

NORRAG STRATEGY

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NORRAG
GLOBAL
EDUCATION
CENTRE

Network for international
policies and cooperation
in education and training

ABOUT NORRAG

NORRAG is the Global Education Centre of the Geneva Graduate Institute and a global network of more than 7,000 members for international policies and cooperation in education and training. NORRAG is an offshoot of the Research, Review, and Advisory Group (RRAG) established in 1977 and at the time funded by the International Development Research Centre (IDRC) and Swedish International Development Authority (Sida). It was charged with critically reviewing and disseminating education research related to the Global South. Since our move to Switzerland in 1992, NORRAG was supported by the Swiss Agency for Development and Cooperation (SDC), and, for a period, the Open Society Foundations (OSF). We continue to be partially supported by the Graduate Institute of International and Development Studies, Geneva.

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

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

Join the global NORRAG Network

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Network for international policies and cooperation in education and training

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In a rapidly shifting global landscape, NORRAG serves as a navigator—connecting evidence, actors, and ideas to strengthen education’s role in shaping new futures.

VISION

NORRAG envisions a world in which everyone enjoys the right to equitable, quality, accessible and relevant lifelong education as a public and common good.

MISSION

NORRAG seeks to actively support the navigation of education challenges through more participatory, locally led, evidence-informed policy decisions and practices that improve equal access to quality, relevant education for all.

NORRAG’S DISTINCTIVE APPROACH: FROM STRATEGIC ACTIVITIES TO STAKEHOLDER OUTCOMES

NORRAG works at the interstices of knowledge, policy and practice.

THEORY OF CHANGE

THEMATIC PRIORITIES FOR 2026–30

How could the production and use of data, evidence and knowledge advance quality and equitable education for all?

How does quality and equitable education support people and the planet while advancing peace and prosperity?

Do innovations and disruptions in education improve access, equity and quality?

How can education stakeholders mobilise additional finance for education and use funds more effectively, efficiently, equitably and sustainably?

Deepening NORRAG’s partnerships, reach, learning and sustainability.

INDICATORS

CONTEXT

In a rapidly shifting global landscape, NORRAG serves as a navigator, connecting evidence, actors, and ideas to strengthen education's role in shaping new futures.

A Changing World

What is the role of education – and NORRAG – in developing a new world order that advances peace, respects people, and promotes planetary health and sustainable prosperity, informed by contextually relevant evidence and locally led solutions? As the old-world order teeters on the precipice of the new, what is the role of NORRAG in supporting educators and decision-makers?

Many are predicting that the world and the world order we have known and have been challenging for the past 50 years are irrevocably changing. Challenges abound:

- to multilateralism and solidarity among nations and between different groups within states
- to the freedoms to learn, teach, research and communicate
- to the widespread desire for peace, planetary health and sustainable prosperity
- to respect for and the utilisation of traditionally marginalised expertise, knowledge, innovations and priorities

Such systemic challenges require systemic responses.

Education as a Systemic Response to Systemic Challenges

Attacks on education are a feature not a bug of the changing world, as education's ability to challenge power and disrupt the status quo runs deep. Quality education can offer just such a response to these attacks in our changing contexts.

For education to be a systemic response to the systemic challenges the world faces, it needs to:

- be localised, historicised and contextually relevant
- be evidence-informed and available to all
- catalyse critical literacies and action
- engender new relations between peoples, between people and planet and between decision-makers and decision-takers
- illuminate the path ahead to a more just world and world order that supports people and peace, while advancing planet and prosperity



NORRAG as a Navigator Towards More Equitable Futures

With the current troubling context, NORRAG contributes its history of pioneering and connecting with other pioneers to build networks and partnerships that nurture the type of education capable of catalysing the emergence of a new system that advances and listens to courageous leadership from underrepresented experts, including decision-makers, learners, practitioners, researchers and young people, particularly from the Global South.

NORRAG has **pioneered** precisely the orientations and actions needed during this moment: a transition into the futures we will build together. At NORRAG, we **connect** network members and stakeholder groups, **enabling** meaningful knowledge exchange and peer support within and between public, private and voluntary sectors at all levels of the system, on education finance, evidence and innovations. We **guide** decision-makers and funders on the role of education in achieving sustainability, peace and prosperity now and beyond 2030. We **surface and amplify** marginalised experts and expertise, providing a platform on which traditionally marginalised experts and expertise can be seen and heard.

