NORRAG 2023
ANNUAL REPORT
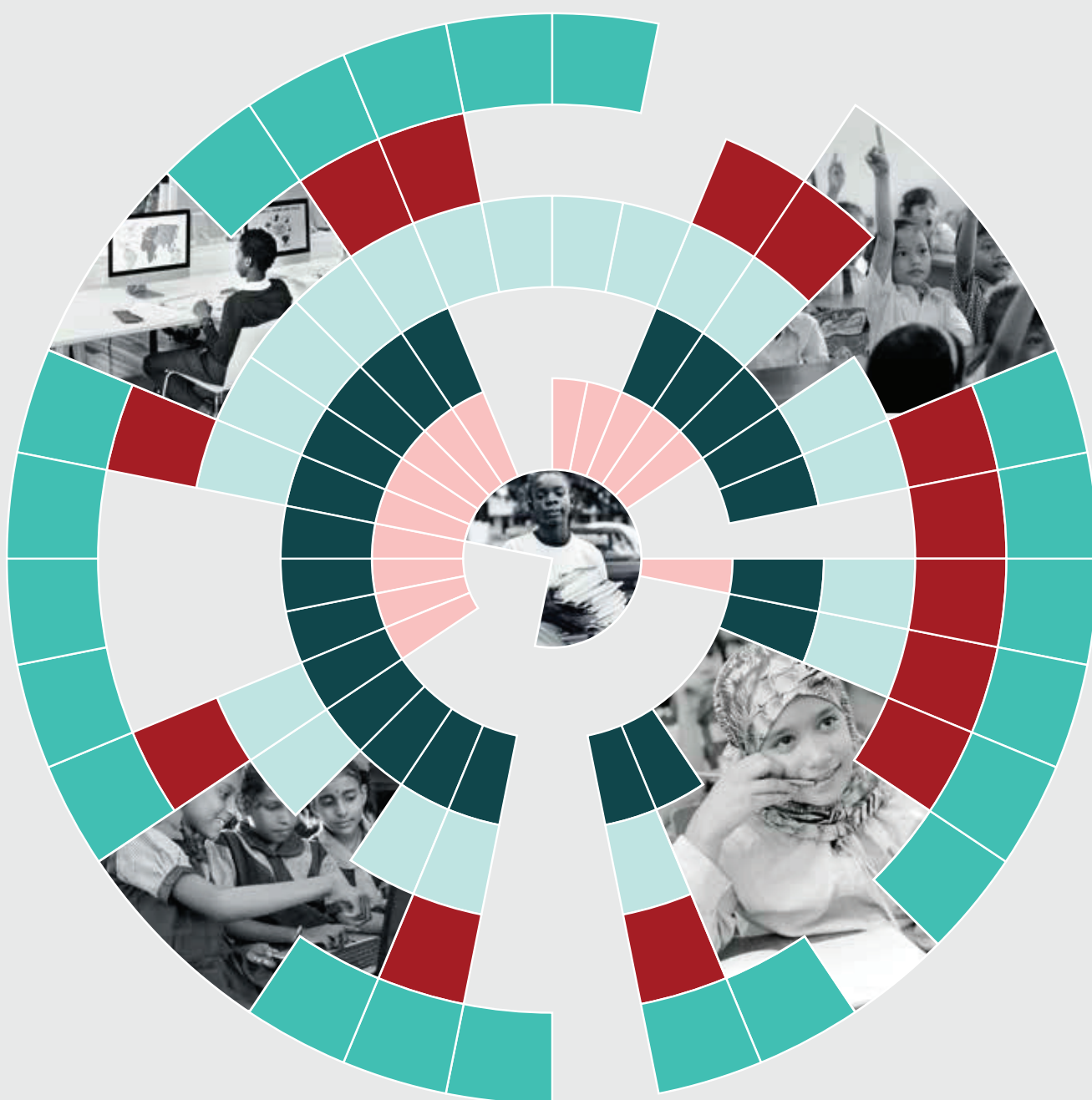
Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

ii

ABOUT NORRAG

NORRAG is the Global Education Centre of the Geneva Graduate Institute and a global network of more than 5,800 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 Global South. Since our move to Switzerland in 1992, NORRAG has been significantly supported by the Swiss Agency for Development and Cooperation (SDC), the Graduate Institute of International and Development Studies, Geneva, and, for a period, the Open Societies Foundation (OSF).

NORRAG's strength lies in addressing under-researched questions of quality and equity in key issues in education and development and in amplifying under-represented expertise, particularly from the South. NORRAG's core mandate is to produce, disseminate and broker critical knowledge and to strengthen 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 practice at regional, 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.

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

Join the global NORRAG Network
www.norrag.org/norrag-network

Follow NORRAG on social media

GENEVA GRADUATE INSTITUTE | NORRAG GLOBAL EDUCATION CENTRE

Network for international policies and cooperation in education and training

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Schweizerische Eidgenossenschaft
Confédération suisse
Confederazione Svizzera
Confederaziun svizra

Swiss Agency for Development and Cooperation SDC

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

GPE Transforming Education

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

Canada

CONTENTS

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

iii

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

LIST OF ACRONYMS AND ABBREVIATIONS

ACER	Australian Council for Educational Research
AGEE	Accountability for Gender Equality in Education
APAC	Asia-Pacific
BE2	Building Evidence in Education
CIES	Comparative and International Education Society
EIE	Education in Emergencies
ELRC	Environmental Learning Research Centre
EOF	Education Outcomes Fund
EPIC	Education, Policy and Innovation Conference
ESSA	Education Sub-Saharan Africa
GCM	UNESCO Global Coordination Mechanism
GEMR	Global Education Monitoring Report
GESDA	Geneva Science And Diplomacy Anticipator
GHC	Global Health Centre at the Graduate Institute
GPE	Global Partnership for Education
HLSC	UNESCO High-Level Steering Committee
IBE-UNESCO	UNESCO International Bureau of Education
ICT	Information and Communication Technologies
IEFG	International Education Funders Group
IFE	Innovative Financing for Education
IFE-2-LNOB	Innovative Financing for Education To Leave No One Behind
IIEP-UNESCO	UNESCO International Institute for Educational Planning
ILFF	Impact-Linked Finance Fund
ILO	International Labour Organization
INEE	Inter-agency Network for Education in Emergencies
INVALSI	National Institute for the Evaluation of the Education and Training System
IPNED	International Parliamentary Network for Education
KIX EAP	Knowledge and Innovation Exchange Europe, Asia and Pacific
KIX EMAP	Knowledge and Innovation Exchange Europe, Middle East and North Africa, Asia and Pacific
LAC	Latin America and the Caribbean
MEL	Monitoring, Evaluation and Learning
MoEYS	Ministry of Education, Youth and Sport
netFwd-OECD	OECD Network of Foundations Working for Development
NORRAG	Global Education Centre and Network for International Policies and Cooperation in Education and Training
NSI	NORRAG Special Issue
OBF	Outcomes-Based Financing

OECD	Organisation for Economic Co-operation and Development
OHCHR	Office of the United Nations High Commissioner for Human Rights
RBF	Results-Based Financing
REACH	Results in Education for All Children
RECI	Réseau Suisse Education et Coopération International; Swiss Network of Education and International Cooperation
REDI	Deakin University's Strategic Research Institute Research for Educational Impact
SDC	Swiss Development Cooperation Agency
SDG	Sustainable Development Goal
SUDAC	Swiss Universities Development and Cooperation Network
TISS-CEIAR	Tata Institute of Social Sciences Centre for Education Innovation and Action Research
TPD	Teacher Professional Development
TWG	Technical Working Group
UBS OF	UBS Optimus Foundation
UCT-GSB	University of Cape Town-Graduate School of Business
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations International Children's Emergency Fund
UNITAR	United Nations Institute for Training and Research
WCECCE	World Conference on Early Childhood Care and Education

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

V

FOREWORD

We are pleased to share with you our 2023 Annual Report, endorsed by NORRAG's Consultative Committee.

In 2023, NORRAG played a prominent role in global debates on artificial intelligence, contextualised and demand-driven country support and system strengthening, data regimes, digitalisation, domestic financing, education in emergencies, education-training-work continuums, inclusive education, innovative financing, international education and development, knowledge equity, philanthropy, teacher professional development, and the use of evidence in policy.

We worked with our partners from academia, foundations, governments, international organisations, non-governmental organisations, and think tanks based in both the Global South and Global North to co-produce and co-organise analytical research and publications, dissemination and policy dialogue, and capacity strengthening opportunities. We also welcomed new country partners to our KIX EMAP hub and are now supporting 36 governments in scaling local innovations.

In this Annual Report, we report against our Theory of Change and Results Framework. We first present our key results, then our stakeholder outcomes, describe the outputs we produced that helped to achieve those results, and finally look forward to our next steps in 2024. Based on our learning, we will continue to strengthen the processes and results of our activities towards achieving our mission: to actively participate in the creation of the conditions for more participatory, evidence-informed policy decisions that improve equal access to quality education.

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.

Chanwoong Baek
Academic Director, NORRAG
Assistant Professor, Geneva Graduate Institute
UNESCO co-Chair of Comparative Education Policy

Moira V. Faul
Executive Director, NORRAG
Senior Lecturer, Geneva Graduate Institute

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes
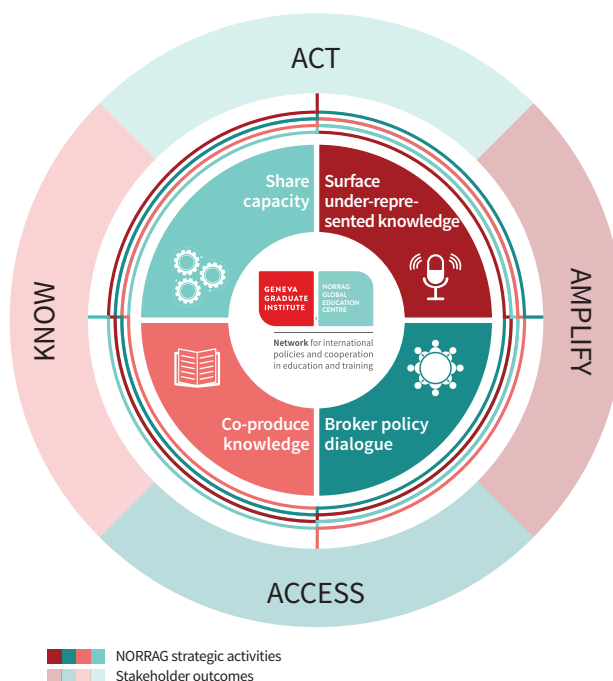
vii

INTRODUCTION

OUR MISSION AND VISION

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

OUR STRATEGY 2021-2025

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

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

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

NORRAG strategic activities
Stakeholder outcomes

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

FOUR THEMATIC PRIORITIES

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

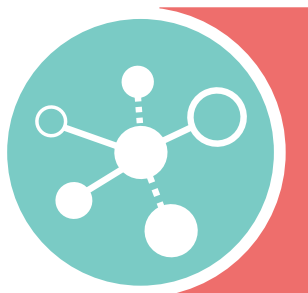| HOW CAN DATA AND EVIDENCE SUPPORT THE INCLUSION OF MARGINALISED GROUPS IN LEARNING? | HOW DOES EQUITABLE AND QUALITY EDUCATION OVERLAY AND INTERSECT WITH OTHER SDGs? | DO INNOVATIONS AND DISRUPTIONS IMPROVE ACCESS, EQUITY AND QUALITY IN EDUCATION? | CAN PRIVATE SECTOR APPROACHES IN EDUCATION UPHOLD ACCESS, EQUITY AND QUALITY? |

DEEPENING NORRAG'S PARTNERSHIPS, REACH, LEARNING AND SUSTAINABILITY

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

OUR THEORY OF CHANGE

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

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

THEORY OF CHANGE

KEY THEMES
- Data and evidence support the inclusion of marginalized groups
- Quality and equitable education overlays and intersects with other SDGs
- Innovations and disruptions improve access, equity and quality of education
- Private sector approaches improve equitable access to quality education
- Deepening NORRAG's partnership, reach, learning and sustainability

ASSUMPTIONS
- Need for context-relevant knowledge is recognized
- Political and policy space to operate exists
- Networks and partners are willing to collaborate
- Partnerships maximize NORRAG's value add

OUTPUTS
- Research and knowledge products co-created with experts from the Global South
- Policy dialogue events, declarations and communications worldwide and in Geneva; in person and online
- Capacity building at the interface of research, policy and practice

STAKEHOLDER OUTCOMES
- Increased understanding of how themes affect access to equitable, quality education
- Strengthened role for experts from traditionally underrepresented groups, particularly from the South
- Better access to contextualised research and knowledge, capacity building and policy dialogue
- Stakeholders are aware of, access and act on context-relevant education knowledge

LONG-TERM OUTCOMES
- Contribute to effective international cooperation for localised, contextualised data- and evidence-informed decision making for quality, equitable education

NORRAG's vision is of a world where everyone enjoys the right to equitable, quality, accessible lifelong education and learning as a public good

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

KEY RESULTS IN 2023

NORRAG became

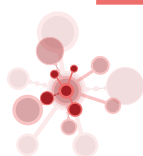**GENEVA GRADUATE INSTITUTE** | **NORRAG GLOBAL EDUCATION CENTRE** **Network** for international policies and cooperation in education and training

78% (↑ from 66%) of the **blog posts** had experts from **underrepresented groups** as authors or co-authors.

75% (↑ from 65% in 2022) of **participants were from the Global South** and 60% (≈ 61%) of them were women or non-binary individuals.

NORRAG Network members are more engaged with NORRAG, KIX EMAP, and each other through regional coordinators, communications, events and knowledge products.

#TheSouthAlsoKnows member network increased by 150% and is becoming better known and therefore promoted and used by others.

NORRAG played a prominent role in global debates on artificial intelligence, contextualised and demand-driven country support and system strengthening, data regimes, digitalisation, domestic financing, education in emergencies, education-training-work continuums, inclusive education, innovative financing, international education and development, knowledge equity, philanthropy, teacher professional development, and the use of evidence in policy.

4 QUALITY EDUCATION

Diverse stakeholders learned about **AI and digital inequities** from a majority of marginalised speakers (mainly Global South, female or non-White ethnicity).

KIX EAP Hub added even deeper country support and more countries to **become the KIX EMAP Hub**: Europe, MENA, Asia and Pacific.

EAP ⟩ EMAP HUB

100% of the research products and podcast episodes we published included experts from underrepresented groups, as did 93% of the activities we organised (↑ from 78% in 2022).

The average **number of participants** registered per activity increased by 107% (from 141 in 2022 to 292 participants on average in 2023).

NORRAG's knowledge products accessed on or downloaded from digital platforms increased by 37%, with stakeholders accessing knowledge products through 200,962 views or downloads.

First cohort successfully completed **Executive Education on Innovative Financing for Education.**

GPE KIX EMAP HUB

KIX EMAP supported country representatives to learn about key considerations for ICT in Bangladesh, diagnostics for dropouts in Cambodia and Yemen, inclusion in the Maldives, girls' primary education in rural Sindh, Pakistan, and teacher professional development (TPD) in the Kyrgyz Republic, the Maldives and Vietnam, and school planning in the Maldives.

NORRAG has been called upon to brief several policy actors including the FCDO, GPE, Swiss Agency for Development, Swiss Commission for UNESCO, UNESCO, UN Special Rapporteur on the Right to Education, among others.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

5

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

ORGANISATIONAL UPDATES

NORRAG GLOBAL EDUCATION CENTRE AND NETWORK FOR INTERNATIONAL POLICIES AND COOPERATION FOR EDUCATION AND TRAINING

NORRAG started life as one of the Research, Review and Advisory Groups (RRAGs) in 1977. We are now hosted in Switzerland, and the Swiss Agency for Development and Cooperation (SDC) offers significant support for our activities, as does the Geneva Graduate Institute, our host institution.

The current name "NORRAG" was adopted in 1986, and we have used a number of logos over time. As we enter the next phase of our evolution, we are changing our logo at the same time as we continue to work for the same reasons as our supporters, and in the same ways that they and we value.

Our broad and deep vision of education encompasses all ages and types of education and training. Our principles and practices remain the same, amplifying marginalised knowledge especially from the Global South. The continuing high priority we give to our 5,800 network members in 183 countries is seen in our recent significant investment in new networking tools and coordination.
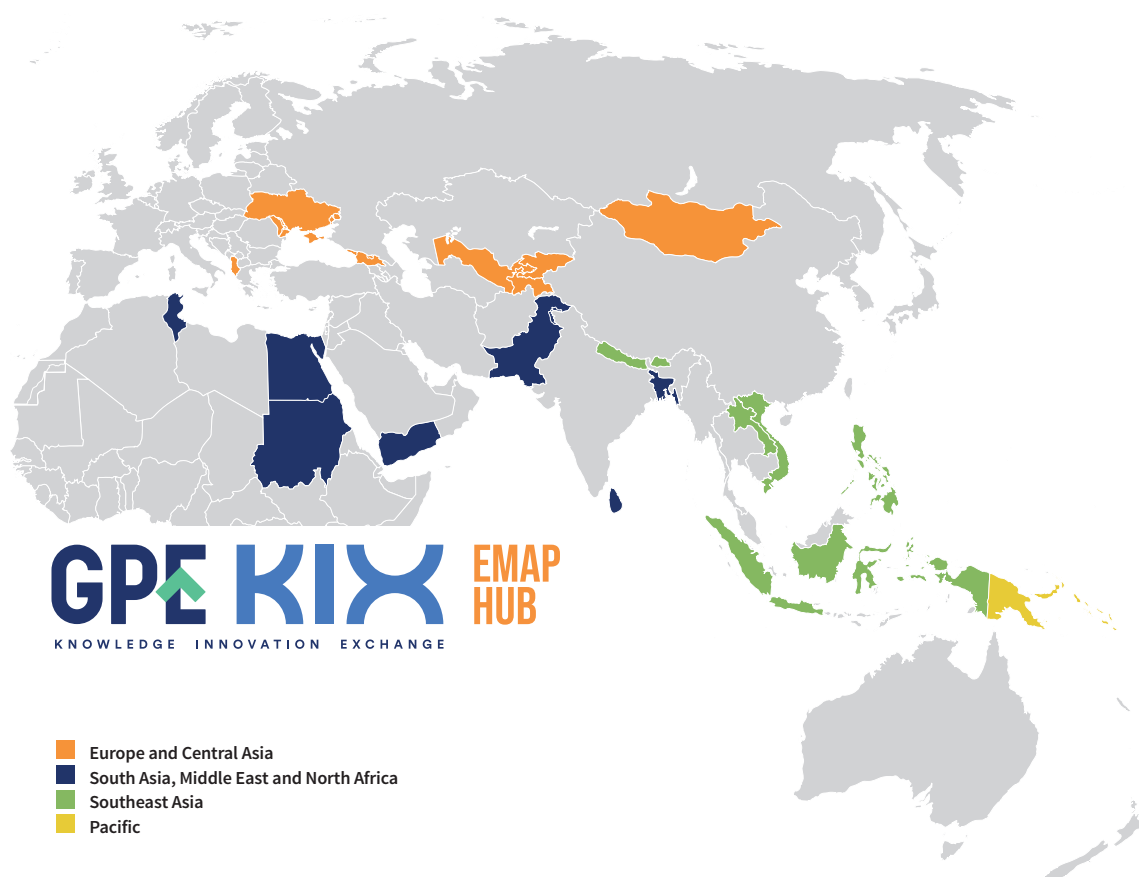
KIX EAP HUB BECOMES THE KIX EMAP HUB

NORRAG is proud to continue to host one of the four regional hubs of the Global Partnership for Education's (GPE) Knowledge Innovation Exchange (KIX) project. The KIX EMAP Hub (previously EAP) works with the **E**urope, **M**iddle East and North Africa, **A**sia and **P**acific region. With the extension of the GPE KIX Regional Hubs through June 2027, the name change better reflects the region it works in and the new countries that will join the Hub in this second phase of the KIX project.

The KIX EMAP Hub engages with the Ministry of Education and local partners to mobilise the KIX national team in 36 GPE partner countries. The Hub is organised into three sub-regions, each with its own Knowledge Lead and Project Officer to provide targeted support to the respective countries.

- **Europe and Central Asia (ECA):** Albania, Georgia, Kyrgyz Republic, Moldova, Mongolia, Tajikistan, Ukraine, Uzbekistan

- **South Asia, Middle East and North Africa (SAMENA):** Bangladesh, Egypt, Maldives, Pakistan, Sri Lanka, Sudan, Tunisia, Yemen

- **Southeast Asia (SEA):** Bhutan, Cambodia, Indonesia, Lao PDR, Nepal, Philippines, Timor-Leste, Vietnam

- **Pacific (PAC):** Federated States of Micronesia, Fiji, Kiribati, Marshall Islands, Papua New Guinea, Samoa, Solomon Islands, Tonga, Tuvalu, Vanuatu

GPE KIX EMAP HUB
KNOWLEDGE INNOVATION EXCHANGE

■ Europe and Central Asia
■ South Asia, Middle East and North Africa
■ Southeast Asia
■ Pacific

GPE KIX EMAP HUB
KNOWLEDGE INNOVATION EXCHANGE
▸ Sub-Regional Launches

KIX EMAP Hub hosted four **sub-regional launches** of KIX EMAP, sharing information such as the relevant changes, baseline survey results, and the upcoming schedule of activities for the countries in that sub-region responding to the demand in the survey. Each sub-regional launch introduced the sub-region's respective Knowledge Lead, Project Officer and all established national teams, creating the opportunity for participants to make connections and deepen their engagement with the Hub's infrastructure.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

7

WHAT DID WE ACHIEVE?

OUTCOMES

AMPLIFY

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

In 2023, experts from underrepresented groups[1] either led or had their contributions included in **165** of our activities and knowledge products. Underrepresented experts collaborated with us through knowledge contributions to research and policy products, books, podcasts, blog posts and collaborative activities such as events, workshops and lectures.

AMPLIFY

In our 2023 **activities**: among **all the experts** we involved in our activities, **93%** belong to at least one category of **underrepresented groups** (↑ from 81% in 2022).

The **Knowledge Information Exchange Europe, MENA, Asia and Pacific Hub (KIX EMAP) Education Policy and Innovation Conference (EPIC)** 2023 took place online on 6, 7 and 8 June 2023. Over the course of three days, 85 presenters shared their innovative research and policy practices in the EMAP region, joined by more than 1,200 attendees from KIX EMAP countries and beyond. 94% of speakers belonged to at least one

↑ 60% IN 2022

68%
WOMEN AND NON-BINARY INDIVIDUALS

↑ 50% IN 2022

70%
NON-WHITE

↑ 53% IN 2022

72%
FROM THE GLOBAL SOUTH

EDUCATION 2
POLICY AND 0
INNOVATION 2
CONFERENCE 3

underrepresented group. These experts were diverse in terms of gender, race and geography: **68%** were women or non-binary, **70%** were non-white and **72%** were from the Global South. 47% of speakers were non-white women or non-binary individuals from the Global South.

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

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

#TheSouthAlsoKnows

NORRAG's #TheSouthAlsoKnows initiative aims to contribute to reversing the North-to-South flow of expertise and decision-making by creating a megaphone to amplify underrepresented expert knowledge from the South to audiences globally, including in the Global North. The initiative provides a searchable database for researchers and policymakers to more easily find and use underrepresented expert knowledge, as well as encouraging South-South networking and collaboration between Global South experts. The member network grew by ↑**150%** between June 2023 and February 2024, encompassing 362 experts in and from the Global South (↑ from 145 in 2022).

