



NORRAG

Annual
Report

2020

NORRAG

Network for international policies and
cooperation in education and training

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

About NORRAG

NORRAG is a global network of 5,000 members for international policies and cooperation in education and training. NORRAG is an offshoot of the Research, Review, and Advisory Group (RRAG) established in 1976 and at the time funded by the International Development Research Centre (IDRC) and Swedish International Development Authority (Sida). It was charged with critically reviewing and disseminating education research related to the developing world. The current name was adopted in 1986. Since the move to Switzerland in 1992, NORRAG has been significantly supported by the Swiss Agency for Development and Cooperation (SDC) and the Graduate Institute of International and Development Studies, and more recently, the Open Societies Foundation (OSF).

NORRAG's strength lies in addressing under-researched questions of quality and equity in key issues in education and development, and in amplifying under-represented expertise particularly from the South. NORRAG's core mandate is to produce, disseminate and broker critical knowledge and to build capacity for and with the wide range of stakeholders who constitute our network. Our stakeholders from academia, governments, NGOs, international organizations, foundations and the private sector inform and shape education policies and practice at national and international levels. Through our work, NORRAG contributes to creating the conditions for more participatory, evidence-informed decisions that improve equal access to and quality of education and training.

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

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

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internationales en éducation et en formation

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

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Coordination

Paul Gerhard and Anushka Rajee

Production

Alexandru Crețu

Design concept

Anouk Pasquier Di Dio

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NORRAG

Annual Report 2020

FOREWORD

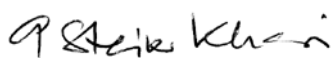
We are delighted to share our 2020 annual report with you.

In 2020, NORRAG's main achievements were the successful start of the Knowledge and Innovation Exchange (KIX) Europe | Asia | Pacific (EAP) Hub and the release of ground-breaking resources on Innovative Finance for Education (IFE) as part of the COFER Innovative Financing in Education and Development project.

2020 also saw many changes induced by the COVID-19 pandemic, especially in education systems worldwide; changes that are exacerbating the divide between those who have access to equitable, quality education and those who do not. UNESCO reported school closures in 188 countries, displacing over 1.5 billion learners and over 63 million teachers. While more privileged schools were able to transition to online learning, the OECD calculated that 61% of teachers were not offered help to adapt to online teaching.

Just as education systems have had to adapt, NORRAG has had to change, with staff mostly working from home and events taking place online. Despite these unprecedented changes in how we work, the principles and orientation of NORRAG remain the same. In addition, we have been reflecting on how we conduct our work as a global organization. We have pledged to reduce our carbon footprint while increasing our global representation (through staff and advisors), as well as our reach and inclusion through virtual technologies for meetings and events.

In 2020, Moira Faul started as NORRAG's new Executive Director. Moira's arrival has brought new opportunities in terms of research, partnerships and leadership. We thank the NORRAG team in Switzerland and worldwide, as well as our global community, for their continuous commitment and engagement – and especially for their flexibility and adaptability during this pandemic. While COVID-19 should not be the centre of our attention, it has certainly provided an opportunity to reflect on ourselves, on education systems, and NORRAG's place in the international education space. We also wish to thank all our partners and funders who have continuously supported us, and we encourage our members and all our stakeholders to share their feedback on our work.



Gita Steiner-Khamsi, D.Phil.

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



Moira V. Faul, PhD,

Executive Director, NORRAG, Graduate Institute of International and Development Studies, Geneva

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1

A black and white photograph of a young boy, likely a student, wearing a white face mask and a school uniform. He is holding a book and looking off to the side. The background is slightly blurred, showing what appears to be a wooden structure. A teal semi-transparent banner is overlaid at the bottom of the image, containing the text 'INTRODUCTION AND HIGHLIGHTS'.

INTRODUCTION AND HIGHLIGHTS

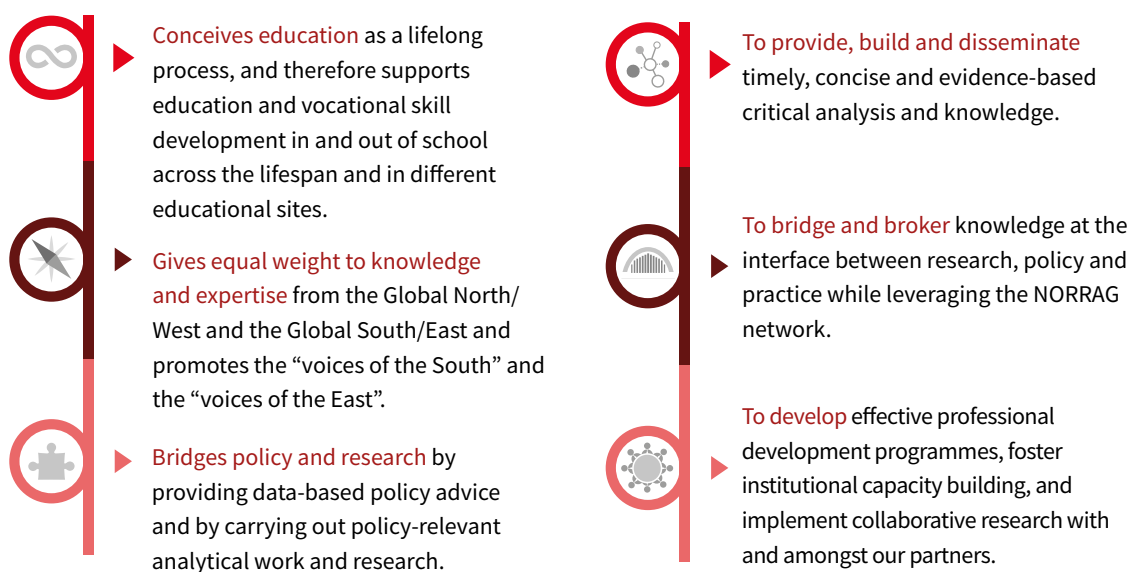
INTRODUCTION

NORRAG's strength lies in addressing under-researched questions of equity and quality in key issues in education and development, and in amplifying under-represented expertise, particularly from the global South. NORRAG's core mandate is to produce, disseminate, and broker critical knowledge and to build capacity for and with the wide range of stakeholders who constitute our network.

Our stakeholders from academia, governments, NGOs, international organizations, foundations, and the private sector inform and shape education policies and practices at national and international levels. NORRAG contributes to creating the conditions for more participatory, evidence-informed decisions that improve equal access to and quality of education and training.

As of January 2021, the network has 4,942 registered members in 172 countries, 46% of whom are from the Global South. The network shares a vision of education development:

Our statement of purpose is to inform, influence, and challenge international education policies and cooperation at the international, regional, and national levels, with a particular focus on promoting the voices of the South/East. This mission translates into the following three objectives for our scope of work, which reflect NORRAG's global niche as it has developed over recent years:




Meeting these objectives will eventually contribute to the enhanced and contextualised implementation of our overall goal: the Education 2030 Agenda.



KEY RESULTS AND HIGHLIGHTS

NORRAG has developed a way of working that emphasises partnerships and centres expertise from the South to co-produce effective knowledge products, capacity building interventions and policy dialogue events. Highlights in 2020 include the culmination of our Innovative Financing for Education (IFE) project, supported by swissuniversities, Open Societies Foundation (OSF), and the Swiss Agency for Development and Cooperation (SDC), which brought together six partner institutions in Argentina, China, India, South Africa, and Switzerland to produce new knowledge on recent critical, but little understood, interventions in the education financing landscape nationally and globally. Another major highlight took place on 27 May 2020, when NORRAG hosted the launch of the IDRC-GPE Knowledge Innovation Exchange (KIX) Europe, Asia, and Pacific (EAP) Hub. We seek to bring local expertise and innovations to the surface and support effective regional knowledge generation and mobilisation.

The KIX EAP Hub also offers opportunities for peer learning and exchange through professional development and inter-country visits. In addition to these strategic priorities, we have maintained our flexibility to respond to crises and opportunities. Rather than cancelling most scheduled events after the start of the COVID-19 global pandemic, we moved many of our events online. We rapidly developed our capacity as convenors in virtual spaces, including using interpretation into multiple languages to ensure improved accessibility. We pledged to reduce our carbon footprint while further expanding our global presence through our network and the further use of virtual meeting technologies. We continue to mobilise and inform NORRAG members in 2020, sharing news produced by members and partners in a variety of our knowledge products and regular newsletters; sharing news that would be of interest; and surveying members' experiences, for example, on COVID-19 in their countries.



KEY RESULTS IN 2020

Innovative Financing in Education and Development

Published groundbreaking resources on Innovative Financing in Education, including a systematic literature review, animation videos, and case studies that provide contextually relevant information on how innovative financing tools are designed and implemented in the Global South.

KIX Europe, Asia, and Pacific Hub

Started a new GPE-funded project on the Knowledge Innovation Exchange (KIX), a joint endeavour with IDRC to connect expertise, innovation, and knowledge among 21 countries across the Europe, Asia, and Pacific (EAP) region to build stronger education systems and accelerate progress towards SDG 4.

Graduate Institute Education Series

Launched a new series of events with the Graduate Institute Interdisciplinary Programme titled 'Graduate Institute Education Series'.

Education in Emergencies

NORRAG represents the Graduate Institute as a founding member of the Geneva Global Hub for Education in Emergencies, delivering on a pledge signed at the Global Refugee Forum in December 2019. We are active in the Hub Working Group and Steering Committee, and continue to co-convene INEE Data and Evidence Collaborative.

Futures of Education

Contributed to the expert stream of UNESCO Futures of Education by co-convening an online consultation on the futures of education in emergencies and protracted crises, which was cited as an important example of good practice in scenario development.

Capacity building

Launched the first KIX EAP Learning Cycle titled 'Feasibility Study on Scaling Innovation', with 50 participants from five of the 21 KIX EAP countries.

Publications

Published NSI 04: New Philanthropy and the disruption of global education and NSI 05: Domestic Resource Mobilisation: Tax and Education.

Online events and webinars

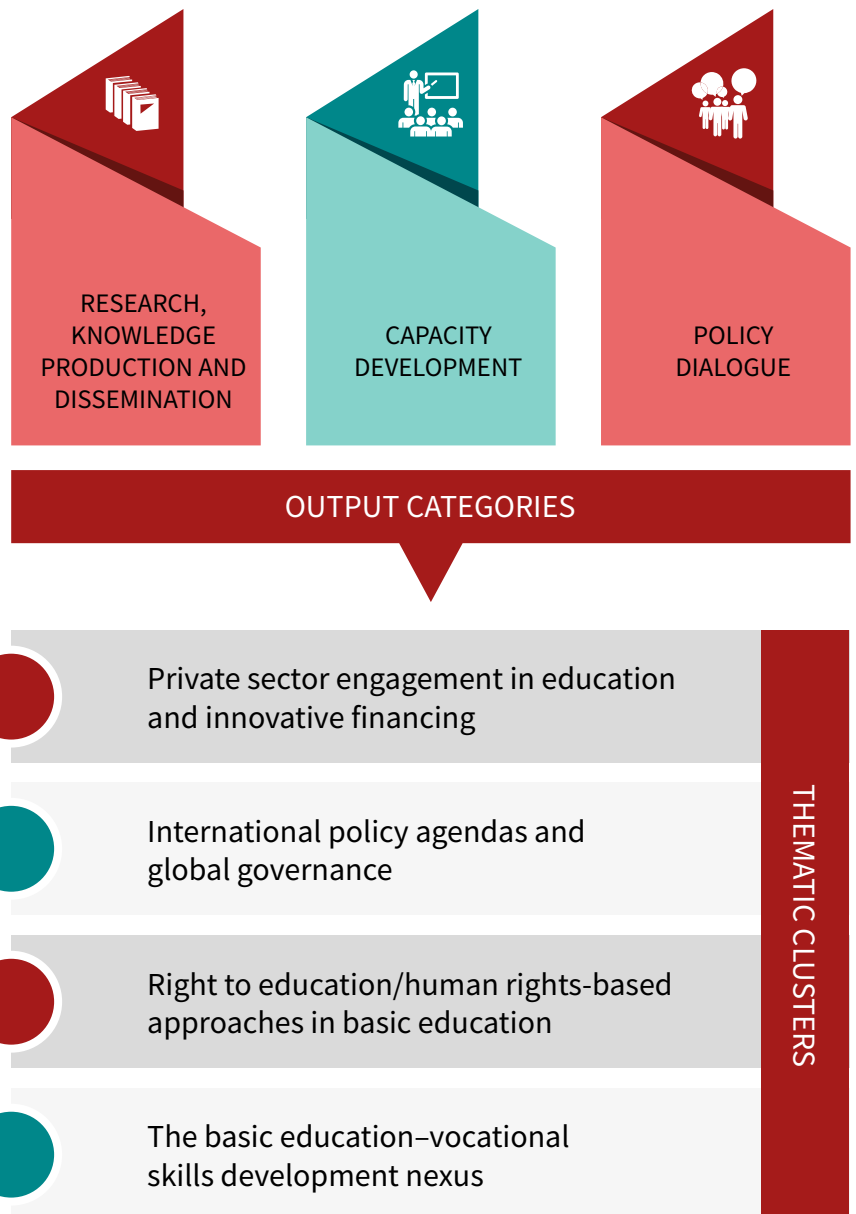
Organised five successful webinars as part of the KIX EAP Hub, which were attended by 963 participants from 85 countries. We also held online launches for NSI 05: Domestic Financing: Tax and Education and NSI 04: New Philanthropy and the Disruption of Global Education, and produced four new podcasts.

2



ACTIVITIES

This Annual Report presents the key activities, outputs, and results delivered by NORRAG between 1 January and 31 December 2020. It also contains information on NORRAG's proposed strategic orientations in its main thematic areas as well as facts about our governance and collaborations. It lists the detailed activities according to the three main output categories and four key thematic clusters.



