



NORRAG

Annual Report 2021



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 more than 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 1977 and at the time funded by the International Development Research Centre (IDRC) and Swedish International Development Authority (Sida). It was charged with critically reviewing and disseminating education research related to the developing world. The current name was adopted in 1986. Since the move to Switzerland in 1992, NORRAG has been significantly supported by the Swiss Agency for Development and Cooperation (SDC) and the Graduate Institute of International and Development Studies, and more recently, the Open Societies Foundation (OSF).

NORRAG's strength lies in addressing underresearched 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 priorities, 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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Paul Gerhard and Madison Paige Coakley

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Anouk Pasquier Di Dio

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NORRAG

Annual Report 2021

FOREWORD

We are pleased to share our 2021 Annual Report with you, endorsed by NORRAG's Consultative Committee at its meeting of April 2022.

In 2021, we launched our new 2021–2025 Strategy, which reiterates and underlines NORRAG's longstanding commitment to surfacing and amplifying underrepresented voices from the Global South as we (co)produce knowledge, broker policy dialogue and strengthen capacity. Our four thematic priorities for this period are 1) data and evidence, 2) education and the Sustainable Development Goals (SDGs), 3) innovations and disruptions and 4) private sector approaches. A fifth set of transversal activities relates to ensuring NORRAG's institutional sustainability.

As documented in the report, NORRAG increased our network membership by 9.2 per cent in 2021, and secured an important 5-year multi-country and multi-partner project that started in December 2021. NORRAG further reinforced its visibility in key themes and consolidated our online presence. As a matter of principle, we work with our institutional partners – in and outside Geneva, academia, international organisations, non-governmental organizations and think tanks – to coproduce and coorganise analytical work and publications, dissemination and policy dialogue, and capacity building workshops. As in previous years, we co-organised several public events with a range of partners from academia, policy and practice, and increased participation in NORRAG events especially from the Global South alongside our increased offer of multiple languages of interpretation. We explain these exciting results further in the report, which provides more detail on our activities in terms of NORRAG's overall mission and strategy.

We wish to thank the NORRAG team, based in Switzerland and around the world, as well as our global network and community for their continuous engagement and contribution to making NORRAG a valued and reliable partner, and a critical knowledge broker in international education. We encourage our members and stakeholders to share any feedback they may have on our work.



Gita Steiner-Khamsi, Dr Phil.

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



Moira V. Faul, PhD

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

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GLOSSARY OF LIST OF ACRONYMS

ACER	Australian Council for Educational Research
ADEA	Association for the Development of Education in Africa:
CIES	Comparative and International Education Society
COFER	Consortia for Education and Research
DFID	Department for International Development
ECW	Education Cannot Wait
EiE	Education in Emergencies
EPIC	Education Policy and Innovation Conference
ERDIE	Équipe de Recherche en Dimensions Internationales de l'Éducation
FoE	Futures of Education
GCRF	Global Challenges Research Fund
GEMR	Global Education Monitoring Report
GGC	Global Governance Centre at the Graduate Institute
GHC	Global Health Centre at the Graduate Institute
GI-ESCR	the Global Initiative for Economic, Social and Cultural Rights
GPE	Global Partnership for Education
IDRC	International Development Research Centre
IESALC	UNESCO International Institute for Higher Education in Latin America and the Caribbean
IFE	Innovative Financing/Finance for Education
IIEP-UNESCO	UNESCO International Institute for Educational Planning
IRD	Institut de recherche pour le développement
JeE	Journal on Education in Emergencies
MIT	Massachusetts Institute of Technology
NGO	Non-Governmental Organisation
NORRAG	Network for International Policies and Cooperation in Education and Training
NSI	NORRAG Special Issue
NUGSE	Nazarbayev University Graduate School of Education
OSF	Open Society Foundations
PHZH	Zurich University of Teacher Education
PISA	Programme for International Student Assessment
RBF	Result-Based Financing
RECI	Réseau Suisse Education et Cooperation Internationale
RTE	Right to Education Initiative
SDC	Swiss Agency for Development and Cooperation
SERI	Swiss Secretariat for Education, Research and Innovation
SIB	Social Impact Bonds
SUDAC	swissuniversities Development and Cooperation Network
UCL	University College London
UKFIET	UK Forum for International Education and Training
UNESCO	United Nations Educational, Scientific and Cultural University Organization
UNESCO-UIS	UNESCO Institute for Statistics



1

Introduction and highlights

INTRODUCTION

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

Our stakeholders from academia, governments, NGOs, international organisations, foundations and the private sector inform and shape education policies and practices 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 the quality of education and training.

As of January 2022, the network has 5,358 registered members in 174 countries, 46.9% of whom are from the Global South. The NORRAG network:



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 Global South/East. NORRAG's mission translates into the following four strategic activities:

Together, these ways of working activate positive feedback loops that enable a more favourable environment for evidence-informed policy, planning and practice for equitable, quality education. NORRAG 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.



KEY RESULTS AND HIGHLIGHTS

In 2021, we launched the NORRAG Strategy 2021-25 and shared it with our members and institutional partners. In addition to our multi-year planning, we enhanced NORRAG's reach and visibility, organising 20 events in seven different languages (including International Sign Language) which were attended by 3,716 participants from 147 countries, with an average of 59 per cent of the participants from the Global South and 62 per cent women. Among these, nine events were organised by the Knowledge Innovation Exchange (KIX) Europe | Asia | Pacific (EAP) project.

Three of the important events that we initiated or co-sponsored include: a consultation for the UNESCO Futures of Education report with experts in Education in Emergencies and a panel at the United Nations World Data Forum titled 'Twice Invisible: A Lack of Data in Crises Leaves the Education of Internally Displaced Children Behind. Time to Act!' in collaboration with Swiss Agency for Development and Cooperation (SDC) and Development Initiatives, UK. We also supported the launch of the Geneva Global Hub on Education in Emergencies, NORRAG co-organised a number of online multi-day events such as the KIX Education Policy and Innovation Conference (EPIC) conference and the Missing Education Data Summit.

During the difficult year of the pandemic, one positive impact of the international travel ban was our much lower ecological footprint, which we will continue to minimise going forward. Moving all of our events online has proved an important way to reach more network members and experts around the globe. NORRAG was able to step up its global outreach in 2021 thanks to our increased activity and our improved online presence, including an important website refresh.

The year 2021 was also a good year for publications. We published the third book in the open-access NORRAG series International Education Development (published by Edward Elgar) *Realizing the Abidjan Principles on the Right to Education and NSI 06: States of Emergency: Education in the Time of COVID-19*. We also published working papers as well as a series of case studies related to innovative financing for education and feasibility studies on scaling innovation. We launched the NORRAG Senior Fellows programme to showcase the quality of scholarship and brain power that can be brought to bear on key questions of exclusion and underrepresentation

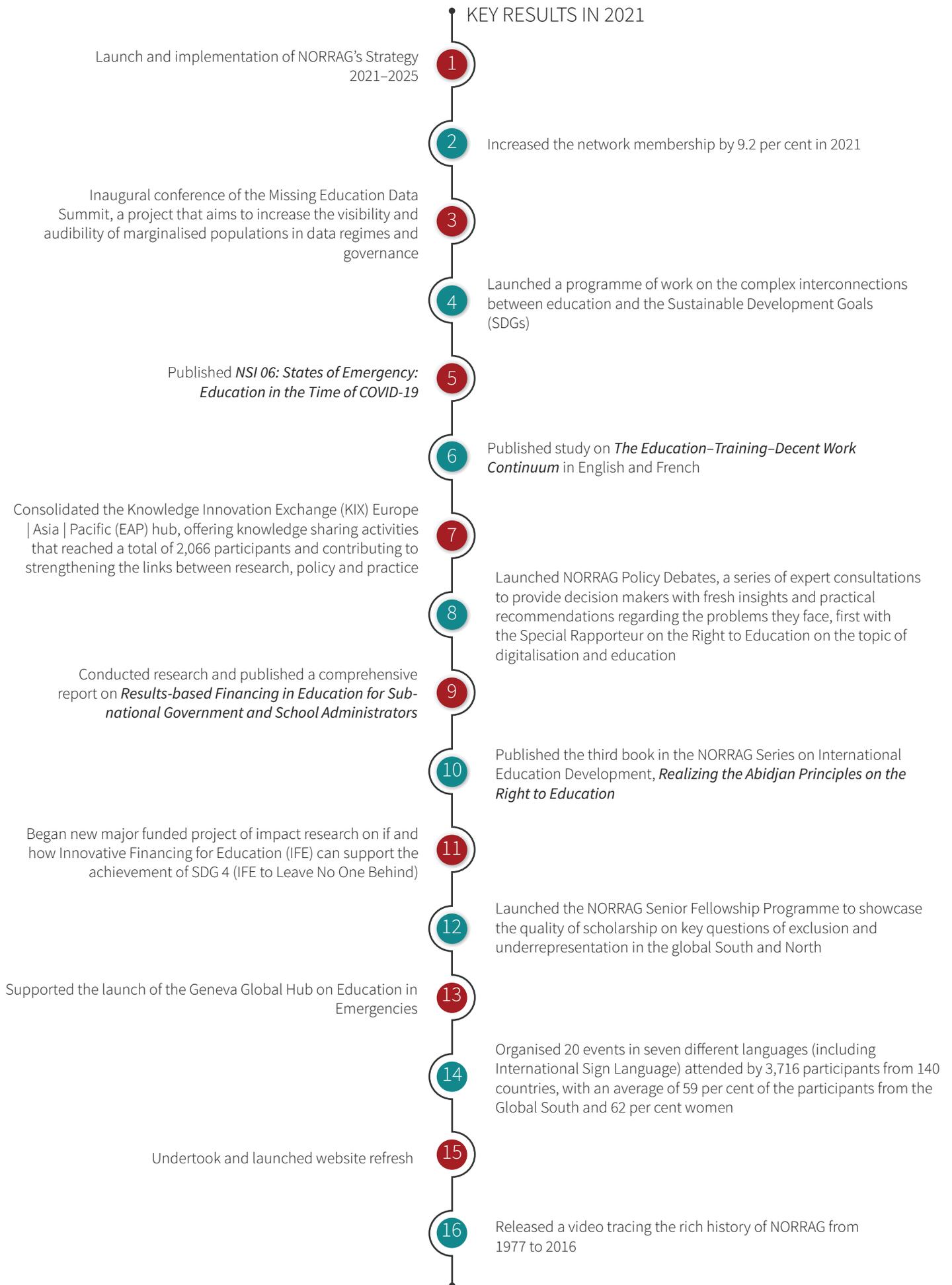
in Southern and Northern contexts, and the capacity of NORRAG and the Graduate Institute, Geneva, to convene these talents on an intellectual project that is committed to decolonizing international educational development.

NORRAG has also become known for being innovative in other ways. We developed a new model of expert consultations for decision makers, supporting the Special Rapporteur on the Right to Education in a year-long project on the topic of digitalisation and education. Representatives of NORRAG contributed to policy development (e.g. in teacher policy and education data) and contributed to various external events, including at the Comparative and International Education Society (CIES) annual conference presenting on data and evidence, private sector approaches and systems thinking. NORRAG staff provided Master's-level courses in international and comparative education for students at the Graduate Institute, while supporting IIEP-UNESCO on their course on crisis-sensitive educational planning. We also organised workshops in innovative financing for education and learning cycles responding to priorities identified by the 21 countries in the KIX-EAP region.

Experts of NORRAG were also commissioned to carry out analytical work related to the global education coordination mechanism (UNESCO, Section for SDG 4 Leadership), results-based aid (funded by the Results in Education for All Children (REACH) Trust Fund), and the education ecosystem in International Geneva (funded by the Swiss Secretariat for Education, Research and Innovation, SERI).

Core sponsors of NORRAG in 2021 were primarily the Education Unit of the SDC and also the Graduate Institute of International and Development Studies and the Open Society Foundations. Additional project-specific funding was obtained from the International Development Research Centre (IDRC)-GPE KIX initiative, the (REACH) Trust Fund at the World Bank, the SDC Research Desk, SERI, swissuniversities and UNESCO, as well as through fund matching with our project partners. NORRAG secured a significant amount of additional funding through cash and in-kind contributions while realising its objectives within the planned budget. We are grateful to our sponsors and partners for their continued confidence and support.

KEY RESULTS IN 2021





2 Activities

This Annual Report presents the key activities, outputs and results delivered by NORRAG between 1 January and 31 December 2021.

The report begins with a summary of NORRAG's new strategy (2021–2025), before detailing key activities and outputs, as well as facts about our governance and collaborations. The Appendix presents statistics and data used as indicators of our outreach and communications outcomes and impact up to January 2022. These indicators include the evolution and composition of our membership and the use of our website and knowledge products. The Annual Report reflects our growing outreach and increasing role in knowledge exchange among our various stakeholders, partners and members including researchers, practitioners and policymakers, with an increasing contribution to and use of our outputs by participants from the Global South/East.

NORRAG STRATEGY 2021–2025

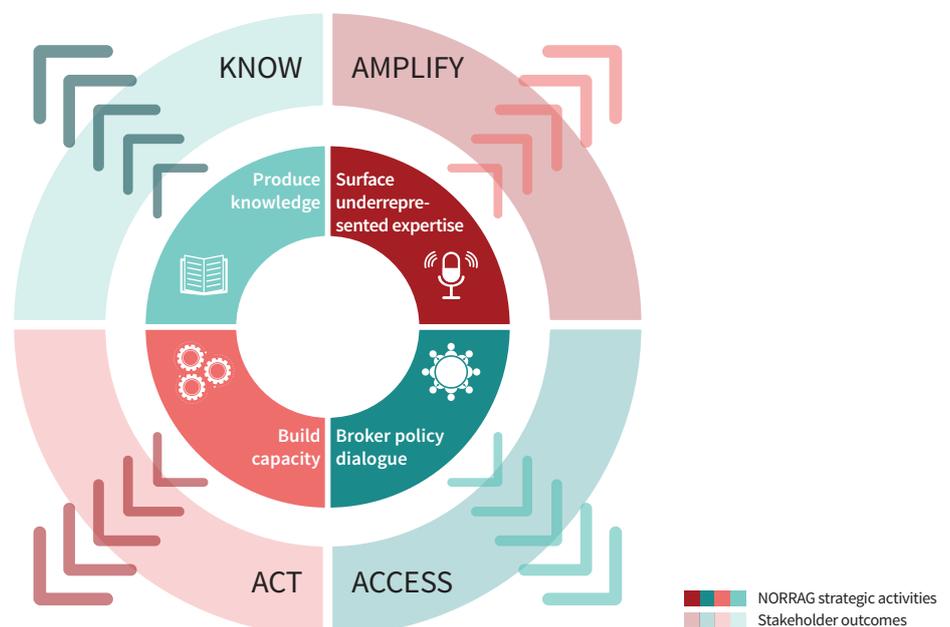
In 2021, NORRAG launched its [Strategy 2021–2025](#). This report introduces the strategy's four strategic activities and thematic priorities.

From strategic activities to stakeholder outcomes

Working at the interstices of knowledge, policy and practice, NORRAG co-produces, mobilises and disseminates **quality research and evidence** on education and development to help reduce uncertainty for policy makers, planners, practitioners and researchers. Surfacing and **amplifying underrepresented expertise**, particularly from the South, helps generate relevant and contextualised global, regional and national public goods and policy debate. Recognising that evidence use is essentially a relational process underpins our **facilitation of policy dialogue** in Geneva and worldwide. **Building capacity** to collect, interpret and use data and evidence helps improve educational planning, policymaking and practice.

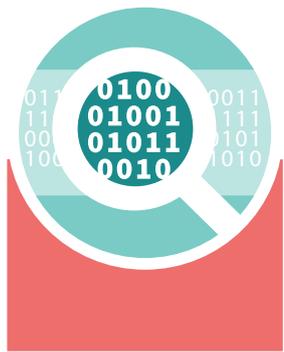
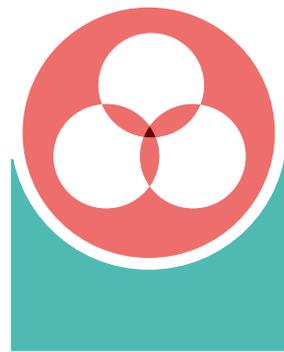
Together, these ways of working activate positive feedback loops that enable a more favourable environment for evidence-informed policy, planning and practice for equitable, quality education. NORRAG's distinctive approach to advancing equitable, quality, accessible lifelong education enables our stakeholders to:

KNOW	what robust evidence exists
AMPLIFY	knowledge that is context-relevant
ACCESS	underrepresented knowledge relevant to their work
ACT	with context-relevant knowledge and expertise to formulate priorities and solutions



2021–25 THEMATIC PRIORITIES

NORRAG will undertake projects in four thematic priority areas that need more and better contextualised research and knowledge, policy dialogue and capacity building. A fifth set of transversal activities is related to ensuring NORRAG’s institutional sustainability.

			
<p>HOW CAN DATA AND EVIDENCE SUPPORT THE INCLUSION OF MARGINALISED GROUPS IN LEARNING?</p> <ul style="list-style-type: none"> • Global fora are aware of missing data and evidence, as well as the implications for access, quality and equity. • Underrepresented experts are consulted in designing and implementing global data governance. • New and existing global data are governed and curated in ways that make them more accessible and relevant to domestic stakeholders. • The role of data for Education in Emergencies is strengthened. 	<p>HOW DOES EQUITABLE AND QUALITY EDUCATION OVERLAY AND INTERSECT WITH OTHER SDGs?</p> <ul style="list-style-type: none"> • Decision makers mitigate or prevent the risks and maximise the benefits of concepts and practices of intersectoriality. • Public, private and voluntary sectors and academia understand how achieving equitable, quality education supports the achievement of other SDGs. • The roles of national education experts in global knowledge exchange and policy dialogue are recognised and strengthened. 	<p>DO INNOVATIONS AND DISRUPTIONS IMPROVE ACCESS, EQUITY AND QUALITY IN EDUCATION?</p> <ul style="list-style-type: none"> • Decision makers mitigate or prevent the risks and maximise the benefits of disruptions to education. • Public, private and voluntary sectors and academia seek out local expertise and innovations in education. • Geneva’s role as a hub for education and international cooperation is better understood. • Innovative solutions that uphold equity and quality in education are scaled up from contextualised local initiatives. 	<p>CAN PRIVATE SECTOR APPROACHES IN EDUCATION UPHOLD ACCESS, EQUITY AND QUALITY?</p> <ul style="list-style-type: none"> • Governments, international organisations, the private sector and foundations, NGOs and academia are more aware of the actual risks and benefits of private sector approaches in education. • The needs and concerns of affected populations and experts in the South are included in decisions. • Decision makers mitigate or prevent the risks and maximise the benefits of private sector approaches in education.

DEEPENING NORRAG’S PARTNERSHIPS, REACH, LEARNING AND SUSTAINABILITY



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

PRODUCE KNOWLEDGE

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

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

publications when required and helps establish a pool of reviewers.