With this work, we aim to contribute to our vision.

1. No single term can adequately capture the diversity of contexts, histories, and power relations often grouped under such labels. Alternative formulations—including “Majority World”—have been proposed to avoid deficit framings and to foreground global inequalities. In using “Global South,” we acknowledge these debates and adopt the term as a shorthand for historically and structurally produced relations of power, recognising the presence of “Souths in the geographic North and Norths in the geographic South” (Mahler, 2017: 1). We also recognize that the term “experts from the South” encompasses a huge range of possible perspectives, experiences and expertise.



VISION

NORRAG envisions a world in which everyone enjoys the right to equitable, quality, accessible and relevant lifelong education as a public and common good.

MISSION

NORRAG seeks to actively participate in navigating education challenges through more participatory, locally led, evidence-informed policies and practices that improve equal access to quality, relevant education for all.

OUR STRATEGY

This strategy lays out how NORRAG will continue to support the public, private and voluntary sectors and academia worldwide achieve a common goal: improving equitable and quality education and learning outcomes for the learners and societies that are at the heart of all education policy and practice.

NORRAG'S DISTINCTIVE APPROACH

From Strategic Activities to Stakeholder Outcomes

Working at the Interstices of Knowledge, Policy and Practice

NORRAG's **approach** is to:

- Surface and amplify **marginalised expertise** and experts from under-represented groups, helping to generate relevant and contextualised global, regional and national public goods and policy debate.
- Co-produce, mobilise and disseminate **contextually relevant knowledge** on education and development to reduce uncertainty for policy makers, planners, practitioners and researchers.
- Recognising that evidence use is essentially a relational and systemic process underpins our facilitation of **policy dialogue** in Geneva and worldwide.
- **Share capacity** to collect, interpret and use data and evidence, which helps to improve educational planning, policymaking and practice.

Our approach to advancing equitable, quality, accessible lifelong education **enables our stakeholders to:**

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

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.



EVIDENCE THAT OUR MODEL WORKS

Advancing Quality and Equity in Education Globally

At NORRAG, we do not just talk about transforming education; we help make it happen by addressing under-researched questions of quality and equity in key issues in education and development. As a global hub, NORRAG champions the democratisation of knowledge to ensure that policy decisions in education are rooted in relevant evidence for impact and equity by surfacing and amplifying under-represented experts and their expertise, particularly from the Global South, and under-represented genders, career stages, ethnicities and more.