The Appendix presents the statistics and data used as indicators for our outreach and communications outcomes and impact until January 2021. These indicators include the evolution and composition of our membership as well as the use of our website and knowledge products. The indicators reflect our growing outreach and increasing role in knowledge exchange among our various stakeholders, partners and members – including researchers, practitioners and policymakers – with an increasing use of, and contribution to, our outputs from the Global South/East.

KNOWLEDGE PRODUCTION AND DISSEMINATION

Since 2018, the Editorial Board, chaired by Alexandra Draxler, has supported NORRAG in developing strategies to produce, disseminate, and broker critical knowledge along our core themes.

The Editorial Board suggests topics and contributors for NORRAG knowledge products, such as the *NORRAG Special Issue (NSI)*, the *NORRAG Series on International Education Development*, and the NORRAG Blog. In

addition, the Editorial Board provides feedback on publications when required and helps establish a pool of reviewers.

NORRAG Special Issue

NSI is an open-source periodical produced by NORRAG with support from the Open Society Foundations (OSF) and the Swiss Agency for Development and Cooperation (SDC). It seeks to give prominence to authors from different countries and with diverse perspectives. Each issue, edited by one or more guests, is dedicated to a special topic of global education policy and international cooperation in education. The NSI includes a number of concise articles from diverse perspectives and actors with the aim of

bridging the gap between theory and practice as well as advocacy and policy in international education and development.

Key achievements in 2020 include the launch of NORRAG Special Issue 04 and NORRAG Special Issue 05. NORRAG Special Issue 03, originally released in Spanish in 2019, was published in Arabic, English, French, Russian, and Simplified Chinese script.

- April 2020: Launch of NSI 04, ***New Philanthropy and the Disruption of Global Education***, with guest editors Marina Avelar, Research Associate, NORRAG, and Lara Patil, Advisor, NORRAG. Translations and regional contextualisation in Arabic, Simplified Chinese script, Spanish, French and Russian are currently underway.
- November 2020: Launch of NSI 05: ***Domestic Financing: Tax and Education***, with guest editor David Archer, Head of Public Services, ActionAid, UK. Translations and regional contextualisation in Arabic, Simplified Chinese script, Spanish, French and Russian are currently underway.



Innovative Finance for Education Outputs

In 2020, NORRAG published a series of outputs from the ‘Innovative Financing in Education and Development: Case Studies and Multimedia Material for E-Learning’ (IFE) project. The two-year project started in 2018 and will come to an end in 2021. It included the following partners: NORRAG, the University of Fribourg and Zurich University of Teacher Education (Switzerland), Universidad Nacional de General Sarmiento in Buenos Aires (Argentina), Beijing Normal University (China), Tata Institute of Social Sciences in Mumbai (India), and the University of Cape Town (South Africa). This project was

partially funded by swissuniversities Development and Cooperation Network (SUDAC) under the development of Consortia for Education and Research (COFER) and supported by OSF, SDC and the partner organisations.

The IFE project contributes to NORRAG’s efforts by building empirical evidence on the use of innovative financing to improve provision, quality, and equity in education. It presents research with a focus on the Global South in the form of working papers, animated videos, and case studies.

- **July 2020: Working paper: [Innovative financing for education: A systematic literature review](#)**, by Marina Avelar, Arushi Terway and Marina Dreux Frotté.

NORRAG’s 11th Working Paper is the result of a systematic review of over 130 publications on the topic. It explores how innovative finance has been conceptualised in the field of education and the types of mechanisms that have been explored so far. The paper also provides an analysis of the benefits and challenges of innovative financing in education, as described in the literature.

- **July 2020: In-depth case study: [India Education Outcomes Fund](#)**, by Archana Mehendale and Ajay Singh.

NORRAG’s 12th Working Paper is a case study showcasing the design and process of establishing the India Education Outcomes Fund, a catalytic platform for providing sustainable and innovative funding at scale. The working paper was developed by the Tata Institute of Social Sciences (TISS), Mumbai.

- **December 2020: Working paper: [Zaya Learning Lab](#)**, by Marina Avelar and Arushi Terway.

NORRAG’s 13th Working Paper examines the evolution of Zaya Learning Labs from its initial work as a non-profit organisation to its current format as a for-profit social business. The case study focuses on how its funding has changed over time by leveraging the impact investing ecosystem.

- [Educate Girls Development Impact Bond](#), by Marina Dreux Frotté
- [Global Partnership for Education – GPE Multiplier Fund](#) by Albiana Jasiqi
- [International Financing Facility for Education \(IFFEd\)](#) by Albiana Jasiqi
- [Girls Rising and Global Education Fund](#) by Albiana Jasiqi
- [Education Performance for Results Program in Tanzania](#) by Wajeeha Bajwa



A series of short case studies were also published to illustrate how Innovative Financing in Education mechanisms work in practice in diverse contexts in the Global South. These short cases compile existing information to tell the story behind the design and implementation of various mechanisms, shedding light on the financing challenges they address:

- [Education, Youth, and Employment Bond – Inter-American Development Bank](#) by Michèle Manpreet Ryatt
- [Lumni Income Share Agreement](#) by Michèle Manpreet Ryatt
- [Debt-for-education swaps: Cases between Spain and Latin American countries](#) by Michèle Manpreet Ryatt
- [IDP Rising Schools Program](#) by Albiana Jasiqi
- [Crowdsourcing student loans: Student financing in Kenya with Kiva and Strathmore University](#) by Michèle Manpreet Ryatt

Finally, ten animation videos were created to explain the rationale behind the need for innovative financing in the education sector and explain, in visually engaging ways, examples of diverse innovative financing mechanisms, from bonds and debt swaps to insurance and remittances. The purpose of these

videos is for novice audiences to quickly grasp the fundamental structure of various innovative financing mechanisms that could potentially be used to either bring more funding into education or utilise existing funding in a more efficient and effective manner.

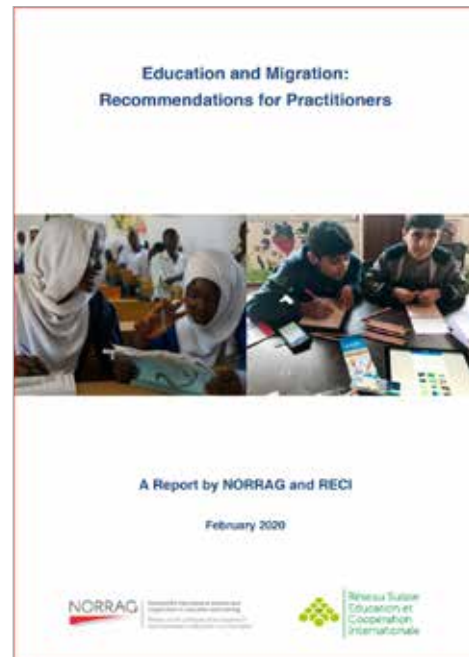


Working Group Report on Migration

After organizing the [Education and Migration Conference](#) in 2018, representatives from NORRAG, Réseau Suisse Education et Coopération Internationale (RECI), NGOs, and education boards formed a working group to identify “good practice” elements for the field of education and migration.

- February 2020: [Education and Migration: Recommendations for Practitioners Report](#), by Silvan Oberholzer (NORRAG) and Ruth Dällenbach (RECI).

This report examines the findings from six case studies in the field of education for children and young people who are in a phase of transition or integration after having emigrated or fled from their home country. It provides recommendations for policymakers and practitioners.



NORRAG Podcast

The NORRAG Podcast, launched in 2019, gives voice to NORRAG members and partners who contribute to NORRAG knowledge products. Four episodes were released in 2020.



Iván Matovich, NORRAG Podcast 03: *New philanthropy and global policy networks in education: The case of Argentina* (podcast interview) - 10 January 2020



Megan Haggerty and Bronwen Magrath, NORRAG Podcast 04: *The IIEFG: Role of a philanthropic affinity network within global education* (podcast interview) - 26 February 2020



Ji Liu, NORRAG Podcast 05: *Human Capital Index and the Hidden Penalty for Non-Participation in ILSAs* (podcast interview) - 27 April 2020



Archana Mehendale, NORRAG Podcast 06: *India Education Outcomes Fund* (podcast interview) - 08 December 2020

NORRAG Blog

The NORRAG blog, under the editorship of Ji Liu, Professor at Shaanxi Normal University's Tin Ka Ping School of Education and NORRAG Senior Adviser, continued its further expansion, reach, and volume. NORRAG's blog provides a platform for education stakeholders, particularly those from the Global South/East, to share their expertise and experience.

- NORRAG Highlights provides overviews of current trends and developments in the global education community. Some of the trends that emerged from the blog in 2020 include posts related to the COVID-19 pandemic and its impact on education systems, global education assessments such as PISA, education funding mechanisms, the digital divide, Sustainable Development Goal 4, and building global solidarity and action in education. In 2020, the five most popular posts on the NORRAG blog were:
 - [COVID-19 Pandemic: Preventing an Emerging Educational Crisis in Pakistan](#) by Wajeeha Hazoor Bajwa (2020/04/08) – (3,610 views)
 - [COVID-19 Education Disruption and the Response by the Global Education Community](#) by Arushi Terway and Marina Avelar (2020/04/27) – (2,300 views)
 - [TINA Comes to European Education? The European Commission, PISA, PIAAC, and American-Style Knowledge Capital Theory](#)

by Hikaru Komatsu and Jeremy Rappleye (2020/07/22) – (1,197 views)

- [Online Education in Public Health Emergency: A Note During the Coronavirus Outbreak 2020](#) by Haogen Yao (2020/02/25) – (1,083 views)
- [Did the future arrive before we were ready for it?](#) By Noah W. Sobe (2020/03/23) (1,042 views)

- *NORRAG Debates* foster dialogue among all stakeholders around specific topics. In 2020, posts contributed to the following streams:
 - [“Can the Right to Education \(RTE\) Finally be Achieved?”](#): This debate stream highlights questions on the achievement of the RTE as countries make progress on fulfilling Sustainable Development Goal (SDG) 4. The stream has seen 14 posts published since September 2017.
 - [“Philanthropy in Education”](#): This debate stream contributes to the ongoing dialogue and helps unpack the questions, issues, and arguments concerning philanthropy in the education sector. This stream has seen nine posts published since December 2017.
 - [“Towards Evidence-Based Financing for Education in Emergencies”](#): This debate stream explores the links between financing and evidence for education in emergencies. This stream has seen six posts published since May 2018.

Strategic orientations and next steps

- Release the third book in the *NORRAG Book Series on International Education and Development*, edited by Frank Adamson, which centres on the Abidjan Principles and the human rights obligations of states to provide public education and regulate private involvement in education.
- Finalise the next two volumes in the Book Series: *Systems Approaches in Education* and *Decolonising International Cooperation in Education*.
- Further develop and advertise the NORRAG Podcast and Blog as outlets for NORRAG members and partners to contribute to our knowledge production.
- Deepen our support of FreshEd podcasts, specifically *FreshEd Flux* and its versions in Portuguese.
- Publish several national experts' contributions from KIX EAP Hub Learning Cycle 1.
- Initiate a series of NORRAG Policy Briefings (tied in with the NORRAG Global Policy Debates described in the Policy Dialogue section).
- Launch the pilot NORRAG Senior Fellowship Programme designed to attract senior scholars who are interested in collaboratively exploring a current debate from a decolonial perspective, resulting in an edited volume and a global virtual conference.
- Undertake original research mapping the education ecosystem in International Geneva, funded by SEFRI (Swiss State Secretariat for Education, Research and Innovation).
- Publish *NSI 06* titled, *States of Emergency: Education in the Time of COVID-19* and *NSI 07* titled, *Education in Times of Climate Change*.
- Further support regional versions of *NORRAG Special Issues* to increase views and downloads in diverse countries and languages.

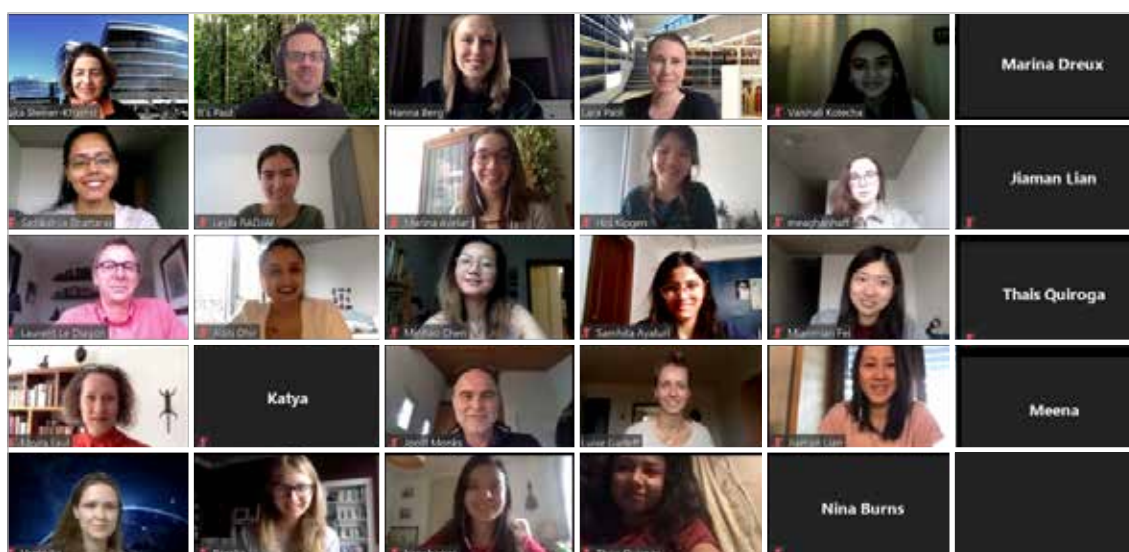
CAPACITY DEVELOPMENT AND PARTNERSHIP OUTPUT

Courses at the Graduate Institute

In 2020, Gita Steiner-Khamsi taught a 6-ECTS (European Credit Transfer and Accumulation System) course at the Graduate Institute, Geneva, titled “Education and Development: Tools and Techniques for International Cooperation.” The course is highly regarded by students from the Master in Development Studies programme and Master in International Affairs programme.