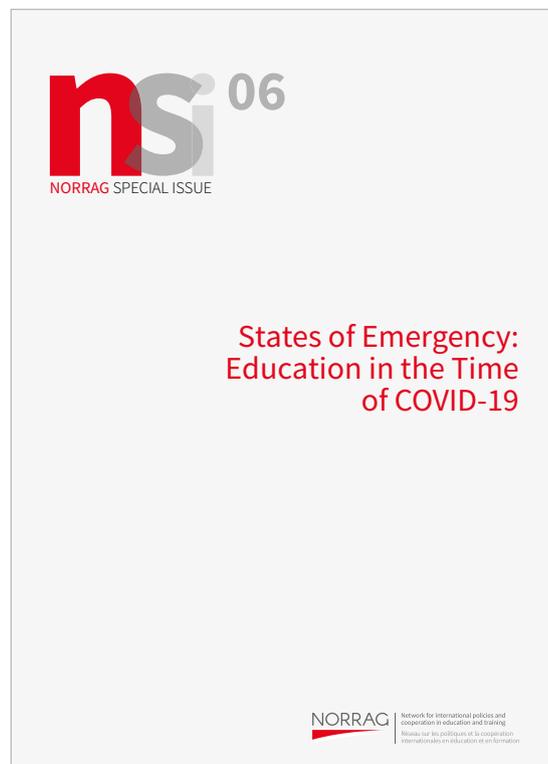
The following section presents our knowledge production featuring publications, videos, podcasts and Blog posts.

Publications and launch events

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. 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 2021 include the publication and launch of NSI 06. NSI 04, originally released in English in 2020, was also published in Arabic, English, French, Russian and Simplified Chinese script.



- **NSI 06: States of Emergency: Education in the Time of COVID-19** (October 2021), with guest editors **Moses Oketch, Will Brehm** and **Elaine Unterhalter**, University College London (UCL), Institute of Education. NSI 06 seeks to conceptualise the multiple emergencies brought about by COVID-19, a pandemic that presents the world not only with a biological and health emergency but also a political, economic and social emergency



Launch of NSI 06 on States of Emergency: Education in the Time of COVID-19 (6 Oct 2021)

The events of 2021 underlined the impact of increasing and increasingly widespread pandemics and other health shocks and stresses on education systems, as well as for learners, teachers and administrators. The **launch event** for the issue featured presentations from NSI 06 guest editors Moses Oketch, Will Brehm and Elaine Unterhalter from the UCL Institute of Education, United Kingdom, as well as speeches from the authors of six chapters of NSI 06.

Speakers

Will Brehm

Associate Professor, UCL Institute of Education, United Kingdom

Irving Epstein

Professor of Peace and Social Justice Emeritus, Illinois Wesleyan University, United States

Moira V. Faul

Executive Director, NORRAG, Switzerland

Adam Habib

Professor and Director, School of Oriental and African Studies, University of London, United Kingdom

Moses Oketch

Professor, UCL Institute of Education, United Kingdom

Ulrike Rivett

Professor, Department of Information Systems, University of Cape Town, South Africa

Iveta Silova

Professor, Arizona State University, United States

Frances Stewart

Professor Emeritus, University of Oxford, United Kingdom

Keita Takayama

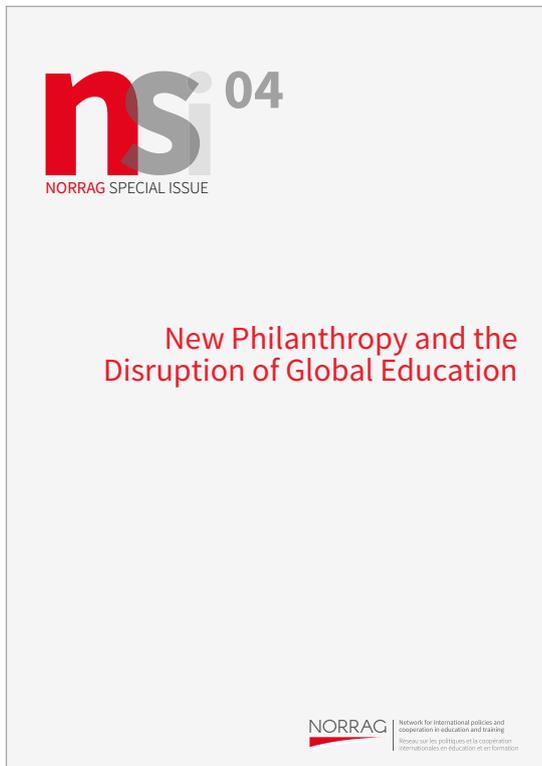
Professor, Graduate School of Education, Kyoto University, Japan

Elaine Unterhalter

Professor, UCL Institute of Education, United Kingdom

Regional editions published in Arabic, French, Russian, Simplified Chinese script and Spanish of **NSI 04: New Philanthropy and the Disruption of Global Education**.

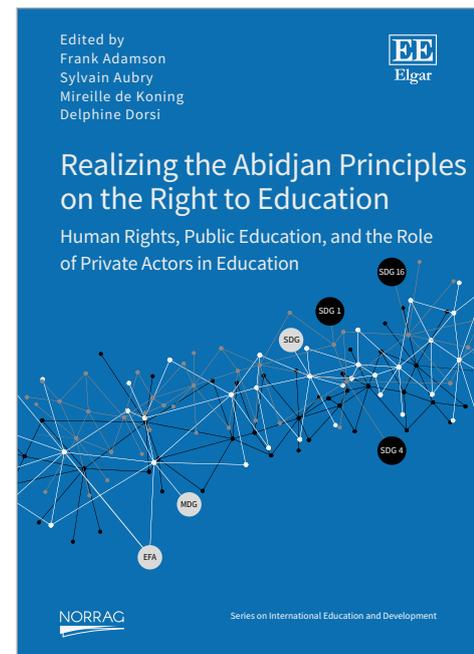
Regional editions of **NSI 05: Domestic Financing: Tax and Education** in Arabic, French, Russian, Simplified Chinese script and Spanish currently underway.



NORRAG book series ‘International Education and Development’

- **Realizing the Abidjan Principles on the Right to Education** (15 June 2021) Edited by Frank Adamson, California State University; Sylvain Aubry, (GI-ESCR); Mireille de Koning (OSF) and Delphine Dorsi (RTE). The book explains the development of the Abidjan Principles, including their articulation of the right to education, the state obligation to provide quality public education and the role of private actors in education. The book is available in open access online.

- **Launch of the third book in the NORRAG series on International Education and Development, published by E. Elgar, Cheltenham, United Kingdom: Realizing the Abidjan Principles on the Right to Education** (15 June 2021)



The online book launch was organised in cooperation with California State University, Sacramento (CSUS), the GI-ESCR and the RTE initiative and welcomed more than 110 attendees. The editors and authors of the book participated in an **interactive panel discussion**, which provided a unique overview of the book's significant conclusions.

Speakers

Frank Adamson

Assistant Professor of Education Leadership at California State University

Sylvain Aubry

Research and Legal Advisor at the Global Initiative for Economic, Social and Cultural Rights (GI-ESCR)

Delphine Dorsi

Director of the Right to Education Initiative (RTE)

Clara Fontdevila

Research Associate at the University of Glasgow, and a PhD candidate at the Department of Sociology of the Universitat Autònoma de Barcelona

Sandra Fredman

Professor of the Laws of the British Commonwealth and the USA, University of Oxford

Joanna Härmä

writer and researcher

Mireille de Koning

Program Officer in the Open Society Education Support Program at OSF

Linda Oduor-Noah

Programme Manager, at the Education Partnerships Group

Marie-France Lange

Researcher, Institut de recherche pour le développement (IRD)

Mauro C. Moschetti

Full-time Associate Researcher at the Department of Pedagogy of the University of Girona and Senior Researcher at the Department of Sociology at the Autonomous University of Barcelona

Jacqueline Mowbray

Associate Professor, University of Sydney Law School

Magdalena Sepúlveda Carmona

Executive, GI-ESCR

Antoni Verger

Associate professor at the Department of Sociology of the Universitat Autònoma de Barcelona and a research fellow at the Catalan Institution for Research and Advanced Studies (ICREA)

Roman Zinigrad

Postdoctoral Research Fellow at the Center for Critical Democracy Studies at American University of Paris



A series of videos were also produced in which the chapters' authors presented the main idea of their contribution to the book. Watch the video presentations in our **showcase**.

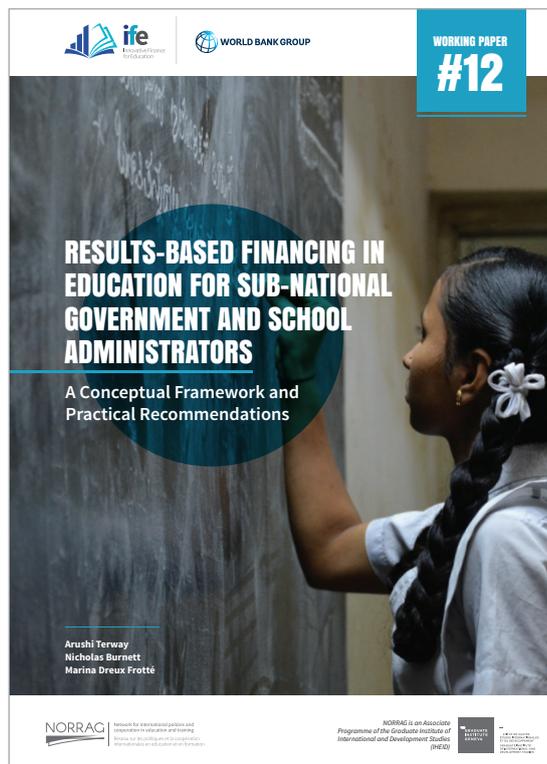
Innovative Finance for Education

The Innovative Finance for Education (IFE) project contributes to NORRAG's efforts by building empirical evidence regarding the experience, challenges and benefits of utilising innovative financing approaches to improve financing, provision, quality and equity in education. It presents research with a focus on the Global South in the form of working papers, in-depth case studies, short case studies and videos.

In December 2021, NORRAG started a new research project, **Innovative Financing for Education to Leave No One Behind (IFE-2-Leave No One Behind)** to assess the contribution of innovation in education financing to bringing in more and better financing to educate the most disadvantaged and marginalised groups. In partnership with the Bertha Centre at the University of Cape Town and the Tata Institute of Social Sciences in the Centre for Education Innovation and Action Research, Mumbai, NORRAG is conducting mixed-method impact research on if and how innovative financing mechanisms, arrangements and programme elements are likely to

produce educational benefits for marginalised and vulnerable student populations. The project will focus on the innovative financing initiatives Lending for Education in Africa, Impact Bond Innovation Fund and Quality Education India Development Impact Bond, to be implemented by the UBS Optimus Foundation and Volta Capital in Ghana, India, Kenya, Rwanda, Sierra Leone, South Africa, Tanzania and Uganda, as well as two additional initiatives. The project is co-funded by the TRANSFORM research initiative of the SDC and NORRAG's research and implementation partners and will end in December 2026.

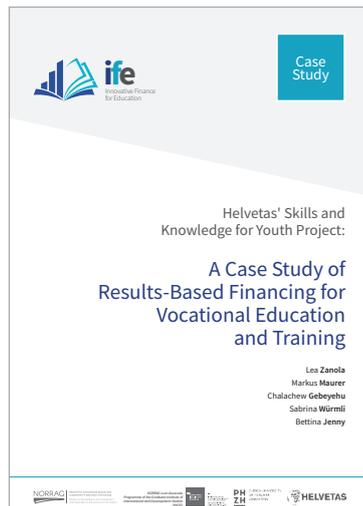
In 2021, NORRAG was invited by the Results in Education for All Children (REACH) project at the World Bank to conduct a comprehensive theoretical and empirical analysis of Results-Based Financing (RBF) in education for sub-national government and school administrators. The NORRAG IFE team conducted a systematic review of the literature and a review of 51 projects by various donor organisations and government agencies to develop a working paper on the topic.



- **Results-based Financing in Education for Sub-national Government and School Administrators: A Conceptual Framework and Practical Recommendations** (December 2021), by **Arushi Terway, Nicholas Burnett** and **Marina Dreux Frotté**. NORRAG's 12th Working Paper applies Principal– Agent theory to study the causal mechanisms at work in the use of RBF to improve education service delivery. It uses this theoretical framework to examine RBF interventions to incentivise meso-level actors.

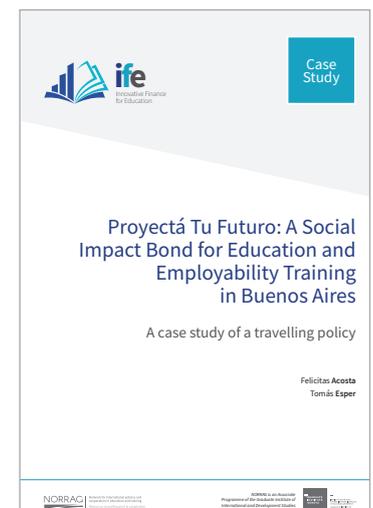
Under the ‘IFE and Development: Case Studies and Multimedia Material for eLearning’ project, NORRAG published three case studies with its project partners. This project was partially funded by swissuniversities Development and Cooperation Network (SUDAC) under the development of the Consortia for Education and Research (COFER) and supported by OSF, SDC and its partner organisations. The partners included NORRAG,

University of Fribourg (Switzerland), Zurich University of Teacher Education (Switzerland), Universidad Nacional de General Sarmiento, Buenos Aires (Argentina), Beijing Normal University (China), Tata Institute of Social Sciences, Mumbai (India) and University of Cape Town (South Africa). The SUDAC-COFER funding for the project started in 2018 and came to an end in 2021.



- **Helvetas' Skills and Knowledge for Youth Project: A Case Study of Results-Based Financing for Vocational Education and Training** (February 2021), by **Lea Zanola, Markus Maurer, Chalachew Gebeyehu, Sabrina Würmli** and **Bettina Jenny**. This case study presents the SKY project (Ethiopia) as an example of RBF in education, where performance-based contracts and financial incentives are used to focus service providers' attention on quality vocational training, leading to the long-term gainful employment of beneficiaries.

- **Proyectá Tu Futuro: A Social Impact Bond for Education and Employability Training in Buenos Aires** (October 2021), by **Felicitas Acosta** and **Tomás Esper**. In this NORRAG case study, the authors review the first SIB released in Buenos Aires, which aims to tackle low secondary school completion rates and unemployment among young adults. The report explores the development of the project and analyses both the challenges and achievements of the Proyectá Tu Futuro SIB.

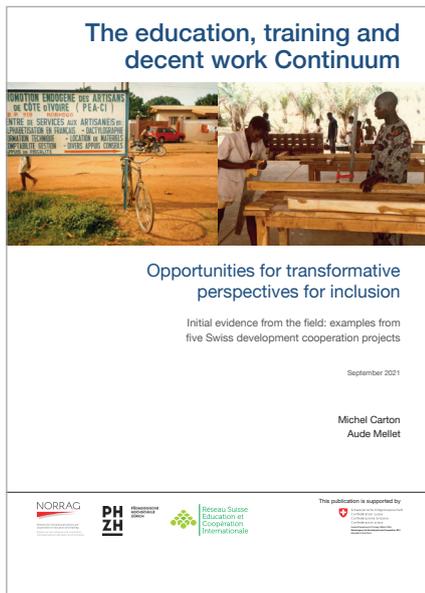


- **Financing Early Childhood Development: The Impact Bond Innovation Fund, South Africa** (December 2021), by **Cynthia Rayner** and **Ncedisa Nkonyeni**. This NORRAG case study reviews a financial experiment intended to deliver more effective and efficient funding for early childhood development (ECD) than traditionally funded programmes in two underserved communities near Cape Town, South Africa.



To support the Helvetas' SKY Project case study with additional multimedia content, **a series of videos** was released.

The Education–Training–Decent Work Continuum



- **The Education–Training–Decent Work Continuum** (September 2021), by **Michel Carton** and **Aude Mellet**, with partners Zurich University of Teacher Education (PHZH) and Réseau Suisse Education et Coopération Internationale (RECI). Education, training and work continue to interact but have become compartmentalised and less inclusive than previously, creating entry barriers. The study examines the continuum approach to tackling discontinuities widely observed between education, training and work by studying a selection of projects by RECI members. The continuum approach proposed in the study aims to help enable learners to move between education, training and work at any point in their lives and in any order, to prevent or remedy inequalities and exclusions – especially for marginalised populations. The study is available in [English](#) and [French](#).

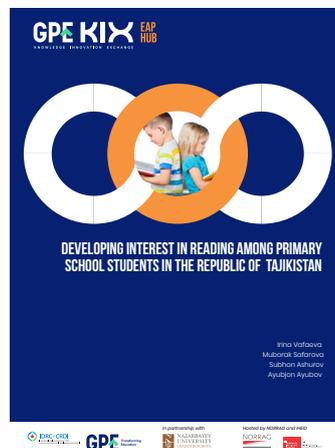
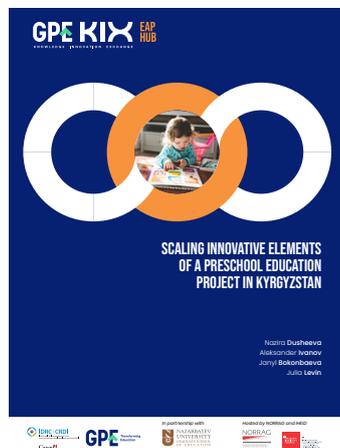


Launch and online discussion of the study *The Education–Training–Decent Work Continuum* (20 Nov 2021) [EN](#) | [FR](#)

KIX Europe | Asia | Pacific Hub

The KIX EAP Regional Hub, as part of the KIX Initiative, corresponds with NORRAG's core mission to mobilise, produce and disseminate knowledge with a focus on providing a greater voice and enhanced visibility to expertise from the Global South. In 2021, the KIX EAP

Hub produced three case studies within the Learning Cycle 'Feasibility Studies on Scaling Innovation'. Teams of national experts examined the feasibility of scaling an existing innovation to benefit their education system.



- **Scaling Innovative Elements of a Preschool Education Project in Kyrgyzstan** (December 2021), by **Nazira Dusheeva**, **Aleksander Ivanov**, **Janyl Bokonbaeva** and **Julia Levin**. This case study sets out to explore the feasibility of scaling a World Bank-funded project on inclusive preschool education in Kyrgyzstan to expand the knowledge base on scaling innovation in education.
- **Developing Interest in Reading Among Primary School Students in the Republic of Tajikistan** (November 2021), by **Irina Vafaeva**, **Muborak Safarova**, **Subhon Ashurov** and **Ayubjon Ayubov**. This case study evaluates the potential for scaling up the innovative Reading Calendar pilot of the Read with Me (RWM) project, which aims to improve reading among grade 3 and 4 students in Tajikistan.
- **Criteria-based Assessment through Descriptors (CAD) in Basic Education in the Republic of Moldova** (September 2021), by **Mariana Marin**, **Angela Curaciți**, **Tatiana Șova**, **Veronica Rusov** and **Lilia Trifan**. This case study offers scientific evidence for the conditions that would allow the expansion of the CAD framework in basic education in Moldova to the gymnasium level (grades V–IX).

Videos

History of NORRAG 1977–2016

In December 2021, NORRAG published a landmark video with Emeritus Professor Michel Carton, former director of NORRAG (1992–2016), in an interview with Executive Director Dr Moira V. Faul about the rich history of NORRAG from 1977 to 2016.



 The video is available to watch on NORRAG's [history](#) page.

Education in Emergencies



NORRAG supported the launch of the Geneva Global Hub on EiE (25 January 2021) the culmination of a pledge signed at the 2019 Global Refugee Forum. Watch the video of the launch which welcomed over 450 attendees, a high-level panel exchanged with participants on the ways in which the Geneva Global Hub could be a catalyst for change to respond to children's education needs in contexts affected by conflict, violence, disasters and displacement. NORRAG represents the Graduate Institute of International and Development Studies as one of several founder organisations of the Geneva Global Hub

on EiE, alongside Education Cannot Wait (ECW), Global Education Cluster (GEC), International Committee of the Red Cross (ICRC), INEE, International Organization for Migration (IOM), United Nations Children's Fund (UNICEF), UNESCO, United Nations High Commissioner for Refugees (UNHCR), the University of Geneva and the Swiss Federal Department of Foreign Affairs (FDFA).