We engage in surfacing and amplifying scholars and experts from the South for three reasons:

1. **Justice:** Experts from the Global South continue to be marginalised due to historic and contemporary injustices; making space in article citations, on university syllabi and in decision-making processes is one way of addressing that.

2. **Knowledge:** The content and lessons from locally produced and context-sensitive research and evidence may be different to that produced in the Global North and relevant to needs in both the South and North.

3. **Example:** If others experience the value of Southern experts through NORRAG's work and partnerships, they can amplify these experts' work and research further and change their own practices to include voices from the South.

We have undertaken various activities to spread the word about the initiative. KIX EMAP and NORRAG co-organised a **webinar** Whose Knowledge is Used in Education? presenting #TheSouthAlsoKnows initiative and discussing the importance of knowledge equity and its contribution to education equity with key experts from academia and government from the Europe, MENA, Asia and Pacific region. NORRAG launched #TheSouthAlsoKnows **blog series** in February 2023 to share knowledge and ideas arising from research, innovations and projects developed and implemented by experts from the South and addressing issues in the South, highlighting their relevance to improving quality and equity in education in countries in the South and around the world. NORRAG **promotional materials** distributed at CIES and UKFIET included #TheSouthAlsoKnows-branded lanyards, stickers, phone stands and notebooks. **Regional coordinators** are instrumental in sharing the initiative, including acting as a focal point for sharing any updates and opportunities related to #TheSouthAlsoKnows with their networks.

Secondly, in our research products:

100%
(= 100% IN 2022) OF THE **RESEARCH PRODUCTS** THAT WE PUBLISHED INCLUDED EXPERTS FROM UNDERREPRESENTED GROUPS AS AUTHORS, CO-AUTHORS OR EDITORS.

100%
(= 100% IN 2022) OF THE **PODCAST EPISODES** FEATURED AN EXPERT FROM AN UNDERREPRESENTED GROUP SPEAKING ABOUT THEIR EXPERIENCES AND THEIR EDUCATION SYSTEM'S CHALLENGES AND OPPORTUNITIES.

78%
(↑ 66% IN 2022) OF THE **BLOG POSTS** HAD EXPERTS FROM UNDERREPRESENTED GROUPS AS AUTHORS OR CO-AUTHORS.

84%
(↑ 75% IN 2022) OF THE **VIDEOS** FEATURED AT LEAST ONE EXPERT FROM AN UNDERREPRESENTED GROUP.

81%
(= 81% IN 2022) OF THE **ACTIVITIES** INVOLVED COLLABORATIONS WITH EXPERTS FROM UNDERREPRESENTED GROUPS.

Experts from underrepresented groups also had a prominent voice in our **research products**. Out of the **195** experts who authored, co-authored and/or edited NORRAG research products in 2023, **85%** belong to **at least one underrepresented group** (≈ 82% in 2022).

These experts were diverse in terms of gender, race and geography: **51%** (↓ from 71% in 2022) were women and non-binary, **66%** (↑ from 60% in 2022) were non-white and **nearly 65%** (↑ from 30% in 2022) were from the Global South.

At least **32%** (↑ from 15% in 2022) were non-white women or non-binary individuals from the Global South.

51%
women and non-binary individuals
(↓ 71% in 2022)

66%
non-white
(↑ 60% in 2022)

65%
from the Global South
(↑ 30% in 2022)

32%
non-white women or non-binary individuals from the Global South
(↑ 15% in 2022)

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

NORRAG posts

42
↓ 86

208
≈ 223

NORRAG account

64
↑ 48

KIX EMAP account

96
↑ 64

Another complementary means through which we amplified expertise from marginalised groups was by **sharing others' products and activities on social media**. In 2023, we shared knowledge products and activities by experts from underrepresented groups **410 times** (↓ 421 in 2022). The most used channel was X (formerly known as Twitter), as it was in 2022.

The announcement of the launch of _Systems Thinking in International Education and Development: Unlocking Learning For All?_ was the **most shared tweet** of our work with experts from underrepresented groups, with 32 retweets (↓ from 41 for _Digitalisation of Education Policy Insights #01_ in 2022).

NORRAG
@norrag   Promote   ···

(1/2) NORRAG is launching a new book!🎉 Join us for the launch event of "#SystemsThinking in International #Education and #Development: Unlocking #LearningForAll?"

🕐8 February 2023 - 2pm (CET/Geneva)
📍 Online
🔗Sign up: ow.ly/2b7950Mxy05

Edited by
Moira V. Faul
Laura Savage   EE Elgar

Systems Thinking in
International Education
and Development

Unlocking Learning for All?

👤 Dr Moira V Faul@mastodon.social and 7 others

3:11 PM · Jan 25, 2023 · 8,752 Views

Stakeholders sharing

99
↑ 47

690
↓ 840
NORRAG account

233
↑ 165
KIX EMAP account

357
↑ 179

Other stakeholders also amplified the reach of our products and activities from or with experts from underrepresented groups. They **shared NORRAG products and activities 1,379 times** (↑ from 1231 in 2022) across all platforms. Twitter was again the most popular social media channel, with over **923 retweets** (↑ from 800) of our work that included experts from marginalised groups.

A post promoting the KIX EMAP Education Policy & Innovation Conference (EPIC) 2023 was the most shared tweet of the KIX EMAP project, with 12 retweets (↑ from 9 for Call for applications: KIX EAP learning cycle 4 in 2022).

KIX Europe, MENA, Asia & Pacific Hub
@KIXEMAP

📢 Register today!
KIX EAP Education Policy & Innovation Conference (EPIC) 2023

📅 6-8 June 2023
🕗 8:00-14:00 CEST
📍 Online
EPIC 2023 will surface innovative research & policy practices from over 40 countries in the EAP region.

norrag.zohobackstage.eu/EPIC2023#/regi...
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EDUCATION 2
POLICY AND 0
INNOVATION 2
CONFERENCE 3

1:03

9:52 PM · 29 mai 2023 · **1 704** vues

9 Reposts   3 citations   14 J'aime

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

13

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

84% of the authors and editors of NORRAG Special Issue 08: **The Education-Training-Work Continuums: Pathways to Socio-Professional Inclusion for Youth and Adults** belong to an underrepresented group. The 48 contributors to the publication come from 24 different countries, including early career scholars and educationists alongside internationally renowned practitioners and academics. Produced in collaboration with the International Labour Organisation, NSI 08 argues that treating education, training and decent work as a continuum would improve the inclusion of people who continue to be excluded from the "standard" journey between these three fields. This publication addresses the productive overlaps between SDG 4 (education) and SDG 8 (decent work and economy), as part of the Education and SDGs theme.
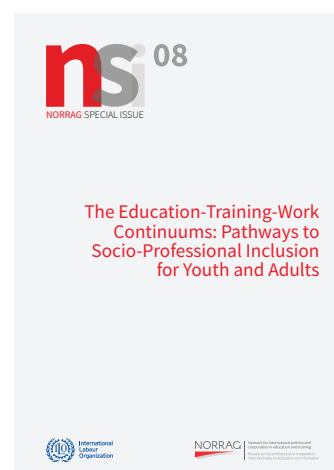
Almost 80% of the experts who contributed to NORRAG's Policy Insights: **Refugee Teachers: The Heart of the Global Refugee Response** were from underrepresented groups. This Policy Insights collection brought together 48 authors from academia, humanitarian agencies, and think tanks to produce 27 papers that showcase current evidence and offer policy directions to prioritise and protect the work and wellbeing of refugee teachers everywhere.
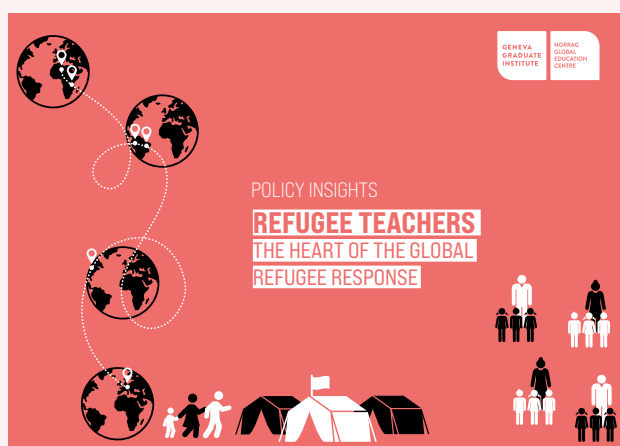
ACCESS

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

In 2023, **6,430 participants** (↑ from 3,130) in our activities accessed relevant evidence and dialogue for equitable and quality education. Compared to 2022, this represents an increase of 41% in the total number of participants across all activities.

The average number of participants registered per activity **increased by ↑105%**, from 141 in 2022 to **292** participants on average.

The diversity of this participation is also worth noting: **75%** (↑ from 65% in 2022) of participants were from the **Global South** and **60%** (≈ 61%) of them were **women or non-binary individuals**.

ACCESS

↑ 65% IN 2022

75%
FROM THE GLOBAL SOUTH

≈ 61% IN 2022

60%
WOMEN AND NON-BINARY INDIVIDUALS
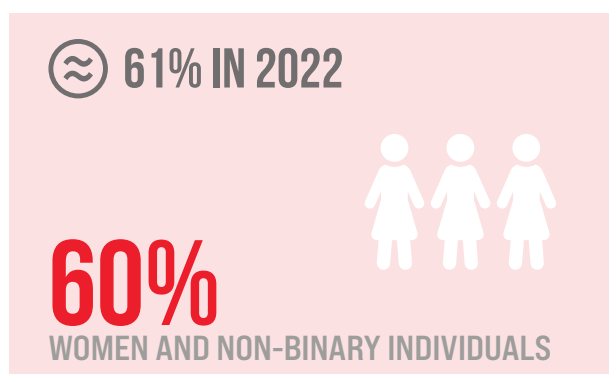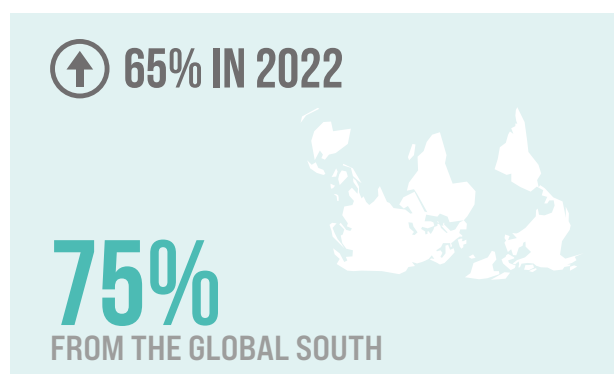
Participation was also **diverse** in terms of geographic regions[2] and stakeholder groups.

Eastern European States **2%**

Western Europe and other States **32%**

Asia-Pacific States **43%**

African States **20%**

Latin America and the Caribbean States **5%**

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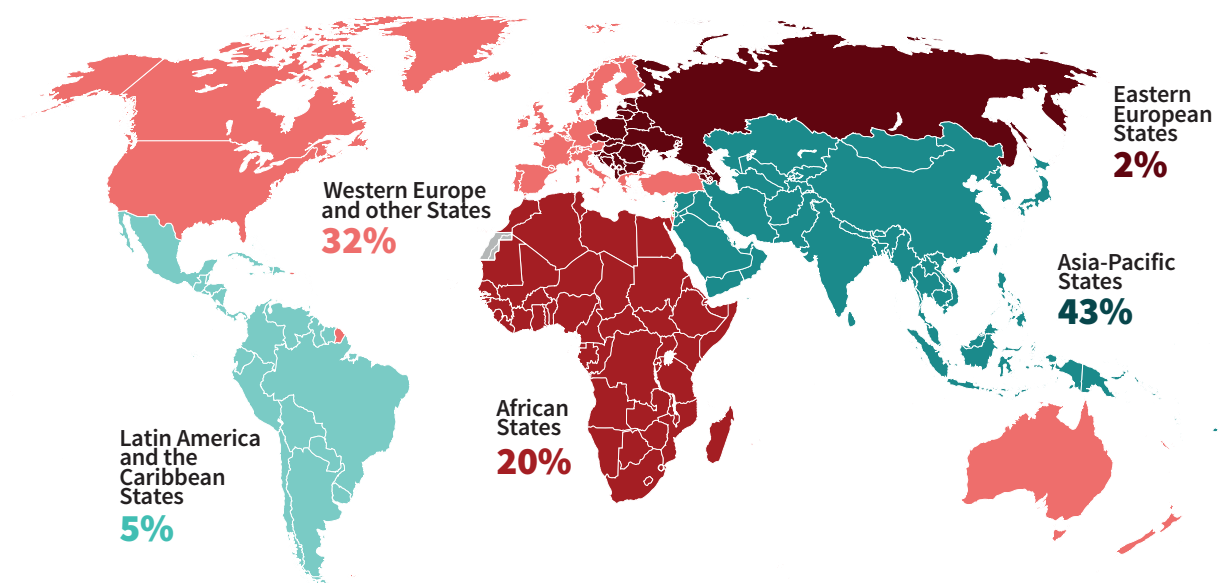
2. The grouping of countries per geographic region in this report follows the United Nations Regional Groups, which represent the geopolitical regional groups of United Nations member states.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

To understand whether each geographic region is under- or overrepresented in our activities, we looked at how the geographic distribution of participants in our activities compares to the proportion of the global population in each of these regions. **African States** comprise 18% of the global population and 19% (= 19% in 2022) of our participants and were **well represented** in our activities, while the **Asia-Pacific (APAC) States** region was the **most represented** in our activities at 51% (↑ from 45% in 2022); however, it is still **underrepresented** when we look at its proportion in the global population (59%). Other regions that are still underrepresented in our activities are **Eastern European States**, accounting for (4%) of the global population but 2% of participants (↓ from 4% in 2022), and **Latin America and the Caribbean (LAC)**, which is home to 8% of the global population but only represented 3% of participants in our activities (↑ from 2% in 2022). On the other hand, the **Western Europe and other States** region, which is home to (10%) of the global population, was **overrepresented**, as they constituted 25% (↓ from 30% in 2022) of participants in our activities.

In terms of stakeholder groups, **academia (41%)**, **civil society (19%)**, and **government (14%)** held the top spots in terms of participation in our 2023 activities. There was also a large uptick in the "other" category (1% in 2022 to 11% in 2023), mostly consultants and freelance researchers, who are increasingly finding value in participating in our activities. It is highly valuable to bring together experts from these diverse groups so they can access evidence and

41% Academia	19% Civil society	14% Government
⬆ 37% IN 2022	⬇ 26% IN 2022	⬇ 18% IN 2022

10% International organisations	11% Other	4% Private Sector
⬆ 8% IN 2022	⬆ 6% IN 2022	⊜ 4% IN 2022
		1% Philanthropy 1% IN 2022

act on it inside their respective sectors and contribute positively to NORRAG's cross-disciplinary and cross-sector dialogue on improving equitable and quality education.
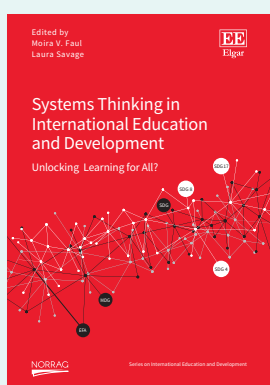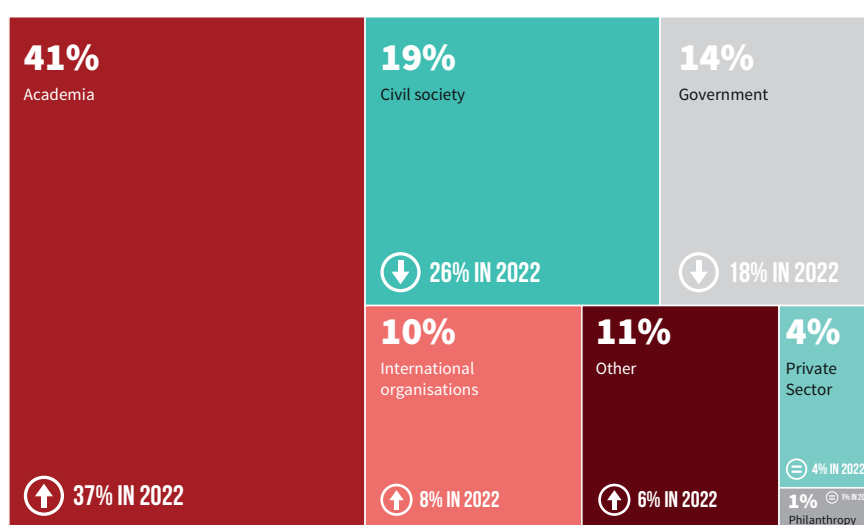
Our most attended single-day event of the year was the launch event of **Systems Thinking in International Education and Development**, edited by Moira V. Faul and Laura Savage, with **1,090 participants** registered. Among the attendees, 60% were women and non-binary individuals and 54% of attendees were from the Global South. Academia and civil society were the most represented groups (32% and 25% of participants, respectively). Government representatives accounted for 9% and those working for international organisations, 14%.

Our best attended event overall was the three-day **KIX EMAP Education Policy and Innovation Conference** (EPIC 2023) with **1,243 attendees**. Sixty-seven per cent (67%) of EPIC participants identified as women or non-binary individuals, and 91% came from the Global South. Academia (48%), government (20%), and civil society organisations (16%) were the primary sectors that attended the conference, though international organisations (8%), independent (5%) and private sector (3%) attendees participated as well.

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

Another way in which stakeholders accessed relevant evidence for equitable and quality education was by viewing and downloading our **Open Access knowledge products**. In 2023, the total of **NORRAG's knowledge products accessed on or downloaded from digital platforms increased by 37%** compared to the previous year. While in 2022, stakeholders accessed knowledge products 146,551 times through different channels, this number increased to **200,962 views or downloads** in 2023.

Spanish. The most accessed research publications were primarily in English at 76% (= 76% in 2022), followed by 8% (↓ from 10%) in French. The remaining 16% (↑ 14%) of views and downloads were distributed across publications in Arabic, Chinese, Russian and Spanish. Since making knowledge products available in languages other than English supports our strategic priority to make knowledge accessible, in 2024 we will continue to produce multilingual publications and will ramp up promotion for our non-English language products.

In 2023, the number of **research publications** views remained the same as in 2022 (3% increase), while the number of **downloads increased by 85%**.

The most accessed type of knowledge product was blog posts. These saw a sharp increase in views of 24% in comparison to 2022. An increased number of blog posts produced in 2023 (+52%) partially contributed to this increase. One blog post published in 2020 – *Ubuntu in Education: Towards equitable teaching and learning for all in the era of SDG 4* – remains highly read, with 37,259 views, of which 7,375 were in 2023 alone.

In terms of **languages**, 94% of the knowledge products accessed were in English. The second most accessed language was French (representing 3%), followed by smaller percentages in Arabic, Portuguese, Russian and

+3%
RESEARCH PUBLICATIONS VIEWS

+85%
RESEARCH PUBLICATIONS DOWNLOADS

The most popular publication in 2023 was _NORRAG Special Issue 04: New Philanthropy and the Disruption of Global Education_ with **317 views** and **1,387 downloads**. NSI 04 consists of 31 articles that aim to highlight global and national experiences as well as diverse perspectives on the role and function of new philanthropy in education. It seeks to expand the debate and foster dialogue, bridge the gap between theory and practice, and stimulate new research, advocacy and policy innovation in international education development. Given the popularity of the topic, in 2024 we will publish another collection of articles for a policy audience.

NORRAG's Book Series on international education and development also saw a steep increase in visibility in 2023. Compared to 2022, the number of **views increased by 202%** and **downloads increased by 126%**. While all NORRAG knowledge products are open access by default, the NORRAG book series has also sold 167 physical copies to date.

October 2018

November 2019
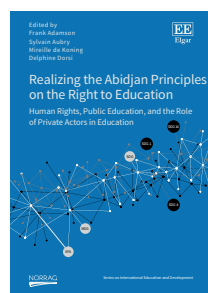
May 2021
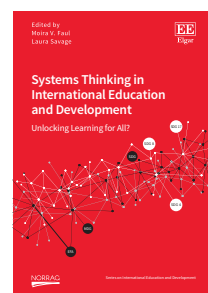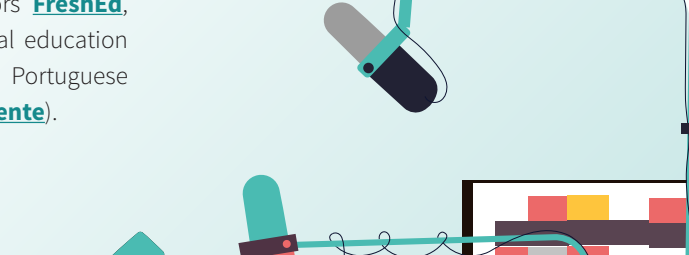
January 2023

The second most accessed publication was AREB, CEPED and NORRAG Policy Brief #2: _La Place de l'Évaluation des Apprentissages dans les Systèmes Educatifs d'Afrique Subsaharienne: Le Cas du Burkina Faso_ (The place of learning assessment in sub-Saharan African educational systems: the case of Burkina Faso) which had **1,077 downloads** and **19 views**. Co-authored with the Atelier de Recherche sur l'Éducation au Burkina Faso (AREB), the document covers six points: assessing student learning levels in sub-Saharan Africa, government assessment of learning in Burkina Faso, the PASEC national evaluations results for 2014, Burkina Faso and international PASEC results for 2014, lessons learned from peer and local community evaluations, and recommendations for achieving EFA in sub-Saharan Africa in 2030. Given the relevance of this topic to our audience, in 2023 we co-sponsored a regional workshop with the ILO in Bénin on strengthening apprenticeship systems in the informal economy in Africa to promote quality, innovation and transitions to formality and published _NSI 08: The Education-Training-Work Continuums: Pathways to Socio-Professional Inclusion for Youth and Adults_.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

The number of podcast episodes played increased by **96%** in 2023 compared to the previous year, with a total of **4,251 plays**, showing continuing and growing interest in podcasts. The most popular episode was KIX EMAP Podcast #1: Duishon Shamatov, Associate Professor at Nazarbayev University, which listeners accessed **283 times**. In addition to producing the popular **KIX EMAP podcast**, NORRAG also co-sponsors **FreshEd**, the premier podcast for international education and development, in English, Portuguese (**Eduquê**), and Spanish (**Aula Divergente**).

The total number of recipients of our **newsletter** who opened or read it in 2023 increased by **38%** from 2,636 to 3,606. On average, 608 recipients read each newsletter issue. Among our projects, only the KIX EMAP Hub produces its own newsletter. The number of recipients opening that increased by **74%**, going from a total of 1,852 in 2022 to 3,216 readers in 2023. The Russian edition of the newsletter was opened 244 times (5% increase), and the Arabic edition 149 times (84% increase). The NORRAG Network regional newsletters were launched in February 2023 and were opened 6,020 times.

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

19

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

IN 2023, SEVERAL STAKEHOLDERS REACHED OUT TO NORRAG TO ACCESS EVIDENCE PRODUCED OR MOBILISED BY US. THESE REQUESTS INVOLVED BRIEFINGS, JOINTLY ORGANISED ACTIVITIES, RESEARCH PARTNERSHIPS, AND TECHNICAL ASSISTANCE.

