ Meeting for Learning Group 3: Preventing Violence in Communities and Public Spaces” hosted by the Institute for Global Studies of the University of Delaware and the Graduate Institute-based Centre on Conflict Development & Peacebuilding (Geneva, May 2015). About 20 pax • Co-organisation of a working meeting with Igarapé on “Educational Strategies for Dealing with Urban Violence” (ESDUV), hosted by American Institutes for Research (AIR) (Washington DC, July 2015). • Presentation and co-sponsoring of a Round-Table on “The Role of Education and Youth in Preventing Urban Violence and Countering Violent Extremism”, hosted by the INEE Working Group on Education and Fragility (Geneva, October 2015). About 32 pax <p>PoW 4) International perspectives on technical and vocational skills development policies and practice</p> <ul style="list-style-type: none"> • Presentation at a workshop on the “Integration of Girls and Young Women. Perspectives from Switzerland and India” organised by the Haute école de travail social (Geneva, March 2015). |

| | |
|--|--|
| <p>Key Indicators from original logframe (1st March 2015 – 28th February 2018)</p> | <p>Results 1st March 2015 – 31st December 2015</p> |
| <p>OUTCOME 1: Output 1 - Policy dialogue involving a diversity of actors is facilitated and implemented through various instruments</p> | |
| | <p><i>About 40 pax</i></p> <ul style="list-style-type: none"> • Convening of a meeting (right after the WEF) in Korea with participants of Seoul National University (Departments of International Affairs and Education), Korea International Cooperation Agency (KOICA) and Korea Research Institute for Vocational Education and Training (KRIVET) on the potential contribution of NORRAG to the on-going national reflection on the continuation of Korea’s TVET projects in five Southern African countries (Seoul, May 2015). <p><i>About 12 pax</i></p> <ul style="list-style-type: none"> • Convening of a meeting with Prof. Zhiqun Zhao from Beijing Normal University (BNU) on the internationalisation of TVET policies in China (Beijing, May 2015). • Presentations at “DEVCO Annual Education and TVET Seminar”, European Commission (Brussels, October 2015). <p><i>About 30 pax</i></p> <p>Other developments and requests for collaboration made to NORRAG</p> <ul style="list-style-type: none"> • Education and Development: Vision Paper on Development Studies - NORRAG has been asked to participate in a project initiated by the International Institute of Social Studies in The Hague, the Graduate Institute and the European Association of Development Research and Training Institutes (EADI) in Bonn to participate in a process to develop international perspectives on Development Studies teaching. <ul style="list-style-type: none"> ○ A specific event on “Research and Teaching in International Education and Development: New Paradigms and Perspectives in the post-2015 Era”, was organised in collaboration with Teachers College, Columbia University and the Graduate Institute (New York, September 2015- See also Output 1- PoW 1/2). <p><i>About 160 pax (excl. livestreaming) – Live stream: 96 clicks About 125 views (post-event)</i></p> |

| | |
|--|--|
| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Results 1 st March 2015 – 31 st December 2015 |
| OUTCOME 1: Output 1 - Policy dialogue involving a diversity of actors is facilitated and implemented through various instruments | |
| | <ul style="list-style-type: none"> ○ Presentation of the Draft Discussion Paper on International Education and Development during the EADI Directors' Meeting 2015 (Olomouc, October 2015). <i>About 34 pax</i> ● Serving as external experts for the International Olympic Committee's new Education Commission (Lausanne, November 2015). <i>About 20 pax</i> ● Meeting with Captain Planet Foundation (Ted Turner Family) and exploration of collaboration in the field of education and environment (Paris, December 2015). |