Ji Liu, Lara Patil, and Arushi Terway were invited to the class as guest speakers during the Spring semester. On 9 April, Ji Liu presented a paper he wrote with Gita

Steiner-Khamsi titled *Human Capital Index and the hidden penalty for non-participation in ILSAs*. On 30 April, Lara Patil gave a presentation on *The Evolution of Silicon Valley Philanthropy: ‘Disruption’ and the Implications for Educational Development in Pandemic Times*. On 23 April, Arushi Terway presented on *Development Impact Bonds (DIBs) and other Innovative Financing (IF) Mechanisms in Education*, along with John Soleanico, Programme Director at the UBS Optimus Foundation.



Graduate Institute students attending Lara Patil's presentation on the *Evolution of Silicon Valley Philanthropy: ‘Disruption’ and the Implications for Educational Development in Pandemic Times*

Innovative Financing in Education and Development: Case Studies and Multimedia Material for eLearning



In 2020, the IFE team disseminated the lessons learned about innovative financing in education through various forums. This section details IFE activities that provide capacity building in formal settings, such as classrooms. Please refer to the activities described in the section, “Policy Dialogue: Private sector engagement in education and innovative financing,” to view the IFE capacity-building activities that took place in informal settings like conferences and workshops.

In addition to these events and talks, the IFE team engaged in capacity-building activities at the Graduate

Institute. On 23 April, Arushi Terway presented on *Development Impact Bonds (DIBs) and other Innovative Financing (IF) Mechanisms in Education*, along with John Soleanico, Programme Director at the UBS Optimus Foundation during Gita Steiner-Khamsi's class at the Graduate Institute on Education and Development: Tools and Techniques for International Cooperation.

On 4 December, 2020, Marina Dreux Frotté of NORRAG and Tomas Esper, Research Consultant at NORRAG, gave a guest lecture at a Master's level class at Teachers College, Columbia University on Innovative Financing. Marina Dreux Frotté explained the fundamental concepts of innovative financing and the use of innovative financing to ensure equitable quality education. Tomas Esper presented the *Case Study on Proyectá tu Futuro*, a social impact bond being implemented in Buenos Aires, Argentina.

KIX Europe | Asia | Pacific (EAP) Regional Hub



The KIX Europe | Asia | Pacific (EAP) Regional Hub offers professional development (Learning Cycles) to national experts from 21 GPE partner countries in the EAP region to:

- Learn about recent debates and trends in education policy and planning.
- Share experiences in the design and implementation of pilot projects or innovations in education with other experts in the region.
- Produce high-quality policy and innovation exchange knowledge products that are published, translated into English and disseminated widely by the KIX EAP Hub.

In 2020, NORRAG and our partner Nazarbayev University Graduate School of Education (NUGSE) organised the First Learning Cycle “Feasibility Study on Scaling Innovation” from 24 September 2020 to mid-December. The course was offered in Russian to 50 national experts from Georgia, Moldova, Kyrgyzstan, Tajikistan, Uzbekistan, and Kazakhstan.

Special dispatch regarding CIES 2020



NORRAG and its partners were scheduled to attend the Comparative and International Education Society (CIES) Annual Conference, Education Beyond the Human: Toward Sympoiesis, on 22–26 March 2020 in Miami, Florida. However, due to the COVID-19 pandemic and in consideration of the safety and health of the CIES community, the CIES Board cancelled the on-site conference and transferred some of its content online. NORRAG fully supported the decision of the CIES Board, which unfortunately led to the cancellation of NORRAG’s activities at the conference, where we had planned to organise or participate in 11 panel discussions, four paper sessions and the presentation of two NORRAG Special Issues. In this report, we list, in the appropriate sections, the NORRAG panels that would have been organised at CIES 2020. In addition to the regular programme of panel sessions, the regular NORRAG Policy Research Reception would have been organised in partnership with the Al Qasimi Foundation.

Strategic orientations and next steps

- Develop additional in-depth case studies and teaching notes on existing IFE experiences in the Global South.
- Continue to offer master’s-level academic courses on education and development for students in interdisciplinary programmes at the Graduate Institute.
- Develop and fundraise for Executive Education courses (CAS) for professionals working in the education and finance sector, along with UNESCO-IIEP and the Graduate Institute.
- Engage in additional research partnerships to examine the impact of innovative financing structures on improving funding for inclusive and equitable quality education.
- Deliver the course ‘Using data and information for crisis-sensitive education planning’ with UNESCO-IIEP.
- Create and deliver a second Learning Cycle for the IDRC-GPE KIX EAP region on Feasibility Studies for Scaling Innovation (Russian language), which will enable national experts to publish a data-based study on an existing innovation or a pilot project in their country.

POLICY DIALOGUE

International Policy Agendas and Global Governance

Over the last three decades, globalisation has presented a new set of challenges and opportunities for policymakers and implementers in the field of education. Global actors are reshaping the priorities, approaches, and agendas of the international community, with repercussions for national and local governments. Similarly, the governance arrangements used to further international policy agendas have undergone noticeable changes. In this context, the traditional role of the state is evolving, with non-state, regional, and international actors playing an increasingly large role in policy and governance. The following pages highlight some of the work in this area, particularly NORRAG's work on the themes of SDG 4 – Education 2030 Agenda, education in fragile and conflict-affected states, and the politics of data and indicators.

SDG 4 – Education 2030 Agenda

What has transpired globally, regionally, and nationally since the Sustainable Development Agenda, including SDG 4, was confirmed by the UN General Assembly in 2015. Following the goal and target agreements for 2030, the question immediately became: 'What next?' How would these new targets be achieved? How would they be measured, and which indicators will be used? How will they be financed? Since SDGs are aspirational global goals, a key issue becomes if and how they would be translated into national and international policies around the world over the coming years. NORRAG's work in this area aims to stimulate critical and multi-perspective and multi-stakeholder discussions about SDG4 and the Education 2030 agenda and its impact on policy and practice.

At the end of 2019, NORRAG secured a 45-month grant from the Global Partnership for Education (GPE) and the International Development Research Centre (IDRC) to host the Knowledge Innovation Exchange (KIX) Hub for the Europe, Asia, and Pacific (EAP) region, ranging from Albania in the west to Papua New Guinea in the east, from the Republic of the Maldives in the south, to Mongolia in the north.

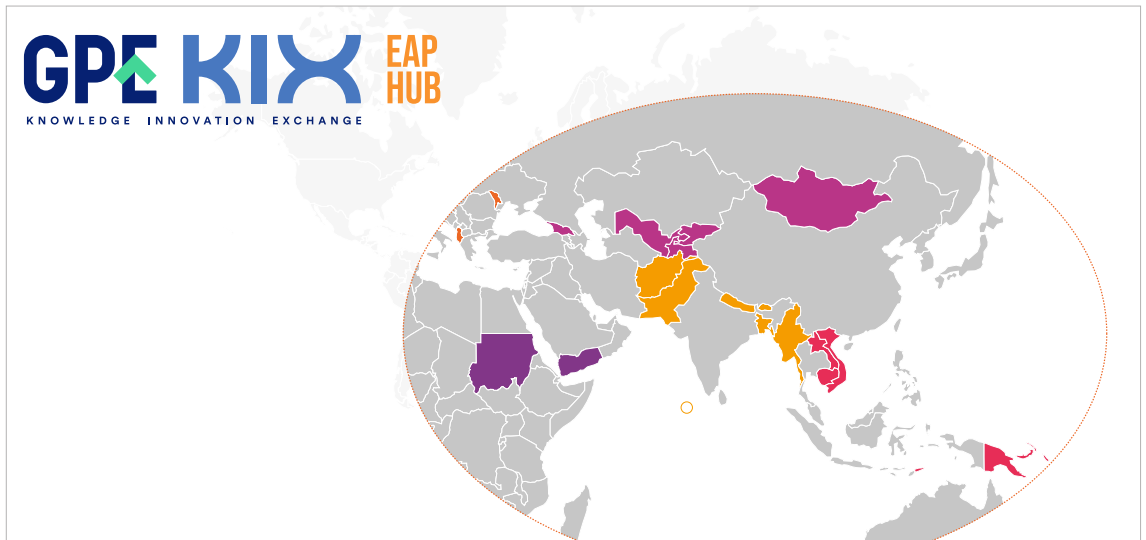
The goal of this project is to strengthen education systems by ensuring that evidence-based solutions get in the hands of national policymakers and directly feed into policy dialogue and planning processes, while building the capacity to produce, integrate, and scale knowledge and innovation in our 21 GPE partner countries.

Activities in the hub in 2020 include a launch event that was attended by more than 100 participants

from the 21 countries in the KIX EAP region on 27 May 2020; an empirical study on thematic priorities, challenges, and innovations in the 21 countries of the EAP region; and a series of five webinars attended by over 960 total participants on the topics below. The first webinar included Russian interpretation, and the subsequent webinars also included Arabic interpretation.

- 'Implementing Monitoring, Evaluation & Learning (MEL) during COVID-19: Thoughts, Ideas & Reflections' in collaboration with our partner in the project FHI 360 on 22 July 2020
- 'Potentials for Innovative Financing Solutions for Inclusive and Quality Education', organized by the KIX EAP Hub in partnership with NORRAG's Innovative Finance for Education project on 27 August 2020.
- 'Designing with People for People in Education: An Introduction to Design Thinking and Human-Centered Design Methodologies', organized by the KIX EAP Hub in partnership with Sina Mossayeb on 30 September 2020.
- 'Using data to improve learning: Engaging with policy and reform', with our partner Australian Council for Educational Research (ACER) on 29 October 2020.
- 'Curriculum implementation: Competency-based learning and the alignment of curriculum, pedagogy, and assessment' with our partner UNESCO Bangkok on 25 November 2020.

Detailed statistics about the first KIX EAP webinars are available in the Appendix.



Specific activities

- 'KIX EAP Launch'* (Online, 27 May 2020 with Gita Steiner-Khamsi, Moira V. Faul, Arushi Terway, Alexandra Draxler, Marina Avelar, Emeline Brylinski, Wajeeha Bajwa, Marina Dreux Frotté, Boroka Godley, and Paul Gerhard)

Webinar on *'KIX Research on Scaling the Impact of Educational Innovations (ROSIE project)'* organised by IDRC and The Centre for Universal Education at Brookings (Online, 10 July 2020 with Marina Dreux Frotté)

KIX EAP webinar on *'Implementing Monitoring, Evaluation & Learning (MEL)'* during COVID-19: Thoughts, Ideas & Reflections organised in cooperation with FHI 360 (Online, 22 July 2020 with Gita Steiner-Khamsi, José Luís Canêlhas, Marina Dreux Frotté, Nemhoilhing Kipgen and Paul Gerhard)
- KIX EAP webinar on the *'Potentials of Innovative Financing Solutions for Inclusive and Quality Education'*, organized by the KIX EAP Hub (Online, 27 August 2020 with Arushi Terway, Paul Gerhard, José Luís Canêlhas, Gita Steiner-Khamsi, Nemhoilhing Kipgen, Marina Dreux Frotté, Moira Faul)

KIX EAP webinar on *'Designing with People for People in Education: An Introduction to Design Thinking and Human-Centered Design Methodologies'*, organized by the KIX EAP Hub (Online, 30 September 2020 with Paul Gerhard, José Luís Canêlhas, Gita Steiner-Khamsi, Nemhoilhing Kipgen, Marina Dreux Frotté, Moira Faul)

First session of the KIX Learning Cycle 1 *'Feasibility Study on Scaling Innovation'* organised in cooperation with Nazarbayev University Graduate School of Education (Online, 24 September 2020 with Gita Steiner-Khamsi, Arushi Terway, Veronika Mosolova, Nemhoilhing Kipgen)
- KIX EAP Learning Cycle 1: 'Sessions on Feasibility Study on Scaling Innovation'* organised in cooperation with Nazarbayev University Graduate School of Education (Online, with Gita Steiner-Khamsi (8.10), Arushi Terway (15 & 22.10), Julia Levin and Darkhan Bilyalov (29.10 and 5.11), José Luís Canêlhas (12.11), Ji Liu (19.11), Moira V. Faul (26.11), Patrick Montjouridès (3.12)

KIX EAP Learning Cycle 1: Presentation of studies by the national teams (17.12)

KIX EAP webinar on *'Using data to improve learning: Engaging with policy and reform'*, in cooperation with the Australian Council for Educational Research (ACER) (Online, 29 October 2020 with Paul Gerhard, Gita Steiner-Khamsi, José Luís Canêlhas, Moira Faul, Nemhoilhing Kipgen, Marina Dreux Frotté)
- KIX EAP webinar on *'Curriculum implementation: Competency-based learning and the alignment of curriculum, pedagogy, and assessment'*, in cooperation with UNESCO Bangkok. (Online, 25 November 2020 with Paul Gerhard, Gita Steiner-Khamsi, José Luís Canêlhas, Moira Faul, Nemhoilhing Kipgen, Marina Dreux Frotté)

Participation in the KIX Symposium – *'Reflecting on Progress and Looking Towards the Future'* organized by IDRC (Online, 9 October 2020 with Paul Gerhard, José Luis Canêlhas, Gita Steiner-Khamsi, Nemhoilhing Kipgen, Marina Dreux Frotté)



Education in Fragility

According to the United Nations High Commissioner for Refugees (UNHCR), a staggering 70.8 million people are forcibly displaced worldwide, including 25.9 million refugees (2019 figures). Over half of refugees are below 18 years of age. Education Cannot Wait estimates that 75 million children are in dire need of educational support in crisis-affected contexts, including hundreds of thousands of children whose education has been disrupted by natural disasters. NORRAG's work in the area of education in fragility emphasises the production of knowledge and research and seeks to bring together stakeholders to encourage interactions between research and policy in the field of education in fragility.

