

# NORRAG

## ANNUAL REPORT

# 2024



GENEVA  
GRADUATE  
INSTITUTE

NORRAG  
GLOBAL  
EDUCATION  
CENTRE

Network for international  
policies and cooperation  
in education and training



## ABOUT NORRAG

Network for International Policies and Cooperation in Education and Training (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), which was established in 1977 and was, at the time, funded by the International Development Research Centre (IDRC) and Swedish International Development Authority (Sida). NORRAG was charged with critically reviewing and disseminating education research related to the Global South. Since its 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 underresearched questions of quality and equity in key issues in education and development and in amplifying under-represented expertise, particularly from the South. NORRAG's core mandate is to co-produce, disseminate and broker critical knowledge and to strengthen capacity for and with the wide range of stakeholders who constitute our network. Its stakeholders from academia, governments, NGOs, international organisations, foundations and the private sector inform and shape education policies and practice at the regional, national and international levels. Through its work, NORRAG contributes to creating conditions encouraging more participatory, evidence-informed decisions that improve the quality of and equal access to education and training.

More information about NORRAG, including its scope of work and thematic priorities, is available at [www.norrageducation.org](http://www.norrageducation.org)

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**Network** for international  
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# LIST OF ACRONYMS AND ABBREVIATIONS

|                                  |  |
|----------------------------------|--|
| <b>ACER</b>                      | Australian Council for Educational Research                                  |
| <b>AEN</b>                       | Africa Evidence Network  |
| <b>AGEE</b>                      | Accountability for Gender Equality in Education                              |
| <b>APAC</b>                      | Asia-Pacific   |
| <b>BE2</b>                       | Building Evidence in Education   |
| <b>CEA-UMASS</b>                 | Center for Educational Assessment at the University of Massachusetts Amherst |
| <b>CIES</b>                      | Comparative and International Education Society                              |
| <b>COFER</b>                     | Consortia for Education and Research   |
| <b>CONFINTEA</b>                 | International Conference on Adult Education                                  |
| <b>EIE</b>                       | Education in Emergencies   |
| <b>EGM</b>                       | Evidence Gap Map   |
| <b>ELRC</b>                      | Environmental Learning Research Centre                                       |
| <b>EPIC</b>                      | Education, Policy and Innovation Conference                                  |
| <b>EQAP</b>                      | Educational Quality and Assessment Programme                                 |
| <b>ESSA</b>                      | Education Sub-Saharan Africa   |
| <b>ESD</b>                       | Education for Sustainable Development  |
| <b>ESP</b>                       | Education Strategic Plan   |
| <b>FINEDUCA</b>                  | Revista de Financiamento da Educação   |
| <b>GCM</b>                       | Global Coordination Mechanism  |
| <b>GEM</b>                       | Report Global Education Monitoring Report                                    |
| <b>GHC</b>                       | Global Health Centre at the Graduate Institute                               |
| <b>GPE</b>                       | Global Partnership for Education   |
| <b>GSPI</b>                      | Geneva Science-Policy Interface  |
| <b>HLSC</b>                      | High-Level Steering Committee  |
| <b>HRC</b>                       | Human Rights Council   |
| <b>IBE-UNESCO</b>                | UNESCO International Bureau of Education                                     |
| <b>ICT</b>                       | information and communication technologies                                   |
| <b>IEFG</b>                      | International Education Funders Group  |
| <b>IFE</b>                       | Innovative Financing for Education   |
| <b>IFE-2-Leave No One Behind</b> | Innovative Financing for Education To Leave No One Behind                    |
| <b>IIEP-UNESCO</b>               | UNESCO International Institute for Educational Planning                      |
| <b>ILF for Education</b>         | Impact-Linked Fund for Education   |
| <b>ILO</b>                       | International Labour Organization  |
| <b>INEE</b>                      | Inter-agency Network for Education in Emergencies                            |
| <b>INVALSI</b>                   | National Institute for the Evaluation of the Education and Training System   |
| <b>IPNEd</b>                     | International Parliamentary Network for Education                            |
| <b>IRE</b>                       | International Review of Education  |
| <b>ISCED-T</b>                   | International Standard Classification of Teacher Training Programmes         |



|                    |  |
|--------------------|--|
| <b>KIX EMAP</b>    | Knowledge and Innovation Exchange Europe, Middle East, Asia and Pacific      |
| <b>LAC</b>         | Latin America and the Caribbean  |
| <b>MEL</b>         | Monitoring, Evaluation and Learning  |
| <b>MoEYS</b>       | Ministry of Education, Youth and Sport                                       |
| <b>netFwd-OECD</b> | OECD Network of Foundations Working for Development                          |
| <b>NORRAG</b>      | Network for International Policies and Cooperation in Education and Training |
| <b>NSI</b>         | NORRAG Special Issue   |
| <b>ODI</b>         | Global Overseas Development Institute Global                                 |
| <b>OECD</b>        | Organisation for Economic Co-operation and Development                       |
| <b>OHCHR</b>       | Office of the United Nations High Commissioner for Human Rights              |
| <b>OISE</b>        | Ontario Institute for Studies in Education                                   |
| <b>OREALC</b>      | UNESCO Regional Office for Latin America and the Caribbean                   |
| <b>OTT</b>         | On Think Tanks   |
| <b>RBF</b>         | Results-based Financing  |
| <b>REACH</b>       | Results in Education for All Children  |
| <b>REDI</b>        | Deakin University's Centre for Research for Educational Impact               |
| <b>SDC</b>         | Swiss Agency for Development and Cooperation                                 |
| <b>SDG</b>         | Sustainable Development Goal   |
| <b>SEA-PLM</b>     | Southeast Asia Primary Learning Metrics                                      |
| <b>SUDAC</b>       | Swiss Universities Development and Cooperation Network                       |
| <b>TISS-CETE</b>   | Tata Institute of Social Sciences Centre of Excellence in Teacher Education  |
| <b>TLC</b>         | Teacher Learning Centre  |
| <b>TPD</b>         | Teacher Professional Development   |
| <b>TWG</b>         | Technical Working Group  |
| <b>UBS OF</b>      | UBS Optimus Foundation   |
| <b>UCT-GSB</b>     | University of Cape Town-Graduate School of Business                          |
| <b>UN</b>          | United Nations   |
| <b>UNESCO</b>      | United Nations Educational, Scientific and Cultural Organization             |
| <b>UNHCR</b>       | United Nations High Commissioner for Refugees                                |
| <b>UNICEF</b>      | United Nations Children's Fund   |
| <b>WACAF</b>       | West and Central Africa  |
| <b>WCECCE</b>      | World Conference on Early Childhood Care and Education                       |





Introduction

Key results  
in 2024

What we achieved  
in 2024

How did we achieve  
these results?

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# FOREWORD

We are pleased to share with you our 2024 Annual Report, endorsed by NORRAG's Consultative Committee.

In 2024, NORRAG played a prominent role in global debates on AI and digital inequities, data regimes, education in emergencies, foundational learning, inclusive education, innovative financing, knowledge brokerage, knowledge equity, philanthropy, social transformation, the use of evidence in policy, and youth engagement. We worked closely 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 coproduce and co-organise analytical research and publications, dissemination and policy dialogue, and capacity strengthening opportunities.

This year marks the third cycle of our results-based Monitoring, Evaluation and Learning (MEL) System. In this Annual Report, we first present our key results, followed by our stakeholder outcomes. We then describe the outputs we produced to achieve these results. Finally, we look forward to our next steps for 2025. Throughout the report, results are shown with indicators for increases, decreases or stability using 2022 as our baseline.

We are excited to share that 100% of our research products and activities this year involved experts from underrepresented groups, with 80% of our participants coming from the Global South and 60% identifying as women or non-binary individuals. Participation in our events increased by 92%, and the reach of our knowledge products nearly doubled. This Annual Report reflects our deep commitment to knowledge equity and inclusion. Building on our reflection and 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 situated around the world as well as our global network and community for their continuous engagement and contributions 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

## OUR MISSION AND VISION

NORRAG aims to inform, influence and challenge international education policies and cooperation at the international, regional and national levels, placing a particular focus on promoting the voices of the Global South. We envision a world in which 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.

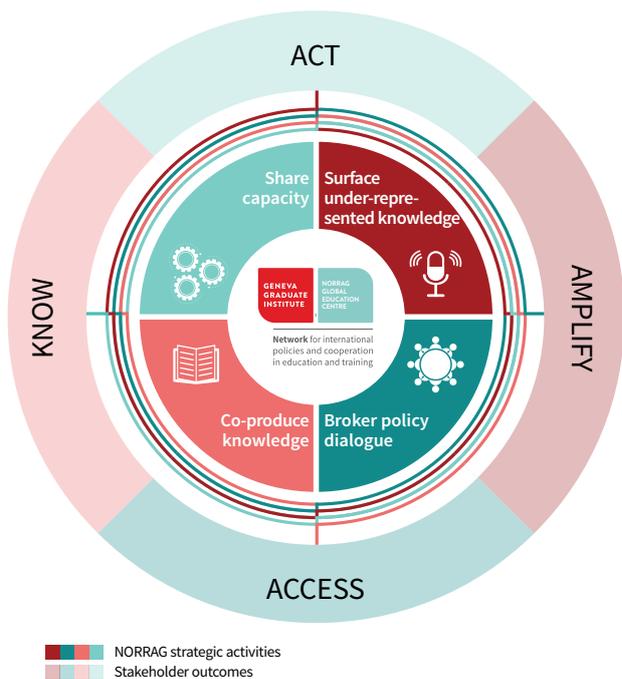
NORRAG's vision: a world where everyone enjoys the right to equitable, quality, accessible lifelong education as a public good. During these next few years, we will continue to carry out strategic activities while deepening our partnerships, reach, learning, and sustainability. We will place special focus on strengthening the role for traditionally under-represented experts, 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 coproduces, mobilises and disseminates quality research and evidence on education and development to support the work of policymakers, planners, practitioners and researchers. Promoting knowledge equity amplifies the expertise of underrepresented groups, particularly those from the Global South, and helps generate relevant and contextualised global, regional and national debates on public goods and policy. 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**



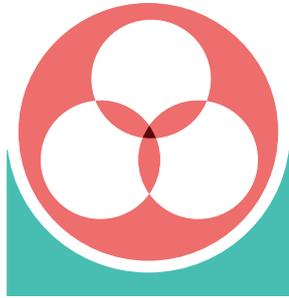


# THEMATIC PRIORITIES

We have undertaken projects in four thematic priority areas that require more and better contextualised research and knowledge, policy dialogue and capacity building. We also look to ensure our institutional sustainability by deepening our partnerships, reach, learning and sustainability.



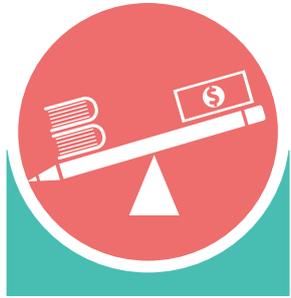
**HOW CAN DATA AND EVIDENCE SUPPORT THE INCLUSION OF MARGINALISED GROUPS IN LEARNING?**



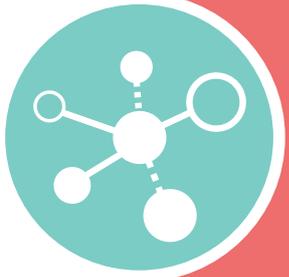
**HOW DOES EQUITABLE AND QUALITY EDUCATION OVERLAY AND INTERSECT WITH OTHER SDGs?**



**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

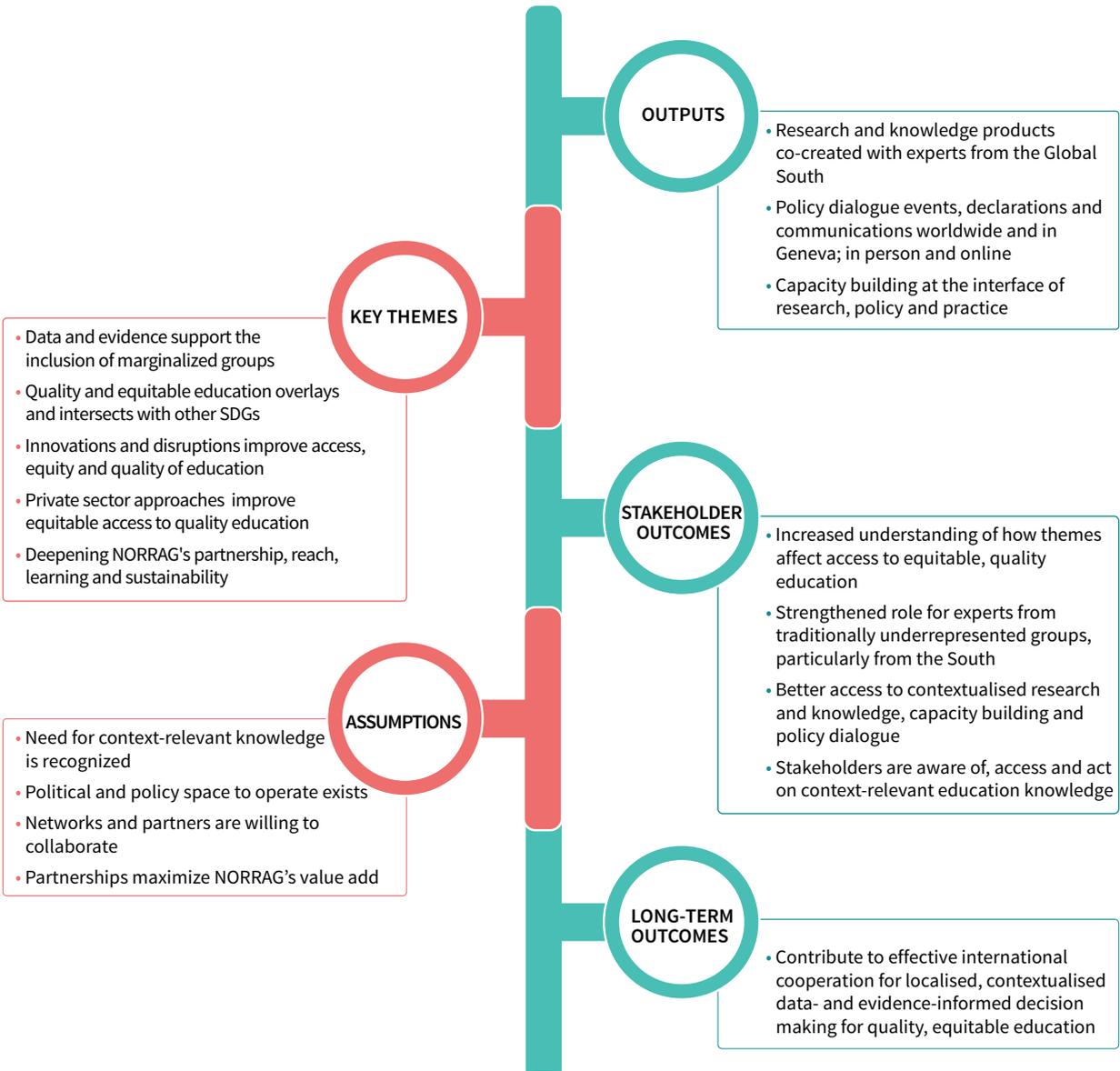
- NORRAG achieves a critical mass of active partners and participants from the South
- We are relevant to more and more diverse actors in governments, international organisations, the private sector and foundations, NGOs and academia
- We secure more core and project funding

# 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, helps 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 shifts in capacity, behaviour, actions and relationships. These changes cumulatively work towards a world in which everyone enjoys the right to equitable, quality, accessible lifelong education – 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 an engaging and functional network that acts as a platform to support these changes.

# THEORY OF CHANGE

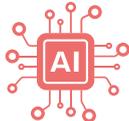


NORRAG's vision is of a world where everyone enjoys the right to equitable, quality, accessible lifelong education and learning as a public good



# KEY RESULTS IN 2024

NORRAG played a **prominent role** in global debates on AI and digital inequities, data regimes, education in emergencies, foundational learning, inclusive education, innovative financing, knowledge brokerage, knowledge equity, philanthropy, social transformation, use of evidence in policy, and youth engagement.



The average number of participants in our activities who were able to access relevant evidence and dialogue for equitable and quality education **increased by 92%**.

We organized **15** capacity-strengthening activities, representing a **36% increase** from 2022.



Our network expanded to **6,094 members** in **185 countries**, **70%** of whom were **women or non-binary** individuals and **more than 51%** of whom were from the **Global South**.

The number of NORRAG products and activities shared by other stakeholders **almost doubled** across all social media platforms.



In line with our commitment to knowledge equity, we published knowledge products in English and in **six other languages**.

NORRAG was invited to share its expertise on innovative financing in education, transforming development and improving the use of evidence **in global and regional gatherings**.



**100%** of the **research products** and the **activities** we organised included experts from **underrepresented groups**.<sup>1</sup>



**80%** of participants in our activities were from the **Global South**, and **60%** were **women or non-binary individuals**.

Our research publications were downloaded **266% more**, and our view counts **increased by 100%**.



#TheSouthAlsoKnows member network **grew by 548%** between February 2022 and February 2024, encompassing 603 experts in and from the Global South (↑ from 110).

The number of times NORRAG's knowledge products were accessed or downloaded from digital platforms **almost doubled**.



**KIX EMAP Hub** supported country representatives in learning about key considerations for inclusive education, teacher professional development, national education budgets and the use of technology in education.

<sup>1</sup> Given the limited data availability, our analysis defines underrepresented groups as being composed of individuals representing an underrepresented gender (women or non-binary individuals), geographic region (countries in the Global South) or ethnicity (non-white individuals). Many other groups are underrepresented in the education and development spheres; thus, we are working on building tools to improve the collection of data on other facets of underrepresentation (e.g. socio-economic status or career stage).





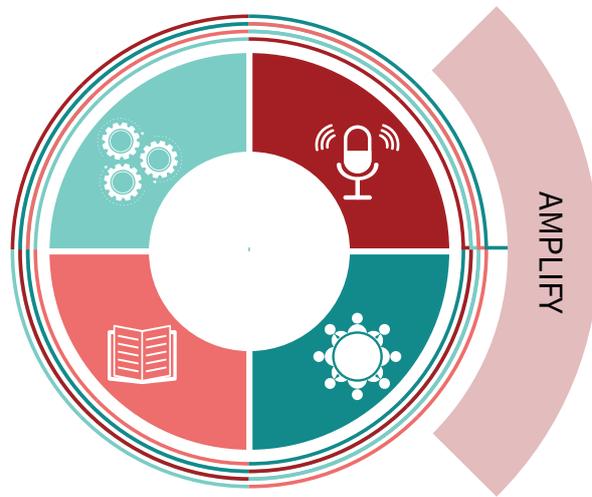
# WHAT DID WE ACHIEVE?

## OUTCOMES

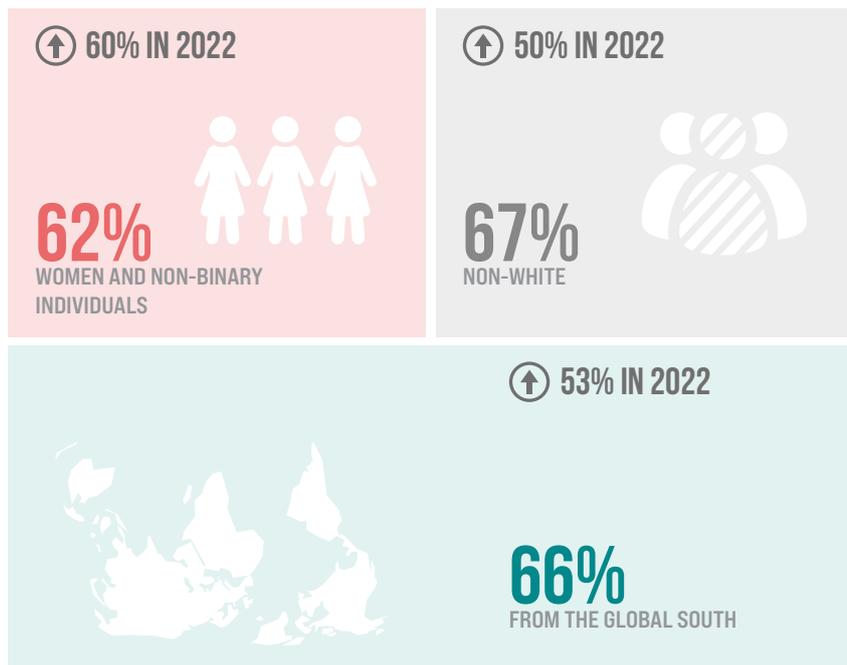
### AMPLIFY

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

In 2024, experts from underrepresented groups either led or had their contributions included in **100%** of our activities and knowledge products. Underrepresented experts collaborated with us by making knowledge contributions to research and policy products, books, podcasts, blog posts and collaborative activities such as events, workshops and lectures.



In our **activities**: Among **all the experts** we involved in our activities, **89%** (↑ from 78% in 2022) belonged to at least one category of **underrepresented groups**:





## UNESCO CHAIR SERIES IN COMPARATIVE EDUCATION POLICY

Between September and December 2024, the UNESCO Chair Series in Comparative Education Policy hosted three speakers from Egypt, Mongolia and Brazil, respectively, to share their analyses of the Sustainable Development Goals (SDGs) and broader international agendas. The Series was co-hosted by NORRAG and the UNESCO Chair in Comparative Education Policy, and it was cosponsored by the Global Governance Center, the Departments of International and Development Studies and International Relations and Political Science at the Geneva Graduate Institute, as well as the KIX EMAP Hub. Each speaker delivered a hybrid lecture on the first day, followed by an in-person open café on the second day, which attracted almost 400 participants in total. Highlighting expertise from the Global South and bringing it to Geneva and beyond, the sessions navigated the tensions and inequalities inherent in the global aid architecture, discussed the gap between national priorities and global scripts in international development and explored how these dynamics influence democratic governance in diverse contexts.



This Series contributed to one of NORRAG's strategic priorities surfacing and amplifying underrepresented expertise, particularly for the Global South. Expertise from the Global South have been historically underrepresented and marginalized in international education policy and academic discourses. By providing a platform for experts from the Global South to share their perspectives, expertise and research, the Series aimed to generate relevant, meaningful and contextualised knowledge in education while addressing power imbalances and knowledge inequities.