NORRAG disseminates data and research findings through the IFE-2-Leave No One Behind project's Impact Bond Database

NORRAG has been working on IFE since 2018, with co-funding from various partners including the swissuniversities Development and Cooperation Network (SUDAC), SDC, World Bank's Results in Education for All Children (REACH), the Bertha Centre University of Cape Town-Graduate School of Business (UCT-GSB), the Centre of Excellence in Teacher Education (CETE) at the Tata Institute of Social Sciences (TISS), UBS Optimus Foundation, Volta Capital, the Jacobs Foundation, and SDC Impact-Linked Finance Fund. The Innovative Financing for Education (IFE) team at NORRAG has been building a portfolio of knowledge products on the contribution of innovative financing to achieving more and better financing for education in marginalised communities in developing countries. The NORRAG Impact Bond Database is one such knowledge product, and provides a collection of academic literature on impact bonds as well as information on all education impact bond projects worldwide. In keeping with NORRAG's Open Access policy, this publicly available database aims to be a hub of information that a variety of interested actors (academics, policymakers, practitioners, etc.) can access and learn from.

NORRAG was contacted by several key actors in innovative financing for education, including the Government Outcomes Lab (GO Lab, UK), Education Outcome Fund (EOF) and UBS Optimus Foundation (UBS OF, Switzerland), to discuss the NORRAG Impact Bonds Database in separate instances. IFE-2-Leave No One Behind team members met with colleagues from GO Lab to explain the selection of education impact bonds and the data presented within the database. GO Lab colleagues engaged in discussion and reviewed the database to understand how they could use the NORRAG database to further enhance the information in their databases and maintain alignment of the data with NORRAG's database. The Education Outcomes Fund (EOF) requested that NORRAG update the information for their two

recently launched impact bond projects: the Ghana Education Outcomes Program and the Sierra Leone Education Innovation Challenge. They provided updated background information, including the list of stakeholders involved, the maximum outcomes payments available, and the targeted results tied to the disbursement of payments.

NORRAG has also organised several activities to disseminate research findings, strengthen stakeholder capacity and engage diverse stakeholders in policy dialogue on IFE. Several partners from countries in the Global South (Argentina, China, India, Kenya, Rwanda and South Africa) were involved in these activities. They made significant contributions to enriching the NORRAG research on IFE through their contextual perspectives and expertise and by disseminating the research to a broader audience. NORRAG has also contributed to strengthening the capacity of early career researchers in analysing innovative financing mechanisms by engaging them in rigorous and systematic review of current global knowledge on education impact bonds. This research contributes to NORRAG's aim to provide accessible and robust knowledge to policy and research audiences as a key factor in any attempt to improve the quality of education and education financing.

NORRAG contributes a briefing to the UN Special Rapporteur on the Right to Education on the importance of teachers in Education in Emergencies

In 2023, the Geneva Global Hub for Education in Emergencies invited NORRAG to contribute a teacher-focused brief to the UN Special Rapporteur on the Right to Education. The result, "Teachers in crisis contexts: A forgotten factor in the right to quality education", informed the Special Rapporteur's report on Teachers and the Right to Quality Education for the UN General Assembly in September. Due to the unique findings of this exercise, the brief also became a blog post for the Geneva Global Hub and NORRAG. This outcome exemplified NORRAG's role in knowledge production and advocacy. It

highlighted the broad omission of teachers in global instruments and frameworks and wove together evidence of how teachers' work is a wellbeing risk in and of itself in many emergency settings. It defines, for the Special Rapporteur and the audience of the blogs, that teachers in crisis contexts are a forgotten factor in the right to quality education. Teachers are key to providing quality and equitable education, and yet they are often overlooked; emphasising the importance of teachers, particularly in conflict, emergency or fragile contexts, is key to NORRAG's mission.

NORRAG Executive Education on Innovative Financing for Education is a success

The first cohort of participants of the Certificate of Advanced Studies (CAS) Executive Education course in Innovative Financing for Education (IFE) have completed the course. The course brought together professionals from diverse stakeholder groups, primarily from the Global South. There were two participants each representing Ministries of Education, non-governmental organisations, the private sector and bilateral organisations. There was one representing a multilateral organisation and one representing a government
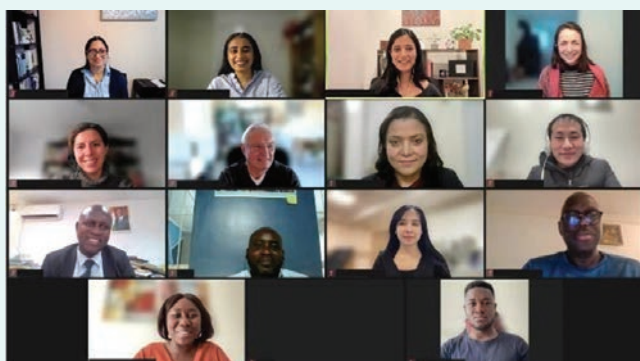
entity. They were from Bhutan, Cote d'Ivoire, Ghana, Kenya, the Kingdom of Saudi Arabia, Nigeria, Pakistan, Switzerland and Uzbekistan.

In 2023, we offered a fully online Certificate of Advanced Studies in Executive Education course on Innovative Financing for Education in partnership with the Geneva Graduate Institute and UNESCO International Institute for Education Planning (IIEP). Course participants

received scholarship funding from the Jacobs Foundation, KIX EMAP Hub, and NORRAG. The course instructors, Arushi Terway, Archana Mehendale, and Nicholas Burnett, are global experts on the topic and were able to draw on their own professional experience and NORRAG research to teach the course. The course was designed to equip education and finance experts with the ability to assess key educational issues at the regional/national level and explore alternative solutions, critical reading and synthesis skills to evaluate evidence on innovative finance in education, the ability to formulate problems and analyse the design of potentially relevant innovative finance solutions, measurement and evaluation skills relevant to innovative finance mechanisms, and stakeholder engagement and negotiation skills. The course also covered innovative financing mechanisms and case studies of initiatives implemented in the education sector to critically analyse the relevance, applicability, adaptability, efficiency, efficacy, and effectiveness of financing models for reaching the targets of Sustainable Development Goal 4 (SDG 4). Course instructors and participants engaged in critical dialogue on the challenges and potential solutions for education financing in diverse contexts in low- and middle-income countries.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

21

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

NORRAG provides Open Access research on systems approaches in international education and development

NORRAG published *Systems Thinking in International Education and Development: Unlocking Learning for All?*, the fourth book in the NORRAG book series on international education and development published with Edward Elgar. We convened a book launch on 8 February 2023 and a panel at Comparative and International Education Society (CIES) 2023. Participants reported new learning for research and practice in the post-event survey after the book launch, highlighting the conceptual clarity in the presentations from diverse contributors. Both editors have been invited to speak at external events organised by academic institutions, donors, and international organisations, including at the United Nations System Staff College (UNSSC) professional development online course on Policy Coherence and Systems Thinking for Sustainable Development and contributing a systems lens to two events organised by the BE2 donor group: on implementation research (CIES) and their systems approaches learning series. The book was warmly recommended in a Brookings Institution event on 17 February 2023. The online Open Access book received 5,122 downloads and full

text views in the 11 months it was available in 2023. The book was praised by luminaries in academia, policy and practice. This Open Access book supports NORRAG's mission 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: 59% of contributors are women, 26% are non-White and 37% are from or working in the Global South. The post-event survey identified the contribution of the book to identifying complexity thinking also in Indigenous knowledge and in innovations in Western thinking.

NORRAG is recognised as an important voice in framing stakeholder dialogue on innovative financing for education

We were invited to provide a keynote speaker for the "Together for Innovative Investment in Education" working session during the Switzerland International Cooperation (IC) Forum held on 15 February 2023. The IC Forum was a strategic moment for Switzerland's international cooperation actors to convene, exchange and discuss solutions to transform education. NORRAG presented the

conceptualisation of and the context under which a diverse set of innovative financing approaches have been implemented in education and provided reflections on the tensions that exist between the benefits and challenges presented through innovations in financing global education development. Building on the evidence collected within NORRAG's work on IFE, we presented an analytical framework for the session audience and panellists to understand and examine the role of innovative financing for education in improving access, quality and equity in education. Our invitation to this forum of actors engaged in education policy dialogue shows the recognition of NORRAG experts as leading thinkers on the use of innovative financing in education. The keynote speech is expected to achieve wider awareness of the benefits and risks of private sector approaches amongst education actors in the South and North.

NORRAG invited to participate in a Geneva Graduate Institute (IHEID) student event

In April 2023, the Geneva Impact Investing Association (GIIA) – a student initiative of the Geneva Graduate Institute – invited Georgia Thorne, an early career researcher studying Innovative Financing for Education (IFE), to share her experience of working on innovative finance research at its annual forum. The panellists at the event, entitled **"Careers in Impact Investing and Sustainable Finance"**, provided the opportunity to share insights on NORRAG's work on IFE, particularly on impact bonds, while informing students of possible career paths following graduation. With an increased knowledge of impact bonds, students asked for concrete examples of where and how frequently impact bonds have been used in the education sector, demonstrating their curiosity about IFE. This event provides an example of achieving a key aim of the IFE-2-Leave No One Behind project: for early career researchers to strengthen their expertise on IFE, participate in knowledge dissemination activities and contribute to evidence-based dialogue on IFE.

NORRAG disseminates research findings and develops student skills in the development of an interactive portal of organisations working on education and other SDGs in International Geneva

NORRAG's research project to map the unseen education expertise in International Geneva aims to develop an understanding of how these education-focused organisations experience, value, and use the Geneva ecosystem in ways that further the achievement of SDG 4, and benefit – as they listen to – stakeholders in the Global South. A three-day hackathon undertaken as part of this project enabled a group of 21 Master's students to learn about the importance of education in achieving the other SDGs as they built their skills in developing the interactive portal: "*Education and the SDGs in International Geneva.*" With supervision from NORRAG staff, the students developed the multi-model database that identifies the organisations in International Geneva that work towards achieving education (SDG 4) in conjunction with other SDGs. This portal was launched at a UNESCO-IBE event entitled

"L'Éducation au Coeur de Genève" in May 2023 and has been warmly welcomed by decision makers in national donor agencies, multistakeholder global partnerships and foundation networks, as a useful interactive tool for identifying education-focused organisations in International Geneva, and their focus on different intersectoral SDG combinations with education.

NORRAG is invited to co-organise and provide expert commentary on decolonising education finance with Swiss partners

NORRAG expertise in decolonising education finance was recognised in the invitation to co-organise an event and also provide expert commentary with Swiss partners RECI: the Swiss Network for Education and International Cooperation, EduCoop and the Université de Genève, alongside David Archer from ActionAid during the Global Campaign for Education's Global Action Week for Education. Global debates about financing education have focused for too long on international aid alone, even though national education budgets are the largest part of education financing. International aid represents the smallest part of education financing and yet influences how national education budgets (the largest part of education spending) might be allocated. Topics included the UN Transforming Education Summit Action Track on Financing, domestic resource mobilisation, the influence of international aid on domestic priorities and the problem of illicit financial flows.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results
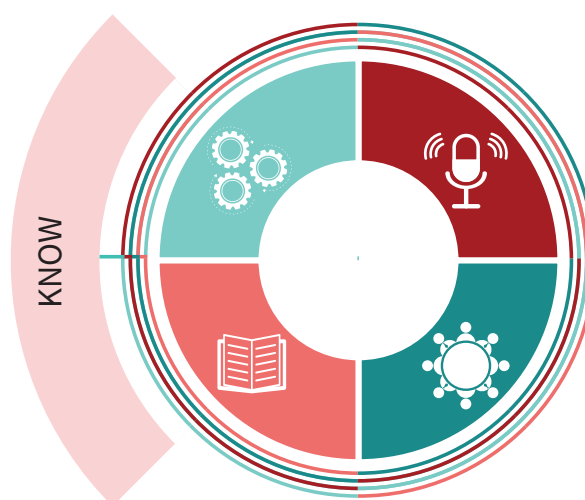
Looking forward

Our team and
governance

Annexes

NORRAG contributes to policy dialogue and learning on outcomes-based financing in education

In 2023, the Education Finance Network (EFN) and the Education Outcomes Fund (EOF) invited NORRAG to participate in various stakeholder dialogues on the use of outcomes-based financing (OBF) in the education sector. NORRAG was also asked to provide advice on setting up a working group and to share expertise on what format and focus such a group could have, as well as some key evidence gaps identified through NORRAG's research, which could be addressed in the working group. After discussions with NORRAG and other stakeholders, EFN named the group Innovative EduFinance Learning Group. The EOF chaired the learning group. EOF colleagues engaged NORRAG and the Government Outcomes Lab (GO Lab) to further discuss the possibilities of establishing a specialised stakeholder group to develop and share lessons on the use of OBF in early childhood care and education. These discussions fed into the release of a request for proposal for a collective learning initiative on outcome-based finance in May 2023.

NORRAG's role in the learning group is to provide critical reflections on whether and under what conditions OBF is effective in meeting education sector challenges. The meetings have drawn upon material provided by NORRAG discussing themes of measurement, multi-sector collaboration and sustainability in cases such as the social impact bond in Argentina, Proyectá tu Futuro, and Helvetas Skills and Knowledge for Youth (SKY) project. The discussions at the meetings with EOF and GO Lab on the landscape of existing research and knowledge on OBF in early childhood care and education, along with the general expected theory of change for using OBF in education development, were based on NORRAG's previous research on results-based financing and education impact bonds.

KNOW

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

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

➡ **NORRAG Network members are engaged with NORRAG, KIX EMAP and each other**

Network member feedback shows that members feel more personally addressed by network communications than previously. Our Regional Coordinators work to create space for members and partners to share their news, events, initiatives and knowledge products. They also mobilise education stakeholders to engage with NORRAG and other research and policy actors regarding education access, equity, and quality. Engaging our network members at a regional level helps in delivering contextualised content to our membership. At the same time, in keeping with #TheSouthAlsoKnows initiative, regional engagement encourages members to share their insights with each other through the NORRAG Network and into regional and international spaces. In 2023, we responded to network members' requests to showcase their profiles, work and contributions in the monthly newsletters, and "Map and Tell" became a permanent feature in regional newsletters in October 2023. Regional Network Coordinators also responded to network members' desire to learn how to better use the Social Systems Map by providing multiple small-scale, interactive tutorials. Members have indicated a desire to collaborate on NORRAG programming, individually or as organisational representatives. Engaged network members contribute to progressing NORRAG's mission and values by collaboratively creating value for each other and for NORRAG through networking with other members and providing opportunities for members to cooperate and contribute to their or NORRAG's activities and knowledge products.

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

➡ **Knowledge gains in engaging affected communities when designing systems of data governance for children**

NORRAG ran a joint panel at the World Data Forum in Hangzhou, China, on 25 April 2023, titled "*Data and Children: Gaps, Opportunities, and Responsibilities*". Participants learned that, at the same time as increasingly large amounts of data are being collected on children, there remain substantial areas of missing data. Furthermore, when it comes to children these data are often collected without their direct assent. There is also a risk that the current approach to data collection might perpetuate, rather than address, existing inequalities along the dimensions of indigeneity and gender. NORRAG worked in partnership with the International Data Alliance for Children on the Move (IDAC), the Responsible Data for Children (RD4C) collaboration between The GovLab and UNICEF, and the Accountability for Gender Equality in Education (AGEE) initiative to address the importance of engaging in partnerships to address important gaps for children around the thematic topics of displacement, gender, and indigeneity, while at the same time developing more responsible data governance for children.

Egypt, Kyrgyzstan and Pakistan representatives learn about the use of data and tools for policy and planning

SDG 4 places a strong emphasis on data generation, use and data monitoring to manage the education sector more efficiently and effectively with the goal of enabling equitable access to education. In a recent baseline study distributed to KIX EMAP countries, the use of data for education policies and planning has been identified as one of the top thematic priorities. While countries in the region have been producing detailed data on education access, participation, knowledge, skills, and learning outcomes, the utilisation of this data is still insufficient, limiting its usefulness for policy and planning. The expanded knowledge of tools and

techniques for policy and planning reported in this case contributes to the increased capacity of stakeholders in Egypt, the Kyrgyz Republic and Pakistan to strengthen national education data systems. It also contributes towards their capacity to utilise various sources of existing data to effectively assess systemic educational issues and implement targeted reforms. Thus, this new knowledge of utilising various sources of education data contributes to the KIX goal of strengthening countries' capacity to integrate evidence-based and contextually relevant data into policy and practice for more equitable education systems.

Decolonising Data Summit

In a post-event survey to this event co-organised with Deakin University's Strategic Research Institute Research for Educational Impact (REDI), one participant reported that "the event generated several key moments of insight and renewal in terms of knowledge." Participants reported learning about decolonising assessment for learners and schools, as well as about respecting and including Indigenous

knowledges. Participants also appreciated learning about decolonising knowledge and how big data are being used and by whom. Learning was reported on inequalities in access to technology and some ways to tackle such gaps as well as identifying both the challenges and benefits of technology. The impact of the summit can be seen in one participant reporting that "the way I work has been re-ignited by the keynote, forcing me to re-evaluate, as consciously as possible, the ways in which I work, with whom I work, and why." Another stated that the event "transformed my approach in the implementation of environmental education." Thus the summit was reported to have "provoked serious thinking" in the different aspects of decolonization that must be addressed.

Representatives from diverse sectors learn about data, evidence and equity in the Education in Emergencies Summit

Over the course of three days at the Geneva Graduate Institute, the 2023 EiE Data and Evidence Summit convened policymakers, practitioners, researchers, donors, data experts, and displaced youth. The 2023 Summit collectively expanded and reinvigorated an Action Agenda building on the work of the 2019 EiE Data Summit. INEE and NORRAG, two of the four co-organisers of the 2019 Summit (alongside SDC and USAID), came together again with a revitalised partnership, now including ECW, the Geneva Global Hub for Education in Emergencies, Global Affairs Canada, IRC, UK FCDO, UNESCO and UNHCR. As part of NORRAG's mission to amplify expertise from the Global South, panels and keynotes were more equitably organised than in 2019, and participants could learn from the key experts from

the Global South. An associated action agenda is under development to translate the learning gained into action.

➡ Science diplomats learn from NORRAG's expertise in improving the equitable use of evidence in policy

As part of Geneva Science Diplomacy Week 2023, organised by the Geneva Science and Diplomacy Anticipator (GESDA) and UN Institute for Training and Research (UNITAR), NORRAG was invited to provide a lecture on Improving the Use of Evidence and Knowledge Equity in International Education Policy. Budding science diplomats participating in the immersive learning and networking GESDA programme on the science and diplomacy ecosystem of International Geneva learned that despite living in an era of surplus globally produced data and research, there is still limited uptake in policy, planning, and implementation to advance SDG 4. Furthermore, data and evidence initiatives produced in the Global North are often poorly matched to demand in the Global South. This session explored how the equitable use of research evidence (URE) can be promoted to serve the achievement
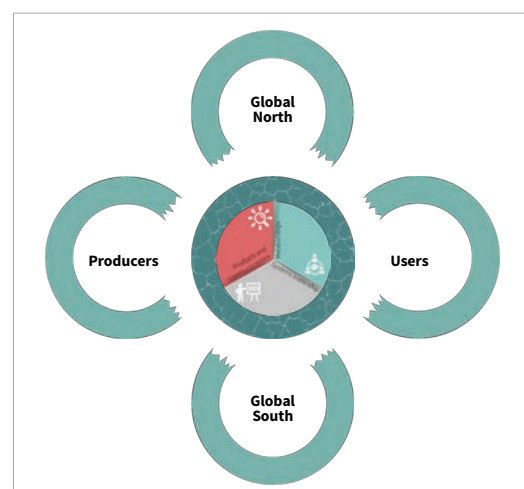
of the SDG 4 targets, presenting and discussing the results of the UNESCO study, including the roadmap and action plan.

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

➡ Learning reported on complex interlinkages between SDG 4 and the other SDGs

After an event on the complex interlinkages between the SDGs, participants from academia, civil society, governments, and multilateral organisations reported learning on the interlinkages between SDGs and the complexity of SDGs interconnections. Engaging a policy leader as a speaker at the event aids in overcoming sector-specific thinking within international organisations and embracing complexity, which can significantly increase the potential for change. Participants also reported learning about the need for complexity, intersectionality, and systems thinking in working with the SDGs, and that the complexity of systems does not need to be an obstacle for improvements and innovations. As a result of this webinar, one participant was carefully considering, "How can I implement this in my field of work (closing the tech gap for rural communities, especially women and girls), but to think on specific actions and not just desirable ideas?" Improved understanding of the linkages between SDGs foregrounds the centrality of SDG 4 (education) to the achievement of the
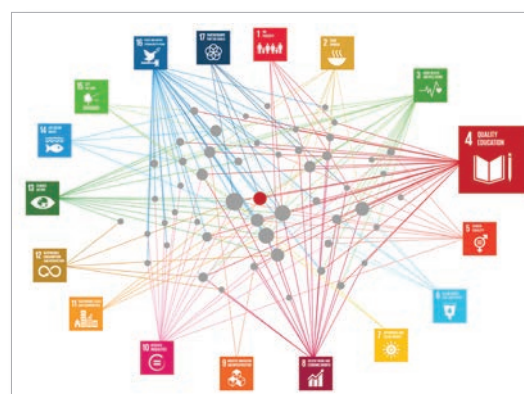
whole SDG agenda at the same time as holding the importance of education in its own right, examining the complex linkages between several SDGs and exploring how systems insights and practices can be more effectively leveraged for the common good to counteract negative global trends and harness positive developments enabling improvements in governance, financing, and cooperation in education and also across several SDGs.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

27

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

NORRAG contributes evidence that teachers in crisis contexts are a forgotten factor in the right to quality education

In 2023, NORRAG produced the "*Teachers in crisis contexts: A forgotten factor in the right to quality education*" brief for the Special Rapporteur on the Right to Education, which was also adapted as a blog post for the Geneva Global Hub and NORRAG in order to reach a wider audience. Using articles and recommendations from key human rights instruments and frameworks focused on the right to education, the author shows that teachers were rarely – if ever – referenced. This led to the five-page brief highlighting the broad omission of teachers in global instruments and frameworks. Weaving together evidence of how teachers' work is a well-being risk in and of itself in many emergency settings, the blog post defined in clear terms, for the Special Rapporteur and other readers, that teachers

in crisis contexts are a forgotten factor in the right to quality education. This outcome exemplifies NORRAG's role in knowledge production and surfacing underrepresented and overlooked themes and expertise. The blog has been read **276** times on the NORRAG and Geneva Global Hub websites.

Participants acquire new knowledge on improving early childhood education

Following the "Improving Coverage and Quality in Early Childhood Education" session during the KIX EMAP Education Policy and Innovation Conference (EPIC) 2023 on 8 June 2023, participants from Egypt, Laos, the Philippines, and Vietnam reported new knowledge in the thematic area of early childhood education. Government stakeholders from Egypt and the Philippines reported new knowledge on improving early childhood education and quality in order to provide children with a solid foundation for future learning and development. The government stakeholder from the Philippines added having

learned that it is essential to create well-resourced learning environments through safe, inclusive, and stimulating classrooms that ensure all children have access to high-quality early learning experiences. Similarly, a research institution representative from the Philippines learned that it is important to provide children with opportunities to thrive and learn from an early age, often with the help of the community. Lastly, a government stakeholder from Laos and a researcher from Vietnam both reported learning about digital transformation in early childhood education.

