The Global Education Monitoring (GEM) Centre drives improvements in learning by supporting the monitoring of educational outcomes worldwide. The GEM Centre is a long-term partnership between the Australian Council for Educational Research (ACER) and the Australian Government’s Department of Foreign Affairs and Trade (DFAT).
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Recommended citation

Acknowledgements
This report was funded by the Australian Government’s Department of Foreign Affairs and Trade (DFAT) and the Australian Council for Educational Research (ACER), through a partnership known as the Global Education Monitoring Centre (GEM Centre).
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<td>Assessments for Minimum Proficiency Levels</td>
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<td>APCEIU</td>
<td>Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO</td>
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<td>APMED</td>
<td>Asia-Pacific Meeting on Education 2030</td>
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<td>DFAT</td>
<td>Department of Foreign Affairs and Trade of the Government of Australia</td>
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<td>ELANA</td>
<td>Early Language, Literacy and Numeracy Assessment</td>
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<td>Educational Quality and Assessment Program</td>
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<td>Global Alliance to Monitor Learning</td>
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<td>Global Education Monitoring Centre</td>
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<td>MPL</td>
<td>Minimum Proficiency Level</td>
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<td>NEQMAP</td>
<td>Network on Education Quality Monitoring in the Asia-Pacific</td>
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<td>OECD</td>
<td>Organisation for Economic Co-operation and Development</td>
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<td>PAL Network</td>
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<td>PISA</td>
<td>Programme for International Student Assessment</td>
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<td>SEA-PLM</td>
<td>Southeast Asia Primary Learning Metrics</td>
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<td>SEAMEO</td>
<td>Southeast Asian Ministers of Education Organization</td>
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<td>SDG 4</td>
<td>Sustainable Development Goal 4 on Education</td>
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<td>TIMSS</td>
<td>Trends in International Mathematics and Science Study</td>
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<td>UNESCO</td>
<td>The United Nations Educational, Scientific and Cultural Organization</td>
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<td>UIS</td>
<td>UNESCO Institute for Statistics</td>
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<td>USAID</td>
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Introduction

This report describes the focus and outcomes of the third triennium (2020–2023) of the Global Education Monitoring (GEM) Centre partnership between the Australian Council for Educational Research (ACER) and the Australian Government’s Department of Foreign Affairs and Trade (DFAT).

The GEM Centre was founded by ACER in 2013 as a strategic research initiative to provide models of good practice for monitoring United Nations’ Sustainable Development Goal (SDG) 4: education for all. Driven by a shared strategic interest to improve learning through evidence-based policies, practices and investments, ACER and DFAT formed the GEM Centre partnership in 2014. ACER and DFAT jointly invested in the GEM Centre, with each partner contributing $700,000 annually, a total of $4.2M per triennium. The joint funding of the GEM Centre ended in October 2023.

Over the last decade, the GEM Centre has successfully leveraged ACER’s and DFAT’s foreign policy and development expertise to build strong, collaborative partnerships with key stakeholders working on the global education 2030 agenda (see Figure 1). The GEM Centre has provided public goods and best practices for monitoring SDG 4 and has effectively shaped how learning outcomes are monitored and reported globally. The thought leadership and contributions of the GEM Centre in laying strong foundations for global education monitoring are also highly valued by its partners.

Figure 1: GEM Centre partners and global reach

The successes and achievements of the GEM Centre over the last decade were reconfirmed in the mid-term evaluation of phase 3 (Haugen, 2023). The evaluation also

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1 Details are provided in the financial report for phase 3 (GEM Centre 2020_2023 Agreement 3rd year Acquittal)
2 Global Education and Monitoring Centre Mid-Term Evaluation Report (Phase 3) and DFAT Management Response | Australian Government Department of Foreign Affairs and Trade
made recommendations for realising the partnership’s expected depth and potential more fully. With a new Australian Government commencing in 2022, ACER and DFAT are renewing their shared priorities and interests with the aim to broaden the partnership beyond the GEM Centre.

This completion report focuses on phase 3 of the ACER and DFAT partnership in the GEM Centre and summarises the main outcomes.

**GEM Centre phase 3 focus**

Based on recommendations from a mid-term review\(^3\) during phase 2 of the GEM Centre, ACER and DFAT aimed to strengthen the partnership through a clear strategic focus, deepened collaboration and active exchange, demonstrated outcomes over outputs, greater mutual accountability, and a stronger communications and stakeholder engagement strategy during phase 3.