NORRAG actively promoted the Series through its networks and supported its use of a hybrid format to ensure broader accessibility. The sessions included interpretation into multiple languages such as Arabic, Portuguese, Mongolian and Russian, which was tailored to the target audience and invited speakers. The Series also secured funding to support the travel of experts from the Global South to International Geneva, where “global” education policy discussions sometimes occur without the physical presence of Southern experts. Blog posts focusing on the main topic of the public lectures and event highlights were widely disseminated, and recordings in multiple languages were made available to extend the reach and uptake of the knowledge presented. Through these activities, the Series contributed to supporting underrepresented experts, particularly those from the South, to play a more prominent role in national, regional, and global debates as well as to improving access to more relevant evidence and dialogue for equitable and quality education.

NORRAG's **#TheSouthAlsoKnows** initiative aims to contribute to reversing the North-to-South flow of expertise and decision making by amplifying under-represented 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 therefore use under-represented expert knowledge, as well as encouraging South-South networking and collaboration between Global South experts. The member network grew by **548%** between February 2022 and February 2024, encompassing 603 experts in and from the Global South.

We have undertaken various activities to spread the word about the initiative. [A new promotional video](#) features experts from the network explaining the problem of epistemic injustice and how #TheSouthAlsoKnows initiative contributes to resolving that problem. In 2024, we also spoke about the initiative in global fora such as at the Building Evidence in Education (BE2) annual donor meeting, at the educaid.be annual conference, and at the UNESCO Chairs and Partners Forum 2024: **Transforming Research for Just and Sustainable African Futures: Towards New Ecologies of Knowledge**.

## NORRAG NETWORK EVENT PROMOTES KNOWLEDGE OF SOCIAL SYSTEMS MAP

The Regional Network Coordinators presented the Social Systems Map to the RECI member organisations and their implementation partners at the October 2024 edition of RECI Online RECI Open Space (OROS). The event was attended by approximately 30 representatives of RECI member organisations from the Latin American, European, African and Oceania regions. Information obtained through a post-event survey indicated that attendees' understanding of the NORRAG Network and its benefits improved; moreover, the attendees were likely to integrate this understanding into their day-to-day professional activities.

Advancing our network membership's understanding of the Social Systems Map infrastructure is central to NORRAG's strategic objective of surfacing and amplifying underrepresented knowledge. This was achieved by developing the attendees' skills in navigating the Social Systems Map and subsequently connecting webinar attendees with one another.

Secondly, in our research products:



Experts from underrepresented groups also had prominent voices in our **research products**. Out of the **391** experts who authored, co-authored and/or edited NORRAG research products in 2024, **80%** belonged to **at least one underrepresented group** (82% in 2022).

These experts were diverse in terms of gender, race and geography: **59%** were women or non-binary (71% in 2022), **53%** were non-white (60% in 2022) and **nearly 43%** were from the Global South (30% in 2022).

At least **11%** were non-white women or non-binary individuals from the Global South (15% in 2022).



**59%**  
women and non-binary individuals  
(↓ 71% in 2022)



**53%**  
non-white (↓ 60% in 2022)



**43%**  
from the Global South (↑ 30% in 2022)

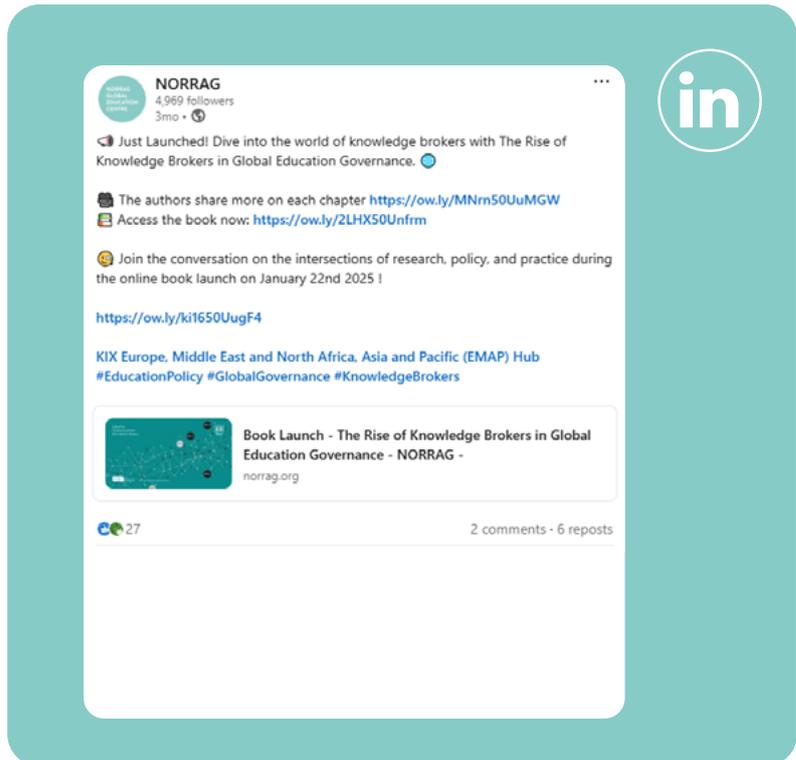


**11%**  
non-white women or non-binary individuals  
from the Global South (↓ 15% in 2022)



**Sharing others’ products and activities** on social media was another way in which we amplified expertise from marginalised groups. In 2024, we shared knowledge products and activities by underrepresented experts **993 times** (421 times in 2022), with our most used channel for the year being X (formerly known as Twitter), as it was in 2022.

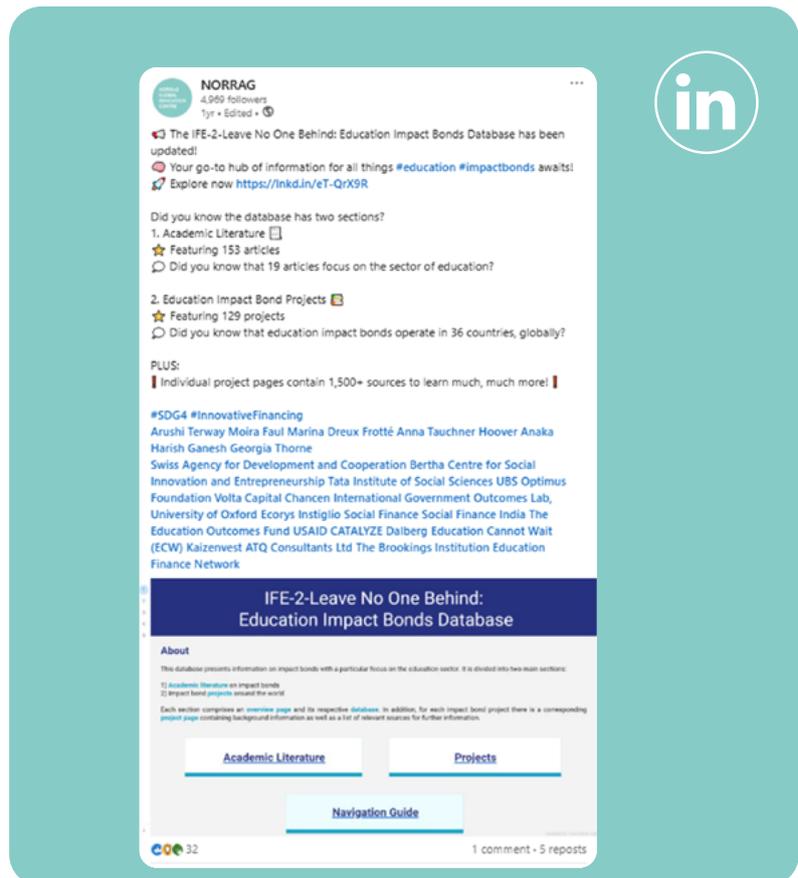
Our announcement of the launch of the book “[The Rise of Knowledge Brokers in Global Education Governance](#)” was the most popular post on LinkedIn, sporting a 5% engagement rate and over 2,000 impressions.



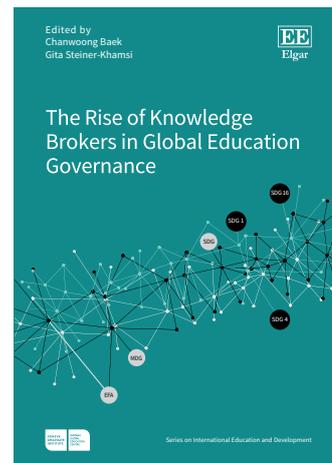


Other stakeholders also amplified the reach of our products and activities from or with experts from underrepresented groups. These stakeholders shared NORRAG products and activities **2,830 times** (↑ from 1,231 in 2022) across all platforms. X was again our most popular social media channel at over **731 reposts** (↓ from 800 in 2022) of our work that included experts from marginalised groups.

A post promoting an update on the IFE-2-Leave No One Behind: Education Impact Bonds Database also performed very well on LinkedIn with a 2.8% engagement rate and over 2,100 impressions.



About **83%** of contributors to the edited volume **The Rise of Knowledge Brokers in Global Education Governance** belong to underrepresented group. The publication's 18 contributors come from 12 different countries. This group includes early-career scholars and educationists alongside internationally renowned practitioners, academics and philanthropists.



**Almost 75%** of the experts who contributed to the **NORRAG Policy Insights: AI and Digital Inequities** were from underrepresented groups, specifically **70%** women, **40%** from the Global South and **40%** non-white. This is particularly outstanding on a topic such as AI. This Policy Insights collection brought together 29 authors from 5 continents who provide key takeaways for decision makers, educators and students seeking to support the more equitable and ethical design and deployment of AI in education.



”

**LET ME CONGRATULATE YOU FOR THE OUTSTANDING POLICY INSIGHT 'AI AND DIGITAL INEQUITIES' WHICH PROVIDES A COMPREHENSIVE, PROFOUND, CRITICAL AND FORWARD-LOOKING PERSPECTIVE ON AI IN EDUCATION.**

**Renato Opertti**, Former Senior Education specialist at the International Bureau of Education (UNESCO-IBE), President of the Council of Advisors of the Organization of Iberoamerican States (OEI) and Coordinator of International Projects at University ORT Uruguay

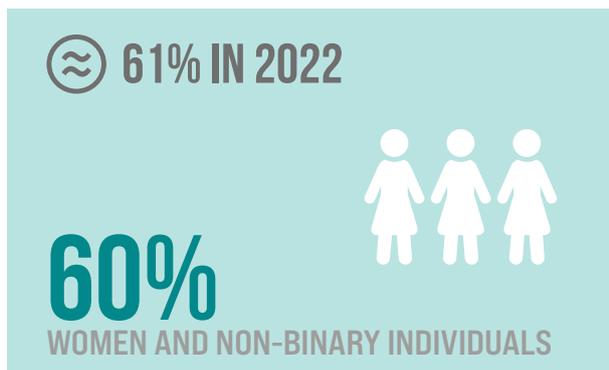
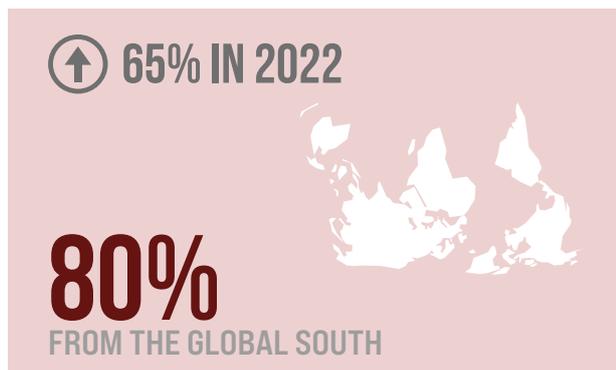
# ACCESS

## Education Stakeholders Have Improved Access to Relevant Evidence and Dialogue for Equitable and Quality Education

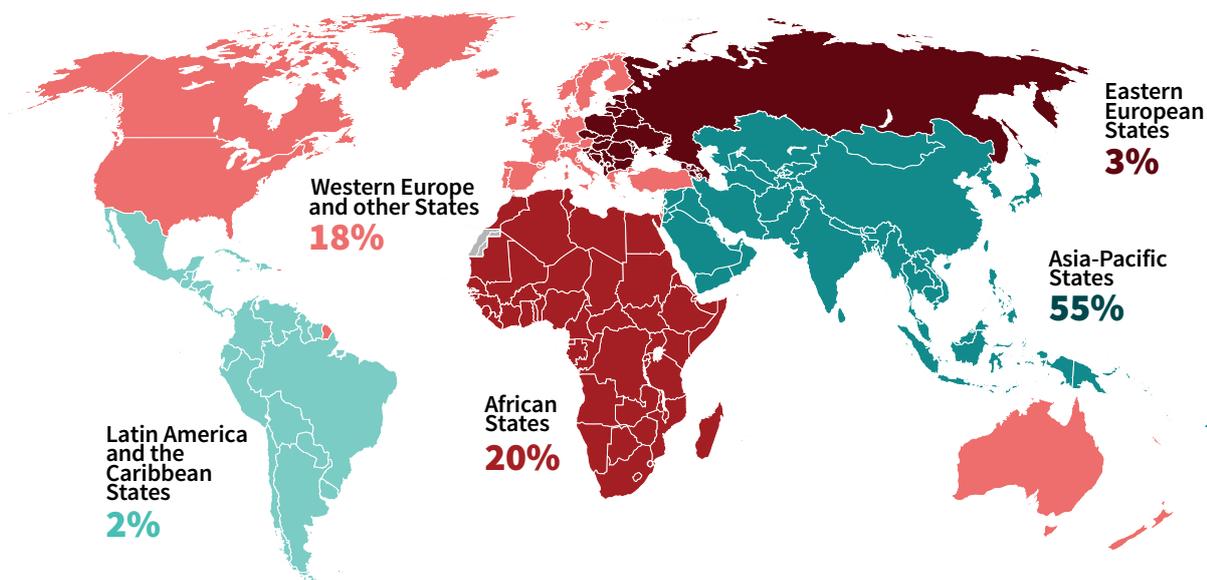
**Participation in our activities** enables diverse stakeholders to access relevant evidence and dialogue for equitable and quality education. In 2024, **11,439 participants** (↑ from 3,130) accessed our activities, representing an increase of **364%** in the total number of participants across all activities compared to 2022.

The average number of participants registered per activity **increased by 92%** (from 141 to 272 participants on average) compared to 2022.

The diversity of this participation is also noteworthy: **80%** (↑ from 65% in 2022) of participants were from the **Global South** and **60%** (≈61%) of them were **women or non-binary individuals**.



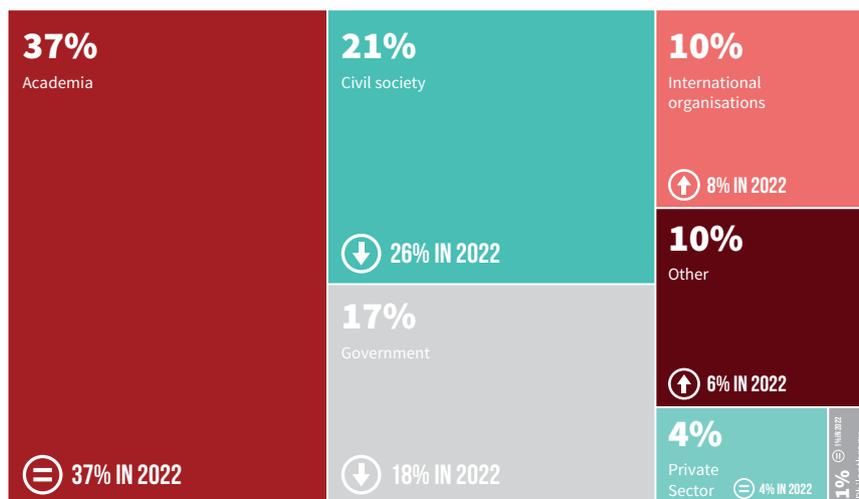
Participation was also **diverse** in terms of geographic regions.<sup>2</sup>



2. In this report, the countries were grouped per geographic region according to The [United Nations Regional Groups](#), which represent the geopolitical regional groups of United Nations member states.

To understand whether each geographic region is under or overrepresented in our activities, we examined 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 **20%** (≈19% in 2022) of our participants, who were well represented in our activities. While the **Asia-Pacific (APAC) States** region was the most represented in our activities at 55% (↑ from 45% in 2022), it remained underrepresented relative to its proportion of 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 **3%** (↓ from 4% in 2022) of participants, and **Latin America and the Caribbean (LAC)**, which is home to 8% of the global population but only represented **2%** of participants in our activities. (↓ from 3% 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 **18%** (↓ from 30% in 2022) of participants in our activities.

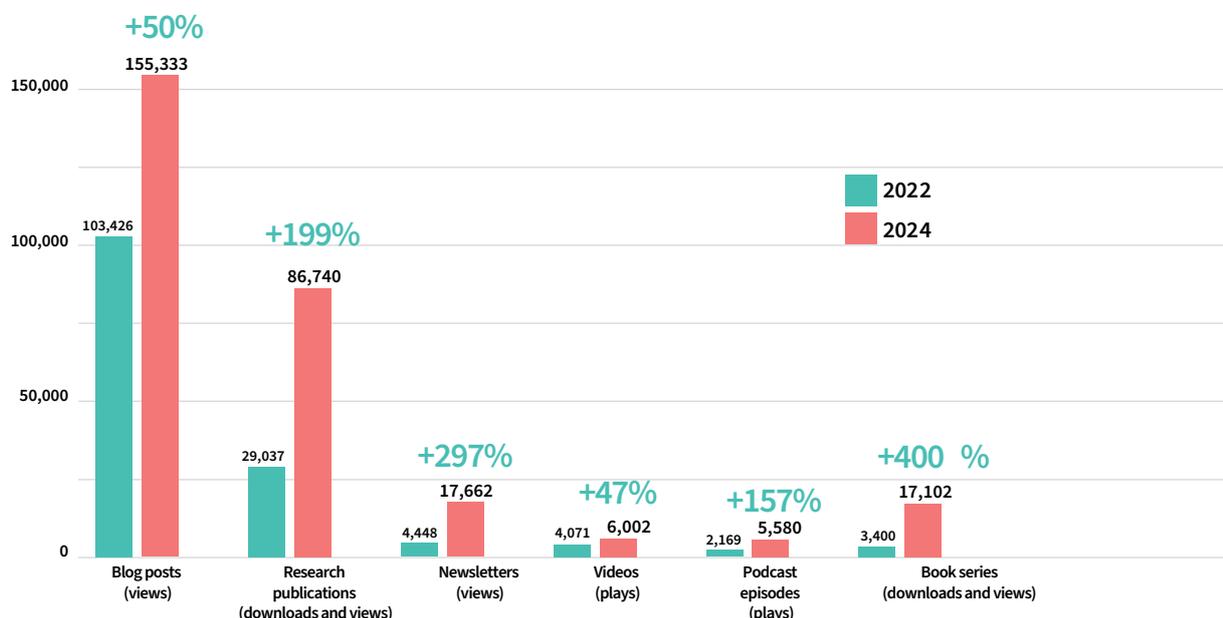
In terms of **stakeholder groups**, academia (**37%**), civil society (**21%**) and government (**17%**) held the top spots in terms of participation in our 2024 activities. It is highly valuable to bring together experts from these diverse groups so they can access evidence and act on it inside their respective sectors and contribute positively to NORRAG's cross-disciplinary and cross-sector dialogue on improving equitable and quality education.



The launch event for **Meaningful Youth Engagement: Time to Deliver** was our most attended single-day event of the year, with **254 participants**. Among the attendees, **62%** were **women and non-binary individuals** and **67%** of attendees were from the **Global South**. Academia and civil society were the most represented groups (22% and 19% of participants, respectively). Government representatives accounted for 13%, while those working for international organisations accounted for 15%.



Viewing and downloading our **Open Access knowledge products** was another way in which stakeholders accessed relevant evidence for equitable and quality education. In 2024, the total of NORRAG’s knowledge products accessed on or downloaded from digital platforms significantly increased. Stakeholders accessed knowledge products 146,551 times through different channels in 2022; this number increased to **284,413 views or downloads** in 2024.



The most accessed type of knowledge product was **blog posts**, which saw a sharp increase in views of **50%** in comparison to 2022 numbers. 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 **39,353 views**, of which 2,753 were in 2024 alone.

In terms of **languages**, 74% of the knowledge products accessed were in English. The second most accessed language was French (representing 8% of products), followed by smaller percentages in Arabic, Portuguese, Russian and Spanish. The most accessed research publications were primarily in English 85%, followed by 5% in French. The remaining 13% 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 of increasing knowledge accessibility, in 2024 **40.4%** of our publications were in **languages other than English**. In particular, 50% of the regional newsletters were in either Portuguese or Spanish.

**Five events** provided **interpretation** in at least one language other than English. Three sessions with the **UNESCO Chair in Comparative Education**

**Policy** provide interpretations in Arabic and Russian, with two of them including a third language (Mongolian and Portuguese). **The Missing Data and Inequities Summit** provided interpretations in six languages: Arabic, French, Portuguese, Russian, Mandarin and Spanish.

When it comes to **research publications**, in 2024 the number of downloads **increased by 266%**, and the number of views **increased by 100%**.

**NORRAG’s Book Series on International Education and Development** also saw a steep increase in visibility in 2024. Compared to 2022, the number of **views increased by 592%**, and **downloads increased by 330%**. While all NORRAG knowledge products are open access by default, the NORRAG book series has also sold 241 physical copies to date.



The **most popular publication** in 2024 was [Working Paper #11: Innovative Financing for Education: a Systematic Literature Review](#) with **440 views** and **4,157 downloads**. This Working Paper is a comprehensive literature review of both grey and academic literature on IFE that included over 150 individual articles. The publication includes an analysis of the types of mechanisms that have been researched, disciplinary approaches, definitions, rationales, along with a discussion on the identified benefits and challenges. A typology and description of the most prevalent innovative financing mechanisms discussed in education will also be published.

