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**The digitalization of education and its impact on the right to education**

**Experts’ consultations organized by the Special Rapporteur on the right to education, with the support of NORRAG**

1. **Experts’ consultation 1. The role of technology in face-to-face and/or distance education. 6 May 2021**

**Justin Reich**

Justin Reich is an Assistant Professor of Digital Media in the Comparative Media Studies/Writing department at the Massachusetts Institute of Technology, USA, and the director of the Teaching Systems Lab. He is the author of Failure to Disrupt: Why Technology Alone Can’t Transform Education, and the host of the TeachLab Podcast. He earned his doctorate from the Harvard Graduate School of Education and was the Richard L. Menschel HarvardX Research Fellow. He is a past Fellow at the Berkman-Klein Center for Internet and Society. His writings have been published in Science, Proceedings of the National Academy of Sciences, Washington Post, The Atlantic, and other scholarly journals and public venues. He started his career as a high school history teacher, and coach of wrestling and outdoor adventure activities.

**Alison Egan**

Alison Egan is Director of IT & eLearning at Marino Institute of Education, Ireland. She has been working in the field of educational technology since 2003, and her PhD (2018) research was focused on technological self-efficacy in a professional education environment. She is Chair of the International Perspectives on Teacher Education SIG at the Society for IT in Teacher Education, USA and is currently working on an Erasmus + project about Educational Knowledge Transfer in a professional environment. She is also Vice-President of Irish Learning Technology Association Ltd. and runs a busy IT & e-learning department in MIE.

**Priscila Gonsales**

Priscila Gonsales is Educadigital Institute (IED)’s founder and Director, a Brazilian civil society organization, internationally awarded for its work in the cause of open education associated with the promotion of digital rights. Researcher at the UNESCO Chair on Distance Education at the University of Brasília and in Artificial Intelligence and Social Impacts at PUC-SP. Master in Education, Family and Technology from the Pontifical University of Salamanca (Spain), professor of Post-graduation in Integral Formation for Education Professionals at Instituto Singularidades, in São Paulo, member of the Expert Research Committee of the TIC Education of Cetic.br/Nic.br and Ashokas’s fellow.

**Kusha Anand**

Dr Kusha Anand is a Research Fellow at the University College London (UCL) Institute of Education (United Kingdom of Great Britain and Northern Ireland) where she was also awarded her PhD in Political Sociology of Education in 2019. Her thesis looked at how history related to India-Pakistan relations is enacted in schools in India and Pakistan. Dr Anand's first book on Teaching India-Pakistan relations will be published with UCL Press at the end of 2021. Her primary interest is in teacher agency, citizenship education, and innovative pedagogies. Dr. Anand has over a decade of fieldwork experience on several interdisciplinary projects liaising with policymakers, teachers, EdTech entrepreneurs, and NGOs.

**Guillaume Dumas**

Guillaume Dumas is an Assistant Professor of Computational Psychiatry in the Faculty of Medicine at the Université de Montréal, Canada, and the Principle Investigator of the Precision Psychiatry and Social Physiology laboratory at the CHU Sainte-Justine Research Center. He holds the IVADO professorship for “AI in Mental Health”, and the FRQS J1 in “AI and Digital Health”. Guillaume’s research aims at cross-fertilizing AI/ML, cognitive neuroscience, and digital medicine through an interdisciplinary program with two main axes: 1) AI/ML for Mental Health, creating new algorithms to investigate the development of human cognitive architecture and to deliver personalized medicine in neuropsychiatry using data from genome to smartphones. 2) Social Neuroscience for AI/ML, translating basic brain research and dynamical systems formalism into neurocomputational and machine learning hybrid models (NeuroML) and machines with social learning ability (Social NeuroAI & HMI).

1. **Experts’ consultation 2. The health impacts of the digitalization of education. 3 June 2021**

**Irene Altarelli**

Irene Altarelli is Associate Professor in Developmental Psychology and Neuroscience at Paris University, France. She studied Biology (University of Pavia, Italy) and Cognitive Neuroscience (University College London, (United Kingdom of Great Britain and Northern Ireland). In 2013, she completed a PhD in Cognitive Neuroscience, under the supervision of Franck Ramus (Ecole Normale Supérieure, Paris, France) and Ghislaine Dehaene-Lambertz (NeuroSpin, France). She then moved to the University of Geneva (Switzerland), in Daphne Bavelier’s lab, as a Marie-Curie postdoctoral fellow, and further to NeuroSpin (France). Her research focuses on inter-individual variability in learning, with a special interest in reading acquisition. The long-term goal of her work is gaining a better understanding of the cognitive and neural factors underlying both effective and impaired learning, in order to develop successful training strategies. In this context, Irene’s investigations comprise behavioural studies as well as anatomical and functional neuro-imaging paradigms, in adult and in children populations.