 Video [AR | EN | ES | FR | PT](#)

Speakers

Dean Blanchet Brooks

Director, Inter-agency Network for EiE

Karl Blanchet

Director, Geneva Centre of Humanitarian Studies

Giancarlo De Picciotto

Head of International Cooperation, SDC in Mali

Helen Durham

Director of Law and Policy, ICRC

Stefania Giannini

Assistant Director-General for Education, UNESCO

Jürg Lauber

Ambassador, Permanent Representative of Switzerland to the United Nations and the other international organisations in Geneva

Meritxell Relaño

Deputy Director, Office of Emergency Programmes, UNICEF

Yasmine Sherif

Director, ECW

Hina Shikhani

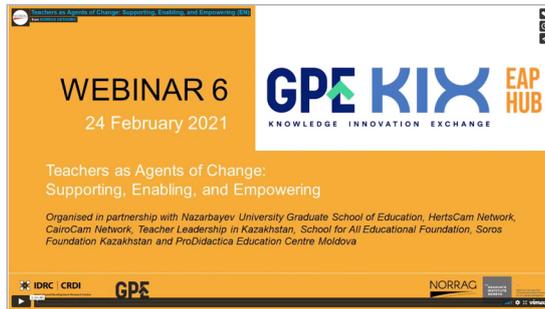
Afghan refugee born in Pakistan

Fadi Yarak

Director General, Ministry of Education and Higher Education, Lebanon

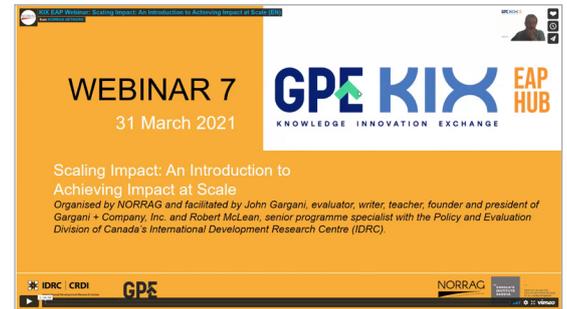
KIX Europe | Asia | Pacific Hub

The KIX EAP hub also produced 93 videos, which included the following event recordings:



KIX EAP webinar on **‘Teachers as Agents of Change: Supporting, Enabling, and Empowering’** (24 February 2021), organised in cooperation with NUGSE, HertsCam Network, CairoCam Network, Teacher Leadership in Kazakhstan, School for All Educational Foundation, Soros Foundation Kazakhstan and ProDidactica Education Centre Moldova. Speakers included David Frost, Diane Campkin (HertsCam Network), Amina El Temamy (CairoCam Network), Rima Bezede (Prodidactica), Saule Kalikova (Soros Foundation), Gulmira Qanay, Matthew Courtney (NUGSE), Zhanibek Batyr (Teacher Leadership in Kazakhstan initiative).

 Video [EN | RU | AR](#)



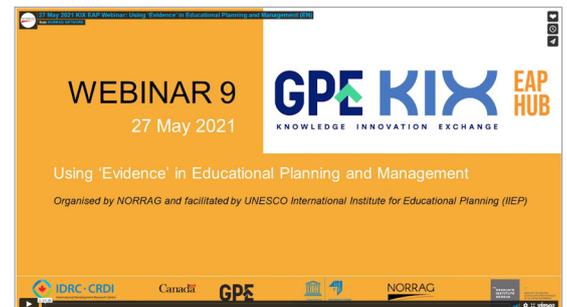
KIX EAP webinar on **‘Scaling Impact: An Introduction to Achieving Impact at Scale’** (31 March 2021), in collaboration with speakers John Gargani (Gargani + Company, Inc.) and Robert McLean (IDRC).

 Video [EN | RU | AR](#)



KIX EAP webinar, **‘What Has COVID-19 Done to Education and Research?’** (21 April 2021) with Elaine Unterhalter, Marie Lall, Kusha Anand (UCL Institute of Education) and Pravindharan Balakrishnan (secondary school teacher, Malaysia).

 Video [EN | RU | AR](#)



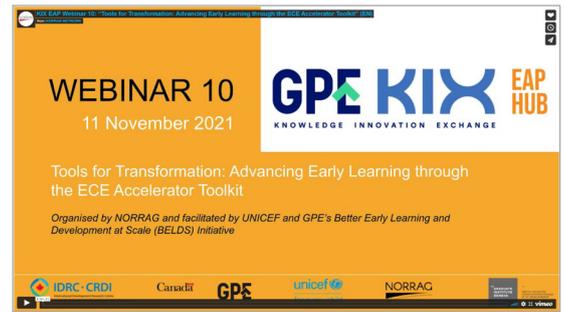
KIX EAP webinar, **‘Using “Evidence” in Educational Planning and Management’** (27 May 2021), organised in cooperation with speakers Amélie A. Gagnon, Germán Vargas Mesa, IIEP-UNESCO.

 Video [EN](#)



KIX Education Policy and Innovation Conference (EPIC) (1, 7, 14 and 28 October 2021), organised with 99 educational sector experts and 32 institutional partners, mobilising knowledge and providing visibility to national and regional expertise.

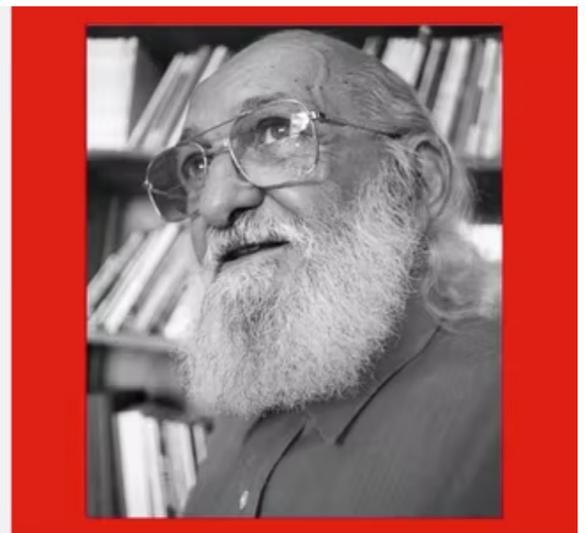
 Videos of Day 1-4 [EN](#) | [RU](#)



KIX EAP webinar **'Tools for Transformation: Advancing Early Learning through the ECE Accelerator Toolkit'** (11 November 2021), organised in cooperation with UNICEF and GPE's Better Early Learning and Development at Scale (BELDS) with speakers Ghazala M. Syed, Joa Keis (UNICEF), Chinargul Dzhumagulova (UNICEF Kyrgyzstan), Jamshed Kurbonov (UNICEF Tajikistan), Massey Tucker (UNICEF Sierra Leone).

 Video [EN](#) | [RU](#) | [AR](#)

Paolo Freire Centenary



NORRAG and Teachers College, Columbia University, hosted **The Geneva Paulo Freire Centenary** (18 November 2021), a webinar celebrating the Brazilian philosopher and educator and attended by 183 participants. The event was part of NORRAG's and Teachers College's celebrations for the centenary of one

of the greatest educationalists of the 20th century. Freire's work remains innovative, with the potential for positive disruptions of existing educational processes.

 Video [EN](#) | [FR](#) | [PT](#)

Speakers

Joao Abilio Lazaro

Lecturer, Researcher, ISCED Open University
Mozambique

Paulo Blikstein

Associate Professor of Communications, Media and
Learning Technologies Design at Columbia University

Moira V. Faul

Executive Director, NORRAG

Gita Steiner-Khamsi

Professor Teachers College, Columbia University and
Graduate Institute, Geneva and Director of NORRAG

Leon P. Tikly

UNESCO Chair in Inclusive, Good Quality Education and
Global Chair in Education at the University of Bristol

 In addition, in September 2021, NORRAG released, as part of the centenary of Paulo Freire, [an archival video](#) from 1988 of a panel discussion with Freire and Gita Steiner-Khamsi (now NORRAG Director) at the University of Zurich. At the panel, Freire speaks, among

other topics, about the education of migrants, the situation in Brazil and women's liberation movements, as well as developing some of the ideas in his landmark book *Pedagogy of the Oppressed*.

Digitalisation of education



17.09.21: NORRAG Webinar - why technology alone can't transform education (EN)
from NORRAG NETWORK

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

Online Webinar

Why technology alone can't transform education

Friday 17 September 2021

NORRAG is an Associate Programme of the Graduate Institute of International and Development Studies (IHEID) and is supported by the Swiss Agency for Development and Cooperation (SDC) and the Open Society Foundations (OSF).

GRADUATE INSTITUTE GENEVA
INSTITUT DES ETUDES PROBLEME DEVELOPPEMENT ET COOPERATION INTERNATIONALES DE GENÈVE, SUISSE

Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra
Eidgenössisches Departement für auswärtige Angelegenheiten (EDA)
Bundesamt für Entwicklung und Zusammenarbeit (BZ)

1:18:41

virveo

A webinar titled '[Why technology alone can't transform education](#)' (17 September 2021) was organised as the first public-facing activity in the project Digitalisation of education. The event, attended by 217 participants, showcased the use and potential of technology for teaching and learning, as well as the

reach and distribution of tools and data. The event was bilingual, with simultaneous interpretation in both English and Portuguese.

 Video [EN](#) [I](#) [PT](#)

Speakers:

Tel Amiel

UNESCO Chair in Distance Education Coordinator,
University of Brasília.

Moira V. Faul

Executive Director, NORRAG, Switzerland

Justin Reich

Director of Teaching Systems Lab and Associate
Professor of Comparative Media Studies/Writing,
Massachusetts Institute of Technology (MIT)

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 2021.

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

Aaron Benavot
Professor of Global Education Policy
SUNY University

Alexandra Draxler
NORRAG Senior Advisor
Former UNESCO Director

*A conversation:
"Urging the U.S. to
Re-Engage with UNESCO"*

PODCAST

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

Keith Lewin
Emeritus Professor, International
Development & Education
University of Sussex

Alexandra Draxler
NORRAG Senior Advisor
Assoc. Editor of the International
Journal of Education & Development

*"Peak Aid, Catalytic Change
and Sustainable Educational
Financing"*

PODCAST

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

Manos Antoninis
Director, Global Education
Monitoring Report (UNESCO)

Alexandra Draxler
NORRAG Senior Advisor
& Former Director at UNESCO

*"Monitoring the 4th Sustainable
Development Goal on Education
(SDG 4)"*

PODCAST

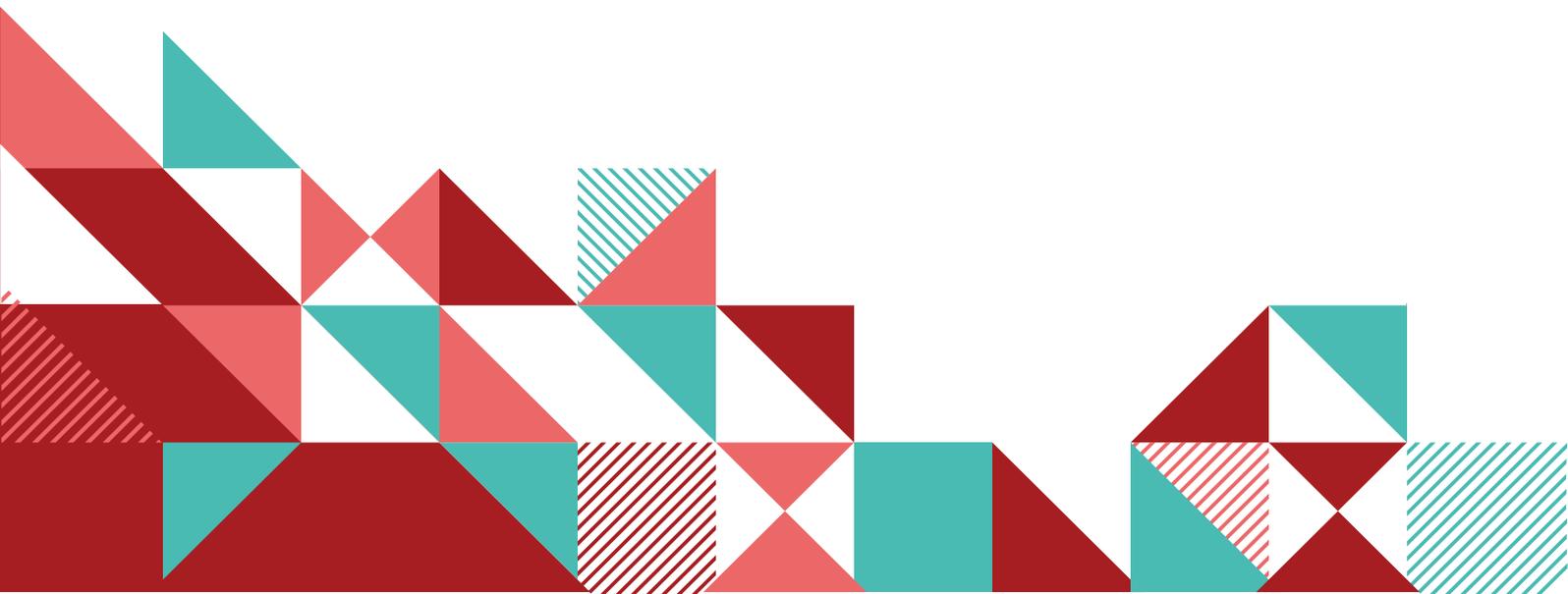
NORRAG Network for international policies and cooperation in education and training
Réseau sur les politiques et la coopération internationales en éducation et en formation

Luis Crouch
Senior Economist
RTI International

Radhika Joshi
Doctor of Economics
Indian Institute of Management

*"Can Social Integration in Schools
be Mandated? Evidence from the
Right to Education Act in India"*

PODCAST



KIX EAP Podcast

Launched in April 2021, the [KIX EAP Podcast](#) is hosted by Ryan Allen, Assistant Professor, Chapman University (United States). In 2021, KIX EAP Podcasts 1–9, recorded with senior educational intellectuals, authors and practitioners from 21 countries in the Europe, Asia and Pacific regions, were published.

  <p>Duishon Shamatov Associate Professor, Graduate School of Education, Nazarbayev University, Kazakhstan</p> <p><i>Inaugural KIX EAP Podcast with host Ryan Allen, Assistant Professor of Practice, Chapman University, USA.</i></p> <p>PODCAST</p>	  <p>Maia Bibileisvili Head of the "Child, Family, Society" (CFS) organisation, Georgia</p> <p><i>KIX EAP Podcast with host Ryan Allen, Assistant Professor of Practice, Chapman University, USA.</i></p> <p>PODCAST</p>
  <p>Dr. Shehzad Jeeva Director of Aga Khan University Examination Board and Assistant Professor Aga Khan University, Karachi, Pakistan</p> <p><i>KIX EAP Podcast with host Ryan Allen, Assistant Professor of Practice, Chapman University, USA.</i></p> <p>PODCAST</p>	  <p>Aminath Shafiya Adam Assistant Professor, Maldives National University</p> <p><i>KIX EAP Podcast with host Ryan Allen, Assistant Professor of Practice, Chapman University, USA.</i></p> <p>PODCAST</p>
  <p>Dr Bal Chandra Luitel Professor, Kathmandu University, School of Education</p> <p><i>KIX EAP Podcast with host Ryan Allen, Assistant Professor of Practice, Chapman University, USA.</i></p> <p>PODCAST</p>	  <p>Dr. Elena Kardanova Professor, National Research University Higher School of Economics (HSE), Moscow, Russia and Director, Institute of Education's Centre for Psychometrics and Measurement in Education</p> <p><i>KIX EAP Podcast with host Ryan Allen, Assistant Professor of Practice, Chapman University, USA.</i></p> <p>PODCAST</p>
  <p>Almagul Osmonova Founder and CEO of the Taalim Forum (Kyrgyzstan)</p> <p><i>KIX EAP Podcast with host Ryan Allen, Assistant Professor of Practice, Chapman University, USA.</i></p> <p>PODCAST</p>	  <p>Dr Kilala Devette-Chee Senior Research Fellow and Program Leader, Universal Basic Education Research Program, Papua New Guinea National Research Institute</p> <p><i>KIX EAP Podcast with host Ryan Allen, Assistant Professor of Practice, Chapman University, USA.</i></p> <p>PODCAST</p>
  <p>Batjargal Batkhuyag Executive Director, Mongolian Education Alliance (MEA), Ulaanbaatar, Mongolia</p> <p><i>KIX EAP Podcast with host Ryan Allen, Assistant Professor of Practice, Chapman University, USA.</i></p> <p>PODCAST</p>	

NORRAG blog

The [NORRAG blog](#), edited by Ji Liu, Professor at Shaanxi Normal University's Tin Ka Ping School of Education and NORRAG Senior Research Associate, continued to expand its reach and volume. The blog provides a platform for education stakeholders, particularly those from the Global South/East, to share their expertise and experiences.

- The NORRAG Highlights section provides overviews of current trends and developments in the global education community. Some trends that emerged on the blog in 2021 include posts related to the COVID-19 pandemic and its impact on education systems, global education assessments, such as Programme for International Student Assessment (PISA), education funding mechanisms, the digital divide, SDG 4 and building global solidarity and action in education. In 2021, the five most popular posts on the NORRAG blog were:
 - ‘[Student Resilience during the COVID-19 Crisis](#)’ by Anne-Fleur Lurvink (04/06/2021) – 2,382 views
 - ‘[Covid-19, Climate, and Culture: Facing the Crisis of \(Neo\)Liberal Individualism](#)’ by Iveta Silova, Hikaru Komatsu and Jeremy Rappleye (14/01/2021) – 1,404 views
 - ‘[The Effect of COVID-19 on Non-state Involvement in Education](#)’, by Zain ul Abidin (20/05/2021) – 1,048 views
 - ‘[Lessons from COVID 19: Digitalization Calls for Strong Public Education Systems](#)’, by Margarita Langthaler (16/03/2021) – 975 views
 - ‘[Great Buys, Good Buys, and Bad Buys](#)’, by Joel Samoff (11/08/2021) – 491 views
- The NORRAG Debates section fosters dialogue among all stakeholders around specific topics. In 2021, 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 SDG 4. The stream has seen nine posts published since September 2017.
 - ‘[Philanthropy in Education](#)’: This debate stream contributes to ongoing dialogue and helps unpack questions, issues and arguments concerning philanthropy in the education sector. This stream has seen 10 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 seven posts published since May 2018.

Strategic orientations and next steps

- Publish the fourth volume in the book series: *Systems Approaches in International Education and Development: An Approach to Unlock Learning for All?*
- Publish NSI 07: *Education in Times of Climate Change*
- Publish NSI 08: *The Continuum Approach to Overcoming the Discontinuities between Education, Training and Decent Work*
- Publish Regional Editions of *NSI 05 and NSI 06*
- Accessibility is a core principle of NORRAG’s mission, and that includes linguistic accessibility. We will provide more content in several languages, and promote this multilingual content more effectively, including our events and Regional Editions of *NSI*
- Publish additional short case studies on IFE
- Publish a companion Practitioner Guide to the RBF at the meso-level report
- Launch research activities for IFE-2-Leave No One Behind with research and implementation partners
- Initiate *NORRAG Policy Insights publications* (tied in with the NORRAG Policy Dialogue Expert Consultation Series described in the policy dialogue section)
- Begin a number of guest-edited blog series, starting with Missing Education Data and Education for Peace
- Further develop the NORRAG podcast featuring content that is relevant and relatable and featuring underrepresented voices
- Deepen our support of FreshEd podcasts, specifically *FreshEd Flux* and its versions in Portuguese (Eduquê) and Spanish (Aula Divergente)

STRENGTHEN CAPACITY

Courses at the Graduate Institute, Geneva

Dr Arushi Terway taught a 6-ECTS (European Credit Transfer and Accumulation System) course, 'Innovative Financing for Education: Approaches and Debates', at the Graduate Institute in Spring 2021. The course is part of the interdisciplinary Master in International and Development Studies to teach students about the various innovative financing approaches used in the education sector and critical debates surrounding these approaches.