| | |
|---|---|
| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Results 1 st March 2015 – 31 st December 2015 |
| OUTCOME 1: Output 2 - Just-in-time information, knowledge and evidence-based reflection on IETPs and international development cooperation is produced in accordance with NORRAG's quality criteria and principle of diversity. | |
| <ul style="list-style-type: none"> ● 6 issues of NORRAG News produced (1 issue every 6 months, with approx. 40 contributors focusing on a specific topic related to IETPs and development cooperation) ● 75 Blog posts (25/year) developed, ensuring a continuous stream of reaction to changing IETPs and development cooperation modalities ● 6 working papers/notes (2 per year, with 1 | <ul style="list-style-type: none"> ● NORRAG News 52 on "Reflections on the World Education Forum and Financing Education & Skills. New and Old Modalities: New and Old Partners". ● Working Paper #9 on "The Global Targeting of Education and Skill: Policy History and Comparative Perspectives" (Kenneth King, November 2015). ● Background Paper entitled "<i>A Compendium of African Experiences in Promoting Investment in Skills and Competencies Acquisition by Trainers and Entrepreneurs: A state of the art cross-national analysis of policy and practice in 13 countries</i>", including a literature review, in the frame of the African Inter-country Quality Node on TVSD Ministerial Conference in Kigali (October 2015). |

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| <p>Key Indicators from original logframe (1st March 2015 – 28th February 2018)</p> | <p>Results 1st March 2015 – 31st December 2015</p> |
| <p>OUTCOME 1: Output 2 - Just-in-time information, knowledge and evidence-based reflection on IETPs and international development cooperation is produced in accordance with NORRAG’s quality criteria and principle of diversity.</p> | |
| <ul style="list-style-type: none"> author producing a state of the art or reflection and analysis on a specific dimension of IETPs in relation to the NORRAG PoWs) 2 yearbooks on a specific dimension of IETP (series starting in 2016) | <ul style="list-style-type: none"> Background Paper entitled “A scoping study of the state of skills development with emphasis on middle-level skills in Bangladesh” (Manzoor Ahmed IED-BRAC). 50 Blog Posts on a wide array of topics in relation to the PoW and with diverse authors (See list attached in Annex 3). |
| <p>Key Indicators from original logframe (1st March 2015 – 28th February 2018)</p> | <p>Results 1st March 2015 – 31st December 2015</p> |
| <p>OUTCOME 1: Output 3 - Just-in-time information, knowledge and reflection on IETPs and international cooperation is made available and disseminated through various means</p> | |
| <ul style="list-style-type: none"> 18 Bulletin (bimonthly) sent to the NORRAG membership and partners to inform them about NORRAG developments and activities, forthcoming events, call for contributions, and new publications 12 contextualised and shortened versions of NORRAG News translated into Chinese and Arabic, and possibly French and Spanish, with some specific “local” content developed by NORRAG’s partners and local editors Key documents (papers and communication material) are available in other languages NORRAG’s publications | <ul style="list-style-type: none"> 5 NORRAG News Bulletin (former Newsletter). Arabic version of NORRAG News 51 on “Education and skills post-2015 and the global governance of education. Agendas and architecture”. Mandarin version of NORRAG News 51 on “Education and skills post-2015 and the global governance of education. Agendas and architecture”. New social media policy drafted and information disseminated through the website, Blog, Facebook and Twitter. |

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| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Results 1st March 2015 – 31st December 2015 |
| OUTCOME 1: Output 3 - Just-in-time information, knowledge and reflection on IETPs and international cooperation is made available and disseminated through various means | |
| and communication material are printed and distributed during key events <ul style="list-style-type: none"> • Relevant information is regularly shared through the website, Blog, Facebook and Twitter (in English) | |
| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Results 1st March 2015 – 31st December 2015 |
| OUTCOME 2: Output 4 - Capacity development for policy analysis and dialogue on specific dimensions of education and training in the global South is provided | |
| <ul style="list-style-type: none"> • 4 national multi-stakeholder workshops on PoW related issues (Bangladesh, India, West Africa tbd) • 2-3 South-South-North “incubator policy workshops” for high-level professionals in the South and in Geneva • Relevant profile of participants | <p>PoW 3) Urban violence, youth and education</p> <ul style="list-style-type: none"> • Presentation of the project on “Educational Strategies for Dealing with Urban Violence” (ESDUV) and the results of the inventory of educational initiatives in South Africa and Brazil - in association with IGARAPÉ (Rio de Janeiro) and the American Institutes for Research (AIR) – during the Cape Town meeting of the Citizen Security Dialogues (Cape Town, End of February 2015). <i>About 85 pax</i> <p>PoW 4) International perspectives on technical and vocational skills development policies and practice</p> <ul style="list-style-type: none"> • Field trip to Bangladesh to follow up on the progress of the “Research and Policy Dialogue framework on the interaction between national and international policies in TVSD” conducted in collaboration with BRAC Institute for Educational Development (Dhaka, March/April 2015). • Invitation and presentation at the “Asia-Pacific Conference on Education and Training” organised by UNESCO Bangkok Office, Panel on “TVET Networks - How International and Regional Networks can Contribute to the Development of National TVET Systems” (Kuala Lumpur, August 2015). |

