

Global Education



international education, with an emphasis on cross-country and over time comparisons informed by national contexts. The ambitions to maintain and, where possible, to improve the quality, relevance and accessibility of the evidence and data used. This output is supported by:

- Existing publications and databases, GEM Report and Summary, Youth Report, Gender Report, policy papers, World Inequality Database on Education, which provide comparative research, data and good practice case studies on interventions that have effectively addressed education challenges.
- A new website on monitoring progress towards SDG 4 featuring interactive visualisations that can provide a snapshot of the main trends in key education indicators, enable users to make comparisons and explain the reasons behind the trends observed.
- A new series of regional reports to better serve audiences and promote policy dialogue at the regional level, and, if resources allow, a user-focused platform for countries that are furthest behind.
- A new website with country profiles providing up-to-date and comparative qualitative data on education policies to help countries engage in peer learning through policy dialogue mechanisms at the regional level.

2. Communication and outreach: Based on its research and data, the GEM Report will continue to distil key findings, formulate clear messages and develop global communication and outreach outputs that can be further developed into regional and national policy and programmatic responses. To successfully raise awareness of SDG 4 and strengthen accountability among education stakeholders, the GEM Report's messages and recommendations on good practices must be made more visible and more closely targeted to relevant audiences. To do so, the GEM Report will:

- Ensure regular, targeted circulation of its findings in print, broadcast, electronic and social media
- Provide up-to-date and accessible material on its website and on the World Education Blog
- Develop targeted social media campaigns and online debates, videos and visualisations
- Strengthen its distribution mechanisms.

3. Policy advocacy and knowledge sharing: The launch of the GEM Report in various international,

regional and national fora has been the key strategy used to inform and influence policy. A further aim to further improve the GEM Report's visibility will be the development of strategic partnerships, especially at the regional level, and the engagement of the GEM Report in regional policy dialogue mechanisms and peer learning exchanges. By bringing together expertise, assets and resources from across the United Nations system and the education architecture, and by collaborating closely with regional bodies in support of national governments, the GEM Report will be better positioned to inform policy dialogue and change at national and regional levels.

Key **assumptions** underpinning the work of the GEM Report team are: a continued international and national focus on and commitment to meeting the education SDG and its targets; and the existence of sufficient capacity by policy makers to use and interpret the data and analysis for policy impact.

The GEM Report will celebrate 10 years in existence next year, a remarkable example of resilience for a publication of this kind, and a testament to the trust of its donors, audiences and stakeholders and the resourcefulness of the GEM Report team. Nevertheless, the strategy identifies four **risks**: inadequate or unpredictable financing; a multiplicity of education