In the first half of 2020, a key achievement in the area of education in fragile contexts was the signature of the Pledge signed at the Global Refugee Forum (which took place in December 2019) to make Geneva a global hub for education in emergencies. The Pledge was signed by the Graduate Institute of International and Development Studies – of which NORRAG is an associate programme – and also by Education Cannot Wait (ECW), Global Education Cluster (GEC), International Committee of the Red Cross (ICRC), Inter-agency Network for Education in Emergencies (INEE), International Organization for Migration (IOM), United Nations Children's Fund (UNICEF), United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations High Commissioner for Refugees (UNHCR) and the University of Geneva. NORRAG now represents the Graduate Institute on the Geneva Global Hub for Education in Emergencies Working Group and Steering Committee.

As part of Virtual CIES (vCIES), NORRAG collaborated on a series of webinars on data and education in emergencies organised by our strategic partner, the Inter-Agency for Education in Emergencies (INEE). Moira V. Faul, as new Executive Director, spoke during the first online webinar on *Strengthening the Global EiE Data Architecture* and chaired the second *Using Data to Plan for Crises*. This

work is a continuation of NORRAG-INEE work on EiE data production, use, and governance, building on the 2019 Education in Emergencies Data Summit, which NORRAG was central to organising. This two-day Summit addressed EiE data issues, challenges, and opportunities across the humanitarian and development sector.

NORRAG continues to serve as co-chair of the Expert Group of the INEE Data and Evidence Collaborative, convening EiE data experts from a range of organisations that have EiE mandates. We were also instrumental in establishing, and participate in, the INEE Reference Group on education in emergencies (EiE) data. The Reference Group seeks to tackle some of the sectoral challenges in EiE data collection, storage, sharing, and use. This group fulfills part of the 2019 EiE Data Summit Action Agenda, by enabling data experts from a range of organisations to collaborate on systemic EiE data issues that exist within and between their organisations.



In July 2020, NORRAG and the UNESCO Futures of Education organised an online consultation on the “Futures of Education in Emergencies and Protracted Crises”. This foresight exercise will feed into UNESCO's Futures of Education initiative, which aims to reimagine how knowledge and learning can shape the future of humanity and the planet. This event is part of the Futures of Education expert track, the second of three interconnected tracks to engage in public dialogue and debate with multiple stakeholders at global, regional, and national levels to enrich the process of developing the report. The online consultation was attended by 35 experts from across policy, practice, and academia and moderated by our partners from Education Cannot Wait, the International Committee of the Red Cross (ICRC), INEE, and Save the Children.

As a key recommendation of the 2019 Data Summit Action Agenda, the INEE Data and Evidence Collaborative – co-chaired by FHI 360 and NORRAG – consulted a range of actors on how best to constitute this expert group before inviting ECW and the UIS to co-chair the INEE-convened group for the first year.



Specific activities

Participation in the ‘*vCIES Keynote Panel Discussion on Futures of Education*’

organised by UNESCO (Online, 24 March 2020, with participation from Marina Dreux Frotté and Paul Gerhard)

Webinar on ‘*Strengthening the Global EiE Data Architecture*’ organised by INEE (Online, 10 June with Moira V. Faul and Patrick Montjouridès)

Participation in the ‘*Swiss Launch of the Global Education Monitoring Report on Inclusion & Education*’ organised by the Swiss Agency for Development and Cooperation (SDC), in collaboration with the Swiss National Commission for UNESCO, the Swiss Network for Education and International Cooperation (RECI) and the Swiss Forum for Vocational Training and International Cooperation (FoBBIZ) (Online, 30 June 2020 with Paul Gerhard, Moira V. Faul and Marina Dreux)

Webinar ‘*Using Data to Plan for Crises*’ (Online, 17 June, chaired by Moira V. Faul)

Participation in ‘*Elevating Education in Emergencies: Securing Uninterrupted Learning for Crisis-Affected Children*’ organised by INEE (Online, 25 June with Paul Gerhard)

UNESCO-NORRAG online consultation ‘*The Futures of Education in Emergencies and Protracted Crises*’, organised in cooperation with UNESCO Futures of Education initiative and supported by Education Cannot Wait, International Committee of the Red Cross (ICRC), INEE and Save the Children (Online, 17 July 2020 with Moira V. Faul, Marina Dreux Frotté, Nemhoilhing Kipgen, Paul Gerhard)



Politics of Data and Indicators

Global governance is increasingly becoming evidence-based, which in turn encourages the generation of data and statistics to guide policy and to legitimate decisions. Data has thus become a key agent of the global education community and serves as an important source of legitimation and justification for decision-making and for the investment of resources in education and training areas. NORRAG’s work in this area aims to unpack the role of data and indicators in global governance frameworks for education and to question the implications of standardisations shaped by these governance frameworks, with a specific emphasis on education-relevant Sustainable Development Goals (SDG) and frameworks. For example, NORRAG plays a key role in the development of global policy and practice regarding data and evidence in emergencies in education by continuing to co-convene with INEE, the Collaborative Working Group.

As a follow-up to the launch of *NORRAG Special Issue 03* in October 2019, and to coincide with the launch of the English translation of *NSI 03*, NORRAG organised a panel discussion on 16 March 2020 with internationally renowned experts in education and global governance to discuss the impact of global monitoring on national reform priorities in education: *Global monitoring of national educational development: Coercive or constructive?* Since the COVID-19 restrictions cancelled face-to-face activities at the Graduate Institute, the event took place online. During the event, the authors examined how global monitoring knowledge is mobilized, produced, disseminated and used. Their analyses are intended to bridge the gap between theory and practice, as well as advocacy and policy in education.

Specific activities

'Global monitoring of national educational development: Coercive or constructive?' organised in cooperation with the Graduate Institute Interdisciplinary Programme, second in Graduate Institute Education Series (Online, 16 March 2020 with Gita Steiner-Khamsi, Moira V. Faul, Emeline Brylinski, Marina Dreux Frotté and Paul Gerhard)

'Data & Evidence Collaborative on Education in Emergencies Spring meeting', co-convened with INEE (Online, 14–15 May 2020 with Patrick Montjouridès)

INEE Education Policy Working Group (Online, 11 October 2020 with Patrick Montjouridès)

Russian launch of NSI 03 organised by Nazarbayev University Graduate School of Education (Nur-Sultan, Kazakhstan and online, with KIX EAP members)



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

Participation in the *Annual Presentation of the SDC's Global Cooperation and Humanitarian Aid* organised by the Swiss Agency for Development and Cooperation (Bern, Switzerland, 16 January with Paul Gerhard and Martin Damary)

RECI Committee (Bern, Switzerland, 17 January 2020 with Paul Gerhard)

RECI Atelier Romandie organised in cooperation with NORRAG (Geneva, Switzerland, 20 February 2020 with Paul Gerhard, Martin Damary and Gita Steiner-Khamsi).

Participation in the *NetFWD Annual Meeting* organized by the OECD (Paris, France, 3 March 2020 with Alexandra Draxler)

RECI General Assembly (Online, 28 May with Paul Gerhard)

RECI Committee (Online, 12 July 2020 with Moira Faul)

RECI Webinar (Online, 12 August 2020 with Moira Faul)

RECI Regional Meeting (Online, 14 October 2020 with Moira Faul)
Participation in *Global Education Colloquium "Decolonial Theories in Comparative Education"* organized by Drexel University School of Education (Online, 17 November 2020 with Marina Dreux Frotté)

Participation and coaching of a young activist during the *Young Activists Summit 2020*, organized by dev.tv, the Graduate Institute, Geneva (IHEID), the United Nations Office at Geneva, and Radio Télévision Suisse (Online, 20 November 2020 with Moira Faul)



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

NORRAG seeks to contribute to advancing the Right to Education (RTE) agenda and to help shape the terms of debate. NORRAG provides a space for education researchers, practitioners, and other stakeholders to express their views and brings a wide range of perspectives to the table, which have the potential to advance the realisation of the RTE, including right to education policies, best practices and experiences, and teacher policy.

Teacher Policy

In the area of teacher policy, in 2020 we strengthened our relationship as strategic partners of the UNESCO Teacher Task Force Knowledge Platform with Patrick Montjouridès and Ji Liu.

Wajeeha Bajwa, NORRAG Advisor, presented during the 23rd Annual Sustainable Development Conference (SDC) jointly organized by the Malala Fund and the Sustainable Development Policy Institute (SDPI) in Islamabad, Pakistan, on 14 December 2020. Wajeeha participated in a panel titled ‘Education Methods in COVID-19 Response: Assessing Gendered Impact’. She gave a talk on “Exploring the Efficacy of Digital Education and Tele-Education on Girls’ Schooling in Pakistan during the COVID-19 Pandemic” and

illustrated how the virus threatens to reverse the progress Pakistan has made in the past two decades regarding girls’ access to education.

In October 2020, NORRAG supported an online workshop, ‘Teachers facing the Digital Divide’, the first of a series of online workshops with the Graduate Institute’s Centre for Trade and Economic Integration (CTEI), in partnership with UNESCO and Microsoft.

In addition, NORRAG attended the RECI Working Group on Teacher Training for Quality Education. One of the main outputs of the working group will be the RECI Thematic Day on Teacher Training for Quality Education, which will take place in November 2020 in Bern/Online.

Specific activities

Teacher Task Force Regional Meeting for Asia-Pacific: Supporting Teachers in Crisis Context during COVID-19 ([Online](#), 24 May 2020 with Ji Liu)

Participation in the Working Group on Teacher Training for Quality Education (TTQE), organised by RECI ([Online](#), 18 June 2020, with Paul Gerhard)

Co-organisation with the Graduate Institute’s Centre for Trade and Economic Integration (CTEI) of the workshop “Teachers Facing the Digital Divide,” ([Online](#), 5 October 2020 with Moira Faul and Marina Dreux Frotté)

Presentation at the 23rd Annual Sustainable Development Conference (SDC) organized by the Malala Fund and the Sustainable Development Policy Institute (SDPI) in Islamabad, Pakistan on 14 December 2020 with Wajeeha Bajwa)



Other activities as part of the thematic Area Right to Education/Human Rights-Based Approaches in Basic Education:

‘A “common good” approach to COVID-19 in the field of education’, organised by OIDEL ([Online](#), 7 July with Paul Gerhard)

‘Abidjan Principles, COVID-19 and right to education in public schools’ by the International Commission of Jurists: Africa Regional Programme, Global Initiative on Economic, Social and Cultural Rights (GI-ESCR) and the Right to Education Initiative (RTE) ([Online](#), 24 July 2020 with Moira V. Faul)

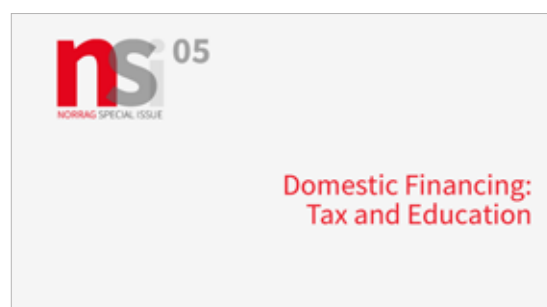


Private sector engagement in education and innovative financing

As the number and type of private and non-state actors engaging in the education and development sector grow worldwide, NORRAG aims to deepen the collective knowledge of the sector. It seeks to unpack the engagement of private sector actors and practices in education and the mounting numbers and modalities of alternative and innovative financing mechanisms in terms of their impact on the provision of education, as well as quality and equality in education.

— Innovative Financing in Education

Given the general decline in global aid to education and the need for an additional USD 1.8 trillion per year (as estimated by the Education Commission) in low-and middle-income countries to achieve SDG4, there is a growing interest in turning to innovative financing mechanisms for the sector. NORRAG's work in the area of Innovative Financing for Education (IFE) aims to develop capacity and deepen collective knowledge about the mounting numbers and modalities of innovative financing mechanisms in the education sector.



On 23 November 2020, NORRAG organized the launch of *NORRAG Special Issue 05: Domestic Financing: Tax and Education* with guest editor David Archer of Action Aid. The event took place on Zoom and was attended by 130 academics, professionals, and advocates from all over the world.



The first event in the NORRAG-IHEID Graduate Institute Education Series, *Innovative Financing Case Studies and Debates in the New PPP Aid Architecture*, took place on 30 January 2020 and was organised in cooperation with the Graduate Institute Interdisciplinary Programme. Speakers included Arushi Terway, Marina Dreux Frotté and Marina Avelar from NORRAG, Marie Brüning from SDC, Prof. Archana Mehendale, Centre for Education, Innovation and Action Research, Tata Institute of Social Sciences in Mumbai, India, as well as students of the

Interdisciplinary Masters course in Development Studies at the Graduate Institute, Geneva. The event was live streamed and attended by 30 experts.



In 2020, Arushi Terway gave several talks on the topic of innovative finance in education, including intervention on *Innovative Finance: Engaging the private sector in sustainable development financing to address the SDG education challenge?* on 16-17 January 2020 in Bangalore India and on 10–11 July in the online *International Conference on Equitable Education: All for Education*, which focussed on eight main themes to make equitable education possible. Arushi Terway and John Soleanico (Programme Director, UBS Optimus Foundation) also presented on the topic of Development Impact Bonds and other Innovative Financing Mechanism in Education during Professor Gita Steiner-Khamsi's class "Education and Development: Tools and Techniques for International Cooperation" at the Graduate Institute (IHEID).