**Dimitri Christakis**

Dimitri Christakis is the George Adkins Professor at the University of Washington, Seattle, WA in the Department of Pediatrics (USA). He is also currently serving as a Director of Center for Child Health, Behavior and Development at Seattle Children's Hospital Research Institute and is a member of the American Academy of Pediatrics. He is an adjunct professor in the Departments of Health Services and Psychiatry at the University of Washington where he is the Director of the Center for Child Health, Behavior, and Development at the Seattle Children’s research institute. Christakis is the editor-in-chief of the peer-reviewed journal JAMA Pediatrics. His research lab has focused on the risk factors of early television exposure, detailing an increased risk for the onset of attention, health, and behavioral issues in adolescents.

**Tito De Morais**

Founder of the MiudosSegurosNa.Net Project – http://www.MiudosSegurosNa.Net – a family initiative that, since 2003, has helped families, schools and communities to promote the ethical, responsible and safe use of information and communication technologies by children and young people. He is a member of the Board of International Advisors of Cybersafety India, of the Advisory Board of the Portuguese team of the EU Kids Online project and represents the MiudosSegurosNa.Net Project as a Partner in the Family Safety Center of Google and in the Safety Center of Facebook. He was also an external evaluator of the project “Cyber Training – Taking Action Against Cyberbullying”, an initiative financed by the European Commission that produced a training manual for trainers in the field of cyberbullying. As a pioneer in online safety for children and young people, he is a regular presence in the media, from television to the press, through radio and online. He has written hundreds of articles on the subject and leads hundreds of awareness-raising and training actions on the subject, aimed at children, young people, parents, teachers and professionals who deal with or who have children and young people under their responsibility. He develops his professional activity as a consultant, having collaborated in this field with companies such as Microsoft, Symantec, EasyBits Software, Caixa Mágica, Google, AnubisNetworks and Facebook.

**Cristiano Nabuco de Abreu**

Psychologist with a Doctorate in Clinical Psychology from the University of Minho - Portugal and Post-Doctorate from the Department of Psychiatry at Hospital das Clinicas, Faculty of Medicine, University of São Paulo, Brazil. Cristiano Nabuco de Abreu started a pioneer unit in Brazil for the care of Technology Dependents patients, developing intervention models in psychotherapy and where, to date, he coordinates the referred group (PRO-AMITI-IPq/HCFMUSP). He is Technical Consultant of the Federal Government's for the Renecte Program. Cristiano Nabuco de Abreu was also president of the Brazilian Federation of Cognitive Therapies (FBTC), Vice President of the Latin American Association of Cognitive Therapies, among other societies. He published 15 books [among all, Young, K. S., & de Abreu, C. N. (Eds.). (2011). *Internet addiction: A handbook and guide to evaluation and treatment*. John Wiley & Sons, Inc. and Young, K. & C. N. de Abreu (Eds.), *Internet addiction in children and adolescents: Risk factors, assessment, and treatment*. Springer Publishing Company]

**Serge Tisseron**

Psychiatrist and Doctor of Psychology HDR, Serge Tisseron is also Member of the Scientific Council of CRPMS (Université de Paris, France), Member of the Academy of Technologies, Member of the French National Digital Council, Co-Director of the Cyberpsychology DU (Université de Paris), Co-editor of the Academy of Sciences publication “The child and screens”. In 2013, he received an award from the Family Online Safety Institute for his work on youth and the Internet. He currently works on the ways in which digital technologies transform us. Latest works: *3-6-9-12, apprivoiser les écrans et grandir* (éres) ; *Le Jour où mon robot m’aimera, vers l’empathie artificielle* (Albin Michel) ; *Petit traité de cyberpsychologie* (Le Pommier) ; *L’Emprise insidieuse des machines parlantes, plus jamais seuls* (Ed LLL). <http://www.sergetisseron.com>.