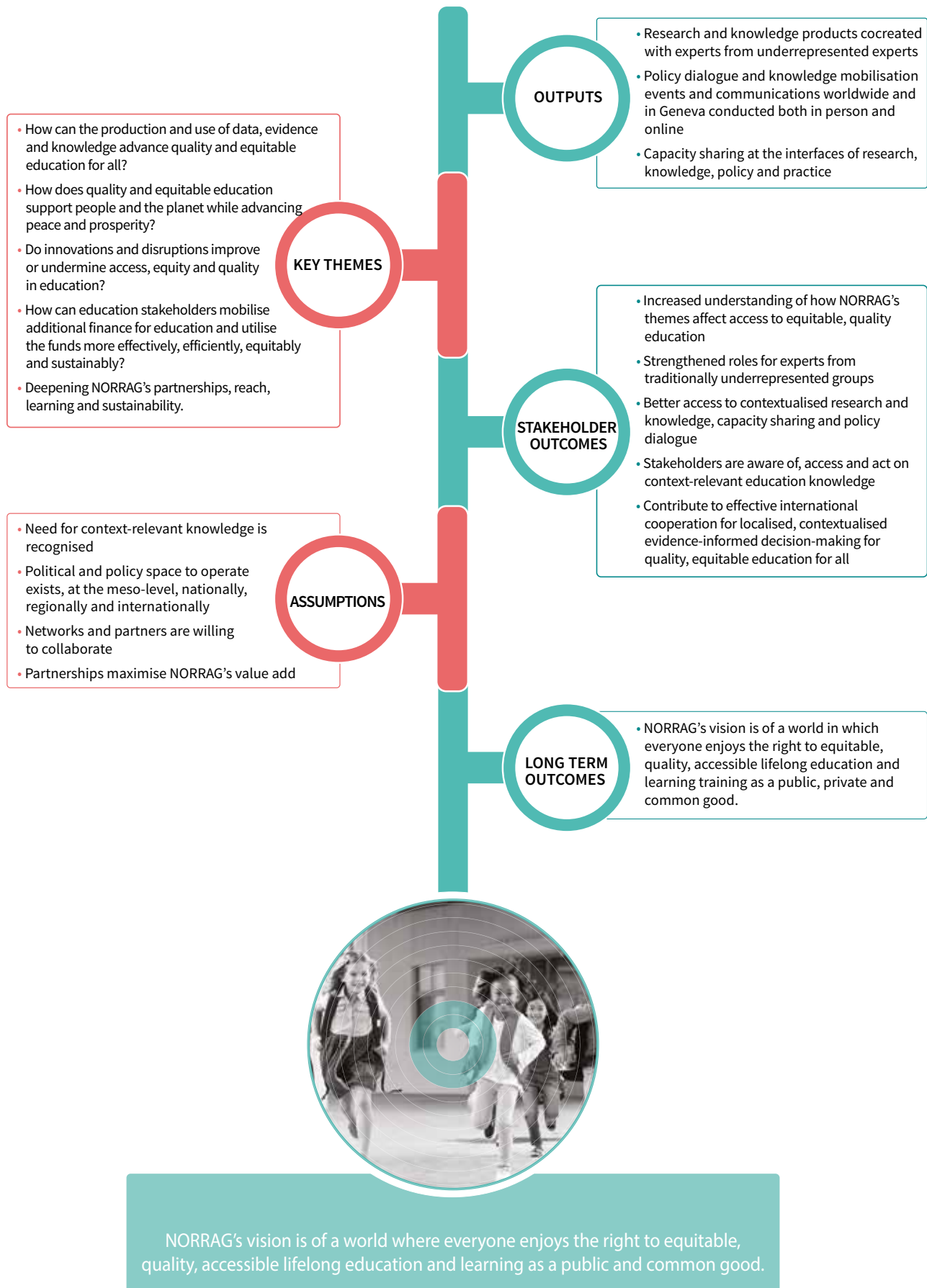
Turning Emerging Ideas into Field-building Action

NORRAG has a proven track record in identifying future trends before others do. Long before data and innovative financing became major topics in global development, NORRAG was already paving the way. Today, we are once again ahead of the curve by pioneering research and policy dialogue around localisation and knowledge equity, two forces set to reshape development worldwide. By spotting trends early and turning them into actionable agendas, we ensure that educational policy evolves with foresight, relevance and inclusivity.

Global Reach, Local Relevance

NORRAG has a history of pioneering—and connecting with other pioneers—to build the networks and partnerships necessary for the type of change needed to build more resilient education systems and futures. With a vibrant, 7,000-strong network of members spanning academia, civil society, governments and private sector—more than half from the Global South—NORRAG is a globally recognised thought leader in international cooperation for education. All of our publications, partnerships and initiatives serve our unwavering mission to make quality, equitable and accessible education not just a promise but a global reality.

THEORY OF CHANGE



2026–30 THEMATIC PRIORITIES

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

The world in 2026 is not the same as the world in which we adopted our last strategy in 2021, as it faces new challenges in international cooperation that are notably found in our key themes: agreeing on the ultimate purposes of education (for personal, people, planetary and prosperity outcomes) and the means through which these goals are achieved (data, evidence and knowledge, innovations and disruptions, and all aspects of education finance).

Cross-Cutting Issues

Power and politics in education: A central challenge lies at the heart of NORRAG's work: Who holds power in shaping education, and how can that power be made more equitable? We confront the deep-rooted inequalities that persist in knowledge production, governance and finance—areas that define whose expertise counts and whose priorities drive policy.

Evidence-informed policy: The field is largely oriented towards evidence-informed policy. NORRAG asks several critical questions: How does the use of evidence improve policy making? Which evidence and whose evidence should be used? How can we improve the use of evidence in policy? What else needs to be taken into consideration?

Education quality, relevance and equity: Despite efforts to increase school enrolment, concerns remain around enduring issues regarding quality, relevance, and equity for all. We actively address these through a distinctive approach that foregrounds contextually relevant evidence alongside local leadership, prioritisation and solutions.