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| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Results 1 st March 2015 – 31 st December 2015 |
| OUTCOME 2: Output 4 - Capacity development for policy analysis and dialogue on specific dimensions of education and training in the global South is provided | |
| | <p style="text-align: center;">About 50 pax</p> <p>Other developments and requests for collaboration made to NORRAG</p> <ul style="list-style-type: none"> • Global Development Network (GDN, New Delhi, India): Participation in Technical Workshop and Conference of the “Doing Research in Social Science in Developing Countries” project, with a potential follow-up on education research (Casablanca, June 2015/ New Delhi, October 2015). • Participation to the Swiss Network for Education and International Cooperation (RECI) Thematic Day on “Education 2030 – Right to Quality Education for All” (Fribourg, November 2015) <p style="text-align: center;">About 50 pax</p> <ul style="list-style-type: none"> - Participation to the Launch of the PASEC 2014 Report - Education System Performance in Francophone Sub-Saharan Africa, as part of the Conference of the Ministers of Education of French speaking Countries (PASEC-CONFEMEN) (Dakar, December 2015). <p style="text-align: center;">About 100 pax</p> |

| Key Indicators from original logframe (1st March 2015 – 28th February 2018) | Results 1 st March 2015 – 31 st December 2015 |
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| <p>OUTCOME 2: Output 5 - Networking between individual members themselves and with institutions reflecting the different constituencies of NORRAG’s membership is facilitated and promoted.</p> <p>NORRAG Collaborative Programmes are set up. These Collaborative Programmes will progressively cover the full range of the NORRAG value chain</p> | |
| <ul style="list-style-type: none"> • 5 collaborations or joint projects carried out with national and multilateral institutions or networks (UNESCO Bangkok, CONFEMEN (PASEC), GLOBED, other tbd...) • Set up of NORRAG Collaborative Programme in South Africa in 2015, and other possible locations such as Western Africa. | <p>South Africa:</p> <ul style="list-style-type: none"> • Set up of a pilot International Collaborative Programme for Education, Skills and Labour based at the Centre for Researching education and Labour (REAL), Wits University, South Africa. <p>This pilot Collaborative Programme is the first of its kind to be set up by NORRAG with a partner organisation in the South. It is managed in close collaboration with Prof. Peliwe Lolwana, former Director of REAL, with one local Technical Assistant (Ms Eugenie Rabe) funded by NORRAG. This Collaborative Programme seeks to engage jointly in the fields of knowledge creation and dissemination as well as policy dialogue on skills development, education and labour, with the aim of contributing in an informed and evidence-based manner to the South African, regional, continental and international debates on skills, education and training policies. The overall objective is to improve the quality of Technical and Vocational Education and Training and Skills Development.</p> <p>Three main areas of work have been identified:</p> <ul style="list-style-type: none"> • Skills Development and TVET in South Africa, Southern African Development Community (SADC) and BRICS, including the interactions between national, regional and international policies. • Emerging role of the BRICS in the global governance of education and training. • Urban violence, youth, education and training policies. <p>The Collaborative Programme has started its work including:</p> <ul style="list-style-type: none"> • Completion of the triangular research on “Understanding barriers to accessing skills development and employment for youth in Argentina and South Africa in a comparative and international perspective” |