To achieve this, the [Pathways to Impact](#) was developed, illustrating the partnership’s theory of change in pursuit of the overarching goal to improve learning by ensuring that education policies, practices and investments are influenced by high-quality data. The direction for achieving this goal was indicated by 3 strategic priorities:

- **Build high-quality evidence** – with a focus on developing tools and methods to support effective policy, practice and investment, and conducting and translating robust research.
- **Communicate and influence** – including the development of a communications strategy and professional resources to implement the strategy, as well as an upgrade of the GEM Centre website. These developments aimed to improve the GEM Centre’s engagement with various audiences, including a more active exchange with DFAT posts, to ensure effective dissemination of public goods.
- **Develop sustainable capacity** of stakeholders – to understand and promote evidence-based approaches, and improve methods to gain evidence for decision-making in education policy, practice and investment.

While a clear focus of the GEM Centre was on supporting global efforts for monitoring countries’ progress towards achieving SDG 4 by 2030, it was also important to DFAT that the GEM Centre focused on improving learning outcomes to support locally led engagement and contribute to resilience and prosperity in the Indo-Pacific region.

To deepen collaboration and to increase mutual accountability of the partners, clear Terms of Reference for the GEM Centre’s Governance and operations were established in line with the phase 3 partnership strategy. These initiatives considerably strengthened the ACER-DFAT partnership in phase 3.

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GEM Centre phase 3 outcomes

The GEM Centre phase 3 outcomes are described for the 3 thematic areas of the GEM Centre, and the overarching area of communications and engagement. Details about the phase 3 work program are documented in the quarterly progress report, specifying goals and indicators for each area.

Education 2030/SDG 4

The overarching goal of this thematic area was to make a significant contribution to global and country-led practices, processes and methods to monitor attainment of the United Nations SDG 4.

In partnership with the UNESCO Institute of Statistics (UIS), phase 3 of the GEM Centre led to significant outcomes to enable countries to monitor progress towards achieving SDG 4. This included:

- updating the definitions of the SDG 4.1.1 Minimum Proficiency Levels (MPLs)
- mapping MPL benchmarks to empirical learning progression scales in reading and mathematics through an international standard setting exercise
- Developing and implementing the Assessments for Minimum Proficiency Levels (AMPLs)
- Finalising the pairwise comparison method toolkit.

The GEM Centre’s methods and tools aim to enable countries to use their own national or regional learning assessments to establish the proportion of children achieving a minimum proficiency level in reading and mathematics, the primary indicator of SDG 4. They also provide policymakers with substantive information about student learning levels and gaps – information that is essential for developing strategies to improve learning.

The GEM Centre’s methods for SDG 4 reporting were officially endorsed by the UIS, and GEM Centre representatives were invited to present these methods to the Global 4
Alliance for Monitoring Learning (GAML) at its annual meeting in November 2022 and December 2023.

The GEM Centre also supported SDG 4 reporting for major education programs in the Indo-Pacific, most notably the Southeast Asia Primary Learning Metrics (SEA-PLM) and the Pacific Island Literacy and Numeracy Assessment (PILNA).

ACER also worked with the UIS to further develop and implement AMPL. The objective of AMPL is to enable countries to produce and report on SDG indicators 4.1.1a – the proportion of students reaching minimum proficiency levels in reading and mathematics at the end of lower primary school (AMPL-a); and 4.1.1b – at the end of primary school (AMPL-b). AMPL-b was initially developed in 2021, as part of the Monitoring Impact on Learning Outcomes (MILO) study. It was successfully implemented in 6 countries in sub-Saharan Africa (Burundi, Burkina Faso, Cote d’Ivoire, Kenya, Senegal and Zambia) during the COVID-19 pandemic, to gain data on learning.

In 2022, AMPL was administered in Sierra Leone and in 2 provinces of Pakistan (Khyber Pakhtunkhwa and Islamabad Capital Territory) by the World Bank Group, following translation into Urdu. In 2023, ACER and UIS – with funding from the Bill & Melinda Gates Foundation, developed the AMPL-a module, to assess learning at the end of lower primary school. This was administered in The Gambia and in Zambia. Kenya, Lesotho and Zambia also administered AMPL-b to students at the end of primary school.

The 2023 results for AMPL showed that the proportion of students meeting at least the minimum proficiency levels was low. Across the 4 participating countries, more students reached the minimum proficiency level in mathematics than reading. Girls and boys had the same learning levels in mathematics, but girls generally outperformed boys in reading. Predictably, students’ socioeconomic background correlated with their learning outcomes. For instance, students with a more nutritious diet, from families with higher wealth, and who had literate parents, had higher proficiency in mathematics and reading, on average, than other students.