Knowledge equity: Locally relevant research and evidence in the Global South is frequently overlooked in favour of knowledge produced in the Global North. South-North research collaborations are also plagued by unequal relations. NORRAG seeks to reverse the North-South flow of knowledge and disrupt the power structures that maintain these preferences through research, knowledge co-production and policy dialogues.

Other marginalised experts and expertise: NORRAG's commitment to knowledge equity extends beyond Global South expertise to actively strengthen the role and amplify the expertise of other marginalised groups, including women, non-binary individuals, non-White individuals and early-career academics. NORRAG is also building tools to improve data collection on other facets of underrepresentation, such as socioeconomic status or career stage.

Decentralisation and localisation promise transformations in power that enable low-and middle-income countries to equitably co-construct global, regional and national education goals, or it can be instrumentalised to do no more than cut costs for donors. NORRAG is deeply and deliberately decentralised and localised in order to systematically identify and engage with regionally and nationally grounded debates, priorities, and epistemologies, surfacing the emerging issues that should be addressed nationally, regionally and within the framework of the new global education agenda.





DATA, EVIDENCE AND KNOWLEDGE

In 2026–2030, NORRAG will examine how data, evidence and knowledge are produced, used and translated in education policy and practice in ways that improve quality education for all.

KEY QUESTION: How can the production and use of data, evidence and knowledge advance quality and equitable education for all?

Data, evidence and knowledge have become an integral part of today's education governance. In this thematic focus, we examine how data, evidence and knowledge are produced, used and translated in education policy and practice. This theme pays particular attention to the politics and power that shape what counts as valid knowledge, whose evidence informs decision-making, and how international discourses influence national education policy. By exploring these issues, NORRAG aims to contribute to advancing the use of data, evidence and knowledge to improve quality education for all.

Over the past five years, NORRAG has consistently amplified marginalised expertise in data and evidence regimes, addressing missing education data in the SDG 4 data regime and how policymakers orient themselves in an era of surplus information through the rise of knowledge brokers, resulting in increased stakeholder understanding and intent to apply the knowledge. Due to NORRAG's reputation in this area, UNESCO commissioned a study and policy recommendations improving the understanding of the importance of and challenges in using evidence in policy, as well as facilitating knowledge gains for country representatives on data tools for policy planning in 2023.

Priority Projects

Politics of Knowledge Production

This project unpacks who produces “global” education policy knowledge as well as the processes and mechanisms of knowledge production that significantly shape national policy discourses and practices. This project pays particular attention to the politics embedded in the knowledge production process.

The Use of Evidence and Data in Policy

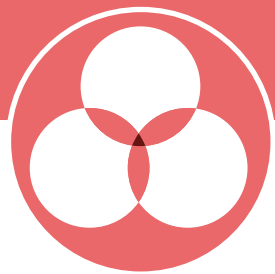
We critically examine the discourses and practices of evidence-based policymaking. Related questions in this regard include, but are not limited to: whose evidence is produced and used, for whom, for what purpose, and how the use of evidence in education policy can be promoted to ensure quality and equitable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

Knowledge Brokers in Education Policy

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.

Missing Data

This project examines three kinds of missingness: missing groups that are often left out of data, missing types of data that are rarely collected, and missing purposes that lead to data being collected but are left unused or are used mainly for global reporting rather than for local policy relevance. The project explores locally driven approaches to data collection, analysis and use, pays attention to equity and ethics, and seeks stronger partnerships for inclusive and meaningful education data.



EDUCATION FOR PEOPLE, PLANET, PEACE AND PROSPERITY

In 2026-2030, NORRAG will support network members in deepening their understanding and skills to enact education that supports people and the planet while advancing peace and prosperity, while supporting decision-makers to think and act for the same ends.

KEY QUESTION: How does quality and equitable education (across formal schooling, youth engagement, vocational skills and higher education) support people and the planet, while advancing peace and prosperity?

Quality education is an end in itself: Education is a fundamental human right that is essential for personal development, empowerment and fulfilment. Education also holds broad transformative potential by contributing to just, sustainable and inclusive societies. NORRAG aims to investigate and promote the interconnections between equitable and quality education and peace, people, planet and prosperity through holistic and systemic change.