| Key Indicators from original logframe (1st March 2015 – 28th February 2018) | Results 1 st March 2015 – 31 st December 2015 |
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| <p>OUTCOME 2: Output 5 - Networking between individual members themselves and with institutions reflecting the different constituencies of NORRAG’s membership is facilitated and promoted.</p> <p>NORRAG Collaborative Programmes are set up. These Collaborative Programmes will progressively cover the full range of the NORRAG value chain</p> | |
| | <ul style="list-style-type: none"> • Organisation of an internal workshop to promote the Collaborative Programme on the topic of the barriers to employment study (Johannesburg, December 2015) About 15 pax <p>Western Africa:</p> <ul style="list-style-type: none"> • Development of a joint support by NORRAG, the French Development Agency (AFD) and the <i>Institut de Recherche pour le Développement</i> (IRD) for the re-launch of the “Research Workshop on Education in Burkina Faso” (AREB), which is hosted by the National Institute for Social Sciences (INSS) in Ouagadougou. The purpose is to foster the update of a data base on education and training research in Burkina Faso and to enable the launch of a decentralized French version of NORRAG News. An exploratory mission was undertaken in Ouagadougou in September 2015. <p>Membership:</p> <ul style="list-style-type: none"> • As of December 2015, NORRAG has more than 4,500 registered members in about 170 countries, 47% from the global South. These members contribute to the production and dissemination of NORRAG’s knowledge products and take part, along with non-members, in workshops and meetings organised in different parts of the world. We will continue to seek ways to enhance their engagement in NORRAG’s global development and work. |

GOVERNANCE

A new NORRAG Consultative Committee, serving as successor from the present Ad Hoc Advisory Group, was set up in 2015, and is composed of the following members, reflecting NORRAG's diverse constituencies:

Members of the Consultative Committee:

- Nicholas BURNETT: Managing Director, Results for Development, Washington DC
- Gilles CARBONNIER: Professor in the Department of International Economics and Director of Studies, Graduate Institute of International and Development Studies, Geneva
- Wijnand DE WIT: Regional Director for Europe, Dalberg, Geneva
- Ritah MUYAMBO: Head of Programmes, World Young Women's Christian Association, Geneva
- Mario NOVELLI: Professor in the Political Economy of Education and Deputy Director Centre for International Education, University of Sussex
- Gita STEINER-KHAMSI: Professor of Comparative and International Education, Teachers College, Columbia University, New York
- Sobhi TAWIL: Chief of Section - Partnerships, Cooperation and Research, UNESCO, Paris
- Martina VIARENGO: Assistant Professor in the Department of International Economics, Graduate Institute of International and Development Studies, Geneva

The Consultative Committee serves as a "sounding board" for NORRAG's strategic development. It mainly endorses NORRAG's annual Activity Report and offers advice and counsel to NORRAG's management.

The forthcoming Consultative Committee meetings are planned on: 2nd February 2016, January 2017, November/December 2017.

Section B: Logical framework: Main outputs and results planned for 2016

(non-exhaustive, status as March 2016, additional outputs to be defined in the course of 2016)

| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Main planned deliverables for 2016 |
|--|---|
| OUTCOME 1: Output 1 - Policy dialogue involving a diversity of actors is facilitated and implemented through various instruments | |
| <ul style="list-style-type: none"> • 4-6 international meetings in Geneva are conducted, bringing together the various constituencies of NORRAG, based on the presentation of national and international studies and papers produced by the network • 4-6 national multi-stakeholder policy dialogue meetings are conducted with partner institutions, based on the presentation of national/regional PoW related studies (Brazil, South Africa, Bangladesh, China, West-Africa...) • 8-10 key participations as panel convenor or speaker in leading academic events or international for a related to IETPs • 2 participations in global policy dialogue through international consultations or e-discussions • Participants reflect diversity of NORRAG's constituencies • Individual letters sent to high-level policy makers to collect qualitative evidence on | <p>PoW 1) Education and training policies in the Agenda 2030/ PoW 2) The global governance of education and training and the politics of data</p> <ul style="list-style-type: none"> • Conference/Workshop series on Governance of International Education and Training Policies in the 2030 Education Agenda (2016 & 2017), in collaboration with a range of partners including Brookings Institution, FDFA, SDC, PASEC, The Graduate Institute (more potential partners to be contacted): <ul style="list-style-type: none"> ○ The global Governance of Education & Training (Geneva, June 2016) ○ The Politics and Policies of Learning Assessments (Geneva, June 2016) ○ Thematic Think Tank summit on education and the SDGs (Geneva, 2017). • Participation to the 2016 CIES Annual Conference of the Comparative and International Education Society (Vancouver, March 2016). • Participation in the Interagency Group on Technical and Vocational Education & Training (IAG-TVET) (Geneva, 2016-17) – TBC (See also PoW4) <p>PoW 3) Urban violence, youth and education</p> <ul style="list-style-type: none"> • Ongoing joint funding proposal in view of the launch of the second phase of the “Education and Urban Violence Reduction in Brazil and South Africa” (ESDUV) project with Igarapé and the American Institutes for Research (AIR) (USD 1.2 mio requested). • Support in the organisation and keynote presentations during SDC Technical Workshop on “Vocational Skills Development (VSD) in the Context of Violent Extremism” (Geneva, March 2016) (see also PoW 4 below). Possible |

| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Main planned deliverables for 2016 |
|--|---|
| OUTCOME 1: Output 1 - Policy dialogue involving a diversity of actors is facilitated and implemented through various instruments | |
| <p>NORRAG's outputs and impact (anecdotal evidence)</p> <ul style="list-style-type: none"> List of participants in NORRAG events (as evidence on the number and diversity of participants in policy fora) Annual activity reports End of phase report | <p>follow-up from this workshop is actively pursued and may lead to a widening engagement of NORRAG in this field.</p> <p>PoW 4) International perspectives on technical and vocational skills development policies and practice</p> <ul style="list-style-type: none"> Conclusion of the Joint triangular project between the Centre on Researching Education and Labour (REAL) South Africa, IDES-Prejet Argentina and NORRAG on "Understanding barriers to accessing and succeeding in skills development", including regional and international dimensions. Support in the organisation and keynote presentations during SDC Technical Workshop on "Vocational Skills Development (VSD) in the Context of Violent Extremism" (Geneva, March 2016) (see also PoW 3 above). Organisation and presentation of a session entitled "ICTs in TVSD: Promises and challenges for inclusive development reaching the poorest populations" during the 2016 UNESCO Chair Conference on Technologies for Development at EPFL on the topic "From Innovation to Social Impact", in collaboration with AMMACHI Labs, Amrita University, India (Lausanne, May 2016) SDGs 4 & 8 for youth employment: policy design & implementation by Swiss development actors – Format and partners - TBC (Swiss Network for Education and International Cooperation (RECI) / Swiss Forum for Vocational Training and International Cooperation (FoBBIZ)?) (Geneva, 2016). Continuation of the support to the Association for the Development of Education in Africa (ADEA) African Inter-country Quality Node on TVSD (Abidjan), for the preparation of the next Ministerial Conference (TBC, 2016). NORRAG has proposed to host the next Conference in South Africa in collaboration with its partner at Wits University. Participation in the Interagency Group on Technical and Vocational Education & Training (IAG-TVET) (Geneva, 2016-17) - TBC (See also PoW1/2) |