In September 2020, Arushi Terway presented at the World Bank Education Finance Thematic Group Brown Bag Breakfast Service on "*A Review of Innovative Financing Mechanisms in Education*," and in October, she presented at a "*Knowledge Sharing Session on Innovative Financing for Education*" organized by Tata Trust, Mumbai, India.

Specific activities

'Innovative Financing Case Studies and Debates in the New PPP Aid Architecture'

organised in cooperation with the Graduate Institute Interdisciplinary Programme as the first seminar of that Graduate Institute Education Series (Geneva, Switzerland, 30 January 2020, with Gita Steiner-Khamsi, Arushi Terway, Marina Dreux, Marina Avelar, and Paul Gerhard)

'Innovative finance: Engaging the private sector in sustainable development financing to address the SDG education challenge?'

at Swissnex India's dialogue workshop on SDGs. Organised by Swissnex India (Bangalore, India, January 16–17, 2020 with Arushi Terway)

CIES Panel Session (cancelled due to COVID-19): *'Innovative Financing: Examples and Debates in the New PPP Aid Architecture'* (25 March 2020 with Arushi Terway as chair and with presentation from Marina Dreux Frotté and Marina Avelar)

CIES Panel Session (cancelled due to COVID-19): *'Results-based Aid and Financing: Debating its Impact on Equity in Education'* Session I (25 March 2020, with Gita Steiner-Khamsi as chair) & Session II (25 March 2020, with Alexandra Draxler as chair)

Presentation on *'Development Impact Bonds (DIBs) and other Innovative Financing (IF) Mechanisms in Education'* (during Professor Gita Steiner-Khamsi's class on "Education and Development: Tools and Techniques for International Cooperation" at the Graduate Institute (IHEID) (Online, 23 April 2020 with Arushi Terway)

Presentation at the *International Conference on Equitable Education: All for Education*, organised by UNESCO Bangkok (Online, 10–11 July 2020 with Arushi Terway)

Presentation at the World Bank's Brown Bag Breakfast Service (BBBS) Education Finance Thematic Group on *"A review of Innovative Financing Mechanisms in Education"* (Online, 22 September 2020 with Arushi, Terway, Marina Dreux Frotté, and Moira Faul)

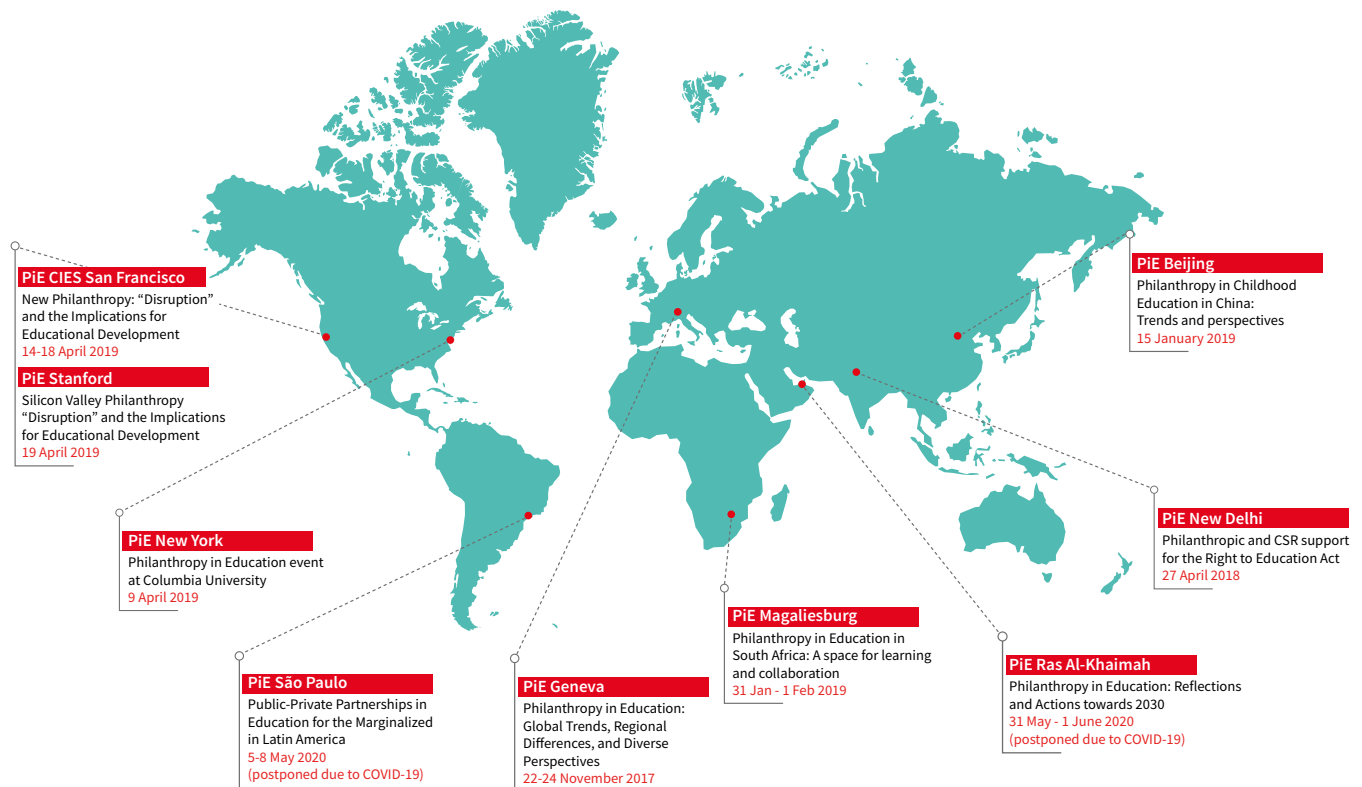
Presentation at the Knowledge Sharing Session on *'Innovative Financing for Education'* organized by Tata Trust (Online, 23.10.2020 with Arushi Terway)

Participation in the webinar *'Enough is enough: Privatisation & public services'*, a conversation with current and former UN Special Rapporteurs organized by several human rights organisations (Online, 19.10.2020 with Moira V. Faul and Marina Dreux Frotté)

Organisation, moderation and launch of *'NSI 05: Domestic Financing: Tax and Education'*, organised by NORRAG with David Archer of Action Aid (Online, 23 November 2020 with Moira Faul (moderator), Emeline Brylinski (Q&A) and most of NORRAG staff in attendance)



Philanthropy in Education



In 2020, two events in the Symposium Series on Philanthropy in Education (PiE) had to be postponed to a later date due to the COVID-19 pandemic: *'Philanthropy in Education – Latin America, the Caribbean, and Lusophone Countries'* organised in cooperation with the Brazilian Campaign for the Right to Education (BCRE) had been scheduled in São Paulo, Brazil on 5–8 May 2020; and on 31 May – 1 June 2020, *Philanthropy in Education: Reflections and Actions towards 2030* was to be hosted by the Sheikh Saud bin Saqr Foundation for Policy Research in Ras Al Khaimah, UAE at the Hilton Garden Inn Ras Al Khaimah.

The Evolution of Silicon Valley Philanthropy: 'Disruption' and the Implications for Educational Development in Pandemic Times was the final seminar in the NORRAG-IHEID Graduate Institute Education Series, which took place online on 30 May 2020 as part of Gita Steiner-Khamsi classes at the Graduate Institute, Geneva. NORRAG advisor Lara Patil was the guest speaker and addressed a mixed audience of Graduate Institute students and external participants.

- CIES Panel Session (cancelled due to COVID-19): *'Philanthropy in Education in the Global South'* (26 March 2020, with Arushi Terway as Chair)
- CIES Panel Session (cancelled due to COVID-19): *'Social Finance, Impact Investors, and New Philanthropy'* (26 March 2020, with Arushi Terway as presenter)
- CIES Panel Session (cancelled due to COVID-19): *'The Future of Philanthropy: Technology, Quality, and US Hegemony'* (26 March 2020, with Lara Patil as presenter)
- *'The Evolution of Silicon Valley Philanthropy: 'Disruption' and the Implications for Educational Development in Pandemic Times'* organised in cooperation with the Graduate Institute Interdisciplinary Programme, seminar #3 in Graduate Institute Education Series (Online, 30 May 2020 by Lara Patil, with Marina Dreux Frotté, Moira V. Faul, Paul Gerhard)
- Postponed due to COVID-19: *'Philanthropy in Education – Latin America, the Caribbean, and Lusophone Countries'*, organised in cooperation with the Brazilian Campaign for the Right to Education (BCRE) (São Paulo, Brazil, 5–8 May 2020)
- Postponed due to COVID-19: *'Philanthropy in Education: Reflections and Actions towards 2030'*, co-organised with the Sheikh Saud bin Saqr Foundation for Policy Research (Ras Al Khaimah, UAE, 31 May–1 June 2020).

Public-private partnerships (PPP)

Webinar on ‘Cross-sector Partnerships, Policy Coherence and Policy Space’, organised by the UNSSC United Nations System Staff College as part of their online course “Policy Coherence for Sustainable Development” by Moira V. Faul

‘Abidjan Principles, COVID-19 and Right to Education in Private Schools’, organised by the International Commission of Jurists: Africa Regional Programme, Global Initiative on Economic, Social and Cultural Rights (GI-ESCR) and the Right to Education Initiative (RTE) ([online webinar](#), 31 July 2020 with Moira V. Faul)



The basic education–vocational skills development nexus

With a growing emphasis on the need to equip youth with the means to adapt to the changing relationship between education and the labour market, the basic education–vocational skills development nexus thematic cluster focuses on the relationship between basic education and VSD.

Basic education lays the foundations for VSD and provides youth with transversal skills that support them throughout their lives. Vocational skills are, for many, a means to escape poverty. As such, NORRAG paid particular attention to the interlinkages between basic education and skills development approaches for marginalised populations and the reintegration of second-chance learners into education systems and the labour market.

In February 2020, NORRAG helped organise the outreach activities of the event “Global Interdisciplinary Policy Research Conference on Youth Transitions.” The conference, an initiative of the Graduate Institute’s Centre for Finance and Development, the Global Initiative on Decent Jobs of Youth, and the International Labour Organization, took place at the Graduate Institute on 20–21 February 2020.

Strategic orientations and next steps

- Implement the Monitoring, Evaluation and Learning system of the KIX EAP Hub.
- Offer two new KIX EAP *Learning Cycles on the topics of Curriculum Implementation and Equitable Access to Education*.
- Continue the implementation of the KIX EAP webinar series on topics such as teacher leadership, scaling impact, education during the pandemic, and education policy and evidence.
- Start the KIX EAP podcast series with national experts from the EAP region.
- Organise a Regional Conference on Education Policy and Innovation, where the first *Learning Cycle* teams will have an opportunity to disseminate and discuss the results of their studies.
- Participate in the next steps of developing the Geneva Hub on Education in Emergencies, in the Working Group and the Steering Committee.
- Contribute an annual review of most impactful academic literature on data and evidence in education in emergencies.
- Provide International Geneva with a systems mapping tool to better understand and collaborate within the International Geneva ecosystem of international education.
- Engage in evidence-based policy dialogue with global education stakeholders on the use of innovative financing in education.
- Complete, translate, and launch a report on the Education-Training-Work Continuum with RECI and Zurich University of Teacher Education (PHZH).
- Launch the *NORRAG in Conversation* webinar series with distinguished scholars, public intellectuals, and leaders in education and development.
- Pilot a model of policy dialogues, *NORRAG Policy Debates*, which can be replicated for different topics and partners. These will include a series of expert consultations to provide decision makers with fresh insights and practical recommendations regarding the problems they face. In the first instance, we will address the topics of the digitisation of education and the resilience of education systems.
- Run additional webinars in partnership with international organisations and national policy partners (i.e., the Geneva Global Hub for Education in Emergencies or UNESCO Futures of Education) to respond to their demand for evidence.

NORRAG EDUCATION BACKSTOPPING SUPPORT FOR SDC

NORRAG provides backstopping support to the Swiss Agency for Development and Cooperation (SDC) Education Programmes through a dedicated team. This mandate aims to strengthen the implementation of the SDC's thematic work on education. The mandate particularly supports SDC's Education Focal Point (EFP) and team for the implementation of SDC's education strategy, launched in May 2017. SDC's education strategy resonates with NORRAG's own thematic areas and mandate, considering education as a fundamental human right and a core enabler of sustainable development more broadly. The backstopping mandate runs from February 2018 to the end of July 2021.

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

In 2020, Barbara Zeus continued to lead the backstopping team, which also included Gita Steiner-Khamsi as Chief Technical Adviser, Marina Dreux Frotté as Education Officer, and Anouk Pasquier Di Dio as Temporary Coordinator (until February 2020). In April 2020, Lisa Sabot-Schmid joined NORRAG's SDC Backstopping team as Education Officer.

NORRAG WEB PRESENCE

In 2020, NORRAG's web presence expanded through the management of the website (www.norrag.org), the resource library and member area (<https://resources.norrag.org>), and social media channels on Twitter, Facebook and LinkedIn. NORRAG launched a dedicated space for high-quality video on Vimeo in 2019. This platform provides a backbone for video content used by the Innovative Finance in Education project and the KIX EAP Hub video output.

This unified infrastructure allowed NORRAG to continue to provide better functionality and services to its members in 2020. The NORRAG Bulletin (quarterly newsletter) and KIX EAP Hub alerts are now sent to members using MailChimp.

NORRAG's social media presence continued to grow in 2020, with the Facebook page reaching 1,311 subscribers. NORRAG's Twitter account is still our most popular channel, with 3,624 followers.