The process of implementing AMPL helped to develop participating countries’ capacity to administer large-scale assessments, according to the rigorous AMPL technical standards. In addition to providing robust results on primary school students’ learning levels, AMPL can also be applied in a wide range of education systems and contexts. It can be translated into other languages, supporting specific monitoring and reporting needs.

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8 Convened by the UIS, the GAML makes recommendations on the use of different data sources for SDG 4 monitoring and reporting through cooperation. The GAML consists of national representatives, multilateral organisations and technical partners such as ACER.

9 ACER was the technical lead for the Monitoring the Impacts of COVID-19 on Learning Outcomes study (MILO), which was managed by the UIS and funded by the GPE.
Extending the GEM Centre’s important contribution to monitoring SDG 4, the objective measurement of early childhood development (SDG 4.2)\(^\text{10}\) was studied in phase 3 of the partnership. The goal of this work was to align measures of early literacy and numeracy to the school level measures of SDG 4.1, by extending the learning progression scales to include globally accepted definitions of early skills and attributes central to educational development. Such alignment would allow countries to use a range of tools to report against SDG 4.2, and to link to measures of later learning and development. The initial review of available assessment tools led to important conclusions for monitoring and reporting early childhood development in literacy and numeracy. The report is scheduled for publication in mid-2024.

**Quality assessment systems**

The overarching goal of this thematic area was to support national, regional and international education stakeholders to gain and use robust and meaningful evidence for policies, practices and investments. Regional bodies, such as the Network on Education Quality Monitoring in Asia-Pacific (NEQMAP) hosted by UNESCO Bangkok, the People’s Action for Learning (PAL) Network, the Educational Quality and Assessment Program (EQAP), the Southeast Asian Ministers of Education Organization (SEAMEO) and the Global Partnership for Education Knowledge and Innovation Exchange (GPE-KIX) Europe, Middle East and North Africa, Asia and Pacific (EMAP) Hub\(^\text{11}\), provided important and effective platforms for the GEM Centre to engage about and to build capacity of education stakeholders in the Indo-Pacific and beyond.

An important outcome of this thematic area in phase 3 was the GEM Centre’s research on improved indicators of economic, cultural, and social status. Knowing and understanding how student learning outcomes relate to their background is important for many actors in the education system, including policymakers and global agents in the pursuit of achieving SDG 4.

While the relationship between students’ economic, cultural, and social status and learning outcomes is a well-documented subject in educational research, definitions and operationalisations of indicators vary extensively. These inconsistencies pose significant challenges for developing a comprehensive body of evidence of educational outcomes and equity-related factors, limiting the usability of findings to address important policy issues concerning equity in education. Based on an extensive literature review\(^\text{12}\) and

\(^{10}\) Target SDG 4.2 relates to early childhood development and universal pre-primary education: By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education. *Indicator 4.2.1:* Proportion of children aged 24–59 months who are developmentally on track in health, learning and psychosocial well-being, by sex.

\(^{11}\) formerly Europe, Asia, Pacific (EAP)

secondary data analysis of international educational large-scale assessments, the GEM Centre research demonstrates how different operationalisations of indicators of economic, cultural, and social status can lead to varied evidence and contradicting interpretations of how equitable education systems are. The research provides evidence for building capacity to develop well-defined and consistent indicators that provide appropriate, contextualised, and valid information about the relationship of students’ economic, cultural, and social background and educational outcomes that can be used to develop actions aimed at improving equity in education.

In December 2023, GEM Centre representatives and the NEQMAP Secretariat at UNESCO Bangkok co-facilitated an online peer-learning session aimed to increase awareness of the importance of collecting meaningful and comparable data on students’ economic, cultural, and social status. The discussion was framed by a background paper based on forthcoming GEM Centre research.

Present at the expert meeting were representatives working on the major international and regional large-scale assessments in the Asia-Pacific region: OECD’s Programme for International Student Assessment (PISA), IEA’s Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS), the SEA-PLM of SEAMEO and UNICEF, and EQAP’s PILNA. Participants highlighted the need for further research to explore how to improve the comparability of economic, cultural, and social status indicators and relevance to varying country contexts. The NEQMAP Secretariat aims to support these initiatives in the Asia-Pacific region and to continue the exchange of ideas and experiences across large-scale assessments in the region.

