

The Global Education Monitoring (GEM) Centre drives improvements in learning by supporting the monitoring of education worldwide. We work collaboratively with stakeholders at a global, regional and national level, to enable education systems to measure where learners are at, and monitor their progress.

The GEM Centre is a long-term, strategic partnership between the Australian Council for Educational Research (ACER) and the Australian Government's Department of Foreign Affairs and Trade (DFAT). While supporting education monitoring initiatives around the world, the GEM Centre has a strategic focus on improving learning in the Indo-Pacific region and provides technical support to enable monitoring of progress towards United Nations Sustainable Development Goal (SDG) 4 by 2030.

### What we do

Three key principles are at the core of the GEM Centre's work to improving learning:



#### **Define learning**

We promote developing shared global understandings, and agreed definitions, of what is valued in a learning domain and how learning progresses. The GEM Centre defines learning through a 'literacy approach' and we advocate for descriptions of learning that prioritise evidence of outcomes over curriculum descriptions.



#### Measure learning

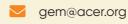
The GEM Centre supports assessments based on agreed descriptions of what is important in a learning domain. We construct assessments that allow education stakeholders to measure and locate learners on a progression, describe learning levels, and set common benchmarks across contexts and time.



#### **Understand learning**

To understand learning and to communicate this to education stakeholders, we gather, analyse and use high-quality evidence. We address equity in education and advocate for common descriptions of learning progress to define policy targets that are comparable across contexts and over time.

Find out more about the GEM Centre at acer.org/gem



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# The challenge



## Pathways to impact

Pathways to impact outlines the GEM Centre's strategic priorities to address global challenges in learning and to achieve our long-term goal.

#### STRATEGIC PRIORITIES ----

- We build high-quality evidence, tools and methods to support effective policies, practices and investments
- We effectively communicate with, and influence, global, regional and national education stakeholders to use high-quality evidence
- We develop the sustainable capacity of education stakeholders by increasing their understanding, use and promotion of evidence-based approaches to learning

#### **OUTCOMES**

- Stakeholders access, develop and use evidence, tools and methods to aid in decision making and to influence policies, practices and investments
- Stakeholders have increased capacity to understand, promote and use evidence for education policies, practices and investments
- Countries align their assessment systems with global SDG monitoring and reporting

#### **IMPACT**

- Evidence and data are used effectively by decision makers for education policies, practices and investments
- Governments invest in strong assessment systems
- Education systems have increased resilience to emergencies

#### **OUR GOAL**



To improve learning by
ensuring that education
policies, practices and
investments are influenced by
high-quality evidence

The GEM Centre aims to make a long-term impact on improving learning around the world. By supporting education stakeholders to effectively monitor learning outcomes, we are instrumental in enabling education systems to build increased resilience to emergencies, in particular the COVID-19 pandemic.

# Millions of children around the world do not have access to quality education and their ability to learn is negatively impacted by curricula that are not based on evidence of learning levels, and teaching methods that do not respond to their needs. Existing inequities result in poor learning outcomes, especially for vulnerable children.

Education stakeholders around the world are concerned that COVID-19 has further widened the learning gap for the most disadvantaged. Being able to measure where learners are at and support them to progress to the next level is vital.

# Thematic areas



#### **Education 2030**

We make a significant contribution to practices, processes and methods to enable education stakeholders to monitor progress towards SDG 4.



#### Reviews and analyses

We analyse and synthesise existing research to help education stakeholders understand, and make recommendations for, effective policies, practices and investments.

#### Quality assessment systems

We support education stakeholders to design and implement quality assessment, monitoring and research.