In Autumn 2021, Dr Moira V. Faul taught a 6-ECTS course at the Graduate Institute, Geneva, titled 'Global Governance and Education: Debates and Approaches', wherein students critically examined educational issues within increasingly complex systems of global governance and interacted with guest experts including Daniel Shepard, NORRAG's Missing Data Project Lead, and Patrick Montjouridès, now at the Global Education Monitoring Report.

The courses are highly regarded among candidates in the Master in International and Development Studies (MINT) programme.

Innovative Finance for Education project



At the Comparative and International Education Society (CIES) in April 2021, the IFE team along with partners held a pre-conference workshop titled 'Innovative Financing for Education: Analysis of Multi-stakeholder Perspective Case Studies'. This workshop was directed at education researchers and practitioners. The participants worked through four case studies that capture the multi-stakeholder perspective on designing and implementing innovative financing mechanisms within the education and youth employment sector. Participants analysed the relevance, applicability and adaptability of experiences in Argentina, Ethiopia, India and South Africa to additional educational contexts.

In April 2021, Dr Arushi Terway also gave a guest lecture on 'Innovative Financing for Development' at the K2A Academy organised by the SUDAC-CLOC Knowledge-to-Action project. The three-week online academy aimed

to contribute to a better understanding of the SDGs by applying design thinking and translating knowledge into action.

KIX Europe | Asia | Pacific (EAP) Regional Hub



The KIX EAP Regional Hub offers professional development (Learning Cycles) to national experts from 21 Global Partnership for Education (GPE) partner countries in the EAP region. Participants 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 and produce high-quality policy and innovation exchange knowledge products, which are published, translated into English and disseminated widely by the KIX EAP Hub.

In 2021, NORRAG and our partners organised the following two [Learning Cycles](#) offered to national education experts from the 21 KIX EAP countries:

The Learning Cycle on 'Equitable Access to Education with Geospatial Data' was organised from 15 June to 16 July 2021 in English, Russian and Arabic and facilitated by the United Nations Educational, Scientific and Cultural University Organization (UNESCO) International Institute for Educational Planning (IIEP). It enabled participants to challenge different aspects of equitable access to education.

The Learning Cycle on 'The Integration of 21st Century Skills (21CS) in National Education Systems' was organised from 14 June to 9 July 2021 and 16 August to 9 September 2021 in English and Russian and facilitated by the Australian Council for Educational Research (ACER). It focused on skills such as critical thinking, creative thinking, communication and collaboration, which are considered crucial to succeeding in today's society in which innovation and technology are predominant.

Using Data and Information for Crisis-Sensitive Educational Planning (with IIEP-UNESCO)

Natural hazards and conflicts can devastate education systems. When faced with multiple risks, such as insecurity and severe weather, the stakes are even higher. Today, many governments, humanitarian and development partners recognise the need to use evidence-informed risk reduction strategies to address threats head on, prepare and secure the right to quality education for all. However, this approach requires reliable data – and especially for

forcibly displaced persons, who are among the most marginalised populations in the world. As a response to this challenge, NORRAG and IIEP-UNESCO launched a specialised course on ‘Using Data and Information for Crisis-Sensitive Educational Planning’, which ran from 3 May to 25 June (eight weeks).

Strategic orientations and next steps

- Continue to offer master-level academic courses on education and development for students in interdisciplinary programmes at the Graduate Institute, Geneva
- Develop and fundraise for Executive Education courses (CAS) for professionals working in the education and finance sector, along with IIEP-UNESCO and the Graduate Institute
- Continue to deliver the course ‘Using Data and Information for Crisis-Sensitive Education Planning’ with IIEP-UNESCO
- Create and deliver a second Learning Cycle for the International Development Research Centre (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



BROKER POLICY DIALOGUE

Data and evidence

Used by policymakers, planners, researchers or at the programmatic level, education data and evidence contribute to defining and orienting the reality in which education policies and programmes are designed, financed and implemented. NORRAG contributes to ensuring that the most vulnerable and neglected groups become visible and audible in education data, thus informing policy dialogue, research and the daily practices of education stakeholders worldwide. In 2021, the work of NORRAG in the Data and Evidence theme involved the following priority projects: Missing Education Data; Expert groups in data and evidence for education in emergencies; and Teacher policy, training and labour market.

Missing Education Data



The Missing Education Data project seeks to provide guidance to the global education community on improving the availability of, and the role played by, education data. As the world nears the 2022 mid-point for achieving the SDGs, missing data continue to constitute a critical obstacle in achieving [SDG 4 targets](#) and 'ensur[ing] inclusive and equitable quality education and promot[ing] lifelong learning opportunities for all'. Through this project, we investigate how the challenges presented by missing education data can manifest as missing groups, missing types, and missing purposes.

On 30 November 2021, NORRAG organised the [Inaugural Missing Education Data Summit: Conceptualising](#)

[and Addressing Education Data Gaps for SDG 4](#). The summit launched a yearlong series of expert discussions and research on how current regimes of education data related to the SDGs are systematically missing groups of people, types of data and the purposes of education data. The public portion of the summit was followed by closed-door expert discussions on 2 December, focusing on missing education data in four regions (Africa, Arab States, Asia and Latin America and the Caribbean) and on two themes (gender and Education in Emergencies (EiE)).

 [Videos of the summit](#) are available on our Vimeo channel in Arabic, English, French, Portuguese and Russian.

Speakers

Ms Angela Arnott

Director, Program4Results

Dr Marcos Delprato

Lecturer in International Education, University of Sussex

Dr Karma El Hassan

Professor, American University of Beirut

Dr Moira V. Faul

Executive Director, NORRAG

Prof. Sotiria Grek

Professor of European and Global Education Governance, University of Edinburgh

Dr Pali Lehohla

Founder, Pan African Institute for Evidence

Ms Raphaelle Martínez

Education Policy and Learning Team Lead, GPE

Dr Laura Savage

Executive Director, International Education Funders Group

Mr Daniel Shephard

Missing Data Project Lead, NORRAG

Mr Alejandro Vera

Programme Specialist, UNESCO Regional Office for Latin America and the Caribbean

Expert groups in data and evidence for education in emergencies



Inter-agency Network for Education in Emergencies

NORRAG has contributed to the development of the recently launched **Inter-agency Network for Education in Emergencies (INEE) Reference Group on Education in Emergencies (EiE) Data** as co-chair of the workstream 'Data Sharing, Analysis and Use', one of five streams in the reference group. The INEE Reference Group on EiE Data, co-chaired by Education Cannot Wait (ECW) and UNESCO Institute for Statistics (UNESCO UIS), is one of the outcomes of the work of the INEE Data and Evidence Collaborative, co-chaired by FHI 360 and NORRAG. The creation of this reference group followed recommendations made in the 2019 EiE INEE Data Summit Action Agenda (convened by strategic partners, including NORRAG, the USAID Middle East Education Research, Training and Support (MEERS) programme, the Journal on Education in Emergencies [JEiE], Global Challenges Research Fund [GCRF], and Dubai Cares). The group enables data experts from a range of organisations to collaborate on systemic EiE data issues that exist within and between their organisations.



BERN, SWITZERLAND
3 - 6 OCTOBER 2021

As part of the United Nations World Data Forum titled **'Twice Invisible: A Lack of Data in Crises Leaves the Education of Internally Displaced Children Behind. Time to Act!'** The panel was co-organised by NORRAG, the SDC and Development Initiatives, United Kingdom.

 The [video of the event](#) was posted on UNStats YouTube channel.

Speakers

Christelle Cazabat

Research Manager, Internal Displacement Monitoring Centre (IDMC)

Harpinder Collacott

Executive Director, Development Initiatives, United Kingdom

Moira V. Faul

Executive Director of NORRAG

Thomas Gass

Assistant Director General, SDC

George Mogga

Director General of Planning and Budgeting, Ministry of General Education and Instruction (MOGEI) of South Sudan

Jean-Claude Ndabananiye

Senior Programme Specialist Crisis Sensitive Planning, IIEP-UNESCO

Christian Stoff

Head, Monitoring Evaluation Analysis and Reporting, ECW



United Nations
Educational, Scientific and
Cultural Organization

Education Sector

Futures of Education

LEARNING TO BECOME

On 11 May 2021, NORRAG, the Geneva Global Hub for EiE and the UNESCO Futures of Education (FoE) initiative **organised the second expert consultation** to gather feedback from EiE experts on the Progress Update document that provided the provisional outline of UNESCO's FoE Report. This event was part of the FoE expert track to engage in public dialogue and debate with multiple stakeholders at global, regional and national levels to enrich the development of the report. The inputs were carefully reviewed and fed into the preparation of the global report prepared by the International Commission on the FoE, which was launched in November 2021 on the occasion of UNESCO's 41st General Conference.

Speakers

Vincent Defourny

Director of UNESCO Geneva Liaison Office

Yvonne Diallo-Sahli

Advisor of Migration/EiE at the SDC

Moira V. Faul

Executive Director of NORRAG

Noah W. Sobe

Senior Project Officer for UNESCO FoE Initiative and Professor at Loyola University, Chicago

Other activities

CIES panel session, '*INEE Data and Evidence Collaborative: Education Data for Internally Displaced Persons*'. Speakers included Jean-Claude Ndabananiye (IIEP-UNESCO), Anne Smiley, Elizabeth S. Buckner (FHI 360), Simone Holladay (IOM), Nicolas Servas (GEC) (Online, 28 April 2021).

Panel, '*Access to Higher Education for Refugee Women: How Can We Help?*' Moira V. Faul moderated a panel discussion organised by Switzerland for UNHCR in collaboration with the Graduate Institute, Geneva, and in partnership with Giving Women and the Women's Business Society. (Online/Geneva, 23 November 2021).

Conference '*Education 2020 and Beyond: Looking into the Future*', organised by ADA University, Azerbaijan. Gita Steiner-Khamsi gave the keynote address on the topic of 'Evidence-based School Reform: Promise and Realities' (Online/Baku, 1 July 2021).

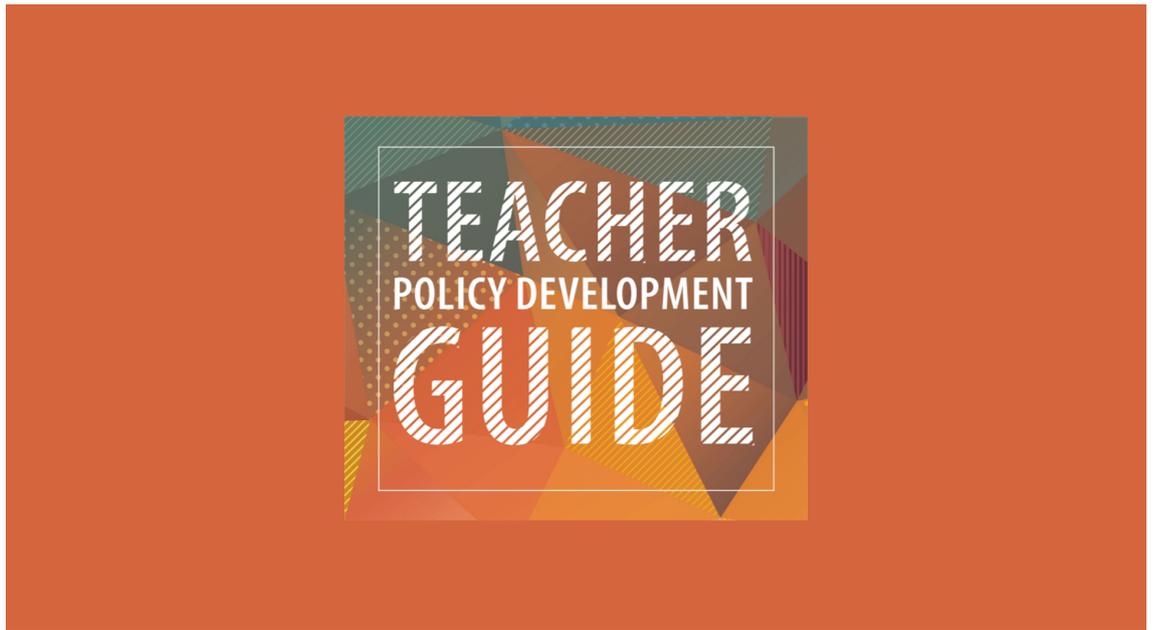
Webinar '*Quality of Education in Emergencies: Teachers Matter*', organised by the University of Geneva, Équipe de Recherche en Dimensions Internationales de l'Éducation (ERDIE), NORRAG and the Geneva Global Hub for EiE to present new field research from Niger, Kenya and Jordan. Moira V. Faul presented at the event on collecting research data in emergency contexts (Online, 16 December 2021).

CIES panel session, '*Comparative Reasoning in the Making of Competitive Educational Systems: On International Assessments, Policy, and Society*'. Speakers included Sverker Lindblad, Gun-Britt Wärvik (University of Gothenburg), Luis Miguel Carvalho (University of Lisbon), Daniel Pettersson (University of Gävle) and Gita Steiner-Khamsi as discussant (Online, 27 April 2021).

CIES highlighted paper, '*Tracing the Formation and Utilization of Evidence in Nordic Education Policy*', presented by Gita Steiner-Khamsi together with Chanwoong Baek, Berit Karseth (University of Oslo) and Andreas Nordin (Linnaeus University) (Online, 29 April 2021).



Teacher policy, training and labour market



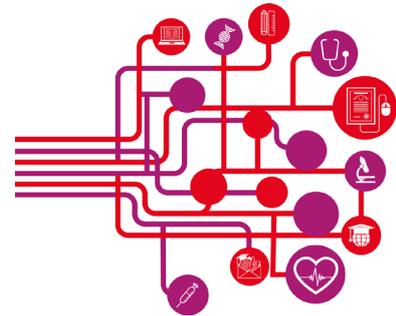
In 2021, **UNESCO's International Task Force on Teachers for Education 2030** published a Teacher Development Policy Guide. NORRAG Senior Research Associates Patrick Montjouridès and Ji Liu were among the members of the UNESCO Teacher Task Force who contributed to the guide, representing NORRAG as a strategic partner of the UNESCO Teacher Task Force Knowledge Platform. The publication supports the Teacher Task Force's 2018–2021 Strategic Plan to strengthen teachers and the teaching profession through the development of holistic national teacher policies.

The **International Standard Classification of Teacher Training Programmes (ISCED-T)** was adopted at the 41st session of the UNESCO General Conference, which took place on 9–24 November 2021. NORRAG, as a member of the Technical Advisory Panel, participated in the effort to discuss and review the ISCED-T. This work is a first step towards facilitating discussions on teacher training and qualifications at the cross-national level. The continuing development and implementation of the ISCED-T should support both the recognition of specificities and diversities in teacher training and qualification and the need for teachers to be at the forefront of global discussions on education.

Education and the SDGs

How does equitable and quality education overlay and intersect with other SDGs? The SDGs acknowledge the importance of the interconnections between different issue areas and sectors that have traditionally been considered separate domains of expertise and practice. In response, intersectoral collaboration has come to be seen as a more efficient and effective way of working. NORRAG's work in this area aims to stimulate critical, multi-perspective and multi-stakeholder dialogue and knowledge co-production around SDG 4 and the broader 2030 agenda, as well as its impact on policy and practice. NORRAG draws on its strength in surfacing underrepresented expertise, particularly from the South, to bring additional – and intersectional – perspectives to the debate. The following pages highlight some of NORRAG's work in this area, particularly on the organisation's priority projects: education and health and the education–training–decent work continuum.

Education and health



On 2 November 2021, NORRAG and the Global Health Centre (GHC) at the Graduate Institute, Geneva, hosted a webinar on **'The Future of Equity Policy in Education and Health: Will Intersectoral Action Be the Solution?'** In this webinar, experts in education and health discussed the opportunities of and challenges to intersectoral research, practice and policy in both fields.



Speakers

Paul Cairney

Professor of Politics and Public Policy, Division of History, Heritage, and Politics, University of Stirling, United Kingdom

Moira V Faul

Executive Director, NORRAG, Switzerland

Colette Chabbott

education expert at the International Education Program at the Graduate School of Education and Human Development at George Washington University, USA

Remco van de Pas

a public health doctor and global health researcher.

Grading Goal Four

Tensions, Threats, and Opportunities in the Sustainable Development Goal on Quality Education

Antonia Wulff (Ed.)

On the anniversary of the publication of *Grading Goal Four*, edited by Antonia Wulff, Director of Research, Policy and Advocacy at Education International, NORRAG hosted '**Grading Goal Four: A Look at What COVID Has Highlighted**', two 90-minute webinars on 21 and 24 June 2021 that re-examined the findings of the book in light of COVID-19. Grading Goal Four was published as the international education community and the world in general started to realise that COVID-19 was not just a temporary scare but a lasting and dangerous pandemic.

Hugh McLean of OSF and Antonia Wulff of Education International concluded by calling on participants to take this window of opportunity to reimagine our education systems to make room for things that matter. Perhaps the challenge after COVID-19 is not how to build back better but how to build back differently.



Speakers

Bilal Barakat

Senior Policy Analyst,
Global Education Monitoring Report (GEMR)

Stephanie Bengtsson

Project Officer at IIEP-UNESCO

Moira V. Faul

Executive Director, NORRAG, Switzerland

Anjum Halai

Dean, Faculty of Arts and Sciences, Aga Khan University

Hugh McLean

Senior Programme Advisor to Education Programme,
OSF

Kate Moriarty

Senior Advisor, Strategic Engagement & Dialogue, INEE

Yusuf Sayed

Professor of International Education and Development
Policy, University of Sussex

Iveta Silova

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

William C. Smith

Senior Lecturer in Education and International
Development, University of Edinburgh

Elaine Unterhalter

Professor of Education and International Development,
IoE-University College London

Joel Westerheimer

University Research Chair in Democracy and Education,
University of Ottawa

Antonia Wulff

Director of Research, Policy and Advocacy, Education
International

The Education–Training–Decent Work Continuum



In September 2021, NORRAG and RECI, hosted the launch and [online discussion of the study *The Education–Training–Decent Work Continuum*](#), by Emeritus Professor Michel Carton and Aude Mellet. The continuum approach proposed in the study aims to help enable

learners to move between education, training and work at any point in their lives and in any order.