To accommodate NORRAG's success in securing a growing number of externally funded projects, a new section for NORRAG Projects was developed. It features dedicated menus and content-specific pages. Further development is planned to ensure that project-specific content (news, events and publications) can be displayed on the project pages.



resources.norrag.org

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SPECIAL
ISSUE

NORRAG
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POSTS

EVENT
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DOCUMENTS

POLICY
ANALYSIS

RESEARCH
& STUDIES

3

An aerial, top-down view of a rowing team in a scull on dark water. The team consists of four rowers, each in a light-colored tank top and dark shorts, positioned in a line within the narrow boat. Their oars are extended outwards, creating a rhythmic pattern of splashes and ripples in the water. The boat's hull is dark, and the water is a deep, textured grey. The overall composition is symmetrical and emphasizes the precision and teamwork of the sport.

OUR TEAM
AND
GOVERNANCE

NORRAG TEAM

The NORRAG Team was composed of the following members from January to December 2020:

Gita Steiner-Khamsi, Director

Moira V. Faul, Executive Director (from April 2020)

Arushi Terway, Senior Lead Research Associate

Patrick Montjouridès, Senior Research Associate

José Luís Canêlhas, KIX EAP Hub Manager
(from July 2020)

Marina Dreux Frotté, Programme Coordinator

Julia Levin, Research Associate, KIX EAP Hub

Ji Liu, Senior Research Associate

Anouk Pasquier Di Dio, Publications and
Events Coordinator (October 2020)

Paul Gerhard, Senior Lead Communications
and Outreach Specialist

Sylwia Lacz, Administrative Coordinator
(from October 2020)

Alexandra Draxler, Senior Advisor

Michel Carton, Senior Advisor

Lara Patil, Advisor

Wajeeha Bajwa, Advisor (from April 2020)

Marina Avelar, Research Associate

Emeline Brylinski, Research Associate

Nemhoilhing Kipgen, NORRAG, and KIX EAP
Trainee (from June 2020)

Veronika Mosolova, Graduate Research Assistant
(from August 2020)

Anushka Raje, NORRAG Communications and
Research Trainee (from November 2020)

Martin Damary, Manager (until July 2020)

Boroka Zita Godley, Trainee (until June 2020)

NORRAG backstopping for the Swiss Agency for Development and Cooperation

Gita Steiner-Khamsi, Chief Technical Advisor

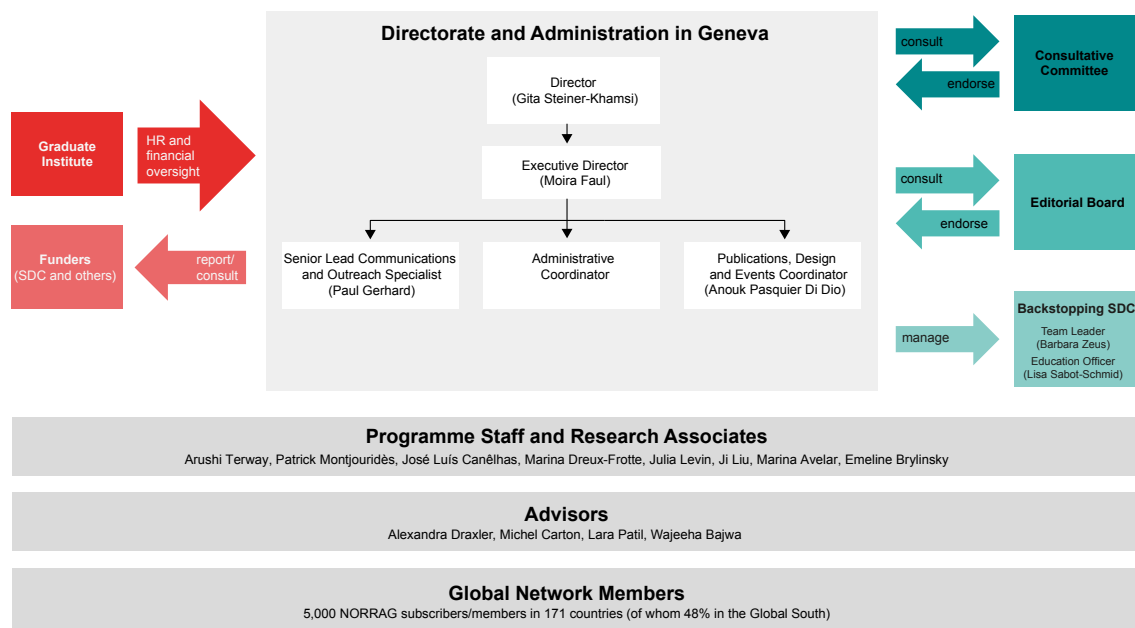
Barbara Zeus, Team Leader

Lisa Sabot-Schmid, Education Officer



NORRAG welcomes Moira V. Faul as NORRAG Executive Director and Lisa Sabot-Schmid as Education Officer (April 2020). Online event with Alexandra Draxler, Anouk Pasquier Di Dio, Emeline Brylinski, Paul Gerhard, Will Brehm, Boroka Zita Godley, Martin Damary, Laurent Le Diagon, Laetitia Houlmann, Lisa Sabot-Schmid, Marina Dreux Frotté, Patrick Montjouridès, Julia Levin, Moira V. Faul, Lara Patil, Gita Steiner-Khamsi, Wajeeha Hazaar Bajwa, Arushi Terway, Ji Liu, Barbara Zeus.

NORRAG ORGANISATIONAL CHART



CONSULTATIVE COMMITTEE

The NORRAG Consultative Committee entered into operation in January 2016 and meets once a year. It serves as a sounding board for NORRAG’s strategic development, endorses NORRAG’s Annual Reports, and advises NORRAG’s management. In 2020, the NORRAG Consultative Committee is composed of the following members, reflecting NORRAG’s diverse constituencies:

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

Dana Burde, Associate Professor and Director of International Education, Steinhardt School of Culture, Education, and Human Development, New York University, USA

Nicholas Burnett, Senior Fellow, Results for Development, Washington DC, USA

Alexandra Draxler, Senior Advisor, NORRAG

Sue Grant Lewis, Director, International Institute for Educational Planning – IIEP, UNESCO, Paris, France

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

Mario Novelli, Professor and Director, Centre for International Education, University of Sussex, Brighton, UK

Natasha Ridge, Executive Director, Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research, Ras Al Khaimah, UAE

Crain Soudien, Chief Executive Officer, Human Sciences Research Council, Pretoria, South Africa

Toni Verger, Ramón y Cajal and Marie Curie researcher, Department of Sociology, Universitat Autònoma de Barcelona, Spain

EDITORIAL BOARD

The Editorial Board helps ensure that NORRAG's publications both fit into and cover the key themes of its work. It acts as the guarantor of the quality and diversity of print and online publications by working with the editors of NORRAG's book series, NORRAG Special Issue (NSI), and NORRAG's blog. In 2020, the Editorial Board was composed of the following members:

Felicitas María Acosta, Professor and Researcher, Universidad Nacional de General Sarmiento, Buenos Aires and Editor of the Spanish language version of NSI

Emeline Brylinski, Research Associate, NORRAG, and Editor of NSI

Alexandra Draxler, Senior Advisor, NORRAG, Board Chair

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

Fabrice Jaumont, Research Fellow, Fondation Maison des Sciences de l'Homme; President, Centre for the Advancement of Languages, Education, & Communities and Editor of the French language version of NSI

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

Jacqueline Mosselson, Associate Professor, Department of Educational Policy, Research & Administration, University of Massachusetts, Amherst

Natasha Ridge, Executive Director of Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research and Editor of the Arabic language version of NSI.

Iveta Silova, Professor and Director of the Centre for Advanced Studies in Global Education at Mary Lou Fulton Teachers College, Arizona State University

Gita Steiner-Khamsi, Professor of Comparative and International Education at Teachers College, Columbia University and Graduate Institute of International and Development Studies, Director of NORRAG

Jun Teng, Deputy Director, Associate Professor, Institute of International and Comparative Education IIICE, Beijing Normal University, and Editor of the Chinese language version of NSI

PARTNERS AND COLLABORATIONS

In 2020, NORRAG's core sponsors were the Swiss Agency for Development and Cooperation (SDC), the Open Society Foundations (OSF), and the Graduate Institute of International and Development Studies Geneva (IHEID). We also received research project funding from IDRC-GPE and swissuniversities, as well as match funding or in-kind contributions from many of our partners. NORRAG's partnerships are part of its strategy to promote South-South or triangular South-South-North collaboration and are part of our goal to increasingly decentralise our knowledge production and dissemination, as well as policy dialogue activities. In addition to partnerships, NORRAG maintains strong collaborative relationships with a number of organizations on specific projects.

Partners with specific cooperation agreements

Al Qasimi Foundation for Policy Research (AQF), UAE:

The first project of this collaboration is the launch of a series of events on Philanthropy in Education. Parallel to this, the Al Qasimi Foundation translates NORRAG News and its successor NORRAG Special Issue into Arabic, including local editions and the organisation of local launch events.

Beijing Normal University (BNU), China:

BNU partners with NORRAG to publish an electronic Mandarin version of the NORRAG Special Issue – NSI China, which contains a translation and a contextualisation of selected articles from the English version. BNU is also a partner with the IFE project consortium.

Bertha Centre for Social Innovation and Entrepreneurship, University of Cape Town, South Africa:

Partner of the Innovative Finance in Education project consortium.

FreshEd with Will Brehm: Collaborative agreement (penned in 2019 and updated in 2020). The agreement includes support for the translation of FreshEd transcripts into French and the expansion of the activities of FreshEd into professional development and mentoring for early career academics in podcasting (FreshEd Flux).

Global Governance Centre at the Graduate Institute (GGC), Switzerland:

NORRAG and the GGC organised in May 2018 the academic symposium 'Technologies of Expertise as Technologies of Authorization: An Interdisciplinary Exploration of the Mobilization, Production and Impact of Technologies of Expertise by International Organizations'.

Global Partnership for Education (GPE): GPE and IDRC are jointly supporting NORRAG, the Regional Learning Partner, as hosts of the Global Partnership for Education Knowledge and Innovation Exchange Initiative for Europe, Asia, and the Pacific Hub.

Human Science Research Council (HSRC), South Africa:

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

International Development Research Centre, Canada (IDRC), Canada:

IDRC and GPE are jointly supporting NORRAG, the Regional Learning Partner, as hosts of the Global Partnership for Education Knowledge and Innovation Exchange Initiative for Europe, Asia, and the Pacific Hub.

Inter-Agency Network for Education in Emergencies (INEE), USA:

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

Nazarbayev University Graduate School of Education (NUGSE), Kazakhstan:

Russian edition of NORRAG Special Issue, with Alima Ibrasheva, Senior Researcher, 32 Nazarbayev University Graduate School of Education as Editor of Russian NSI.

Open Society Foundations (OSF): Various areas of collaboration and joint events, including CIES and the set-up of the Philanthropy in Education series.

Réseau Suisse Education et Coopération

Internationale (RECI), Switzerland: NORRAG is an active Steering Committee member of the Swiss Network for Education and International Cooperation (RECI). NORRAG collaborates on the topic of education, training and work continuum/nexus with RECI.

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

swissuniversities: Project funding (matched by partner organisations) for the project 'Innovative Financing in Education and Development: Case Studies and Multimedia Material for eLearning', a Development and Cooperation Network (SUDAC) project under the development of Consortia for Education and Research (COFER) with University of Fribourg (Switzerland), Zurich University of Teacher Education (Switzerland), Universidad Nacional de General Sarmiento in Buenos Aires (Argentina), Beijing Normal University (China), Tata Institute of Social Sciences in Mumbai (India), University of Cape Town (South Africa).

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

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

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

Zurich University of Teacher Education, Switzerland: Partner of the Innovative Finance in Education project consortium.

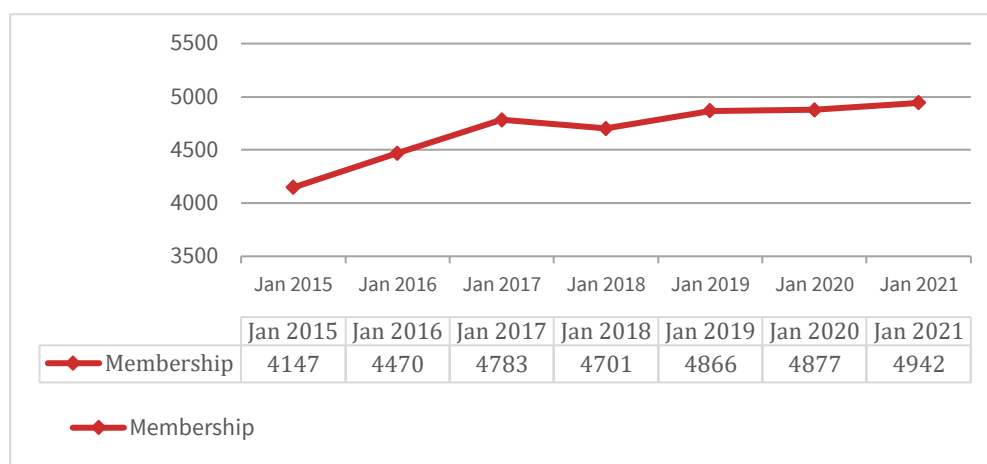
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APPENDIX

OUTREACH AND COMMUNICATIONS STATISTICS

MEMBERSHIP

Figure: Evolution in total membership* (2015–2021)



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

The number of NORRAG’s members continued to grow, with 65 new members between January 2020 and January 2021, representing a 1.33% increase.

The network is kept up to date with tools to ensure that email addresses in the member database are accurate. This change implies a slower increase rate, as emails are regularly deleted while new members are added.