The **most accessed non-English NORRAG publication** was [Analyse Critique des Politiques Educatives et de Développement du Burkina Faso de 1960 à 2012, Perspectives ante et Post 2015](#), which was published in French (**Downloads: 1,334, Views: 18**). This 2013 publication provides a retrospective analysis of Burkina Faso's post-colonial education system, with particular focus on 2012-2015 within the EFA and MDG frameworks, and examines how education strategies are linked to economic development policies.



The number of **podcast episodes** played increased by **157%** in 2024 compared to 2022 for a total of **5,580 plays**, indicating continuing and growing interest in podcasts. Our most popular episode was [KIX EMAP Podcast #26: An Interdisciplinary Approach to Improving Education, with Prof. Manjula Vithanapathirana](#), which listeners accessed **172 times**. In addition to producing the popular [KIX EMAP podcast](#), NORRAG also co-sponsors [FreshEd](#), the premier podcast for international education and development.

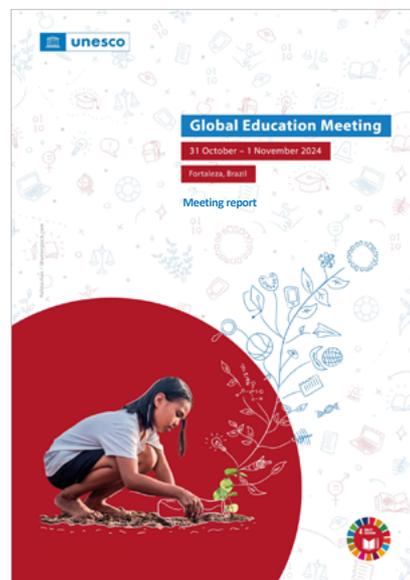


**Newsletter** recipients who opened or read it in 2024 **increased by 52.2%**, from 2,636 to 5,047. On average, 905 recipients read each newsletter issue. Among our projects, the KIX EAP Hub produces its own newsletter. The number of recipients opening that increased by **326%**, going from a total of 1,852 in 2022 to 7,896 readers in 2024. The Russian edition of the newsletter was opened 230 times (the same figure as that in 2022), while the Arabic edition was accessed 119 times (a 32% increase). In addition to our global network newsletter, **regional newsletters** were launched in February 2023. In total, 36 editions were sent out and were opened **9,533** times.

## IN 2024, 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 is Recognised as a Key Actor in Education in Global and Regional Gatherings

In the framework of the 2024 UNESCO Global Education Meeting, which took place in Fortaleza, Brazil, NORRAG contributed to several panels and raised the profile of several key issues, including education financing by hosting an exhibition booth. Marina Dreux Frotté delivered [a keynote address on Innovative Financing for Education](#) which framed the dynamic panel discussion with experts representing the European Commission, Education Outcomes Fund, CAF Development Bank of Latin America and the Caribbean, Global Partnership for Education, Inter-American Development Bank and the Minister of Education from Côte d'Ivoire. We were invited to contribute to a panel with teachers, education experts, and government representatives discussing [Governance of and Leadership in Education: Education 2030 Framework for Action](#). We also co-organised with UNESCO a side event to the UNESCO Global Education Meeting exploring the [Futures of the Right to Education](#), with ActionAid, CLADE, International Council for Adult Education, Plan International, UN Special Rapporteur on Minority Issues, UN University, UNESCO and a youth representative. We discussed themes of foundational learning, the right to education, the introduction of digital technologies in school, knowledge equity, and minority inclusion in education. NORRAG's Executive Director, Moira V. Faul and Senior Advisor, Gita Steiner-



Khamsi, contributed to the Swiss Commission for UNESCO's [Human Rights Dialogues](#). In collaboration with experts from UN agencies, NGOs, and universities this initiative aims to strengthen the implementation of human rights in various sectors, including education, science, culture, communication, and information. On the strength of this participation, Moira V. Faul, Chris Henderson and Alison Joyner were invited to contribute to the journal *Frontiers in Education* on prioritising the 'right to education' in emergency settings.

### → NORRAG's Expertise in Improving the Use of Evidence in Policy is Recognised

UNESCO published the NORRAG study commissioned by the Education 2030 Section to provide research and recommendations on improving the use of evidence in education policy, practice and planning to support the newly established SDG4-Education 2030 High-Level Steering Committee (HLSC). We have given in-person and virtual presentations to key actors in education, including at key events (e.g. Building Evidence in Education [BE2] Group, CIES International Conference, Humanitarian Networks and Partnerships Week, International Cooperation Forum, and UNESCO Teacher Task Force meetings). Moira V. Faul was invited to join the Inter-Agency High Level Steering Committee Technical Working group to support improving the use of evidence in policy. Our commission by UNESCO and



then invitations to speak on this issue at various fora to highlight the recognition of NORRAG experts as leading thinkers on improving the use of evidence in policy and achieving wider awareness of how to improve evidence-informed education policy in the South and North.





## Piloting Author Impact Surveys to Capture NORRAG's Influence

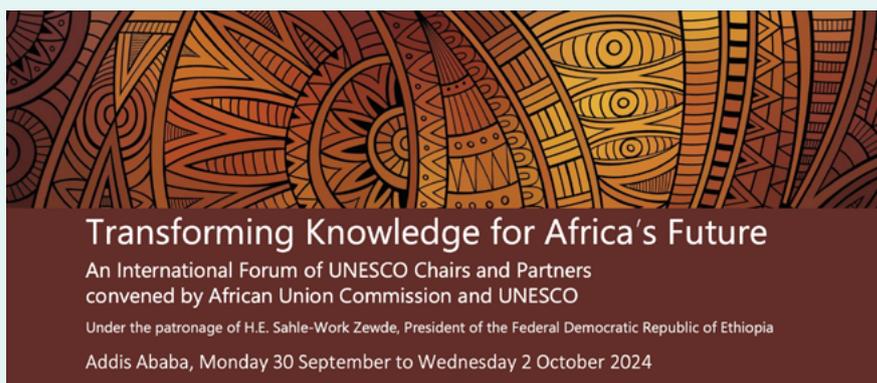
NORRAG developed and piloted its Author Impact Survey to capture the quality of NORRAG's publication process and the reach and impact of the publication itself from authors' perspectives. The survey was designed and disseminated by intern Ximena Zeballos and Education in Emergencies Specialist Chris Henderson between July and August 2024 and administered between September and October 2024. The survey was piloted with NORRAG's Policy Insights – Refugee Teachers: The Heart of the Global Refugee Response, which was launched at the United Nations Global Refugee Forum in December 2023. The publication includes 28 short policy insight articles by 48 authors. It has since been downloaded 1,300 times and viewed 753 times on NORRAG's website and downloaded 78 times and viewed 270 times from INEE's website. While these statistics are important, they do not provide insight into how the publication is being used or its influence on research, policy and practice in humanitarian settings. In this way, the Author Impact Survey is an innovation for better tracking and communicating how NORRAG brings researchers and authors together, and how NORRAG's dissemination activities reach intended audiences to bring about changes in the field.

Authors representing nearly half of the published policy insights (13/28) responded to the survey. **93%** of respondents agreed (53%) or strongly agreed (40%) that the publication provides donor states actors, researchers, policy makers and practitioners with easy-to-understand policy

analyses and recommendations. Moreover, nearly all authors noted the influence of the publication on their career opportunities, including promotions and speaking invitations. **40%** of authors agreed that the publication led to new professional collaborations within nine months of its launch. Close to **40%** of responding authors also confirmed their policy insight had been cited more than once during this time. Most notably, authors play a key role in the promotion and dissemination of NORRAG products such as this. **66%** of authors had promoted their own work and the work of other authors with their colleagues and counterparts. Authors commended NORRAG's role building and support a community of researchers and practitioners to advance knowledge in niche but urgent areas of concern. They appreciated the brevity of the Policy Insights and, as one author notes, "they piqued people's interests" and compelled them to seek further guidance on the topic. Another author, a policymaker in East Africa and the Sahel, even noted how the policy insights informed the drafting of a new regional teacher training strategy. Authors gave suggestions for improving publishing innovations in the future – a further positive contribution. The prior workshopping of thematic areas of focus between authors representing different contexts is an idea worth further exploration. As NORRAG applies this survey to future publications, aggregate impact and insights on the value of NORRAG's knowledge production can be created and shared.

## NORRAG is recognised as a key actor in global discussions on transforming development for education to support more just and sustainable futures

NORRAG's Executive Director, Moira V. Faul, was invited to deliver a keynote at the African Union in Addis Ababa on the event of the UNESCO Chairs and Partners Forum 2024: [Transforming Research for Just and Sustainable African Futures: Towards New Ecologies of Knowledge](#). She discussed the importance of moving beyond coloniality, the legacies of colonisation that continue to shape the colonisation of the mind, through



ongoing relations of dominance that seek to tell us how we should express our very humanity: how to think, how to act, how to relate to each other, and how to think about what is good and desirable and what is not. Coloniality thus affects how we

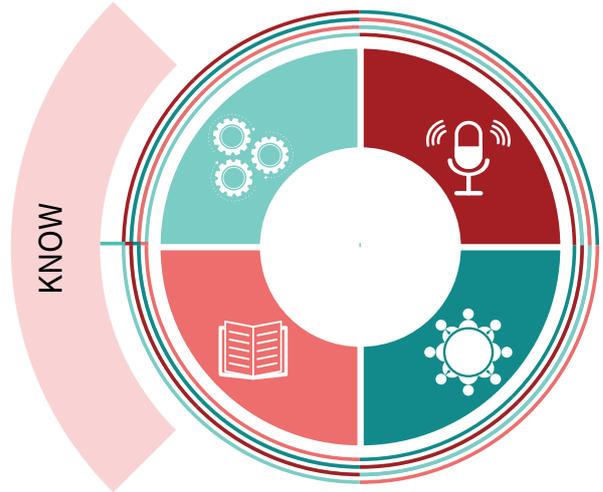
narrate the stories of our past, how we manage the complexity of our present, and how it is that we could even begin to conceive of – and potentially reimagine and remake – the complexities of our futures. The need to decolonise the mind affects everyone, everywhere – from the Global South to the Global North. Coloniality shapes the way that researchers and educators in the Global South and North think, know and conduct their work.

In addition, in support of ongoing efforts to transform education to build more just and sustainable futures, [NORRAG Senior Fellows](#) contributed their insights on **decolonising development in order to decolonise education** to two panels organised at the premier American and European conferences on International Education (the Comparative and International Education Society [CIES] and the UK Federation of International Education and Training [UKFIET]). The organisers of both conferences marked these panels as “Highlighted Sessions,” demonstrating the relevance of NORRAG’s work to contemporary academic and policy discussions.



## KNOW

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



### → Spreading Knowledge and Action Related to Missing Education Data that Impacts Marginalized Communities of Learners



The chapters of the fifth volume of the NORRAG Book Series on International Education and Development titled **Achieving Equitable Education: Missing Education Data and the SDG 4 data Regime**, have been cited five times in the first

year in articles published in the *Comparative Education Review*, *Australian Educational Researcher*, *Journal in Advanced Humanities*, *European Journal of Arts, Humanities and Social Sciences* as well as a working paper published by University College London. Two of these are self-citations, while three are not. In addition, the University of Sussex and Indiana University – Bloomington held separate book launch events on 18 March and 10 April respectively. After NORRAG's official

book launch event on 14 February, all respondents found the event useful (41%) or very useful (59%) and most (88%) reported that they are either likely (47%) or very likely (41%) “to apply the knowledge acquired in this event to [their] work.” One respondent shared: “The event provided me with a better understanding of education data gaps, approaches to mitigating and some headline regional and thematic perspectives that were useful.” It demonstrates the use, dissemination and extension to knowledge and evidence generated by NORRAG in terms of how educational data gaps intersect with marginalised populations in multiple contexts. The responses from the NORRAG book launch event also indicate that those engaging in NORRAG's knowledge products find them useful and intend to use them in practice. Given the event's focus on data gaps that most greatly impact marginalised groups, this utility and application can support the inclusion of these groups.

### → Expanding Awareness of Equity Challenges in International Large-Scale Assessments

NORRAG organised an online seminar on improving inclusiveness in International Standardised Large-Scale Assessments (ILSAs) jointly with the Laboratory of International Assessment Studies and REDI (Deakin University). Standardised international large-scale assessments are limited in that they exclude certain populations – those who might be non-standard or outliers in one way or another. This is at odds with

the philosophy of inclusivity, which is now more and more widely demanded, particularly regarding the needs and rights of neurodiverse students and students with special needs such as learning or other disabilities. Seventy-five percent of respondents said they would be either likely or very likely to apply the knowledge acquired in this event in their work, and all respondents rated the content favourably.

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

### → Highlighting Cross-Sectoral Strategies in Education at the UNESCO Global Education Meeting



NORRAG was invited to contribute to the [background paper](#) for the **UNESCO Global Education Meeting** (GEM), which took place in October 2024

in Fortaleza, Brazil. Our contribution introduces the section on cross-sectoral perspectives on education, focusing on how education can offer solutions and accelerate progress toward achieving the Sustainable Development Goals (SDGs). The world today faces new and complex challenges – ranging from climate change and technological upheavals to rising authoritarianism and global inequities – that affect education systems across the globe. NORRAG’s contribution explores how education can transform and adapt in this rapidly changing world to meet these challenges head-on.

### → Connecting Climate Change, Justice and Education through Global Collaboration during Climate Justice Education Week

NORRAG co-organised a hybrid [event](#) for **Worldwide Climate Justice Education Week** for an expansive audience. This event was organised in partnership with the UNESCO IBE, UNRISD, GPE Youth Leader, Switzerland, Earth Institute, Mission 4.7 (Columbia University) and the Geneva Graduate Institute’s Centre for International Environmental Studies (CIES). After the event, all respondents reported that they would be either very likely (77%) or likely (23%) to use the content from

the event in their work. One respondent remarked that “It was eye-opening to see how closely climate change, justice, and education are connected [and] how we can weave these themes into our education systems. This has made me think more deeply about how we can make climate education more inclusive and meaningful, helping everyone understand the role they can play in tackling climate challenges and promoting fairness.”

### → Emphasising the Right to Pre-School Education and the Need for Inclusive, Quality Policies

NORRAG’s The Right to Pre-School Education event highlighted that early childhood education (ECE) is a fundamental right that requires political commitment for states to fulfil their human rights obligations and regulation by states to ensure inclusive access and quality. One respondent appreciated that the insights

presented in the event “are very rich with academic content and are very applicable and practical.” 65% of respondents said they had found the contributions very useful, with the remaining 35% reporting they had found it useful.



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

### → KIX EMAP Country Representatives Gain New Skills in National Education Budget Processes

On 28 and 29 February 2024, the KIX EMAP hosted a workshop on **Understanding and Monitoring National Education Budgets**. This workshop welcomed 378 unique participants looking to understand the essential concepts of domestic education financing and monitoring national education budgets. Over two days, the participants delved into the key elements of national education budgets and explored their structures and processes. The workshop provided participants with the tools to ensure that education budgets are effectively allocated and utilised, thereby driving improvements in educational outcomes. It was intended to be useful for both actors working directly with education finance and education experts currently not engaged in education finance discussions. Day 1 of the workshop covered essential concepts of national education budgets, while Day 2 of the workshop focused on monitoring national education budgets.

Following the KIX EMAP Workshop, participants from 17 countries (Bangladesh, Bhutan, Cambodia, Egypt, Fiji, Indonesia, Kyrgyzstan, Laos, Mongolia, Nepal, Pakistan, Papua New Guinea, Samoa, Solomon Islands, Sudan, Tajikistan and Vanuatu) reported gaining a diverse range of new knowledge and skills regarding national education budgets.

Most of the reported new knowledge was related directly to education budget processes. A researcher from Bangladesh, a school representative from Bhutan, and a civil society representative from Tajikistan reported learning about the influence various stakeholders can have on a budget process. Government stakeholders from Cambodia, Laos and Pakistan, a school representative from Cambodia and civil society representatives from Papua New Guinea and Pakistan all noted having learned more about budget planning. Moreover, an international organisation representative from Egypt and a researcher from Lao PDR learned about budget management. International organisation representatives from Egypt and Nepal, civil society stakeholders from Fiji, Kyrgyzstan and Pakistan, a government stakeholder from Pakistan and a private sector representative from Mongolia all highlighted budget monitoring as their most valuable learning.

One researcher from Samoa gained new knowledge about innovative education budgeting in other countries. Several of these stakeholders noted that they would apply this new knowledge in their current work, which relates directly to budget planning and management.

Stakeholders in Pakistan and Cambodia emphasised their learnings on equitable budget allocations. A government stakeholder from Pakistan noted learning about the concept of equality vs equity in resource allocation and types of expenditure. Similarly, a government stakeholder from Cambodia learned about how equity in budget allocation works to improve the quality of education for all and consequently decided to include it as a policy recommendation promote education equity in Cambodia.

Given the prevalent fiscal constraints across EMAP countries, the new learnings the participants gained regarding budget planning, analysis, and monitoring are invaluable for maximising resource allocation to the education sector and optimising distribution for effective and efficient spending on policy priorities. The knowledge gained through this workshop shall support key education stakeholders at the national level in navigating the complexities of education financing. It shall also help the actors advocate for increased funding allocation to the education sector, along with efficient and effective resource allocation and spending on education policy priorities. Furthermore, the workshop has contributed to knowledge exchange between KIX EMAP countries on the national education budgeting process, including common challenges faced and innovations in financial management undertaken by certain countries. This case shows how NORRAG makes valuable contributions to improving stakeholders' knowledge of how innovations in budget planning, analysis and monitoring can contribute to more equitable, inclusive resource allocation in education systems. Since the stakeholders involved in this workshop are capable of influencing budget decisions and processes in their countries, there is potential for them to implement this learning into practice, contributing to improving their education systems.



## Education Stakeholders Report New Knowledge on the Use of Technology in Education



On 7 March 2024, KIX EMAP hosted **Webinar 18: Transforming Education through Technology in Southeast Asia**. This webinar discussed issues and trends related to the digitalisation of education in Southeast Asia. It brought together experts from the sub-region to explore research and good practices surrounding technology in education by drawing on case study research in Cambodia, China, Lao PDR, Solomon Islands, Vanuatu and Vietnam.

Following Webinar 18, participants from 14 countries (Bhutan, Cambodia, Egypt, Fiji, Indonesia, Kyrgyzstan, Laos, Nepal, Pakistan, Papua New Guinea, Philippines, Solomon Islands, Timor-Leste, Vietnam) reported new knowledge and skills on the use of technology for education.

Many stakeholders reported learning more about the role technology plays in 21st-century education. Representatives from the government and schools in Cambodia indicated that they learned how essential digital education is to transform education in the 21st century. Civil society stakeholders from Cambodia and Papua New Guinea, school representatives and a government stakeholder from the Philippines reported that they learned ways to use technology to improve learning experiences, while a representative of civil society from Papua New Guinea and school representatives from the Philippines all gained new awareness of innovative approaches to digitising education. Civil society stakeholders from Cambodia and the Solomon Islands both pointed to new knowledge about the advantages of digital education, including better learning outcomes and expanded knowledge experiences and development for both children and adults.

Some stakeholders learned how technology can address systemic education challenges, such as access and inclusion. School stakeholders from the

Philippines and a government stakeholder in Laos reported learning about digital equality inclusion and access, for example, increasing education access by integrating ICT in learning systems for students in both rural and urban areas or by assessing internet connection in remote areas. Another international organisation representative from Vietnam, as well as a civil society representative from Papua New Guinea, noted learning about the governance needed, whether to evaluate the digital impact on learning or to support students' learning in different geographical settings.

In addition, a number of stakeholders reported new knowledge that they could bring into their schools and classrooms. For example, a researcher from Bhutan gained digitalisation ideas for schools and libraries. Similarly, a researcher from Nepal learned the possibilities of innovative teaching methods through the use of technological devices, which encouraged them to improve their existing teaching technique to be more efficient, professional and inclusive.

Alternatively, researchers from Bhutan and Nepal, a government representative from Bhutan and a civil society stakeholder from Indonesia described learning about the challenges of digital education. These challenges included poor internet, poor infrastructure development, mismatched policies and teaching resources, lack of government support, digital training for teachers, digital risks that students (and particularly boys) are exposed to, lack of knowledge of social and cultural development, and the impact on marginalised groups.

Stakeholders particularly benefited from the case studies shared in Webinar 18. A private sector representative, researchers from Nepal and the Philippines, a government representative from Timor-Leste and an international organisation representative from Vietnam all indicated that they gained new knowledge on the use of ICT in Cambodia, China, Lao PDR, Solomon Islands, Vanuatu and Vietnam.

The KIX EMAP activity facilitated the sharing and exchange of both the challenges and successes of implementing ICT in various contexts. This exchange of knowledge is particularly beneficial for countries that face an increased number of equity challenges in their education sectors due to the digital divide.



As a result of the collaborative nature of KIX EMAP activities, representatives from multiple countries united to share and learn from each other's experiences in technology integration and usage. This collaboration underscores the contribution of the KIX EMAP Hub to building a global community of practice within the education sector, offering a platform for countries to share successes and challenges. This case illustrates KIX EMAP's role in strengthening knowledge exchange and underscores the rising importance of planning for policies that address the inequities that can be caused by rapidly advancing technological gains. For NORRAG, this represents an important contribution to strengthening knowledge on the evidence needed

when assessing the use of technological innovations in education. The knowledge reported particularly focuses on considerations for how technology influences equity and quality of education, which are also key to NORRAG's contribution to making education systems more accessible, equitable and of quality. Furthermore, those who benefitted from the reported knowledge gains are also those involved in designing and implementing education policies. In this sense, there is an increased chance that these stakeholders will apply the knowledge on the benefits and challenges of using technology in education to make evidence-informed and contextually relevant decisions that maximise accessible, equitable, quality education.

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

### ➔ NORRAG Recognised as Thought Leader on Innovative Financing for Education at Key Global Policy Dialogue Forums



NORRAG was widely recognised as a thought leader on Innovative Financing for Education (IFE) in 2024, as evidenced by invitations to **speak at several key global policy dialogue forums**. These invitations from prominent organisations such as UNESCO, UNICEF, Outcomes Finance Alliance, the Government Outcomes Lab at Oxford, and the Education Outcomes Fund reflect the trust and value placed on NORRAG's expertise and research in the field.