Speakers

Michel Carton

Senior Advisor NORRAG, Switzerland

Yves Chardonens

Espace Entreprise – Centre de formation professionnelle à la pratique commerciale (Geneva)

Moira V. Faul

Executive Director, NORRAG, Switzerland

Christine Hofmann

International Labour Organization

Natacha Juda

Conseil Interprofessionnel pour la Formation (Geneva)

François Niada

Helvetas and Sapiens

Beatrice Schulter

Executive Director, RECI, Switzerland

Crain Soudien

former Professor of Education and African Studies and former Deputy Vice Chancellor, University of Cape Town and member of NORRAG Consultative Committee

Other activities in the thematic priority 'Education and the SDGs'

Launch of a report by the UNESCO International Institute for Higher Education in Latin America and the Caribbean (IESALC) titled *Women in Higher Education: Has the Female Advantage Put an End to Gender Inequalities?* co-organised by NORRAG and IESALC (Online, 8 March 2021)

CIES Panel Session '*Education research in times of pandemic in the Global South: experiences from the field*' with Gita Steiner-Khamsi, Javier Gonzalez (SUMMA), Shem Bodo and Florencio Ceballos (IDRC) Association for the Development of Education in Africa (ADEA) (Online, 29 April 2021)



Innovations and disruptions

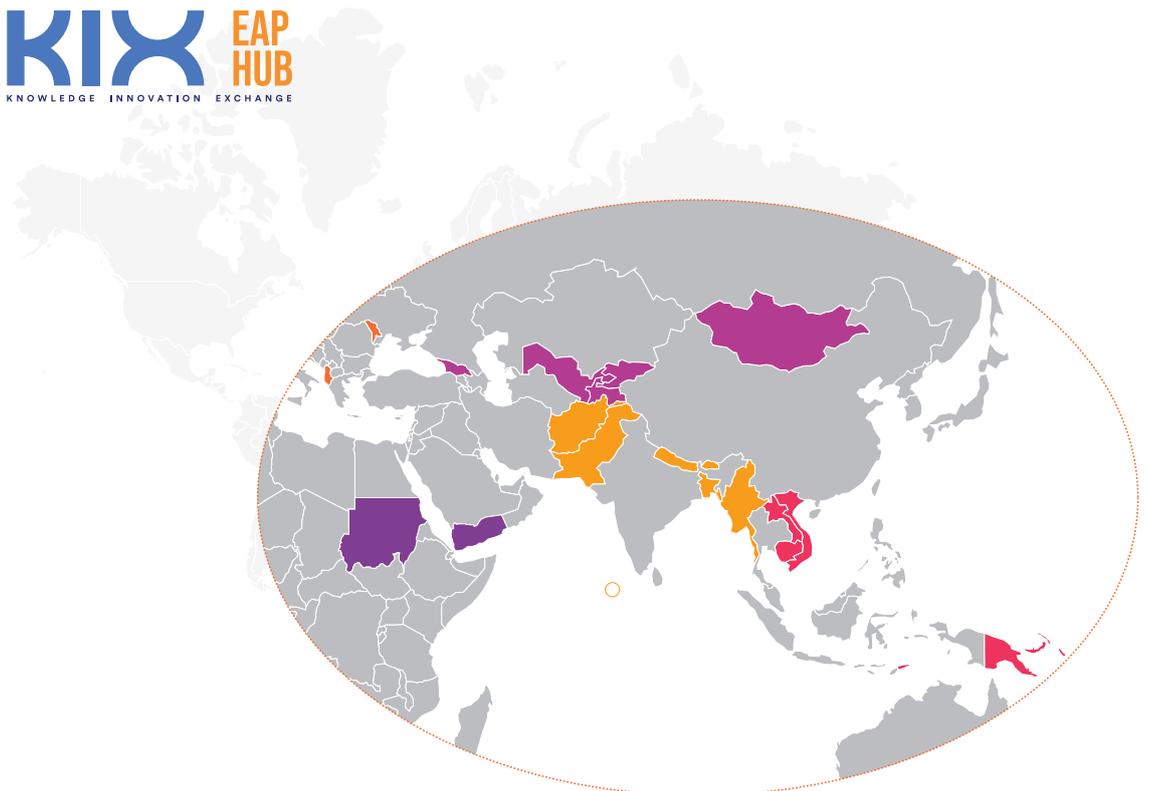
More than ever, safeguarding the right to education and the opportunity to learn is the most salient challenge for education leaders locally, nationally and globally. This task alone is difficult. In addition, demands are placed on education systems and institutions to innovate and respond to disruptions. The education community everywhere is focused on realising the universal right to education and lifelong learning. Innovations are frequent within education systems and teaching practices that seek to improve how they may support learning and equitable access to quality education. Disruptions can be brought about by shock external factors or slow-burn incremental change. Such changes – and innovative solutions to them – can provide the opportunity to build stronger, more inclusive and more equitable systems focused on quality education as a public, common good. However, they can also be seized by non-education interests or manipulated to reinforce old hierarchies, which may perpetuate and exacerbate the marginalisation of already underserved groups.

NORRAG will continue (as it has since its inception) to address the benefits and risks of underresearched contemporary innovations and disruptions for advancing equitable quality education. The following pages highlight some of the work in this area, particularly NORRAG's work on the priority projects: KIX EAP Hub and the digitalisation of education.

— KIX Europe | Asia | Pacific Hub project

A main activity in the innovation and disruption thematic priority is NORRAG's hosting of the GPE KIX Hub for the 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 hub is part of the KIX initiative, funded by the GPE and administered by the International Development Research Centre, Canada.

The goal of this project is to strengthen education systems by ensuring that evidence-based solutions are available to 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 organised in 2021 included **five webinars** attended by 875 participants, two learning cycles on education policy analysis for 24 national teams, nine podcasts with guests from the EAP region and the first **KIX EPIC** event on 7, 14, 21 and 28 October 2021. The conference was attended by 1,043 participants in its four days and organised in cooperation with 30 regional and national partners.

EPIC was intended to create a forum to intensify dialogue between researchers, policymakers and practitioners from the Caucasus, Eastern Europe, Central Asia and beyond. The conference brought together 99 educational sector experts and 32 institutional partners, mobilising knowledge and providing visibility to national and regional expertise. The conference ran over four days, from 7 to 28 October, each day with a specific theme, as follows: COVID-19 response and digital learning; gender

equality and social inclusion; educational assessment; and teaching quality and learning.

The KIX EAP Hub director and three national KIX representatives took part in a panel at the UK Forum for International Education and Training (UKFIET) in September 2021, which addressed the theme of **'Global Public Goods and the KIX Initiative: Opportunities and Challenges of Knowledge Production and Uptake at the National Level'**. The speakers included Chinargul Dzhumagulova (UNICEF Kyrgyzstan), Dochu (Ministry of Education, Bhutan), Gita Steiner-Khamsi (NORRAG director and director of the KIX EAP Hub), Ian Macpherson (GPE), Margarita Lopez (IDRC) and Nargiza Kuchkarova (Cabinet of Ministries of the Republic of Uzbekistan).

Detailed statistics about the KIX EAP events are available in the Appendix.

Specific activities

Roundtable: *'Studies on the feasibility of scaling innovative elements of preschool education in Kyrgyzstan'* (Online, 20 April 2020).



— Digitalisation of education

This project looked at the implications of digital technologies for access, equity and quality for learners, families, teachers, planners and policymakers. The project explores the opportunities and risks that digitalisation poses for children and youth, including their right to education. In particular, it aims to identify principles to help ensure that the digitalisation of education does not jeopardise, but rather fosters, the right to quality and inclusive education for all.

In 2021, in partnership with the Office of the United Nations High Commissioner for Human Rights (OHCHR) and the United Nations Special Rapporteur on the

Right to Education, a **series of policy dialogues** convened experts from across disciplines to formulate answers to the most pressing questions raised for states, policymakers and education stakeholders. The six policy dialogues explored topics from the role of technology in education and the health impacts of digitalisation to datafication, privatisation and diversity. The consultation series supported the development of a research paper on the digitalisation of education to be presented to the Human Rights Council in 2022 by the United Nations Special Rapporteur.



Policy Dialogue Expert Consultations

- ***'The Role of Technology in Face-to-face and/or Distance Education'*** with Kusha Anand, UCL Institute of Education, United Kingdom, Guillaume Dumas, Université de Montréal, Canada, Alison Egan, Marino Institute of Education, Ireland, Priscila Gonsales, Instituto Educadigital (IED), Brazil, Justin Reich, MIT, and Teaching Systems Lab, United States (Online, 6 May 2021).
- ***'The Health Impacts of the Digitalisation of Education'***, with Irene Altarelli, Serge Tisseron (Université de Paris), Dimitri Christakis, George Adkins (University of Washington), Cristiano Nabuco de Abreu (University of São Paulo) (Online, 3 June 2021).
- ***'Citizenship and the Scope of a True Digital Education'***, with Jennifer Forestal (Loyola University Chicago), Andres Lombana-Bermudez (Universidad Javeriana), Gabriela Martínez Sainz (University College Dublin), Yusuf Sayed (University of Sussex), Jesse Stommel (University of Mary Washington),
- ***'Data: Datafication, Evaluation, and the Issue of Surveillance'***, with Cristóbal Cobo (World Bank), Paul-Olivier Dehaye (PersonalData.IO), Sotiria Grek (University of Edinburgh), Hye Jung Han (Human Rights Watch), Leonardo Ribeiro da Cruz (Federal University of Pará [UFPA]), Neil Selwyn (Monash University) (Online, 14 September 2021)
- ***'Privatisation and the Digitalisation of Education'***, with Theresa Maria de Freitas Adrião (State University of Campinas), Janja Komljenovic (Lancaster University), Alex Molnar (University of Colorado Boulder School of Education), Kate Moriarty (INEE), Selena Nemorin (University of Oxford), Audrey Watters (writer and independent scholar) (Online, 12 October 2021).
- ***'Diversity and the Digitalisation of Education'***, with Abeba Birhane (University College Dublin), Émeline Brulé (University of Sussex), Janet Kwami (Furman University), Jacob Prehn (University of Tasmania) – on behalf of Maiam nayri Wingara, the Australia Indigenous Data Sovereignty Collective, Nidhi Singal (Cambridge University) (Online, 9 November 2021).

Senior fellowship programme

As part of our work on innovations and disruptions, in March 2021, NORRAG launched its Senior Fellowship Programme jointly with the Graduate Institute of International and Development Studies. It seeks to collaboratively debate current issues in international cooperation in education from a decolonial perspective. This urgently needed conversation will result in an edited book and a global virtual conference proposing ways forward.

NORRAG's Senior Fellows' scholarship has raised issues of exclusion and underrepresentation, with an express view of connecting insights to and from the majority world. The programme aims to reverse the current flow of research and decision-making by creating space and a megaphone to amplify expert knowledge on addressing marginalisation for audiences in the North. This programme will also develop long-term research links and partnerships that bring together distinguished expert voices from the Caribbean to the Indian subcontinent, from Africa to Eastern Europe.



Vanessa Andreotti

Professor and Canada Research Chair in Race, Inequalities and Global Change, University of British Columbia, alumna of the University of Nottingham, UK



Radhika Gorur

Associate Professor of Education, Deakin University and Director of the Laboratory of International Assessment Studies, alumna of the University of Melbourne



Tavis Jules

Associate Professor of Cultural and Educational Policy, Loyola University Chicago, alumnus of Teachers College, Columbia University, New York



Catherine Odora Hoppers

Professor and former South African Research Chair in Development Education, University of South Africa, alumna of Stockholm University



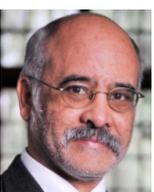
Veronica Pacini-Ketchabaw

Professor of Early Childhood Education, University of Western Ontario, alumna of the University of Toronto



Iveta Silova

Professor and President of CIES, Arizona State University, alumna of Teachers College, Columbia University, New York



Crain A. Soudien

Professor of Education and African Studies and former Deputy Vice Chancellor, University of Cape Town, alumnus State University of New York at Buffalo



Arathi Sriprakash

Professor of Education, Centre for Comparative and International Research in Education, University of Bristol



Prachi Srivastava

Associate Professor of Education and International Development, University of Western Ontario, alumna of Oxford University



Keita Takayama Professor at the Graduate

School of Education, Kyoto University, Japan, alumnus of the University of Wisconsin- Madison

Other activities in the thematic priority of innovation and disruption

- CIES panel session 'A future for systems approaches in education? Part I: Systems approaches in education research';* with speakers Belay Hagos Hailu (Addis Ababa University), Moira V. Faul, Mark Mason (Education University of Hong Kong) and Gita Steiner-Khamsi. *Part II: Global education funders, the learning crisis and the word "system";* with speakers Moira V. Faul, Jason Weaver (World Bank), Raphaëlle Martinez (GPE) and Laura Savage (UK Foreign, Commonwealth and Development Office, FCDO) (Online, 26 April 2021).
- 'Mapping the Education Ecosystem in International Geneva':* preliminary analyses for this Swiss Secretariat for Education, Research and Innovation (SERI)-funded project presented to the Swiss Mission to the United Nations, SDC Education Unit and SERI.

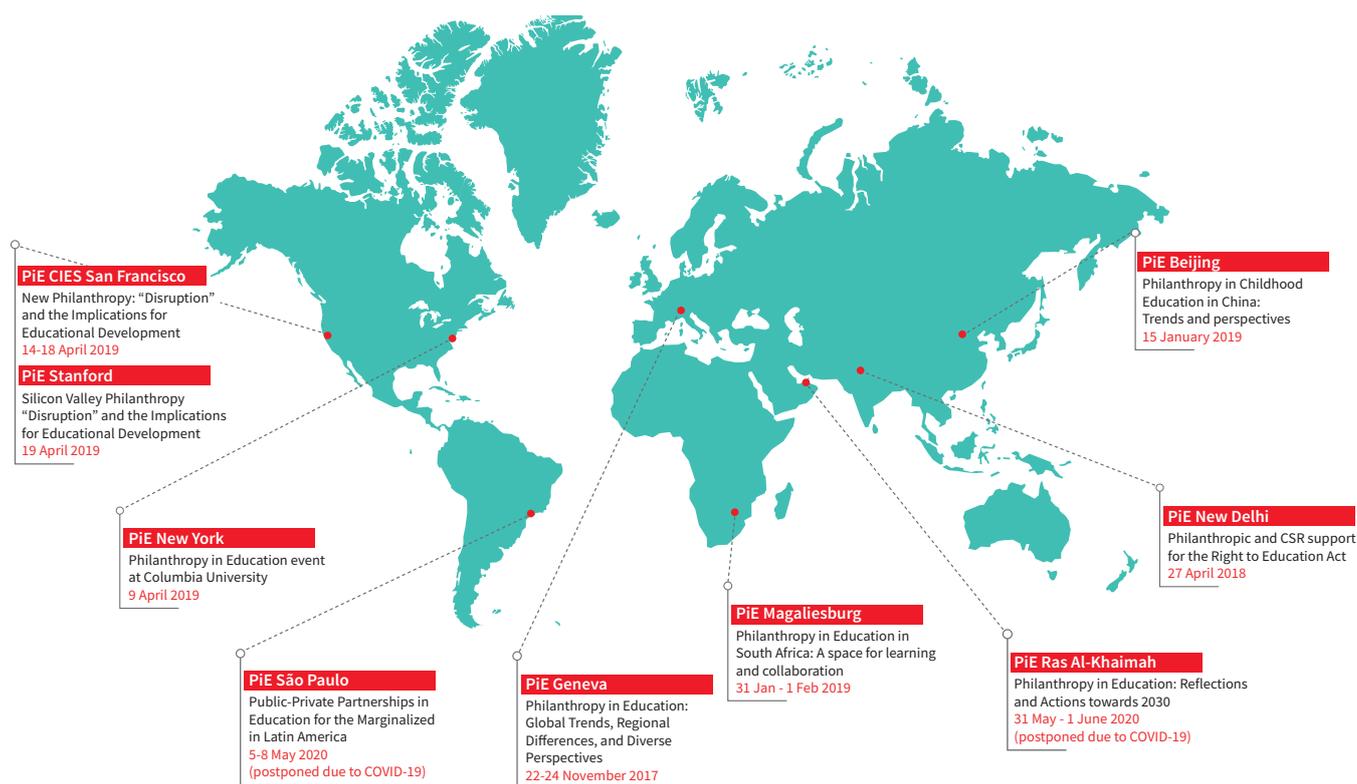
Private Sector Approaches

The number and type of private and non-state actors engaging in education and development are increasing across the world at the same time as public actors are adopting practices and priorities traditionally associated with the private sector. Our work in the thematic priority ‘private sector approaches’ aims to deepen collective knowledge of the actual benefits and risks of these changes. The private sector’s involvement in education services, financing and policy is increasing. However, there is a significant lack of data and evidence on the access and equity impacts of private actors in education. There is also a lack of open and informed dialogue between diverse stakeholders on the benefits and risks of private sector involvement in education and how to avoid damaging trade-offs between efficiency and equity. Equally, the capacity for engagement between public and private sector actors is low as public officials have not been trained to understand business models or negotiate effectively with private actors, while private sector actors are not aware of the complexity and scale of public education systems. At NORRAG, we seek to provide rigorous and contextualised evidence for policy, practitioner and research communities to help better align private sector approaches with SDG 4.



In 2021, the COFER ‘IFE and Development: Case Studies and Multi-Media Material for eLearning’ project came to an end. A closing consortium meeting attended by five partner organisations in Switzerland, South Africa, India and Argentina took place on 18 November to recap the outcomes of the project and use it as a venue for reflecting on learnings, challenges and next steps. The project was partially funded by SUDAC. A larger public event on IFE is scheduled for early 2022 to present and discuss the outcomes of this project. The project produced a wealth of research, case studies and multimedia content over its two-year lifespan and placed NORRAG at the forefront of the research in this area.

Philanthropy in Education



In 2021, while the continuation of our work in the Symposium Series on Philanthropy in Education (PiE) had to be postponed due to the COVID-19 pandemic, on 27 April, a panel discussion was organised at CIES 2021 on **Philanthropy in Education: Cross-Cutting Issues, Social Finance and Impact Investors**. The session, jointly organised by NORRAG and Sheikh Saud bin Saqr

Al Qasimi Foundation for Policy Research (AQF) drew on *Philanthropy in Education: Diverse Perspectives and Global Trends* (2019), the second volume of the open-access book series entitled NORRAG Series in International Education and Development, published by E. Elgar, Cheltenham, United Kingdom. The panel included the following speakers:

Fabrice Jaumont

Research Fellow, Fondation Maison des Sciences de l'Homme Teboho Moja, New York University

Ivan Matovich

Associated Researcher in Education, Center for the Implementation of Public Policies Promoting Equity and Growth

Natasha Y. Ridge

Executive director, Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research

Arushi Terway

Senior Lead Research Associate, NORRAG

Other activities in the thematic priority Private sector approaches

- CIES panel session: *'Realizing the Abidjan Principles on the Right to Education: Human Rights, Public Education, and the Role of Private Actors in Education'* with speakers Delphine Dorsi (RTE), Mireille De Koning (OSF), Frank M Adamson (California State University, Sacramento) and Gita Steiner-Khamsi (Online, 29 April 2021)

Strategic orientations and next steps

- Consolidate and deepen the KIX EAP community in the 21 KIX EAP countries, strengthening the connections between research, policy and practice
- Regional Cooperation Grant for policy experts in the EAP region to learn and exchange on innovative solutions
- Offer two new KIX EAP learning Cycles on the topics of Teacher Professional Development and Gender Equality and Social Inclusion.
- Continue the implementation of the KIX EAP webinar series on topics such as gender equality, education and development, education and climate change and learning assessment
- Continue the KIX EAP podcast series with national experts from the EAP region
- Organise the second EPIC with a greater focus on the Southeast Asia region
- Contribute to the Geneva Hub on EiE in the working group and steering committee
- Engage in evidence-based policy dialogue with global education stakeholders on the use of innovative financing in education
- Launch a new NORRAG policy debate series of expert consultations to provide decision makers with fresh insights and practical recommendations regarding the problems they face
- Run additional expert consultations in partnership with international organisations and national policy partners to respond to their demand for evidence
- Organise an IFE symposium online to present and discuss the research conducted to date on the topic and the future research agenda
- Engage in global policy dialogue on innovative financing using the new research findings from the IFE-2-Leave No One Behind research project.
- Organise policy dialogue events to discuss the benefits and challenges of using innovative financing in education
- Organise additional capacity strengthening activities for education and finance professionals on innovative finance
- Organise a closing policy dialogue event on regional philanthropy
- Explore additional institutional partnerships for improving knowledge, dialogue and capacity to engage regional philanthropies in education
- Support the launch of the report on the Digitalisation of Education by the United Nations Special Rapporteur on the Right to Education to the Human Rights Council in 2022
- Complete and launch a new collection of short pieces written by a multidisciplinary group of scholars, exploring key themes on the digitalisation of education. The publication will be the first in a series of 'Policy Insights' publications, which will share learning from our policy dialogues for a policy and practice audience and the NORRAG Network.
- During 2022, further regional and thematic discussions on how best to conceptualise and address gaps in the current education data regime will take place, including at CIES 2022 and high-impact events.
- Continue systems mapping of International Geneva and intersectorality across other SDGs with the University of Geneva
- Provide International Geneva with a systems mapping to better understand and collaborate within the International Geneva ecosystem of international education
- Launch initiatives to give higher profile to Scholars from the South, who continue to be underrepresented in citations and university course syllabi.
- Build network architecture that encourages more decentralised networking among NORRAG network members.
- Further decentralise NORRAG to improve regional community building and embeddedness through increased network and membership engagement.
- Co-organise events and webinars on priority themes with partners.