Table: Members by country (> 40 members in January 2021)

	July 2020	% of total
United Kingdom	548	11.15
United States	424	8.62
India	330	6.71
Switzerland	303	6.16
France	177	3.60
South Africa	159	3.23
Canada	134	2.73
Nigeria	131	2.66
Germany	126	2.56
Australia	119	2.42
Japan	108	2.20
Kenya	107	2.18
Netherlands	103	2.10
China	101	2.05
Ghana	96	1.95
Republic of Korea	82	1.67
Bangladesh	75	1.53
Italy	67	1.36
Belgium	65	1.32
United Republic of Tanzania	62	1.26
Pakistan	62	1.26
Oman	60	1.22
Ethiopia	60	1.22
Uganda	56	1.14
Argentina	46	0.94
Norway	45	0.92
Sweden	43	0.87

Figure: NORRAG members by region

Since 2019, NORRAG is using a new regional classification based on the United Nations Statistical Division country classification.

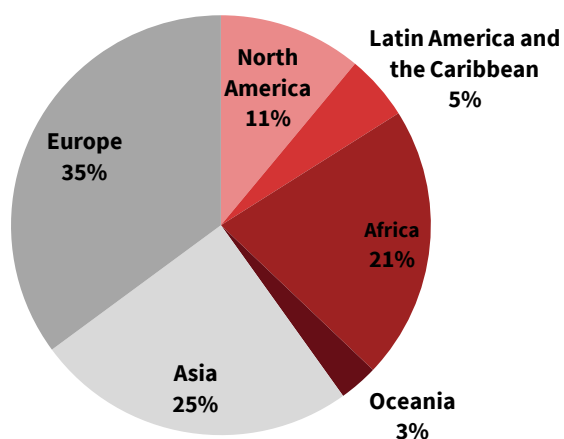


Table: Percentage of total active members by region in January 2019, January 2020, and January 2021

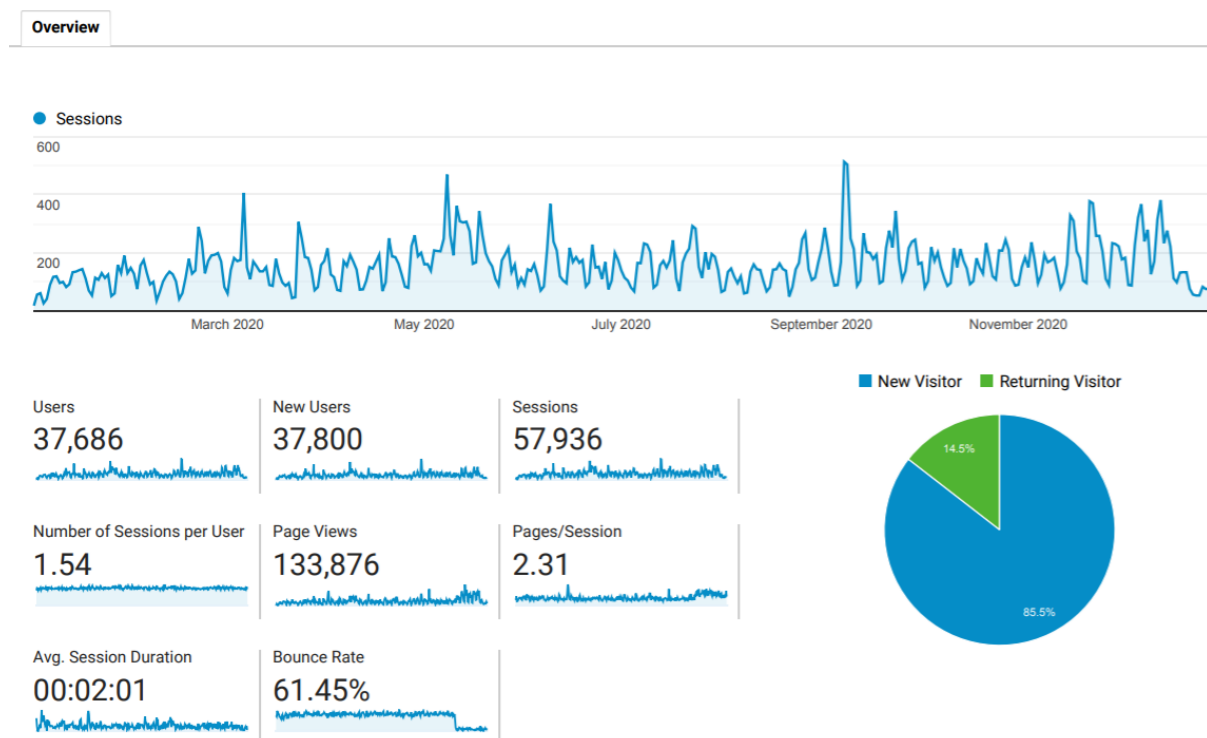
Active Members by Region	January 2019	January 2020	January 2021
North America	12%	12%	11%
Latin America and the Caribbean	5%	5%	5%
Asia	23.6%	24%	25%
Oceania	3.2%	3%	3%
Africa	21.1%	21%	21%
Europe	35.1%	35%	35%

With the new NORRAG regions following the UN classification, the strongest growth in members was from Asia.

Disclaimer: We provide the percentage of total active members by region on a yearly basis due to minor variations throughout the year.

WEBSITE

Figure: Website statistics (1 January–31 December 2020)



For the reported period (1 January–31 December 2020):

Overall, there were 133,876 page views, 57,936 sessions, and 37,686 users.

The session peak in May 2020 is attributed to the job announcement for project manager in education. The session peaked in September 2020 with the announcement of the third KIX EAP Webinar, “Designing with People for People in Education: An Introduction to Design Thinking and Human-Centered Design Methodologies.”

Popular webpages included the main NORRAG webpage, “About Us,” the NORRAG Resource Library, “COVID-19 Pandemic: Preventing an Emerging Educational Crisis in Pakistan by Wajeeha Hazoor Bajwa,” the KIX EAP Hub page, the NORRAG Blog, “Our Team,” “Call for Contributions—NORRAG Special Issue 06: States of Emergency: Education in the Time of COVID-19,” the NORRAG Projects page, and “COVID-19 Education Disruption and the Response by the Global Education Community by Arushi Terway and Marina Avelar.”

Since January 2020, there has been steady growth in the number of sessions on the NORRAG website, with a high of 6,528 sessions during May 2020 and 6,275 sessions during September 2020.

Table: Frequency of visits by country in 2020

Countries/Sessions	2020	Countries/Sessions	2020
United States	7,473	Japan	526
United Kingdom	2,650	Netherlands	517
Pakistan	2,213	Kenya	463
China	2,140	South Korea	441
Switzerland	2,082	Brazil	423
India	1,916	United Arab Emirates	400
France	1,641	Kazakhstan	400
Canada	1,196	Italy	391
Australia	727	Spain	358
South Africa	699	Mexico	338
Germany	646	Finland	329
Philippines	633	Turkey	307

NORRAG SPECIAL ISSUE

Table: NORRAG Special Issue downloads and views on the NORRAG library

<i>NORRAG Special Issue</i>	PDF downloads on NORRAG website	Online views	Date of publication
NSI 01			
Arabic	50	239	May 2018
English	2,592	588	January 2018
French	113	321	July 2018
Russian	253	271	February 2019
Spanish	204	292	August 2018
Mandarin Chinese	433	253	June 2018
NSI 02			
English	1,153	3,119	April 2019
Mandarin Chinese	213	207	June 2019
Spanish	131	310	June 2019
French	280	298	July 2019
Arabic	153	300	August 2019
Russian	294	165	August 2019
NSI 03			
Spanish	468	1,397	October 2019
English	69	441	March 2020
Russian	14	85	March 2020
French	47	137	June 2020
Mandarin Chinese	12	97	June 2020
Arabic	3	91	July 2020
NSI 04			
English	1,417	683	April 2020
NSI 05			
English	289	874	November 2020
Total:	8,188	10,168	

RESOURCE LIBRARY

Table: NORRAG Resource Library Publications by number of downloads

Document	Article	Language	Downloads
Case Study – French	<u>Analyse Critique des Politiques Educatives et de Développement du Burkina Faso de 1960 à 2012, Perspectives ante et Post 2015</u>	French	4,870
AREB CEPED and NORRAG Policy Brief #2 – French	<u>La place de l'évaluation des apprentissages dans les systèmes éducatifs d'Afrique subsaharienne: le cas du Burkina Faso</u>	French	3,112
NORRAG Special Issue 01 – English	<u>The Right to Education Movements and Policies: Promises and Realities</u>	English	2,592
NORRAG Special Issue 04 – English	<u>New Philanthropy and the Disruption of Global Education</u>	English	1,399
NORRAG Special Issue 02 – English	<u>Data collection and evidence building to support education in emergencies</u>	English	1,151
Compendium Report – French	<u>Un Compendium des Expériences Africaines sur le Continuum Education-Formation: Une Analyse Transnationale de l'état des Politiques et Pratiques dans 13 Pays</u>	French	729
Compendium Report – English	<u>A Compendium of African Experiences in Promoting the Implementation of the Education and Training Continuum</u>	English	532
South Africa Country Report	<u>Understanding Barriers to Accessing Skills Development and Employment for Youth in South Africa</u>	English	527
Conference Policy Paper	<u>The Governance of Education and Training: Agenda 2030 and Beyond</u>	English	467
NORRAG Special Issue 03 – Spanish	<u>Monitoreo global del desarrollo educativo nacional: ¿coercitivo o constructivo?</u>	Spanish	464
NORRAG NEWS #54 – Arabic	<u>Education, Training and Agenda 2030: What Progress One Year On?</u>	Arabic	461
NORRAG Special Issue 01 – Mandarin Chinese	<u>The Right to Education Movements and Policies: Promises and Realities</u>	Mandarin Chinese	433
Project Summary	<u>Reaching the Unreached: Skills Development Policies and the Promise of ICT: A Scoping Study from India and South Africa</u>	English	426
Panel Discussion Summary	<u>Making Sustainability a Reality and the Role of Education and Skills Development Panel Discussion</u>	English	347

BLOG

Table: Most viewed NORRAG blog posts from 2020 (by number of views at the date of publication of the report).

Rank 2020	Rank all time	Title	Views
1	1	<u>COVID-19 Pandemic: Preventing an Emerging Educational Crisis in Pakistan by Wajeeha Hazoor Bajwa</u>	3,610
2	3	<u>COVID-19 Education Disruption and the Response by the Global Education Community by Arushi Terway and Marina Avelar</u>	2,300
3	9	<u>TINA Comes to European Education? The European Commission, PISA, PIAAC, and American-Style Knowledge Capital Theory by Hikaru Komatsu and Jeremy Rappleye</u>	1,197
4	12	<u>Online Education in Public Health Emergency: A Note during the Coronavirus Outbreak 2020 by Haogen Yao</u>	1,083
5	15	<u>Did the future arrive before we were ready for it? By Noah W. Sobe</u>	1,042
6	21	<u>Lifelong learning in SDG4: A transformative vision or just another passing fad? By Maren Elfert</u>	854
7	24	<u>How (Un) representative Are China's Stellar PISA Results? By Rob J. Gruijters</u>	793
8	31	<u>Post COVID-19 and SDG4: Window of Opportunity or of Opportunism? By Alexandra Draxler</u>	705
9	34	<u>Ubuntu in Education: Towards equitable teaching and learning for all in the era of SDG 4 by Chiedza A. Chinhanu and Seun B. Adebayo</u>	638
10	45	<u>21st Century Skills in the Time of COVID-19 by Le Thu Huong and Yee Ki Au</u>	541

Table: Full list of NORRAG Blog posts published between January and December 2020

Title	Author	Tags	Date
New INEE Reference Group to drive reforms and set global standards for EIE data	ECW, FHI 360, INEE, NORRAG, and UIS	Aid, Capacity building, Conflict & Emergency, Data, Development, Fragility, NORRAG Highlights, SDG 4	17/12/2020
Commercialisation of Education in Mauritania	Océane Blavot	Agenda 2030, Governance, NORRAG Highlights, Poverty, Private sector, SDG 4	01/12/2020
Measuring global citizenship: Opting out and obscure comparisons in OECD's latest assessment	Heela Goren	Agenda 2030, Learning Assessments, NORRAG Highlights, SDG 4, Youth	17/11/2020
Hindsight is 20/20: Education for the Eradication of Poverty	Derek Langford	Agenda 2030, Aid, Data, Development, NORRAG Highlights, Policy, Poverty, SDG 4	28/10/2020
University league tables and quality: What counts?	William C. Smith and Antonia Voigt	NORRAG Highlights, Private sector, Quality, Research, SDG 4	22/10/2020
Celebrate the leadership of teachers around the world	UNESCO	Agenda 2030, Education for All, Learning, NORRAG Highlights, SDG 4, Teachers	02/10/2020
21st Century Skills in the Time of COVID-19 by Le Thu Huong and Yee Ki Au	Le Thu Huong and Yee Ki Au	Curriculum, Employment, ICTs, Learning Assessments, NORRAG Highlights, SDG 4, Technical and Vocational Skills Development, Youth	24/09/2020
COVID-19 and Transformation of 'The School'	Mike Douse and Philip Uys	Agenda 2030, Conflict & Emergency, Governance, ICTs, NORRAG Highlights, SDG 4	02/09/2020
Getting students back in schools is only the first step	Stefania Giannini	Agenda 2030, Education for All, Formal Education, Governance, Learning, NORRAG Highlights, Policy, SDG 4	26/08/2020
Upgrading Informal Apprenticeship Systems	Fabian Jacobs	Employment, Governance, Informal Education, NORRAG Highlights, Private sector, Technical and Vocational Skills Development	11/08/2020
TINA comes to European Education? The European Commission, PISA, PIAAC, and American-Style Knowledge Capital Theory	Hikaru Komatsu and Jeremy Rappleye	Agenda 2030, Data Governance, NORRAG Highlights, Policy, Research, SDG4	22/07/2020
As we build global solidarity and action in education, think infrastructure not architecture	Noah W. Sobe	Agenda 2030, Education for All, Policy, SDG 4	17/07/2020
Ubuntu in Education: Towards equitable teaching and learning for all in the era of SDG 4	Chiedza A. Chinhanu and Seun B. Adebayo	Agenda 2030, Education for All, Learning, Migration, NORRAG Highlights, SDG 4, Teachers	08/07/2020
All Means All: funding, efficiencies, data and the quality of inclusiveness	Moira V. Faul	Agenda 2030, Education for All, Governance, Policy, Private sector, SDG4	29/06/2020
Domestic resource mobilization for education: What should the global	David Archer	Agenda 2030, Financing, Governance, SDG 4	22/06/2020