Diverse stakeholders learn about the importance of moving towards a continuum of education-training-decent work to ensure seamless journeys for marginalised learners

In a post-event survey following the launch of NSI 08: *The Education-Training-Work Continuums: Pathways to Socio-Professional Inclusion for Youth and Adults*, participants from academia, civil society, governments, and the private sector were represented in this event. In response to a post-

event survey, one participant appreciated hearing that they were not alone in the issues they faced in their country regarding those not in employment, education, or training (NEETs) and the continuum pathways discussed. Others also appreciated hearing from other countries' experiences and the "authorities of the ILO". All of those who replied to the survey said they were likely or very likely to apply the knowledge acquired in this event to their work, with one participant sharing, "I've acquired lots of knowledge in this event, it will be very useful for my development." These knowledge gains contribute to NORRAG's work in raising awareness and debate about the existing experiences of the discontinuities between education, training, and

decent work around the world and the needs of those who continue to fall through the cracks between them. The knowledge reported by the diverse stakeholders increases their potential to inform policy formulation, evaluation frameworks for success, and resourcing decisions regarding how to heal these discontinuities into a continuum approach that can truly support learners, and in particular more marginalised learners. In addition, such knowledge builds from the diverse perspectives represented in the Special Issue, particularly from the Global South. For NORRAG, it is critical that the global dialogue on this topic is informed by marginalised expertise, and the NSI and their dissemination events are important tools for centring these systematically marginalised perspectives.

Decision makers and graduate students learn about the ecosystem of international cooperation for education in Geneva

International cooperation is critical to realising the right to education enshrined in many global and national policies and agendas. The city of Geneva is host to a multitude of international organisations, NGOs and member state missions to the UN. Many of these organisations focus on international education cooperation, but this education expertise is not immediately apparent. NORRAG's International Geneva project maps this education expertise to develop an understanding of how these education-focused organisations experience, value and use the Geneva ecosystem in ways that further the achievement of SDG 4 and benefit – as they listen to – stakeholders in the Global South.

NORRAG was invited to contribute findings from this project to the inaugural edition of the flagship Geneva Policy Outlook publication: "*Learning Geneva: A platform for planetary human(e) development in the making?*" which traces three pathways for International Geneva decision makers to respond to critical shifts in entangled development and education issues. Placing our findings in this publication ensured reaching decision makers in International Geneva, since it is produced in partnership with the Swiss Confederation, the Republic and State of Geneva, the City of Geneva and the Fondation pour Genève. Working Paper #14: "*Mapping the International Geneva Education Ecosystem*" reveals the Geneva education ecosystem – or network of interconnecting

MAPPING THE INTERNATIONAL GENEVA EDUCATION ECOSYSTEM
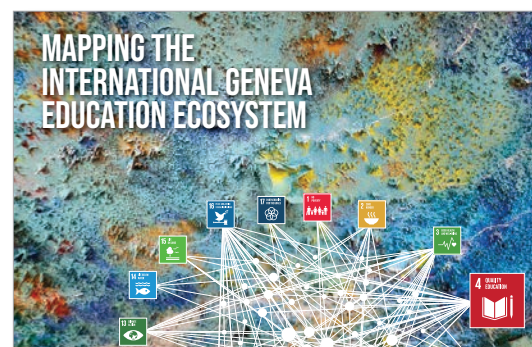
and interacting organisations and stakeholders who address education – to understand how these organisations make the most of their co-location to work together to improve collaboration, convening and decision-making. We are holding briefings for key stakeholders from the Swiss and Geneva policy and research funding communities.

This work supports NORRAG's mission by developing decision makers' understanding about the significant education work that is carried out in International Geneva, and yet remains largely hidden. We more effectively achieve our strategic objective of building decision makers' knowledge of the many ways in which education contributes to other SDGs at the same time as it is an end in itself, by anchoring the project in International Geneva, which is a priority for these audiences and a context with which they are familiar.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

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

➡ ### Country representatives learn about key considerations for scaling teacher professional development

In early 2023, participants in the KIX EMAP learning cycle on "Teacher Professional Development (TPD) at Scale", which ran from September to November 2022, reported having acquired knowledge on key issues related to the scaling of TPD. Representatives from Bhutan, Georgia, Kyrgyzstan, Moldova, Mongolia, Nepal, Sudan and Yemen shared having learned about the necessary equity, efficiency, and sustainability considerations for designing and scaling TPD. Stakeholders from Bhutan emphasised learning about which agencies and partners should be considered, as well as the dynamic evaluation needed before, during, and after implementation. They also highlighted that learning to analyse the initiators, enablers, competitors and impacts of TPD was useful in planning how to overcome resistance to policy change. Stakeholders from Yemen shared that they learned how technology can be used for implementing TPD at scale. Stakeholders from Georgia, the Kyrgyz Republic, Moldova, and Sudan emphasised having learned about various TPD at scale models used in other countries. Finally, stakeholders from the Maldives emphasised learning regarding what to consider in designing a learning platform for TPD. This outcome case demonstrates how the Hub addressed the demand for support in expanding new knowledge and skills related to scaling TPD and ICT-mediated TPD. The insights gained from this effort could prove useful in reforming and improving TPD in countries of the region, strengthening the competencies of teachers and ultimately contributing to the achievement of SDG 4. Ultimately, it contributes to the NORRAG goal of increasing the understanding of education stakeholders as to how innovations can be scaled equitably and sustainably.

➡ ### Diverse stakeholders learn about AI and digital inequities from a majority of marginalised speakers (mainly Global South, female or non-White ethnicity)

In collaboration with the Centre for Sociodigital Futures, the *AI and Digital Inequities Summit* explored diverse and marginalised perspectives from research and practice to ask what an ethical and justice-oriented response to AI in education might look like. Diverse participants from academia, civil society, freelance researchers, governments and philanthropies reported learning about the impact of AI in the education field. Participants reported expanded awareness and understanding of relevant issues through a great variety of critical perspectives, including from the Global South. Learning about the dominance of technological over pedagogical/educational priorities in AI and the risks of inequality linked above all to the algorithms and knowledge models applied in AI were highlighted. A UNESCO leader who was invited to speak at the event recognised the alignment with UNESCO's work on digital learning futures and providing guidance on AI and its consequences for equitable educational opportunities and inclusion particularly in the post COVID-19 era. Foregrounding the ethical challenges that arise with regards to AI use in education is critical, particularly in the current hype and doom cycles, for NORRAG to contribute to educational AI decision making, development and deployment such that it no longer reflects and reinforces existing inequities.

➡ ### Country representatives learn how to use diagnostic tools for examining challenges and formulating relevant evidence-based policies

In early 2023, representatives from eleven countries in the KIX EMAP region – Cambodia, Georgia, Kyrgyz Republic, Laos PDR, Maldives, Pakistan, Papua New Guinea, Sudan, Tajikistan, Timor Leste and Yemen – reported having acquired new knowledge and skills in using diagnostic tools for examining education system bottlenecks and formulating contextually relevant policy options. Those learnings were reported following the KIX EMAP Learning Cycle Diagnostic Tools for Improving Education Policy Planning, which ran from September to November 2022. Stakeholders highlighted the relevance of their learning regarding two tools in particular – UNESCO IIEP's Education Policy Trees and Education Policy Toolbox. Participants

from the Kyrgyz Republic highlighted that using the policy tree helped them in determining cause-and-effect relationships for education system challenges in their context. Representatives from Georgia and Sudan emphasised that the different diagnostic tools were helpful in understanding the root causes of the challenges, identifying all possible bottlenecks, and understanding which ones should be prioritised for designing policies. Other participants identified that the tools were really helpful in understanding how data can contribute to the formulation of policies. Stakeholders from Timor Leste highlighted that the diagnostic tools were helpful in accessing, analysing and interpreting data in order to introduce policies that are adequate and evidence-based. Lastly, stakeholders from Pakistan emphasised having learned about how EMIS is structured and how to use its data for policy analysis using diagnostic tools. Ultimately, this outcome case shows a contribution to helping country representatives learn about the potential use of policy tools to design or implement policy options that address education system challenges. This contributes to the NORRAG goal of increasing education stakeholders' understanding of how innovations can support the design of improved education policies that contribute to the achievement of quality and equitable education for all.

Bangladesh, Philippines and Tonga representatives acquire new knowledge on curriculum frameworks and learning assessments

Following the panel "Closing gaps and eliminating inconsistencies between the curriculum framework, standards, and student assessment", as part of the KIX EMAP Education Policy and Innovation Conference (EPIC) 2023 on 6 June 2023, participants from Bangladesh, Philippines, and Tonga reported new knowledge and skills in the thematic area of curriculum, pedagogy, and learning assessments. Research institution representatives from the Philippines and Tonga learned about the integration of 21st-century skills in curricula, while a government representative from Bangladesh learned about the "new way of innovation and transformation mechanism" of 21st-century skills. School representatives and researchers in the Philippines reported learning about curriculum development, including new trends, strategies, and ways of gathering data. A school representative from the Philippines emphasised having learned about the inconsistencies between curriculum frameworks and student assessments and how to address them to have a more effective teaching and learning process. Finally, a government stakeholder from the Philippines and a university/research stakeholder from Tonga listed learning about the use of a heat map for analysing a curriculum. This outcome case confirms the KIX EMAP Hub's contribution to strengthening the capacity of national education experts to a key GPE, IDRC, NORRAG and partner country priority: to produce and use data and research evidence to address education systems' priorities and mobilise contextually relevant research evidence that responds to countries' thematic priorities.

Kyrgyz representatives develop a professional development course to enhance teachers' ICT competencies

Teacher professional development (TPD) is significant for the quality and effectiveness of education systems. Effective TPD allows teachers to enhance their knowledge and skills, familiarise themselves with new pedagogical approaches and educational technologies, and keep abreast of changing educational policies and standards. In April 2023, representatives from an institution based in the Kyrgyz Republic reported having developed and piloted a course focused on improving teachers' ICT competencies, with a particular emphasis on teachers from remote regions where skills are typically low. The course builds from what they learned in the KIX EAP Learning Cycle on "Teacher Professional Development at Scale (TPD@Scale)", which took place from September to November 2022. The Learning Cycle focused on examining how ICT-mediated TPD programmes can be scaled through adaptation/localisation to improve students' learning outcomes. A team of six experts from the Kyrgyz Republic, composed of experts from academia, foundations, government and research institutions, participated in the basic-level course, along with representatives from 12 other KIX EMAP countries. Discussions are being held with institutions in Tajikistan and Mongolia to scale up the course or develop a similar one that meets their teachers' needs.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

31

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

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

➡ NORRAG experts build graduate students' understanding of IFE

Since 2018, with support from various funders, the IFE team at NORRAG has been building a portfolio of knowledge products on the contribution of innovative financing to achieving more and better financing for education in marginalised communities in developing countries. In addition, NORRAG has organised several activities to disseminate research findings, strengthen capacity and engage diverse stakeholders in policy dialogue on IFE. In October 2023, we presented an introduction to IFE and NORRAG's IFE-2-Leave No One Behind project in the IHEID course MINT386 "Modes of Global Governance and Education". Following this, in December 2023, we presented a more in-depth version of the aforementioned guest lecture in the IHEID course MINT342 "Education and Development: Tools and Techniques for International Cooperation". This included a participatory activity and an introduction to financial risk transfer in impact bonds.

The dissemination of knowledge gained through the IFE-2-Leave No One Behind project is important to NORRAG's objectives because it promotes a wider awareness of the risks and benefits of using IFE across diverse stakeholder groups from both the Global North and Global South. IHEID boasts a diverse student body from around the world, who will go on to pursue a range of career paths and may use their increased knowledge of IFE to contribute to quality and equity considerations in relation to education financing mechanisms.

By providing academic stakeholders with evidence and engaging them in critical debates on equity, additionality, efficiency and effectiveness in IFE approaches, NORRAG can influence policy and practice on the use of IFE, which in turn contributes to more and better financing for vulnerable and marginalised populations.

➡ Education stakeholders gain additional skills and knowledge from the Innovative Financing for Education Executive Education course
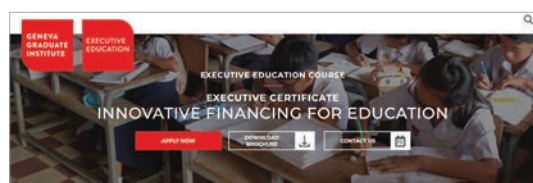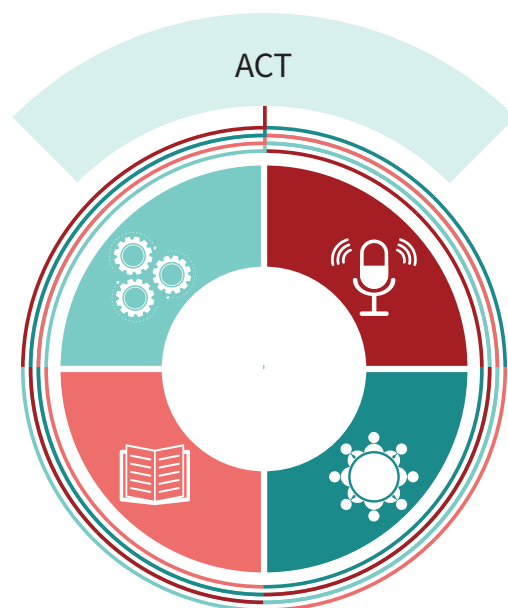
The NORRAG-led Executive Education course on Innovative Financing for Education (IFE) was designed to equip education and finance experts with the ability to assess key educational issues at the regional/national level and explore alternative solutions, critical reading and synthesis skills to evaluate evidence on innovative finance in education, the capacity to formulate problems and analyse the design of potentially relevant innovative finance solutions, measurement and evaluation skills relevant to innovative finance mechanisms, and stakeholder engagement and negotiation skills. The course also covers a broad range of innovative financing mechanisms introduced within the education sector, enabling participants to critically analyse the relevance, applicability, adaptability, efficiency, efficacy, and effectiveness of financing models in reaching the targets of SDG 4.

In 2023, the course brought together professionals from diverse stakeholder groups, primarily representing the Global South. There were two participants representing ministries of education, two representing NGOs, two representing the private sector, two participants from bilateral organisations, one representing a multilateral organisation and one representing a government entity. The following countries were represented: Cote d'Ivoire, Ghana, Nigeria, Kenya, Bhutan, Uzbekistan, Pakistan, the Kingdom of Saudi Arabia, and Switzerland.

Participants stated that it has significantly improved their understanding of innovative financing for education. Some also noted that the course was their first exposure to the topic. Further, the average score on module assessments ranged between 60% and 100%, indicating knowledge gains on the IFE topics covered in the course. Most participants also made considerable progress in their final project, which involved designing an innovative financing approach to solving an education challenge identified in a specific context.

ACT

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

ACT

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

➔ School planning in the Maldives: with equal access in mind and geospatial data software in hand

The analysis conducted during the KIX EAP 2021 Learning Cycle 2 helped to address inequity in disadvantaged atolls due to geographical factors. The geospatial mapping exercise conducted during the 2021 KIX EAP Learning Cycle 2 revealed a disparity in the availability of higher secondary grade provision across island schools. Students completing lower secondary education on islands without higher secondary schools encountered difficulties in accessing higher education equitably. Consequently, students interested in pursuing higher secondary education often faced the challenge of either relocating or commuting daily between islands. According to the previous policies set by the Ministry of Education, higher secondary or A-level studies could only commence in a school if there were a minimum of 10 students who had passed five subjects in the O-level examinations. However, the Ministry of Education has now updated its policy,

permitting any school equipped with the necessary resources and facilities, as well as students interested in pursuing higher secondary education, to initiate such programmes. The total enrolment in the 34 higher secondary schools amounts to 1,173 students.

The policy change was built from the analysis and recommendations of the Learning Cycle 2 case study, which was shared with senior officials at the Ministry of Education. This outcome case exemplifies the use of contextually relevant data and research evidence to advance policies and practices that promote aligned, equitable, inclusive and sustainable education systems in the Maldives. Those involved in this outcome case had their capacity strengthened to promote the effective use of research evidence for system transformation, which is a core KIX EMAP and NORRAG objective.

➔ Bhutan representative applies knowledge gains in developing modules for pre-service teacher training

In 2023, a representative of a teacher training institution in Bhutan incorporated knowledge gains from her participation in the fifth KIX EMAP Learning Cycle on "Teacher Professional Development at Scale" in developing modules for Bhutan's pre-service teacher training. Specifically, she used the method of triangulating equity, quality and efficiency to design learning activities and develop modules. She also used ideas from different case studies learned in the KIX EMAP Learning Cycle; for example, she borrowed the idea of designing training modules to teach

using technology in local contexts by identifying and introducing appropriate and available technology in her setting. Overall, she described that the Learning Cycle allowed her to create local and homegrown activities and modules for the teacher training materials she was tasked to develop. This outcome case demonstrates how the KIX EMAP Hub addressed the demand for support in expanding new knowledge and skills related to scaling TPD, and especially ICT-mediated TPD, to contribute to a core KIX EMAP and NORRAG priority of localised approaches to scaling relevant innovation.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

➡ #TheSouthAlsoKnows initiative is known and promoted by others

Ensuring that all knowledge (not only that produced in the Global North) is considered strengthens an education system by making it more inclusive, equitable and accessible to all populations. #TheSouthAlsoKnows initiative provides a searchable database for researchers and policymakers to more easily find and therefore draw on underrepresented expert knowledge, as well as encouraging South-South networking between Global South experts. #TheSouthAlsoKnows was mentioned in a keynote presentation at an OECD country meeting of the Directorate for Education and Skills, IMEP, and links to the website and database were shared. A UNESCO director highlighted the TheSouthAlsoKnows initiative as aligning with UNESCO's approach to common knowledge and the linguistic cultural diversity as a wealth of humanity. In addition to NORRAG sharing regular posts across our social media accounts using #TheSouthAlsoKnows hashtag, other organisations have begun using it. On LinkedIn, the hashtag #TheSouthAlsoKnows has been used more than 10 times by individuals and organisations such as FemLab.Co in Amsterdam, the Netherlands; Aula Divergente in Santiago de

Chile and the International Development Research Centre (IDRC) in Ottawa, Canada. On Facebook, there are 10 uses of #TheSouthAlsoKnows hashtag used by organisations such as Boky Mamiko in Zurich, Switzerland and FreshEd, which is a weekly podcast. IIE announced a collaboration with NORRAG in August 2023 focused on the campaign and work to address knowledge inequities. The collaboration was announced in a blog post on the IIE Opening Minds Blog on Addressing Global Knowledge Inequity in International Education: Introducing #TheSouthAlsoKnows. Alongside our own work to include underrepresented expertise (see the AMPLIFY section above), this standalone initiative also delivers on our promise to surface and amplify voices from the Global South for greater knowledge equity.

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

➡ Representatives in Cambodia and Indonesia identify new policies and practices to improve equity in education and elevate local experts

Following KIX EMAP Webinar 17: "Whose Knowledge is Used in Education?" on 6 December 2023, participants from Cambodia and Indonesia reported identifying new practice options for promoting knowledge equity in their respective contexts. A consultant from Indonesia identified new strategies to support their work in collaborating with international NGOs and local communities: "Bridging the gap, not only in education context but in development in general." The stakeholder shared that they planned to listen to the grassroots organisations and aid them in leveraging their voices and sharing their opinions with the wider education sector. From a different perspective, a government stakeholder from Cambodia explained that they

learned about how equity in budget allocation works in improving the quality of education for all and, as a result, they plan to include it as a policy recommendation for equity of education in Cambodia. In Cambodia, other initiatives are underway to improve equity in education for underserved populations; for instance, seeking to address dropouts in secondary schools. Examining budget allocations with an equity lens for specific regions and audiences could also provide further support to remediating this issue. Furthermore, the Cambodian country representative involved in this outcome case is a government stakeholder, which increases the chances of the identified policies being taken into practice.

➡ Including policy actors in our events and publications deepens their commitment to education research and evidence, key messages and collaboration

Many of our events and publications include decision makers as contributors. In 2023, we included speakers from low- and middle-income country governments as well as high-income country donor governments, multilateral organisations and partnerships. For example, at the UN Global Refugee Forum in December 2023, we launched the Policy Insights publication _Refugee Teachers: The Heart of the Global Refugee Response_. In addition to presentations from refugee teachers, researchers and school leaders, the event was opened by the SDC, followed by presentations from UNESCO's Task Force for Teachers 2030, Education International, UNESCO IIEP and UNHCR, and the event was closed by the FCDO. All of the presenters listened to the refugee teachers, researchers and school leaders and spoke about the negative impacts of refugee teaching

conditions on teachers – and the learners they teach – and shared their commitment to ensuring that refugee teacher policy and funding takes this into consideration. Inviting these speakers allows them to listen to marginalised perspectives they may otherwise miss, provides valuable insights to participants on decision makers' perspectives, and has the potential to influence policy decisions where decision makers hear convincing evidence towards one course of action rather than another, or indeed the need for further research. Including these actors in our activities furthers NORRAG's aim of supporting the use of marginalised expertise in policy and practice. It can also enhance our credibility among other decision makers and facilitate access to additional decision makers.

➡ KIX EMAP fellows identify innovative financing solutions to address education challenges in Bhutan and Uzbekistan

Following their participation in the Certificate of Advanced Studies (CAS) Executive Education course in Innovative Financing for Education (August 2023 to January 2024), KIX EMAP-NORRAG Fellows Nima Tshering from Bhutan and Orzugul Goyibova from Uzbekistan identified new, innovative financing strategies for their context. Nima Tshering identified an innovative financing strategy for his project eLopen, titled the "innovative freemium" model. The model aims to balance revenue generation with the mission of making quality education accessible to all students in Bhutan, regardless of their financial status. The eLopen project's freemium model offers a multi-tiered approach designed to enhance educational access in Bhutan, catering to diverse needs across various demographics. The multi-tier consists of a basic version, a premium version, institutional subscriptions, and sponsored access. Looking at the Uzbek context, Orgzugul Goyibova developed an innovative financing strategy to improve electricity supply in the schools of Uzbekistan's Muynak region, especially during the winter months. The approach she identified involved a sustainable and consistent provision of electricity to schools by installing solar energy stations in the areas close to schools or within the

schools themselves. This would provide a stable – and environmentally sustainable – source of energy for schools, as the region is considered optimal for solar stations from the climate viewpoint. She proposes that the resources of the Zamin Foundation will cover the costs of this strategy at the rate of 50%, and a government–private sector partnership will finance the other half. The KIX EMAP-NORRAG Fellows are both contributing closely to the policy discussions in their respective countries. This contributes to KIX EMAP and NORRAG's objectives to support the responsible and evidence-informed exploration of new fiscal avenues for projects to reach their full potential and make a substantial and sustainable impact on educational systems.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

35

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

EDUCATION STAKEHOLDERS MAKE EVIDENCE-INFORMED DECISIONS THAT MAXIMISE ACCESSIBLE, EQUITABLE, QUALITY EDUCATION AND LEARNING

➡ Vietnam reviews the implementation of 21st-century skills integration into teaching at secondary school level

In 2023, Vietnam's Ministry of Education and Training collaborated with Room to Read to review how skills integration in teaching is being implemented under the 2018 General Education Curriculum. Based on this review, Room to Read will support the Department of Secondary Education in developing a set of teaching guidelines and conduct training for secondary school teachers to ensure they are teaching the relevant 21st-century skills. This collaborative endeavour is part of a memorandum of understanding between the two institutions titled "The Mentoring Support and Essential Skills into the 2018 General Secondary Education Curriculum for the Period of 2022–2030". The collaboration builds on the analysis and recommendations regarding the alignment of pedagogy and 21st-century skills produced by Vietnam representatives in the context of their participation in the KIX EAP Learning Cycle on the "Integration of 21st-Century Skills (21CS) in the Curriculum". This stems from a four-week course to strengthen the link between policy and implementation in regard to 21CS delivered in 2021 by the KIX EAP Hub in partnership with the Australian Council for Educational Research (ACER). The integration of 21CS in education systems has been identified as a key priority across several countries of the EMAP region. Given the complex nature of 21CS, integrating them into the system encompasses reviewing curriculum, pedagogy, and assessment. In this case, the 21CS integration contributes to improving teaching and learning through a demonstrated commitment and investment in teacher development by providing teachers with the requisite skills and training to deliver a curriculum that 21st-century students need to be successful in Vietnam and globally. This case contributes significantly to the NORRAG outcome that education stakeholders make evidence-informed decisions that maximise accessible, equitable, quality education and learning.

