

NORRAG Activity Report January 2016 – February 2017 & Strategic perspectives for the mid term



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Introduction

Established in 1985, NORRAG builds on its distinctive global “brand” and network representing academia, government, NGOs, international organisations, foundations and the private sector. Currently, the Network has more than 4,800 registered members in 171 countries, 48% from the global South.

NORRAG’s core mandate and strength is to produce, disseminate and broker critical knowledge and to build capacity for and with a wide range of stakeholders. These stakeholders inform and shape education and training policies and practice, both at national and international levels. By doing so, NORRAG contributes to creating the conditions for more participatory, better informed, and evidence-based policy decisions that improve equal access to and quality of education and vocational skills development (VSD).

This mandate translates into three key objectives for the last years, which reflect NORRAG’s specific niche as it has developed over the last decades, 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 continued to place 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.

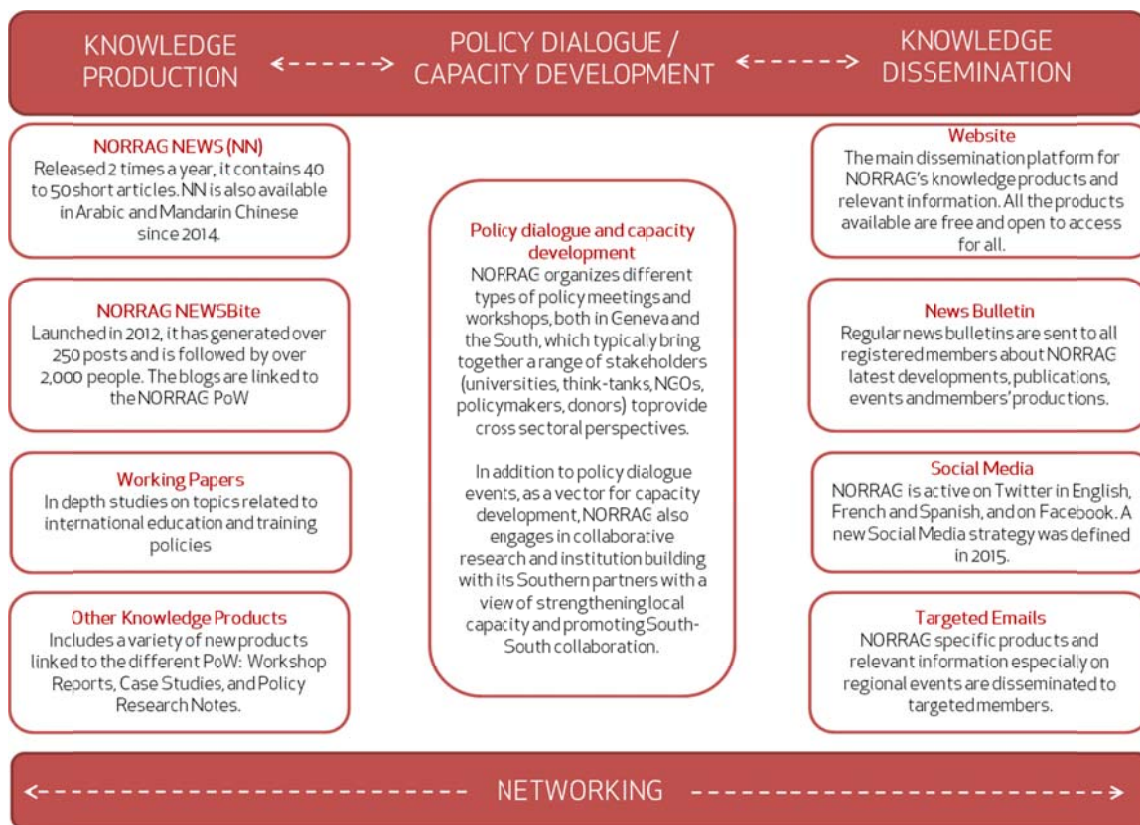


Figure 1: NORRAG's value chain of outputs

This activity report¹ provides an overview of the main outputs and results delivered over the last 14 months (January 2016 up to February 2017) as well as major upcoming events that NORRAG will develop in 2017. 2017 is a year during which NORRAG is embarking on a new phase in its development. With the coming of Professor Gita Steiner-Khamsi as the new Director, NORRAG will be able to continue building and expanding on its core mandate as well as broadening its scope, service offerings and thematic areas. This next phase will also allow strengthening and diversifying NORRAG's funding sources and income generating activities. In section 3, the strategic directions for the coming four years as defined with the new Director and the NORRAG Consultative Committee are provided.

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 2016 as well as the logframe for the planned outputs in 2017 (to date) can be found in the annexes.

1. Highlights in 2016, member survey and impact assessment

1.1. Some highlights

2016 was an important year for NORRAG. Major achievements throughout the year, as demonstrated by our growing outreach and recognition, include the launch of a conference series on *Governance of International Education and Training Policies in the 2030 Education Agenda* in Geneva, followed by a number of follow-up events and publications. These included a high level workshop on *Learning From Learning Assessments: The Politics and Policies of Attaining Quality Education* organised with Brookings and PASEC, as well the initiation of a work in relation to new actors in governance. Specifically, the role of philanthropy in education as a topic that is gaining increasing attention, has been taken up by NORRAG in 2017 together with its new partner the Al Qasimi Foundation in UAE.

Noteworthy is the extension of our work on skills development for marginalized populations in South Africa and India, through the on-going scoping study on *Reaching the Unreached: Skills Development Policies and the Promise of ICT – A Scoping Study from India and South Africa*. The project is implemented between our partner at the University of the Witwatersrand and Ammachi Labs at Amrita University in India. This study takes an original South-South view on a topic where evidence remains scarce.

We are also pleased to report the dynamic development of our work in Western Africa, where we developed a joint project with 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), based at the National Institute for Social Sciences (INSS) in Ouagadougou. Discussions are under way to extend this project to include other Western African countries as “good practice”, with the support of a private Foundation. NORRAG also re-launched a French version of NORRAG News – *La Lettre de NORRAG* – with a contextualization of the content in collaboration with AREB/INSS. This adds to the existing Chinese and Arabic editions of NORRAG News, which were successfully continued throughout 2016, including local events in China around the thematic of NORRAG News. Besides, NORRAG was highly visible and active through its interventions and knowledge productions (be it through its blog or working papers) and as invited expert at key events around the world in relation to its thematic areas of work. The following pages gives you a comprehensive overview of our outputs.

On an institutional level, NORRAG is very pleased to have concluded discussions and negotiations with the Graduate Institute and Columbia University to appoint Professor Gita Steiner-Khamsi as the new Director of NORRAG and as full professor at both the Graduate Institute of International and Development Studies (Geneva) and Columbia University (New York). This not only allows NORRAG to embark on a new expansion of its work and enhance its academic anchoring, but it also significantly establishes the field of International Education and Development in the Swiss University landscape, an objective that NORRAG has been pursuing over the last few years and which has now come to fruition. It has also already allowed to initiate a strong collaboration with Columbia University, as manifested by the joint Expression of

Interest that was submitted with NORRAG in February 2017 for a large scale capacity development programme in higher education in South-East Asia.

1.2. Key statistics, member and stakeholder survey

Key statistics and data as indicators for our outcomes and impact are presented in Annex 1. These indicators include the composition and evolution 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 continue to illustrate how our work has contributed over the last year, as well as the years before, 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 objectives 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, NORRAG also conducted its biennial online survey amongst its members and stakeholders in 2016. 304 respondents completed the questionnaire. Although the reply rate of this exercise cannot be seen as representative of the entire NORRAG constituency, the responses are a valuable tool to identify trends and capture qualitative comments. In the paragraphs below, we highlight some of the main results in relations to NORRAG's objectives, *raison d'être* and service offerings. The key findings of the whole survey are presented in Annex 4.

Overall, a large majority of respondents considered that NORRAG has successfully met its three objectives, namely (1) **Stimulating and disseminating timely, concise, critical analysis**, with 90% of all respondents indicating that NORRAG had been "very" or "quite" successful (2) **Brokering knowledge at the interface between research, policy and practice**, with 81% of all respondents indicating that NORRAG had been "very" or "quite" successful and finally (3) **Acting as an incubator for new ideas**, rated positively by 73% of the respondents.

Individuals were asked to what extent they thought NORRAG had been successful in relation to its stated outcomes. While both issues resonated strongly with respondents, NORRAG's contribution to **a greater awareness and understanding of international education and training policies and cooperation issues** was most emphasized (48% rated "to a great extent"), compared to **enhancing individual and institutional capacities for policy analysis and dialogue** (33% rated "to a great extent").

NORRAG has sought to consistently enhance and strengthen its service offerings over the last years in view of reaching its outcome objectives. Respondents were asked to rate how useful they thought the main offerings of NORRAG are to them. NORRAG's **knowledge products** are rated as the most useful offering of NORRAG, with an average of 41,3% as "very useful" and 39% as "quite useful", followed by

collaborative research projects with the South (27% “very useful” and 30% “quite useful”) and **face to face meetings** (25% “very useful” and 28% “quite useful”) - this noting that a large numbers of respondents indicated that they ‘don’t know’ if the face to face meetings are useful as they have not yet attended one. **Twitter** was rated as the least useful offering (9% “very useful” and 14% “quite useful”).

Lastly, respondents were asked to describe **what makes NORRAG unique**, which yielded, amongst others the following statements:

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

‘It provides very useful and timely information. I do not see any parallel source of information’ (University academic, South Asia)

‘It is THE “go-to” place on this topic - and I appreciate being able to send people your way to strengthen their knowledge in the field’ (Foundation, North America).

‘It deals with current burning issues in international educational development’ (Multilateral organization, Europe).

NORRAG provides ‘Critical analysis and dissemination of information and ideas’ (Bilateral aid agency official, based in Sub-Saharan Africa)

NORRAG is ‘a source of critical positive thinking’ (Government official, Europe).

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

‘I find that NORRAG is a honest knowledge broker in the education for development field (there are many other brokers in the field, but that – in contrast to NORRAG – have a political and ideological agenda)’ (University academic, Europe)

‘NORRAG provides an alternate perspective to OECD, World Bank, UNESCO & Cedefop’ (University research student, East Asia)

It offers ‘Independent views’ (University research student, East Asia).

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

‘Its capacity to put at the same table specialists from different organizations and engage them in a dialogue’ (University research student, Europe)

‘It links research with policies, with the help of experts around the world’ (Government department – Ministry of Education / Labour, Arab States)

‘It is issue-oriented and brings together the community of policy makers, research and practice in a comprehensive way’ (Multilateral organization, Europe).

It is ‘Providing a platform for research, policy and practice, gathering specialists from different origins and perspectives’ (NGO, Europe).

Related to NORRAG’s Programmes of Work

Its ‘blogs stronger focus on TVET and skills training than other networks/blogs’ (Consultant, North America).

2. Activity report (1st January 2016 – 28 February 2017)

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. For each programme of work the outputs are presented in line with our main output categories of policy dialogue, knowledge products, knowledge dissemination and capacity development.

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

- Participation at the **2016 Annual Conference of the Comparative and International Education Society** (Vancouver, March 2016).
- Organisation of a consultation session on **"Financing Global Education Opportunity"**, in collaboration with RECI, upon demand from the International Commission on Financing Global Education Opportunity (Geneva, April 2016).
- Support to **the Human Rights Council Youth Forum focus on education**, convened by the World Young Women's Christian Association (YWCA) before the start of the 32nd session of the Human Rights Council (Geneva, June 2016)
- Presentations at UN Library Talks Geneva on **"What kind of sustainable education for our common future?"** hosted by the Library of the United Nations Office (Geneva, June 2016).
- Launch of the **Conference/Workshop series on Governance of International Education and Training Policies in the 2030 Education Agenda**, including co-organisation of and contributions to
 - o **"The Governance of Education and Training: Agenda 2030 and Beyond"**, in collaboration with the SDC Education Network" (Geneva, June 2016).
 - o **"Learning From Learning Assessments: The Politics and Policies of Attaining Quality Education"**, in collaboration with Brookings and PASEC (Geneva, June 2016).
- **Brown bag session on Agenda 2030** at Al Qasimi Foundation for Policy Research and discussion on joint engagement and collaboration (Ras Al-Khaima, UAE, July 2016).
- Co-organization and moderation of a panel discussion on **"Making Sustainability a Reality in India and the Role of Education in Skills Development"** in collaboration with Amrita University (Coimbatore, India, September 2016).
- Participation in a workshop on **"Adult Education and Development: Lifelong Learning for all. SDG 4 and LLL - Which space for civil society?"** (Brussels, September 2016).

- Participation and presentation at the International Symposium on **"Global Migration / Asylum Governance: Advancing the International Agenda"** organised by the University of Geneva and the University of California Davis, in collaboration with the League of European Research Universities (Geneva, October 2016).
- Participation as invited expert at UNESCO consultation on **"Sustainable Development Goal 4 (SDG 4) - Education 2030 regional meeting for North America and Europe"** (Group I and II) (Paris, October 2016).
- Participation as invited expert for the 2016 Asia-Pacific Centre of Education for International Understanding (APCEIU) **"Global Citizenship Education (GCED) Network Meeting"** (Seoul, November 2016).
- Participation as invited expert at the **"Journée thématique du RECI sur La qualité de l'éducation - Comment la suivre, mesurer et l'évaluer?"** (Bern, December 2016).
- Moderation of a Roundtable Debate on **"Competency-based reforms, learner-centered pedagogy and in-service teacher training in primary and secondary education in West and Central Africa"** as part of an event on **"Schools and Universities in Sub-Saharan Africa"** organised by the Robert Bosch Academy in Berlin and Education Sub Saharan Africa (Berlin, January 2017).
- Master Lecture on **"Understanding Business Interest in International Large-Scale Student Assessment: A Focus on Pisa and TIMSS"** at the Autonomous University of Barcelona (Barcelona, February 2017).
- Participation as panelist and invited experts during the Symposium on **"Economization, Commodification, Digitalization: The Emergence of a Global Education Industry"** (Frankfurt, February 2017).