Over the past five years, NORRAG has highlighted the centrality of SDG 4 to the entire Sustainable Development Goals agenda, for example in our Education and the SDGs Exhibition, which was seen by diverse publics in 10 locations in 2025, as well as on a dedicated online portal. NORRAG also co-produced Special Issues (NSI) on the interlinkages between education and health (NSI 06), educational approaches for climate change (NSI 07) and advancing the education-training-work continuum (NSI 08). In addition, NORRAG was commissioned to contribute to the UNESCO 2024 Global Education Meeting (GEM) in Brazil on education's role in achieving the SDGs and has already begun contributing to conversations and publications on the role of education and higher education beyond 2030. NORRAG also published Policy Insights collections on refugee teachers and the humanitarian-development-peace nexus while strengthening significant partnerships, for example with the Inter-agency Network on Education in Emergencies (INEE).

Priority projects

Planet: Climate Change and Sustainable Development

We at NORRAG will continue to fortify the evidence foundations of education and climate change, thereby amplifying youth, teachers' and marginalised experts' knowledge on education and climate change as well as developing policy-relevant insights from existing research.

Humanitarian–Development–Peace Nexus

The humanitarian–development–peace nexus approach to education emphasises the interconnectedness of humanitarian aid, development and peacebuilding efforts, advocating for collaborative approaches to better serving affected communities. We will conduct research and foster policy dialogue to examine how the features of the Nexus can inform– or have informed–education programming.

People: Caring for Teachers as We Expect Them to Care for Learners

Teacher competency frameworks rarely encompass the expanded and complex roles that teachers adopt across the humanitarian–development–peace nexus. NORRAG will convene key actors researching and implementing teacher-focused initiatives to review the scope of teachers' work and professional development—from incorporating PSS-SEL within literacy and numeracy and subject-based teaching to school leadership—and compare these practices with current interventions to support them. We will then produce policy insights to advance aligned teacher policies and practices.

Beyond the 2030 Agenda

As the deadline of the 2030 Agenda and SDGs approaches, discussions are underway to define the new replacement global agenda. We will undertake research and policy dialogue to support the development of a new global agenda, thereby highlighting the centrality of education as a right in itself as well as a significant enabler of other rights and goals and the importance of systemic interconnections between development goals. This project will cover education, higher education and youth engagement; the metrics necessary to capture progress; and what this entails for common and differentiated policy pathways at both the international and national levels.

Prosperity

Education and training are central to ensuring that individuals, communities, and nations thrive economically, environmentally and socially. We will develop research and policy dialogues that further the framing of the value of education not for human capital alone, but also for human capabilities and for human, environmental and social flourishing.



INNOVATIONS AND DISRUPTIONS

In 2026–2030, NORRAG will continue to support locally led innovations and solutions beyond the mainstream, and will develop research and policy dialogue on youth engagement, technology, systems approaches and academic freedoms.

KEY QUESTION: Do innovations and disruptions in education and development improve or undermine access, quality and equity?

Now more than ever before, safeguarding the right to education and the opportunity to learn is the most salient challenge for education leaders locally, nationally and globally. This task alone is difficult. In addition demands are placed on education systems and institutions to innovate and respond to disruptions. Because innovations and disruptions pose both risks and opportunities for advancing equitable quality education, NORRAG will continue to address the benefits and risks of under-researched innovations and disruptions for advancing equitable quality education.

Over the past five years, the Global Partnership for Education (GPE) Knowledge and Innovation Exchange (KIX) Hub that NORRAG hosts has been so successful that it has expanded from supporting 21 to 38 governments across GPE's Europe, Middle East and North Africa (MENA), Asia and Pacific (EMAP) regions. The Hub supported GPE countries in advancing local innovations in curriculum reforms and local evidence generation and decision-making on school planning. At NORRAG, we have successfully launched and curated #TheSouthAlsoKnows knowledge equity initiative, as one of our contributions to the reversal of the North-South flow of expertise and decision-making. In addition, NORRAG convened a diverse range of leading scholars, policymakers and practitioners in a book on systems thinking and advanced world-leading and world-changing youth-led practices in our Policy Insights collection on Meaningful Youth Engagement. We also launched a new programme of work on academic freedoms as fundamental to the right to education, the pursuit of knowledge and societal progress, and democratic society. NORRAG played a prominent role in global debates on AI and digital inequities and the digitalisation of education through publications, a blog series, expert groups and keynotes, including support to the UN Special Rapporteur on the Right to Education.