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| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Main planned deliverables for 2016 |
| OUTCOME 1: Output 2 - Just-in-time information, knowledge and evidence-based reflection on IETPs and international development cooperation is produced in accordance with NORRAG's quality criteria and principle of diversity. | |
| <ul style="list-style-type: none"> • 6 issues of NORRAG News produced (1 issue every 6 months, with approx. 40 contributors focusing on a specific topic related to IETPs and development cooperation) • 75 Blog posts (25/year) developed, ensuring a continuous stream of reaction to changing IETPs and development cooperation modalities • 6 working papers/notes (2 per year, with 1 author producing a state of the art or reflection and analysis on a specific dimension of IETPs in relation to the NORRAG PoWs) • 2 yearbooks on a specific dimension of IETP (series starting in 2016) | <ul style="list-style-type: none"> • NORRAG News 53 on "Migration, Refugees, Education and Skills: New Directions in Development Cooperation and Policies?" (Release April 2016). • NORRAG NEWS 54, topic to be confirmed • Working Paper #10 on "Education, urban violence, and youth: exploring pathways or roadblocks for 'peace' in the city" (Jovana Carapic and Mieke Lopes Cardozo, March 2016). • Working paper (TBC) on "The Elephant in the Room: Global Governance and the Implementation of the Sustainable Development Goal for Education". • Research Report #1 on "Understanding Barriers to Youth Skills Development and Employment in Argentina and South Africa: Synthesis Report" (April 2016, See also Output 1 - PoW4 and Output 5). • Publication of the full study: "Understanding Barriers to Youth Skills Development and Employment in Argentina and South Africa" (Peliwe Lolwana and Claudia Jacinto, See also Output 1 – PoW4 and Output 5). • A peer reviewed research article on NORRAG-AIR-Igarapé work on "Education and Urban Violence Reduction in Brazil and South Africa" in Stability-International Journal of Security and Development. • Yearbook project under development. |
| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Main planned deliverables for 2016 |
| OUTCOME 1: Output 3 - Just-in-time information, knowledge and reflection on IETPs and international cooperation is made available and disseminated through various means | |
| <ul style="list-style-type: none"> • 18 Bulletin (bimonthly) sent to the NORRAG membership and partners to inform them about NORRAG developments and activities, forthcoming | <ul style="list-style-type: none"> • Mandarin version of NORRAG News 52 on "Reflections on the World Education Forum and Financing Education & Skills. New and Old Modalities: New and Old Partners" (January 2016). • Arabic version of NORRAG News 52 on "Reflections on the World Education Forum and Financing Education & Skills. New and Old Modalities: New and Old Partners" (March 2016). |

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| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Main planned deliverables for 2016 |
| OUTCOME 1: Output 3 - Just-in-time information, knowledge and reflection on IETPs and international cooperation is made available and disseminated through various means | |
| <ul style="list-style-type: none"> • events, call for contributions, and new publications • 12 contextualised and shortened versions of NORRAG News translated into Chinese and Arabic, and possibly French and Spanish, with some specific “local” content developed by NORRAG’s partners and local editors • Key documents (papers and communication material) are available in other languages NORRAG’s publications and communication material are printed and distributed during key events • Relevant information is regularly shared through the website, Blog, Facebook and Twitter (in English) | <ul style="list-style-type: none"> • Arabic version of NORRAG News 53 et 54 (in combination with local launch events, tbc) • Mandarin version of NORRAG News 53 and 54 (in combination with local launch events, tbc) • Social media engagement strategy pursued (at least 50 tweets per months) • Blogs (in average, 6 blog posts per month) • Dissemination of NORRAG News Bulletin (in average, one Bulletin every two months) |
| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Main planned deliverables for 2016 |
| OUTCOME 2: Output 4 - Capacity development for policy analysis and dialogue on specific dimensions of education and training in the global South is provided | |
| <ul style="list-style-type: none"> • 4 national multi-stakeholder workshops on PoW related issues (Bangladesh, India, West Africa tbd) • 2-3 South-South-North “incubator policy workshops” for high-level professionals in the South and in Geneva | PoW 3) Urban violence, youth and education <ul style="list-style-type: none"> • Exploration of possible development of the novel topic of Preventing Violent Extremism (PVE), education and training (in collaboration with the Inter-Agency Network for Education in Emergencies (INEE) and the University of Sussex), following up on work initiated in 2015 and further to the SDC workshop on “Vocational Skills Development (VSD) in the Context of Violent Extremism” (see also Output 1 above). |