Forthcoming - Planned:

- Co-organisation of three panel sessions during 2017 CIES Annual Conference (Atlanta, March 2017):
 - o **"Seeing like the state, calculating like a business: PPP revisited" in collaboration with Education International and the OSF**
 - Part I: **"Businesses speaking the language of public education"**
 - Part II: **"Public education and the adoption of the business logic" in collaboration with Education International and the OSF**
 - o **"The Sustainable Development Goals (SDGs): What progress for education a year and a half later?" in collaboration with UNESCO**
- Professor Gita Steiner-Khamsi served as discussant to the IIEP Strategic Debate on **"Is real progress being made in the equitable provision of education? What do the last PISA results tell us?"** , with Andreas Schleicher as Keynote Speaker (Paris, March 2017).
- Co-organisation and participation as presenter and moderator at the occasion of **Professor Gita Steiner-Khamsi's Inaugural Panel at the Graduate Institute** on the topic of **"International Education Development Challenges and Agenda 2030"** (Geneva, March 2017)

- Participation in the **Symposium on International Education Policy** organised by the University of Fribourg, including delivery of key note address on "Learning from elsewhere: a social network analysis of international references in school reform" (Fribourg, March 2017)
- **Joint event** including (i) Workshop focusing on SDG 4 implementation in China, South-South Collaboration and education dimensions of the "Belt and Road initiative" and (ii) Launch event marking the Mandarin version of NORRAG News 54 (Zhejiang University, Jinhua, China, May 2017).
- Preparation of 2017 events:
 - o Thematic **Think Tank summit on education and the SDGs**, in collaboration with the Graduate Institute (TBC)
 - o **"Philanthropy in Education: Global Trends, Diverse Perspectives"**, Inaugural Symposium and Workshops in collaboration with the Al Qasimi Foundation for Policy Research (Geneva, November 2017). This event can be followed by regional symposiums, tentatively to be held in China, Côte d'Ivoire, India, Brazil and UAE in 2018.
- Co-organisation of an event on **SDG4 in India**, following up on the panel discussion on "Making Sustainability a Reality in India and the Role of Education in Skills Development" held in September 2016 (India, August 2017) – (TBC)
- Participation to **UKFIET 2017 Conference** (Oxford, September 2017).
- Presentation during the **11th Pan-European Conference on International Relations** on "The Politics of International Studies in an Age of Crises" (Barcelona, September 2017).
- Series of brown bag lunch meetings on **Philanthropy in Education** in collaboration with Wise Philanthropy Advisors (Geneva, TBC)

Knowledge production and dissemination (KPD)

- Several meetings were held with NORRAG's Senior Advisors and with the Consultative Committee on how to implement the defined KPD Strategy, more specifically on how to decentralise KPD and to diversify the medium of communications so as to include podcasts, videos and more social media.
- **Launch of NN52** in China and Seminar on China's Aid to African Education, Zhejiang Normal University (Jinhua, January 2016).
- **Mandarin version of NORRAG News 52** on "Reflections on the World Education Forum and Financing Education and Skills. New and Old Modalities: New and Old Partners" (February 2016)
- **Arabic version of NORRAG News 52** on "Reflections on the World Education Forum and Financing Education and Skills. New and Old Modalities: New and Old Partners" (March 2016)
- **NORRAG News 53** on "Refugees, Displaced Persons and Education: New Challenges for Development and Policy" (May 2016).
- **Roundtable Report** on "Learning from Learning Assessments: The Politics and Policies of Attaining Quality Education" by Alexandra Draxler and Velibor Jakovleski, following on the Roundtable held on June 2016 (October 2016).

- **Mandarin version of NORRAG News 53** on "Refugees, Displaced Persons and Education: New Challenges for Development and Policy" (November 2016).
- **Arabic Version of NORRAG News 53** on "Refugees, Displaced Persons and Education: New Challenges for Development and Policy" (January 2017).
- **NORRAG News 54** on "Education, Training and Agenda 2030: What Progress One Year On?" (December 2016, released in January 2017).
- **Policy Paper** on "The Governance of Education and Training: Agenda 2030 and Beyond" by Kenneth King and Robert Palmer, following on the Conference held on June 2016 (December 2016, released in January 2017)
- **French Version of NORRAG News 53** on "Refugees, Displaced Persons and Education: New Challenges for Development and Policy" including four additional contextualized articles, in collaboration with AREB based at INSS (January 2017, to be released in April 2017).
- **AREB & NORRAG Policy Brief #1**
 - o EN: "Research as a means of fulfilling the need for knowledge on education. Looking back on research experiences in French-speaking Africa" (December 2016, to be released in April 2017)
 - o FR: "La recherche face au besoin de connaissances en matière d'éducation. Propos réflexifs autour d'un parcours de recherche en Afrique francophone" (December 2016, to be released in April 2017)
- **AREB & NORRAG Policy Brief #2** on "La place de l'évaluation des apprentissages dans les systèmes éducatifs d'Afrique subsaharienne : le cas du Burkina Faso" (January 2017, to be released in April 2017)
- **33 Blog Posts**

Forthcoming - Planned:

- **Mandarin version of NORRAG News 54** on "Education, Training and Agenda 2030: What Progress One Year On?"
- **Arabic version of NORRAG News 54** on "Education, Training and Agenda 2030: What Progress One Year On?"
- **French version of NORRAG News 54** on "Education, Training and Agenda 2030: What Progress One Year On?" with additional contextualized content
- **NORRAG News 55&56** with one issue by a Guest editor (TBC) and increasing decentralisation with the eventual set up of international editorial board
- **Publication** following on the panel sessions on "Seeing like the state, calculating like a business: PPP revisited" (Parts I&II) held at CIES2017
- **AREB & NORRAG Policy Brief #3**

Capacity development for policy analysis and dialogue

- Drafting and editing support for the production of AREB & NORRAG knowledge products (Policy Brief#1, Policy Brief#2, additional articles for the French version of NN53)

Forthcoming - Planned:

- **Launch of NORRAG News 54** in Arabic, possibly in collaboration with the Al Qasimi Foundation for Policy Research (TBC)
- **Launch of NORRAG News 54** in India (August 2017) (TBC)
- **Launch of NN54 in French**, including additional contextualised content (La Lettre de NORRAG 54) and AREB & NORRAG PB#3 in collaboration with AREB (Ouagadougou, September 2017)
- Development of a **joint project** with the Bosch Foundation, the French Agency for Development (AFD) and NORRAG on "*Développer, mutualiser et fédérer les recherches nationales africaines sur l'éducation et la formation pour nourrir les dialogues de politiques éducatives*" (TBC)

PoW 3) Urban violence, youth and education

Policy Dialogue

- Support in the organisation and keynote presentations during the SDC Technical Workshop on "**Vocational Skills Development (VSD) in the Context of Violent Extremism**" (Geneva, March 2016).
- Participation in the "**International Policy Dialogue on Preventing Violent extremism**", hosted by the Geneva Centre for Security Policy with the support of the Swiss Federal Department of Foreign Affairs (Geneva, April 2016).

Knowledge production and dissemination

- **Working Paper #10:** "Education, urban violence, and youth: exploring pathways or roadblocks for 'peace' in the city", by Jovana Carapic and Mieke Lopes Cardozo (March 2016).
- **3 BlogPosts** on Preventing Violent Extremism

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

Policy Dialogue

- 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”, with the inclusion of regional and international dimensions (Johannesburg, February 2016)

- Participation, along with the Director of the REAL Center at the University of the Witwatersrand and two facilitators of the African Inter Country Quality Node on TVSD at the Founding Event and Symposium for dVET on the topic of **“Dual Vocational Education and Training in Development Cooperation. Using Common Strengths!”** (Lucerne, April 2016).
- 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).

Forthcoming - Planned:

- Joint events on (i) **“Reaching the Unreached: Skills Development Policies and the Promise of ICT”** with AMMACHI Labs at Amrita University and the REAL Center at the University of the Witwatersrand and (ii) **“Education, Training and Agenda 2030: What Progress? Perspectives from South Africa”** following the release of NORRAG News 54 (Johannesburg, April 2017).
- **Joint event** to present the second phase of the project on **“Reaching the Unreached: Skills Development Policies and the Promise of ICT – A Scoping Study from India and South Africa”** (Kerala, August 2017) (TBC)

Knowledge production and dissemination

- **Research Report #1:** **“Understanding Barriers to Accessing Skills Development and Employment for Youth in Argentina and South Africa: Synthesis Report”** by Peliwe Lolwana, Siphelo Ngcwangu, Claudia Jacinto, Verónica Millenaar and María Eugenia Martín (December 2015, released in April 2016).
- **REAL & NORRAG Policy Brief #1:** **“TVET in South Africa and the international agenda: Are they transformative?”** (February 2016).
- **11 BlogPosts**

Forthcoming – Planned:

- **REAL & NORRAG Policy Brief #2**
- **REAL & NORRAG Policy Brief #3**

Capacity development for policy analysis and dialogue

- Launch of the scoping study project between AMMACHI Labs at Amrita University, India and the REAL Center at the University of the Witwatersrand and NORRAG on **“Reaching the Unreached:**

Skills Development Policies and the Promise of ICT – A Scoping Study from India and South Africa” (see below)

- Drafting and editing support for the production of REAL & NORRAG knowledge products (Policy Brief#1, Research Report#1 with PREJET-IDES)
- Continuation of the support to the Association for the Development of Education in Africa (ADEA) African Inter-country Quality Node on TVSD_ICQN/TVSD and preparation of the Expert Workshop on “Fostering Continuing Education and Training” (Abidjan, 7-8 November). NORRAG has been involved in the coordination and production of the following document in English and/or French:
 - o English and French versions of “The Education-Training Continuum: An analysis of the concept and its implications for education and training policies in Africa” (July 2016)
 - o “A Compendium of African Experiences in Promoting the Implementation of the Education and Training Continuum: a state-of-the art cross-national analysis of policy and practice in 17 countries” (November 2016)
 - o “Relevant and Quality Training for Teachers, Trainers and Entrepreneurs: A Key Condition for an Efficient Education-Training Continuum. Linking Kigali 2015 and Abidjan 2016” (November 2016)
- Participation and intervention at the event on “**Knowledge production and training in in the French-speaking world France, on education in the 'South': from outcomes to perspectives**” co-organised by AFD and the Association for Research and Knowledge (Paris, 16 June 2016).

B) Other developments and requests for collaboration made to NORRAG and new initiatives

- Organisation of an event on “**Financing Global Education Opportunity**”, in collaboration with RECI, upon demand from the International Commission on Financing Global Education Opportunity (Geneva, April 2016). <(see also under PoW1)>
- Participation as invited expert at UNESCO consultation – “**Sustainable Development Goal 4 (SDG 4) - Education 2030 regional meeting for North America and Europe**” (Group I and II) (Paris, October 2016) <(see also under PoW1)>
- Participation as invited expert for the 2016 Asia-Pacific Centre of Education for International Understanding (APCEIU) “**Global Citizenship Education (GCED) Network Meeting**” (Seoul, November 2016) <(see also under PoW1)>
- Participation as invited expert at the “**Journée thématique du RECI sur La qualité de l'éducation - Comment la suivre, mesurer et l'évaluer?**” (Bern, December 2016) <(see also under PoW1)>
- Contribution as **expert on Development Studies and International Education and Development** for the European Association of Development Research and Training Institute (EADI), including participation to the Directors and Executive Committee’s meetings and production of a paper

- Submission of an Expression of Interest (February 2017) for the project entitled “**Second Strengthening Higher Education Project**” implemented in the Lao People’s Democratic Republic, in collaboration with Teachers College, Columbia University. The four-year project, funded by the Asian Development Bank, aims at improving the quality of higher education institutions in Lao, upgrading the qualification of faculty and administrators, and professionalizing higher education administration.
- Exploration of possibilities to develop Executive Education Programmes in collaboration with, and for Universities in the global South.

C) NORRAG Collaborations in Africa

South Africa:

Continuation of the **International Collaborative Programme for Education, Skills and Labour** based at the REAL Center, University of the Witwatersrand, South Africa.

This pilot Collaborative Programme is the first of its kind to have been set up by NORRAG in 2015 with a partner organisation in the South. It is managed in close collaboration with Professor Peliwe Lolwana, former Director of REAL, with one local Research Assistant, Ms Marloes de Munnik, who joined the team in February 2017 and whose position is co-funded between NORRAG and REAL. 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.
- Skills development for the poorest and unreached populations.

The Collaborative Programme is pursuing its work including:

- Organisation of a **Triangular workshop** with NORRAG, REAL and IDES (Argentina) to conclude the study on “Understanding barriers to accessing and succeeding in skills development” (Johannesburg, 23 February).
- **Official launch** of the REAL/NORRAG International Collaborative Programme of Work for Education, Skills and Labour (Johannesburg, 24 February).
- **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?”

- Launch of the scoping study project between AMMACHI Labs at Amrita University, India and the REAL Center at the University of the Witwatersrand and NORRAG on **"Reaching the Unreached: Skills Development Policies and the Promise of ICT – A Scoping Study from India and South Africa"**. The project will run until March 2018. The first project meeting was held in Geneva, October 2017

Forthcoming:

- Joint events on (i) **"Reaching the Unreached: Skills Development Policies and the Promise of ICT"** with AMMACHI Labs at Amrita University and the REAL Center at the University of the Witwatersrand and (ii) **"Education, Training and Agenda 2030: What Progress? Perspectives from South Africa"**, following the release of NORRAG News 54 (Johannesburg, April 2017).
- **REAL & NORRAG Policy Brief #2**
- **REAL & NORRAG Policy Brief #3**

Western Africa:

In 2016, NORRAG has set up a second Collaborative Programme in Africa, with the "Research Workshop on Education in Burkina Faso" (AREB) hosted by the National Institute for Social Sciences (INSS) in Ouagadougou, Burkina Faso. Two missions were undertaken during the year to formalise the start of the collaboration (May 2016) and to follow up on the new activities (September 2016).