Since 2018, the IFE team at NORRAG, with support from various funders, 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 published research, along with the numerous presentations held by NORRAG in prominent global education forum spaces, has resulted in the increased recognition of

NORRAG as a thought leader in the field of innovative financing. This recognition has led NORRAG to be invited to sit on the table and contribute to discussions that bring together a diverse range of stakeholders closely involved with decision-making on innovative financing, such as practitioners, funders, multilateral institutions and researchers.

Key engagements included the following:

- **Outcomes Finance Alliance Summit** (March 18-19, 2024, Zurich, Switzerland): Georgia Thorne and Anna Tauchner Hoover contributed to discussions on generating high-quality evidence in IFE, thereby addressing challenges in data collection and scalability. NORRAG's extensive research on innovative financing mechanisms informed discussions on the role of high-quality evidence in education financing, particularly in addressing challenges such as data collection and scalability.
- **Social Outcomes Conference** (Government Outcomes Lab, Oxford University): Dr. Arushi Terway chaired a panel on strengthening partnerships for outcomes-based financing (OBF) in education, emphasizing collaborative learning among stakeholders. Through the panel's experience working on knowledge production on outcomes-based financing with diverse actors, including researchers from the Global South, financing institutions and implementation

partners, NORRAG was well positioned to lead a dialogue on strengthening multistakeholder partnerships for collaborative learning in OBF.

- **UNESCO Global Education Meeting 2024:** Marina Dreux Frotté delivered a keynote on the diversity and limitations of IFE, highlighting the need for public sector ownership and evidence-based approaches. NORRAG's work on mapping diverse IFE approaches provided the foundation for a keynote address emphasising both the opportunities and limitations of IFE and stressing the importance of public sector ownership for sustainability.
- **Education Outcomes Fund – Building Bridges Conference:** Moira V. Faul engaged in high-level dialogue on OBF, advocating for real-time data analysis, adaptive learning and cross-sector collaboration. NORRAG's research-driven approach to OBF, particularly its collaboration with partners such as UBS Optimus Foundation and Volta Capital, contributed to discussions on real-time data analysis, course correction, and systemic improvements in education financing.
- **UNICEF Latin America and Caribbean Regional Office** (December 2024): Marina Dreux Frotté and Arushi Terway provided research papers and case studies on innovative finance in education, initiating discussions on future regional research. Recognising NORRAG's

established expertise in the field, UNICEF requested research papers and case studies to support education finance initiatives in Latin American and Caribbean regions, further reinforcing NORRAG's role as a trusted knowledge partner.

NORRAG's participation in key global forums underscores its role in advancing evidence-based policy dialogue on IFE. Through these high-level engagements, NORRAG has expanded access to practical, research-based insights while facilitating dialogue among policymakers, researchers, funders, and practitioners.

By contributing to discussions on whether, how and under what conditions innovative financing mechanisms support equitable, quality education, NORRAG enhances the global understanding of effective education financing. Its collaboration with institutions such as UNICEF in Latin America and the Caribbean further extends the reach of its research, equipping regional stakeholders with valuable resources and methodologies for context-specific strategies. Through these contributions, NORRAG strengthens the global education financing ecosystem, supporting stakeholders in making more evidence-informed, inclusive and effective policy decisions that promote equitable and quality education outcomes.

## ➔ NORRAG Events Generate Awareness About the Risks and Benefits of Private Sector Approaches in Education

On 7 May 2024, at the Geneva Graduate Institute, NORRAG hosted a hybrid panel on **Private Sector Approaches and Actors in Education**. Moderated by Chanwoong Baek, Assistant Professor at the Geneva Graduate Institute and Academic Director of NORRAG, the panel explored the diverse roles and engagement levels of private-sector actors in education. The distinguished panel included Prachi Srivastava (Associate Professor at Western University's Faculty of Education), Clare Woodcraft (Fellow at Cambridge Judge Business School, University of Cambridge), Emon Nandi (Assistant Professor at the Tata Institute of Social Sciences – Centre of Excellence in Teacher Education), Marina Dreux Frotté (Research Associate at NORRAG) and Moira V. Faul (Executive Director of NORRAG and Senior Lecturer at the Geneva Graduate Institute). The discussion focused on private-sector engagement



in education, the challenges of evidence-informed contributions, and strategies for enhancing their impact on equitable and quality education. Nearly 140 participants attended and fostered a dialogue on how private-sector engagement can be socially responsible.

A few weeks later, on 21 May 2024, IFE-2-Leave No One Behind research partners Tata Institute of Social Sciences – Centre of Excellence in Teacher Education (TISS-CETE) and NORRAG at the Geneva Graduate



Institute co-hosted a virtual workshop as a part of the **SUDAC & KFPE Annual Conference 2024: Sustainable, Equitable Partnerships in North-South Collaboration – Lessons Learned for Future Funding Models.**

The workshop was led by Archana Mehendele (TISS-CETE) and Arushi Terway (NORRAG). The workshop explored how collaborations between research partners in the Global North and South foster knowledge exchange and mutual capacity building. It highlighted impact bonds such as the Haryana Early Literacy Development Impact Bond, the Quality Education India Development Impact Bond (QEI), the Sierra Leone Education Innovation Challenge (SLEIC), and the Ghana Education Outcomes Project (GEOP). The speakers introduced the use of innovative financing in the education sector, along with case study data on the three impact bonds implemented in India. Participants then took part in breakout sessions to discuss the roles of critical actors, financing mechanisms and partnership dynamics, emphasising the significance of local knowledge and multisectoral collaboration.



## NORRAG is Invited to Share Expertise on Education Financing Working Groups

In 2024, NORRAG was invited to contribute to various closed-door stakeholder dialogues on education financing. This included taking part in the **Innovative EduFinance Learning Group**, co-chaired by the Education Finance Network (EFN) and **the Education Outcomes Fund (EOF)**, as well as **the Global Early Years Financing Technical Working Group**, chaired by the Early Childhood Development Action Network (ECDAN).

Marina Dreux Frotté and Georgia Thorne represented NORRAG at the Innovative EduFinance Learning Group meetings held from January to June 2024, contributing expertise and sharing relevant resources. NORRAG's role in the learning group was to provide critical reflections on whether and under what conditions OBF contributes to meeting education sector challenges. Several meetings have drawn upon material provided by NORRAG to discuss themes of foundational learning, early childhood

Participants from around the world attended, with the majority coming from the Global South.

In the post-event surveys distributed following the panel Private Sector Approaches and Actors in Education held on 7 May 2024 and the IFE-2-Leave No One Behind Workshop on Strengthening Effective Partnerships to Address SDG 4 held on 21 May 2024, stakeholders from academia, government and the private sector reported learning about the risks and benefits of private sector approaches in education. They reported new learnings about the research and application of innovative financing mechanisms, especially impact bonds. Additionally, 90% of respondents stated that they were either likely or very likely to apply the knowledge they had learnt.

The dissemination of knowledge gained through the IFE-2-Leave No One Behind project promotes a wider awareness of the risks and benefits of using IFE across diverse stakeholder groups from both the Global North and Global South. By providing academic, government and private sector stakeholders with evidence and engaging them in critical debates on equity, additionality, efficiency and effectiveness in private sector approaches to education, including innovative financing mechanisms, NORRAG contributes to policy and practice on evidence-informed use of IFE, which in turn contributes to more and better financing for vulnerable and marginalised populations.

education, blended finance and debt swaps. Some of NORRAG's referred resources include the case study "Financing Early Childhood Development: The Impact Bond Innovation Fund, South Africa" and the case brief "Debt-for-education swaps: Cases between Spain and Latin American countries."

In 2025, NORRAG will start making contributions to the Global Early Years Financing Technical Working Group sessions. The working group shall collectively address the barriers and opportunities for improving financing for early years education and discuss the potential contribution of innovative and sustainable financing reforms and mechanisms to early-years programmes and services.

The EFN and EOF learning group on Innovative Financing for Education (IFE) brought together key funders, practitioners and researchers closely involved with the design and implementation of

innovative financing mechanisms for education. Similarly, the Global Early Years Financing Technical Working Group, chaired by ECDAN, unites the most prominent financing and early childhood education funders, practitioners and researchers who are closely monitoring opportunities for improving financing for early years' education.

Invitations to share expertise with such communities are recognitions of the value of NORRAG's empirical research in the field of education financing, particularly on innovative financing experiences. As an expert in the field, NORRAG's role is to provide critical reflections on whether, and under what conditions, innovative financing improves education for the most marginalised groups. By introducing such contextual reflections, NORRAG contributes to expanding the conversation on education financing beyond common questions on simply expanding the use of innovative financing. In this sense, NORRAG's participation in such discussions enable a broadening of awareness among education and finance stakeholders in terms of both the risks and opportunities of utilising financing approaches

borrowed from the private sector. In addition, many of the stakeholders participating in such groups are key funders and decision-makers in the field – this enables NORRAG to contribute to changes in funding and practice decisions in this area.

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## ACT

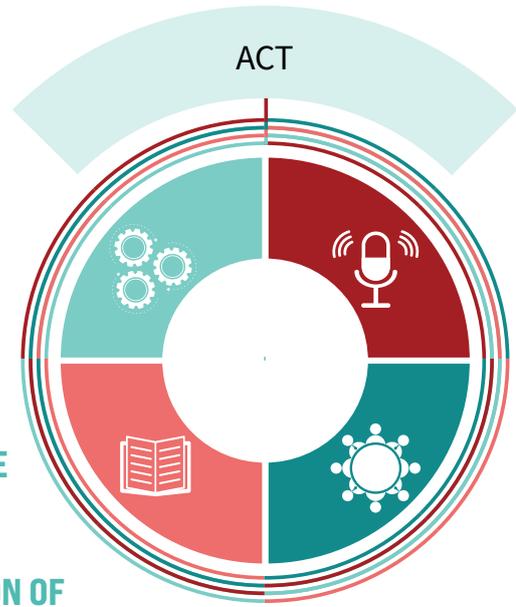
Education stakeholders use or refer to norrag research and activities, including by or with experts from underrepresented groups, in discussions and publications related to the provision of equitable and quality education and learning.

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

#### → Findings and Recommendations from KIX Research and Exchange Activities are Identified as Relevant for Education Policy Reforms in Tajikistan

In February 2024, the Ministry of Education, with the support of GPE, organised a **Joint Sector Review for the Tajikistan education system**. The KIX EMAP National Coordinator for Tajikistan, Shodibeg Kodirov, who contributed to the organisation of the Joint Sector Review, invited representatives of the KIX EMAP Hub RCCS activity to present in the session on access to education. The session was attended by representatives of the Ministry of Education, donor organisations and other education stakeholders of Tajikistan. The suggestions made during these presentations were documented and presented as part of the Joint Sector Review results for consideration by the Ministry of Education. In addition, a case study on 'Integration of 21st Century Skills in the Tajikistan Curriculum', developed by the Tajik team in the KIX EAP Learning Cycle 3, was discussed with the State Committee for Primary and Secondary Vocational Education at the MoES in April 2024.

The Joint Sector Review and the Global Partnership for Education (GPE) Partnership Compact are central to shaping education policy in Tajikistan. Specifically, the GPE Partnership Compact has identified key areas for educational reform, placing a particular focus on competency-based education. The Joint Sector Review concurrently offers a comprehensive analysis of Tajikistan's education sector by reviewing the past five years' achievements, challenges, and trends. This evaluation supports the formulation of the 2024-2026



action plan and is vital for continuing the educational reforms in the country.

National representatives, including those from the government, not only recognised the relevance of such knowledge but also used it to base their policy and practice recommendations. These policy and practice recommendations hold the potential to influence the design of future policies and grants in Tajikistan. Furthermore, they have a strong focus on quality and equity. The insights from the Learning Cycle case study on 21st-century skills in Tajikistan have a strong focus on strengthening the quality of education through improving curriculum design and implementation. Similarly, the learnings from the KIX EMAP Rapid Customised Country Support activity on inclusive education place a strong emphasis on improving the policies and practices of inclusive education, particularly by improving the quality of education received by students with disabilities. Lastly, this result shows a contribution of NORRAG to one of its core missions: to amplify under-represented expertise from the Global South. The knowledge that has been used to make policy and practice recommendations in Tajikistan was generated by national experts, in the context of a KIX EMAP-facilitated activity. The use of knowledge generated and mobilised by the national representatives to make practice and policy recommendations shows a recognition of the relevance of nationally produced knowledge.



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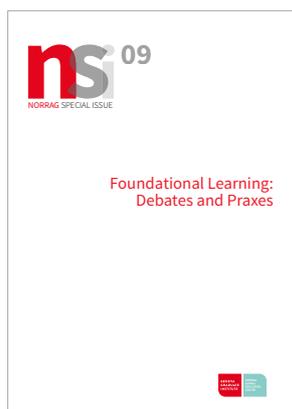
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## From Critical Discourse to Systemic Influence on Policy, Practice and Discourse in Foundational Learning



NORRAG launched **NSI 09: Foundational Learning: Current Debates and Praxes** on 24 January 2024. Since its publication, it has had a tangible and multi-dimensional impact on education policy, practice and research.

Radhika Iyengar’s chapter on SDG 4.7 was provocative at CIES 2024 for framing protests against neoliberal education agendas (e.g., lessons from the Bhopal gas tragedy and COVID-19’s empathy deficit). Her work informed ministerial dialogues in Greece, Malawi and Ghana on funding gaps and planetary stewardship in education. Purabi Patanyak from India’s Ministry of Education leverages the volume’s global FL diversity to refine NIPUN Bharat by adapting insights for local research and CSO collaborations.

In addition to affecting policy, NSI 09 has influenced pedagogical approaches in significant ways. Bjorn Wansink integrates the volume’s Whole Child Development (WCD) framework into his master’s course at Utrecht, training educators for inclusive societies, while Dorcas Wepukhulu applies her decolonial literacy critique to design a Joy of Reading Campaign and to use NSI-09 to advocate for culturally rooted funding models in Africa.

NSI 09’s impact is also evident in research trajectories and career shifts. Özgenur Korlu’s PISA gender-poverty critique fuels workshops on data inequality, inspiring her PhD pivot and becoming a cornerstone of her analytical work. Christina Kwauk extends her climate justice-FL linkage into subsequent reports, bridging gaps between education policy and climate action.

In more grounded (and grounded-but-resistant) educational contexts, the volume’s relevance continues to resonate. Practice Katrina Grace Reyes candidly notes her chapter on Bayanihan (community-based FL) does not directly apply

to her teenage English classes but adapts its “whole community” spirit to address students’ socio-emotional needs—a pragmatic, if partial, translation.

The volume’s influence is further substantiated by emerging scholarly citations. To date, at least four notable references exist. This new research confirms NORRAG’s warnings about global education reforms while exposing deeper systemic flaws. Recent studies show how foundational learning programs often prioritise quick fixes over meaningful change, with equity considerations frequently tacked on as afterthoughts. The findings reveal a troubling pattern: standardised approaches continue to push marginalised knowledge systems to the margins, despite growing evidence for locally grounded solutions. Education leaders chase measurable targets, and these reports suggest we are missing the bigger picture: true learning justice requires dismantling the power structures behind today’s reform agendas.

For NORRAG, this report demonstrates a tangible impact, validating its role as a critical voice in global education debates while showing how its research translates into real-world change. The diverse applications of NSI-09 – from ministerial policy influence (Iyengar; Patanyak) to decolonial literacy advocacy (Wepukhulu) – prove NORRAG’s ability to bridge theory and practice. Several stakeholders are invested in the outcomes: Policymakers see evidence that challenges top-down reforms (Steiner-Khamsi) and offers equitable alternatives (Balarin & Milligan). Educators and NGOs gain practical models, and Wansink’s teacher training or Reyes’ community-based adaptations, even in constrained settings. Researchers and advocates (e.g., Korlu, Kwauk) use the findings to push back against reductive metrics and centre justice in FL. The report’s value lies in its dual effect: advancing NORRAG’s mission to disrupt flawed reform narratives while equipping stakeholders with evidence and strategies for systemic change.



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

### → Findings from Learning Cycle Case Study on Teacher Professional Development Influence the Design of GPE grants in the Maldives

From 23 September to 11 November 2022, the KIX EMAP Hub organised, in partnership with the TPD@Scale Coalition for the Global South and through the Foundation for Information Technology Education and Development, Inc., a Learning Cycle on **teacher professional development at scale**. The Learning Cycle examined how ICT-mediated TPD programmes can be scaled through adaptation/localisation to improve students' learning outcomes. Eighty national experts representing 13 KIX EMAP countries (Bangladesh, Bhutan, Georgia, Kyrgyz Republic, Maldives, Moldova, Mongolia, Nepal, Sudan, Tajikistan, Uzbekistan, Vietnam and Yemen) participated in the Learning Cycle. The participants were professionals working on TPD in their countries and held various institutional affiliations, including associations with governmental agencies, academia, civil society, international organisations. Over the course of the weeks in which the Learning Cycle was held, participating teams produced a policy brief and a proposal for a project on scaling teacher professional development in their countries. These were published in Maldives in the form of the case study "Scaling Teacher Professional Development in the Maldives."

A government representative from the Maldives reported that in the first quarter of 2024, the case study "Scaling Teacher Professional Development in the Maldives," produced as part of the Learning Cycle 5: Teacher Professional Development at Scale (TPD@Scale), has been identified as "immensely useful in developing the GPE System Transformation Grant and System Capacity Grant in the Maldives." The government representatives involved in the process identified that the case study provided a thorough understanding of how TPD can be further enhanced in the Maldives. In consequence, it was used as a guide for designing and developing two GPE grants. In particular, it has influenced the focus of the grants on

(i) developing teacher capacity for equity and inclusion and (ii) strengthening central capacity and resources for curriculum implementation.

The geographic nature of a country like the Maldives, with scattered islands and high travel time as well as costs to move from one island to another, makes delivering teacher professional development (TPD) equitably and at scale difficult. The Learning Cycle 5 case study on at-scale TPD in the Maldives identified a feasible and cost-effective approach for teachers' professional development. Within the Maldives Compact Priority – equity and inclusion – TPD has been identified as a key challenge to be addressed in the Maldives education system. In this sense, the Learning Cycle's contextual study findings could influence upcoming GPE grants. This outcome case demonstrates a contribution toward enabling country representatives to leverage research produced within KIX to advance educational strategies. It also contributes to promoting aligned, equitable and sustainable education systems in the country of Maldives through contextually relevant and GEI-oriented policy research.

By participating in a KIX EMAP activity, a team from the Maldives was able to produce a knowledge product with key messages for policy and practice that can support the improvement of the quality and equity of teacher professional development in the country. Lastly, such knowledge was produced by national actors who were able to produce a contextually relevant analysis that is perceived to be of relevance in shaping the design of GPE grants in the country. Ultimately, this contributes to NORRAG's mission of amplifying underrepresented expertise from the Global South not only for Global North contexts but for increased use in Global South contexts as well.



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RECENTLY BANGLADESH WENT THROUGH A REGIME CHANGE AND THERE WAS POLITICAL UNREST FOR MONTHS. I COULD NOT CONCENTRATE MUCH ON MY PROFESSIONAL ACTIVITIES. HOWEVER, WHEN I JOIN KIX EMAP HUB ACTIVITIES, IT'S LIKE A SAFE SPACE WHERE LIFE GOES ON, WE VIRTUALLY MEET EXPERTS AND RESEARCHERS AND EXCHANGE IDEAS. THIS HELPS ME DARE TO DREAM FOR A BETTER EDUCATION SYSTEM FOR BANGLADESH

**Sumera Ahsan**, Professor at IER, University of Dhaka and the KIX EMAP Interim National Coordinator



# 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 2024, we published **24 research products** that responded to education needs and priorities from the Global South.

The KIX EMAP project, for instance, published **nine knowledge products** produced by country teams on teacher professional development. Case studies were published by national teams in Bhutan, the Maldives and Mongolia, while in-progress case studies were published by teams in Georgia, Moldova, Nepal, Sudan, Tajikistan and Uzbekistan. These knowledge products were made available in several languages to satisfy the demand for the materials in these countries. For example, one Mongolian case study was published in both English and Mongolian.

In line with our commitment to knowledge equity, we published knowledge products in English and in **five other languages**. Six of our publications were available in a language other than English: one in Arabic, one in Chinese (simplified characters), one in French, three in Russian and one in Spanish.

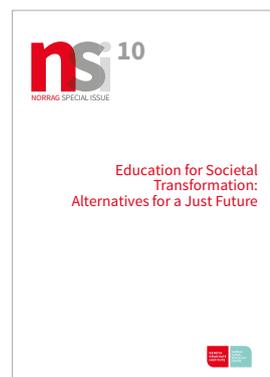
In 2024, we added two editions to our [NORRAG Special Issue series](#), which seeks to prominently highlight authors from different countries and with diverse perspectives. Each issue is dedicated to a special topic of global education policy and international cooperation in education. NSI includes several concise articles from diverse perspectives and actors with the aim to bridge the gaps between theory and practice as well as advocacy and policy in international education development.



The editor and 76% of the authors in the **NORRAG Special Issue 09: [Foundational Learning: Current Debates and Praxes](#)** belong to underrepresented groups. The 82 contributors to the publication come from 17 different countries and include early-career scholars and educationists as well as

internationally renowned practitioners and academics. NSI 09 breaks through the polarised debate on foundational learning, which has either been limited to basic literacy and numeracy or encompassed a broader spectrum to include social and emotional skills, civic values, compassion and resilience. This publication addresses the productive overlaps between SDG 4 (education) and several other SDGs such as SDG 5 (gender equality), SDG 8 (decent work and economic growth), and SDG 10 (reduced inequality), as part of its theme: Education and SDGs.