1. **Experts consultation 3. Citizenship: what should be the scope of a true digital education? 5 July 2021**

**Jennifer Forestal**

Jennifer Forestal is Helen Houlahan Rigali Assistant Professor of Political Science at Loyola University Chicago (USA). She is a political theorist whose research focuses on democratic practices, with an emphasis on studying the effects of digital technologies for democratic life. She is the author of *Designing for Democracy: How to Build Community in Digital Environments* (Oxford University Press, forthcoming) as well as the co-editor of *The Wives of Western Philosophy: Gender Politics in Intellectual Labor* (Routledge, 2021). Her work has appeared in journals like the American Political Science Review, Journal of Politics, Political Studies, Contemporary Political Theory, and Hypatia: A Journal of Feminist Philosophy. She has also written for popular media outlets like the Washington Post.

**Andres Lombana**

Andres Lombana-Bermudez is a researcher, designer, and digital strategist working at the intersection of digital technology, youth, citizenship, and learning. His work combines ethnographic and quantitative research methods, design-based research, and co-design. He is an assistant professor of communication at Universidad Javeriana in Bogota, Colombia, an associate researcher at the Centro de Internet y Sociedad de la Universidad del Rosario (ISUR) and a faculty associate at Harvard University’s Berkman Klein Center for Internet and Society. Andres has worked in the field of digital media and learning for over a decade and collaborated in projects such as the Digital Edge, Berkman Klein's Youth and Media Lab, the New Media Literacies Project, and Clubes de Ciencia-Colombia. He is particularly interested in researching digital inequalities, ICT policy/governance, media ecosystems, disinformation, and designing for learning, fun and engagement.

**Gabriella Martínez Sainz**

Gabriela Martinez Sainz is a researcher, educator and consultant specialised in children's rights, global citizenship and education for sustainable development. She is an Ad Astra Fellow and Assistant Professor at the School of Education in University College Dublin, Ireland, where she is also co-convener of the Rights Education Network (REN). Gabriela is also co-founder of Child Rights Chat, a multinational project aiming at the creation of digital spaces for learning about children's rights. She holds a PhD in Education and a Master’s Degree in Educational Research from the University of Cambridge and as a researcher, she has been affiliated to the Centre for Human Rights and Citizenship Education of Dublin City University, the Brazilian Centre for Analysis and Planning CEBRAP, the Center for Governance and Human Rights of the University of Cambridge, and also the Center for Socio-legal Studies of the University of Oxford.

**Yusuf Sayed**

Yusuf Sayed is Professor of International Education and Development Policy at the University of Sussex and Co-Investigator on Assessment for Learning in Africa (AFLA) at Oxford University Centre for Educational

Assessment. He is the South African Research Chair in Teacher Education, and Founding Director of the Centre for International Teacher Education (CITE), at Cape Peninsula University of Technology (CPUT), South Africa. He is also a Senior Research Fellow, Institute of Social and Economic Research, Rhodes University, South Africa. Previously Yusuf was Senior Policy Analyst at the EFA Global Monitoring Report, UNESCO, Team Leader for Education and Skills, Department for International Development UK. Yusuf is an education policy specialist with a career in international education and development research. His research focuses on education policy formulation and implementation as it relates to concerns of equity, social justice, and transformation.

**Jesse Stommel**

Jesse Stommel is co-founder of Digital Pedagogy Lab and Hybrid Pedagogy: the journal of critical digital pedagogy. He is executive director of the Division of Teaching and Learning Technologies at University of Mary Washington, USA, co-author of An Urgency of Teachers: The Work of Critical Digital Pedagogy and co-editor of Disrupting the Digital Humanities*.* He has an extensive background in education administration and faculty development, and is known for his work as a champion of teachers and students in higher education. Jesse is a documentary filmmaker and teaches courses about pedagogy, film, digital studies, and composition. Jesse experiments relentlessly with learning interfaces, both digital and analog, and his research focuses on higher education pedagogy, critical digital pedagogy, and assessment.