The broad objective of this collaboration is to produce resources, in Burkina Faso, about international and regional policies in education and training and their interactions with policies at the national level, and to relaunch a French version of NORRAG News – La Lettre de NORRAG – with a contextualization of the content. In parallel, this collaboration aims at fostering research on Technical and Vocational Skills Development (TVSD) in line with AREB's objective to strengthen education research in the country, and at organizing joint events for the education and training community in West Africa.

During this period, NORRAG provided coordination and editing support to the relaunch of the French edition of NORRAG News (La Lettre de NORRAG), with additional articles related to French-speaking African Countries, and to the production of two Policy Briefs.

A formal launch event is planned for the Spring 2017, which will feature the release of the new decentralised French version of NORRAG News 53, as well as the two first AREB&NORRAG Policy Briefs.

The project has received strong interest, including from a private Foundation in view of extending it possibly to other Western African countries, as a "good practice", in collaboration with AFD. Further discussions are planned to take place in May.

Forthcoming - Planned:

- **Launch event** (i) to present the Collaboration with AREB (including launch of AREB & NORRAG Policy Briefs #1 & #2 (ii) and re-launch of *La Lettre de NORRAG*(NN53 in French) (Ouagadougou, May 2017)
- French and English versions of **AREB & NORRAG Note Politique #1**: “La Recherche face au besoin de connaissances en matière d’éducation. Propos réflexifs autour d’un parcours de recherche en Afrique francophone” (December 2016, to be released in April 2017)
- **AREB & NORRAG Note Politique #2**: “La place de l’évaluation des apprentissages dans les systèmes éducatifs d’Afrique subsaharienne : le cas du Burkina Faso” (January 2017, to be released in April 2017)
- **La Lettre de NORRAG 53**(French version of NN53) on “Refugees, Displaced Persons and Education: New Challenges for Development and Policy” with additional contextualized content (January 2017, to be released in April 2017)
- **La Lettre de NORRAG 54**(French version of NN54) on “Education, Training and Agenda 2030: What Progress One Year On?” with additional contextualized content
- **Launch of NN54 in French**, including additional contextualised content and AREB & NORRAG PB#3 in collaboration with AREB (Ouagadougou, September 2017)
- Development of a **joint project** with the Bosch Foundation, the French Agency for Development (AFD) and NORRAG on "*Développer, mutualiser et fédérer les recherches nationales africaines sur l'éducation et la formation pour nourrir les dialogues de politiques éducatives*" (TBC)

D) Management and Governance

The NORRAG Consultative Committee, **met in February 2016 and March 2017** and is composed of the following members, reflecting NORRAG’s diverse constituencies:

- Nicholas BURNETT: Senior Fellow and former 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 (to be replaced in 2017)
- Sobhi TAWIL: Chief of Section - Partnerships, Cooperation and Research, UNESCO, Paris
- Martina VIARENGO: Associate 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 and endorses NORRAG's annual Activity Reports.

NORRAG Management and partners

- Discussions and negotiations were successfully concluded with Columbia University and the Graduate Institute to appoint Gita-Steiner-Khamsi as Professor at the Graduate Institute and as new Director of NORRAG as of February 2017. The position is co-funded by the Graduate Institute and NORRAG. Professor Steiner-Khamsi has been seconded by Columbia University, where she is a Professor of Comparative and International Education at Teachers College and will continue to teach in the fall semesters, to strengthen the field of international education at The Graduate Institute, where she will be teaching in the spring semesters (starting 2017). With the arrival of Gita Steiner-Khamsi, NORRAG has further consolidated its relations with the Graduate Institute and will benefit from its increased interactions with the Institute.
- Signing of 3 year agreement with the Al Qasimi Foundation (RAK, UAE) for the editing and dissemination of the Arabic version of *NORRAG News* and the development of joint projects and fund raising.

E) Collaborations

Collaborative Programme:

- **South Africa:** the REAL Center located at the University of the Witwatersrand, Johannesburg (see also Section C - NORRAG Collaborative Programmes in Africa).
- **Burkina Faso:** the "Research Workshop on Education in Burkina Faso" (AREB) hosted by the National Institute for Social Sciences (INSS) in Ouagadougou (see also Section C - 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 started in 2014, focusing on policies and strategies to face youth unemployment through Technical and Vocational Education and Training. The conclusion of the project was presented in February 2016 in Johannesburg.
- **China (Zhejiang Normal University)** – The collaboration consists of the translation and contextualisation of NN in Chinese and the organisation of local launch events.
- **India (Ammachi Labs, Amrita University)** – Collaboration on the topic of ICTs in TVSD, including the launch of a triangular Scoping Study on "Reaching the Unreached: Skills Development Policies and the Promise of ICT – A Scoping Study from India and South Africa" with the REAL Center at the University of the Witwatersrand.

- **Sultanate of Oman (Ministry of Higher Education)** – Funding of the translation, contextualisation of NORRAG News into Arabic.
- **United States (Brookings)** – Collaboration in the field International Learning Assessments, with the co-organisation of a one-day Roundtable in Geneva in June 2016.
- **United Arab Emirates, Ras Al-Khaimah (Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research)** - The first project of this collaboration will be the launch of a series of events on Philanthropy in Education. The Inaugural symposium and Workshops will be held in Geneva from 22nd-24th November 2017. Parallel to this, the Al Qasimi Foundation for Policy Research will take over the translation of NORRAG News into Arabic, including local editions and the organisation of local events.
- **Switzerland (Swiss Network for Education and International Cooperation - RECI)** – NORRAG is an active Committee member of RECI.
- **Conference of the Ministers of Education of French speaking Countries - Education System Performance in Francophone Sub-Saharan Africa (CONFEMEN –PASEC)** – Collaboration in the field International Learning Assessments, with the co-organisation of a one-day Roundtable in Geneva in June 2016.
- **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.
- **European Association of Development Research and Training Institutes (EADI)** – Collaboration in the area of Development Studies and International Education and Development, which included the participation as invited expert to EADI Directors' Meeting and the drafting of a renewed Vision Paper on Development Studies, in association with the Graduate Institute, Geneva and the International Institute of Social Studies, The Hague.

3. Strategic priorities for 2017

The previous section 2 has listed main forthcoming deliverables and projects for the coming year. Particular attention will be given to the following strategic initiatives for 2017:

3.1. Philanthropy and education conference series:

The inaugural conference will take place in November 2017 in Geneva, and will be co-financed by the Al Qasimi Foundation for Policy Research, and sponsored by the Open Society Foundations. A series of follow-up conferences with specific thematic focus is planned to take place until the end of 2018 in China, India, the UAE and possibly Brazil, based on additional fund raising and mobilization of local partners. A main output of the conferences will be an edited volume by NORRAG and the Al Qasimi Foundation for Policy Research.

3.2. Capacity development/professional development:

NORRAG will conduct a survey and feasibility study to evaluate its market for executive education, with a particular focus on the BRICS countries. Collaboration with the Graduate Institute (as certifying Institute) as well with other possible partners (such as the UNESCO International Institute for Educational Planning, Sussex University) and sponsors will be explored. The objective is to launch our first executive education in the spring of 2018.

In addition, NORRAG will participate in relevant calls for proposals for capacity development projects, such as the tender from the Asian Development Bank on higher education capacity development in Lao, for which NORRAG in partnership with Columbia has submitted an expression of interest in February 2017.

3.3. Research and analytical work

Benefiting from its academic anchoring and environment at the Graduate Institute, as well as its global network, NORRAG plans to participate in calls for funded research and analytical work in relation to its thematic areas. These include research councils such as R4D, Swiss National Science Foundation, Swiss Network for International Studies, and possible other funders with interest in our work such as in India, South Africa and China.

NORRAG will also participate in relevant calls for proposals for analytical work mandated by external funders.

3.4. Human resources

To strengthen its team and to develop its research capacities and analytical work, NORRAG is currently at the final contracting stages with two prospective candidates, who are internationally well known:

- A specialist in the area of policy studies, youth and skills development, teacher policy as well as alternative financing in education; educational background in international educational

development (doctorate) with more than 10 years of experience working for GPE, Education Policy and Data Center (EPDC), and FHI 360 (Washington, DC);

- A specialist in the area of in SDG-4 and SDG-8, indicator research, data analysis and visualization and policy translation of quantitative data, education statistics as well as monitoring and evaluation; educational background in economics of education (Master) with 10 years of experience working at UNESCO Institute of Statistics (Montreal) and UNESCO-GMR (Paris).

4. NORRAG 2017-2020: Strategic perspectives for the mid-term

As indicated above, and following a period of dynamic development and growth initiated in 2012, NORRAG is embarking on a next phase in its development. With the coming of Professor Gita Steiner-Khamsi as the new Director of NORRAG and as professor in Geneva and New York, new perspectives in terms of substantive work and service offerings are being explored and will be implemented over the coming years.

The following strategic priorities have been defined for the coming years:

1. Develop and strengthen NORRAG's applied research activities and thematic areas, and evolve into a leading Think Tank over the coming years.
2. Promote further decentralization of NORRAG through greater interactions between its engaged members and increased involvement in knowledge production and dissemination
3. Actively contribute to strengthening the professionalization of international education and training development.

4.1. Develop and strengthen NORRAG's applied research activities and thematic areas and evolve into a leading Think Tank over the coming years

- As NORRAG will develop its research capacities through and with the professorship at the Graduate Institute, it will evolve into a research and policy dialogue Think Tank, which draws not only on its vibrant global network but also takes into account its comparative advantage of being located in International Geneva and in the academic set-up of the Graduate Institute, Geneva.
- The closer relationship with, and support, from the Graduate Institute, as one of the premier institutions for research and teaching in international relations and development, offers a number of opportunities, including:
 - Development and professionalization of the field of International Education and Training in Switzerland, in Geneva and in selected regions and countries, as further outlined under point 4.3.
 - Capacity to connect with other programmes and research centers at the Graduate Institute, other universities in Switzerland and abroad to engage in Call for Proposals for funded research and analytical work that are issued by national and international research organizations.

In terms of the **substantive areas of work** NORRAG will extend its present thematic areas. New demand driven thematic areas will be added over time. In particular, NORRAG will seek to inform and influence policies and practice on a number of **key thematic clusters**, including:

- **International policy agendas and global governance:** SDG-4 and other education-related SDG goals; human rights approaches to education; fragility and education; new actors in aid; philanthropy in education; alternative financing.
- **Reform of education and training systems:** Private sector involvement and PPP; international, regional and national large-scale student assessments; primary, secondary, VSD and higher education development and quality assurance; community schools; minority-inclusive reforms.
- **Youth and skills development:** policies and practices in the global South/East, second-chance education, skills development for the marginalized, continuum between basic education, VSD, work and employment.

It will, moreover, continue to develop multi-year (issue-centered) series of activities (such as the on-going *Global Governance* as well as the scheduled *Philanthropy in Education* series), to be organized with relevant partners in selected countries and regions.

4.2. Promote further decentralization of NORRAG through greater interactions between its members and increased involvement in knowledge production and dissemination

- NORRAG will continue to promote S-S, E-E or triangular S-S-N partnership on specific projects relating to NORRAG's thematic areas, and consider expansion of its geographical scope to include the "global East." As part of its regional collaboration efforts, NORRAG intends to build capacity in BRICS countries in the area of international education development. In this context NORRAG will scale up its work in South Africa, India and China, and possibly also in Brazil and Russia. In parallel, NORRAG continues to work in low-income countries, including in the West African region.
- It will systematically implement its decentralized knowledge production and dissemination strategy, in particular for NORRAG News and the blog. The latter should lead to the progressive set up of an international editorial board.
- It will diversify and update the media used for the dissemination of its knowledge products by producing more videos and podcasts, and by strengthening its presence on the social media.
- NORRAG actively participates as a convener and/or as participant to international debates to ensure the inclusion of expertise from the global South/East. It also intends to actively participate in regional activities and debates that impact educational reform at national and regional levels, and wishes to enhance this role over the mid-term.
- NORRAG will explore the establishment and funding of decentralized working groups/tasks forces, driven by NORRAG members and partners, as a means of implementation for the previous

point. It will also explore the possibility and sustainability of setting up a wider net of “NORRAG Hubs”, through institutional partnerships.

- Finally, NORRAG will develop and forge (new) partnerships with like-minded institutions in the North.

4.3. Actively contribute to strengthening the professionalization of international education and training development.

NORRAG will explore and, if feasible, develop **new activities** (and associated revenue streams) that contribute to capacity building of staff working in national or international institutions in charge of educational development.

- The professional development opportunities may range from short workshops on specific topics to more elaborate certificate or degree-granting programs, pursued in Executive Education programs.
- Depending on the type of participants, duration of the program, and purpose of the professional development, a blended form of learning will be used including a combination of face-to-face seminars in Geneva and/or at regional centers as well as distance learning.
- The professional development opportunities combine knowledge with particular skills (policy analysis, indicator research, sector reviews, strategic planning, feasibility studies, monitoring and evaluation, etc.) that are relevant for policy analysts and practitioners in international educational development.
- The target audiences are policy analysts and practitioners in international educational development, based in and outside of Geneva, with a particular focus on BRICS countries.

As outlined above, NORRAG’s scope of work will be organized and structured as follows:

- Research and knowledge production: policy research and analytical work and various NORRAG publications such as NORRAG News, the blog and working papers as well as audio-visual material
- Policy dialogue and knowledge dissemination: events, workshops and conference series in relation with its thematic areas.
- Capacity development and executive education: professional development programs, institutional capacity building, and collaborative research with and among the NORRAG partners.

4.4. Governance

- NORRAG will maintain the present governance structure with an annual meeting of the NORRAG Consultative Committee and an annual (internal) NORRRAG Management Committee meeting. The NORRAG Consultative Committee consists of 6-8 members, appointed every 3 years. The NORRAG Management Committee currently consists of four senior advisors. Over the coming year, two additional senior advisors—professors in international and comparative education

based in the global South/East—will be appointed to serve on the NORRAG Management Committee.