NORRAG BACKSTOPPING SUPPORT FOR THE SDC EDUCATION PROGRAMMES

NORRAG provided backstopping support to the SDC Education Programmes through a dedicated team. This mandate aims to strengthen the quality, effectiveness and implementation of SDC's thematic work on education. The mandate specifically supports SDC's Education Focal Point (EFP) and team for the implementation of SDC's new education strategy, launched in May 2017. The SDC's education strategy resonates with NORRAG's own thematic areas and mandate, considering education to be a fundamental human right and a core enabler of sustainable development more broadly. The backstopping mandate ran 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 the SDC's Education Network, knowledge and information management, as well as support for SDC in its policy dialogue with the GPE.

In 2021, Barbara Zeus led the backstopping team, which also included Gita Steiner-Khamsi as Chief Technical Adviser, Marina Dreux Frotté and Lisa Sabot-Schmid as Education Officers. In March 2021, Vivien Stringer joined NORRAG's SDC Backstopping team as Communications Assistant.

NORRAG WEB PRESENCE

In December 2021, NORRAG launched a refreshed version of its website centred around the themes of the NORRAG Strategy 2021–2025. The homepage now better highlights NORRAG's upcoming and past events and includes a slider function that features the latest top stories published per theme. From the slider, direct links to pages dedicated to a specific theme are available.

The navigation function has also been redesigned to include a new 'megamenu' to provide better access to projects and themes directly from the homepage. With upgraded content accessibility and navigational ease, we hope these new features will improve the user experience and aid network members in finding the most relevant information and resources available.

Visit our theme pages to find out more about NORRAG events, projects, news and resources for each theme: [Data and evidence](#); [Education and the SDGs](#); [Innovations and disruptions](#); Private sector approaches; and Network. You can log in to the member space at the top right of every page on our website, to find other experts in your area.

NORRAG's web presence is composed of the [NORRAG website](#), the [NORRAG resource library and member area](#) and NORRAG's social media channels on Twitter, Facebook and LinkedIn. More recently, NORRAG joined Vimeo, a media platform that now serves as the backbone of our video content.

In 2021, we also extended the use of our mass-mailing platform, Mailchimp, to recruitment for events. Mailchimp is also used by NORRAG and the KIX EAP Hub to send alerts and newsletters.

NORRAG's social media presence experienced significant growth in 2021. NORRAG's Facebook and LinkedIn pages have each surpassed the 1,200 subscribers mark, though our Twitter account remains our most popular media outlet, with more than 4,400 followers.



3 Our Team and Governance

NORRAG TEAM

The NORRAG Team was composed of the following members from January to December 2021:

Gita Steiner-Khamsi, Director

Moira V. Faul, Executive Director

Arushi Terway, Senior Lead Research Associate

Patrick Montjouridès, Senior Research Associate

José Luís Canêlhas, KIX EAP Hub Manager

Anna Numa Hopkins, Policy Engagement Lead (from April 2021)

Daniel Shephard, Missing Education Data Lead (from April 2021)

Julia Levin, KIX EAP Knowledge Lead

Marina Dreux Frotté, Programme Coordinator

Anouk Pasquier Di Dio, Publications, Design and Events Lead

Paul Gerhard, Senior Lead Communications and Outreach Specialist

Sylwia Lacz, Administrative Coordinator (until November 2021)

Ji Liu, Senior Research Associate

Alexandra Draxler, Senior Advisor

Michel Carton, Senior Advisor

Lara Patil, Advisor

Wajeeha Bajwa, Advisor (until December 2021)

Emeline Brylinski, Research Associate (until April 2021)

Anaka Harish, Graduate Research Assistant

Madison Coakley, Communications and Research Trainee (from November 2021)

Rebecca Lily Shepard, Communications and Research Trainee (September–October 2021)

Daniela Andonova, Research and Publications Trainee (until December 2021)

Georgia Thorne, Graduate Research Assistant (from May 2021)

Nemhoilhing Kipgen, Graduate Research Assistant

Veronika Mosolova, Graduate Research Assistant

NORRAG backstopping for the SDC

Gita Steiner-Khamsi, Chief Technical Advisor

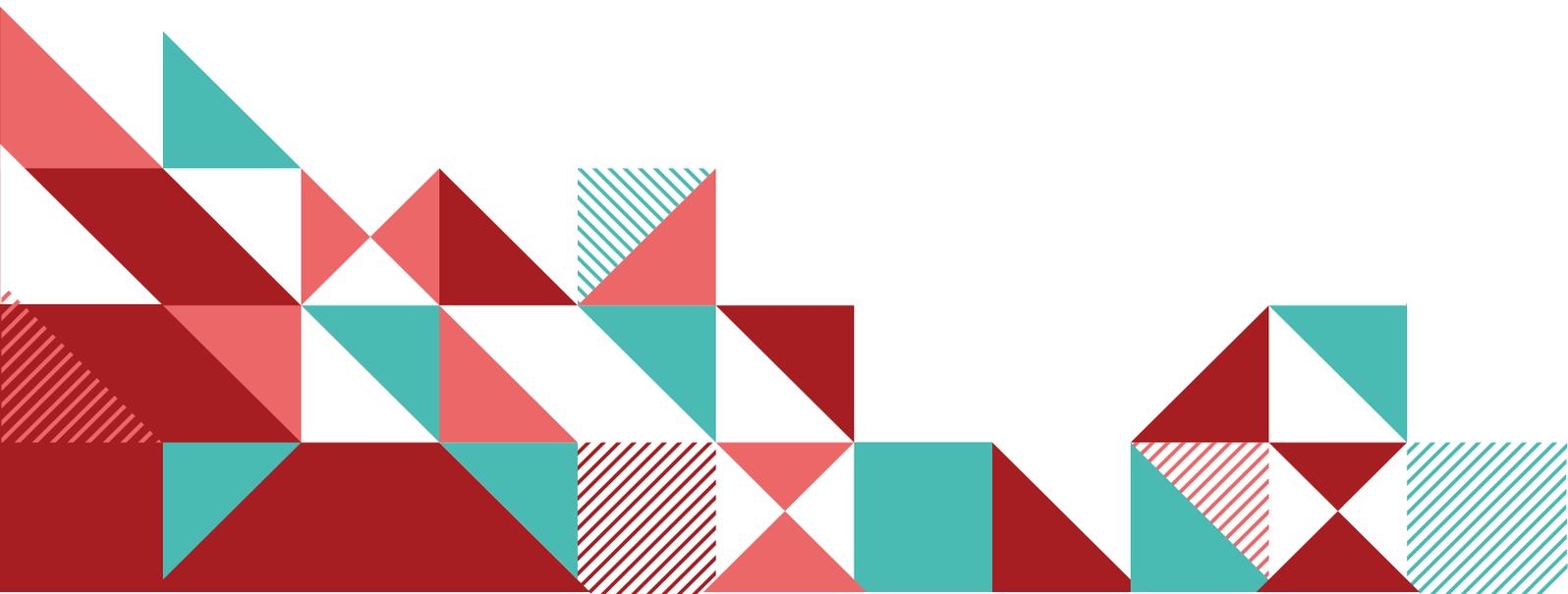
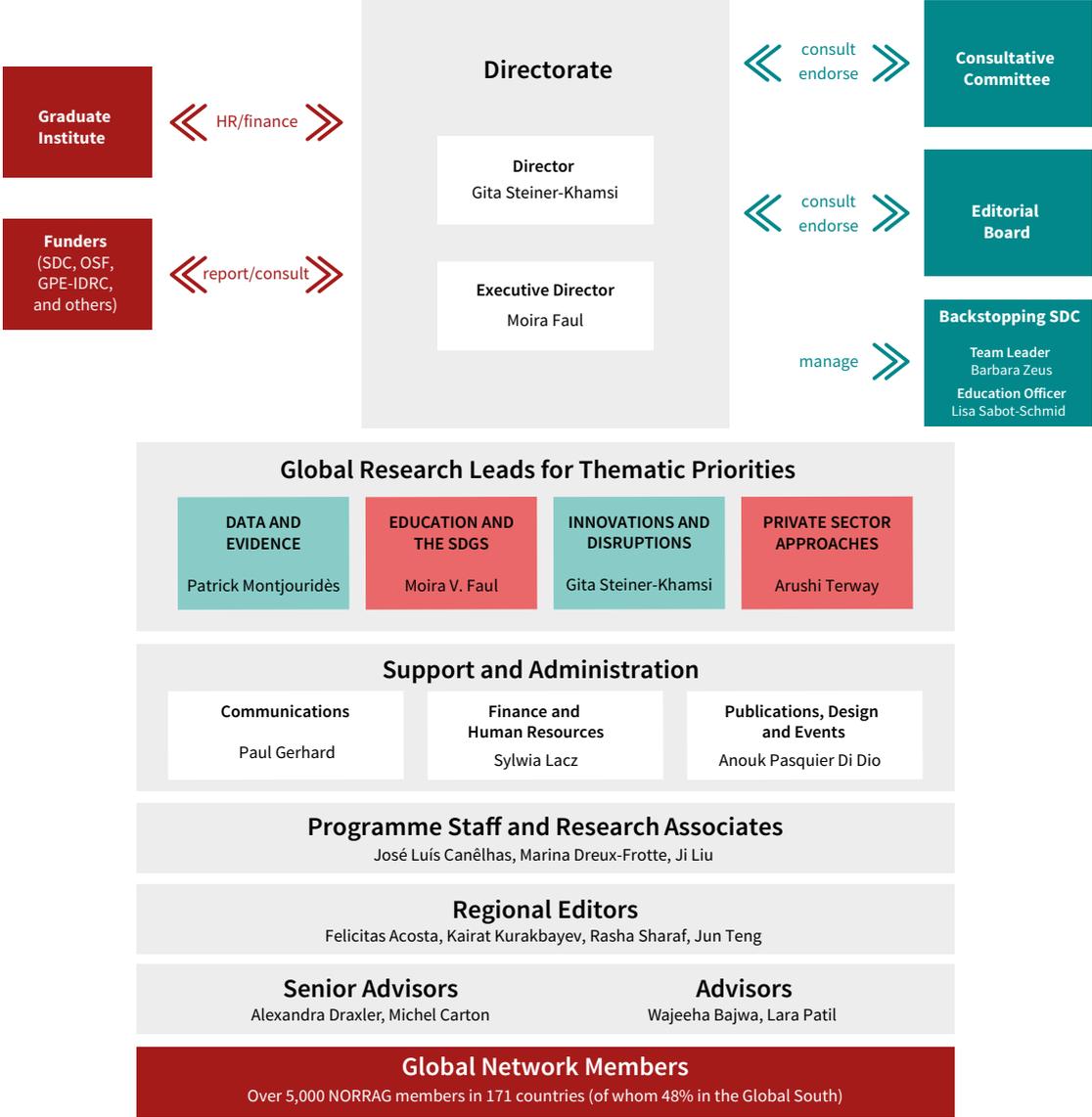
Barbara Zeus, Team Leader, SDC Backstopping (until June 2021)

Lisa Sabot-Schmid, Education Officer, SDC Backstopping (until August 2021)

Vivien Stringer, Communication Assistant (until July 2021)



NORRAG ORGANISATIONAL CHART



CONSULTATIVE COMMITTEE

The NORRAG Consultative Committee serves as a ‘sounding board’ for NORRAG’s strategic development and endorses NORRAG’s Annual Reports. In 2021, the NORRAG Consultative Committee was composed of the following members:

- **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, United States
- **Nicholas Burnett**, Senior Fellow, Results for Development, Washington DC, United States
- **Alexandra Draxler**, Senior Advisor, NORRAG
- **Sue Grant Lewis**, Chair of Education Science and Policy, Insights for Education
- **Annabelle Littoz-Monnet**, Professor, Co-Director of the Global Governance Centre, Graduate Institute of International and Development Studies, Geneva, Switzerland
- **Thabo Msibi**, Associate Professor, Dean of the School of Education, University of KwaZulu Natal, South Africa
- **Mario Novelli**, Professor and Director, Centre for International Education, University of Sussex, Brighton, United Kingdom
- **Natasha Ridge**, Executive Director, Sheikh Saud bin Saqr Al Qasimi Foundation for Policy Research, Ras Al Khaimah, United Arab Emirates
- **Crain Soudien**, Chief Executive Officer, Human Sciences Research Council, Pretoria, South Africa (retired), Previously Professor of Education and African Studies and former Deputy Vice Chancellor, University of Cape Town, South Africa, alumnus of State University of New York at Buffalo, United States
- **Toni Verger**, Professor and Ramón y Cajal and Marie Curie Researcher, Department of Sociology, Universitat Autònoma de Barcelona, Spain

EDITORIAL BOARD

The NORRAG Editorial Board helps ensure that NORRAG’s publications both fit into and cover the key themes of its work. The board aims to act as the guarantor of NORRAG’s quality and diversity of print and online publications by working with the editors of NORRAG’s book series, *NSI* and blog. As of July 2019, the Editorial Board was composed of the following members:

- **Felicita María Acosta**, Professor and Researcher, Universidad Nacional de General Sarmiento, Buenos Aires, and Editor of the Spanish language version of NSI
- **Emeline Brylinski**, Research Associate, NORRAG, and Editor of NSI
- **Alexandra Draxler**, Senior Advisor, NORRAG, Board Chair
- **Fabrice Jaumont**, Research Fellow, Fondation Maison des Sciences de l’Homme, President, Center for the Advancement of Languages, Education, & Communities, and Editor of the French language version of NSI
- **Alima Ibrashева**, Senior Researcher, NUGSE, and Editor of the Russian language version of NSI
- **Ji Liu**, Professor of Comparative Education and Economics of Education, Tin Ka Ping School of Education, Shaanxi Normal University, and Editor of the NORRAG blog
- **Jacqueline Mosselson**, 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 Center for Advanced Studies in Global Education, Mary Lou Fulton Teachers College, Arizona State University
- **Gita Steiner-Khamsi**, Professor of Comparative and International Education at Teachers College, Columbia University, and Graduate Institute of International and Development Studies, Director of NORRAG
- **Jun Teng**, Deputy Director, Associate Professor, Institute of International and Comparative Education IICE, Beijing Normal University, and Editor of the Chinese language version of NSI

PARTNERS AND COLLABORATIONS

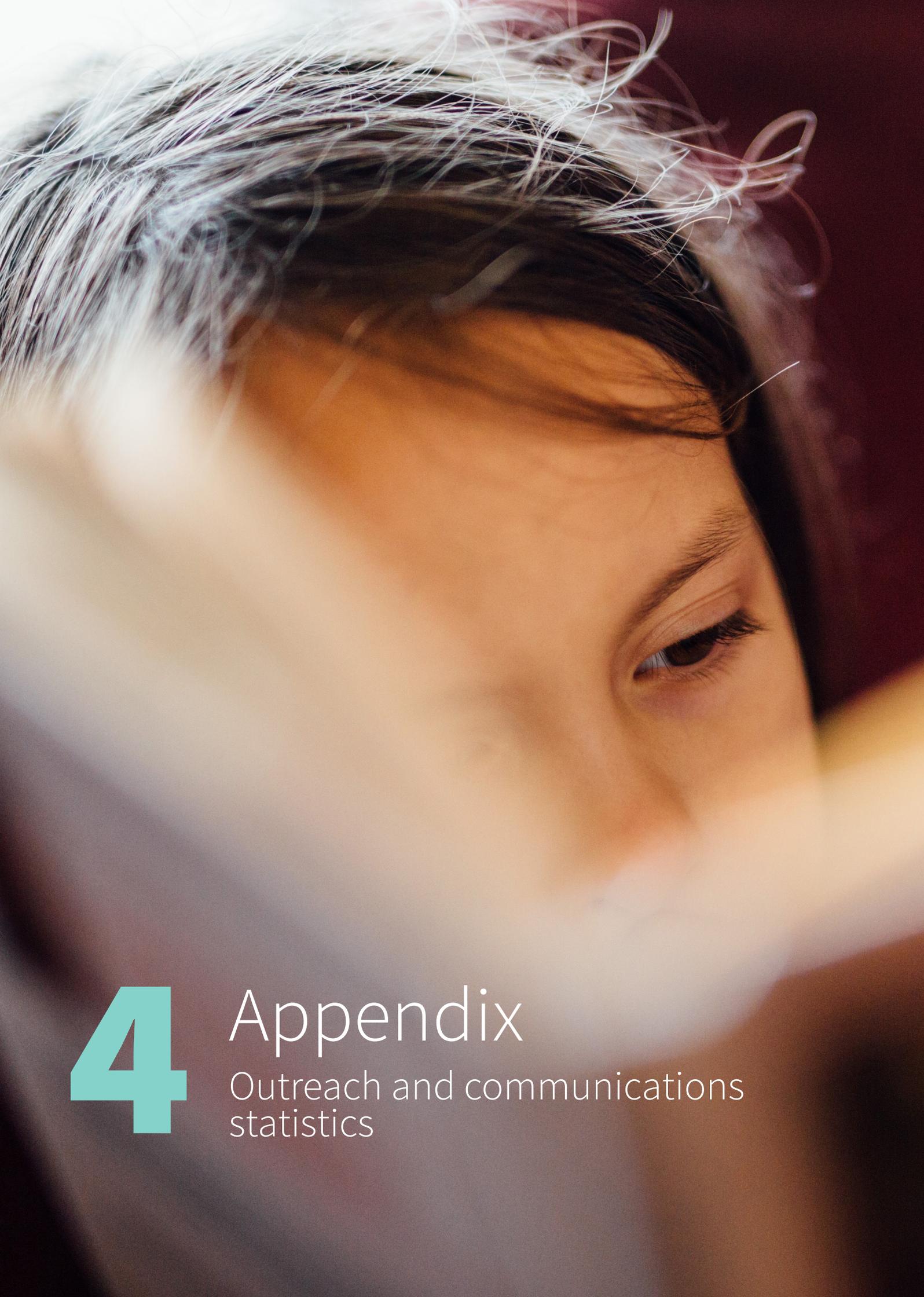
NORRAG's partnerships are part of its strategy to promote South–South or triangular South–South–North collaborations and are part of our goal to increasingly decentralise knowledge production and dissemination, as well as policy dialogue activities.