Priority projects

KIX EMAP

In recent years, the use of contextually relevant research evidence has gained increased attention as a critical factor in improving education policy and practice outcomes in low- and lower-middle-income countries. The GPE KIX EMAP regional hub acts as a knowledge broker, linking education system stakeholders and supporting them in producing and using research evidence that sustains and institutionalises education reforms. The Hub is demand-driven and adaptive to the policy systems and practices of 38 GPE partner countries in the EMAP region. The Hub places a strong emphasis on surfacing national expertise and priorities, and answering their demands for knowledge exchange, peer learning and capacity strengthening linked to existing policy processes. Moreover, the Hub engages with national and regional institutional partners who serve as policy analysts and advisers for their respective governments to ensure the uptake and generation of relevant research evidence in policy, planning and practice.

Academic Freedoms

Protecting academic freedoms to learn, research, teach and disseminate enables the realisation of all human rights and fundamental freedoms, contributing to progress across the entire SDG agenda. Alongside other regional initiatives, NORRAG will support stakeholders in contributing to research and evidence efforts aimed at shoring up academic freedoms and stimulating evidence-informed action by decision-makers to address threats to academic freedom.

AI and EdTech

The digital revolution—accelerated by developments in AI and novel business models—continues to deeply affect funding and policy priorities in the public and private sectors. We will investigate the promised and actual effects of digital and business innovations on access to quality, equitable education.

Beyond the Mainstream

This project explores alternative approaches to education and development that challenge dominant, standardised models and highlight the experiences of minoritised and marginalised groups. It focuses on actors, practices, perspectives and innovations that emerge outside mainstream policy frameworks. These approaches are often rooted in local knowledge, community initiatives or non-formal traditions, and they address issues related to language, gender, race, socioeconomic status and disability.



EDUCATION FINANCE

In 2026-30, NORRAG will facilitate research, policy dialogue, and capacity-strengthening to help education stakeholders—especially those in the Global South—mobilise and use public and private funds more effectively, efficiently, equitably, and sustainably.

KEY QUESTION: How can education stakeholders mobilise additional finance for education and utilise these funds more effectively, efficiently, equitably and sustainably?

Quality, equitable and sustainable education systems not only require adequate funding but also effective and efficient use of funds. NORRAG's work aims to engage and inform global and national education stakeholders through research, policy dialogue and capacity sharing as they navigate complex decisions around mobilising public and private funding, optimising existing resources and exploring innovative financing instruments for sustainable and equitable education finance. NORRAG will support stakeholders in the Global South to further engage in evidence-informed policy dialogue on increasing financing for education and improving the use of existing financial resources.

Over the past five years, NORRAG has established itself as a thought leader on innovative financing for education (IFE) through various research projects and publications, by participating in policy dialogues, academic conferences and by convening key actors for critical conversations. The World Bank commissioned us to conduct a study on results-based financing at the meso-level, and we coproduced publications on regional models of philanthropy and innovative finance alongside numerous case briefs on key innovative finance mechanisms and contributing critical reflections on outcomes-based financing (OBF). Global decision-makers' awareness of IFE's risks and benefits was raised through the successful launch of the executive education course on IFE. KIX EMAP Fellows applied this acquired expertise to identify innovative financing strategies for projects in Bhutan and Uzbekistan. NORRAG had been widely recognised as an IFE expert by 2024, as evidenced by invitations for us to speak at key global forums (including the ADEA Triennale, the GPE-IIEP workshop, and conferences).

Priority Projects

Domestic Finance Mobilisation

Engage in research and dissemination of evidence on expanding and prioritising the education sector in national budgets, along with exploring the mobilisation of additional public financing through tax reform, debt reform, new domestic sources and the contexts of international tax regimes and financial systems.

Education Aid Effectiveness

Explore how bilateral and multilateral aid can be better aligned, harmonised and deployed to strengthen education systems, thereby ensuring that external financing supports national ownership and the sustainability of policy reform and education financing.

Public Financial Management in Education

Conduct research on public financial management processes in education to strengthen the efficiency, effectiveness and equitable use of resources and to bolster transparency in resource allocation and spending, particularly evaluating the coherence between local financial autonomy and national equity goals.