A “NORRAG Donor meeting” should be convened in agreement with its main sponsors.

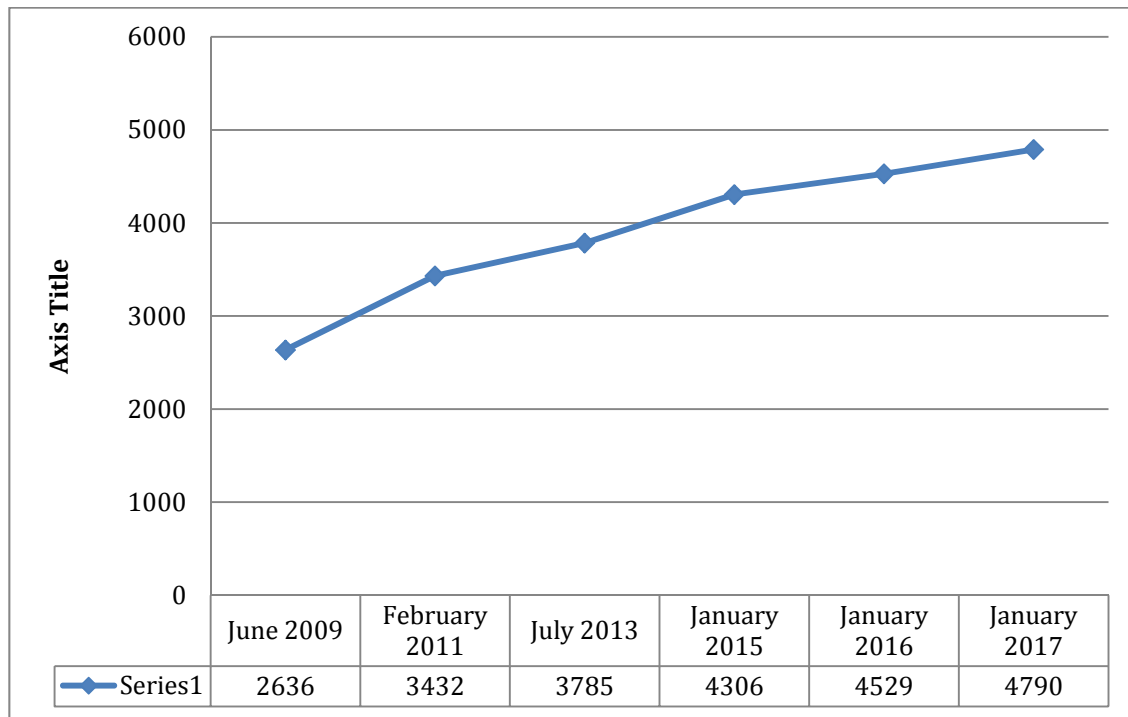
- Gita Steiner-Khamsi will serve as Director (as of February 1, 2017) and Joost Mönks will serve as Executive Director of NORRAG.

Annex 1: Background statistics and data

(1st January 2016 – 31st December 2016)

Diversity of NORRAG Membership:

Figure 1 Evolution of total membership (2009-2017)



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

The number of NORRAG's members continues to grow with over 260 new members between January 2016 and January 2017, representing a 5,75% increase.

Table 2: Members by country (>50 members in January 2017)

| Ranking | | January 2016 | % of total | | January 2017 | % of total | % increase in 2016 |
|---------|--------------------|--------------|------------|--------------------|--------------|------------|--------------------|
| 1 | United Kingdom | 505 | 12.00% | United Kingdom | 509 | 11.50% | 0.79% |
| 2 | United States | 335 | 7.96% | United States | 380 | 6.90% | 13.43% ▲ |
| 3 | India | 253 | 6.01% | India | 271 | 6.10% | 7.11% |
| 4 | Switzerland | 212 | 5.04% | Switzerland | 232 | 7.30% | 9.43% |
| 5 | France | 155 | 3.68% | South Africa | 160 | 3.60% | 4.58% |
| 6 | South Africa | 153 | 3.64% | France | 158 | 3.60% | 1.94% |
| 7 | Nigeria | 108 | 2.57% | Nigeria | 117 | 2.60% | 8.33% |
| 8 | Canada | 107 | 2.54% | Germany | 110 | 2.50% | 3.77% |
| 9 | Germany | 106 | 2.52% | Canada | 107 | 2.40% | 0.00% |
| 10 | Australia | 99 | 2.35% | Kenya | 105 | 2.40% | 15.38% ▲ |
| 11 | Japan | 98 | 2.33% | Netherlands | 99 | 2.30% | 3.13% |
| 12 | Netherlands | 96 | 2.28% | Japan | 99 | 2.30% | 1.02% |
| 13 | Kenya | 91 | 2.15% | Australia | 97 | 2.20% | -2.02% |
| 14 | Ghana | 90 | 2.14% | China | 94 | 2.10% | 2.17% |
| 15 | China | 92 | 2.19% | Ghana | 92 | 2.00% | 2.22% |
| 16 | Tanzania | 66 | 1.57% | Tanzania | 67 | 1.50% | 1.52% |
| 17 | Bangladesh | 64 | 1.52% | Korea, Republic of | 66 | 1.50% | 6.45% |
| 18 | Korea, Republic of | 62 | 1.47% | Bangladesh | 65 | 1.50% | 1.56% |
| 19 | Oman | 59 | 1.40% | Belgium | 61 | 1.40% | 8.93% |
| 20 | Uganda | 59 | 1.40% | Italy | 60 | 1.40% | 5.26% |
| 21 | Italy | 57 | 1.35% | Oman | 60 | 1.40% | 1.69% |
| 22 | Belgium | 56 | 1.33% | Uganda | 59 | 1.30% | 0.00% |
| 23 | Ethiopia | 56 | 1.33% | Ethiopia | 58 | 1.30% | 3.57% |
| 24 | Pakistan | 50 | 1.19% | Pakistan | 52 | 1.10% | 4.00% |

- The group of countries with 50 members and more is similar to the year before
- The strongest relative members' increase between January 2016 and January 2017 is in Kenya, closely followed by the United States. Switzerland, Belgium, Nigeria, India and the Republic of Korea have also seen a significant relative increase of their members.

Figure 3 NORRAG Members by region

Based on *January 2017* and for whom data about the country is available. Region classification based on United Nations Statistical Division country classification.

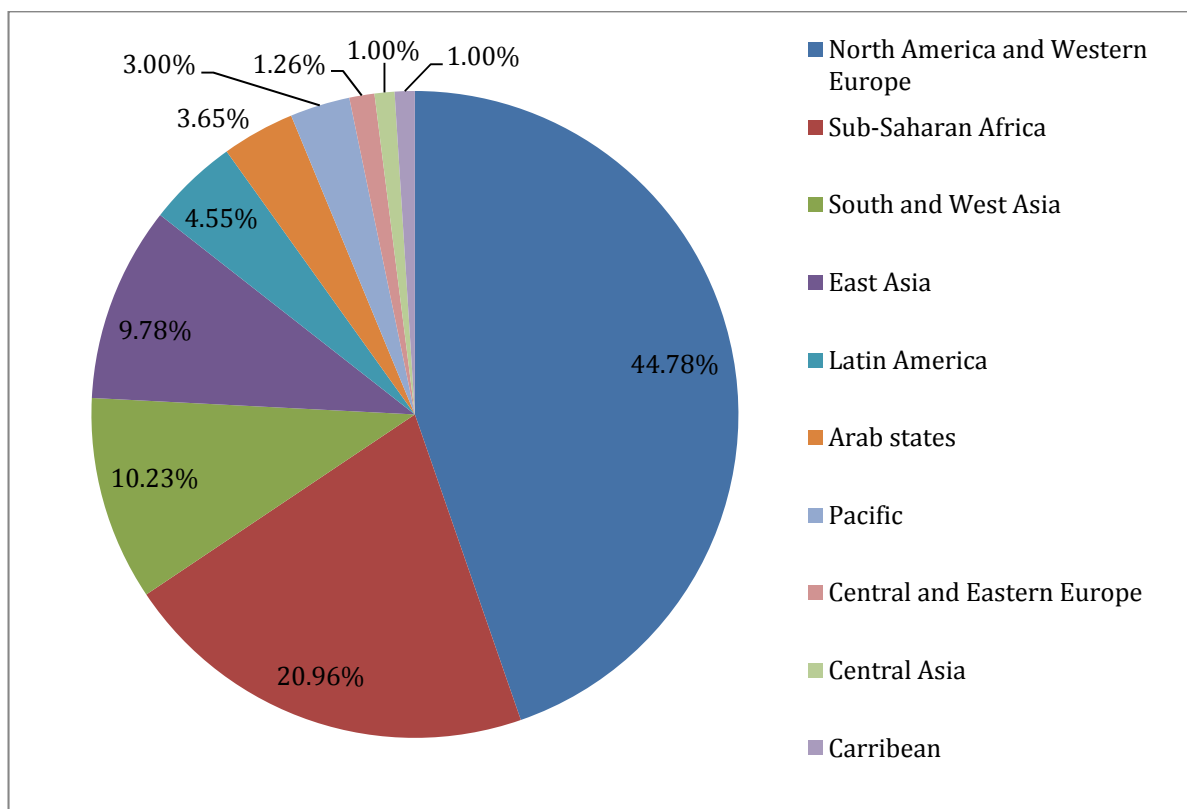


Table 4: NORRAG members' evolution by region

Number of active members* by region in January 2015, 2016 and 2017 and evolution

| Active Members by Regions | 20 January 2015 | 18 January 2016 | 30 January 2017 | Growth rate 2015-2016 | Growth rate 2016-2017 |
|----------------------------------|-----------------|-----------------|-----------------|-----------------------|-----------------------|
| North America and Western Europe | 1857 | 1892 | 1987 | 2% | 5% |
| Sub-Saharan Africa | 839 | 882 | 930 | 5% | 5% |
| South and West Asia | 408 | 431 | 454 | 6% | 5% |
| East Asia | 388 | 425 | 434 | 9% | 2% |
| Latin America | 187 | 198 | 202 | 6% | 2% |
| Arab States | 149 | 155 | 162 | 4% | 5% |
| Pacific | 134 | 134 | 133 | 0% | - 1% |
| Central and Eastern Europe | 48 | 48 | 56 | 0% | 17% |
| Caribbean | 24 | 22 | 26 | - 8% | 18% |
| Central Asia | 21 | 20 | 24 | - 5% | 20% |

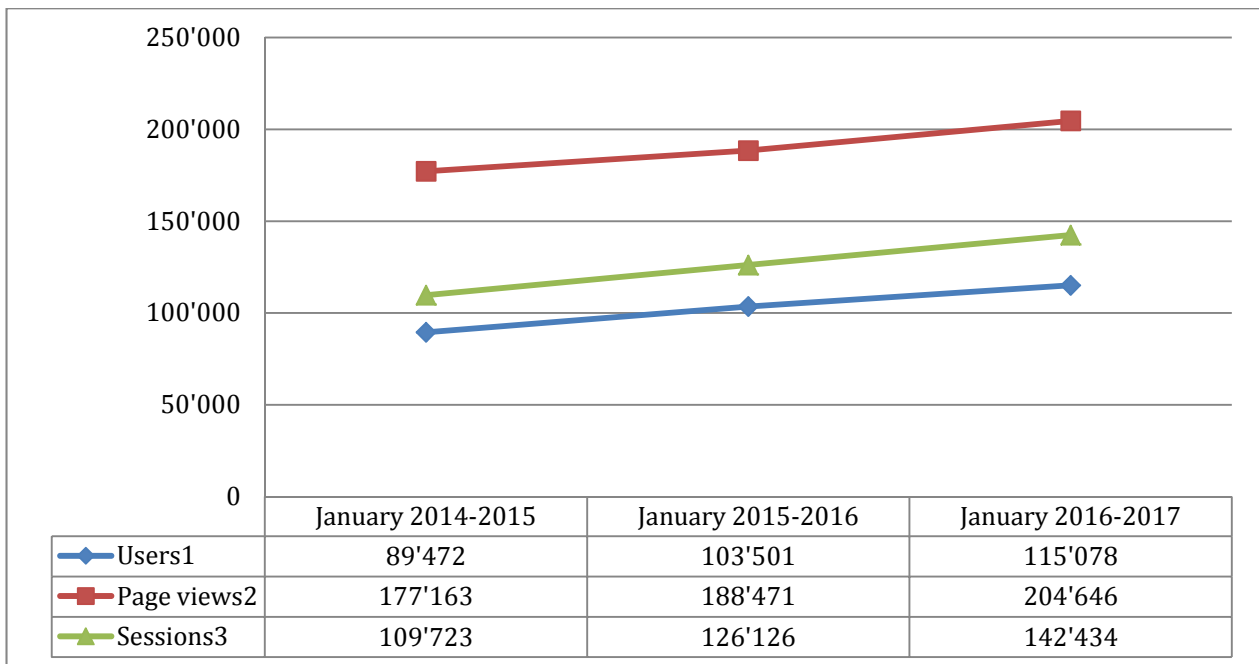
Generally speaking, between January 2016-2017 there has been a steady increase in membership across countries (between 2-5%). Overall, North America and Western Europe and Sub-Saharan Africa remain

the regions in which the largest number of members can be found. Central Asia, the Caribbean and Central and Eastern Europe have the highest relative increase. However this progression is based on a low number of members, so this rise is not considered as representative.

NORRAG website

Figure 5: Evolution of NORRAG website’s visitors and users (2014 – 2017)

Number of Users, Pages Views and Sessions for 2014, 2015 and 2016.



1. **Users:** Users that have had at least one session within the selected date range. Includes both new and returning users.
2. **Page views:** Total number of pages viewed. Repeated views of a single page are counted.
3. **Sessions:** within the date range. A session is the period time a user is actively engaged with NORRAG’s website.