In 2024, we also published **NORRAG Special Issue 10: [Education for Societal Transformation: Alternatives for a Just Future](#)**, in which 72% of the authors and editors belong to underrepresented groups. Drawing on diverse cases from Brazil to South Africa that cover topics from Indigenous knowledge



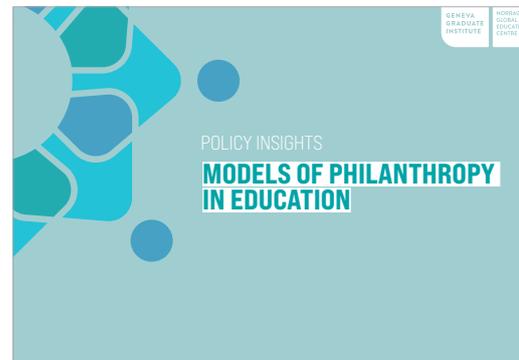
systems to education in conflict and emergencies, the 39 contributions to this issue from across the world emphasise that education can be a powerful space for resistance and activism when it respects alternative pedagogies, decolonised knowledge and Indigenous ways of being. This issue was edited by the members of The Alternative Project (TAP) and presents the diverse ideas and approaches challenging the fundamental structures and ideologies embedded in our society, particularly in education systems, as part of its theme: Innovations and Disruptions.



In addition to the publication of NORRAG Special Issues (NSIs) 09 and 10 in English, we also published regional editions of: [NSI 08: The Education-Training-Work Continuums: Pathways to Socio-Professional Inclusion for Youth and Adults](#) in Arabic, Chinese (simplified characters), French, Russian and Spanish. 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. The regional editions include a selection of articles from the English-language version of NSI 08 with additional contributions from 12 authors from six countries.

We added three new publications on diverse models of philanthropy, AI and meaningful youth engagement to our [Policy Insights series](#). Inaugurated in 2023, this series of publications allows experts from academia, policy and practice to effectively communicate their key insights and recommendations to policymakers, stakeholders and the public in a clear, concise and actionable manner. As with all our publications, we showcase evidenced contributions from a variety of contexts and perspectives, thereby

providing a platform for underrepresented experts and demonstrating the range of responses to live debates in policy spaces. This format increases the likelihood of important work informing decisions, influencing policy debates and driving meaningful change in society.



Our Policy Insights publication [Models of Philanthropy in Education](#) showcases insights of diverse contributors, underscoring the breadth of knowledge and approaches to philanthropy in education across various regions. It aims to foster a greater understanding of the complex landscape of education philanthropy and emphasises the importance of socially responsive and effective contributions. The insights shared in this publication are poised to guide policy stakeholders by offering innovative and critical perspectives on the role of philanthropy in shaping education systems globally.



While AI has been in use for decades, the public release of ChatGPT in November 2022 shifted public and policy conversations in several important ways. In this Policy Insights collection on [AI and Digital Inequities](#), we addressed 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. Contributors examine both the opportunities and pitfalls that AI entails.

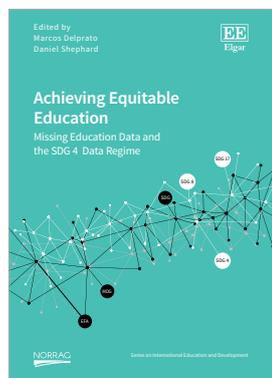


We also published and promoted a Policy Insights collection called [Meaningful Youth Engagement: Time to Deliver](#). Youth engagement is one of the key themes in the once-in-a-generation [United Nations Summit of the Future](#). In practice, however, youth engagement continues to frustrate the goals set and the youth attempting to engage. This Policy Insights collection brings together diverse contributors to address this overarching theme by providing succinct analyses and clear takeaways to improve policy and practice.

The [NORRAG Book Series on International Education and Development](#) aims to broker knowledge at the interface of research, analysis, policy and practice within the comparative development and international education community. In 2024, we added two new books on missing data and knowledge brokers to this series.

### [Achieving Equitable Education: Missing Education Data and the SDG 4 Data Regime](#)

This book was edited by Marcos Delprato (University of Sussex) and Daniel Shephard (Indiana University Bloomington). The book 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 SDG4 data regime. This publication looks to showcase how the implementation and monitoring of the SDG 4 framework can be achieved by holistically approaching different dimensions of inequality, particularly representing all marginalised groups, and by improving the availability and quality of data. This can facilitate robust evidence-informed policy decision-making. Existing data gaps in the key SDG 4 indicators overlap with ongoing aspects of marginalisation, with specific groups of learners continually being left out of educational data systems. The book highlights important regional and thematic differences in terms of the gaps in data systems as well as continued structural differences



in education data systems. The underlying framework of SDG4 may limit our ability to track different drivers of educational inequalities and how they intersect. Despite the continued challenges, collective action is necessary to address gaps, as is data production to improve educational outcomes.

### [The Rise of Knowledge Brokers in Global Education Governance](#)

This book, edited by Chanwoong Baek and Gita Steiner-Khamsi, contributes to the current understanding of knowledge brokerage through an analysis of the roles and strategies of various knowledge brokers, the influence of contextual factors and the implications for equity and inclusion in global education governance. The book features contributions from a wide range of sectors, including academia, international organisations, governments, NGOs and foundations with unique perspectives, experiences and analyses of knowledge brokerage, positioning itself as a knowledge broker on this topic.



We published and promoted the [UNESCO-commissioned Strategic Review: Improving the use of evidence for education policy, planning and implementation](#). Two broken feedback loops were identified: between researchers and policymakers, and between evidence produced in the Global South and North. Furthermore, the report concluded that the current approach to improving the use of research and evidence is not working. Ultimately, we provided key recommendations for all countries and institutions in the Global South and North:



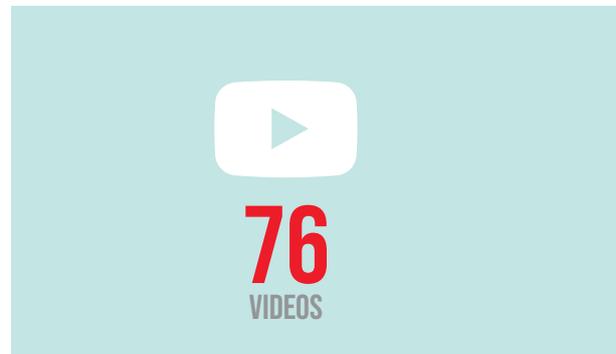
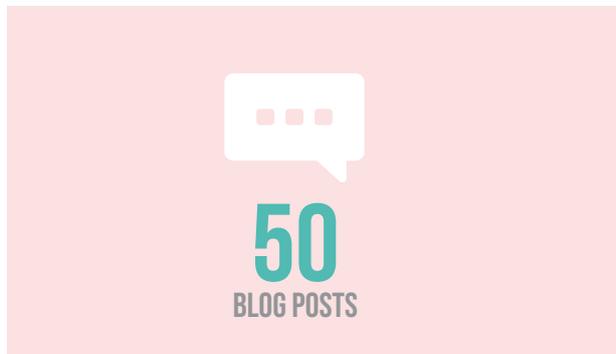
- implement all three pathways to effective use of research and evidence (products, relations and systems change)
- support regional hubs to strengthen regional and local processes, and
- advance global, regional and national advocacy and resource mobilisation.



## WE MOBILISE KNOWLEDGE

### NORRAG Creates Spaces and Processes for Sharing and Engaging with New Knowledge and Coproduces and Disseminates Knowledge Products

In 2024, we published **193 knowledge 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 published globally and regionally.



Providing a platform for education stakeholders, particularly those from Global South, is a key principle in NORRAG's work as it looks to give voices their expertise and experience, which 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 to 2022 (33), 2024 was a significant increase (**66%**) in the number of **blog posts** published over the year (50). This continuing success is due to the renewed leadership of our new blog editor, Maren Elfert, and the continuation and promotion of several blog series that are clearer to potential contributors as outlets for their publications.

In 2024, we launched 5 new blog series: [AI and the Digitalisation of Education: Challenges and Opportunities](#), [Financing Education](#), [International Organisations and the Global Governance of Education](#), [Pact for the Future](#) and [Provocations for Education from Youth Climate Activism](#).

The four series we launched in 2023 continued to be productive in 2024. **#TheSouthAlsoKnows** blog series aims to share learning and insights from Global South experts and highlight their contributions to improving quality and equity in education in Southern countries and globally. Six new blog posts were added. The **Systems Thinking** blog series also welcomed three new contributions from a diverse range of voices and experiences to advance our understanding of using systems approaches

in education. The **Early Childhood Education** blog series produced two empirical and conceptual blog posts on topics including gender participation and the potential of using systems thinking, while the **Decolonising Data** blog series published a contribution containing 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. The **Missing Education Data** blog series added one contribution on [the limitations of foundational literacy metrics](#). Two new blog posts were added to the Digitalisation of Education series, after the publication of the [Policy Insights on AI](#).

The **production of videos** disseminating research grew from 32 in 2022 to 76 in 2024. At the same time, our focus shifted to creating videos that were accessible to multiple audiences: we made 65% of the videos published in 2024 available in languages other than English (Arabic, Chinese [simplified characters], French, Hindi, Russian and Spanish) (= 65% in 2022). The KIX EMAP Hub, under the Innovations and Disruptions theme, produced the most videos (57, up from 19 in 2022), and launched a video archive on YouTube. The video for [Information Session: KIX EMAP Learning Cycles 6 & 7](#) had the most views, with 660 in total.

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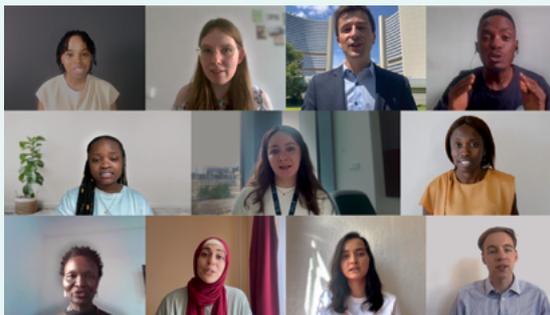
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To promote our **Meaningful Youth Engagement** work, we produced a [video](#) featuring NORRAG partners presenting the initiative’s purpose: advancing world-leading and world-changing youth-led practices for meaningful youth engagement. This initiative aims to develop long-term changes by improving access to the work of youth experts, especially from Global South. Meaningful youth engagement can only be achieved by listening to youth.

We disseminated evidence via online presentations and in-person events. In 2024, we **presented NORRAG research in 30** activities, 18 of which were invited events. In eight of them (six in 2022), **language interpretation** was provided for at least one of the following languages: Arabic, French, Mandarin, Russian or Spanish.

The Private Sector Approaches team was invited to participate in several external events in 2024. The discussions at these events highlighted both the process of evidence generation and the growing need for more

evidence. NORRAG emphasised the collaborative nature of evidence generation and analysis, which involves researchers, implementers and policymakers working together to assess the conditions and effectiveness of adopting private sector approaches in education systems. These discussions amplified the voices of Global South experts in global policy forums, such as the Social Outcomes Conference at Oxford University, and engaged them in contextual debates at the national level, including the Mumbai Innovative Financing for Education Symposium.

NORRAG researchers participated in multiple panel sessions at the **Comparative and International Education Society (CIES) Conference** in March 2024, held Miami both in person and online. NORRAG representatives spoke at 16 panels (↑ from seven in 2022) across all four NORRAG themes. Topics included the application of decolonising development in education, innovative financing for education, evidence production and use, refugee education, EdTech, teacher well-being in crisis contexts, global governance of education and foundational learning. 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 UNESCO and the UN Special Rapporteur on the Right to Education.

In alignment with our mission, we also **facilitated the exchange of knowledge and research products** with and among our partners and members at **23** (37 in 2022) events. At **57%** (↑ from 18%) of these events, we provided language **interpretation services** for at least one of the following languages: Arabic, French, Mandarin, Russian or Spanish. Three events were conducted exclusively in a non-English language (Mandarin, Russian or Spanish), so up to **70%** of knowledge and research exchange events were facilitated in a language in addition to or other than English.

We also continued to promote our second Policy Insights publication, [Refugee Teachers: The Heart of the Global Refugee Response](#). Our target audiences (decision-makers, government officials, funders, NGOs and academics) have been targeted through our website and social media

channels, which are focused on specific events and relevant “international days,” leveraging the diverse networks of the contributing authors. We also promoted the publication at key meetings in which the target audience gathered (e.g. CIES conference, International Cooperation Forum on Peace, Humanitarian Network and Partnerships Week) and arranged specific briefings when appropriate (e.g. Mission Suisse to UNOG). For example, in 2024, based on this publication’s outcomes and profile, NORRAG attended the 14th Policy Dialogue Forum on Teachers in Johannesburg, where we chaired and presented a session on teacher well-being and teacher shortages in crisis contexts, which drew on the Policy Insights. NORRAG also co-hosted a World Teachers Day event with the Geneva Global EiE Hub, which focused on the question: “Are teachers valued in emergency settings?”



## WE STRENGTHEN CAPACITY

NORRAG Works with Governments, International Organisations, the Private Sector, NGOs, Academia, Experts and Decision-Makers to Build their Capacity on New Evidence and the Use of this Evidence for Decision-Making

In 2024, we organised 15 capacity strengthening activities, a 36% increase from 2022.



3

courses



8

workshops & rapid customised country support sessions



1

Applied research student project

3

NORRAG Network tutorials

Chanwoong Baek taught *Knowledge-based Governance in Comparative and International Education* for the **Geneva Graduate Institute master's programme**, during the Spring 2024 semester. Students explored the role knowledge plays in today's policy, planning and implementation; which bodies of knowledge (produced by whom) are used by policymakers; how knowledge transfers across geographical, institutional and systemic boundaries; and which actors and organisations facilitate the process. Moira V. Faul taught a session on decolonising development in education for the **McGill University, Québec, education and development master's programme** and contributed to the **UN Staff Systems College Policy Coherence and Systems Thinking for Sustainable Development** programme.

NORRAG supported a **student-applied research project on the evidence on how to improve evidence use** in policy. Development and educational initiatives face increasing demands to be informed by evidence. However, efforts to improve evidence use tends to overlook scholarly findings on improving such 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). Students in this project collected data from five recent initiatives that sought to improve the use of evidence in foundational literacy programmes and analysed these data by applying this framework.

NORRAG continued its support for 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 leveraged its 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.

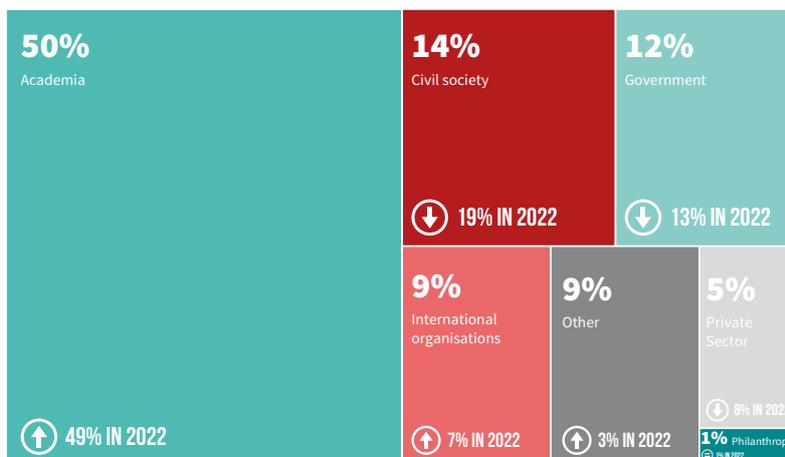
# NETWORK AND ORGANISATIONAL DEVELOPMENT RESULTS

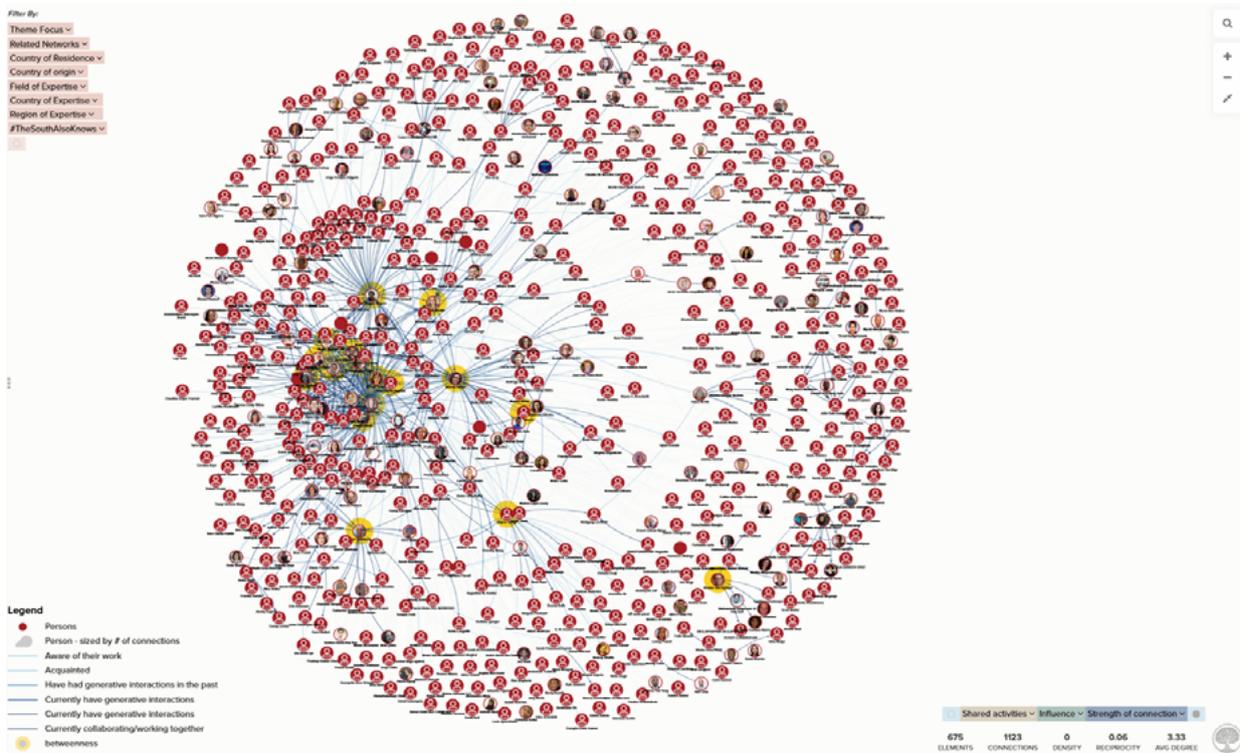
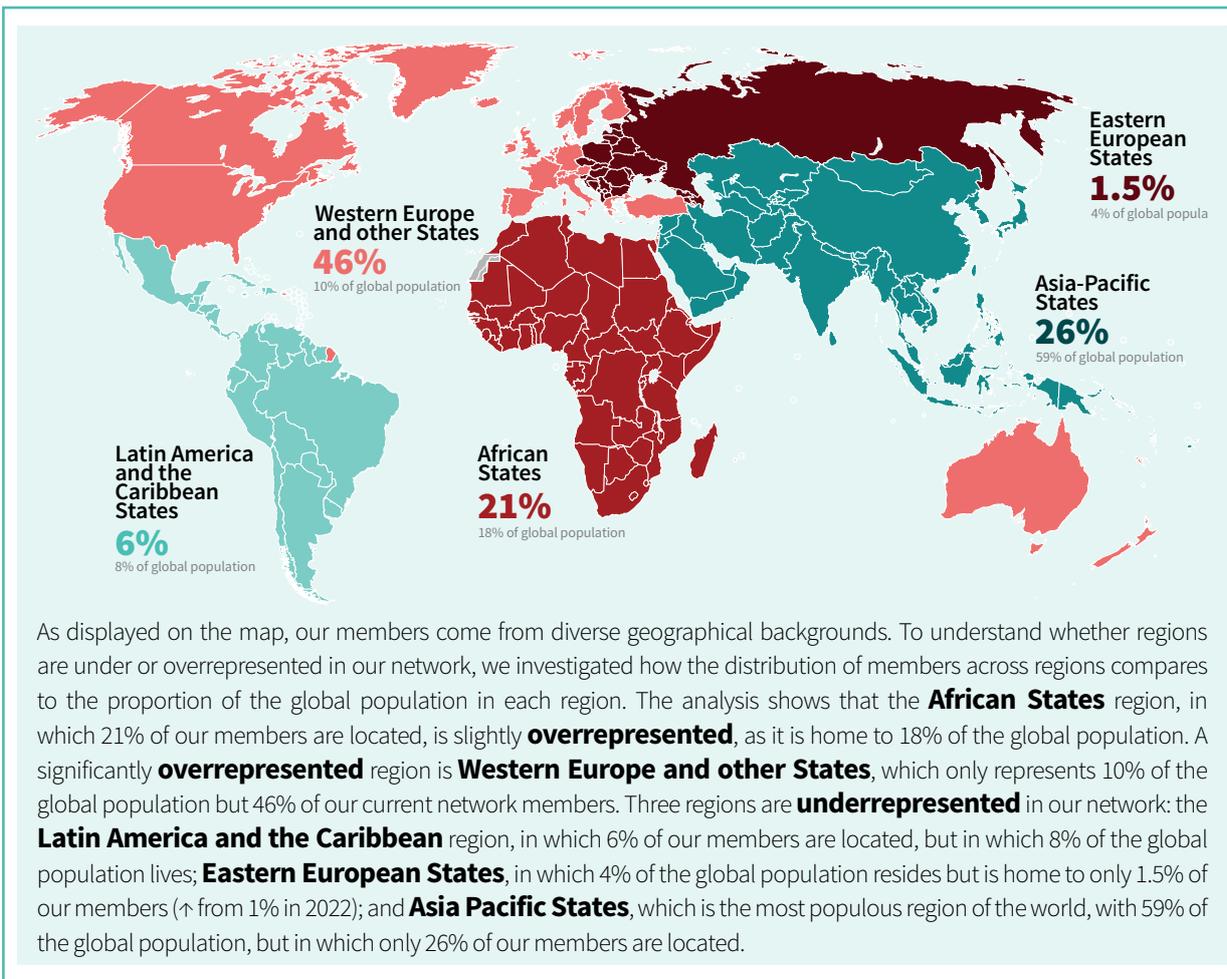
Our network was comprised of **6,094 members** in **185 countries** in 2024. Since launching the Social Systems Map in September 2022, the NORRAG Network has welcomed **1,210 new members** – an increase of **39%**.