➡ Innovative Financing for Education (IFE) work at NORRAG informs global policy dialogue

The Education Outcomes Fund (EOF) plays a prominent role in the field of outcomes-based financing (OBF). It aims to provide inclusive quality education and training for 10 million children and youth across Africa and the Middle East by scaling up outcomes-based financing (OBF) for early childhood development, basic education and skills for work. To date, they have implemented two projects – the Ghana Education Outcomes Project (GEOP) and the Sierra Leone Education Innovation Challenge (SLEIC) – both of which are studied under NORRAG's IFE-2-Leave No One Behind project. Beyond implementing projects, EOF engages in and organises policy dialogue on OBF. The EOF chairs the Education Finance Network's (EFN) Innovative EduFinance Learning Group and have recently commissioned a Collective Learning Initiative on OBF in early childhood care and education (NORRAG participates in both) to surface, collate, and share the experience of OBF programmes in Early Childhood Care and Education (ECCE).

EOF used NORRAG research on result-based financing (RBF) in early childhood education to inform their strategy and programme of work in early childhood education. During a meeting to discuss collaboration between NORRAG and EOF, the EOF ECCE lead mentioned that they used NORRAG research to understand the landscape of OBF in the early childhood education space. Additionally, the EOF team used NORRAG's Impact Bond Database to collate the instances of impact bonds in the early childhood education sector. EOF provided verbal and written mention of work produced by, and with support from, NORRAG, demonstrating that stakeholders in the field of IFE are referring to our expertise when developing their own knowledge on the topic.

Demonstrating their interest in OBF for ECCE, EOF published a concept paper that cites NORRAG's Impact Bonds Database as one of the sources used to compile a list of complete and ongoing OBF projects in ECCE.

➡ Maldives undertakes a comprehensive curricular review to integrate 21st-century skills

In early 2023, the Maldives Ministry of Education (MoE) decided to put into action a strategic plan produced by a team of five national experts from the Maldives who participated in the KIX EAP Learning Cycle on "Integration of 21st-Century Skills (21CS) in the Curriculum". The Ministry has called for a comprehensive curricular review for the purpose of integrating 21CS into all levels of education curricula and practices. The implementing agency is set to be the National Institute of Education (NIE), a division of the MoE that designs, develops, implements and revises the National Curriculum in the Maldives. For that purpose, in February 2023, a request from the NIE was put forward to the KIX EMAP Hub, via the country's National Steering Committee, for support in training all relevant staff of NIE (68 professionals) to enhance curriculum implementation with a specific focus on 21CS. NIE staff are also expected to provide the necessary capacity development for teaching staff on how to implement, assess and develop teaching practices that are compatible with the 21CS. The Maldives is addressing the priority of integrating 21CS in education systems through a comprehensive curricular review. Given the complicated nature of 21CS, integrating them into the system encompasses reviewing curriculum, pedagogy, and assessment. For NORRAG, it is particularly relevant that this curricular review builds from a six-phase strategic plan for further integrating skills into the curriculum and the system produced by a team of five national experts from the Maldives who participated in this KIX EAP learning cycle. Ultimately, the country is strengthening their understanding of what works in improving their national education system and how it can be scaled equitably and sustainably, thereby contributing to NORRAG's desired outcome that education stakeholders make evidence-informed decisions that maximise accessible, equitable, quality education and learning.

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

37

HOW DID WE ACHIEVE THESE RESULTS?

OUR OUTPUTS

WE CO-PRODUCE KNOWLEDGE

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

In 2023, we published **21 research products** (↓ from 44 in 2022) that respond to education needs and priorities from the Global South, including two digital products (NORRAG Impact Bonds Database and the International Geneva Portal). The reduction is due to some of the LC case studies from 2023 being in production, to be published in early 2024. Other activities held in 2023 (such as the country support) started in 2023 and will continue through 2024, with their final knowledge products made available through 2024. This includes a shift in the IFE-2-Leave No One Behind project towards online accessible products (see NORRAG Impact Bond Database, above) and longer research products that require a longer lead-in time.

The KIX EMAP project, for instance, published nine products by or with country teams on ICT in Bangladesh; diagnostics for dropouts in Cambodia (secondary) and Yemen (primary EiE); inclusion in the Maldives; girls' primary education in rural Sindh, Pakistan; and teacher professional development (TPD) in the Kyrgyz Republic, the Maldives and Vietnam, as well as syntheses of the four days of the second Education Policy Innovation Conference (EPIC 2023). Responding to the needs of the geographic region that the project works with, most knowledge products are available in languages other than English.

In line with our commitment to knowledge equity, we published knowledge products in English and in **six other languages** (↑ from 5 in 2022). Seven of our publications were available in a language other than English: two in Arabic, one in Chinese (simplified characters), one in French, one in Khmer, one in Russian, and one in Spanish.

In 2023, in addition to the publication in English of _NORRAG Special Issue (NSI) 08: The Education-Training-Work Continuums: Pathways to Socio-Professional Inclusion for Youth and Adults_, we also published regional editions of _NSI 07: Education in Times of Climate Change_ in Arabic, Chinese (simplified characters), French, Russian and Spanish. NSI 07 emphasises the need for the transformation and transgression of current practices, policies and planning; for teaching practices to incorporate more participatory or ubuntu methods; and for curricula to provide more integrated concepts of society, environment and economics – notions that have never been conceptually or practically separate in many Indigenous knowledge systems. The regional editions include a selection of articles from the English language version of NSI 07 (which brought together 75 authors from _22 countries and all continents_) with additional contributions from 9 authors from Brazil, China, Egypt, Morocco and Kazakhstan.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

WE MOBILISE KNOWLEDGE

NORRAG creates spaces and processes for sharing and engaging on new knowledge, as well as co-producing and disseminating knowledge products.

In 2023, we published **127** products **(↑ from 89** in 2022) aimed at mobilising and disseminating evidence on our key thematic priorities. These include blog posts, videos, podcast episodes and newsletters (global and regional).

50
BLOG POSTS

50
VIDEOS

5
PODCAST EPISODES

22
NEWSLETTERS

A key principle in NORRAG's work is to provide a platform for education stakeholders, particularly those from the Global South, to give voice to their expertise and experience that tends to be marginalised on other platforms and fora. NORRAG, therefore, invites contributions to its Open Access knowledge products to discuss relevant issues relating to SDG 4. These contributions are then posted on the NORRAG website, where education stakeholders can access these diverse views and reply to blog posts or contribute additional content.

In comparison with 2022 (33), there was a significant increase (↑ **52%**) in the number of **blog posts** published in 2023 (50). This is due, we believe, to renewed leadership under our new blog editor, Maren Elfert and also the establishment of a number of blog series (starting in 2022), which are clearer to potential contributors as outlets for their publications.

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

In 2023, we launched four different **blog series**. #TheSouthAlsoKnows blog series aims to share learning and insights from Global South experts, highlighting their contribution to improving quality and equity in education in Southern countries and globally. We also invite blogs discussing issues of knowledge equity and sharing learning from efforts to amplify and promote expertise from and on the Global South. The Systems Thinking blog series seeks contributions from a diverse range of voices and experiences to advance our understanding of using systems approaches in education. We seek to bring together additional case studies, refine systems thinking methods as used in international education, and learn from and with Indigenous and Global South practices and knowledge systems. The Early Childhood Education blog series welcomes empirical and conceptual blog posts on a range of topics such as policy, financing and modes of provision of early childhood education, as well as issues related to curricula, language and quality, and teacher training. The Decolonising Data blog series is invested in hearing from a diverse range of scholars exploring how coloniality is implicated in the project of datafication. Expanding the focus of study beyond issues of representation in curriculum, this series seeks to engage in a productive and focused dialogue on how contemporary data and datafication projects could be decolonised in the realms of EdTech, international assessments and international development, addressing issues such as surveillance and data harvesting.

Three of the four blog series we launched in 2022 continued to be productive, with four in The Missing Education Data blog series, four in the Digitalisation of Education series, and one under The Role of Quality Education in Building Just and Sustainable Peace series. In 2024, we will renew efforts to solicit contributions to the Philanthropy in Education blog series, supported by the publication of a Policy Insights collection on regional philanthropies.

The announcement video for **KIX EMAP EPIC 2023 had the most views**, with 317 in total. The production of videos disseminating research grew from 32 in 2022 to 50 in 2023. This was, in part, due to EPIC 2023, of which 17 panel recordings each of which were made available in three languages: Arabic, English and Russian. At the same time, our focus shifted to creating videos that were accessible to multiple audiences: we made 62% of the videos published in 2023 available in languages other than English (Arabic, Chinese (simplified characters), French, Hindi, Russian, and Spanish) (≈ 65% in 2022). The KIX project under the Innovations and Disruptions produced the most videos, 31 (↑ from 19 in 2022), and launched a video archive on YouTube.
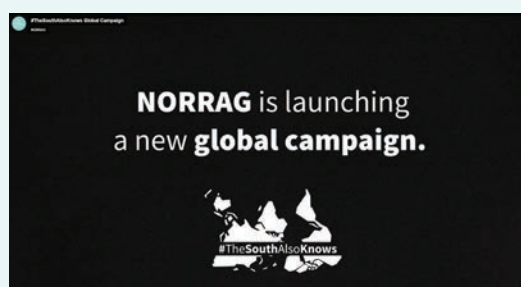
To promote **#TheSouthAlsoKnows**, we produced a video presenting the purpose of the initiative featuring NORRAG staff: to contribute to reversing the North-to-South flow of expertise and decision-making. This initiative aims to develop long-term changes by improving access to the work of experts from the Global South. We launched the initiative and the video at a reception co-convened with the International Development Research Centre (IDRC), the Global Partnership for Education Knowledge & Innovation Exchange (GPE KIX) and the UNESCO Chairs programme during CIES 2023. The annual CIES conference is an important convening space for researchers as well as policy makers and practitioners promoting evidence-informed decision-making.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

41

Another way of disseminating the evidence we produced was by presenting it online and at in-person events. In 2023, we **presented NORRAG research in 30 activities** (↓ from 33 in 2022). In 10 of them (6 in 2022), language interpretation was provided into at least one of the following languages: Arabic, French, Mandarin, Russian or Spanish.

> NORRAG researchers participated in multiple panel sessions at the **CIES Conference** (Comparative and International Education Society) in April 2023, held in person in Washington DC and online. NORRAG representatives spoke at 10 panels (↑ from 7 in 2022) across all four NORRAG themes. Topics included applying implementation research in education, knowledge brokerage, school leadership preparation and practice, effects of migration and COVID-19 in the LAC region, the uptake of research evidence in Kyrgyzstan and Moldova, digital education governance in the Global South, the power of platforms and the impact of technology actors, systems approaches to improve equity, and the extent to which innovation in financing can address equity and quality challenges through impact bonds and in tertiary education. During the conference, we highlighted knowledge equity through our #TheSouthAlsoKnows initiative and staffed an exhibition stand to promote our Open Access publications and network. We also hosted an institutional reception in partnership with the UNESCO International Bureau of Education (IBE) and the IIEP-UNESCO.

In alignment with our mission, we also facilitated the **dissemination of non-NORRAG research** at **24** events (↓ from 37 in 2022) events. At **39%** (↑ from 33%) of them, we provided **language interpretation** into at least one of the following languages: Arabic, French, Mandarin, Russian or Spanish. A further four events were in a language other than English (Mandarin or Russian), so up to 54% of events where non-NORRAG research was disseminated were accessible in a language other than English.

In addition to GPE KIX Hubs, KIX applied research grants are highlighted in **KIX Grantee** in Focus videos. For example, the video summarising the KIX research project "The Impact of Gender and Inclusive Pedagogies on Students' Participation and Learning Achievement at Secondary School During the Pandemic and Beyond" provides an overview of the project, the interventions that were introduced in the project and the project's main findings. A project consortium, the Institute of Education and Research (IER), University of Dhaka, Bangladesh – in collaboration with Samtse College of Education, the Royal University of Bhutan; the Open and Distance Education Centre (ODED), Tribhuvan University, Nepal; Universidade Nacional Timor Lorosa'e (UNTL), Timor-Leste; and the Vietnam Institute of Educational Sciences (VNIES) – have implemented this project in the educational context of five KIX EMAP countries.

> We held two events using the **summit model**: on Decolonising Data and AI and Digital Inequities. The summit format involves a longer, focused event with research presentations, round table discussion between diverse experts and audience Q&A. This intensive format offers participants the opportunity to gain valuable insights and knowledge directly from authoritative sources, enabling concentrated learning while fostering deeper engagement and understanding of the theme. Additionally, interactive discussions enable participants to exchange ideas, network, and potentially spark collaborations, enhancing both personal and professional growth.

WE STRENGTHEN CAPACITY

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

In 2023, we organised 10 capacity strengthening activities, 9% fewer than in 2022.

4 courses

5 workshops & rapid customised country support sessions

1 hackathon

For the **Geneva Graduate Institute Master's programme**, Chanwoong Baek taught "*Education and Development: Tools and Techniques for International Cooperation*" during the spring and autumn semesters. Students learned to apply tools and techniques that enable them to analyse and compare educational systems contextually. Each student produced a comprehensive subsector review that is sensitive to context and considers the "system logic" of each system. Moira V. Faul taught "*Modes of Global Governance and Education*" at the Geneva Graduate Institute, in which students learned key modes of global governance (e.g. through data, evidence, finance, norms and standards, and private sector approaches) and applied them to a case study organisation or partnership of their choice relevant to the governance of education. She was also invited to contribute to two **University of Geneva Master's courses**: *International Education and Research and Sustainable Societies and Social Change*, and also to the **UN Staff Systems College** *Policy Coherence and Systems Thinking for Sustainable Development* programme.

In 2023, we offered a fully online Certificate of Advanced Studies (CAS) in **Executive Education** course on "*Innovative Financing for Education*" in partnership with the Geneva Graduate Institute and the UNESCO International Institute for Education Planning (IIEP). A diverse set of participants, primarily from the Global South (Bhutan, Cote d'Ivoire, Ghana, Kenya, the Kingdom of Saudi Arabia, Nigeria, Pakistan, Switzerland and Uzbekistan), represented ministries of education, non-governmental organisations, the private sector, bilateral organisations, one multilateral organisation and a government entity. Course participants received scholarship funding from the Jacobs Foundation, the KIX EMAP Hub and NORRAG. The course was designed to equip education and finance experts with the ability to assess key educational issues at the regional/national level and explore alternative solutions, skills to evaluate evidence on innovative finance in education, the ability to formulate problems and analyse the design of potentially relevant innovative finance solutions, measurement and evaluation skills relevant to innovative finance mechanisms, and stakeholder engagement and negotiation skills.

The KIX EMAP Rapid Customised Country Support (RCCS) follows up on regional capacity strengthening and peer-learning exchange activities to ensure that countries have the opportunity to uptake the learnings at the national level. RCCS support has begun in Cambodia and the Maldives along with an inter-country exchange between the Kyrgyz Republic, Georgia, Moldova, Uzbekistan, and Tajikistan. The KIX EMAP Hub also held two in-depth **workshops** on "Innovation to Action: Grant-Writing for Applied Research Projects" in August and December 2023. More than 700 participants attended these two interactive events to share their experiences and ideas about how to develop a funding proposal for research grants for putting innovative project ideas into action. The presentations addressed the "Who, What, Why, How, and So What?" of proposal writing, specifically focusing on applied research project proposals.
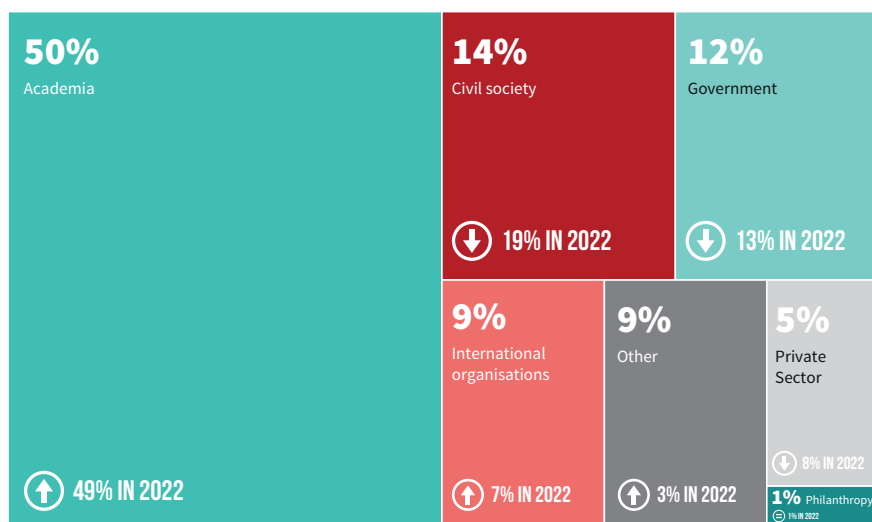
A three-day hackathon enabled a group of 21 Master's students to learn about the importance of education in achieving the other SDGs as they built their digital skills to develop the interactive portal: Education and the SDGs in International Geneva. With supervision from NORRAG staff, the students developed the multi-model database, which identifies and maps the organisations in International Geneva that work towards achieving education (SDG 4) in conjunction with other SDGs.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

43

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

NETWORK AND ORGANISATIONAL DEVELOPMENT RESULTS

Our network comprised **5,875 members** in **184 countries** in 2023, with 350 individuals joining during the year, representing a 6% growth from the previous year.

The network continued to have an important representation of women and non-binary individuals, as well as members from the Global South: **72%** of network members are **women or non-binary** individuals and **more than 50%** of them are from the **Global South.**

50% Academia	14% Civil society	12% Government
	⬇ 19% IN 2022	⬇ 13% IN 2022

	9% International organisations	9% Other	5% Private Sector
⬆ 49% IN 2022	⬆ 7% IN 2022	⬆ 3% IN 2022	⬇ 8% IN 2022
			1% Philanthropy ⊜ 1% IN 2022

In terms of stakeholder groups, the profile of the network remained mostly unchanged. Some 50% of network members worked in **research institutions** (≈ 49% in 2022), 14% in **civil society organisations** (↑ from 19% in 2022) and 12% in **government institutions** (≈ 13%). Individuals affiliated with the **private sector** decreased to 5% of the network (↓ from 8%), while those representing **international organisations** increased to 9% and **philanthropic organisations** remained stable at 1%.

Importantly, during this period, nearly **500 network members** joined the Social Systems Map, leading to an increase of **17% in social system membership** (not all existing members opted into the Social Systems Map on its launch in 2022). The Social Systems Map is a tool that allows our members to map their existing connections and find new connections based on common interests, geographic regions or thematic expertise. In addition, the mapping tool allows members to visualise the network and filter it in the ways that are most useful to them.
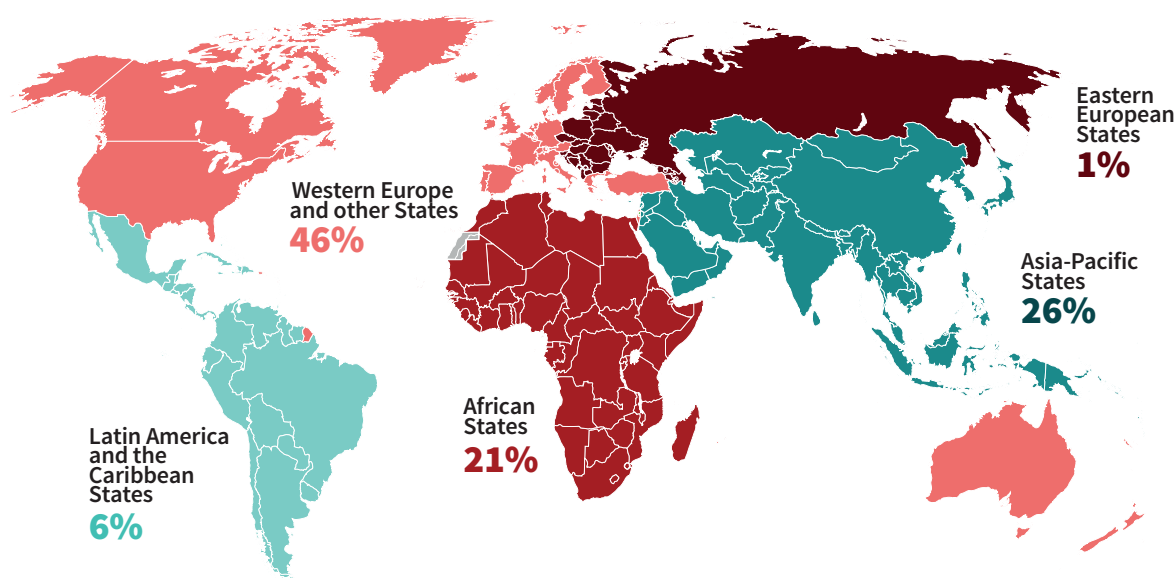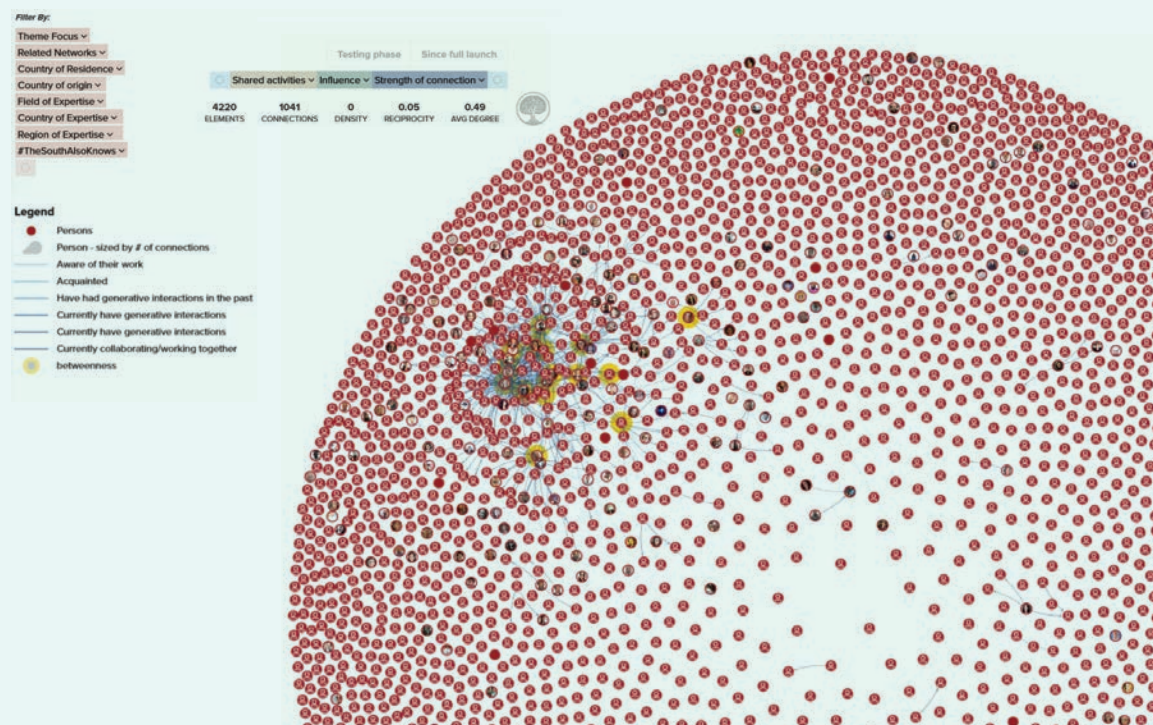
SOCIAL SYSTEMS MAP

5875 MEMBERS

184 COUNTRIES

+ 17% MEMBERS IN 2023

+500 MEMBERS IN 2023

As displayed on the map, the geographic distribution of our members was also diverse. However, to understand whether regions are under or overrepresented in our network, we looked into how the distribution of members across regions compares to the proportion of the global population in each region. The analysis shows that the **African States** region, in which 21% of our members are located, is slightly **overrepresented**, as it is home to 18% of the global population. A significantly overrepresented region is **Western Europe and other States**, which only represents 10% of the global population but 46% of our current network members. Three regions, however, are **underrepresented** in our network. They are the LAC States region, in which 6% of our members are located but in which 8% of the global population lives; the **Eastern European States**, in which 4% of the global population resides but only 1% of our members; and the **Asia-Pacific States**, which is the most populous region of the world, with 59% of the global population, but in which only 26% of our members are located.