From January 2015, we have seen approximately 10% net increase in the number of users on the NORRAG website and nearly 30'000 new session in comparison to the previous period (2013-2015). As for the page views, this has increased from 2015 by 14%.

Figure 6 showing average percentage of new visitors to NORRAG website as of (January 2012-2017), which has been stable over the past 5 years (average of 19.6% since 2012).



Table 7: Number of Visitors by countries and per year (based on top 10 countries in 2017)

| Country | Year 1 2014-2015 users | Country | Year 2 2015-2016 users | Growth Year 1-2 | Country | Year 3 2016-2017 users | Growth Year 2-3 |
|----------------|------------------------------|----------------|------------------------------|--------------------|----------------|------------------------------|--------------------|
| Kenya | 12'125.00 | Kenya | 21'751.00 | 79% | Kenya | 22'799.00 | 5% |
| India | 11'878.00 | India | 13'583.00 | 14% | United States | 13'659.00 | 10% |
| United States | 11'304.00 | United States | 12'473.00 | 10% | India | 13'456.00 | -1% |
| United Kingdom | 6'293.00 | United Kingdom | 6'004.00 | -5% | United Kingdom | 5'927.00 | -1% |
| Netherlands | 6'070.00 | Philippines | 4'107.00 | 26% | Philippines | 4'959.00 | 21% |
| Philippines | 3'266.00 | Netherlands | 3'658.00 | -40% | Nigeria | 4'169.00 | ▲ |
| South Africa | 3'046.00 | Indonesia | 3'360.00 | 10% | Netherlands | 3'875.00 | 6% |
| Switzerland | 2'864.00 | Switzerland | 3'281.00 | 15% | Sudan | 3'852.00 | ▲ |
| Indonesia | 2'619.00 | Malaysia | 2'610.00 | ▲ | Tanzania | 3'512.00 | ▲ |

- We observe that Kenya remains the country with the highest number of users, followed by United States and India. For the year 2016-2017, we observe a relatively high increase in the number of users in the Philippines, as well as new African countries in the top ten, namely Nigeria, Sudan and Tanzania.
- Challenge: decrease in some countries, such as India and United Kingdom.

NORRAG News

Table 8: Number of downloads and online views of NN50 to NN53 by language (up to 31st January 2017)

| <i>NORRAG News</i> * | Full PDF Downloads | Online views | Date of publication |
|----------------------|-----------------------|--------------|---------------------|
| NN50 | | | |
| EN | 213 | 5338 | June 2014 |
| AR | 45 | 3389 | November 2014 |
| CH | 32 | 181 | November 2014 |
| Total : | 290 | 8908 | |
| NN51 | | | |
| EN | 327 | 3774 | December 2014 |
| AR | 28 | 123 | May 2015 |
| CH | 9 | 86 | July 2015 |
| Total : | 364 | 3983 | |
| NN52 | | | |
| EN | 329 | 4383 | July 2015 |
| AR | 13 | 213 | March 2016 |
| CH | 2 | 127 | February 2016 |
| Total : | 344 | 4723 | |
| * NN53 | | | |
| EN | 157 | 4382 | May 2016 |
| AR | 0 | 81 | January 2017 |
| CH | 0 | 1201 | November 2016 |
| Total : | 157 | 5664 | |

Statistics since the PDF and articles have been online.

* Note NN53 was password protected until Monday 23rd January.

This table continues to confirm that most readers access to NN online rather than downloading the PDF and that *NORRAG News* is mostly read in the English Language (4,382 views for English, 1,201 in Chinese and 81 in Arab for NN53).

Table 9: Number of downloads for Working Papers n°1-10 (up to 30th January 2017)

| Working Paper | Title | Author | Full PDF Downloads | Online Since |
|---------------|---|--|--------------------|----------------|
| WP#1 | Education and Skills in the Post-2015 Global Landscape: History, Context, Lobbies and Visions | Kenneth King and Robert Palmer | 405 | September 2012 |
| WP#2 | Youth, Skills Development and Work in the GMR 2012: A Research Agenda | Kenneth King | 177 | November 2012 |
| WP#3 | Education in Conflict Emergencies in Light of the post-2015 MDGs and EFA Agendas | Christopher Talbot | 149 | January 2013 |
| WP#4 | Post-2015 Agendas: Northern Tsunami, Southern Ripple? the Case of Education and Skills | Kenneth King and Robert Palmer | 86 | April 2013 |
| WP#5 | The post-2015 MDG and EFA Agenda and the National Discourse about Goals and Targets – a Case Study of Bangladesh | Manzoor Ahmed | 80 | August 2013 |
| WP#6 | Education and Skills post-2015: What Evidence, Whose Perspectives? | Kenneth King and Robert Palmer | 243 | December 2013 |
| WP#7 | Post-2015 and the global governance of education and training | Kenneth King and Robert Palmer | 301 | December 2014 |
| WP#8 | DeMOOCratization of education? Massive Open Online Courses, opportunities and challenges: views from Mexico, Thailand and Senegal | Clara Franco Yáñez | 131 | December 2014 |
| WP#9 | The Global Targeting of Education and Skill: Policy History and Comparative Perspectives | Kenneth King | 123 | November 2016 |
| WP#10 | Education, urban violence, and youth: exploring pathways or roadblocks for 'peace' in the city | Jovana Carapic and Mieke Lopes Cardozo | 62 | March 2016 |

For the **working papers**, trend can be observed: naturally, the longer the papers have been on the website the more downloads and views they have. These range from 405 full pdf downloads for WP#1 to 62 full PDF downloads for WP#10 released in March 2016.

NORRAG NEWSBite - norrag.wordpress.com

Key statistics for 2016:

- NORRAG started a blog in May 2012 which has generated **318 posts** in these last approx. 4 ½ years.
- Total number of blogs 1 Jan – 31 Dec 2016: **59 blog posts** (51 original + 7 NN re-posts (11,8%) + 1 survey call)
- Approximately 1/3 (**28%**) of original blogs from Southern writers Jan–Dec 2016.
- **32,217 page views** in 2016 (1 Jan- 31 Dec), representing 17,903 visitors over this period.
- **2,843 followers** via email (593), Twitter (1,570) and Facebook (680).

Table 10: Top 20 Countries for Page Views (2016)

| Country | Page views | Country | Page views |
|------------------|------------|----------------|------------|
| 1.United States | 5922 | 11.Belgium | 599 |
| 2.United Kingdom | 3794 | 12.Australia | 535 |
| 3.Switzerland | 2595 | 13.Kenya | 493 |
| 4.India | 1475 | 14.Philippines | 441 |
| 5.France | 1427 | 15.Spain | 440 |
| 6.Canada | 1173 | 16.Italy | 430 |
| 7.Germany | 1119 | 17.Norway | 421 |
| 8.South Korea | 1028 | 18.Denmark | 365 |
| 9.South Africa | 774 | 19.Netherlands | 342 |
| 10.Pakistan | 715 | 20.Japan | 318 |

Newsletter/Bulletin statistics

Table 11 Showing number of bulletins, open rates and click through.

| | N° bulletins sent | Open rate % | Click through% |
|---------------|-------------------|-------------|----------------|
| October 2016 | 4335 | 22.50% | 1.20% |
| June 2016 | 4310 | 23.90% | 1.20% |
| May 2016 | 4311 | 24.40% | 1.20% |
| February 2016 | 4252 | 23.20% | 0.70% |

- Four News Bulletins were sent in 2016.
- The Bulletin is sent to an average of 4302 members
- The open rate is about 23,5%, which shows a slight increase compared to the previous year (about 22,6%)

Social media statistics

Table 12: Twitter Analytics (2016)

| | Followers | Frequency of Updates |
|----|--------------------------------|--|
| EN | 1543 followers (31.12.2016) | 2733 tweets in the last 4,5 years, of which 697 tweets in 2016 (31.12.2016) |
| FR | 85 (January 2017) | When relevant |
| SP | 84 (January 2017) | When relevant |

Table 13: Twitter EN (@NORRAG_NEWS): Evolution January - December 2016

| 2016 | New followers | Tweets | Impressions | Links clicks | Retweets | Likes |
|--------------|---------------|------------|-------------|--------------|------------|------------|
| December | 34 | 82 | 14.8K | 83 | 33 | 29 |
| November | 28 | 56 | 9953 | 62 | 31 | 25 |
| October | 33 | 29 | 11.5K | 53 | 46 | 49 |
| September | 55 | 43 | 12.0K | 48 | 26 | 51 |
| August | 30 | 75 | 22.0K | 112 | 38 | 37 |
| July | 35 | 64 | 18.0K | 119 | 40 | 69 |
| Average | 36 | 58 | | 80 | 36 | 43 |
| June | | 92 | 28.3K | 83 | 85 | 87 |
| May | | 61 | 25.5K | 60 | 40 | 49 |
| April | | 38 | 24.6K | 58 | 34 | 42 |
| Mars | | 56 | 21.2K | 69 | 27 | 55 |
| February | | 48 | 22.2K | 65 | 32 | 25 |
| January | | 53 | 22.9K | 92 | 27 | 61 |
| Average | | 58 | | 71 | 41 | 53 |
| TOTAL | 497 | 697 | | 904 | 459 | 579 |

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 2016, 497 new followers were registered on our main English account, which represents an increase of 47,5% during the year.
- In 2016, 697 tweets were disseminated, with an average of 58 tweets per month.

Facebook:

Table 14: Facebook Analytics 2016

| Total Page likes | |
|------------------|---------------|
| January 2017 | 688 (▲ 41%) |
| December 2015 | 487 |
| September 2015 | 445 |
| December 2014 | 369 |
| Total Posts | |
| 2016 | 91 |
| 2015 | 89 |

Over the 2016-2017 period the NORRAG facebook page has seen an increasing number of page likes (followers) from 487 to 688, which represents a 41% increase. The total number of posts however on the site remained stable.

Annex 2: Logframes

Section A Logical framework: Outputs and results delivered between 1st January 2016 and 28th February 2017

Section B Logical framework: Main Outputs and results planned for 2017 (as of 1st March)

Section A : Logical framework - Outputs and results delivered between 1st January 2016 and 28th February 2017

| 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, particularly</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 |
|---|--|--|
| 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 |
| Outcomes | Outcome Indicators | |
| <p>Outcome 2: Individual and institutional</p> | <ul style="list-style-type: none"> • Overall: Effectiveness and relevance | <ul style="list-style-type: none"> • End of phase assessment |

| Hierarchy of objectives Strategy of Intervention | Key Indicators | Data Sources Means of Verification |
|--|---|---|
| <p>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> | <p>of NORRAG’s outputs and activities relating to capacity building and networking; contribution to evidence based policy making processes and decisions</p> <ul style="list-style-type: none"> • 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"> • 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>Main deliverables for January 2016 – February 2017</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 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- | <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"> • Launch of NORRAG Conference/Workshop series on <i>Governance of International Education and Training Policies in the 2030 Education Agenda</i>, including co-organisation of and contributions to: <ul style="list-style-type: none"> ○ “The Governance of Education and Training: Agenda 2030 and Beyond”, in collaboration with the SDC Education Network (Geneva, 22 June 2016) ○ “Learning From Learning Assessments: The Politics and Policies of Attaining Quality Education”, in collaboration with Brookings and PASEC (Geneva, 23 June 2016) • Participation to the 2016 Annual Conference of the Comparative and International Education Society (Vancouver, 6-10 March 2016). • Organisation of a consultation session, in collaboration with RECI, upon demand from the International Commission on Financing Global Education Opportunity (Geneva, 25 April 2016) • Support to the Human Rights Council Youth Forum focus on education, convened by the World Young Women’s | |

| Key Indicators from original LogFrame (1 st March 2015 – 28 th February 2018) | Main deliverables for January 2016 – February 2017 |
|---|---|
| OUTCOME 1: Output 1 - Policy dialogue involving a diversity of actors is facilitated and implemented through various instruments | |
| <p>discussions</p> <ul style="list-style-type: none"> • 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 | <p>Christian Association (YWCA) before the start of the 32nd session of the Human Rights Council (Geneva, 10 June 2016)</p> <ul style="list-style-type: none"> • Presentations at UN Library Talks Geneva on “What kind of sustainable education for our common future”? hosted by the Library of the United Nations Office (Geneva, 15 June 2016) • Brown bag session on Agenda 2030 at Al Qasimi Foundation for Policy Research and discussion on joint engagement and collaboration (Ras Al-Khaima, UAE, 31 July 2016) • Co-organization and moderation of a panel discussion on “Making Sustainability a Reality in India and the Role of Education in Skills Development” in collaboration with Amrita University (Coimbatore, India, 25 September 2016) • Participation in a workshop on “Adult Education and Development: Lifelong Learning for all. SDG 4 and LLL - Which space for civil society?” (Brussels, 28 September 2016) • Participation and presentation at the International Symposium on “Global Migration / Asylum Governance: Advancing the International Agenda” organised by the University of Geneva and the University of California Davis, in collaboration with the League of European Research Universities (Geneva, 10-11 October 2016) • Participation as invited expert at UNESCO consultation on “Sustainable Development Goal 4 (SDG 4) - Education 2030 regional meeting for North America and Europe” (Group I and II) (Paris, 24-25 October 2016) • Participation as invited expert for the 2016 Asia-Pacific Centre of Education for International Understanding (APCEIU) “Global Citizenship Education (GCED) Network Meeting” (Seoul, 10-11 November 2016) • Participation as invited expert at the <i>Journée thématique du RECI</i> on “<i>La qualité de l’éducation - Comment la suivre, mesurer et l’évaluer?</i>” (Bern, 6 December 2016) • Moderation of a Roundtable Debate on "Competency-based reforms, learner-centered pedagogy and in-service teacher training in primary and secondary education in West and Central Africa" as part of an event on Schools and Universities in Sub-Saharan Africa organised by the Robert Bosch Academy in Berlin and Education Sub Saharan Africa (Berlin, 19 January 2017). • Master Lecture on “Understanding Business Interest in International Large-Scale Student Assessment: A Focus on Pisa and TIMSS” at the Autonomous University of Barcelona (10 February 2017) • Participation as panelist and invited experts during the Symposium on “Economization, Commodification, |

| Key Indicators from original LogFrame (1 st March 2015 – 28 th February 2018) | Main deliverables for January 2016 – February 2017 |
|---|---|
| OUTCOME 1: Output 1 - Policy dialogue involving a diversity of actors is facilitated and implemented through various instruments | |
| | <p>Digitalization: The Emergence of a Global Education Industry” (Frankfurt, 16-17 February 2017)</p> <p>PoW 3) Urban violence, youth and education</p> <ul style="list-style-type: none"> • Support in the organisation and keynote presentations during SDC Technical Workshop on “Vocational Skills Development (VSD) in the Context of Violent Extremism” (Geneva, 16-17 March 2016) • Participation in the “International Policy Dialogue on Preventing Violent extremism”, hosted by the Geneva Centre for Security Policy (GSCP) with the support of the Swiss Federal Department of Foreign Affairs (Geneva, 6 April 2016) <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“, with the inclusion of regional and international dimensions (Johannesburg, 23 February 2016) • Participation, along with the Director of the Centre for Researching Education and Labour (REAL) at the University of the Witwatersrand and two facilitators of the African Inter Country Quality Node on TVSD at the Founding Event and Symposium for dVET on the topic of “Dual Vocational Education and Training in Development Cooperation. Using Common Strengths!” (Lucerne, 14 April 2016) • 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 <i>From Innovation to Social Impact</i>, in collaboration with AMMACHI Labs, Amrita University, India (Lausanne, 3 May 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.

| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Main deliverables for January 2016 – February 2017 |
|--|---|
| <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) | <p>NORRAG News:</p> <ul style="list-style-type: none"> • NN53 on “Refugees, Displaced Persons and Education: New Challenges for Development and Policy” (May 2016) • NN54 on “Education, Training and Agenda 2030: What Progress One Year On?” (December 2016, released in January 2017) <p>Other Knowledge products</p> <ul style="list-style-type: none"> • Working Paper #10: “Education, urban violence, and youth: exploring pathways or roadblocks for 'peace' in the city”, by Jovana Carapic and Mieke Lopes Cardozo (March 2016). • Research Report #1: "Understanding Barriers to Accessing Skills Development and Employment for Youth in Argentina and South Africa: Synthesis Report" by Peliwe Lolwana, Siphelo Ngcwangu, Claudia Jacinto, Verónica Millenaar and María Eugenia Martín (December 2015, released in April 2016) • REAL & NORRAG Policy Brief #1: “TVET in South Africa and the international agenda: Are they transformative?” (February 2016) • Roundtable Report: “Learning from Learning Assessments: The Politics and Policies of Attaining Quality Education” by Alexandra Draxler and Velibor Jakovleski, following on the Roundtable held on 23 June 2016 (October 2016) • Policy Paper: “The Governance of Education and Training: Agenda 2030 and Beyond” by Kenneth King and Robert Palmer, following on the Conference held on 22 June 2016 (December 2016, released in January 2017) • AREB & NORRAG Note Politique #1: “La Recherche face au besoin de connaissances en matière d’éducation. Propos réflexifs autour d’un parcours de recherche en Afrique francophone” (December 2016, to be released in April 2017) • AREB & NORRAG Note Politique #2: “ La place de l’évaluation des apprentissages dans les systèmes éducatifs d’Afrique subsaharienne : le cas du Burkina Faso ” (January 2017, to be released in April 2017) • NORRAG NEWSBite: 69 blog posts (see attached list) |

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 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"> • Launch of NN52 in China and Seminar on China's Aid to African Education, Zhejiang Normal University (Jinhua, 6 January 2016) • NN52 on “Reflections on the World Education Forum and Financing Education and Skills. New and Old Modalities: New and Old Partners” in Mandarin Chinese (February 2016) • NN52 on “Reflections on the World Education Forum and Financing Education and Skills. New and Old Modalities: New and Old Partners” in Arabic (March 2016) • NN53 on "Refugees, Displaced Persons and Education: New Challenges for Development and Policy" in Mandarin Chinese (November 2016) • NN53 on "Refugees, Displaced Persons and Education: New Challenges for Development and Policy" in Arabic (January 2017) • NN53 on "Refugees, Displaced Persons and Education: New Challenges for Development and Policy" in French, including four additional contextualized articles (January 2017, to be released in April 2017) • English translation of AREB & NORRAG Note Politique #1: “Research as a means of fulfilling the need for knowledge on education. Looking back on research experiences in French-speaking Africa” (December 2016, to be released in April 2017) • NORRAG News Bulletin: 5 issues |
|--|--|

OUTCOME 2: Output 4 - Capacity development for policy analysis and dialogue on specific dimensions of education and training in the global South is provided

| Key Indicators from original logframe (1st March 2015 – 28th February 2018) | Main deliverables for January 2016 – February 2017 |
|---|---|
| <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 | <ul style="list-style-type: none"> • Launch of the scoping study project between AMMACHI Labs at Amrita University, India and the Center for Researching Education and Labour (REAL) at the University of the Witwatersrand and NORRAG on “Reaching the Unreached: Skills Development Policies and the Promise of ICT – A Scoping Study from India and South Africa”. The project will run until March 2018. The first project meeting was held in Geneva (10-12 October 2016) • Drafting and editing support for the production of REAL & NORRAG knowledge products (PB#1, RR#1) |

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| OUTCOME 2: Output 4 - Capacity development for policy analysis and dialogue on specific dimensions of education and training in the global South is provided | |
| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Main deliverables for January 2016 – February 2017 |
| <ul style="list-style-type: none"> • Relevant profile of participants | <ul style="list-style-type: none"> • Drafting and editing support for the production of AREB & NORRAG knowledge products (PB#1, PB#2, French version of NN53) • Continuation of the support to the Association for the Development of Education in Africa (ADEA) African Inter-country Quality Node on TVSD ICQN/TVSD and preparation of the Expert Workshop on “Fostering Continuing Education and Training” (Abidjan, 7-8 November 2016). NORRAG has been involved in the coordination and production of the following document in both English and French: <ul style="list-style-type: none"> ○ “The Education-Training Continuum: An analysis of the concept and its implications for education and training policies in Africa” (July 2016) ○ “Le continuum éducation-formation: Une analyse du concept et de ses implications pour les politiques éducatives et de formation en Afrique” (July 2016) ○ “A Compendium of African Experiences in Promoting the Implementation of the Education and Training Continuum: a state-of-the art cross-national analysis of policy and practice in 17 countries” (November 2016) ○ “Relevant and Quality Training for Teachers, Trainers and Entrepreneurs: A Key Condition for an Efficient Education-Training Continuum. Linking Kigali 2015 and Abidjan 2016” (November 2016) • Participation and intervention at the event on “Knowledge production and training in in the French-speaking world France, on education in the 'South': from outcomes to perspectives” co-organised by AFD and the Association for Research and Knowledge (Paris, 16 June 2016) |
| OUTCOME 2: Output 5 - Networking between individual members themselves and with institutions reflecting the different constituencies of NORRAG’s membership is facilitated and promoted. | |
| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Main deliverables for January 2016 – February 2017 |
| <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, | <p>South Africa:</p> <ul style="list-style-type: none"> • Organisation of a Triangular workshop with NORRAG, REAL and IDES (Argentina) to conclude the study on “Understanding barriers to accessing and succeeding in skills development” (Johannesburg, 23 February 2016) – see |

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|---|---|
| <p>other tbd...)</p> <ul style="list-style-type: none"> • Set up of NORRAG Collaborative Programme in South Africa in 2015, and other possible locations such as Western Africa. | <p>also Output 1 & Output 2.</p> <ul style="list-style-type: none"> • Official launch of the REAL/NORRAG International Collaborative Programme of Work for Education, Skills and Labour (Johannesburg, 24 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?” (Johannesburg, 24 February 2016) <p>Western Africa (Burkina Faso):</p> <ul style="list-style-type: none"> • Development of a joint project supported 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), based at the National Institute for Social Sciences (INSS) in Ouagadougou |
|---|---|

Section B: Logical framework - Main Outputs and results planned for 2017 (as of 1st March)

(non-exhaustive status as March 2017, additional outputs to be defined in the course of 2017)

| Key Indicators from original LogFrame (1 st March 2015 – 28 th February 2018) | Main planned deliverables for March 2017 onward |
|---|--|
| 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 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) | <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"> • CIES 2017 Annual Conference of the Comparative and International Education Society (Atlanta, 5-9 March 2017): • Co-organisation of three panel sessions: <ul style="list-style-type: none"> ○ "Seeing like the state, calculating like a business: PPP revisited" in collaboration with Education International and the OSF. <ul style="list-style-type: none"> ▪ Part I: "Businesses speaking the language of public education" ▪ Part II: "Public education and the adoption of the business logic" ○ The Sustainable Development Goals (SDGs): What progress for education a year and a half later? in collaboration with UNESCO • Professor Gita Steiner-Khamsi served as discussant to the IIEP Strategic Debate on "Is real progress being made in the equitable provision of education? What do the last PISA results tell us?", with Andreas Schleicher as Keynote Speaker (Paris, 13 March 2017). • Co-organisation and participation as presenter and moderator at the occasion of Professor Gita Steiner-Khamsi's Inaugural Panel at the Graduate Institute on the topic of "International Education Development Challenges and Agenda 2030" (Geneva, 14 March 2017) • Participation to the Symposium on International Education Policy organised by the University of Fribourg, including delivery of key note address on "Learning from elsewhere: a social network analysis of international references in school reform" (Fribourg, 24 March 2017) • Panel Discussion on "Education, Training and Agenda 2030 - What Progress? Perspectives from South Africa" following the release of NN54, in collaboration with REAL Center at the University of the Witwatersrand (Johannesburg, 4 April 2017) – See also Output 3 & 5 |

| Key Indicators from original LogFrame (1 st March 2015 – 28 th February 2018) | Main planned deliverables for March 2017 onward |
|---|--|
| OUTCOME 1: Output 1 - Policy dialogue involving a diversity of actors is facilitated and implemented through various instruments | |
| <ul style="list-style-type: none"> • Annual activity reports • End of phase report | <ul style="list-style-type: none"> • Joint event including (i) Workshop focusing on SDG4 implementation in China, South-South Collaboration and education dimensions of the “Belt and Road initiative” and (ii) Launch event marking the release of the Mandarin Chinese version of NN54 (Zhejiang University, Jinhua, China, May 2017) – <i>See also Output 3</i> • Launch event to present the Collaborative Programme with AREB: launch of NN53 in French, including additional contextualised content (La Lettre de NORRAG 53) and AREB & NORRAG PB#1 and PB#2 in collaboration with AREB (Ouagadougou, May 2017) – <i>See also Output 3 & 5</i> • Co-organisation of an event on SDG 4 in India following on the panel discussion on “Making Sustainability a Reality in India and the Role of Education in Skills Development” held in September 2016 (India, August 2017) - TBC • Participation to UKFIET 2017 Conference (Oxford, 5-7 September 2017) • Presentation during the 11th Pan-European Conference on International Relations on “The Politics of International Studies in an Age of Crises” (Barcelona, 13-16 September 2017) • “Philanthropy in Education: Global Trends, Diverse Perspectives”, Inaugural Symposium and Workshops in collaboration with the Al Qasimi Foundation for Policy Research (Geneva, 22-24 November 2017). This event can be followed by regional symposiums, tentatively to be held in China, Côte d’Ivoire, India, Brazil and UAE in 2018. • Thematic Think Tank summit on education and the SDGs, in collaboration with the Graduate Institute - TBC • Series of brown bag lunch meetings on Philanthropy in Education, in collaboration with Wise Philanthropy Advisors (Geneva, TBC) • Develop research proposals to potential funders (R4D, SNF, Foundations..) and submit proposal for analytical work <p>PoW 4) International perspectives on technical and vocational skills development policies and practice</p> <ul style="list-style-type: none"> • Seminar on “Reaching the Unreached : Skills Development Policies and the Promise of ICT”, in collaboration with the REAL Center at the University of the Witwatersrand and AMMACHI Labs at Amrita University (Johannesburg, 4 April 2017) – <i>See also Output 5</i> • Co-organisation of an event to present the second phase of the project on “Reaching the Unreached: Skills Development Policies and the Promise of ICT – A Scoping Study from India and South Africa” (Kerala, India, August 2017) –TBC |

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.

| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Main planned deliverables for March 2017 onward |
|--|--|
| <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) | <p>NORRAG News:</p> <ul style="list-style-type: none"> NORRAG News 55&56 with one issue by a Guest editor (TBC) and increasing decentralisation with the eventual set up of international editorial board <p>Other Knowledge products</p> <ul style="list-style-type: none"> Publication following on the panel sessions on “Seeing like the state, calculating like a business: PPP revisited” (Parts I&II) held at CIES2017 REAL & NORRAG Policy Brief #2 REAL & NORRAG Policy Brief #3 AREB & NORRAG Policy Brief #3 |

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 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 | <ul style="list-style-type: none"> Mandarin version of NN 54 on “Education, Training and Agenda 2030: What Progress One Year On?” Arabic version of NN 54 on “Education, Training and Agenda 2030: What Progress One Year On?” French version of NN 54 on “Education, Training and Agenda 2030: What Progress One Year On?” with additional contextualized content Panel Discussion on "Education, Training and Agenda 2030 - What Progress? Perspectives from South Africa" following the release of NN54, in collaboration with REAL Center at the University of the Witwatersrand (Johannesburg, 4 April 2017) – See also Output 1 & 5 Launch event to present the Collaborative Programme with AREB: launch of NN53 in French, including additional contextualised content (La Lettre de NORRAG 53) and AREB & NORRAG PB#1 and PB#2 in collaboration with AREB |
|--|---|

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"> • 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) | <p>(Ouagadougou, May 2017) – See also Output 1 & 5</p> <ul style="list-style-type: none"> • Launch of NN54 in Mandarin Chinese – See also Output 1 • Launch of NORRAG News 54 in Arabic, possibly in collaboration with the Al Qasimi Foundation for Policy Research (TBC) • Launch of NORRAG News 54 in India (August 2017) (TBC) • Launch of NN54 in French, including additional contextualised content (La Lettre de NORRAG 54) and AREB & NORRAG PB#3 in collaboration with AREB (Ouagadougou, September 2017) – See also Output 5 - TBC <p>Blog posts: in average, 4 blog posts per month</p> <p>Social media engagement: strategy pursued, at least 50 tweets per months</p> <p>Dissemination of NORRAG News Bulletin: in average, one News Bulletin every two months</p> |
|--|--|

OUTCOME 2: Output 4 - Capacity development for policy analysis and dialogue on specific dimensions of education and training in the global South is provided

| Key Indicators from original logframe (1 st March 2015 – 28 th February 2018) | Main planned deliverables for March 2017 onward |
|---|--|
| <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 | <ul style="list-style-type: none"> • Continuation of the support to the Association for the Development of Education in Africa (ADEA) African Inter-country Quality Node on TVSD ICQN/TVSD and preparation of the next Ministerial Conference (Abidjan, November 2017) – TBC • Development of a joint project with the Bosch Foundation, the French Agency for Development (AFD) and NORRAG on "<i>Développer, mutualiser et fédérer les recherches nationales africaines sur l'éducation et la formation pour nourrir les dialogues de politiques éducatives</i>" (TBC) – See also Output 5 • Exploration of possibility to offer executive education courses, together with the Graduate Institute, targeting in particular the BRICS countries |

OUTCOME 2: Output 5 - Networking between individual members themselves and with institutions reflecting the different constituencies of NORRAG’s membership is facilitated and promoted.