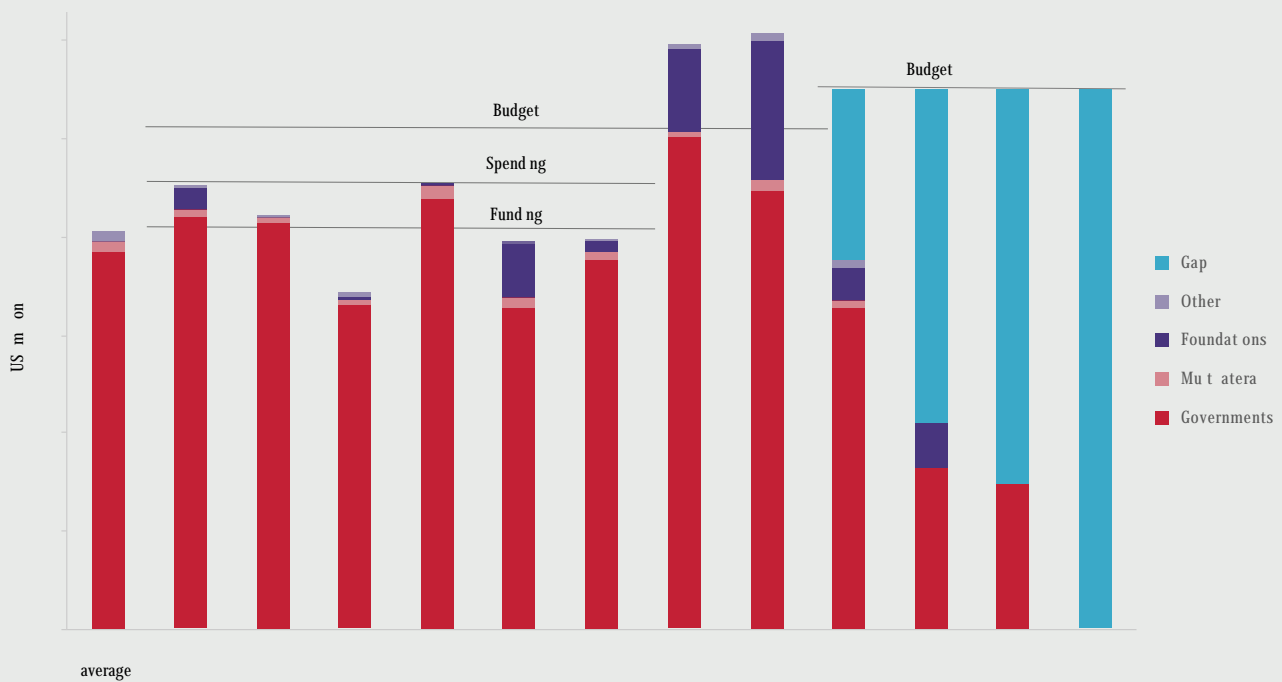


re eves non finan a support n the form of n k nd ontr but ons, for examp e, fund ng of staff pos t ons - and, n ex ept on a ases, earmarked fund ng that fu y a gns w th the GEM Report's ore m ss on. As of 19, the budget n reased from US \$1 m on, a eve at wh h t had been stab e for more than a de ade, to US \$5m on, to a ount for some of the rs ng osts and n reased a t v t es n re ent years.

As of the ast quarter of 19, 10 of the n ome requ red for 19 and 10 of the n ome requ red for 20 has been se ured. The fo ow ng are key a ms of the fundra s ng and finan ng strategy:

- Se ure arger and more mu t year agreements to enhan e finan a stab ty and redu e the adm n strat ve osts of pro ess ng year y fund ng agreements, wh h a ounted for ha f of the tota n 1.
- Ensure ong term donors ont nue to support the GEM Report.
- , ont nue to w den the donor base, n ud ng by produ ng new outputs that may appea to new donors, wh e ensur ng that a donors ont nue to omm t to poo ng the r resour es n the spe a a ount.

GEM Report revenues by type of donor and financing gap, 2019–2024



- Better demonstrate efficiency by tracking the individual output units, building on the value for money indicators with the GEM Report provides information to its donors.
- , continue to improve the ways in which the GEM Report identifies and reports the use of its outputs and, where possible, its influence on global, regional and national education policies.

Governance of the GEM Report

The GEM Report has an **Advisory Board** which provides oversight, guidance and suggestions about:

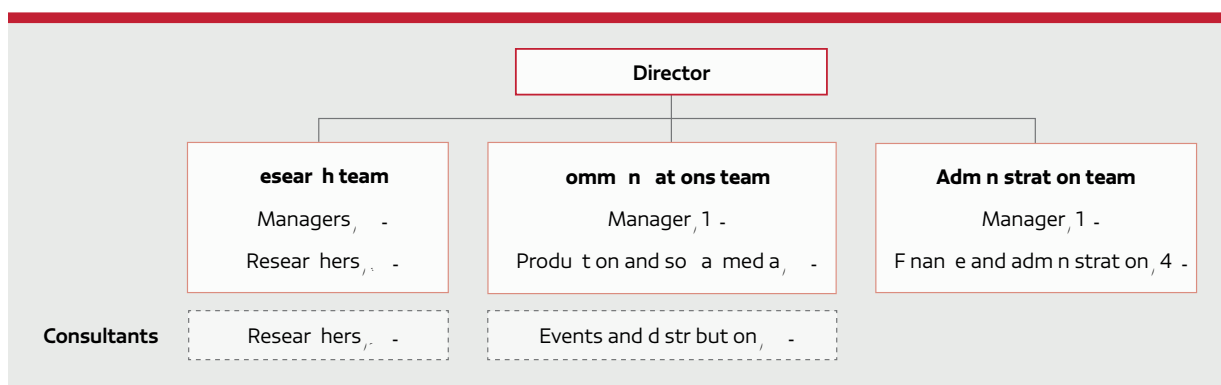
- The vision, purpose and objectives of the GEM Report and the consistency with SDG 4 / the Education 2030 Agenda
- The national, regional and international context
- Future GEM Report themes, priorities and approaches
- The long-term development of the GEM Report
- The identification of problems, priorities and concerns
- The quality and timeliness of SDG 4 statistics and data

- Sources of expertise, knowledge, information and funding
- , communications and outreach, including advocacy, publications and partnerships.

The Board is convened by UNESCO, meets once a year and consists of 15 members. Its chairperson serves for up to three years; Heen, Park was nominated in 2017. The Assistant Director General for Education of UNESCO and the Director of the UNESCO Institute for Statistics serve as ex officio members. The remaining members come from 11 constituencies: UNESCO, 4; multilateral organizations, 5; donors, 5; regional experts nominated by UNESCO, 5; regional groups, 5; regional organizations, up to 4; civil society organizations, up to 5; and independent experts, up to 4.

The GEM Report team

As of 2019, the GEM Report team employs 19 members in 10 teams. There are about five full-time equivalent consultants. Staff competencies include monitoring and reporting, analysis and research, advocacy, management, communications, production, publishing, financial management and operations. Implementing the strategy implementation will require expansion into new areas, and the skills needed will be obtained through professional development and recruitment.





Role of a framework

Outcomes

<p>Long-term outcome</p> <p>GEM Report evidence and recommendations are used to move education systems, plans, policies and budgets towards achieving SDG.</p>
<p>Medium-term outcome</p> <p>Synthesised, analysed and clearly presented comparative data and recommendations are used to inform the global, regional and national education communities on progress towards SDG, as well as to stimulate reflection and dialogue</p>

<p>Output 1:</p> <p>High quality and relevant research, mapping, synthesising and analysing the latest evidence and data on education with an emphasis on cross-country and over time comparisons and on learning, equity and gender</p>	<p>Output 2:</p> <p>Key findings, clear messages and global communication and outreach outputs further developed to support regional and national policy and programmatic responses</p>	<p>Output 3:</p> <p>Partnerships and peer learning mechanisms as a basis for dialogue to influence change in education policies towards the achievement of international education targets</p>
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<p>GEM Report printed with summary, statistical tables and background papers</p>	<p>GEM Report online with monitoring and thematic editions</p>	<p>Strategic launch events and presentations at global, regional and national levels</p>
<p>Clear and relevant messages and recommendations</p>		
<p>SDG global follow up and review report</p>	<p>Up to date and accessible websites</p>	<p>Effectively run, open and representative Advisory Board</p>
<p>Regional Report and/or selected country focuses</p>	<p>Relevant and representative blog</p>	
<p>Gender Report / Youth Report</p>	<p>Regular and targeted presence in print, broadcast, electronic and social media</p>	
<p>Policy papers</p>	<p>Partnerships to communicate and advocate for the GEM Report recommendations, including with regional organisations, to introduce or extend policy dialogue</p>	
<p>World Inequality Database on Education</p>	<p>Online database of education policy makers and influencers</p>	
<p>Descriptions of education policies</p>		
<p>Engagement in global or regional education related SDG coordination mechanisms</p>		



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