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| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Main planned deliverables for 2016 |
| OUTCOME 2: Output 4 - Capacity development for policy analysis and dialogue on specific dimensions of education and training in the global South is provided | |
| <ul style="list-style-type: none"> Relevant profile of participants | <p>PoW 4) International perspectives on technical and vocational skills development policies and practice</p> <ul style="list-style-type: none"> Follow up with Ammachilabs (India) on the “ICTs in TVSD: Promises and challenges for inclusive development reaching the poorest populations” presentation during the 2016 UNESCO Chair Conference on Technologies for Development and possible development of a joint research proposal. |
| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Main planned deliverables for 2016 |
| <p>OUTCOME 2: Output 5 - Networking between individual members themselves and with institutions reflecting the different constituencies of NORRAG’s membership is facilitated and promoted.</p> <p>NORRAG Collaborative Programme in South Africa is consolidated and enhanced. This Collaborative Programme will progressively cover the full range of the NORRAG value chain.</p> | |
| <ul style="list-style-type: none"> 5 collaborations or joint projects carried out with national and multilateral institutions or networks (UNESCO Bangkok, CONFEMEN (PASEC), GLOBED, other tbd...) Set up of NORRAG Collaborative Programme in South Africa in 2015, and other possible locations such as Western Africa. | <p>South Africa:</p> <ul style="list-style-type: none"> Organisation of a Triangular workshop with NORRAG, REAL and IDES (Argentina), (Johannesburg, February 2016). Official Launch of the Collaborative Programme with REAL (Johannesburg, February 2016). Launch of Policy Brief Series on TVSD policies, with REAL & NORRAG Policy Brief #1 on “TVET in South Africa and the international agenda: Are they transformative?” (Salim Akoojee, February 2016). Progressive development of value chain <p>Western Africa:</p> <p>Follow-up mission in Burkina Faso (Spring 2016).</p> |