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

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

45

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

The Social Systems Map welcomed **850 network members** since its launch in September 2022, of which 496 were new members. Since not all existing members opted into the Social Systems Map on its launch in 2022, the map now contains almost 4,000 member profiles of the total 5,875 members. Since inception, 108 new members residing in the **African States** region joined the network, a growth of 13%. The **Asia-Pacific States** and **Eastern European States** regions grew by 11% and 10%, respectively, welcoming 111 and 5 new member profiles. The **Western Europe and Other States** region grew by 13%, as 194 new members joined. The most significant growth took place in the **Latin America and the Caribbean States** region, where 78 new members constituted a 40% regional membership increase.

NORRAG Network members have received monthly regional-specific membership updates since early 2023. Of these, members opened approximately **11,000** of approximately **34,600** emails, averaging a **32%** email open rate across all regions. Of these opened emails, the total click rate was **3.9%** or 12% per unique email opening. Unsubscribe rates hover at **0.3%** per round of emails.
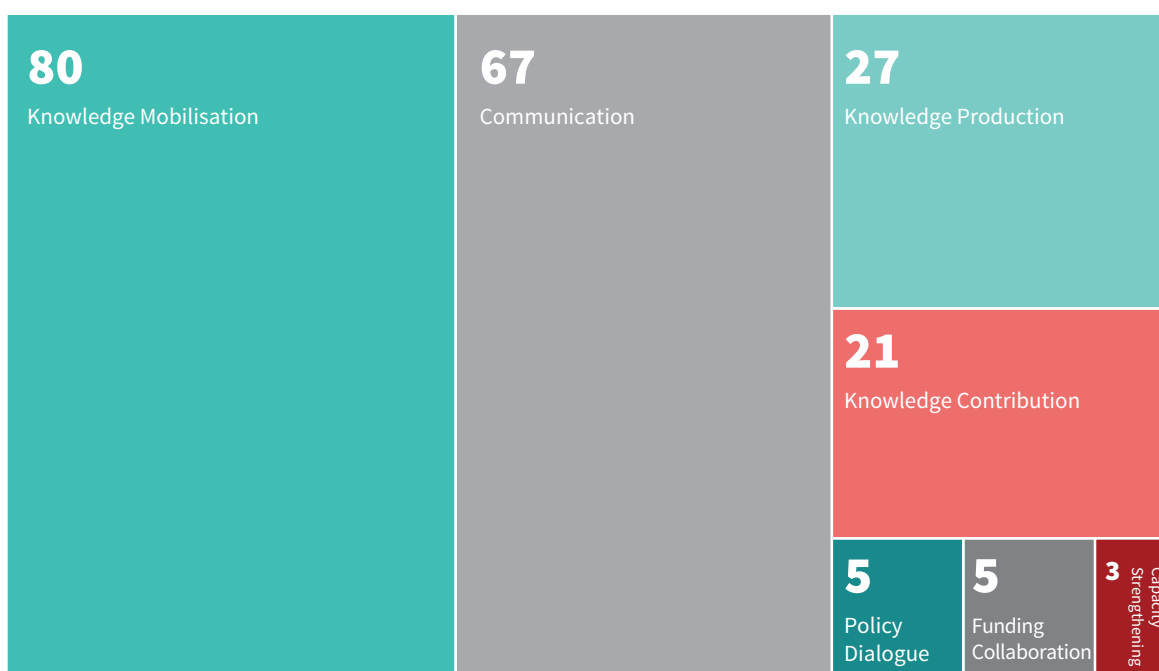
The most opened emails were shared in April (51%) and November 2023 (43%). These emails featured events with specific regional focuses and interests (e.g., webinar co-organised by NORRAG and the Brazilian campaign for the Right to Education and the Decolonising Data Summit in April, and NORRAG Regional Webinar on Secondary Education in Spanish-speaking Latin America in November).

22% of our members (**22%**) of our members **participated in at least one activity** we organised in 2023, an **increase of 361%** (↑ from 340 in 2022). This increase is due, in large part, to the work of the Regional Coordinators.

Among these attendees, **58%** were women or non-binary individuals (≈ 59% in 2022) and **72%** were from the **Global South** (↑ from 66%). This shows the efficacy of our Regional Coordinators' strategies in 2023 targeting NORRAG Network members to encourage greater participation in our activities and seek feedback on reasons for non-attendance.
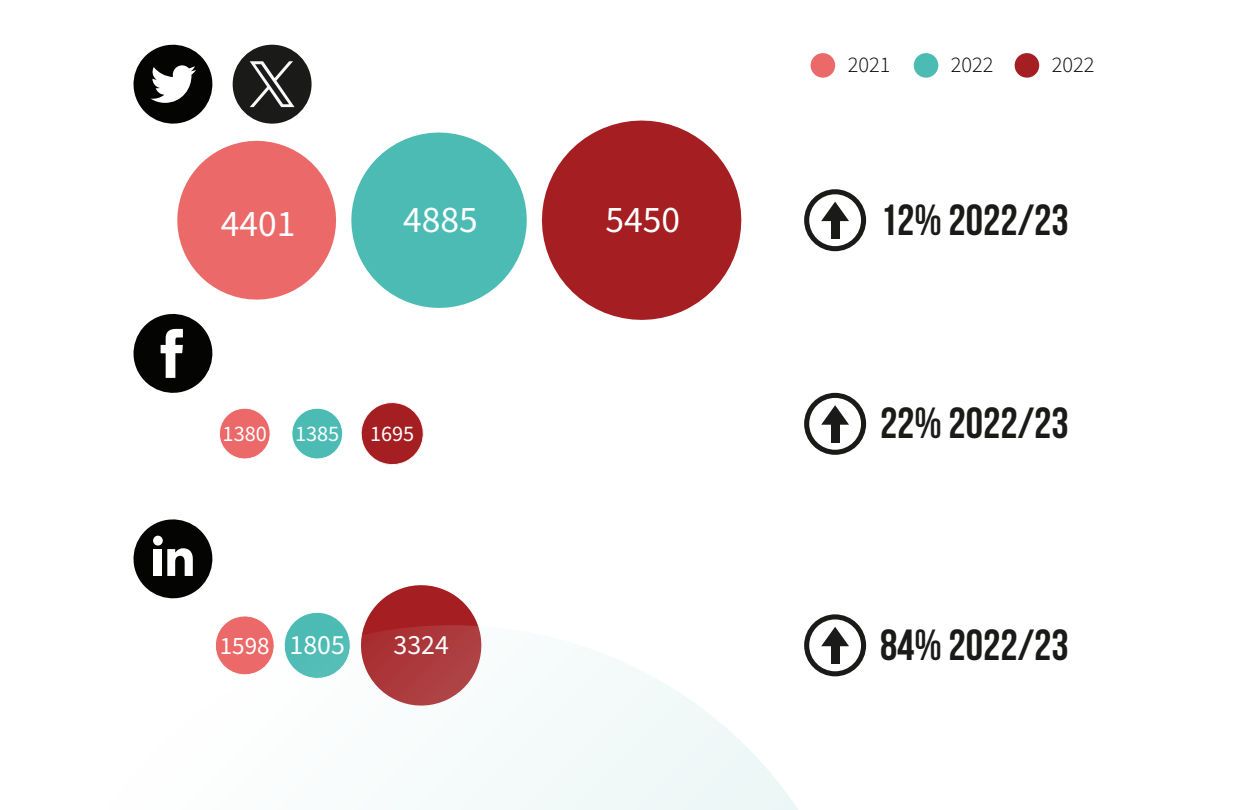
As part of strengthening our network, in 2023, we had **106 partnerships**, 36 of them with organisations from the **Global South** (**↑ 64%** compared to 22 in 2022). The most frequent types of partnership were **knowledge mobilisation** (38%) and communications (32%), in which we collaborated on the dissemination of relevant evidence for improving equitable and quality education. Other frequent collaboration types were **knowledge production and contribution** (23% combined), in which we partnered with organisations to conduct research and publish evidence relevant for advancing our strategic themes and SDG 4.

In terms of our partnerships, 43% were with academia or other research institutions (≈ 41% in 2022), followed by 26% of our collaborations with international organisations (= 26%) and 21% with civil society organisations (≈ 18%). The most significant shift in partnership composition relative to 2022 was a reduction in partnerships with philanthropies (3%, ↓ from 7% in 2022) alongside an increased share of partnerships with international organisations (26%, ↑ from 18% in 2022).

80 Knowledge Mobilisation	**67** Communication	**27** Knowledge Production
		21 Knowledge Contribution
		5 Policy Dialogue / **5** Funding Collaboration / **3** Capacity Strengthening

In 2023, we published a total of **204** knowledge and communication products on our website (↓ from 213 in 2022), of which **103** (↑ from 76 in 2022) were in a language other than English (50% in 2023, up from 36% in 2022). Of those, 71 were communication products (≈ 72 in 2022), 41% of which were published in a language other than English (↑ from 38%)[3].

In 2023, we expanded our reach across our multiple social media platforms compared to the previous year. We finished the year with 5,450 followers on X (formerly Twitter) (**↑ 12%** in comparison to 2022), 3,324 followers on LinkedIn (**↑ 84%** from 1,805 in 2022) and 1,695 likes (↑22%) on the Facebook page.

2021 2022 2022

4401 4885 5450 ↑ 12% 2022/23

1380 1385 1695 ↑ 22% 2022/23

1598 1805 3324 ↑ 84% 2022/23

As part of our organisational development, this is our second year of implementation of our results-based **Monitoring, Evaluation and Learning (MEL) system**. The results for 2022 are indicated in brackets alongside an indicator of increase, decrease or stability. In March 2024, we reflected on our results with our Consultative Committee, and in May 2024 we will hold sense-making sessions with the whole team on these results and the feedback from our Consultative Committee to make plans for correcting course where needed and for continuing with successful efforts. The system focuses on assessing the implementation of our work and how we contribute to the outcomes defined in our Theory of Change. In addition, it increases the availability of relevant and useful data on our work internally and externally. This new system aims to foster a culture of reflection, learning and evaluative thinking grounded in evidence and analysis within and across our projects. Ultimately, it will contribute to improving the effectiveness of our efforts and the achievement of our expected outcomes through improving our evidence-informed decision making.

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3. The method of calculating these results has been adjusted from the method used in 2022. Previously, all publications "in a language other than English" were counted individually, which allows for one product, if translated into multiple languages, to count as multiple records in a language other than English. Thus, a single product in English which counts as 1 in the denominator, if translated into both Arabic and Russian, these would count as 2 in the numerator. This method would theoretically allow for over 100% results and does not give an accurate picture of what we actually achieved. To avoid this going forward, we have adjusted the 2022 result (our baseline) to count 1 product in the original language and 1 product as translation, whether translated into one or many other languages.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

NORRAG Team retreat in Washington DC: Reflecting on our 2021 and 2022 results

The annual NORRAG team retreat took place in person on 23–24 February 2023 in Washington DC. The strong presence of the team at the CIES 2023 was a perfect occasion to gather all NORRAG personnel in one location. The growing team met for two consecutive days to reflect on the past year, generate ideas and share on the plans for the year ahead. With the deliberate decentralisation of the team and the democratisation of remote working alongside extraordinary growth in the NORRAG team (from 11 team members in 2020 to 41 in 2023), this was the opportunity for most of the team to

meet in person. The two days enabled the team to (re)connect, make sense of the results achieved, and get energised for the upcoming activities. Reflecting on the first results of our new MEL brought rich discussions on what works best, areas of improvement, and opportunities for synergies to better achieve our stakeholder outcomes: access, know, act, and amplify. Everyone left the retreat even more committed to NORRAG's mission: to promote participatory, evidence-informed policy decisions that allow equal access to quality lifelong education and training.

KIX EMAP team and country representatives retreat: Planning for KIX 2.0

The first KIX EMAP team retreat successfully took place on 17–19 January 2023 in-person in the Maldives, coordinated by the Maldives National KIX Coordinator and the National Steering Committee. The KIX EMAP Hub team met together with 24 country representatives from 18 KIX EMAP countries for a fruitful three days of reflection, brainstorming, and collaboration as participants worked to develop a vision for the second stage of KIX. Ultimately, country representatives felt strongly that KIX EMAP has already created a meaningful impact in the region, and yet there are plenty of areas for growth and new areas of need in the next phase of KIX.

Looking ahead to KIX 2.0, country representatives shared what they envision success to look like for KIX EMAP in 2027, ways KIX EMAP can contribute to systemic reform, and new and innovative ideas for the KIX EMAP Hub to execute its future work. The country representatives emphasised their desire to continue creating self-reliant, sustainable structures in this next stage of KIX. Overall, the country representatives brought great enthusiasm for the work of the KIX EMAP Hub thus far and high hopes for the future of KIX 2.0 and the addition of new countries to the KIX EMAP Hub.

LOOKING FORWARD
THE NEXT STEPS FOR ADVANCING OUR MISSION IN 2024

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

➡ **Data**

Publish Book 05 in NORRAG series on International Education and Development: *Achieving Equitable Education: Missing Education Data and the SDG 4 Data Regime*, edited by Marcos Delprato, Senior Lecturer at the Centre for International Education, University of Sussex and Daniel Shephard, Missing Data Project Lead, NORRAG and Postdoctoral Fellow in International Sustainable Development at Indiana University Bloomington. This edited volume critically explores education data gaps across regions, themes and levels of education, highlighting key relationships and disconnects between national, regional and global data needs and uses of data under the SDG 4 data regime.

Continue to support a consortium to develop an EiE Action Agenda for data, evidence and equity led by the Inter-agency Network for Education in Emergencies (INEE) and consisting of 13 members. NORRAG will leverage our The South Also Knows platform to ensure that knowledge production and dissemination is inclusive of diverse actors and voices from conflict- and crisis-affected contexts.

Seek funding for a research project on the production, use, and transfer of education data and evidence within and across national policy contexts. The project will critically examine the producers of global policy knowledge, as well as how data and evidence, often collected and framed in the Global North, are utilised by national policy actors in education.

➡ **Evidence**

Publish and promote UNESCO Strategic Review: "*Improving the Use of Evidence for Education Policy, Planning and Implementation.*" Promotion will include in-person and virtual presentations to key actors in evidence in education, as well as through our website, social media, and the distribution of promotional materials at key events (e.g. CIES International Conference, International Cooperation Forum, UNESCO Teacher Task Force Policy Dialogue and more).

Publish Book 06 in NORRAG series on International Education and Development: *The Rise of Knowledge Brokers in Global Education Governance*, edited by Chanwoong Baek and Gita Steiner-Khamsi. The book investigates the rise of knowledge brokers who translate data into evidence and then promote its use for policy and planning. Contributions from diverse sectors explore the evolving roles of knowledge brokers, offering insights into their strategies, contextual influences, and implications for equity and inclusion in research-policy dynamics.

Support a student applied research project on how to improve evidence use in policy. Development and educational initiatives face increasing demands to be evidence-informed. However, efforts to improve the use of evidence ironically tend to overlook the actual evidence on how to improve evidence use in policy. Recent research has identified three interconnected pathways: producing policy-relevant research (linear), building relationships between decision makers and researchers (relational), and building structures and institutions receptive to evidence use (systemic approaches). In this project, students will collect data from recent initiatives that have sought to improve the use of evidence in international development and analyse these data by applying this framework.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

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

➡ Socialise Policy Insights

"*Refugee Teachers: The Heart of the Global Refugee Response.*" Our target audiences (decision makers, government officials, funders, NGOs, academics) will be targeted through our website and social media channels, focused on specific events and relevant "international days", and leveraging the diverse networks of the contributing authors. We will also promote the publication at key meetings where the target audience will gather (e.g. CIES Conference, International Cooperation Forum on Peace, Humanitarian Network and Partnerships Week) and arrange specific briefings where appropriate (e.g. Mission Suisse to UNOG).

➡ Publish NSI 10

"*Education for Societal Transformation: Alternatives for a Just Future.*" This Special Issue has been developed and will be edited by members of The Alternatives Project (TAP). The Issue will draw on the theoretical imaginaries and practical experiences of researcher-educators and on diverse scholarly traditions that characterise the societal crises as well as the education alternatives that could contribute to transforming local, national, and global structures.

➡ Seek funding for research project on SDG 4 as a leverage point to achieving the complete SDG agenda

A decade of research since the adoption of the SDGs argues that accurately specifying the relations between SDGs allows the identification of leverage points in the SDG system (such as SDG 4) that are central to the whole development agenda and would unlock the achievement of the SDGs. What remains understudied is the complexity of linkages between SDG 4 and other SDGs, and the extent to which these cross-SDG relations are leveraged in policy and practice to tackle contemporary sustainable development challenges.

➡ Publish NSI 09 — *Foundational Learning: Current Debates and Praxes*

This Special Issue, edited by Hugh McLean, explores the redoubled emphasis on foundational learning, and the framing of "relevance" as standing in tension with basic literacy and numeracy, that has emerged at this midway point to Agenda 2030. The 28 contributions from 78 authors across the world shed light on the processes, challenges, and understandings of foundational learning.

➡ Socialise the International Geneva project and portal to policy makers and researchers

We will also promote the publication at key meetings where the target audience will gather (e.g. CIES Conference, IC Forum on Peace) and arrange specific briefings where appropriate (e.g. Mission Suisse to UNOG, International Geneva teams of the Ville and Canton de Genève). Our target audiences (decision makers, government officials, funders, NGOs, academics) will be targeted through our website and social media channels, focused on specific events and relevant "international days."

➡ Contribute to Geneva Global Hub for Education in Emergencies' 2024–2025 work plan

As members of both the Steering Committee and the Technical Working Group, we are developing a concept note and will seek funding for a research-based review of initial teacher education and continuing professional development in emergency contexts. In addition, we are exploring opportunities to support the University of Geneva summer school course on education in emergencies, with a focus on teachers' work and wellbeing.

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

➡ KIX EMAP Hub

Continue to consolidate our decentralised structure and demand-driven ethos to better serve the 36 EMAP countries in four sub-regions. We will continue to place knowledge exchange at the core of Hub work, through EPIC, Workshops, Learning Cycles and Rapid Customised Country Support (RCCS). We will continue to strengthen the connection with KIX research projects and – with the support of national teams – further complement and reinforce GPE's ongoing support to EMAP countries.

➡ Digitalisation

Publish *Policy Insights: AI and digital inequities*. While AI has been around for decades, the public release of ChatGPT at the end of November 2022 shifted public and policy conversations in important ways. In this Policy Insights collection, we will address the main challenges concerning inequalities reflecting on how to centre the value of humans and our planet in the use and governance of AI, as well as in its underpinning value creation models.

Seek funding for research project on KPIs in EdTech. In spite of the promises and expectations of EdTech being able to improve education, there is insufficient research investigating the actual implementation of digital tools in education. Few studies have considered how EdTech is or can be measured and assessed, or what key performance indicators (KPIs) are used to evaluate its effectiveness, quality, and impact on educational outcomes (Williamson, 2016, 2017).

➡ Complexity and Systems Approaches

Seek funding for a Community of Practice on complexity in SDG 4 and other SDGs. Decades of research have theorised and empirically demonstrated the complexity inherent in the interconnections between education and other Sustainable Development Goals. Recognising the need for solutions that address the lack of knowledge and confidence in the education and development community for working with this acknowledged complexity, we are applying for funding to support the establishment of a Community of Practice (CoP) focused on enhancing the capacity of individuals and organisations to work effectively with complex systems in the design and implementation of current and future education interventions.

➡ Meaningful Youth Engagement

Publish and promote a *Policy Insights* collection on Meaningful Youth Engagement in United Nations and national or local governance processes. Youth engagement is one of the key themes in the once-in-a-generation United Nations Summit of the Future. It is essential that decision makers listen to youth perspectives as they determine how to forge a new international consensus on how to deliver a better present and safeguard the future. And yet, in practice, youth engagement continues to frustrate the goals set and also the youth attempting to engage. This Policy Insights collection will bring together diverse contributors to address this overarching theme by providing succinct analyses and clear take aways to improve policy and practice.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

51

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

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

Co-organise an event giving an overview of all aspects of our PSA work

Private sector actors have been increasingly engaging in addressing the challenges faced in achieving Sustainable Development Goal 4 (SDG 4) – ensuring inclusive and equitable quality education for all. From privatisation of education service provision, philanthropic giving, and corporate social responsibility mandates to public–private partnerships and for-profit investment through innovative financing models such as impact bonds, impact-linked loans, and social impact incentives, the spectrum of private sector involvement in education is broad and dynamic. This event aims to dissect these varied dimensions through dialogue with expert researchers and practitioners.

Innovative Financing for Education to Leave No one Behind

The project aims to understand whether and under what conditions innovative financing approaches bring more and better financing to reach the most marginalised groups. We will continue our ongoing comprehensive research efforts in the Global South in partnership with Global South researchers and private sector implementing partners, adding to our existing publications. We will also respond to increasing requests for additional partnerships and projects using the same approach and engage key national, regional and global policy actors in evidence-informed policy dialogue.

Result-based financing

Disseminate the completed research on results-based financing design, use, opportunities, and challenges, in order to encourage evidence-based practice in RBF: where, under which conditions, etc. through policy dialogue, online and in-person events and promotional opportunities.

Regional philanthropy

Produce a publication on regional philanthropy in education to mark the close of the project. The Policy Insights: *Models of Philanthropy in Education* will showcase a wide array of viewpoints, offering a deep dive into philanthropic engagements in education. The report addresses the diverse approaches and impacts of philanthropy across regions including Africa, Latin America, the Caribbean, India, the Middle East and North Africa, reflecting a broad spectrum of regional nuances and strategies.