1. **Experts’ consultation 4. Data and the digitalisation of education: datafication, evaluation and the issue of surveillance. 14 September 2021**

**Cristóbal Cobo**

Cristóbal Cobo (PhD) is a Senior Education Specialist (Technology) at the World Bank. Dr. Cobo served as founding Director of the Center for Research, Ceibal Foundation in Uruguay (2014-2019) and as an Associated researcher at the Oxford Internet Institute, University of Oxford (2009-2019). He has served as external Evaluator for the Inter-American Development Bank; the National Science Foundation and MIT Press (USA), International Labour Organization, and the International Development Research Centre (Canada). He has PhD “cum laudem” in Communication Sciences at Universitat Autònoma de Barcelona, Spain. He has been speaker in more than 30 countries. Dr. Cobo is currently Senior Fellow for The Inter-American Dialogue. He has featured in CNN, Deutsche Welle, El Pais o Le Monde Diplomatique, Wall Street Journal and the World Economic Forum.

**Paul-Olivier Dehaye**

Paul-Olivier Dehaye is a mathematician, working mostly in algebraic combinatorics and random matrices. His work is often motivated by analytic number theory. Between September 2012 and September 2016, Dr. Dehaye was an SNSF Professor at the Institut für Mathematik of the Universität Zürich, Switzerland. His project *Combinatorics of partitions and number theoretic aspects* is sponsored by Swiss National Science Foundation. From 2008 to 2012, Dr. Dehaye was Heinz Hopf Lecturer in the Mathematics department at the Swiss Federal Institute of Technology, Zurich. Dr. Dehaye obtained his Ph.D. from Stanford University, working under the supervision of Prof. Dan Bump. He has a long-standing interest in online education and its evolutions, and organised the first OpenEdX workshop together with Sef Kloninger from Stanford. Dr. Dehaye is the Founder PersonalData.IO and Board Member at MyData Global Network.

**Sotiria Grek**

Dr. Sotiria Grek is Professor in European and Global Education Governance at the University of Edinburgh School of Social and Political Science, United Kingdom of great Britain and Northern Ireland. Dr. Grek researches the role of metrics as a policy tool that actively contributes to the making of transnational governance. She is interested in performance monitoring and comparison as forms of education governance, through which the project of Europeanization is pursued. Her research places numbers and comparison in the foreground of enquiry into policy, rather than examine them as merely offering ‘evidence’ to policy making. Further, she researches policy learning in transnational education governance, and especially the relationship between the European Commission and the OECD in the governing of education in Europe. Dr. Grek is currently principal investigator of 'International Organisations and the Rise of a Global Metrological Field' (ERC-StG-2016) and has published in 2021 (with Christian Maroy and Toni Verger) *World Yearbook of Education 2021: Accountability and Datafication in Education*.

**Hye Jung Han**

Hye Jung Han is a researcher and advocate at Human Rights Watch, in the Children’s Rights Division, where she specializes on children’s rights and technology. Before joining Human Rights Watch, she worked at UNICEF, where she advised teams across the world on the ethical use of data and technologies to deliver assistance to the world’s most vulnerable children. She has also worked to deliver humanitarian aid to children and families with UNICEF South Sudan and with the United Nations Peacekeeping Mission in South Sudan, and was seconded to the World Food Progamme to support cross-border negotiations. These experiences have given her a keen understanding of the realities of how technologies can reach, or fail to reach, the lives and rights of children. Hye Jung Han holds a B.A. in international relations from Stanford University and a dual M.A. in conflict management and international economics from Johns Hopkins University.

**Leonardo Ribeiro da Cruz**

Leonardo Ribeiro da Cruz is a Sociologist, Professor and researcher at the Faculty of Social Sciences at the Federal University of Pará (UFPA), Brazil. He is Coordinator of the Amazonian Laboratory of Sociotechnical Studies at UFPA and Observatório Educação Vigiada (the Surveillance in Education Observatory). He is a Researcher at the Latin American Network of Surveillance, Technology and Society Studies. Dr. Ribeiro da Cruz holds a bachelor's degree and a master's degree in Social Sciences from the Universidade Estadual Paulista Júlio de Mesquita Filho and a doctorate in sociology from the Universidade Estadual de Campinas. He was a Postdoctoral Fellow (PNPD-Capes) at the Laboratory for Advanced Studies in Journalism (LabJor / Unicamp). Currently, he researches the themes at the intersections of technology, society and surveillance.

**Neil Selwyn**

Neil Selwyn is a research professor from Monash University (Australia), having previously worked in the University College London – UCL - Institute of Education (United Kingdom of great Britain and northern Ireland). He has been researching educational use of digital technologies over the past 25 years. Dr. Selwyn is recognised as a leading international researcher in the area of digital education - with particular expertise in the 'real-life' constraints and problems faced when technology-based education is implemented. He is currently working on nationally-funded projects examining the roll-out of educational data and learning analytics, AI technologies, and the changing nature of teachers' digital work.