The network continued to represent women and non-binary individuals, as well as members from the Global South: **70%** of network members are **women or non-binary** individuals and **more than 51%** of them are from the **Global South**.

The profile of the network (in terms of stakeholder groups) slightly changed. 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%). The percentage of network members affiliated with the **private sector** decreased to 5% of the network (↓ from 8%), while those representing **international organisations** increased to 9% and (↑ from 7%) **philanthropic organisations** remained stable at 1%.





The Social Systems Map, a tool that allows our members to map their existing connections and find new connections based on common interests, geographic regions or thematic expertise, has welcomed **1,210 network members** since its launch in September 2022. In addition, the mapping tool allows

members to visualise the network and filter it in the ways that are most useful to them. Since not all existing members opted into the Social Systems Map on launch, the map now contains 4,350 member profiles for all its 5,875 members. In 2024, 141 new members residing in the **African States** region joined

the network, representing a growth rate of 18%. The **Asia Pacific** and **Latin America and the Caribbean** regions grew by 18% and 48%, respectively welcoming 181 and 93 new member profiles, while the **Western Europe and Other States** region grew by 20%, as 685 new members joined. The **Eastern European States** region saw a regional membership increase of 27%. Additionally, as the network continued to develop and mature, the connections between users increased from 741 to 1123 – an increase of 51%.

NORRAG Network members have received monthly regional-specific membership updates since early 2023. Of these, members opened approximately 15,000 of approximately 46,000 emails, averaging a 34% email open rate across all regions. Of these opened emails, the linked components were clicked **1,415 times**.



**I AM ASSOCIATED WITH THE AFRICAN NETWORK FOR INTERNATIONALIZATION OF EDUCATION (ANIE) [WWW.ANIENETWORK.ORG](http://WWW.ANIENETWORK.ORG) WHERE I AM THE FOUNDING EXECUTIVE DIRECTOR. FROM THE PRESENTATION, OUR MEMBERS CAN VERY MUCH BENEFIT FROM NORRAG. WE CAN ALSO BENEFIT A LOT IN ORGANISATIONAL DEVELOPMENT. I VERY MUCH LIKE HOW NORRAG MANAGES ITS MEMBERSHIP AND CREATES OPPORTUNITIES FOR NETWORKING AND CONNECTIONS AMONGST MEMBERS.**

**Dr. James Otieno Jowi**, Founding Executive Director, the African Network for Internationalization of Education (ANIE)

Some **1,820 (29%)** of our members **participated in at least one activity** we organised in 2024, **an increase of 435%** (↑ from 340 in 2022). This increase is in large part due to the work of the Regional Coordinators. Around **66% of attendees** were women or non-binary individuals (↑ from 59% in 2022), and **59%** were from the **Global South** (↓ from 66%). This shows the efficacy of our Regional Coordinators’ strategies in 2024 targeting NORRAG network members to encourage greater participation in our activities, and seek feedback on reasons for non-attendance.

To strengthen our network in 2024, we engaged **114 partnerships**, 52 of which were with organisations from the **Global South** (↑ from 22% in 2022). **Communications** (29%) and **knowledge mobilisation** (27%) were our most common types of partnership – we collaborated on the dissemination of relevant evidence for improving equitable

and quality education. Other frequent collaboration types included **knowledge production, knowledge contribution and capacity strengthening** (11%) together, in which we partnered with organisations to conduct research and publish evidence relevant for advancing our strategic themes and SDG 4.

Fifty-one percent of our partnerships were with academia or other research institutions (↑ from 39% in 2022), followed by 17% of our collaborations with civil society organisations (= 19%) and 16% with international organisations (↓ from 23%). The most significant shift in partnership composition relative to 2023 was a reduction in partnerships with philanthropic organisations (4%, ↓ from 9% in 2022).



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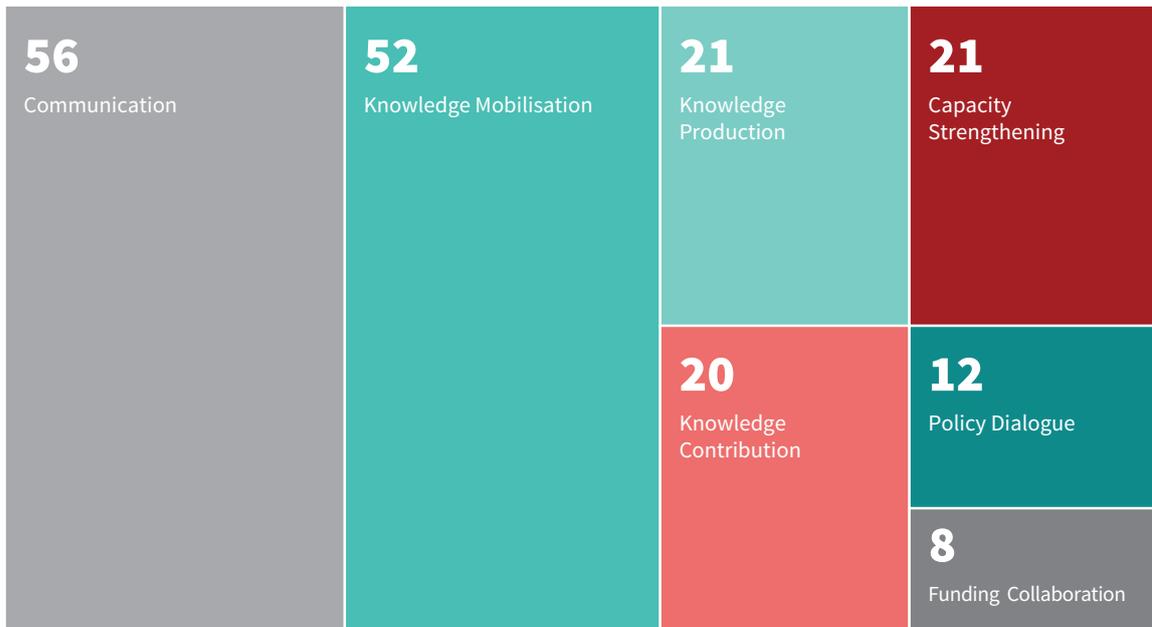
How did we achieve these results?

Network and organisational results

Looking forward

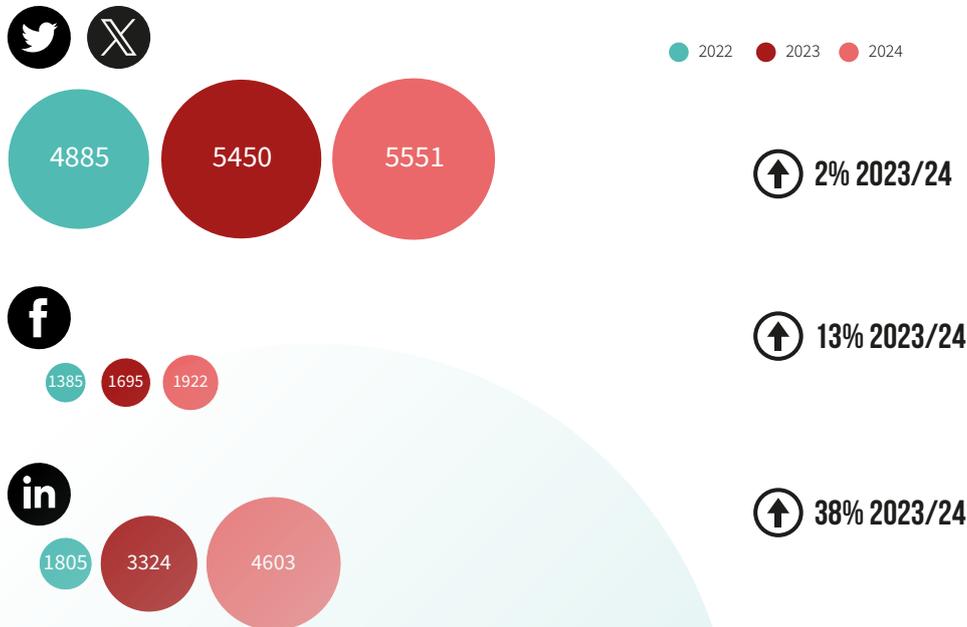
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In 2024, we published a total of **193** knowledge and communication products on our website (↑ from 133 in 2022), of which **81** (↑ from 76 in 2022) were in a language other than English (50% in 2024 up from 36% in 2023). Of these publications, 169 were communication products (↑ from 72 in 2022), 44% of which were published in a language other than English (↑ from 38%).

We also expanded our reach across our multiple social media platforms compared to the previous year. We finished the year with **5,551 followers** on X (↑ 14% from 4,884 followers in 2022), **4,603 followers** on LinkedIn (↑ 155% from 1,805 followers in 2022) and **1,922 likes** (↑39% from 1,385 likes in 2022) on the Facebook page. The social media presence of the KIX EMAP Hub encompassed 494 followers on X, 367 followers on LinkedIn and 572 likes on the EMAP Hub's Facebook page.



This is our third year implementing our results-based **Monitoring, Evaluation and Learning (MEL) System** as part of our organisational development. The results for 2022, our base year, are indicated in brackets alongside indicators for increases, decreases or stability. Our MEL system assesses how we contribute to the outcomes defined in our Theory of Change as well as the implementation of our work. In addition, the MEL system increases the availability of relevant and useful data on our work internally and externally. This system aims to foster a culture of reflection, learning and evaluative thinking grounded in evidence and analysis within and across our projects. Ultimately, the system will contribute to improving the effectiveness of our efforts and the achievement of our expected outcomes by strengthening our evidence-informed decision making.

# LOOKING FORWARD

## THE NEXT STEPS FOR ADVANCING OUR MISSION IN 2024

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

**Continue to cohost the UNESCO Chair Series in Comparative Education Policy** with the UNESCO Chair in Comparative Education Policy to invite experts from the Global South to share their research, expertise and insights on various issues in the fields of international education policy and development. The Series aims to contribute to surface and amplify historically underrepresented and marginalised expertise.

**Conduct research projects on the production, use, and transfer of data and evidence in education policy.** The projects critically examine the discourses and practices of evidence-based policymaking by uncovering the producers

of global policy knowledge, as well as investigating how data and evidence, often collected and framed in the Global North, are utilised by national policy actors.

**Exchange capacities** for use of evidence and data as well as knowledge brokerage in education policy. Building on the findings from our UNESCO Strategic Review: “Improving the Use of Evidence for Education Policy, Planning and Implementation” and the book “The Rise of Knowledge Brokers in Global Education Governance,” we will continue to engage in policy dialogues and exchange capacities to coproduce, broker and use locally produced, relevant and meaningful knowledge in education.

### HOW DOES EQUITABLE AND QUALITY EDUCATION OVERLAY AND INTERSECT WITH OTHER SDGs?

**Socialise Policy Insights** – [Refugee Teachers: The Heart of the Global Refugee Response](#). In 2025, NORRAG will host a highlighted session at CIES in Chicago titled From Aftersight to Action: Putting Teachers at the Heart of the Global Refugee Response. Four authors from the publication will be presenting updates to their policy insights, with the session tracing an arc of refugee teachers as expropriated labour within humanitarian systems to examples of teachers at the centre of system-level change. In partnership with UNESCO’s Teacher Task Force, UNHCR and the Forum for African Women Educators (FAWE), NORRAG will contribute to the development of a research proposal focused on strengthening teacher policy dialogue systems in emergency settings.

**Capitalise on the findings from the report on SDG4 and other SDGs** through an online and in-person exhibition that will galvanise the current understanding of and partnerships for education in the border global sustainability agenda. A physical exhibition on the Genevan lakeside will take place in July 2025, and we will continue the exhibition in the Maison de la Paix and other iconic spaces in Geneva.

We will participate in development gatherings in Geneva to further the case for education as being central to achieving the SDGs. Our online presence will continue until the end of 2030, and we will continue to contribute to the Centre for Global Higher Education’s initiative on education and the SDGs, including by writing an article for a Compare Forum.

**Horizon scan on SDG 4 intersections with other SDGs.** We will use the systematic horizon scanning method developed by William Sutherland at the University of Cambridge to identify emerging trends in intersectorality. This method draws on expert communities of practice to identify, sort and prioritise information on existing gaps in research, policy and practice through large-scale surveys and a sense-making workshop. Widely used in conservation and ecology, our use of this method would be, to our knowledge, the first time it is applied to the interconnections between different SDGs.

**Contribute to Geneva Global Hub for Education in Emergencies’ 2024-25 work plan.** As members of both the Steering Committee and the Technical Working Group,



we have co-facilitated and supported several initiatives. We are on the reference groups for the Hub's 2025 flagship report on anticipatory action and the toolkit on climate financing and education in emergencies. In line with the UN Secretary General's proposed Global Fund for Teachers, in 2025, we plan to develop a one-page document for the EiE Hub outlining how teachers fulfil catalytic and cross-sectoral roles in emergencies, making teachers a smart investment in resource constrained settings. In addition, we will develop a concept note and seek funding for a cost-benefit analysis of investments in teachers in emergencies, with a view towards

diversifying EiE fundings streams to include private-sector philanthropy. Finally, we will contribute to the University of Geneva's summerschool course on education in emergencies, by teaching a session on teachers' work and wellbeing.

Africa Higher Education in Emergencies Network (AHEEN). Moira V. Faul will continue to serve on AHEEN's Board to further efforts to offer diplomas with strong employability potential to refugees and internally displaced persons (IDPs) on the continent.

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

### → KIX EMAP Hub

In 2025, the KIX EMAP Hub will continue to pursue its goal of surfacing, amplifying and using research evidence for policy and planning in the 36 EMAP countries located in four sub-regions: (i) Europe and Central Asia; (ii) South Asia, Middle East and North Africa; (iii) Southeast Asia; and (iv) the Pacific. In pursuing this goal, the Hub will continue to place knowledge exchange at the core of its work. In addition, the Hub will focus on strengthening the capacities of the institutions responsible – at the country-level – for promoting the greater use of research evidence for educational policy, planning and practice. In doing so, the Hub will continue to strengthen its connection with GPE KIX research projects and – with the support of KIX EMAP national teams – further complement and reinforce GPE's ongoing support provided to EMAP countries. This will include in-person research uptake fora, rapid country support and online collaborations, workshops and learning cycles.

### → Youth

Socialise the **Meaningful Youth Engagement Policy Insights** publication to advance both understanding and practice to support stakeholders to improve meaningful youth engagement and unleash the full power of youth participation, partnership and action. We will foreground youth who have been engaged in – or have attempted to engage in – governance processes, as they are best placed to help others understand how to work with them. We will launch a blog series on meaningful youth engagement to collate contributions from youth to advance

world-leading and world-changing youth-led practices for meaningful youth engagement, as this can only be achieved by listening to youth and mobilising their trust. We will also apply for additional funding to continue this critically important work on making space for youth in policy and engaging in intergenerational dialogue.

### → Digitalisation

Continue **research on EdTech** by foregrounding the first principles for any research agenda on technology and education: education before technology; knowledge equity concerns (epistemological, axiological and practical); the impact and relevance of EdTech products in low- and middle-income countries or district; and framing innovation beyond technology. Secondly, we will pursue funding for innovative research in four areas: government procurement for the public purpose and common good, evolving EdTech business models, assetisation and financialisation, examining how power operates across all questions in this research agenda.

We will continue to socialise the **AI and Digital Inequities Policy Insights** by including presentations to international and multistakeholder audiences and offering guest teaching on graduate courses and executive education.

### → Complexity and Systems Approaches

**Seek funding for a Community of Practice of international education networks.** Networks have the potential to continue to do work in hard times, such as those facing the development world in 2025 and

beyond, when institutions and organisations may fail. Networks can act as an alternative mode of organising to build connections and capillary flows between formal organisations, thereby supporting their collective work towards shared goals.

## → Multilingualism

Multilingualism is simply a matter of fact in many nation-states. Multilingual societies require multilingual education if they are to provide accessible, quality and equitable education for all. The need for multilingual learning is supported by research across various disciplines, which has demonstrated the cognitive benefits of acquiring literacy in a first language before learning a second language and the value of respecting the knowledge systems, cultures and identities of minoritised peoples. Nevertheless, providing effective multilingual education is far from straightforward. **NSI 11: Multilingualism and Language Transition: Innovations and Possibilities** will address the major challenges and opportunities inherent in implementing multilingual education in ways that respect learners' rights to education, cultural expression and livelihood.

## → Endogenising and Decolonising

In 2025, we will publish the NORRAG Senior Fellows' book **Transforming Development in Education: From Coloniality to Rethinking, Reframing and Reimagining Possibilities**, the seventh volume in the NORRAG book series. This book first analyses coloniality (i.e., the ongoing effects of colonialism), which continues to shape all aspects of our social order. It then takes these analyses as springboards to inform what can be done to recognise, challenge and break out of the limits that are sought to be imposed. We will also hold an event challenging the deficit discourse of contemporary international development and

support UNESCO-IBE during their centenary year, focusing on our shared agenda of endogenising education. Finally, we will secure research funding to conduct a study investigating the extent to which the localisation agenda in education is implemented in ways that are transformative, reformative or performative.

## → Academic Freedom

Sometimes dismissed as merely the whining of elites, academic freedom is actually fundamental to the right to education, the pursuit of knowledge and societal progress, and the functioning of a democratic society. Education underpinned by academic freedom can empower people to reach their fullest potential as individuals, community members and citizens through meaningful social, cultural, economic and political participation. NORRAG proposes to support several interested parties, including UNESCO, in stimulating evidence-informed action to address threats to academic freedom through a series of activities in 2025 and 2026. This initiative recognises that the ability of education institutions and their personnel to engage in unfettered inquiry, teaching and research is paramount in an increasingly interconnected, polarised and rapidly changing world,

## → NSI 09 regional editions

We will publish regional editions of NSI 09 – [Foundational Learning: Current Debates and Praxes](#) – in Arabic, Chinese (simplified characters), French, Russian and Spanish. NSI 09 explores the redoubled emphasis on foundational learning, and the framing of “relevance” as standing in tension with basic literacy and numeracy, which has emerged at this midway point to Agenda 2030. The regional editions will include a selection of articles from the English-language version of NSI 09 with additional contributions from each region.



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

## → Innovative Financing for Education to Leave No One Behind

We will maintain our ongoing comprehensive research efforts to understand whether, how, and under what conditions **innovative financing approaches** can provide more and better financing to reach the most disadvantaged and marginalised groups. We will continue our partnerships with research and private-sector implementing partners in the Global South to produce policy- and practice-oriented knowledge products on innovative financing for education. Furthermore, we will engage key national, regional and global policy actors in evidence-informed policy dialogue. The findings will contribute to the expansion of research in this area and enhance the availability of evidence on the effectiveness of innovative financing for education. Through the use of additional evidence, we aim to better inform public and private sector actors about the potential and limitations of a diversity of innovative financing mechanisms in the education sector, thereby helping to improve quality education outcomes through financing, with a focus on prioritising the inclusion of vulnerable or marginalised children and youth.

## → Results-based financing

We will continue to build upon previous research examining **the theoretical framework of results-based financing and its practical implementation** within the education sector. The team will further analyse additional evidence to explore its stated objectives and the realised impacts of results-based financing. The evidence gathered through NORRAG research will allow us to engage the global education community in policy dialogue regarding the potential and limitations of results-based financing in education.

## → Capacity-Strengthening on Innovative Financing for Education

Following a successful first cohort of the Executive Education course on innovative finance for education, we will continue to explore modalities to strengthen the capacity of education and finance stakeholders to understand the opportunities and challenges posed by innovative financing mechanisms in education. We will seek to form partnerships with aid agencies, universities and philanthropic organisations to bring capacity-strengthening activities to relevant stakeholders in the Global South who lack the financial means to access such opportunities.

## → Effectiveness of public-private partnerships

To better understand and assess the conditions that contribute to effectiveness within public-private partnerships, we will continue to engage with various actors in the public and private sectors through our projects in innovative financing for education. NORRAG will pursue research opportunities to examine the diversity of actors in the public and private sectors and the strengths and capacity gaps among these actors. We will incorporate this evidence into the global dialogue on effective public-private partnerships in education.

## BUILDING OUR ORGANISATION, NETWORK, PARTNERSHIPS AND SUSTAINABILITY

Building on our excellent results in 2024, we will continue to put **knowledge equity, partnerships and network building** at the core of our daily work and through our online retreat for the sense making and planning of our 2024 results.

### We will develop a new strategy for 2026-30

by maintaining our core focus on knowledge equity and appropriate and relevant evidence-informed decision making while recognising and responding to a new and more restrictive funding landscape.

We will build a **community of network weavers** in international education who will seek to understand the role of networks, movements and communities of practice in driving changes in education systems and how they can best be supported. The recent zeitgeist discourse on systems change for social outcomes has led to a search for solutions and a conviction that we must work at the system level. This initiative argues that this is not true systems practice and challenges widely-held assumptions of linear change models: easy scale and replicability. Rather, we propose that true systems practice is rooted in understanding relationships.

### We will seek funding to support Regional Coordinators

as they 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. Moreover, we will continue to support other education networks, including ECLAC, ESSA, RECI, Rede Estrado, Gestrado, ANIE and IIE.

### We will extend the #TheSouthAlsoKnows initiative

to strengthen network recruitment and promote use of the publicly available database of Global South education experts. Launched in March 2022, #TheSouthAlsoKnows is a NORRAG initiative aiming to contribute to the reversal of 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 improve access to the work of scholars and experts from South America to Asia and the Pacific and from Africa to Eastern Europe.

Lastly, we will work with students to produce an **interactive tool mapping NORRAG's knowledge co-production** since 2018. This tool will highlight the expertise mobilised from our network and from marginalised experts across our book series, Policy Insights and Special Issues. These open-source knowledge products spotlight underrepresented experts and underresearched questions in formats that are targeted towards our diverse stakeholders, such as decision-makers, civil society, philanthropic organisations and researchers in academic institutions, policy organisations and thinktanks.