**Key Indicators from original logframe
(1st March 2015 – 28th February 2018)**

- 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.

Main planned deliverables for March 2017 onward

- CIES 2017 Annual Conference of the Comparative and International Education Society (Atlanta, 5-9 March 2017):
Hosting of a Reception

South Africa:

- Seminar on “Reaching the Unreached : Skills Development Policies and the Promise of ICT”, in collaboration with the REAL Center at the University of the Witwatersrand and AMMACHI Labs at Amrita University (Johannesburg, 4 April 2017) – *See also Output 1*
- Panel Discussion on "Education, Training and Agenda 2030 - What Progress? Perspectives from South Africa" following the release of NN54, in collaboration with REAL Center at the University of the Witwatersrand (Johannesburg, 4 April 2017) – *See also Output 1 & 3*

Western Africa:

- Launch of NN54 in French, including additional contextualised content (La Lettre de NORRAG 54) and AREB & NORRAG PB#3 in collaboration with AREB (Ouagadougou, September 2017) – *See also Output 3*
- Scaling up proposal further to the joint project supported by NORRAG, the French Development Agency (AFD) and the Institut de Recherche pour le Développement (IRD) for the “Research Workshop on Education in Burkina Faso” (AREB), for extending the “AREB good practice” to other Western Africa countries
- Development of a joint project with the Bosch Foundation, the French Agency for Development (AFD) and NORRAG on "*Développer, mutualiser et fédérer les recherches nationales africaines sur l'éducation et la formation pour nourrir les dialogues de politiques éducatives*" (TBC) – *See also Output 4*

Membership:

As of March 2017, NORRAG has more than 4,800 registered members in about 171 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**NORRAG Consultative Committee**

The new NORRAG Consultative Committee, serving as successor from the present Ad Hoc Advisory Group, met in February 2016 and in March 2017. It is composed of the following members, reflecting NORRAG's diverse constituencies:

- Nicholas BURNETT: Senior Fellow, 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
- Sobhi TAWIL: Chief of Section - Partnerships, Cooperation and Research, UNESCO, Paris
- Martina VIARENGO: Associate 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 and endorses NORRAG's annual Activity Reports

NORRAG Management and partners

- Discussions and negotiations were successfully concluded with Columbia University and the Graduate Institute to appoint Professor Gita-Steiner-Khamsi as Professor at the Graduate Institute and as new Director of NORRAG as of February 2017
- Signing of 3 year agreement with the Al Qasimi Foundation (RAK, UAE) for the editing and dissemination of NORRAG NEWS Arabic version and the development of joint projects and fund raising

Annex 3: List of blog posts (1st January 2016 – 28th February 2017)

| | Titles | | Tags |
|---------------|--|---|--|
| January 2016 | Education and Work's New Lease of Life: The End of Post-2015 and the Start of 2030? | 1 | Refugees & Migration, Sustainable Development Goals |
| | NEET: "Time to Look at the Whole Picture of Youth" | 1 | Skills development, TVET |
| | What does the UK Aid Strategy mean for Education and Development? | 1 | ODA/ Aid |
| | Refugees, Displaced Persons and Education: New Challenges for Development and for Policy | 1 | Conflict, ODA/ Aid, Refugees&Migration, Violence |
| February 2016 | Why the Syria Donors Conference Matters Globally | 1 | Conflict, ODA/ Aid, Refugees&Migration, Violence |
| | Measuring Learning: the Cost of Ignorance | 1 | Data, Learning outcomes, UNESCO |
| | Syria Donors Conference: A 'Vision of Hope' for the Next School Year? | 1 | Conflict, ODA/ Aid |
| | ASER 2015 Results from Pakistan: Making the Invisible Visible | 1 | Asia, Data, Learning outcomes |
| | Emerging Donor Finance to Technical and Vocational Education and Training | 1 | Data, Emerging donors, ODA/ Aid, Skills development |
| | The Glass is Half Full! Technical and Vocational Education and Training and the Sustainable Development Goals | 1 | Skills development, Sustainable Development Goals, TVET |
| | Expanding the Conception of Vocational Education and Training: Why the Reorganisation of South Africa's Post-Schooling System offers New Opportunities | 1 | Africa, Skills development, TVET |
| | Workplace-Based Learning in South Africa: Towards System-Wide Implementation | 1 | Africa, Skills development, TVET |
| March 2016 | Vocational Training – Crucial, But Not Everything | 1 | Asia, Skills development, TVET |
| | Through Aditi's Eyes: The Importance of Early Grade Assessment in Tracking Children's Learning | 1 | Learning outcomes, Sustainable Development Goals |
| | Education in Star Wars: Any Lessons for Our Planet? | 1 | |
| | China's New Pledges with Africa: 2016-2018 Multi-dimensional Support to Human Resource Development? | 1 | Asia, Skills development, TVET |
| April 2016 | Thinking about the Education Think Tank Phenomenon | 1 | Data, Global governance, Think tanks |
| | Preventing Violent Extremism: What Role for Education and Training? | 1 | Conflict, Violence |
| | Countering Violent Extremism – can Education and Vocational Training Play a Role? | 1 | Africa, Conflict, Violence |
| | Reflections from Geneva – Vocational Education in the Context of Violence Extremism | 1 | Conflict, Violence |
| | International Organizations and the Setting of Educational Agendas: The Case of the Arab Regional Agenda for Improving Educational Quality | 1 | Arab States, Global governance, World Bank |
| | Funding Education in Sub-Saharan Africa: Can the Momentum be Maintained During the Current Economic Slowdown? | 1 | Africa, Donors, ODA / Aid |
| May 2016 | How to Bridge the Skills Gap? The Scientific Benefits of Old-Fashioned Drill | 1 | Agenda 2030, Evidence, Learning outcomes |
| | Weak Institutional Capacity: A Growing Barrier to Reaching the Education Sustainable Development Goal in sub-Saharan Africa | 1 | Africa, Agenda 2030, Capacity development, Donors, ODA / Aid, World Bank |
| | The Education Cannot Wait Fund: Imperfect, but a Great Start in an Imperfect World | 1 | Conflict, Donors, Education in Emergencies, Financing, Refugees & Migration |
| | How Shanghai Does It | 1 | Asia, Human Development, OECD, PISA |
| June 2016 | Refugees, Displaced Persons and Education: New Challenges for Development and Policy | 1 | Agenda 2030, Conflict, Donors, Education in Emergencies, NORRAG NEWS article, ODA / Aid, Refugees & Migration, |
| | Humanitarian Aid for Refugee Education: Why More is Needed | 1 | Donors, Education in Emergencies, NORRAG NEWS article, ODA / Aid, |
| | Moving on? The Impact of Education for Refugees in First Asylum Countries | 1 | NORRAG NEWS article, Refugees & Migration, Teachers |
| | Lessons Learnt from 67 Years of UNWRA Support to the Education of Palestinian Refugees | 1 | Arab States, Learning outcomes, NORRAG NEWS article, Refugees & Migration |
| | Towards a Global Landscape of Inequality? The Afghans and the 'Refugee Crisis' in Europe | 1 | NORRAG NEWS article, Refugees & Migration |
| | Have Your Say about NORRAG | 1 | |
| | Can African Universities Deliver Knowledge for 'Transforming our World' Without Decolonizing the Academy? | 1 | Africa, Agenda 2030, Capacity development |
| | "(Mis-)Educating the Ghettos of our world" – is there a Collective Neglect of the Role of Education for Youth in Violent Cities Around the World? | 1 | Agenda 2030, Conflict, Violence |

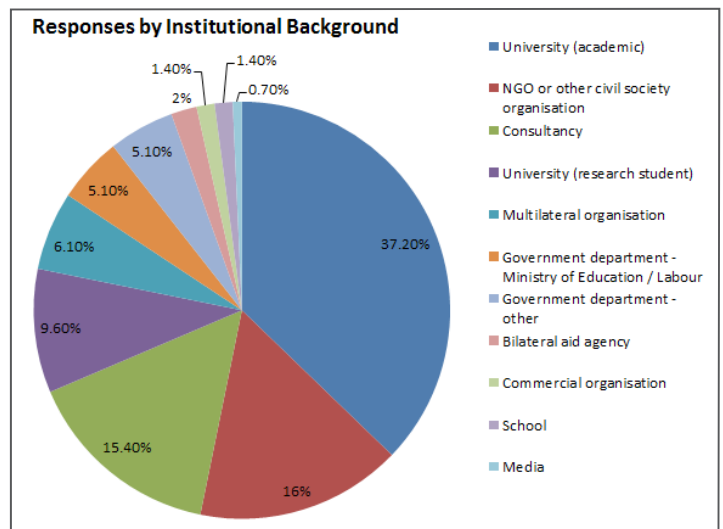
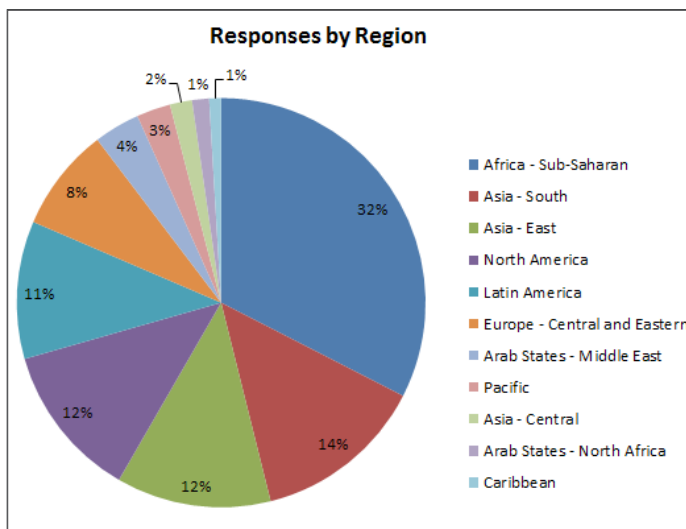
| | Titles | | Tags |
|----------------|--|-----------|---|
| July 2016 | ICTs in Technical and Vocational Skills Development: Reaching the Poorest Populations? | 1 | Asia, Skills development, TVET |
| | International Geneva, Conflict and Peacebuilding: What Role for Education? | 1 | Agenda 2030, Conflict, Violence |
| | Can the Measurement of Learning Outcomes Lead to Quality Education for All? | 1 | Agenda 2030, Data, Evidence, Global governance, Learning outcomes, OECD, PISA |
| | PISA for Development: Expanding the Global Education Community Esperanto or Developing a Dialect? | 1 | Data, Learning outcomes, OECD, PISA |
| August 2016 | The Governance of Education and Training Agenda 2030 and Beyond: Perspectives from Sub-Saharan Africa | 1 | Africa, Agenda 2030, Global governance, Sustainable Development Goals |
| | China and the Global Governance of Education and Training | 1 | Asia, Global governance |
| | UNESCO Institute for Statistics Charts a Course to Monitor the Education 2030 Agenda | 1 | Data, Skills development, UNESCO |
| | The Roles and Responsibilities of Non-State Actors: The Case of Education and Training | 1 | Private schools, Private sector |
| | The Governance of Education and Training: Agenda 2030 and Beyond | 1 | Agenda 2030, Global governance |
| September 2016 | The Privatisation of Education: a Global Phenomenon with Multiple Faces | 1 | Private schools, Private sector |
| | Digitisation and the School | 1 | |
| | Making the "Learning Generation" a Reality: Let's Act on the Education Commission Report | 1 | Agenda 2030, Donors, Emerging donors, Financing, Innovative Financing, ODA / Aid, |
| | Calling All Partners: How to Diagnose and Treat Data Gaps that Threaten the Achievement of the Global Education Goals | 1 | Agenda 2030, Data, Learning outcomes, Sustainable Development Goals, |
| | Why Skills Development? In Asia, a Basic Education is Not Enough Anymore | 1 | Asia, Skills development, TVET |
| October 2016 | Innovative Financing for Education: Interesting Ideas or Actionable in Education 2030? | 1 | Agenda 2030, Innovative Financing |
| | Aligning Key Initiatives in Monitoring Learning | 1 | Agenda 2030, Data, Learning outcomes, UNESCO |
| November 2016 | Did EFA Leadership and the Global Monitoring Report Contribute to UNESCO's Legitimacy during 2000-2015? | 1 | Data, Learning outcomes |
| | How to Reach a Consensus on Reporting Learning Globally | 1 | Data, Learning outcomes |
| | Education, Training and Agenda 2030: What Progress One Year On? | 1 | Agenda 2030, Sustainable Development Goals |
| | Is the Meister Vocational High School More Cost-Effective in South Korea? | 1 | Asia, Skills development, TVET |
| December 2016 | Pakistan's Educational Foresight and Alignment with the Education SDG | 1 | Agenda 2030, Asia |
| | Education SDG Indicator on Learning Outcomes Gets a Major Upgrade | 1 | Agenda 2030, Data, Learning outcomes |
| | A Global Offer for Learning: Rewards for Testing and Educational Progress | 1 | Agenda 2030, Learning outcomes |
| | Might the Ambitious Targets for Post-Basic Education Further Delay Achievement of Universal Basic Education Beyond 2030 in Sub-Saharan Africa? | 1 | |
| | SDG? What is That? | 1 | Agenda 2030, Sustainable Development Goals |
| January 2017 | 2017: Reshaping the Landscape for International Policies and Cooperation in Education and Training | 1 | Agenda 2030, Donors, ODA / Aid, Refugees & Migration, Sustainable Development Goals |
| | For Global Learning Metrics, Ask Cognitive Scientists | 1 | Agenda 2030, Learning outcomes, Sustainable Development Goals |
| | Do the SDGs Matter? A Teacher's View | 1 | Agenda 2030, NORRAG NEWS article, Sustainable Development Goals, Teachers |
| | Agenda 2030 – SDG4 Education 2030 – One Year On: Challenges and Opportunities | 1 | Agenda 2030, NORRAG NEWS article, Sustainable Development Goals, UNESCO |
| | Financing Education and All the Other SDGs: Global Taxation is Needed | 1 | Agenda 2030, NORRAG NEWS article, Sustainable Development Goals |
| | Transversal Competencies and their Assessment: Perspectives from the Asia-Pacific | 1 | Asia, Learning outcomes |
| February 2017 | The Education Commission Report: Will We Achieve EFA and the Education SDG? | 1 | Donors, EFA, Financing, Sustainable Development Goals |
| | Outsourcing Liberia's Education System: A New Level of Absurdity in Education Provisioning | 1 | Africa, Private schools, Private sector, World Bank |
| March 2017 | Taming Educational Privatization | 1 | Private schools, Private sector |
| | Unfinished Business in Global Education | 1 | Global governance, Innovative Financing, Learning outcomes, Private schools, UNESCO |
| TOTAL | | 69 | |