1. **Experts consultation 5. Privatisation and the digitalisation of education. 12 October 2021**

**Theresa Maria de Freitas Adrião**

Theresa Maria de Freitas Adrião holds a PhD from the University of São Paulo. She is Professor and Researcher at the Faculty of Education, State University of Campinas and Visiting Professor at the State University of Mato Grosso (Brazil). Dr. Adrião conducts research in the area of educational policy, with emphasis on the management and financing of basic education, including studies on privatization. She coordinates the Group for Study and Research in Educational Policy (GREPPE/UNICAMP) and the Latin American and African Network of Researchers on Privatization of Education (RELAAPE). She is a member of several Brazilian academic and scientific entities. She holds Research Productivity Fellowships with the Brazilian National Council for Scientific and Technological Development from 2010 to 2017 and 2020 to 2023.

**Janja Komljenovic**

Janja Komljenovic is a Senior Lecturer at Lancaster University (United Kindgom of Great Britain and northern Ireland). She is a Research Management Committee member of the Global Centre for Higher Education with headquarters at the University of Oxford; and a co-Director of the Centre for Higher Education Research and Evaluation at Lancaster University. Her research focuses on the political economy of higher education and higher education markets. Janja is especially interested in the relation between the digital economy and the higher education sector; and in digitalisation, datafication and platformisation of universities. She leads the ESRC-funded research project “Universities and Unicorns: building digital assets in the higher education industry”, which investigates new forms of value construction in digital higher education via assetisation. Janja is published internationally on higher education policy, markets and education technology.

**Alex Molnar**

Alex Molnar is the Publications Director of the National Education Policy Center (NEPC), Co-Director of the Commercialism in Education Research Unit (CERU), and Research Professor at the University of Colorado Boulder School of Education, USA. He and Kevin Welner founded the National Education Policy Center in 2010. Molnar's work has examined curriculum and instruction topics, market-based education reforms, and policy formation. Molnar is an internationally recognized expert on school commercialism. His recent books include *Sold Out: How Marketing in School Threatens Children's Well-Being and Undermines their Education* (with Faith Boninger) (2015). His most recent publications with Faith Boninger and Christopher M. Saldaña are *Personalized Learning and the Digital Privatization of Curriculum and Teaching* (2019) and *The Summit Learning Program: Big Promises, Lots of Money, Little Evidence of Success* (2020). Molnar has a B.A. in history, political science, and education; Master’s degrees in history and in social welfare; a Specialist's Certificate in educational administration; and a Ph.D. in urban education.

**Kate Moriarty**

Dr. Kate Moriarty, is Senior Advisor, Strategic Engagement and Dialogue at the Inter-agency Network for Education in Emergencies (INEE) and is responsible for strengthening INEE’s strategic engagement, dialogue and thought leadership globally. Kate also has a specific focus on outreach and representation across Europe. Kate has been working in the field of education for more than 20 years. Kate is a qualified teacher and holds a BSc in Sociology from the London School of Economics, an MA in politics and development from the Institute of Latin American Studies and a Doctorate in International Education from the University of Sussex; her research provides a critical examination of the Sustainable Development Goal for Education (SDG 4). She led INEE's work "Private Engagement in Education in Emergencies: Rights and Regulations".

**Selena Nemorin**

Dr Selena Nemorin is a UKRI Future Leaders Fellow and lecturer in sociology of digital technology at the University of Oxford, Department of Education (United Kingdom of Great Britain and Northern Ireland). Her research focuses on critical theories of technology; surveillance studies; AI/tech ethics, and youth and new media/technologies. Her research and publications explore the dynamic between society and technology. More specifically, she is interested in how socio-technical artefacts construct and categorise individuals and groups as objects for governance. She has worked on research projects that have examined the uses of new technologies in digital schools, data/IoT ethics, educational equity and inclusion, as well as human rights policies and procedures in post-secondary institutions.