The following are our partners with specific cooperation agreements:

- **Australian Council for Educational Research (ACER), Australia:** Strategic partner of the KIX EAP Hub and co-organiser in 2021 of the KIX EAP Learning Cycle 'The integration of 21st Century Skills (21CS) in national education systems'. ACER also co-organised the webinar 'Using data to improve learning: Engaging with policy and reform' (20 October 2020).
- **Al Qasimi Foundation for Policy Research (AQF), United Arab Emirates:** The first project of this collaboration is the launch of a series of events on Philanthropy in Education. A face-to-face final symposium in Ras-Al-Khaimah, once international travel conditions allow, is planned in the future. Parallel to this, the AQF collaborated on the translation of NORRAG website content into Arabic.
- **Beijing Normal University (BNU), China:** BNU partners with NORRAG to publish an electronic Mandarin version of NSI – NSI China – which contains a translation and a contextualisation of selected articles from the English version. BNU is also a partner in the IFE project consortium.
- **Bertha Centre for Social Innovation and Entrepreneurship, University of Cape Town, South Africa:** Partner in the IFE project consortium.
- **FHI 360, United States:** Strategic partner in the KIX EAP Hub and co-organiser of the webinar on 'Implementing Monitoring, Evaluation & Learning (MEL) during COVID-19: Thoughts, Ideas & Reflections' (22 July 2020).
- **FreshEd with Will Brehm,** in 2021 NORRAG supported the translation of FreshEd transcripts into French, the expansion of FreshEd's activities into other languages and developing youth education podcast leaders.
- **Global Governance Centre at the Graduate Institute (GGC), Switzerland:** Annabelle Littoz-Monnet, Professor, Co-Director of the Global Governance Centre, sits on our Consultative Committee.
- **Global Health Centre at the Graduate Institute (GHC), Switzerland:** Co-organised webinar on 'The Future of Equity Policy in Education and Health'.
- **Global Partnership for Education (GPE), United States:** Supports the KIX EAP hub through the GPE KIX, a joint endeavour with the International Development Research Centre, Canada.
- **Graduate Institute of International and Development Studies, Switzerland:** NORRAG is an associate programme of the Graduate Institute, Geneva, from which it receives institutional support and with which it collaborates on multiple events throughout the year.
- **Inter-Agency Network for Education in Emergencies (INEE), United States:** NORRAG co-leads the INEE Data and Evidence Working Group, represented by Patrick Montjouridès, Senior Research Associate.
- **International Development Research Centre, Canada:** Supports the KIX EAP through the GPE KIX, a joint endeavour with the GPE.
- **International Institute for Educational Planning (IIEP)-UNESCO:** Strategic partner of the KIX EAP Hub and co-organiser in 2021 of the KIX EAP Learning Cycle on 'Equitable access to education with geospatial data' and of the specialised course on 'Using data and information for crisis-sensitive educational planning'. IIEP-UNESCO also co-organised the webinar 'Using "evidence" in educational planning and management' (27 May 2021).
- **Nazarbayev University Graduate School of Education (NUGSE), Kazakhstan:** Alima Ibrasheva, Senior Researcher, NUGSE, is the editor of the Russian edition of NSI. NUGSE is also a strategic partner of the KIX EAP Hub and co-organised in 2021 the webinar 'Teachers as agents of change: Supporting, enabling, and empowering' (24 February 2021).
- **Open Society Foundations (OSF):** Various areas of collaboration and joint events, including at CIES and supporting our efforts to mobilise NORRAG stakeholders from the South around their regional priorities and our four strategic themes.
- **Réseau Suisse Education et Cooperation Internationale (RECI), Switzerland:** NORRAG is an active Committee member of the RECI and sits on the RECI Board. NORRAG has collaborated with RECI on the topic of the education–training–decent work continuum.
- **State Secretariat for Education, Research and Innovation (SERI-SEFRI), Switzerland:** Supports NORRAG's project to develop a systems map of the ecosystem of international cooperation for education located in Geneva.
- **Swiss Agency for Development and Cooperation (SDC) Education Programme, Switzerland:** From April 2018 to July 2021,

NORRAG has hosted the backstopping team supporting the SDC with a mandate aimed at strengthening the quality, effectiveness and implementation of SDC's thematic work on education. The mandate specifically supports SDC's EFP and team for the implementation of SDC's new education strategy launched in May 2017.

- **Swiss Agency for Development and Cooperation (SDC) Research Desk, Switzerland:** Since December 2021, project funding (matched by partner organisations) of the project “More and better financing: Innovative Financing in Education to Leave No One Behind” (IFE-2-Leave No One Behind) assessing the contribution of innovations in education financing to bringing in more and better financing to reach the most disadvantaged and marginalised groups, with the Tata Institute of Social Sciences in Mumbai (India), University of Cape Town (South Africa). Volta Capital and UBS Optimus Foundation are implementing partners for this research project
- **swissuniversities:** Project funding (matched by partner organisations) of the project ‘IFE and Development: Case Studies and Multi-Media Material for ELearning’, a SUDAC project under the development of COFER, with the 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) and University of Cape Town (South Africa).
- **Tata Institute of Social Sciences, India:** Partner in the IFE project consortium.
- **UNESCO Bangkok:** Strategic partner of the KIX EAP Hub and organiser of the webinar ‘Curriculum Implementation and Competency-based Learning’ (25 November 2020).
- **UNICEF Regional Office Geneva:** Strategic partner of the KIX EAP Hub and a partner of the EPIC.
- **United Nations Human Rights Office of the High Commissioner (OHCHR):** Partner in the Digitalisation of Education project.
- **United Nations Special Rapporteur on the Right to Education, Dr Koumbou Boly Barry:** Partner in the Digitalisation of Education project.
- **Universidad Nacional de General Sarmiento, Argentina:** Partner in the IFE project consortium.
- **University of Geneva:** Partner in the International Geneva project supported by SERI.
- **University of Fribourg, Department of Education Sciences, Switzerland:** Partner in the IFE project consortium.
- **Results in Education for All Children (REACH), World Bank:** Provided research funding for ‘RBF in Education for Sub-national Government and School Administrators: A Conceptual Framework and Practical Recommendations’.
- **Zurich University of Teacher Education (PHZH), Switzerland:** Partner of the IFE project consortium.



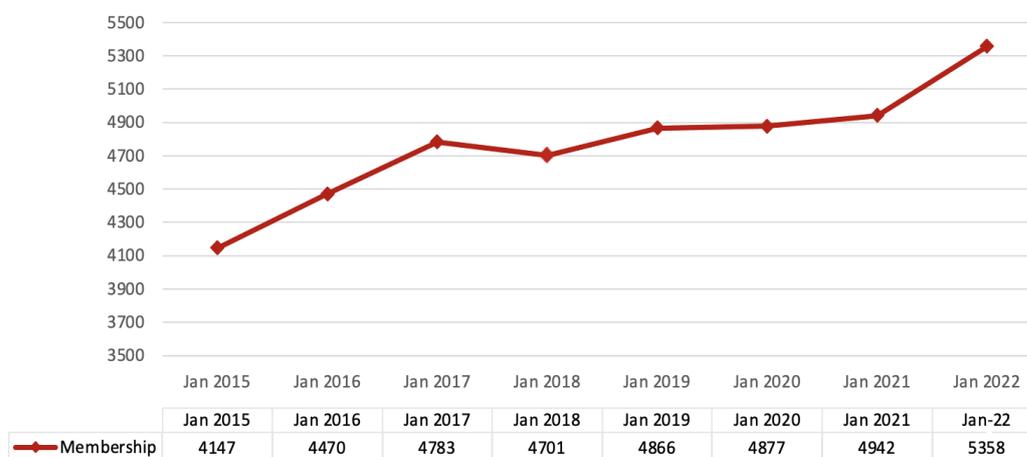
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Appendix

Outreach and communications
statistics

MEMBERSHIP

Figure 1: Evolution in total membership (active members*) (2015–2022)



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

NORRAG experienced a considerable increase in membership this past year, with 416 new members registered between January 2021 and January 2022, representing an 8.42% increase.

This increase in membership is consistent with NORRAG's overall growth this past year, including an increase in followers across all social media platforms and increased traffic on the NORRAG website.

Table 1: Members by country (> 50 members in January 2022)

	January 2022	% of total
United Kingdom	582	10.86
United States	460	8.59
India	356	6.64
Switzerland	320	5.97
France	185	3.45
South Africa	166	3.10
Canada	149	2.73
Nigeria	140	2.61
Germany	130	2.43
Australia	126	2.35
Kenya	115	2.15
Japan	113	2.12
China	106	1.98
Netherlands	104	1.94
Ghana	103	1.92
Korea, Republic of	80	1.49
Bangladesh	79	1.47
Pakistan	69	1.29
Belgium	69	1.29
Italy	67	1.26
Ethiopia	66	1.23
Tanzania, United Republic of	63	1.18
Uganda	59	1.10
Oman	57	1.06
Argentina	54	1.01

Figure 2: NORRAG members by region

Since 2019, NORRAG has used a regional classification based on the United Nations (UN) Statistical Division country classification.

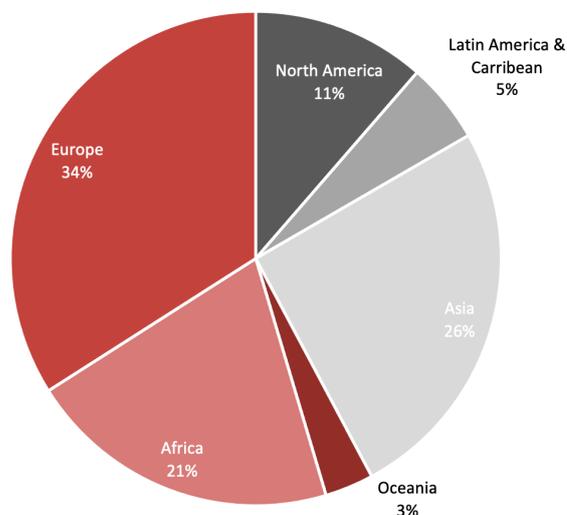


Table 2: Percentage of total active members by region in January 2020, January 2021 and January 2022

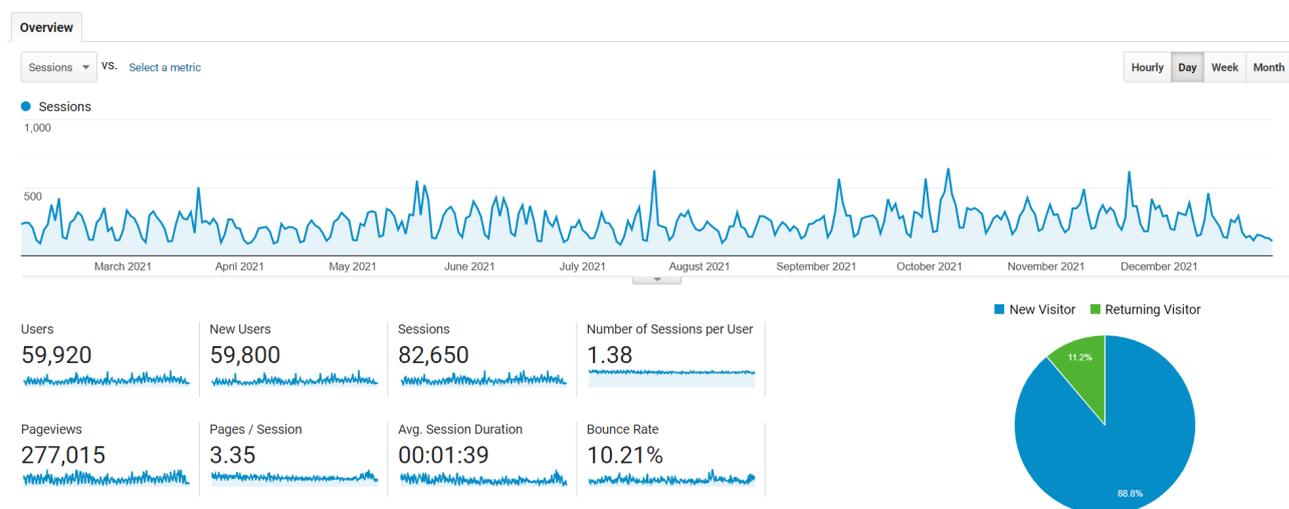
Active Members by Region	January 2020	January 2021	January 2022
Europe	35%	37.2%	34%
Africa	21%	10.7%	20.6%
Asia	25%	31.8%	25.5%
North America	11%	11%	11.4%
Latin America and the Caribbean	5%	5.5%	5.3%
Oceania	3%	2.8%	3.2%

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

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

WEBSITE

Figure 3 : Website statistics (1 February–31 December 2021)



For the reported period (1 February–31 December 2021), overall, there were 277,015 page views, 82,650 sessions or visitor time spent browsing the website and 59,920 users.

Due to a technical issue with Google Analytics, we report the sessions from 1 February onwards; the impact of the issue on the figures is minimal. The session peak in May/June 2021 is attributed to the launch of the third NORRAG book, *Realizing the Abidjan Principles on the Right to Education*. The sessions peaked in October 2021 with the announcement of the Geneva Paulo Freire Centenary and the release of NORRAG Special Issue 06.

Popular web pages included the main NORRAG webpage 'About Us', the blog post 'Ubuntu in Education: Towards Equitable Teaching and Learning for All in the Era of SDG 4' by Chiedza A. Chihanu and Seun B. Adebayo, the Knowledge Innovation Exchange (KIX) Europe, Asia and Pacific (EAP) Hub page, the blog post 'Student Resilience during the COVID-19 Crisis' by Anne-Fleur Lurvink, the NORRAG Projects page, the KIX EAP Regional Conference page 'Our Team', and the blog post 'How (Un)representative Are China's Stellar PISA Results?' by Rob J. Gruijters.

In the past year, the NORRAG website has experienced significant growth. Since January 2021, the number of sessions has increased by 43% and the number of users has increased by 59%.

Table 3: Frequency of website visits by country in 2021

Countries/Sessions	2021	Countries/Sessions	2021
United States	10,879	Pakistan	1,627
China	7,637	Australia	1,599
United Kingdom	6,794	Germany	1,514
Switzerland	6,080	Brazil	1,029
Indonesia	4,071	Netherlands	963
India	3,832	Nigeria	828
France	3,754	Mexico	823
South Africa	3,511	Spain	802
Philippines	2,998	Kenya	707
Canada	2,226	Italy	665
Kazakhstan	1,922	Finland	650
Japan	1,708	South Korea	635

NORRAG SPECIAL ISSUE

Table 4: NORRAG Special Issue downloads from and views in the NORRAG library

<i>NORRAG Special Issue (NSI)</i>	PDF downloads on NORRAG website	Online views	Date of publication
NSI 01: The Right to Education Movements and Policies: Promises and Realities			
Arabic	66	279	May 2018
English	3,145	689	January 2018
French	149	372	July 2018
Mandarin Chinese	654	306	June 2018
Russian	285	219	February 2019
Spanish	293	388	August 2018
NSI 02: Data collection and evidence building to support education in emergencies			
Arabic	224	381	August 2019
English	2,175	3,531	April 2019
French	553	395	July 2019
Mandarin Chinese	401	275	June 2019
Russian	786	226	August 2019
Spanish	229	402	June 2019
NSI 03: Monitoreo global del desarrollo educativo nacional: ¿coercitivo o constructivo?			
Arabic	68	130	July 2020
English	154	664	March 2020
French	98	225	June 2020
Mandarin Chinese	215	132	June 2020
Russian	152	124	March 2020
Spanish	707	1,790	October 2019
NSI 04: New Philanthropy and the Disruption of Global Education			
Arabic	277	6	April 2020
English	3,285	991	April 2020
French	169	12	March 2020
Mandarin Chinese	349	78	April 2020
Russian	354	178	April 2020
Spanish	223	18	April 2020
NSI 05: Domestic Financing: Tax and Education			
English	1,183	1,528	November 2020
NSI 06: States of Emergency: Education in the Time of COVID-19			
English	387	1,129	October 2021
Total:	16,681	14,468	

RESOURCE LIBRARY

Table 5: NORRAG resource library publications by number of downloads

Year	Document	Article	Language	Downloads
2013	Case Study – French	Analyse Critique des Politiques Educatives et de Développement du Burkina Faso de 1960 à 2012, Perspectives Ante et Post 2015	French	4,918
2017	AREB CEPED and NORRAG Policy Brief #2 – French ¹	La Place de l'Evaluation des Apprentissages dans les Systèmes Educatifs d'Afrique Subsaharienne: Le Cas du Burkina Faso	French	3,954
2020	NORRAG Special Issue 04 – English	New Philanthropy and the Disruption of Global Education	English	3,364
2018	NORRAG Special Issue 01 – English	The Right to Education Movements and Policies: Promises and Realities	English	3,201
2019	NORRAG Special Issue 02 – English	Data Collection and Evidence Building to Support Education in Emergencies	English	2,261
2020	NORRAG Special Issue 05	Domestic Financing: Tax and Education	English	1,282
2019	GPE-KIX Education Sector Plan ²	Tajikistan Education Sector Analysis	English	1,273
2017	Compendium Report – French	Un Compendium des Expériences Africaines sur le Continuum Education-Formation: Une Analyse Transnationale de l'État des Politiques et Pratiques dans 13 Pays	French	952
2019	NORRAG Special Issue 02 – Russian	Data Collection and Evidence Building to Support Education in Emergencies	Russian	823
2016	South Africa Country Report	Understanding Barriers to Accessing Skills Development and Employment for Youth in South Africa	English	757
2019	NORRAG Special Issue 03 – Spanish	Monitoreo Global del Desarrollo Educativo Nacional: ¿Coercitivo o Constructivo?	Spanish	720
2018	NORRAG Special Issue 01 – Mandarin Chinese	The Right to Education Movements and Policies: Promises and Realities	Mandarin Chinese	688
2016	Compendium Report – English	A Compendium of African Experiences in Promoting the Implementation of the Education and Training Continuum	English	683
2017	NORRAG NEWS #54 – Arabic	Education, Training and Agenda 2030: What Progress One Year On?	Arabic	591

¹ Atelier de recherche sur l'éducation au Burkina (AREB) and Centre Population et Développement (CEPED)

² Global Partnership for Education (GPE) and Knowledge, Innovation and Exchange (KIX)

BLOG

Table 6: Most-viewed NORRAG blog posts from 2021 (by number of views at the date of publication of this Annual Report)

Rank 2021	Rank all time	Title	Views
1	6	‘Student Resilience during the COVID-19 Crisis’ by Anne-Fleur Lurvink	2,382
2	14	‘Covid-19, Climate, and Culture: Facing the Crisis of (Neo)Liberal Individualism’ by Iveta Silova, Hikaru Komatsu, and Jeremy Rappleye	1,404
3	27	‘The Effect of COVID-19 on Non-state Involvement in Education’ by Zain ul Abidin	1,048
4	31	‘Lessons from COVID 19: Digitalization Calls for Strong Public Education Systems’ by Margarita Langthaler	975
5	86	‘Great Buys, Good Buys, and Bad Buys’ by Joel Samoff	491
6	88	‘Digital Inclusion in the Times of Covid-19: A Capabilities Approach in Understanding Inclusion and Education’ by Abbas Abbasov	479
7	91	‘The Limits of Social Science Empiricism and Evidence-Based Policy: GEEAP, SABER, Dashboards and More’ by Steven J. Klees	468
8	112	‘Teachers as Agents of Change: Supporting, Enabling, and Empowering’ by David Frost and Gulmira Qanay	381
9	124	‘Girls’ Education in Afghanistan: Progress and Challenges’ by Yixin Wang	346
10	128	‘Technology as a Learning Space: Teachers Need Support for Digital Learning Now’ by Sarah H. Fuller	328