Annexe 4 - Key findings from NORRAG biennial survey 2014-16

Over the period June - September 2016 NORRAG conducted an online survey amongst its members and stakeholders. The objective of this survey - which is being conducted on a biennial basis - is to help us assess and improve our work and activities. We received 304 completed questionnaires for this fifth survey.¹ Although the reply rate of this exercise cannot be seen as representative of the entire NORRAG constituency, the responses are a valuable tool to identify trends and capture qualitative comments which we will use to improve our work for the years ahead. The aim of this document is to present the main results of the survey.

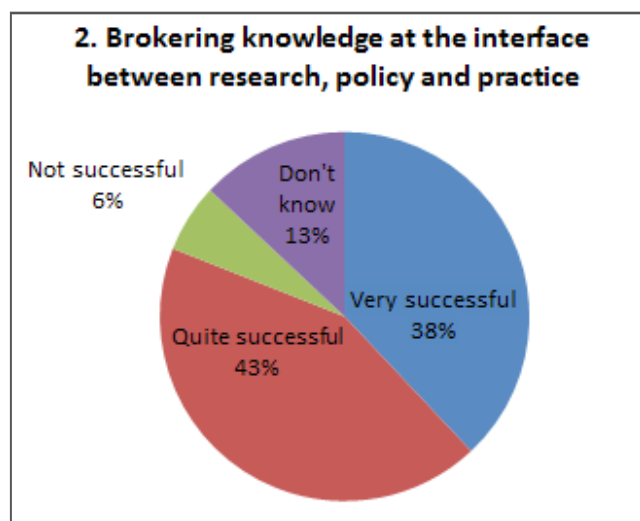
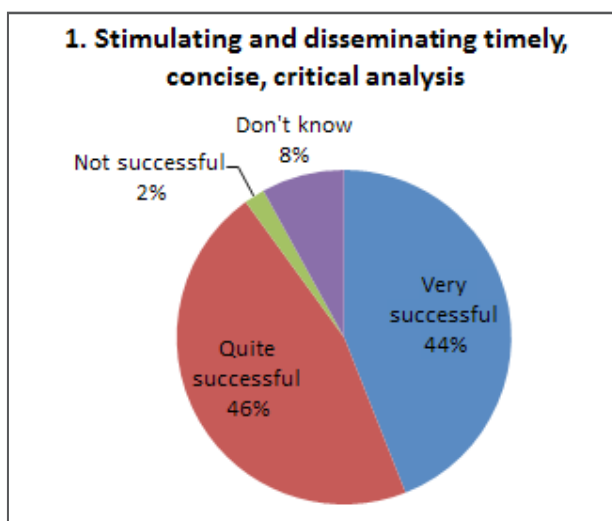
Diversity of the NORRAG Community

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



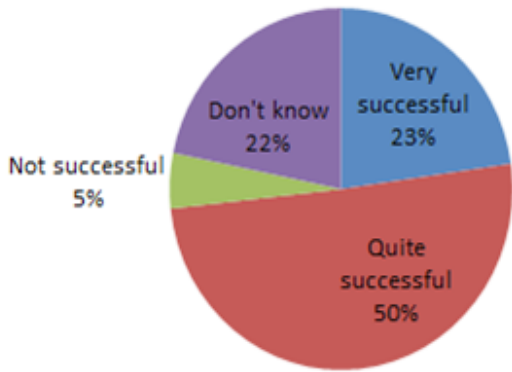
Reaching NORRAG's objectives

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



¹ Respondents were free to respond or not to the questions. Hence the percentages presented in this document are calculated based on the number of responses received for each question, and not on the total of 304.

3. Acting as an incubator for new ideas



Overall, a large majority of respondents considered that NORRAG has successfully met its three objectives. Respondents considered that NORRAG had most successfully met the objective of *Stimulating and disseminating timely, concise, critical analysis*; 90% of all respondents indicated that NORRAG had been 'very' or 'quite' successful in achieving this objective. Then, 81% of respondents considered that NORRAG had been 'very' or 'quite' successful in attaining the objective of *Brokering knowledge at the interface between research policy and practice*, while NORRAG's ability to *Act as an incubator for new ideas* has been rated positively by 73% of the respondents.

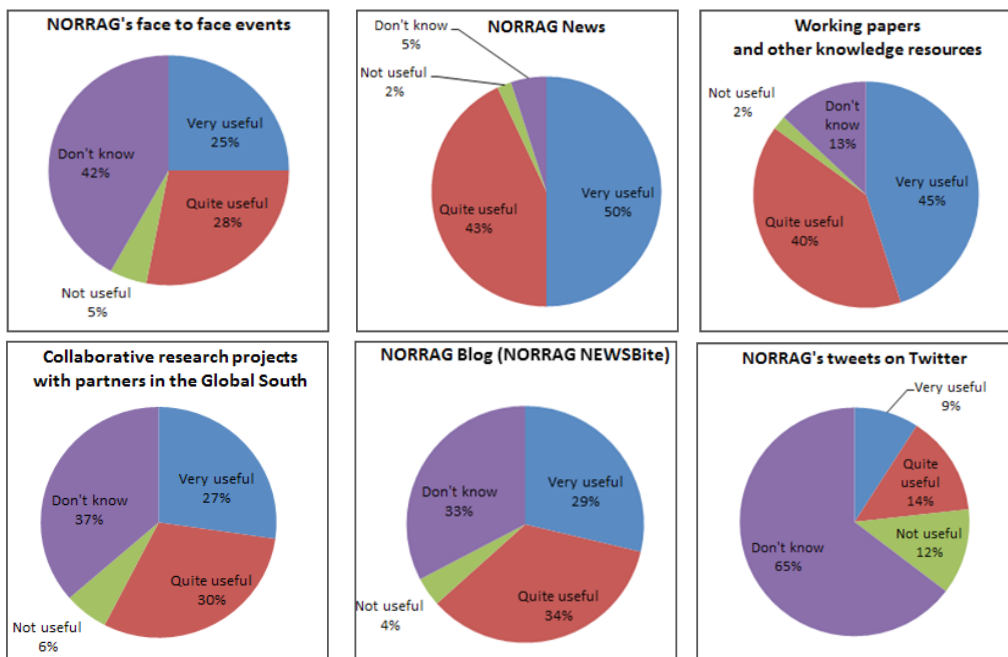
Delivering outcomes

Individuals were asked to what extent they thought NORRAG had been successful in relation to its stated outcomes, namely contributing to awareness and understanding and individual and institutional capacity development. While both issues resonated strongly with respondents, NORRAG's contribution to a greater awareness and understanding of international education and training policies and cooperation issues was most emphasized.

| NORRAG's contribution to: | To a great extent | To some extent | To no extent | Don't know |
|---|-------------------|----------------|--------------|------------|
| A greater awareness and understanding of issues | 48% | 43% | 1% | 8% |
| Enhanced individual and institutional capacities for policy analysis and dialogue | 33% | 50% | 5% | 13% |

NORRAG's service offerings

NORRAG has sought to consistently enhance and strengthen its service offerings over the last years in view of reaching its outcome objectives. Respondents were asked to rate how useful they thought the main offerings of NORRAG are to them, as illustrated below.



NORRAG's knowledge products (NORRAG News, Working Papers, Blog) are rated as the most useful offering of NORRAG, followed by collaborative research projects with the South and face to face meetings (noting that a large numbers of respondents indicated that they 'don't know' if the face to face meetings are useful - as they have not yet attended one). Twitter was rated as the least useful offering.

Use of NORRAG's knowledge products

NORRAG seeks to deliver and disseminate (policy) relevant knowledge and information, and respondents were asked how they use our knowledge products and in particular NORRAG News, with the below results.

| | Very often | Often | Not Often | Never | Not applicable |
|---|------------|-------|-----------|-------|----------------|
| To keep up to date with education and training issues | 24% | 45% | 24% | 4% | 4% |
| To inform research work (consultancy and/or academic) | 19% | 40% | 24% | 9% | 8% |
| To inform projects and policy | 15% | 35% | 32% | 10% | 8% |
| To share contents with my colleagues | 13% | 31% | 35% | 11% | 10% |
| To incorporate into teaching courses | 10% | 21% | 27% | 15% | 27% |
| To network with article authors | 7% | 21% | 32% | 26% | 15% |

Based on the feedback received, individuals use NORRAG News mostly as a way to keep up to date with international education and training policies issues, to help inform their research work, followed by its use to inform projects and policy, in particular among NORRAG's policy and practitioner constituency.

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

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

'It provides very useful and timely information. I do not see any parallel source of information' (University academic, South Asia)

'It is THE "go-to" place on this topic - and I appreciate being able to send people your way to strengthen their knowledge in the field' (Foundation, North America).

'It deals with current burning issues in international educational development' (Multilateral organization, Europe).

NORRAG provides 'Critical analysis and dissemination of information and ideas' (Bilateral aid agency official, based in Sub-Saharan Africa)

NORRAG is 'a source of critical positive thinking' (Government official, Europe).

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

'I find that NORRAG is a honest knowledge broker in the education for development field (there are many other brokers in the field, but that - in contrast to NORRAG - have a political and ideological agenda)' (University academic, Europe)

'NORRAG provides an alternate perspective to OECD, World Bank, UNESCO & Cedefop' (University research student, East Asia)

It offers 'Independent views' (University research student, East Asia).

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

'Its capacity to put at the same table specialists from different organizations and engage them in a dialogue' (University research student, Europe)

'It links research with policies, with the help of experts around the world' (Government department - Ministry of Education / Labour, Arab States)

'It is issue-oriented and brings together the community of policy makers, research and practice in a comprehensive way' (Multilateral organization, Europe).

It is 'Providing a platform for research, policy and practice, gathering specialists from different origins and perspectives' (NGO, Europe).

Related to NORRAG's Programmes of Work

Its 'blogs stronger focus on TVET and skills training than other networks/blogs' (Consultant, North America).

NORRAG's Communication

Our website is essential as it serves as NORRAG's window to our members and stakeholders. It conveys information about our main programmes of work, our activities, resources and the development of our collaborations with institutional partners in the global South. The website also hosts NORRAG's Networking Tool. In parallel, we disseminate the latest information about our Network and its members through our News Bulletin and our social media channels. The table below illustrates how the respondents assessed our website and our News Bulletin, as well as their use of the Networking Tool. It shows that most respondents rated the overall content of NORRAG website and NORRAG Bulletin as 'good' or 'excellent'.

| | Excellent | Good | Average | Poor | Don't know |
|--------------------------------------|-----------|------|---------|------|------------|
| Website norrag.org (overall content) | 31% | 49% | 8% | 0% | 13% |
| News Bulletin | 27% | 51% | 9% | 1% | 12% |

| | Once a week or more | Once a month or more | Several times a year | Once a year | Never |
|----------------------------|---------------------|----------------------|----------------------|-------------|-------|
| Use of the Networking Tool | 6% | 10% | 21% | 17% | 46% |

Some avenues for improvement

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

- Hold more NORRAG events in major regions around the world;
- Increase the knowledge products and improve their dissemination, and develop special issues with regional focus as it is the case today with the Arabic and Mandarin Chinese versions NORRAG News;
- Strengthen the offer of online products, including text-based products, webinars, video recording of meetings, link to high-quality database on education;
- Improve the networking among members, for example via a dedicated Application;
- Enhance NORRAG's inclusiveness, for instance by launching calls for project participation and co-organisation of events.