# OUR TEAM AND GOVERNANCE

## NORRAG TEAM

From January to December 2024, the NORRAG Team was composed of the following members:

**Chanwoong Baek**

Academic Director, Theme Lead: Data and Evidence

**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, Project Director: IFE-2-Leave No One Behind

**Gita Steiner-Khamsi**

KIX EMAP Lead Researcher, Senior Adviser

**Alexandra Draxler**

Senior Adviser

**Hugh McLean**

Senior Adviser

**Michel Carton**

Senior Adviser

**Maren Elfert**

NORRAG Blog Editor

**Marina Dreux Frotté**

KIX EMAP Education Policy, Evaluation and Learning Lead & Research Associate: IFE-2-Leave No One Behind

**Ana Tauchner Hoover**

Research Manager: IFE-2-Leave No One Behind (until August 2024)

**Amy Crompton**

KIX EMAP Knowledge Lead (Southeast Asia) (until June 2024)

**Seu'ula Johansson-Fua**

KIX EMAP Knowledge Lead (Pacific)

**Julia Levin**

KIX EMAP Knowledge Lead (Europe and Central Asia)

**Rasha Sharaf**

KIX EMAP Knowledge Lead (South Asia and Middle East & North Africa)

**Aditi Desai**

KIX-EMAP Knowledge Lead (Southeast Asia)

**Anouk Pasquier Di Dio**

Publications and Graphic Design Coordinator

**Camille Chambinaud**

Communications and Events Coordinator

**Raül Presseguer**

Senior Administrator

**Lara Patil**

Adviser

**Chris Henderson**

Education in Emergencies Specialist

**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 and Assistant, KIX EMAP and IFE-2-Leave No One Behind (until April 2024)

**Veronika Mosolova**

Project Officer

**Yasmeena Osama**

Project Officer

**Balasubramanyam Pattath**

Research Assistant: IFE-2-Leave No One Behind (until February 2024)

**Georgia Thorne**

Research and Programme Assistant: IFE-2-Leave No One Behind

**Carolina Earle**

Youth Engagement Specialist

**Allison Vas**

Outreach and Partnership Specialist

**Thanh Mai Thi Ngoc**

Administrative Support

**Jacqueline Centeno**

Communication and Research Trainee (until June 2024)

**Simon Kyeremeh**

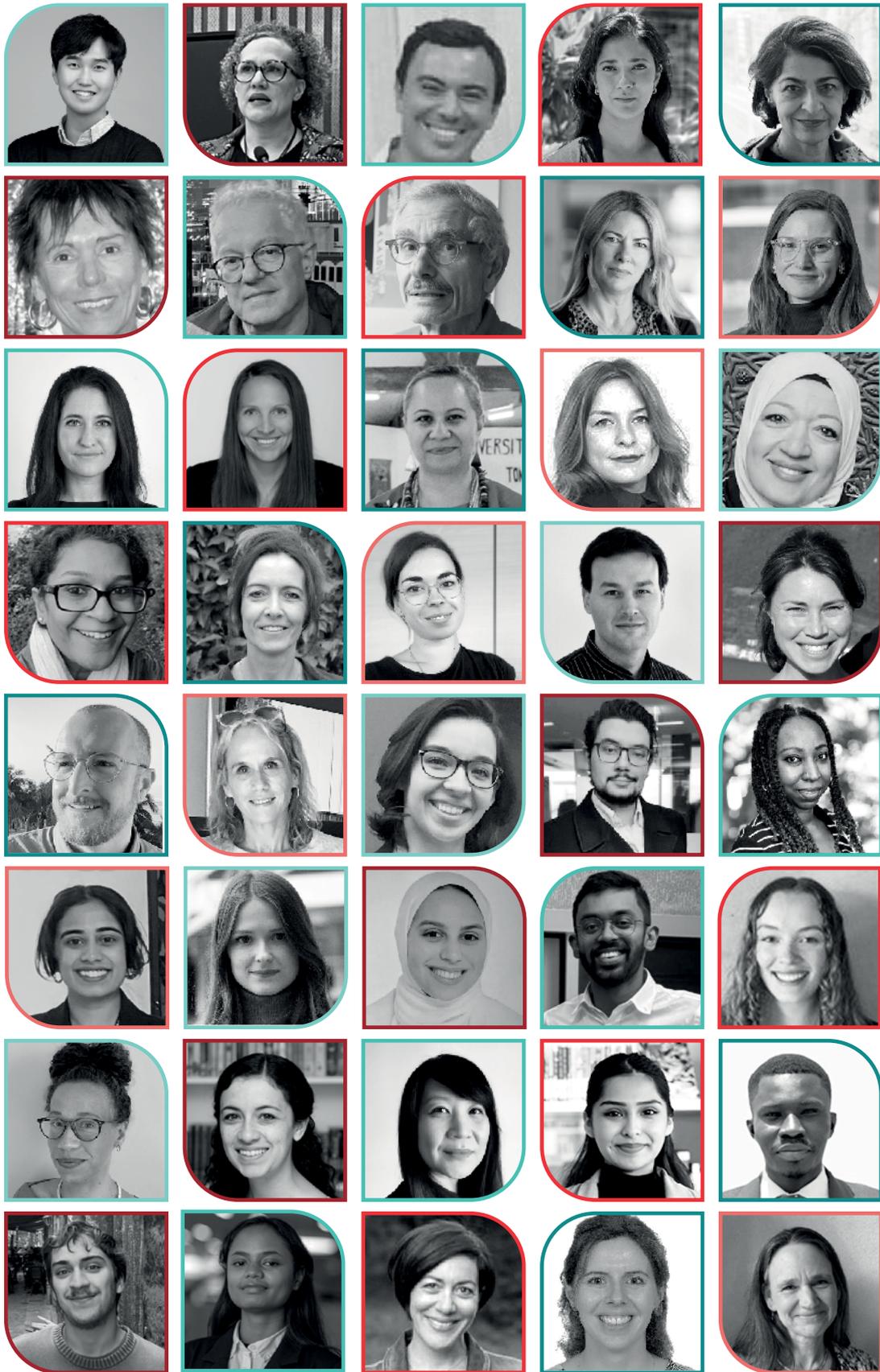
Event Assistant Trainee (until June 2024)

**Fabrizio Montisci**

Communication and Research Trainee (since September 2024)

**Miantsa Rahenitsoa**

Event Assistant Trainee (since September 2024)



**NORRAG backstopping  
for the SDG**

**Fabienne Lagier**  
Backstopping Team Lead

**Moira V. Faul**  
Senior Advisor

**Mathilde Jacquin El Bajji**  
Education Programme Officer

**Alison Joyner**  
Education in Emergencies Specialist



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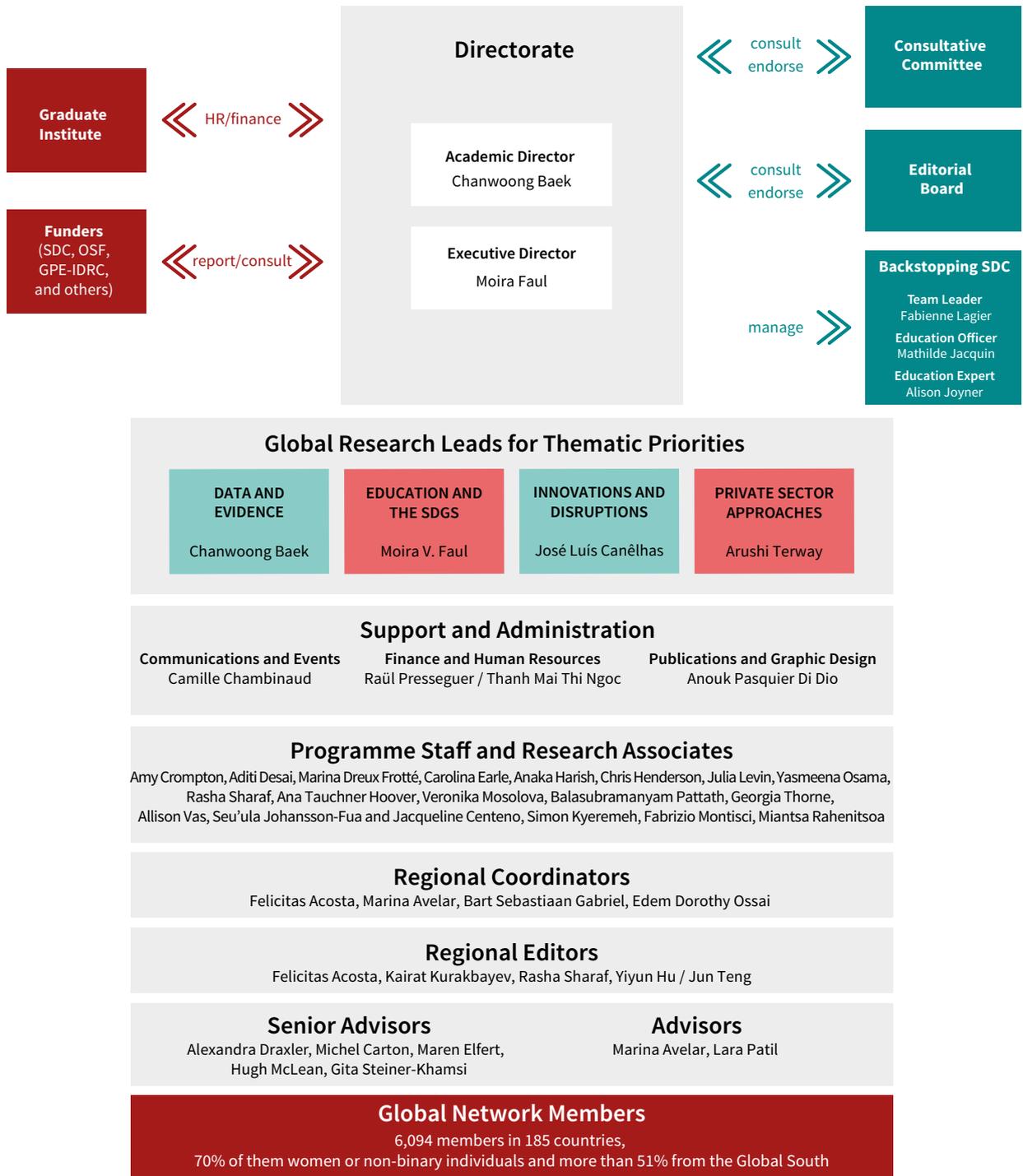
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## CONSULTATIVE COMMITTEE

The NORRAG Consultative Committee serves as a sounding board for our strategic development and endorses our annual reports. In 2024, 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

### Alexandra Draxler

Senior Adviser, NORRAG

### Maren Elfert

Senior Lecturer in International Education, King's College London, United Kingdom

### Annabelle Littoz-Monnet

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

### Karen Mundy

Professor of Educational Leadership and Policy in the Department of Leadership, Higher and Adult Education at the Ontario Institute for Studies in Education, Canada

### Thabo Msibi

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

### Crain Soudien

Professor School of Education at University of Cape Town and Honorary Professor at Nelson Mandela University, South Africa

## EDITORIAL BOARD

The NORRAG Editorial Board helps ensure our publications both fit into and cover the key themes of our work. The Editorial Board aims to guarantee the quality and diversity of print and online publications by working with the editors of the NORRAG book series, NSI and blog. As of July 2024, the Editorial Board was comprised 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; Editor of the Spanish-language Version of NSI

### Chanwoong Baek

Assistant Professor, International Relations/Political Science, Geneva Graduate Institute; Academic Director, NORRAG

### Alexandra Draxler

Senior Adviser, NORRAG

### Moira V. Faul

Executive Director, NORRAG

### Kairat Kurakbayev

Senior Researcher, NUGSE; Editor of the Russian Regional Edition of the NORRAG Special Issue

### Moses Oketch

Professor of International Education Policy and Development, University College London

### Rasha Sharaf

Professor of International and Comparative Education and Education Administration, Helwan University; KIX EMAP Knowledge Lead; and Editor of the Arabic Regional Edition of the NORRAG Special Issue

### Iveta Silova

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

### Jun Teng

Deputy Director, Associate Professor, Institute of International and Comparative Education IIICE, Beijing Normal University; Editor of the Chinese (Simplified Characters) Regional Edition of the NORRAG Special Issue

# PARTNERS

NORRAG partnerships are central to our strategy of promoting South-South and triangular South-South-North collaborations. They are also integral to our goal of increasingly decentralising knowledge production and dissemination as well as policy dialogue activities. In 2024, we **increased** our **partnerships with Global South organisations** by **137%** and partnerships overall by **43%**.

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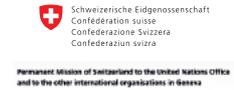
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**Accountability for Gender Equality in Education (AGEE), United Kingdom:** Knowledge mobilisation and communications partner of the Missing Data Project.

**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.

**Association of Parents Children with Disabilities (CWD):** National partner for RCCS Europe and Central Asia (KIX EMAP).

**Australian Council for Educational Research, Australia:** Strategic partner of the KIX EAP Hub and co-organiser of the KIX EAP “Learning assessments and education reform in the EAP region webinar” (26 October 2023).

**Australian National University, Crawford School of Public Policy, Development Policy Centre:** Host of the Australasian Aid Conference 202, at which KIX EMAP presented.

**Ban Ki-moon Foundation:** Co-organiser of the launch event of the Policy Insights on Meaningful Youth Engagement, side event to the United Nations Summit for the Future.

**Beijing Normal University (BNU), 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. Under Jun Teng’s supervision, BNU coordinated the regional launch of NSI 07 Chinese (simplified characters) Regional Edition.

**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.

**Beyond Lab, Switzerland (formerly SDG Lab):** Policy partner in work on education, SDGs and system complexity.

**Building Evidence in Education (BE2), United Kingdom:** Knowledge contribution and policy partner in the Systems Thinking project and improving the use of evidence projects.

**Cathryn Magno:** Learning Cycle 6 facilitator (KIX EMAP).

**Centre for International Environmental Studies, Switzerland:** Co-organiser of event for the Climate, Justice and Education Week.

**Centre for Research and Educational Impact (REDI):** Event partner Inclusive Standardised Large-Scale Assessments: Prospects and Promises.

**Center for Sustainable Development, Columbia University:** Co-organiser of the launch event of the Policy Insights on Meaningful Youth Engagement, side event to the United Nations Summit for the Future.

**Centre of Excellence in Teacher Education (CETE), India:** partner on the IFE-2-Leave No One Behind project.

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

**Child, Family, Society (CFS):** National partner for RCCS Europe and Central Asia (KIX EMAP).

**Cojocar Consulting Company:** National partner for RCCS Europe and Central Asia (KIX EMAP).

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

**Deakin University Strategic Research and Innovation Centre:** Event partner for the Inclusive Standardised Large-Scale Assessments: Prospects and Promises event.

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

**Earth Institute, Columbia University:** Event partner for the Climate Justice and Education Week.

**ECNU Review of Education (ROE) Journal:** National partner for RCCS Europe and Central Asia; collaborator on disseminating news (KIX EMAP).

**Ecorys: Research partners on the project Collective Learning Initiative:** Outcomes-Based Financing for Early Childhood Care and Education.

**educaid.be:** Knowledge contribution to educaid.be annual conference.

**Education Finance Network:** NORRAG is a Resource Partner for the Network.

**Education Outcomes Fund:** Collaborator on disseminating news (KIX EMAP), Funding the project Collective Learning Initiative: Outcomes-Based Financing for Early Childhood Care and Education.



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**Education Research in Conflict and Protracted Crisis, United States:** Knowledge mobilisation and communication partner in KIX EMAP EPIC 2024.

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

**English Without Borders (EWB) Network Project, Tajikistan:** Knowledge mobilisation and communication partner in KIX EMAP EPIC 2024.

**eNSPIRED:** Communications partner in and around #TSAK and network building.

**Federal University of Minas Gerais (Brazil), with the Research Group on Education Policy and Teaching Work (GESTRADO):** Knowledge mobilisation for the event series Webinar Among Teachers.

**Fenot Aklog:** Learning Cycle 6 facilitator (KIX EMAP).

**FHI 360, United States:** Strategic partner in the KIX EMAPHub.

**Free International University of Moldova (ULIM):** Host of the Innovative Approaches to Conflict Transformation and Refugee Assistance Conference (ULIM Conference), for which KIX EMAP was a partner.

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

**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, mobiliser and disseminator of knowledge at moments of intersection, and co-organiser of events.

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

**Govlab, United States:** Co-organizer of a panel at the World Data Forum 2024 as part of the Missing Data Project.

**Graduate Institute of International and Development Studies, Switzerland:** Knowledge production, mobilisation and communication partner in the

International Geneva Project. NORRAG is an Associated Programme of the Geneva Graduate Institute and is now a Research Centre. We receive significant institutional support from the Institute and collaborate on multiple courses and events throughout the year.

**Government Outcomes Lab:** NORRAG is a sub-contractor on the research and knowledge exchange project Collective Learning Initiative: Outcomes-Based Financing for Early Childhood Care and Education.

**Hanoi National University of Education:** National partner for RCCS Vietnam (KIX EMAP).

**Helwan University, Egypt:** Rasha Sharaf is the regional editor of the Arabic Edition of NSI and, in 2024, coordinated the publication of the Arabic regional version of NSI 08 as well as the regional launch.

**HertsCam Network:** Collaborator on disseminating news (KIX EMAP).

**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 and SDGs project.

**Inter-Agency High Level Steering Committee Education 2030:** NORRAG serves on the Technical Working group to support improving the use of evidence in policy.

**International Development Research Centre, Canada:** Supports the KIX EAP hub through the GPE KIX, a joint endeavour with the GPE.

**International Education Funders Group:** Strategic network partner and co-edits the 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 and promoter of the NSI 08 regional editions.

**Institute of Education and Research at the University of Dhaka, Bangladesh:** Knowledge mobilisation and communication partner in KIX EMAP EPIC 2024.

**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.

**Jacobs Foundation, Switzerland:** Funding partner in the Impact Linked Fund for Education.

**Jekatyerina Dunajeva:** Facilitating partner for RCCS Europe and Central Asia (KIX EMAP).

**KIX LAC Hub:** Implementing organisation for SUMMA; collaborator on disseminating news (KIX EMAP).

**Kobe University, Graduate School of International Cooperation Studies (GSICS):** Organising partner for the hybrid symposium on exploring the global scripts of development partner” (KIX EMAP).

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

**Language and Learning Foundation:** Innovative Financing implementers providing data for IFE-2-Leave No One Behind.

**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.

**Migration, Youth and Children Platform (MYCP), United Kingdom:** Contributed to the Missing Data Project and the edited volume Achieving Equitable Education: Missing Education Data and the SDG 4 Data Regime.

**Ministry of Education (Bangladesh):** Organising partner for the KIX Bangladesh National Uptake Forum.

**Ministry of Education (Maldives):** National partner for RCCS Maldives; organising partner for the KIX Maldives National Uptake Forum.

**Ministry of Education (Sri Lanka):** Organising partner for District Health Information System 2 (DHIS2) for Education Conference and Academy.

**Ministry of Education, Youth and Sport (MoEYS), Cambodia:** National partner for RCCS Cambodia.

**Mission 4.7:** Event partner in the Climate Justice and Education Week and the launch event of the Policy Insights on Meaningful Youth Engagement, side event to the United Nations Summit for the Future.

**Nazarbayev University Graduate School of Education, Kazakhstan:** Kairat Kurakbayev, Director of the Research Institute at the Nazarbayev University Graduate School of Education, is the editor of the Russian edition of NSI and coordinated the Russian edition of NSI 08 as well as a regional launch event. The University is also a strategic partner of the KIX EMAP Hub.

**National Institute of Education (NIE):** National partner for RCCS Maldives.

**NGO Education Partnership, Cambodia:** National partner for RCCS Europe and Central Asia.

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

**PA Higher School of Management:** National partner for RCCS Europe and Central Asia.

**Réseau Suisse Éducation et Coopération Internationale, Switzerland:** NORRAG is an active member of RECI and sits on the RECI board.

**Room to Read, United States:** Knowledge mobilisation and communication partner in KIX EMAP EPIC 2024.

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

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

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

**Swiss Commission for UNESCO, Switzerland:** NORRAG contributes knowledge to the Human Rights Dialogues on the Right to Education.

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

**Tata Institute of Social Sciences, India:** IFE-2-Leave No One Behind Project Partner and co-organiser of the



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Innovative Financing for Education symposium (1 & 3 February 2023).

**Teachers College, Columbia University:** Organising partner for the hybrid symposium on exploring the global scripts of development partners.

**UBS Optimus Foundation, Switzerland:** Implementation partner of the IFE-2-Leave-No-One-Behind Project.

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

**UNESCO Chair at the Geneva Graduate Institute:** Organising partner for the hybrid symposium on “Exploring the global scripts of development partners”; Organising partner for the UNESCO Chair series.

**UNESCO Global Education Monitoring Report:** Co-organiser of a series of events and consultations on non-state actors and technology in education.

**UNESCO International Bureau for Education:** Strategic partner for the International Geneva project. Moira V. Faul serves on the IBE-UNESCO Board.

**UNESCO International Institute for Educational Planning:** Strategic partner of the KIX EMAP Hub.

**UNICEF Regional Office for Europe and Central Asia:** Strategic partner of KIX EMAP.

**United Nations Research Institute for Social Development (UNRISD):** Event partner for the Climate Justice and Education Week.

**United Nations Special Rapporteur on the Right to Education:** Expert support and communications partner.

**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 2024 and led a regional launch event.

**University of Bath, 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 Dhaka:** Institute of Education and Research (IER), Organising partner for the KIX Bangladesh National Uptake Forum.

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

**University of Geneva, Switzerland:** NORRAG staff teach on the University of Geneva’s master’s programmes and summer schools.

**University of Oslo:** Organising partner and KIX grantee for District Health Information System 2 (DHIS2) for Education Conference and Academy.

**University of Sussex:** Event partner in the Missing Data Summit.

**Volta Capital, Switzerland:** Implementation partner in the IFE-2-Leave No One Behind Project.

**Villa College, Maldives:** Organising partner for the KIX Maldives National Uptake Forum.

**Western University, Canada:** Event partner for the panel discussion on Private Sector Actors and Approaches in Education.