Annex 3: List of blog posts – 1st March 2015 – 31st December 2015

| Month | Titles | Total | Tags |
|-----------|--|-------|--|
| March | The Biggest NGO in Government | 1 | ODA / Aid |
| | Strengthening International Co-operation in Education | 1 | EFA, UNESCO |
| | India's Skills Challenge: Reforming Vocational Education and Training to Harness the Demographic Dividend | 1 | Asia, Skills development, TVET |
| April | Where do the Proposed Education Targets Fall Short? The View of the EFA Global Monitoring Report 2015 | 1 | Beyond-2015, EFA, Sustainable Development Goals |
| | In Search of Sustainable TVSD Financing: It's Not (Only) About the Money, Money Money | 1 | Beyond-2015, Skills development, Sustainable Development Goals, TVET |
| | The Young Lives Longitudinal Study – Methodological Considerations | 1 | N/A |
| | Skills Development in India: a Daunting Task | 1 | Asia, Skills development, TVET |
| May | Low-fee Private Schools in Peru | 1 | Latin America, Private schools |
| | National Policy on Education: Issues in Financing of Higher Education in India | 1 | Asia, Higher education |
| | Rethinking Education: Towards a Global Common Good? | 1 | Beyond-2015, UNESCO |
| | The Implications of Changing Private Rates of Return to Schooling | 1 | World Bank |
| | World Education Forum: Songdo Takeaways | 1 | Beyond-2015, EFA, Sustainable Development Goals |
| | Global Governance of the Draft SDG Education Goal and its Targets: Critical Challenges for both North and South | 1 | Beyond-2015, EFA, Sustainable Development Goals, UNESCO |
| | Clarifying the Obscure: Facing the "Measurement" Challenge of the Education Post-2015 Targets | 1 | PISA |
| | TVET and Sustainable Development: Learning from Experience. What are we waiting for and why? | 1 | Skills development, TVET |
| | Building Consensus towards an Indicator Framework to Monitor Education Beyond 2015 | 1 | NORRAG NEWS article, Sustainable Development Goals, UNESCO |
| | Why the World Needs a Global Fund for Education | 1 | Beyond-2015, NORRAG NEWS article, Sustainable Development Goals |
| June | The World Education Forum (WEF) at Incheon: What Reflections, Memories, Legacy? | 1 | Beyond-2015, Sustainable Development Goals, UNESCO |
| | What's Missing from the Education SDG Debate? | 1 | Sustainable Development Goals |
| | The Politics of Indicator Development in the Education 2030 Framework for Action | 1 | OECD, PISA, Sustainable Development Goals |
| | What Happened to Education in the Financing for Development Conference, 13-16 July 2015, Addis Ababa? | 1 | Sustainable Development Goals |
| July | Measurement Fetishism | 1 | Data, Sustainable Development Goals |
| | Do Teacher Incentives Improve Learning Outcomes? | 1 | Teachers |
| | Quality Education – at all levels – for Everyone? Education in the Outcome Document on Post-2015 Development Goals | 1 | Beyond-2015, Sustainable Development Goals |
| | Drifting Basis for International Norms in the 3rd Financing for Development Conference | 1 | Global governance, ODA / Aid, Sustainable Development Goals |
| | NORRAG NEWS 52: Reflections on the World Education Forum / Financing Education and Skills | 1 | Beyond-2015, EFA, NORRAG NEWS article, Sustainable Development Goals |
| | Skills Development vs. TVET vs. Education vs. Work: Who is the Winner after Shanghai, Incheon and Kuala Lumpur Conferences? | 1 | Skills development, TVET |
| | The Sustainable Development Goals (SDGs), Education and Decent Work | 1 | Beyond-2015, Skills development, Sustainable Development Goals, TVET |
| August | Technology for Sustainable Development: Towards Innovative Value Driven Solutions | 1 | Asia, Skills development, TVET |
| | Calling Time on the MDGs | 1 | Beyond-2015, Sustainable Development Goals |
| | International Literacy Day of Reckoning | 1 | OECD, Sustainable Development Goals, UNESCO |
| | What will happen to the Education Christmas Tree in January 2016? Global Governance and the Implementation of the Sustainable Development Goal for Education | 1 | Beyond-2015, Sustainable Development Goals |
| | Education May Not Be a Very Sustainable Development Goal | 1 | Beyond-2015, Sustainable Development Goals |
| September | The 100-year Background and History of the 33 Lines in the Sustainable Development Goal (SDG) and Targets for Education | 1 | Beyond-2015, EFA, Sustainable Development Goals |
| | Time to Think Outside the Box: Buy-Downs as an Education Financing Option | 1 | Beyond-2015, Innovative Financing, Sustainable Development Goals |
| | Research and Teaching in International Education and Development: New Paradigms and Perspectives in the Post-2015 Era | 1 | Beyond-2015, Evidence, Sustainable Development Goals |
| | A Roadmap to Better Data on Education Financing | 1 | Financing, Sustainable Development Goals, UNESCO |
| | Technical Vocational and Skills Development and the Sustainable Development Goals: Implications for Developing Countries and for Research | 1 | Africa, Skills development, Sustainable Development Goals, TVET |
| | What does it mean in Curriculum Terms for Education to Prepare People for Work? | 1 | Skills development |
| | Whose Learning Should be Prioritized? | 1 | Asia, Data, Evidence, Learning outcomes, Sustainable Development Goals |
| | What is New for TVET and TVSD in the SDGs' Agenda? | 1 | Skills development, Sustainable Development Goals, TVET |
| November | Without a Proper Financing Plan, Let's Kiss the Education SDG Good Bye | 1 | Donors, Innovative Financing, ODA / Aid, Sustainable Development Goals |
| | The Need for an SDG Demonstration in Education: Why Wait Till 2030? | 1 | EFA, Innovative Financing, ODA / Aid, Sustainable Development Goals |
| | Learning Assessments as Public Goods? | 1 | Learning outcomes, Sustainable Development Goals |
| | Vocational Education and Training, Human Rights, Human Development and Equality in the Occupied Palestinian Territory | 1 | Conflict, Skills development, TVET |
| December | The Role of Education in Preventing Urban Violence and Countering Violent Extremisms | 1 | Conflict, Violence |
| | How can Teachers be Supported to Provide Quality Learning in Emergency and Conflict Situations? The Experience of South Sudan | 1 | Africa, Conflict, EFA |
| | Rebranding TVET to Attract Youth in Ghana: The Use of Competency-Based Training and the National TVET Qualification Framework | 1 | Africa, Skills development, TVET |
| | Rethinking Education: Towards a Global Common Good? UNESCO's New Humanistic Manifesto? | 1 | Global governance, OECD, UNESCO, World Bank |
| | Disadvantage at the Starting Gate: Early Childhood Education in Pakistan | 1 | Asia, Early childhood education, Sustainable Development Goals |
| TOTAL | | 50 | |