Executive education

Seek funding to offer our Executive Education course in innovative financing for education to a second cohort in 2024–25.

HOW WILL WE BUILD OUR ORGANISATION, NETWORK, PARTNERSHIPS AND SUS-TAINABILITY?

➡ Principles

Continue to put knowledge equity, partnerships and network building principles at the core of our work, on a daily basis and through our online retreat for sense-making and planning building on our excellent 2023 results.

➡ Regional networking strategy

Seek funding to support regional coordinators to form and strengthen connections between and across network members in the regions. Regional coordination allows us to facilitate knowledge exchange among network members, amplify their expertise and perspectives, and identify topics and host events that meet regional priorities and needs.

➡ Extend #TheSouthAlsoKnows initiative, producing a new promotional video to revitalise network recruitment and use of the publicly available database of Global South education experts.

Launched in March 2022, #TheSouthAlsoKnows is a NORRAG initiative that aims to contribute to reversing the North-to-South flow of expertise and decision making. To help audiences globally find and access Southern expertise, we are working with partners and our regional network coordinators to develop long-term changes that can support improved access to the work of scholars and experts from South America to Asia and Pacific, from Africa to eastern Europe. The first video featured NORRAG team members discussing the initiative. The second video will feature experts from the network explaining the problem of epistemic injustice and how #TheSouthAlsoKnows initiative contributes to resolving that problem.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

53

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

OUR TEAM AND GOVERNANCE

NORRAG TEAM

The NORRAG team was composed of the following members from January to December 2023:

Chanwoong Baek
Academic Director, Theme Lead:
Data and Evidence
(from October 2023)

Moira V. Faul
Executive Director, Theme Lead:
Education and the SDGs

José Luís Canêlhas
KIX EMAP Hub Director, Theme
Lead: Innovations and Disruptions

Arushi Terway
Theme Lead: Private Sector
Approaches

Anna Numa Hopkins
Theme Lead: Data and Evidence
(until October 2023)

Gita Steiner-Khamsi
KIX EMAP Principal Investigator

Alexandra Draxler
Senior Adviser

Hugh McLean
Senior Adviser

Michel Carton
Senior Adviser

Maren Elfert
NORRAG Blog Editor

Marina Dreux Frotté
NORRAG and KIX EMAP Monitoring,
Evaluation and Learning Lead &
Innovative Financing for Education
Research Associate

Ana Tauchner Hoover
Research Manager, IFE-2-Leave No
One Behind Project

Amy Crompton
KIX EMAP Knowledge Lead (Bhutan,
Cambodia, Laos PDR, Nepal, Papua
New Guinea and Timor-Leste)

Julia Levin
KIX EMAP Knowledge Lead
(Albania, Georgia, Kyrgyz Republic,
Moldova, Mongolia, Tajikistan and
Uzbekistan)

Rasha Sharaf
KIX EMAP Knowledge Lead
(Bangladesh, Maldives, Pakistan,
Sudan and Yemen)

Anouk Pasquier Di Dio
Publications and Graphic Design
Lead

Camille Chambinaud
Communications and Events Lead

Raül Presseguer
Senior Administrator

Lara Patil
Adviser

Chris Henderson
Education in Emergencies Specialist

Daniel Shephard
Missing Data Project Lead

Felicitas Acosta
NORRAG Network Regional
Coordinator: Latin America and the
Caribbean

Marina Avelar
NORRAG Network Regional
Coordinator: Latin America and the
Caribbean

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

Edem Dorothy Ossai
NORRAG Network Regional
Coordinator: Africa

Anaka Harish
Project Officer

Veronika Mosolova
Project Officer

Yasmeena Osama
Project Officer (since October 2023)

Balasubramanyam Pattath
Research Assistant (since August
2023)

Georgia Thorne
Research Assistant

Leandro Gabriel Montes Ruíz
Graduate Research Assistant

Allison Vas
Outreach and Partnership Specialist

Thanh Mai Thi Ngoc
Administrative Support

Ivana Zacarias
Monitoring, Evaluation and Learning
Consultant (until May 2023)

Mariam Kerfai
KIX EMAP Research Assistant Trainee
(until February 2023)

Anne-Lise Hadzopoulos
Event Assistant Trainee (until June
2023)

Amelle Himmi
Publications Assistant Trainee (until February 2023)

Chiara Meloni
Communication and Research Trainee (until June 2023)

Ahoua Linda Yasmine Sarr
Knowledge Equity Trainee (until June 2023)

Jacqueline Centeno
Communication and Research Trainee (since September 2023)

Simon Kyeremeh
Event Assistant Trainee (since September 2023)

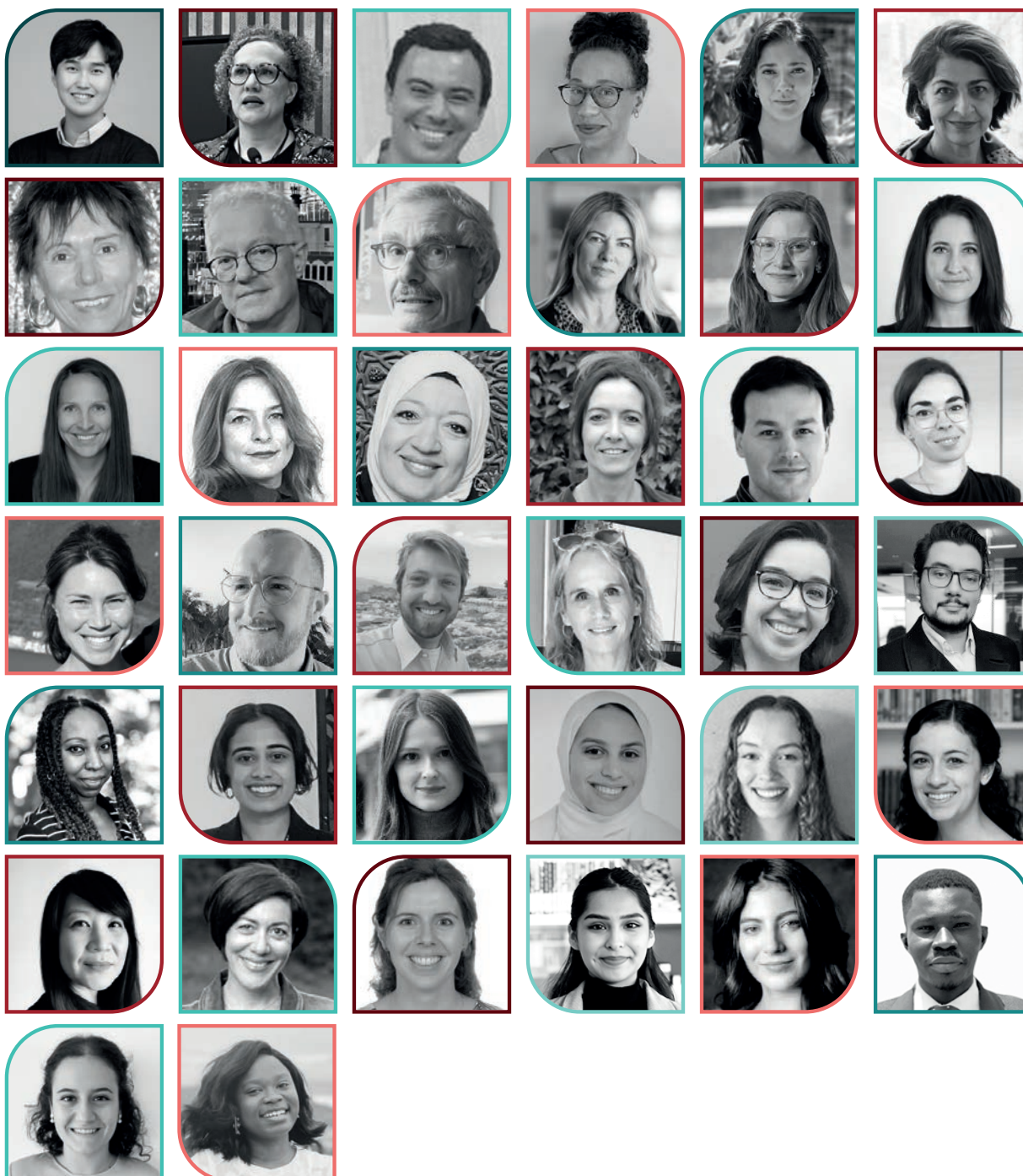**NORRAG backstopping for the SDC**

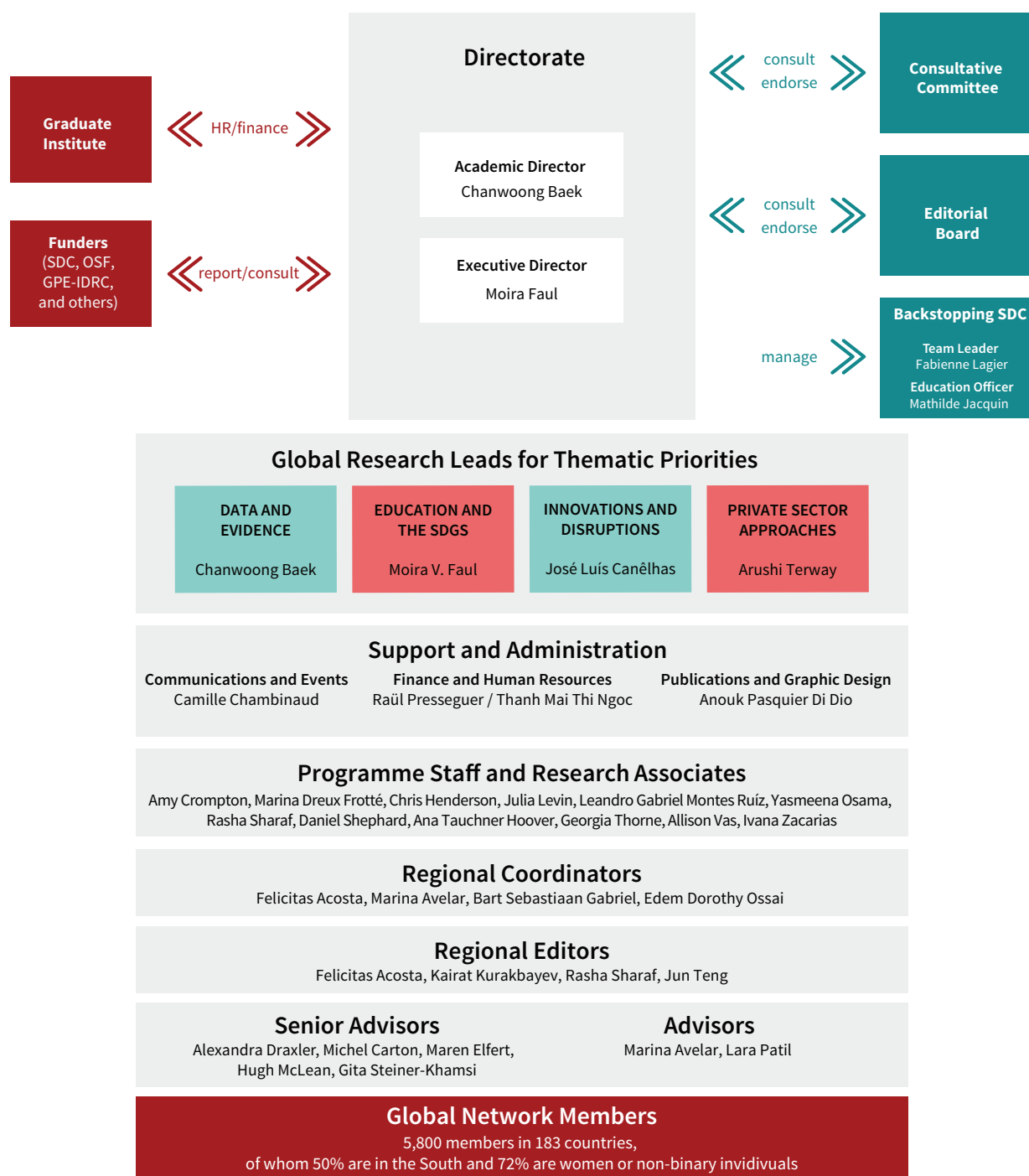**Fabienne Lagier**
Backstopping Team Lead

Moira V. Faul
Senior Advisor

Mathilde Jacquin El Bajji
Education Programme Officer

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

ORGANISATIONAL CHART

Directorate

Academic Director
Chanwoong Baek

Executive Director
Moira Faul

Graduate Institute

← HR/finance →

Funders
(SDC, OSF, GPE-IDRC, and others)

← report/consult →

← consult endorse → **Consultative Committee**

← consult endorse → **Editorial Board**

manage → **Backstopping SDC**
Team Leader
Fabienne Lagier
Education Officer
Mathilde Jacquin

Global Research Leads for Thematic Priorities

DATA AND EVIDENCE	**EDUCATION AND THE SDGS**	**INNOVATIONS AND DISRUPTIONS**	**PRIVATE SECTOR APPROACHES**
Chanwoong Baek	Moira V. Faul	José Luís Canêlhas	Arushi Terway

Support and Administration

Communications and Events
Camille Chambinaud

Finance and Human Resources
Raül Presseguer / Thanh Mai Thi Ngoc

Publications and Graphic Design
Anouk Pasquier Di Dio

Programme Staff and Research Associates

Amy Crompton, Marina Dreux Frotté, Chris Henderson, Julia Levin, Leandro Gabriel Montes Ruíz, Yasmeena Osama, Rasha Sharaf, Daniel Shephard, Ana Tauchner Hoover, Georgia Thorne, Allison Vas, Ivana Zacarias

Regional Coordinators

Felicitas Acosta, Marina Avelar, Bart Sebastiaan Gabriel, Edem Dorothy Ossai

Regional Editors

Felicitas Acosta, Kairat Kurakbayev, Rasha Sharaf, Jun Teng

Senior Advisors

Alexandra Draxler, Michel Carton, Maren Elfert, Hugh McLean, Gita Steiner-Khamsi

Advisors

Marina Avelar, Lara Patil

Global Network Members
5,800 members in 183 countries,
of whom 50% are in the South and 72% are women or non-binary invidivuals

CONSULTATIVE COMMITTEE

The NORRAG Consultative Committee serves as a sounding board for our strategic development and endorses our annual reports. In 2023, the NORRAG Consultative Committee was composed of the following members:

Felicitas Acosta
Researcher at Universidad Nacional de General Sarmiento, Buenos Aires, Argentina and CIES Board Member

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 Adviser, NORRAG

Maren Elfert
Senior Lecturer in International Education, King's College London, UK

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

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

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

EDITORIAL BOARD

The NORRAG Editorial Board helps ensure our publications both fit into and cover the key themes of our work. The board aims to act as the guarantor of quality and diversity of print and online publications by working with the editors of the NORRAG book series, NSI and blog. As of 2023, the Editorial Board was composed of the following members:

Maren Elfert
NORRAG Editorial Board Chair and blog editor, Senior Lecturer in International Education, King's College London

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

Chanwoong Baek
Assistant Professor, International Relations/Political Science, Geneva Graduate Institute and Academic Director, NORRAG

Alexandra Draxler
Senior Adviser, NORRAG

Moira V. Faul
Executive Director, NORRAG

Kairat Kurakbayev
Senior Researcher, NUGSE, and Editor of the Russian regional edition of NORRAG Special Issue

Moses Oketch
Professor of International Education Policy and Development, University College London

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

Rasha Sharaf
Professor of International and Comparative Education and Education Administration, Helwan University and KIX EMAP Knowledge Lead, and Editor of the Arabic regional edition of NORRAG Special Issue
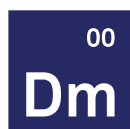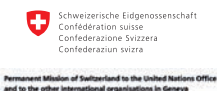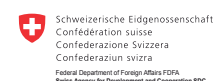
Jun Teng
Deputy Director, Associate Professor, Institute of International and Comparative Education IICE, Beijing Normal University, and Editor of the Chinese (simplified characters) regional edition of NORRAG Special Issue

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

57

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

PARTNERS

NORRAG partnerships are central to our strategy of promoting South–South or triangular South–South–North collaborations. They are also integral to our goal to increasingly decentralise knowledge production and dissemination, as well as policy dialogue activities. In 2023, we increased our **partnerships with Global South organisations by ↑ 64%** (36 compared to 22 in 2022), and overall by ↑ 33% (106 compared to 80 in 2022).

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

Accountability for Gender Equality in Education (AGEE), United Kingdom: Knowledge mobilisation and communications partner of the Missing Data Project.

Aga Khan University, Pakistan: KIX EMAP EPIC 2023 partner; KIX EMAP was a co-sponsor of the 12th International Conference: Technology, Pedagogy and Society at Aga Khan University.

Avloniy National Research Institute, Uzbekistan: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

Arab Council for Childhood and Development, Egypt: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

Australian Council for Educational Research, Australia: Strategic partner of the KIX EMAP Hub.

Beijing Normal University, China: Jun Teng, Deputy Director, Professor of Institute of International and Comparative Education (IICE), Faculty of Education, BNU is the editor of the Chinese (simplified characters) edition of NSI. BNU coordinated the regional launch of NSI 07 Chinese (simplified characters) regional edition, coordinated by Jun Teng.

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

Building Evidence in Education (BE2), United Kingdom: Knowledge contribution and policy partner in the Systems Thinking and Improving the Use of Evidence projects.

Catalpa International, Australia: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

Centre for International Environmental Studies, Switzerland: Co-organiser of event on the Complex Interlinkages between the SDGs.

Centre for Sociodigital Futures, United Kingdom: Co-organiser of the AI and Digital Inequities event.

Centre of Excellence in Teacher Education (CETE), India: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

Chancen International, Rwanda: Knowledge mobilisation and communication partner in the IFE-2-Leave No One Behind project.

Comparative and International Education Society (CIES), United States: NORRAG sponsors the CIES annual conference.

Cooperation for Democratic Development (CDD), Georgia: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

Dark Matters Lab, United Kingdom: Partner in the International Geneva project and contributor to Working Paper #14 and the Geneva Policy Outlook contribution.

Département Fédérale des Affaires Étrangéres (DFAE), Head of the International Organisations and Host Country Policy Section, Switzerland: Knowledge production, mobilisation and communication partner in the International Geneva project.

Economics and Education, Tajikistan: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

Education Research in Conflict and Protracted Crisis, United States: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

Educational Leaders Association of Maldives (ELAM), Maldives: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

Education Sub-Saharan Africa (ESSA): Strategic network partner.

English Without Borders (EWB) Network Project, Tajikistan: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

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

Foreign, Commonwealth & Development Office (FCDO) of the United Kingdom: Contributor to the Refugee Teachers event.

FreshEd with Will Brehm: Strategic communication partner of NORRAG; contributed to the Decolonising Finance event.

Gender Centre at the Geneva Graduate Institute, Switzerland: Co-organiser of the Practising Educations: Gayatri Chakravorty Spivak event.

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

Geneva Graduate Institute Executive Education: Partner in the Innovative Finance for Education Executive Education Course. IHEID Executive Education provides management and administrative support for the course and issues the Certificate of Advanced Studies to its students.

Geneva Policy Outlook, Switzerland: Organiser of the Geneva Policy Initiative, to which NORRAG contributed knowledge via the International Geneva Project.

Global Governance Centre at the Geneva Graduate Institute, Switzerland: Annabelle Littoz-Monnet, Associate Professor, Co-Director of the Global Governance Centre, sits on our Consultative Committee.

Global Health Centre at the Geneva Graduate Institute, Switzerland: Strategic partner of NORRAG, mobilising and disseminating knowledge at moments of intersection; co-organiser of event on the Complex Interlinkages between the SDGs.

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

Global Schools Forum, United States: Communications and expertise-sharing partner.

Govlab, United States: Co-organiser of a panel at the World Data Forum 2023 as part of the Missing Data project.

Graduate Institute of International and Development Studies, Switzerland: NORRAG began 2023 as an Associated Programme of the Geneva Graduate Institute and is now a Research Centre. We receive significant institutional support from the Institute and collaborates on multiple courses and events throughout the year. Knowledge production, mobilisation, and communication partner in the International Geneva project.

Helwan University, Egypt: Rasha Sharaf is the regional editor of the Arabic Edition of NSI, and in 2023 coordinated the publication of the Arabic regional version of NSI 07 as well as the regional launch.

Impact-Linked Finance Fund, The Netherlands: Funding and data providing partners in the Impact-Linked Finance Fund project.

Imperial College London, United Kingdom: Research partners in the Complex Interlinkages between the SDGs project.

International Development Research Centre, Canada: Supports the KIX EMAP Hub through the GPE KIX, a joint endeavour with the GPE.

International Education Funders Group: Strategic network partner and co-edits Systems Approaches blog series.

International Labour Organisation (ILO), Switzerland: Co-editing partner for NORRAG Special Issue 08 – The Education-Training-Work Continuums: Pathways to Socio-Professional Inclusion for Youth and Adults; co-organiser of the NSI 08 launch event and co-sponsor of the West Africa regional apprenticeship workshop and communications partner at the 2023 Global Refugee Forum.

International Parliamentary Network for Education (IPNEd), United Kingdom: Communications and expertise-sharing partner.

Institute of Education and Research at the University of Dhaka, Bangladesh: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

Institute of International Education (IIE), United States: Knowledge mobilisation and communications partner.

Interagency Network on Education in Emergencies (INEE), Switzerland: Strategic partner on topics pertaining to Education in Emergencies.

Islamic University of Maldives, Maldives: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

Istiqbol Zamon Bolalari (IZB) Non-Governmental School, Uzbekistan: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

Jacobs Foundation, Switzerland: Funding partner in the IFE-2-Leave No One Behind project.

Kathmandu University School of Education (KUSOED): Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

Laboratory of International Assessment Studies at Deakin University, Australia: Partner in the Decolonising Data project.

Lending for Education in Africa Partnership, Kenya: Implementation partner providing data for the IFE-2-Leave No One Behind project.

M Education Alliance, United States: Communications and expertise-sharing partner.

Middle East Institute for Higher Education, Egypt: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

Migration, Youth and Children Platform (MYCP), United Kingdom: Contributed to the 2023 World Data Forum as part of the Missing Data project.

Ministry of Education, Youth and Sport (MoEYS), Cambodia: Capacity-strengthening partner in Rapid Customised Country Support workshops on Capacity Building for Policy Makers and Planners.

Nazarbayev University Graduate School of Education, Kazakhstan: Kairat Kurakbayev, Director of the Research Institute is the editor of the Russian edition of NSI and coordinated the Russian edition of NSI 07 as well as a regional launch event. The University is also a strategic partner of the KIX EMAP Hub.

NGO Education Partnership, Cambodia: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

Organisation for Economic Co-operation and Development Network of Foundations Working in Development: Ongoing engagement in strategic meetings.

Queen Rania Teacher Academy (QRTA), Jordan: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

Réseau Suisse Éducation et Coopération Internationale, Switzerland (RECI): NORRAG is an active member of RECI and sits on the RECI board. In 2023, we co-organised with them an event on Decolonising Finance.

Rhodes University Environmental Learning Research Centre, South Africa: Collaborated to produce NORRAG Special Issue 07: Education in Times of Climate Change in 2022 and the regional editions of NSI 07 in 2023.

Room to Read, United States: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

Samtse College of Education, Bhutan: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

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

Swiss Agency for Development and Cooperation (SDC) Education Unit, Switzerland: An institutional funding partner, SDC provides significant support to all of our work to fulfil our strategy. Knowledge production, mobilisation and communications partner in the International Geneva project.