Table 7: Full list of NORRAG Blog posts published between January and December 2021

Title	Author	Tags	Date
Covid-19, Climate, and Culture: Facing the Crisis of (Neo)Liberal Individualism	Iveta Silova, Hikaru Komatsu and Jeremy Rappleye	SDG 4, Aid, Conflict & Emergency, NORRAG Highlights, Private Sector, Development	14/01/2021
It’s Time for VET Africa 4.0	Simon McGrath	SDG 4, Agenda 2030, NORRAG Highlights, Employment, Youth, Technical and Vocational Skills	21/01/2021
Time to Embed Higher Education into the International Education Agenda	Francesc Pedró	SDG 4, NORRAG Highlights, Governance, Higher Education, Development, Health, Mobility	03/02/2021
PISA for Development: Redefining Out-of-school Youth for Success	Li Xiaomin	SDG 4, NORRAG Highlights, Learning Assessments, Basic Education, Development, Health, Youth	10/02/2021
Lessons from COVID 19: Digitalization Calls for Strong Public Education Systems	Margarita Langthaler	SDG 4, NORRAG Highlights, Governance, Capacity Building, Development, Health, ICTS ³	16/03/2021
Digital Inclusion in the Times of Covid-19: A Capabilities Approach in Understanding Inclusion and Education	Abbas Abbasov	SDG 4, Data, Governance, Indicators, Basic Education, Development, Health, ICTs	26/04/2021
The Educational Gender Gap under the Covid-19 Pandemic and Emerging Solutions	Wajeeha Hazoor Bajwa	Conflict & Emergency, Private Sector, Health, ICTS, Southern Asia	14/05/2021
The Effect of COVID-19 on Non-state Involvement in Education	Zain ul Abidin	SDG 4, Governance, Private Sector, Financing, Public-Private Partnerships, Development, Health, Southern Asia	20/05/2021

³ Information and Communication Technology (ICT)

Teachers as Agents of Change: Supporting, Enabling, and Empowering	David Frost and Gulmira Qanay	Teachers, NORRAG Highlights, International Cooperation, Central Asia, Teaching	28/05/2021
Technology as a Learning Space: Teachers Need Support for Digital Learning Now	Sarah H. Fuller	SDG 4, Sustainable Development, Teachers, Basic Education, Development, Formal Education, Health, ICTS, Policy, Reform	28/05/2021
Student Resilience during the COVID-19 Crisis	Anne-Fleur Lurvink	SDG 4 ⁴ , Conflict & Emergency, Development, Health, Youth	04/06/2021
Right to Education: Taking Actions in the Context of Private Engagement during Crises	Delphine Dorsi, Clémentine Etienne and Léa Rambaud	Right to Education, NORRAG Debates, Human Rights	13/07/2021
UNESCO Futures of Education Progress Review – A Missing Thread?	Arran Magee	SDG 4, Education for All, Agenda 2030, Governance, Development	19/07/2021
Great Buys, Good Buys, and Bad Buys	Joel Samoff	SDG 4, Donors, Aid, Governance, Financing, Development	11/08/2021
The Limits of Social Science Empiricism and Evidence-Based Policy: GEEAP, SABER, Dashboards and More	Steven J. Klees	SDG 4, NORRAG Highlights, Governance, Policy, Research	06/09/2021
Girls' Education in Afghanistan: Progress and Challenges	Yixin Wang	NORRAG Highlights, Governance, Gender, Basic Education, Fragility, Central Asia, SDG 4	24/09/2021
Strengthening the Education System for Equitable Learning during COVID-19 in Ethiopia	Louise Yorke, Pauline Rose, Tassew Woldehanna and Belay Hagos Hailu	Agenda 2030, Right to Education, Fragility, Eastern Africa, SDG 4	25/10/2021
UNICEF's Innocenti Report on Teacher Absenteeism in Africa: The Wrong Approach at the Worst time	Dennis Sinyolo	Learning, Teachers, Basic Education, Teaching, SDG 4	27/10/2021
The Future of Equity Policy in Education and Health: Will Intersectoral Action be the Solution?	Paul Cairney	Agenda 2030, Right to Education, Governance, SDG 4	29/10/2021

⁴ Sustainable Development Goal (SDG)

NORRAG EVENTS

The following statistics were collected on events organised by NORRAG in 2021.

In total, the events below were attended by 3,716 participants from 147 countries.

Table 8: NORRAG event participation

Event	Participants	Countries	% of participants from the Global South	% of female participants	Languages
<u>25 January 2021: Launch of the Geneva Global Hub for Education in Emergencies</u>	504	85	26%	47%	EN, AR, FR, PT, ES, sign language
<u>24 February 2021: KIX EAP Webinar 6: Teachers as Agents of Change: Supporting, Enabling, and Empowering</u>	260	41	78%	70%	EN, AR, RU
<u>8 March 2021: Women in Higher Education: Has the Female Advantage Put an End to Gender Inequalities?</u>	27	11	7%	63%	EN, ES
<u>31 March 2021: KIX EAP Webinar 7: Scaling Impact: An Introduction to Achieving Impact at Scale</u>	98	36	55%	58%	EN, AR, RU
<u>21 April 2021: KIX EAP Webinar 8: What Has COVID-19 Done to Education and Research?</u>	105	39	70%	57%	EN, AR, RU
<u>27 May 2021: KIX EAP Webinar 9: Using 'Evidence' in Educational Planning and Management</u>	210	59	68%	51%	EN, AR, FR, RU
<u>15 June 2021: Book Launch: <i>Realizing the Abidjan Principles on the Right to Education</i></u>	106	46	46%	58%	EN
<u>21 June 2021: Grading Goal Four: A Look at What COVID Has Highlighted – Day 1</u>	115	48	52%	69%	EN
<u>24 June 2021: Grading Goal Four: A Look at What COVID Has Highlighted – Day 2</u>	158	51	54%	70%	EN
<u>17 September 2021: Why Technology Alone Can't Transform Education</u>	186	67	53%	55%	EN, PT
<u>30 September 2021: Launch and Online Discussion of the Study 'The Education–Training–Decent Work Continuum'</u>	154	38	66%	64%	EN, FR
<u>6 October 2021: Launch – NSI 06 on States of Emergency: Education in the Time of COVID-19</u>	127	49	43%	65%	EN
<u>7 October 2021: 1st KIX Education Policy and Innovation Conference (EPIC) – Day 1: COVID-19 Response and Digital Learning</u>	283	57	75%	67%	EN, RU
<u>14 October 2021: 1st KIX EPIC – Day 2: Gender Equality and Social Inclusion</u>	216	53	77%	68%	EN, RU

<u>21 October 2021: 1st KIX EPIC – Day 3: Educational Assessment</u>	302	56	84%	n/a	EN, RU
<u>28 October 2021: 1st KIX EPIC – Day 4: Teaching Quality and Learning</u>	242	52	84%	74%	EN, RU
<u>2 November 2021: The Future of Equity Policy in Education and Health: Will Intersectoral Action be the Solution?</u>	65	33	43%	55%	EN, FR
<u>11 November 2021: KIX EAP Webinar 10: Tools for Transformation: Advancing Early Learning through the ECE Accelerator Toolkit</u>	202	65	82%	70%	EN, AR, RU
<u>18 November 2021: The Geneva Paulo Freire Centenary</u>	172	63	49%	52%	EN, FR, PT
<u>30 November 2021: Inaugural Missing Education Data Summit: Conceptualizing and Addressing Education Data Gaps for SDG 4</u>	184	68	59%	57%	AR, EN, ES, FR, PT, RU

Note: In the table above, (EN) refers to English, (FR) refers to French, (RU) refers to Russian, (ES) refers to Spanish, (PT) refers to Portuguese, and (AR) refers to Arabic.

SOCIAL MEDIA

Twitter

NORRAG's Twitter account continued to grow and sustain higher visibility this past year.

Table 9: Tweets and likes since launch in June 2010 of NORRAG Twitter account (first @NORRAG_NEWS, now @norrag) (at the date of publication)

	Tweets	Likes
January 2021	5,790	307

The number of likes for NORRAG's page has increased by nearly 25% from 307 in 2020 to 380 at the end of 2021.

Table 10: Twitter followers in 2017, 2018, 2019, 2020, 2021 and 2022

	Followers 12/2017	Followers 12/2018	Followers 12/2019	Followers 01/2020	Followers 01/2021	Followers 01/2022
@norrag	2,003	2,542	2,750	3,047	3,629	4,401

Table 11: Twitter statistics for 2019, 2020 and 2021

	Tweets	Impressions	Engagements	Retweets	Likes
2021	279	348,552	7,698	828	1,326
2020	244	254,880	6,312	466	936
2019	184	143,000	5,605	1,095	467

Impressions: Number of times users saw the tweet on Twitter

Engagement: 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.

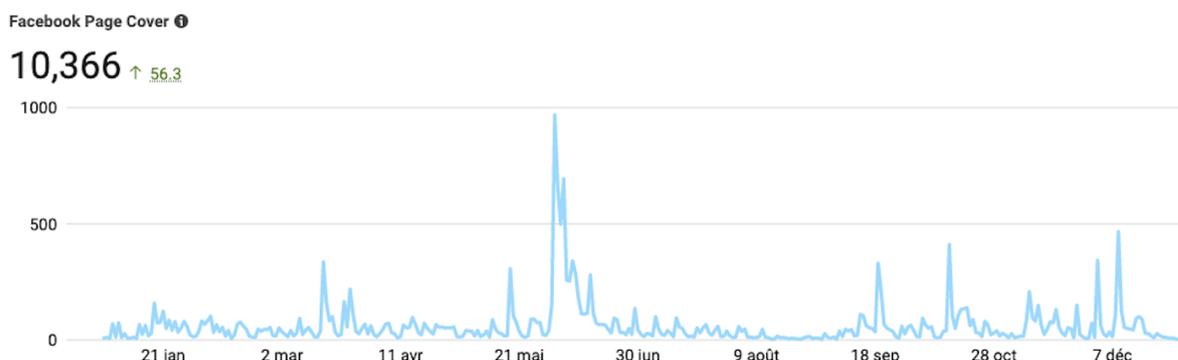
In 2021, as in the previous two years, NORRAG opted for quality rather than quantity. An average of five tweets were sent per week, and the number of engagements with posts increased significantly, up by 20% from 2020 and up by 37% from 2019.

Since January 2021, we have gained 772 new Twitter followers.

Facebook

In Q2 of 2021, there was a strong increase in @norrag.network page views after the launch of the KIX-EAP Podcast 03 with discussant Dr Shehzad Jeeva, director of the Aga Khan University Examination Board, who spoke about how to revolutionise the Pakistani education system (2 June 2021). In Q4 of 2021, page views peaked ahead of the first KIX-EAP Education Policy and Innovation Conference (EPIC), held in English and Russian and featuring discussions on topics ranging from COVID-19 response and digital learning to gender equality and social inclusion (October 2021).

Figure 4: NORRAG Facebook page view statistics



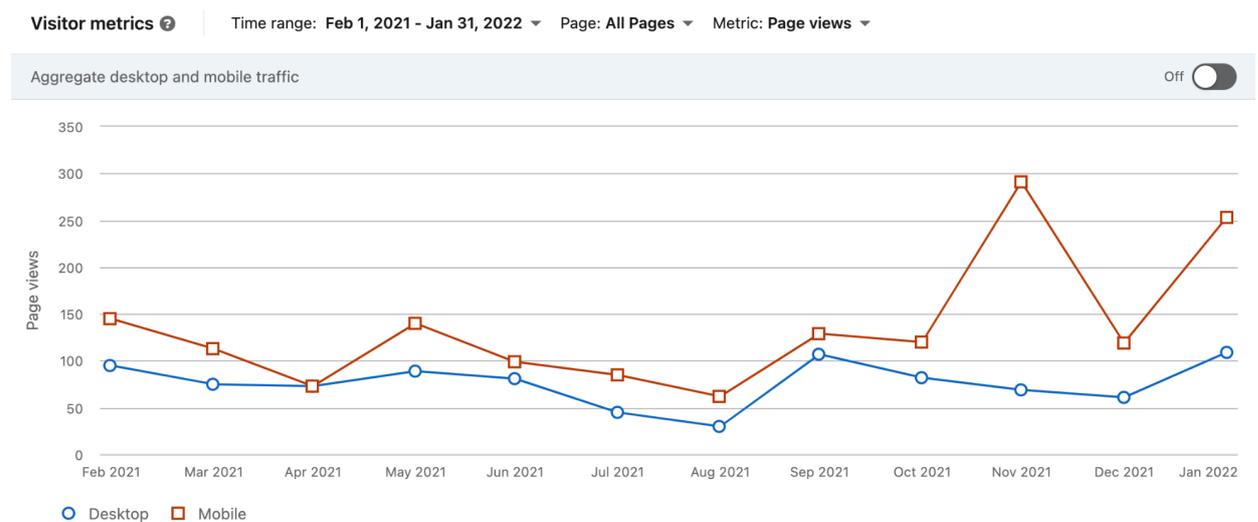
As of January 2021, 1,300 people had liked the NORRAG Facebook page.

Figure 5: NORRAG Facebook 'likes' statistics.

LinkedIn

NORRAG's LinkedIn page has experienced significant growth this year. NORRAG has encouraged staff to share NORRAG updates on their profiles. Between 1 February 2021 and 31 January 2022*, NORRAG's page on LinkedIn received 2,545 views (both mobile and desktop views), compared with 1,658 views over the same period last year, marking an increase of more than 50%.

*Note: As LinkedIn does not provide data of more than 12 months old, our data range is February 2021–February 2022.

Figure 6: NORRAG LinkedIn page views statistics

VIDEO PRODUCTION

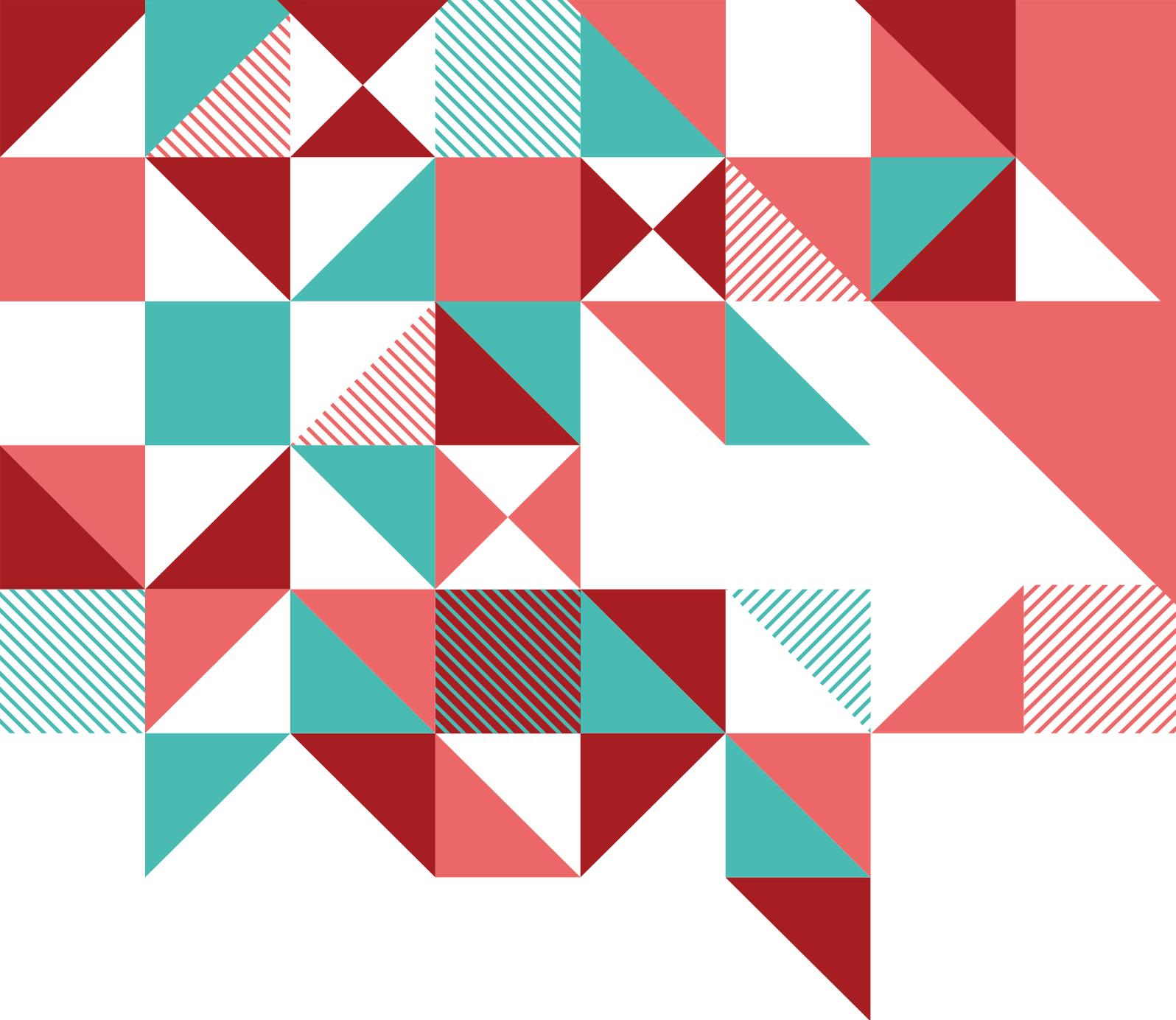
In 2021, NORRAG live-streamed or recorded the following events on its social media channels. They were also available on the NORRAG website.

- KIX EAP 2021 Webinars: 19 videos ([watch the videos](#)) – February 2021–November 2021
- NORRAG 2021 Events: 27 videos ([watch the videos](#)) – January- November 2021
- Innovative Finance for Education (IFE) Case Studies: Helvetas’s SKY Project ([watch the videos](#)) – January 2021
- KIX EAP Podcast ([watch the videos](#)) – April 2021
- New NORRAG Strategy 2021–2024 ([watch the video](#)) – April 2021
- NORRAG Book 3: *Realizing the Abidjan Principles on the Right to Education* ([watch the videos](#)) – April 2021
- KIX EAP Learning Cycle 2 and 3 Experiences ([watch the videos](#)) – May 2021
- KIX Education Policy and Innovation Conference (EPIC) ([watch the videos](#)) – October 2021
- Inaugural Missing Education Data Summit: Conceptualising and Addressing Education Data Gaps for SDG 4 ([watch the video](#)) – November 2021
- History of NORRAG ([watch the video](#)) – December 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 2021.

- Aaron Benavot, ‘NORRAG Podcast 7: Urging the U.S. to Re-Engage with UNESCO’ ([listen to the podcast](#)) – 15 January 2021
- Keith Lewin, ‘NORRAG Podcast 8: Peak Aid, Catalytic Change & Sustainable Educational Financing’ ([listen to the podcast](#)) – 3 March 2021
- Manos Antoninis, ‘NORRAG Podcast 09: Monitoring the 4th Sustainable Development Goal on Education (SDG 4)’ ([listen to the podcast](#)) – 9 April 2021
- Luis Crouch, ‘NORRAG Podcast 10: Can Social Integration in Schools Be Mandated? Evidence from the Right to Education Act in India’ ([listen to the podcast](#)) – 9 June 2021



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