Innovative Financing for Education

Build evidence and promote policy dialogue around the potential and limits of innovative financing approaches—such as results-based financing, impact bonds, blended finance, debt swaps, and education levies—to complement existing traditional resources and strengthen education outcomes sustainably and equitably.

Financing for Education in Emergencies and Climate Change

Explore which principles and models of innovative financing could be applied effectively in education in emergencies, protracted crises and climate change, while assessing their added value and comparative advantages over traditional finance.



NETWORK, PARTNERSHIPS AND SUSTAINABILITY

In 2026–30, NORRAG will continue to focus on knowledge equity, growing its network and partnerships and deepening its connections with them by providing further opportunities to contribute to all NORRAG strategic activities.

KEY ACTIVITY: We will systematically identify and engage with regionally grounded debates, priorities, and epistemologies, and mobilise mutual investment and support to and from our members and partners through a user-friendly portal.

For five decades, NORRAG has amplified the expertise of its members in the pursuit of education and development goals. Our partnerships with global, regional and national organisations and with individual experts lie at the heart of our successes.

NORRAG has consistently grown its network from 5,358 members in 172 countries in 2021 to 6,094 members in 185 countries in 2024. Knowledge equity was a core commitment NORRAG upheld throughout all these years, with 100% of research products including experts from underrepresented groups. The dedicated #TheSouthAlsoKnows member network focused on knowledge equity grew by 548% between February 2022 and February 2024. Accessibility and reach surged in the previous strategic period, with stakeholder participation in activities increasing by 92% and research publication downloads increasing by 266% compared to 2022. This growth was supported by deepening partnerships, including a 136% increase in collaborations with Global South organisations.

Priority projects

Partnerships

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

Network Membership Mobilisation

Develop further participation opportunities to attract new members and ladder-up members' engagement with NORRAG. Work with members to strategically position NORRAG in the different regions as a major education convener by organising in-person, hybrid and online national and regional conferences.

Mutual Investment

Answering the demand from our members to get more involved, we will develop a user-friendly portal that facilitates mutual investment and support.

Communications

Demonstrate the success of our work and that of our partners through online and offline communications while making that more accessible to more audiences (e.g. through translations and contextualisation).

Fundraising

Continue to increase resource mobilisation from an increasingly diverse set of funders.

Monitoring, Evaluation and Learning (MEL)

NORRAG's proven MEL strategy allows us to learn how and why our activities are effective and valued by our stakeholders. We learn from these insights to improve our work. Additional details are provided in the accompanying Results Framework.

INDICATORS

Four sets of “umbrella” indicators reference the stakeholder outcomes that we at NORRAG seek to stimulate. They are designed to enable us to monitor our progress towards our objective of galvanizing global and national policy environments that are evidence-informed and focused on education as a public and common good and human right.

Tracking these indicators as part of our reinvigorated monitoring and evaluation strategy facilitates both internal learning and external accountability. It will also allow us to appropriately adapt our strategies in order to ensure we are on track to achieve these ambitious goals. More detail is provided in the accompanying Results Framework.

AMPLIFY

Strengthened role for under-represented experts in decision-making for education.

- Improved cumulative share of activities convened with experts and partners from under-represented groups.
- Increased share of funded activities initiated alongside and/or led by experts and partners from under-represented groups.
- Enhanced participation and level of influence of experts and partners from under-represented groups in decision-making.



KNOW

Increased understanding of how priority themes affect equitable, quality education.

- More and more diverse stakeholders report increased awareness of key themes.
- NORRAG is approached by institutions or government bodies to advise on key themes.
- Publications and co-production, impact analysis of publications, bi-annual web surveys for members, quarterly newsletters, social media presence and activities, and downloads and website hits.



ACCESS

Better access to more policy-relevant evidence and dialogue on issues and solutions.

- Increased and more diverse participation in NORRAG activities.
- An increase in invitations for us to contribute to existing and new partners' activities.
- Improvement in the cumulative number of participants and partners in policy dialogue activities disaggregated by geography; public, private, voluntary sector; issue area; gender; etc.



ACT

More evidence-informed decision-making that maximises equitable, quality education and learning.

- Evaluations of training, executive education and certified programmes that indicate that learning outcomes are achieved by a critical mass of participants.
- Cumulative number of capacity-strengthening activities across themes.
- Number of primary research or policy outputs presenting insights on scaling innovation to strengthen national education systems.





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