Swiss Agency for Development and Cooperation (SDC) Health Unit, Switzerland: Knowledge production, mobilisation and communications partner in the International Geneva project.

SDG Lab, Switzerland: Policy partner in work on education and the SDGs and also complexity in systems.

Society for the Advancement of Education (SAHE), Pakistan: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

State Scientific Institution: Institute of Educational Analytics, Ukraine: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

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

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

Swiss Lab for Sustainable Finance, Centre for Finance and Development, Switzerland: Co-organiser of the "Complex Interlinkages between the SDGs" event.

Swiss Mission to the United Nations Office at Geneva, Switzerland: Knowledge production, mobilisation and communication partner in the International Geneva project.

Swiss Network for International Studies, Switzerland: Partner on podcast "Interdisciplinarity and Research on International Organisations."

Taalim-Forum, Kyrgyzstan: KIX EMAP grantee.

Tata Institute of Social Sciences, India: IFE-2-Leave No One Behind project partner.

Tribhuvan University, Nepal: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

UBS Optimus Foundation, Switzerland: IFE-2-Leave-No-One-Behind project implementation partner.

UKFIET: The education and development forum, United Kingdom: NORRAG contributed knowledge to UKFIET 2023 across multiple projects.

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

UNESCO Global Education Monitoring Report: Co-organiser with NORRAG of a series of conference panels on non-state actors and technology in education.

UNESCO International Bureau for Education: Moira V. Faul was invited to sit on the IBE-UNESCO Board, a strategic partner for the International Geneva project.

UNESCO International Institute for Educational Planning: Strategic partner of the KIX EMAP Hub and partner in the IFE Executive Education course, providing guidance on online pedagogy and disseminating calls for participation.

UNICEF International Data Alliance for children on the Move (IDAC), United States: Co-organiser of Missing Data project panels at the 2023 World Data Forum.

United Nations High Commissioner for Refugees (UNHCR): Contributed to Policy Insights publication and to the launch event of the Refugee Teachers publication.

United Nations Special Rapporteur on the Right to Education: Expert support and communications partner. NORRAG contributed knowledge to the Special Rapporteur's panel discussion at the Office of the High Commissioner for Human Rights.

Universidad Nacional de General Sarmiento, Argentina: Felicitas Acosta is the regional editor of the Spanish edition of NSI and a member of NORRAG's Consultative Committee and Editorial Board. She published the regional Spanish version of NSI 07 in 2023 and led a regional launch event.

University of Cambridge Faculty of Education, United Kingdom, Co-organisation of CIES panel on decolonising education and development (Kathryn Moeller); NORRAG supported the Geneva Graduate Institute research seminar given by Visiting Professor Eva Hartmann.

University of Bristol, United Kingdom: Knowledge production, mobilisation, and communication partner in the International Geneva project.

University of Cape Town, South Africa: Research partners for the IFE-2-Leave No One Behind project.

University of Durham, United Kingdom: Knowledge production, mobilisation, and communication partner in the International Geneva project.

University of Geneva: Laboratoire Recherche - Intervention - Formation - Travail (RIFT) of the Faculty of Psychology and Educational Sciences (FPSE), Switzerland: Co-organiser of the Practising Educations: Gayatri Chakravorty Spivak event.

University of Geneva, Switzerland: NORRAG staff teach on their Master's programme.

Volta Capital, Switzerland: IFE-2-Leave No One Behind project implementation partner.

Villa College, Maldives: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

Yemeni National Commission to UNESCO, Yemen: Knowledge mobilisation and communication partner in KIX EMAP EPIC 2023.

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

ANNEX 1
THEMES AND PROJECTS

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

➡ The south also knows

Launched in March 2022, TheSouthAlsoKnows is a NORRAG initiative that aims to contribute to reversing the North-to-South flow of expertise and decision making. We aim to create a megaphone to promote knowledge equity [link 1] by amplifying under-represented expert knowledge from the South to audiences globally, including in the North..

➡ Governance of data and evidence for education

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

➡ Expert groups in data and evidence

NORRAG was co-convenor of the 2023 EiE Data & Evidence Summit alongside ECW, the Geneva Global Hub for Education in Emergencies, Global Affairs Canada, INEE, IRC, UK FCDO, UNESCO and UNHCR, and serves on the Technical Working Group and Steering Committee of the Geneva Global Hub for EiE..

➡ Teacher policy, training and labour market

NORRAG published a Policy Insight collection *Refugee Teachers: the Heart of the Global Refugee Response* that aims to expand the debate and foster dialogue among global and national refugee and education policies stakeholders by presenting current evidence and policy directions that prioritize the work, rights and well-being of refugee teachers globally. NORRAG was also invited to participate in UNESCO's Teacher Task Force 14th Policy Dialogue.

➡ Improving the use of evidence

UNESCO published NORRAG's study on how to improve the use of evidence in education policy, practice and planning to support the SDG4-Education 2030 High- Level Steering Committee (HLSC) of the inter-agency GCM.

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

➡ Education in international Geneva

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

➡ Education and health

In addition to supporting the attainment of SDG 3 and 4 targets, NORRAG undertook a comparative analysis of evidence and research for policy in public health and education.

➡ Education and gender

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

➡ Education and climate change

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

➡ Education and decent work

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

➡ Education for sustainable societies

We highlight the role of quality education in building just and sustainable peace and the debates on the relative importance of "foundational learning" for sustainable development, human rights, global citizenship and peace.

➡ Education and humanitarian concerns

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

➡ Education intersections with other SDGs

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

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

➡ KIX Europe, MENA, Asia and Pacific (EMAP) Hub

Sharing knowledge, innovation and best practices across countries and at regional and global levels is key to enhancing national educational policies and outcomes. GPE KIX is working to empower local knowledge production and innovation and the scaling up of proven approaches. NORRAG hosts the KIX Europe, MENA, Asia and Pacific (EMAP) Hub, which aims to surface, amplify and use research evidence for policy and planning in the EMAP region.

➡ Digitalisation of education

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

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

Systems thinking project

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

Senior fellows

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

Decolonising education

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

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

Innovative financing for education to leave no one behind

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

Effectiveness of public-private partnerships

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

Executive education in innovative financing for education

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

Financing and financialisation of education

We seek to address how contemporary changes in financing and the financialisation of education foster quality, equality and inclusion. We also supported civil society on domestic resource mobilisation for education.

Results-based financing

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

Philanthropy in education

We seek to provide evidence for diverse approaches to philanthropy and to facilitate greater understanding between philanthropic organisations, national policymakers, representatives of international organisations and academics

DEEPENING NORRAG'S PARTNERSHIPS, REACH, LEARNING AND SUSTAINABILITY

➡ Partnerships

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

➡ NORRAG network

As a network, NORRAG seeks to increase our membership while deepening the interactions between our 5,800 members. Forging these connections opens up opportunities to discuss and work with others who share expertise, geography, values and interests.

➡ Events and communications

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

➡ Diversify funding

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

➡ Monitoring, evaluation and learning (MEL)

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

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

67

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

ANNEX 2
COMMUNICATIONS AND OUTREACH

WEBSITE

In 2023, overall, there were 168,324 views from 60K users. The peak in December 2023 is attributed to the launch of the Policy Insights on Refugee Teachers and the announcement of NORRAG becoming the Global Education Centre of the Geneva Graduate Institute. Popular web pages included the Home page and the 'About Us' page, the blog post 'Ubuntu in Education: Towards Equitable Teaching and Learning for All in the Era of SDG 4' by Chiedza A. Chinhanu and Seun B. Adebayo, and the NORRAG Network page.
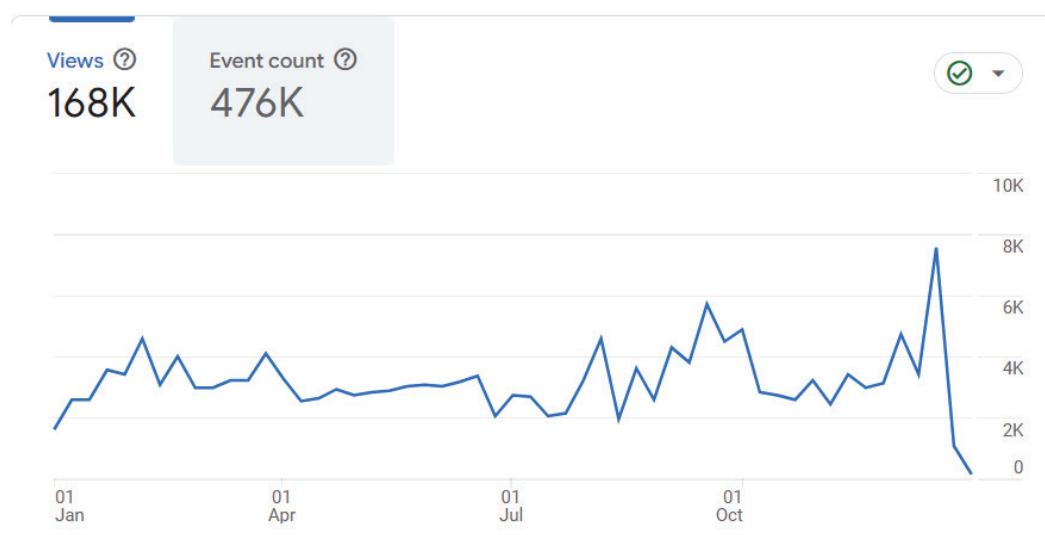
FIGURE 1 WEBSITE VIEWS OVERVIEW (1JAN- 31DEC 2023)
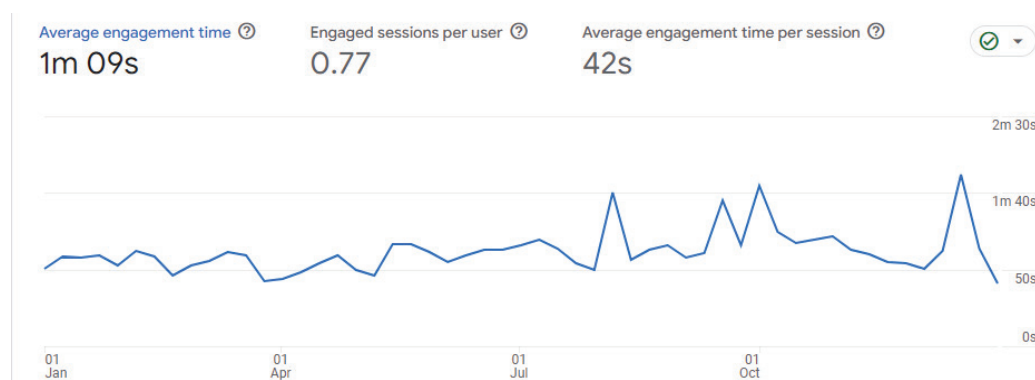
FIGURE 2 WEBSITE ENGAGEMENT OVERVIEW (1 JAN - 31 DEC 2023)

TABLE 1 TOP 50 WEBSITE USERS ENGAGEMENT OVERVIEW (2023)

Country	Users	Engaged sessions	Engagement rate
United States	9562	5724	39%
United Kingdom	6877	3758	35%
South Africa	5145	3794	55%
China	3696	801	21%
Switzerland	2943	4991	60%
India	2511	2306	52%
France	1958	1860	48%
Canada	1454	1246	52%
Germany	1197	867	52%
Philippines	1192	854	53%
Australia	1060	1249	52%
Pakistan	980	881	51%
Netherlands	753	579	52%
Kenya	696	599	52%
Brazil	668	557	48%
Nigeria	616	507	54%
Egypt	601	659	55%
Spain	553	458	52%
Italy	550	478	52%
Indonesia	530	444	52%
Japan	519	610	56%
Zimbabwe	504	343	52%
Argentina	499	740	57%
Mongolia	475	390	47%
Bangladesh	449	365	51%
South Korea	436	246	39%
Nepal	428	428	57%
Kazakhstan	390	336	47%
Ireland	389	195	39%
Belgium	379	392	55%
Thailand	365	274	48%
Finland	349	224	42%
Singapore	342	213	52%
Russia	341	132	35%
Ghana	326	295	52%
TÃ¼rkiye	322	226	47%
Sweden	290	191	48%
Ethiopia	265	222	60%
Uganda	254	237	54%
Mexico	251	197	53%

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

NORRAG SPECIAL ISSUE

Table 2 NORRAG Special Issues Downloads and Views (2023)

Document	DOWNLOADS	VIEWS
NORRAG Special Issue 01 - The Right to Education Movements and Policies: Promises and Realities (2018)	482	100
NORRAG Special Issue 01 - Arabic	123	19
NORRAG Special Issue 01 - French	152	60
NORRAG Special Issue 01 - Mandarin Chinese	278	23
NORRAG Special Issue 01 - Russian	110	29
NORRAG Special Issue 01 - Spanish	66	38
NORRAG Special Issue 02 - Data Collection and Evidence Building to Support Education in Emergencies (2019)	538	414
NORRAG Special Issue 02 - Arabic	308	42
NORRAG Special Issue 02 - French	292	50
NORRAG Special Issue 02 - Mandarin Chinese	332	40
NORRAG Special Issue 02 - Russian	81	38
NORRAG Special Issue 02 - Spanish	392	106
NORRAG Special Issue 03 - Global Monitoring of National Educational Development: Coercive or Constructive? (2019)	259	91
NORRAG Special Issue 03 - Arabic	103	33
NORRAG Special Issue 03 - French	200	55
NORRAG Special Issue 03 - Mandarin Chinese	313	35
NORRAG Special Issue 03 - Russian	303	29
NORRAG Special Issue 03 - Spanish	236	96
NORRAG Special Issue 04 - New philanthropy, disruption, and other debatable trends (2020)	1387	317
NORRAG Special Issue 04 - Arabic	182	0
NORRAG Special Issue 04 - French	235	23
NORRAG Special Issue 04 - Mandarin Chinese	421	6
NORRAG Special Issue 04 - Russian	279	23
NORRAG Special Issue 04 - Spanish	376	16
NORRAG Special Issue 05 - Domestic Financing: Tax and Education (2020)	768	205
NORRAG Special Issue 05 - Arabic	56	40
NORRAG Special Issue 05 - French	78	35
NORRAG Special Issue 05 - Mandarin Chinese	96	91
NORRAG Special Issue 05 - Russian	60	34
NORRAG Special Issue 05 - Spanish	24	65
NORRAG Special Issue 06 - States of Emergency: Education in the Time of COVID-19 (2021)	797	356
NORRAG Special Issue 06 - Arabic	36	120
NORRAG Special Issue 06 - Chinese	383	114
NORRAG Special Issue 06 - French	28	54
NORRAG Special Issue 06 - Russian	525	77
NORRAG Special Issue 06 - Spanish	44	140
NORRAG Special Issue 07 - Education in Times of Climate Change (2022)	990	768
NORRAG Special Issue 07 - Arabic	60	51
NORRAG Special Issue 07 - Chinese	0	29

NORRAG Special Issue 07 - French	20	27
NORRAG Special Issue 07 - Russian	42	30
NORRAG Special Issue 07 - Spanish	50	159
NORRAG Special Issue 08 - The Education-Training-Work Continuums (2023)	591	383
NORRAG Special Issue 09 - Foundational Learning: Current Debates and Praxes (2023)	105	525

Introduction

Key results
in 2023

Organisational
updates

What did we
achieve?

How did we achieve
these results?

Network and
organisational results

Looking forward

Our team and
governance

Annexes

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

RESOURCE LIBRARY

Table 3 NORRAG Resources Views (2023) - Top 30

Document	VIEWS
Policy Insights: The Digitalisation of Education	833
NORRAG Special Issue 07 - Education in Times of Climate Change (2022)	768
NORRAG Special Issue 09 - Foundational Learning: Current Debates and Praxes (2023)	525
NORRAG Special Issue 02 - Data Collection and Evidence Building to Support Education in Emergencies (2019)	414
The Education-Training-Work Continuums: Pathways to Socio-Professional Inclusion for Youth and Adults	383
NORRAG Special Issue 06 - States of Emergency: Education in the Time of COVID-19 (2021)	356
Working Paper #11	318
NORRAG Special Issue 04 - New philanthropy, disruption, and other debatable trends (2020)	317
NORRAG News #32 - English	283
Policy Insights - Refugee Teachers : the Heart of the Global Refugee Response	264
Integration of 21st Century Skills in the Maldives Curriculum	252
IFE Case Study: India Education Outcomes Fund: A Case Study	237
NORRAG Special Issue 05 - Domestic Financing: Tax and Education (2020)	205
KIX - Thematic Priorities Volume 1	191
IFE Case Study: Helvetas' Skills and Knowledge for Youth Project: A Case Study...	178
Financing Early Childhood Development: The Impact Bond Innovation Fund	177
RBF research report	171
NORRAG Special Issue 07 - Spanish	159
Education Outcomes Fund (EOF)	159
Policy Analysis of Girls' Primary School Completion in Rural Sindh: Root Causes and Policy Recommendations Using the IIEP Education Policy Toolbox	153
NORRAG News #46 - English	149
NORRAG Special Issue 06 - Spanish	140
Towards Better Skills Development in the Vietnam 2018 General Education Curriculum	137
Blended finance: The Regional Education Finance Fund for Africa	136
Analysis of gender parity in lower-secondary using geospatial data a case study of Cambodia	132
Diagnostic Tools for Improving Education Policy and Planning: A Case Study on Dropouts in Early Secondary Schools in Cambodia	126
Equitable Access to Education using Geospatial Data: A Case Study of the Maldives	123
NORRAG Special Issue 06 - Arabic	120
IFE - Case Study 1 Educate Girls Development Impact Bond	117

TABLE 4 NORRAG RESOURCES DOWNLOADS (2023) - TOP 30

Document	DOWNLOADS
NORRAG Special Issue 04 - New philanthropy, disruption, and other debatable trends (2020)	1387
AREB CEPED and NORRAG Policy Brief #2 - French	1077
NORRAG Special Issue 07 - Education in Times of Climate Change (2022)	990
NORRAG Special Issue 06 - States of Emergency: Education in the Time of COVID-19 (2021)	797
NORRAG Special Issue 05 - Domestic Financing: Tax and Education (2020)	768
Tajikistan National Education Analysis 2020	729
Policy Insights: The Digitalisation of Education	631
Case Study - French	630
The Education-Training-Work Continuums: Pathways to Socio-Professional Inclusion for Youth and Adults	591
NORRAG Special Issue 02 - Data Collection and Evidence Building to Support Education in Emergencies (2019)	538
NORRAG Special Issue 06 - Russian	525
NORRAG Special Issue 01 - The Right to Education Movements and Policies: Promises and Realities (2018)	482
South Africa Country Report	426
NORRAG Special Issue 04 - Mandarin Chinese	421
Policy Insights - Refugee Teachers : the Heart of the Global Refugee Response	413
Working Paper #11	403
NORRAG Special Issue 02 - Spanish	392
NORRAG Special Issue 06 - Chinese	383
NORRAG Special Issue 04 - Spanish	376
IFE Case Study: Helvetas' Skills and Knowledge for Youth Project: A Case Study...	358
NORRAG Special Issue 02 - Mandarin Chinese	332
Integration of 21st century skills in the Bhutan curriculum	313
NORRAG Special Issue 03 - Mandarin Chinese	313
NORRAG Special Issue 02 - Arabic	308
Blended finance: The Regional Education Finance Fund for Africa	304
NORRAG Special Issue 03 - Russian	303
NORRAG Special Issue 02 - French	292
NORRAG Special Issue 04 - Russian	279
NORRAG Special Issue 01 - Mandarin Chinese	278

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

BLOG

TABLE 5 TOP 10 MOST VIEWED BLOGS IN 2023

Blog	Page views
Ubuntu in Education: Towards equitable teaching and learning for all in the era of SDG 4	7375
How (Un)representative Are China's Stellar PISA Results?	1625
AI in Education and Research: Towards a More Ethical Engagement	1100
The Privatization of Education: The Big Picture	686
Decolonising Data in Education: A Discussion Paper	678
Student resilience during the COVID-19 crisis	528
Girls' Education in Afghanistan: Progress and Challenges	509
What Does it Mean to Build a New Social Contract for Education? An invitation to Think, Act…and Write!	459
The System Transformation Turn in International Cooperation	362
Facing the Climate Change Catastrophe: Education as Solution or Cause?	296

TABLE 6 LIST OF ALL BLOGS PUBLISHED IN 2023

Title	Date
What Does it Mean to Build a New Social Contract for Education? An Invitation to Think, Act…and Write!	06.01.23
Contemporary Digital Literacy: Open Education as a Digital Right	10.01.23
Education and Skills for Women's Integration into the Labor Market: a Comparative Analysis of Eight Sub-Saharan African Countries	12.01.23
How far are Arab Countries from Meeting SDG4 Education Targets?	19.01.23
Innovating Online Research for Equity, Inclusion and Social Justice During the Pandemic	31.01.23
The Business of Development: The Institutional Rationales of Technology Corporations in Educational Development,	14.02.23
The Privatization of Education: The Big Picture	21.02.23
Per-capita School Funding in Kazakhstan	28.02.23
Educational Research and Democracy: In Search of a Linkage	09.03.23
The Global Debate on Low Fee Private Schools (LFPS) and Early Childhood Care and Education (ECCE)—Some Missing Links?	16.03.23
A Critical Look at the "New Social Contract" for Education in UNESCO's Faure and Futures of Education Reports	22.03.23
[Part 1] The Preschool Entitlement, a Locally Adaptable Policy Instrument to Expand and Improve Preschool Education - Participation in preprimary education	30.03.23
Promise Not Kept: Universal Primary Education for All Children in Sub-Saharan Africa	06.04.23
[Part 2] The Preschool Entitlement, a Locally Adaptable Policy Instrument to Expand and Improve Preschool Education - Preschool education for all: how governments, communities, families and stakeholders can jointly make it happen,	13.04.23
Why Data for and about Children Needs Attention at the World Data Forum: The Vital Role of Partnerships,	18.04.23
Le préscolaire pour de meilleures scolarités primaires; choix structurels pour des politiques éducatives plus efficaces et plus équitables en Afrique Subsaharienne,	05.05.23
Reaching the Dropped-Out Boys and the Pushed-Out Girls – A case for Open Schooling in Afghanistan	11.05.23
The System Transformation Turn in International Cooperation,	17.05.23
[Part 3] The Preschool Entitlement, a Locally Adaptable Policy Instrument to Expand and Improve Preschool Education - Implementing the Preschool Entitlement: coordination, phases and bottlenecks	25.05.23

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexs

Introduction

Key results in 2023

Organisational updates

What did we achieve?

How did we achieve these results?

Network and organisational results

Looking forward

Our team and governance

Annexes

SOCIAL MEDIA

Table 7 NORRAG Twitter/X Yearly Activity Overview

	2021			2022			2023		
Platform	Followers	Posts	Shares	Followers	Posts	Shares	Followers	Posts	Shares
Twitter/X	4401	279	828	4885	223	840	5450	208	690

Table 8 NORRAG Facebook Yearly Activity Overview

	2021			2022			2023		
Platform	Followers	Posts	Shares	Followers	Posts	Shares	Followers	Posts	Shares
Facebook	1380	/	/	1385	86	179	1695	42	99

Table 9 NORRAG LinkedIn Yearly Activity Overview

	2021			2022			2023		
Platform	Followers	Posts	Shares	Followers	Posts	Shares	Followers	Posts	Shares
Linkedin	1598	/	/	1805	64	47	3326	96	357