# ANNEX 1

## THEMES AND PROJECTS

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

#### → [The UNESCO Chair Series in Comparative Education Policy](#)

NORRAG has co-hosted the UNESCO Chair Series in Comparative Education Policy since 2024, inviting experts from the Global South to present their research, expertise, and perspectives on critical issues in international education policy and development

#### → [Knowledge Brokers in Global Education Governance](#)

Knowledge brokers who transfer and translate research evidence into policy and planning have become integral parts of today's education governance. We investigate the evolving roles of knowledge brokers as well as their strategies and influences while highlighting the importance of contextualising knowledge and amplifying marginalised and local expertise.

#### → [The Politics of Knowledge Production in Education Policy](#)

This project examines who produces “global” education policy knowledge that significantly shapes national policy discourses and practices and closely examines the politics embedded in the knowledge production process.

#### → [Evidence-based Policymaking](#)

We critically examine the discourses and practices of evidence-based policymaking. Related questions in this regard include but are not limited to: whose evidence is produced and used, for whom, for what purpose, and how the use of evidence in education policy can be promoted to ensure quality and equitable education for all. We also disseminate our findings and engage in policy dialogues on the use of evidence in education policy, planning and implementation to exchange capacities with various stakeholders.

#### → [Expert Groups in Data and Evidence](#)

NORRAG has co-led the Data and Evidence Expert Group in the INEE with FHI360 and serves on the Technical Working Group and Steering Committee of the Geneva Global Hub for EiE.

NORRAG is a member of the Inter-Agency Group on Improving the Use of Evidence in Policy (Functional Area 1) of the High-Level Steering Committee for Education 2030.



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

### → [Education in International Geneva](#)

We support 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, which was reported as part of the inter-agency Education 2030 GCM project.

### → [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.

### → [Education and Climate Change](#)

As new levels of climate change consensus and concern emerge, NORRAG works with educators in diverse fields to study and jointly conduct a deep analysis of climate change education needs around the world 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 and the inaccurate assumption that individuals follow a linear path from basic education to professional training and on to work. It proposes 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. We also identify debates around “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 and is on the Steering Committee and Technical Working Group, as well as convening and publishing on this topic.

### → [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. It also looks to determine how to cooperate effectively to produce positive effects across several SDGs.



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

### → [KIX Europe, Middle East and North Africa, Asia and Pacific Hub](#)

Sharing knowledge, innovation and best practices across countries and at regional and global levels is key to enhancing national educational policies and outcomes. The GPE KIX EMAP Hub works to empower local knowledge production and innovation and scale up proven approaches in 36 GPE partner countries in Europe, the Middle East and North Africa, Asia and Pacific

### → [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.

### → [Systems Thinking Project](#)

The global education crisis is a complex problem. Systems thinking is a suite of approaches for grappling with the complex problems that are gaining 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.

### → [Meaningful Youth Engagement](#)

We mobilise youth experts globally to advance world-leading and world-changing youth-led practices, and we learn from these youth to better work with them.

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

### → [Innovative Financing for Education to Leave No One Behind](#)

Evidence on the efficiency and effectiveness of increasingly popular innovative financing approaches remains lacking. This project assesses the contributions of innovation to education financing and provides 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 the necessary skills to understand, analyse, evaluate and design innovative financing approaches to realise SDG 4 and SDG 17 in domestic and international education financing (IFE).



### → [Results-Based Financing](#)

We conducted an evidence review with partners Government Outcomes Lab and Ecorys on the design and use of Outcomes-Based Financing in Early Childhood Education and Care.

### → [Philanthropy in Education](#)

We collated evidence and perspectives on the engagement of philanthropic organisations in education to surface diversity in approaches to philanthropy and to improve understanding between philanthropic organisations, national policymakers, academics and representatives of international organisations.

## DEEPENING NORRAG'S PARTNERSHIPS, REACH, LEARNING AND SUSTAINABILITY

### → [The South Also Knows](#)

Experts from the Global South are vastly underrepresented in academic citations and university syllabi. Locally relevant research and knowledge production is frequently overlooked, and South-North research collaborations are plagued by unequal relations. NORRAG's #theSouthAlsoKnows initiative [promotes knowledge](#) equity and delivers on our promise to surface and amplify voices from the Global South: [#TheSouthAlsoKnows](#).

### → [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 we are undertaking, and we aim to engage more – and more diverse – partners as we implement this strategy.

### → [NORRAG Network](#)

The NORRAG network seeks to increase our membership while deepening the interactions between our 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 our work more accessible to larger audiences through, for example, translations and contextualisation.

### → [Diversify Funding](#)

We continue to increase the share of project and staff costs, which 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 why our stakeholders value them. We learn from this information to improve our work.

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# ANNEX 2

## COMMUNICATIONS AND OUTREACH

### WEBSITE

In 2024, overall, there were 196 916 views from 85K users. The peaks in views throughout the year are explained by event promotion: for example, the peak on January 20<sup>th</sup> is attributed to promotion of the launch of NSI 09 on Foundational Learning. Popular web pages included the Home page and the KIX EMAP Hub project page, as well as promoted pages such as the call for application to KIX EMAP’s learning cycles 6 and 7, and the launch event page of NSI 10 on Education for Societal Transformation.

**Figure 1: Website Views Overview (1 Jan - 31 Dec 2024)**

| Views   | Event count | Average session duration |
|---------|-------------|--------------------------|
| 196,916 | 573,396     | 00:02:49                 |

**Figure 2: Website Engagement Overview (1 Jan - 31 Dec 2024)**

| Active users | New users | Sessions per user | Bounce rate |
|--------------|-----------|-------------------|-------------|
| 85,474       | 85,069    | 1.52              | 57.11%      |

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Table 1: Top 50 Website Users Engagement Overview (2024)

| Country              | Users | Engaged sessions | Engagement rate |
|----------------------|-------|------------------|-----------------|
| Hong Kong            | 18803 | 219              | 1%              |
| United States        | 12745 | 7430             | 40%             |
| United Kingdom       | 5984  | 4654             | 45%             |
| India                | 3254  | 2994             | 54%             |
| Switzerland          | 2915  | 4502             | 59%             |
| South Africa         | 2899  | 2312             | 58%             |
| France               | 2514  | 2214             | 48%             |
| Canada               | 1794  | 1655             | 53%             |
| China                | 1707  | 772              | 41%             |
| Philippines          | 1558  | 1112             | 51%             |
| Australia            | 1437  | 1520             | 55%             |
| Netherlands          | 1250  | 871              | 54%             |
| Germany              | 1198  | 895              | 48%             |
| Pakistan             | 1053  | 1016             | 54%             |
| Spain                | 969   | 734              | 48%             |
| Kyrgyzstan           | 857   | 629              | 43%             |
| Indonesia            | 824   | 627              | 47%             |
| Ethiopia             | 808   | 657              | 61%             |
| Ireland              | 797   | 435              | 45%             |
| Egypt                | 777   | 1202             | 60%             |
| Kenya                | 764   | 683              | 51%             |
| Japan                | 762   | 566              | 50%             |
| Brazil               | 760   | 825              | 52%             |
| Nigeria              | 643   | 523              | 50%             |
| Russia               | 627   | 241              | 36%             |
| Bangladesh           | 547   | 558              | 55%             |
| Finland              | 535   | 330              | 45%             |
| Fiji                 | 519   | 349              | 50%             |
| Italy                | 515   | 479              | 55%             |
| Mongolia             | 475   | 417              | 49%             |
| Singapore            | 474   | 303              | 51%             |
| Nepal                | 463   | 475              | 61%             |
| Thailand             | 454   | 301              | 46%             |
| Sweden               | 434   | 289              | 52%             |
| Türkiye              | 433   | 305              | 47%             |
| Uzbekistan           | 433   | 306              | 48%             |
| Argentina            | 416   | 455              | 55%             |
| Belgium              | 398   | 377              | 46%             |
| United Arab Emirates | 394   | 292              | 51%             |
| South Korea          | 392   | 296              | 50%             |

## NORRAG SPECIAL ISSUE

Table 2: NORRAG Special Issues Downloads and Views (2024)

| Document                                   | DOWNLOADS | IEWS |
|--|-----------|------|
| NORRAG Special Issue 04 – English          | 1807      | 205  |
| NORRAG Special Issue 01 – English          | 573       | 138  |
| NORRAG Special Issue 02 – English          | 347       | 318  |
| NORRAG Special Issue 05 – English          | 388       | 152  |
| NORRAG Special Issue 06 – English          | 450       | 262  |
| NORRAG Special Issue 07 – English          | 446       | 699  |
| NORRAG Special Issue 03 – Mandarin Chinese | 445       | 48   |
| NORRAG Special Issue 04 – Spanish          | 686       | 36   |
| NORRAG Special Issue 03 – Spanish          | 200       | 132  |
| NORRAG Special Issue 01 – Mandarin Chinese | 243       | 78   |
| NORRAG Special Issue 03 – Russian          | 709       | 64   |
| NORRAG Special Issue 02 – Spanish          | 480       | 100  |
| NORRAG Special Issue 04 – Russian          | 465       | 40   |
| NORRAG Special Issue 06 – Russian          | 806       | 50   |
| NORRAG Special Issue 02 – French           | 185       | 90   |
| NORRAG Special Issue 08 – English          | 591       | 303  |
| NORRAG Special Issue 02 – Russian          | 87        | 72   |
| NORRAG Special Issue 04 – Mandarin Chinese | 151       | 11   |
| NORRAG Special Issue 10 – English          | 1822      | 1483 |
| NORRAG Special Issue 02 – Mandarin Chinese | 85        | 57   |
| NORRAG Special Issue 02 – Arabic           | 307       | 74   |
| NORRAG Special Issue 06 - Mandarin Chinese | 502       | 36   |
| NORRAG Special Issue 03 – English          | 132       | 80   |
| NORRAG Special Issue 04 – French           | 172       | 17   |
| NORRAG Special Issue 09 – English          | 647       | 1855 |
| NORRAG Special Issue 03 – French           | 196       | 53   |
| NORRAG Special Issue 01 – Russian          | 157       | 75   |
| NORRAG Special Issue 04 – Arabic           | 63        | 0    |
| NORRAG Special Issue 01 – Spanish          | 152       | 97   |
| NORRAG Special Issue 05 – Russian          | 463       | 54   |
| NORRAG Special Issue 01 – French           | 90        | 122  |
| NORRAG Special Issue 07 – Russian          | 244       | 43   |
| NORRAG Special Issue 03 – Arabic           | 70        | 42   |
| NORRAG Special Issue 05 – Mandarin Chinese | 186       | 52   |
| NORRAG Special Issue 01 – Arabic           | 71        | 83   |
| NORRAG Special Issue 05 – French           | 126       | 59   |
| NORRAG Special Issue 06 – Spanish          | 87        | 53   |
| NORRAG Special Issue 05 – Arabic           | 51        | 56   |
| NORRAG Special Issue 05 – Spanish          | 95        | 80   |
| NORRAG Special Issue 07 – Spanish          | 26        | 126  |
| NORRAG Special Issue 07 – Arabic           | 11        | 60   |
| NORRAG Special Issue 06 – Arabic           | 6         | 53   |
| NORRAG Special Issue 07 – French           | 26        | 47   |
| NORRAG Special Issue 06 – French           | 3         | 40   |
| NORRAG Special Issue 08 – Spanish          | 30        | 111  |

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| NORRAG Special Issue 08 – Russian  | 18 | 131 |
| NORRAG Special Issue 08 – French   | 9  | 7   |
| NORRAG Special Issue 08 – Arabic   | 15 | 122 |
| NORRAG Special Issue 08 – Mandarin | 10 | 80  |
| NORRAG Special Issue 07 – Chinese  | 8  | 51  |

## RESOURCE LIBRARY

Table 3: NORRAG Resources Views and Downloads (2024) - Top 30

| Document   | VIEWS | DOWNLOADS |
|--|-------|-----------|
| AREB CEPED and NORRAG Policy Brief #2 – French   | 1000  | 30        |
| NORRAG Special Issue 04 – English  | 1807  | 205       |
| Case Study – French  | 1334  | 18        |
| Working Paper #11  | 4157  | 440       |
| NORRAG Special Issue 01 – English  | 573   | 138       |
| Tajikistan National Education Analysis 2020  | 1230  | 27        |
| NORRAG Special Issue 02 – English  | 347   | 318       |
| NORRAG Special Issue 05 – English  | 388   | 152       |
| NORRAG Special Issue 06 – English  | 450   | 262       |
| Education Outcomes Fund (EOF)  | 1819  | 514       |
| Policy Insights: The Digitalisation of Education   | 473   | 635       |
| South Africa Country Report  | 452   | 12        |
| IFE Case Study   | 521   | 199       |
| NORRAG Special Issue 07 – English  | 446   | 699       |
| IFE - Case Study 7   | 1170  | 134       |
| Prodigy Student Financing  | 1643  | 49        |
| IFE - Case Study 6   | 1005  | 85        |
| Financing Early Childhood Development: The Impact Bond Innovation Fund South Africa          | 1065  | 207       |
| Policy Insights – Models of Philanthropy in Education  | 1496  | 356       |
| Compendium Report – French   | 260   | 9         |
| NORRAG Special Issue 03 - Mandarin Chinese   | 445   | 48        |
| REAL and NORRAG Policy Brief   | 684   | 17        |
| NORRAG Special Issue 04 – Spanish  | 686   | 36        |
| NORRAG Special Issue 03 – Spanish  | 200   | 132       |
| Inyova's online impact investment platform   | 1140  | 78        |
| Geneva launch of UNESCO Institute for Statistics Quick Statistical Guide on SDG 4 Indicators | 1281  | 36        |
| Policy Insights - Refugee Teachers: The Heart of the Global Refugee Response                 | 1141  | 582       |
| NORRAG Special Issue 01 – Mandarin Chinese   | 243   | 78        |
| NORRAG Special Issue 03 – Russian  | 709   | 64        |
| NORRAG Special Issue 02 – Spanish  | 480   | 100       |



## BLOG

**Table 5: Top 10 Most Viewed Blogs in 2024**

| URL  | Page views |
|--|------------|
| /ubuntu-in-education-towards-equitable-teaching-and-learning-for-all-in-the-era-of-sdg-4-by-chiedza-a-chinhanu-and-seun-b-adebayo/ | 2759       |
| /how-unrepresentative-are-chinas-stellar-pisa-results-by-rob-j-gruijters/  | 1886       |
| /spotlight-on-ethiopias-secondary-education-challenges/  | 1493       |
| /empowering-girls-addressing-school-dropout-through-data-systems-policies-and-early-prevention-tools-in-sub-saharan-africa/        | 779        |
| /girls-education-in-afghanistan-progress-and-challenges-by-yixin-wang/   | 775        |
| /lets-drop-the-drivers-seat-mindset-in-international-aid/  | 735        |
| /peace-without-justice-is-an-empty-phrase-in-education-and-beyond/   | 493        |
| /primary-school-girls-drop-out-in-pakistan-a-diagnosis-of-root-causes-and-policy-alternatives/                                     | 488        |
| /revisiting-international-aid-from-bureaucracy-to-results/   | 472        |
| /facing-the-climate-change-catastrophe-education-as-solution-or-cause-by-iveta-silova-hikaru-komatsu-and-jeremy-rapple/            | 424        |

**Table 6: List of All Blogs Published in 2024**

| URL  | Date       |
|--|------------|
| /not-childs-play-protecting-childrens-data-in-humanitarian-ai-ecosystems   | 11.01.2024 |
| /transforming-education-leaders-should-invest-in-gender-equality-not-just-parity   | 16.01.2024 |
| /primary-school-girls-drop-out-in-pakistan-a-diagnosis-of-root-causes-and-policy-alternatives                                  | 18.01.2024 |
| /education-global-governance-and-technology-corporations-inherent-conflicts-and-potential-safeguards-for-a-new-social-contract | 25.01.2024 |
| /the-growth-of-national-assessments-alongside-bigdata-emis-initiatives   | 01.02.2024 |
| /foundational-learning-futures   | 01.02.2024 |
| /pathways-of-world-bank-influence-on-policy-formation-in-education   | 08.02.2024 |
| /the-oceds-netfwd-a-new-policy-network-in-global-education-governance-towards-new-philanthropy                                 | 15.02.2024 |
| lets-drop-the-drivers-seat-mindset-in-international-aid  | 22.02.2024 |
| /reflections-on-what-we-have-learned-since-completing-the-unesco-study-on-how-to-improve-the-use-of-evidence-in-education      | 29.02.2024 |
| /early-childhood-development-is-intricately-linked-to-womens-participation-in-employment-wellbeing-and-social-capital          | 07.03.2024 |
| /a-concerted-stride-towards-gender-equality-in-education   | 12.03.2024 |
| /the-evolution-of-school-inspection  | 14.03.2024 |
| /re-claiming-the-conscience-of-humanity-unesco-the-futures-of-education-and-the-threat-to-democracy                            | 20.03.2024 |
| /one-size-fits-one-international-aids-struggle-to-adapt-to-local-contexts  | 21.03.2024 |
| /learning-poverty-when-schools-do-not-teach-in-childrens-home-language   | 28.03.2024 |
| /political-aesthetics-of-instagrams-climate-public-pedagogy  | 04.04.2024 |
| /unboxing-multistakeholderism-in-global-governance-of-education-and-policy-making  | 11.04.2024 |
| /spotlight-on-ethiopias-secondary-education-challenges   | 18.04.2024 |
| /edtech-from-the-perspective-of-edtech-firms-and-investors   | 24.04.2024 |
| /bett-as-a-global-agenda-colonizing-futures-and-affective-ideologies   | 25.04.2024 |
| /engineers-of-bottom-up-change-how-resilient-are-the-non-state-schools-serving-low-income-communities                          | 02.05.2024 |
| /revisiting-international-aid-from-bureaucracy-to-results  | 09.05.2024 |
| /peace-without-justice-is-an-empty-phrase-in-education-and-beyond  | 16.05.2024 |
| /global-governance-and-education-unescos-odyssey   | 23.05.2024 |
| /keeping-young-children-safe-the-implications-of-generative-and-conversational-artificial-intelligence-for-child-protection    | 29.05.2024 |
| /the-heart-in-the-matter-education-that-forges-an-equitable-and-diverse-ai-future  | 29.05.2024 |

|   |            |
|---|------------|
| /towards-fairness-and-justice-in-ai-education-policymaking  | 29.05.2024 |
| /ai-and-childrens-rights  | 29.05.2024 |
| /the-friendly-users-who-feed-ai   | 30.05.2024 |
| /making-education-ai-friendly   | 30.05.2024 |
| /ai-and-unequal-knowledge-in-the-global-south   | 30.05.2024 |
| /fundamental-educational-challenges-awaiting-ai-supported-solutions   | 30.05.2024 |
| /mainstreaming-climate-change-in-education-introducing-a-tool-for-policy-dialogue   | 06.06.2024 |
| /when-half-a-million-teachers-are-missing   | 13.06.2024 |
| /is-education-green-enough-new-indicator-grades-how-extensively-countries-curricula-cover-climate-change                        | 18.06.2024 |
| /solving-the-complex-puzzle-of-early-childhood-development-with-systems-thinking-approach                                       | 20.06.2024 |
| /the-missing-inner-dimension-of-system-change   | 27.06.2024 |
| /the-potential-of-futures-and-foresight-thinking-in-education-system-planning-for-resilience-in-an-uncertain-future             | 04.07.2024 |
| /education-system-resilience-esr-moving-beyond-the-buzzwords  | 04.07.2024 |
| /eight-debates-on-education-and-artificial-intelligence-ai-ocho-debates-en-torno-a-la-educacion-y-ia-inteligencia-artificial-ia | 11.07.2024 |
| /chatgpt-en-el-ambito-educativo   | 18.07.2024 |
| /evidence-use-diagnostic-tools-choosing-and-using-them  | 25.07.2024 |
| /maternal-education-as-a-key-determinant-of-student-academic-achievement-in-pakistani-schools                                   | 15.08.2024 |
| /wcces-panel-transforming-knowledge-for-just-and-sustainable-futures  | 19.08.2024 |
| /piecing-together-the-measurement-puzzle-experiences-from-outcomes-based-finance-programs-in-education                          | 22.08.2024 |
| /many-paths-up-the-mountain-of-strengthening-systems-through-outcomes-based-finance   | 22.08.2024 |
| /digitalisation-in-education-can-ai-bridge-indias-digital-divide  | 29.08.2024 |
| /the-summit-of-the-future-and-education   | 05.09.2024 |
| /poetic-provocations-for-education-by-a-youth-climate-activist  | 12.09.2024 |
| /reconsidering-wellbeing-for-climate-just-futures   | 19.12.2024 |

## SOCIAL MEDIA

**Table 7: NORRAG Twitter/X Yearly Activity Overview**

|                  | 2021      |       |        | 2022      |       |        | 2023      |       |        | 2024      |       |        |
|------------------|-----------|-------|--------|-----------|-------|--------|-----------|-------|--------|-----------|-------|--------|
| Platform         | Followers | Posts | Shares |
| <b>Twitter/X</b> | 4401      | 279   | 828    | 4885      | 223   | 840    | 5450      | 208   | 690    | 5430      | 265   | 44     |

**Table 8: NORRAG Facebook Yearly Activity Overview**

|                 | 2021      |       |        | 2022      |       |        | 2023      |       |        | 2024      |       |        |
|-----------------|-----------|-------|--------|-----------|-------|--------|-----------|-------|--------|-----------|-------|--------|
| Platform        | Followers | Posts | Shares |
| <b>Facebook</b> | 1380      | /     | /      | 1385      | 86    | 179    | 1695      | 42    | 99     | 1937      | 124   | 442    |

**Table 9: NORRAG LinkedIn Yearly Activity Overview**

|                 | 2021      |       |        | 2022      |       |        | 2023      |       |        | 2024      |       |        |
|-----------------|-----------|-------|--------|-----------|-------|--------|-----------|-------|--------|-----------|-------|--------|
| Platform        | Followers | Posts | Shares |
| <b>LinkedIn</b> | 1598      | /     | /      | 1805      | 64    | 47     | 3326      | 96    | 357    | 4510      | 131   | 316    |



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**GENEVA  
GRADUATE  
INSTITUTE**

NORRAG  
GLOBAL  
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