**Audrey Watters**

Audrey Watters is a writer and independent scholar who focuses on education technology – its politics and its pedagogical implications. Although she was two chapters into her Comparative Literature dissertation, she decided to abandon academia, and she now happily fulfils the one job recommended to her by a junior high aptitude test: freelance writer. She has written for The Baffler, The Atlantic, Vice, Hybrid Pedagogy, Inside Higher Ed, The School Library Journal, and elsewhere across the Web, but she is best known for the work on her own website Hack Education. Audrey has given keynotes and presentations on education technology around the world and is the author of several books, including *The Monsters of Education Technology, The Revenge of the Monsters of Education Technology, The Monsters of Education Technology 4, and Claim Your Domain*. Her latest book, *Teaching Machines* (MIT Press), examines the pre-history of "personalized learning." Audrey was a recipient of the Spencer Education Journalism Fellowship at Columbia University for the 2017–2018 academic year.

1. **Experts’ consultation 6. Diversity and the digitalisation of education. 9 November 2021**

**Abeba Birhane**

Abeba Birhane is a cognitive science PhD researcher at the Complex Software Lab in the school of computer science at University College Dublin, Ireland. Her interdisciplinary research sits at the intersection of complex adaptive systems, machine learning, and critical race studies. Abeba Birhane co-leads the Data Economies and Data Governance working group, one of the Mechanism Design for Social Good (MD4SG) working groups. She is also a member of the Coalition For Critical Technology group and a Research Scientist intern at DeepMind with the Ethics Research team.

**Emeline Brulé**

Émeline Brulé (PhD) is a lecturer in design at University of Sussex (United Kingdom of Great Britain and Northern Ireland). Her research focuses on technology and inclusion, of both marginalised users and designers. Émeline Brulé is part of the Creative Technology Research Group and received her PhD from Télécom Paris in 2018, which focused on schooling experiences of visually impaired children in France, and how inclusion could be improved by the design of a more multisensory curriculum. This was part of the Accessimap research project, which led to the design of an audio-tactile display for images and schema.

**Janet Kwami**

Dr. Janet Kwami’s academic interests include digital and social media, international communication, media studies, women and gender studies, ICT4D, communication for social change, media in Africa and research methods. Her research focuses on the intersections of gender, information and communication technologies and socio-economic development. Her current research explores social inequity, and the a​ppropriation, use and impact of digital technologies in the global South, particularly in Ghana, West Africa. Dr. Kwami’s professional experience spans a wide variety of roles in the field of mass media. She has published articles and research reports in peer-reviewed journals including Studies in Comparative International Development, Communication, Culture & Critique, International Communication Gazette and Journalism & Mass Communication Quarterly.

**Jacob Prehn (on behalf of Maiam nayri Wingara the Australia Indigenous Data Sovereignty Collective)**

Dr. Jacob Prehn is a proud Worimi man born and raised on Palawa Country. He is employed at the University of Tasmania as an Indigenous Fellow, Lecturer, and the Master of Social Work Course Coordinator. He is an Early Career Researcher whose field is sociology and social work. Jacob’s research goals are to empower Aboriginal and Torres Strait Islander people to achieve their hopes, dreams, and aspirations. His publications include quantitative and qualitative data, exploring a range of topics such as Aboriginal masculinities, health and wellbeing, Indigenous education, critical sociology and social work, strengths-based approaches, settler colonialism, and Indigenous data sovereignty.

**Nidhi Singal**

Nidhi Singal is Professor of Disability and Inclusive Education at the Cambridge University Faculty of Education (United Kingdom of Great Britain and Northern Ireland). She has worked extensively with children and young people with disabilities in South Asia and Sub-Saharan Africa. Her research has focused on the experiences of children with disabilities attending a range of different educational arrangements, the quality of teaching and learning, and the impact of schooling on short and long term outcomes. She is also interested in the development of culturally sensitive approaches in educational research and the impact of educational research on policy making for children with disabilities. Nidhi has extensive experience of working with international organisations such as the World Bank, CBM, Humanity and Inclusion.

**Participants in the experts’ consultations** included the United Nations Special Rapporteur on the right to education. Ms. Koumbou Boly Barry; Ms. Marina Avelar, Researcher supporting the Special Rapporteur; Ms. Mylène Bidault, Human Rights Officer, OHCHR; Ms. Rolla Moumne, Specialist, Right to Education programme, UNESCO; Ms. Moira Faul, Executive Director, NORRAG; Ms. Anna Numa Hopkins, Policy Engagement Lead, NORRAG and Ms. Daniela Andonova, Research and Publications Trainee, NORRAG.