partnership for education do in its new strategy?			
Lessons learned from China: bridging the digital divide during COVID-19	Ji Liu		15/06/2020
Disaster Philanthropy: Exploring the Power and Influence of the Private Sector and For-Profit Philanthropy in Pandemic Times	Lara Patil	Aid, Development, Governance, ICT, NORRAG Debates, Private Sector, Conflict & Emergency, SDG4	18/05/2020
Post COVID-19 and SDG4: Window of Opportunity or of Opportunism	Alexandra Draxler	Aid, Conflict & Emergency, Development, NORRAG Debates, Private sector, SDG4	11/05/2020
Commentary on the 2019 Global Education Monitoring Report on Migration	Arran Magee	Agenda 2030, Development, Education for All, Governance, Migration, SDG 4	04/05/2020
Sustaining learning communities through and beyond COVID-19	Keith Holmes	Conflict & Emergency, Development, Governance, NORRAG Highlights, SDG 4	27/04/2020
COVID-19 Education Disruption and the Response by the Global Education Community	Arushi Terway and Marina Avelar	Aid, Conflict & Emergency, Data, Financing, Governance, ICTs, Learning, Private sector	27/04/2020
The Fourth Industrial Revolution: Promises and Perils of the Educational Intelligent Economy	Tavis D. Jules, Florin Salajan, and Richard Arnold	Agenda 2030, Data, ICTs, NORRAG Highlights, Private sector, SDG 4	27/04/2020
COVID-19 Pandemic: Preventing an Emerging Educational Crisis in Pakistan	Wajeeha Hazoor Bajwa	Conflict & Emergency, ICTs, NORRAG Highlights, Private sector, South Asia	08/04/2020
Did the future arrive before we were ready for it?	Noah W. Sobe	Agenda 2030, Education for All, ICTs, NORRAG Highlights, Policy, SDG 4	23/03/2020
Promoting Research Uptake and Evidence-based Decision-making to Improve Education Outcomes in Northeast Nigeria	Silvia Diazgranados Ferráns	Conflict & Emergency, Data, Development, Fragility, NORRAG Debates, SDG 4, Western Africa	16/03/2020
Leadership And The “Broken” International Architecture For Education: Where Is The Problem?	Richard Sack	Agenda 2030, Aid, Development, Donors, Education for All, Financing, Governance, NORRAG Highlights, Sustainable Development Goals	03/03/2020
Shifting the Supply and Demand for International Large-Scale Assessments	Ji Liu and Gita Steiner-Khamsi	Development, Governance, Indicators, Learning Assessments, NORRAG Highlights, SDG 4	25/02/2020
Online Education in Public Health Emergency: A Note during the Coronavirus Outbreak 2020	Haogen Yao	Conflict & Emergency, Eastern Asia, ICTs, NORRAG Highlights, Private sector	25/02/2020
How (Un)representative are China’s Stellar PISA Results?	Rob J. Gruijters	Development, Eastern Asia, Governance, Learning Assessments, NORRAG Highlights	18/02/2020
Lifelong learning in SDG4: A transformative vision or just another passing fad?	Maren Elfert	Adult Education, Agenda 2030, Development, Governance, Informal Education, NORRAG Highlights, SDG 4	31/01/2020

KIX EAP WEBINARS

The following statistics were collected on Webinars organised by the KIX EAP Europe | Asia | Pacific Hub in 2020.

In total the webinars were attended by 963 participants from 85 countries

Table: KIX Europe | Asia | Pacific Webinars participation

Webinar	Participants	Countries	Global South countries	KIX EAP countries	% of female participants
Implementing Monitoring, Evaluation & Learning (MEL) during COVID-19: Thoughts, Ideas & Reflections	103	35	28	12	n/a
Potentials of Innovative Financing Solutions for Inclusive and Quality Education	99	46	31	14	54
Designing with People for People in Education: An Introduction to Design Thinking and Human-Centered Design Methodologies	277	55	39	13	71
Using data to improve learning: Engaging with policy and reform	128	38	27	11	62
Using data to improve learning: Engaging with policy and reform	356	47	33	18	42

SOCIAL MEDIA

Twitter

NORRAG's Twitter account solidified its higher visibility in 2020.

Table: Tweets and likes since launch in June 2010 of @NORRAG_NEWS (now @norrage) (at the date of publication)

	Tweets	Likes
January 2021	5,424	307

The number of NORRAG page's likes has increased from 257 in 2019 to 307 by 2021, nearly a 20% increase.

Table: Twitter followers in 2016, 2017, 2018, 2019, and 2020

	Followers 12/2016	Followers 12/2017	Followers 12/2018	Followers 01/2019	Followers 01/2020	Followers 01/2021
@norrage	1443	2003	2542	2750	3,047	3,629

Table: Twitter statistics for 2018, 2019 and 2020

	Tweets	Impressions	Engagements	Retweets	Likes
2020	244	254880	6312	466	936
2019	184	143000	5605	1095	467
2018	159	160700	2137	339	590

Impressions: Number of times users saw the tweet on Twitter.

Engagement: The total number of times a user has interacted with a tweet. This includes all clicks anywhere on the tweet (including hashtags, links, avatar, username, and tweet expansion), retweets, replies, follows, and likes.

In 2020, as in the previous two years, NORRAG opted for quality rather than quantity. There was an average of four tweets per week, and there were significantly more posts' likes in 2020 compared to 2019.

Since January 2020, we have gained 582 new Twitter followers.

Facebook

In Q1 of 2020, there was a strong increase in @norrage.network page views during the live streaming on Facebook of the event *Innovative Financing Case Studies and Debates in the New PPP Aid Architecture* (30 January 2020). In Q4 of 2020, page views peaked with the announcement of the launch of *Special Issue 05: Domestic Financing: Tax & Education* (11 November 2020).

As of January 2021, 1,200 people have liked the NORRAG Facebook page.

Figure: NORRAG Facebook page view statistics.

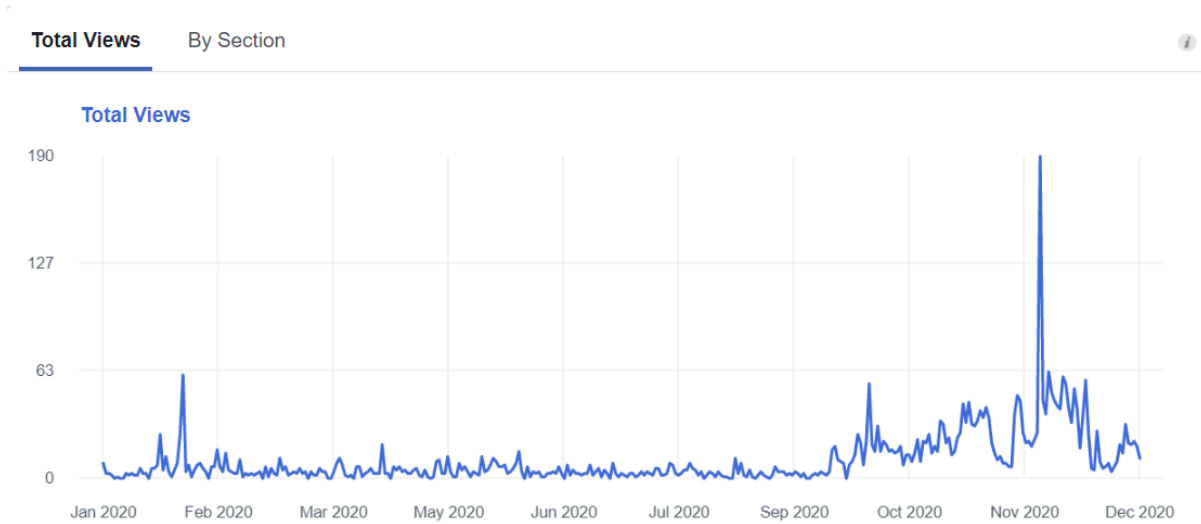


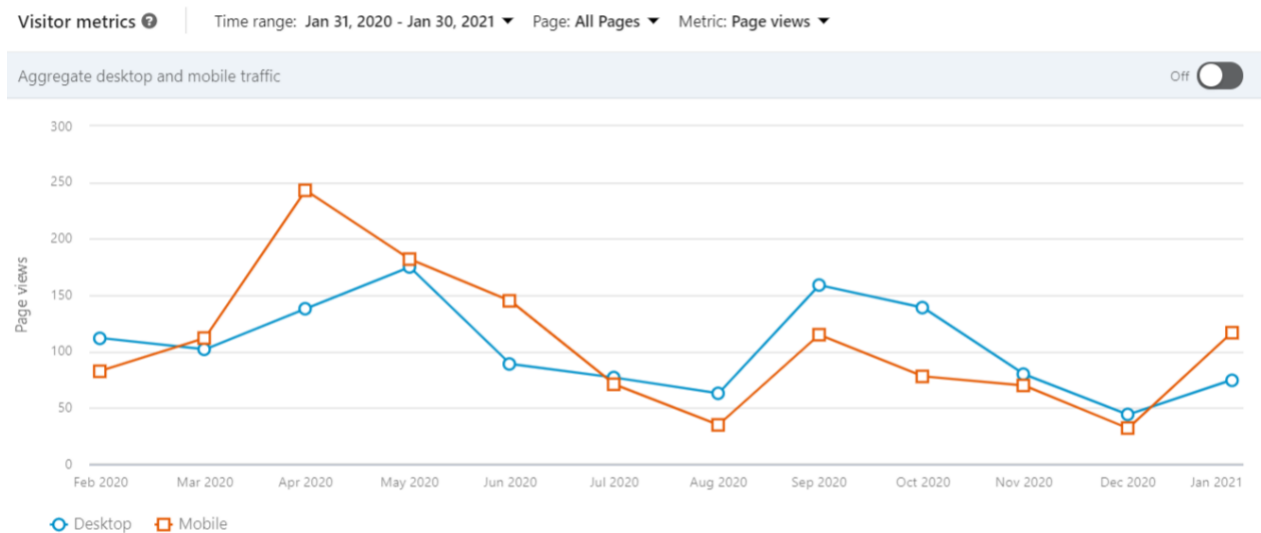
Figure: NORRAG Facebook likes statistics.



LinkedIn

NORRAG’s LinkedIn page continued to draw traffic, as it was published simultaneously on three platforms. NORRAG has encouraged staff to share NORRAG updates on their profile. In 2020, NORRAG’s page on LinkedIn received 1658 views (both mobile and desktop views), an increase of about 50 percent from last year.

Figure: NORRAG LinkedIn page views statistics.



VIDEO PRODUCTION

In 2020, NORRAG livestreamed or recorded the following events on its social media channels; they were also available via the NORRAG website:

- Innovative Financing Case Studies and Debates in the New PPP Aid Architecture ([watch the video](#)) – January 2020
- Webinar: Global monitoring of national educational development: Coercive or constructive ([watch the video](#)) – March 2020
- Countdown videos prior to the official launch of the KIX Europe | Asia | Pacific Hub ([watch the videos](#)) – 27 May 2020
- Motion animation video on various concepts of innovative financing – 10 videos ([watch the videos](#))
- Need for Capacity Building of Education Service Providers for India Education Outcomes Fund (in cooperation with TISS and La Souris Verte, Geneva), IFE Case Study ([watch the video](#)) – 10/07/2020
- Lessons from designing the India Education Outcomes Fund (in cooperation with TISS and La Souris Verte, Geneva) ([watch the video](#)), IFE Case Study – 10/07/2020
- KIX EAP Webinars - 15 videos ([watch the videos](#)) – July –November 2020
- KIX EAP Experience of the Learning Cycle 1–3 videos ([watch the videos](#)) – September – December 2020
- Launch of NORRAG Special Issue 05: Tax and Education ([watch the video](#)) – 23/11/2021
- KIX EAP Experience of National Country representatives ([watch the video](#)) – December 2020
- Sustainable Development Conference Presentation by Wajeeha Bajwa ([watch the video](#)) – 14/12/2021

PODCAST PRODUCTION

Launched in 2019, the NORRAG podcast features longer interviews with NORRAG members or contributors to knowledge products. Below are the four podcasts released by NORRAG in 2020:

- Iván Matovich, “NORRAG Podcast 03: New philanthropy and global policy networks in education: The case of Argentina” ([podcast interview](#)) – 10 January 2020;
- Megan Haggerty and Bronwen Magrath, “NORRAG Podcast 04: The IIEG: Role of a philanthropic affinity network within global education” (podcast interview) – 26 February 2020;
- Ji Liu, “NORRAG Podcast 05: Human Capital Index and the hidden penalty for non-participation in ILSAs” ([podcast interview](#)) – 7 April 2020
- Archana Mehendale, “NORRAG Podcast 06: India Education Outcomes Fund” ([podcast interview](#)) – 8 December 2020



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