The research on improved indicators of economic, cultural and social status was also used to build capacity of education stakeholders in the Latin-American and the Caribbean region. The webinar on Monitoring Equity in Education was jointly facilitated by the GEM Centre, SUMMA – the Laboratory of Education Research and Innovation for Latin America and the Caribbean, and the Education Development Centre, as part of USAID’s Leading Through Learning Global Platform in 2023.

The findings from the GEM Centre’s research on improved indicators of economic, cultural, and social status were presented at several research conferences (see Appendix), and have been applied in questionnaire development for assessment programs such as PISA 2025, the International Early Learning and Child Well-being Study (IELS), PILNA, AMPL and SEA-PLM.

The GEM Centre also continued to build the capacity of the People’s Action for Learning (PAL) Network, a South-South partnership of organisations in 14 countries across 3 continents: Africa, Asia and the Americas. PAL Network member organisations undertake citizen-led assessments and actions aimed at improving learning. Over almost a decade, the continued collaboration of the GEM Centre with citizen-led assessment organisations and the PAL Network has had an impact on sustainably and
effectively improving capacity of member organisations and the quality of citizen-led assessments.

In 2020, ACER – with support from the GEM Centre – joined a consortium for the PAL Network, ASER Centre (Pratham) to develop the common *Early Language, Literacy and Numeracy Assessment (ELANA)*. The GEM Centre’s contribution focused on capacity building in objective measurement theory, test design, test administration, and contextual instrument development for ELANA, and alignment with SDG 4 monitoring and reporting. The development of common assessments is another great achievement of this long-term collaboration: ELANA offers assessments that are comparable and can be used to provide relevant data on out-of-school populations at country-level (where representative), as well as for SDG 4 monitoring and reporting.

Important outcomes were also achieved in supporting countries to integrate and align 21st Century Skills in assessment, curriculum and pedagogy. Based on a series of workshops on 21st Century Skills alignment facilitated jointly with the KIX EMAP Hub, the Network for International Policies and Cooperation in Education and Training (NORRAG) provided additional funding for a small consortium of countries (Bhutan, Mongolia, and Vietnam) to continue to develop their strategic plans for improved alignment of 21st Century Skills in assessment, curriculum, and pedagogy. As a member of the consortium, the GEM Centre provided expert input and guidance in this process.

In October 2022, the GEM Centre and NORRAG, through the KIX EMAP Hub, also jointly facilitated a webinar on *Learning assessments and education reform in the EAP region*. In this webinar, representatives from ACER, SEAMEO, EQAP and the PAL Network shared their experiences of collecting evidence on student learning outcomes and how they can be used to drive education reform in the Asia-Pacific region. More than 240 participants from over 50 countries attended the webinar. The presentations, conducted in English, were simultaneously translated into Russian and Arabic.

**Reviews and analyses**

The overarching goal of this thematic area was to analyse and synthesise existing research in areas that are of high relevance to the GEM Centre Partnership, to develop a body of expertise and understanding of the evidence to make recommendations for effective policies, practices and investments. The GEM Centre research undertaken in phase 3 addressed a range of topics that are key to improving learning, and feature in global monitoring in the context of Education 2030.

An important outcome of this area was the development and application of the Education in Emergencies *policy monitoring framework and tool* in response to the COVID-19 pandemic. The framework guided a literature review for a background paper and policy brief on *Learning recovery and addressing the learning crisis* for UNESCO Bangkok in preparation of the second Asia-Pacific Regional Education Minister’s

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13 KIX is GPE’s Knowledge and Innovation Exchange. ACER is a partner of NORRAG that was selected as Regional Learning Partner for hosting the KIX EMAP Hub.
Conference (APREMC-II). The paper and the brief were published as a resource for conference attendees. The GEM Centre also played a key role in proceedings, with a representative invited by UNESCO Bangkok to be a discussant of a thematic session focusing on learning recovery and addressing the learning crisis in the Asia-Pacific region, along with 4 prominent Asia-Pacific education leaders. In the session, priority actions were identified to ensure that all learners returned to school with strategies to re-engage and accelerate their learning. The conference concluded with a commitment from all ministers to prioritise learning recovery and education system transformation to accelerate progress towards SDG 4. The GEM Centre also contributed to the Pacific sub-regional pre-conference consultations of UNESCO and UNICEF.

Further activities to promote the application of the policy monitoring framework and tool with education stakeholders included:

- a presentation to a committee of high-level representatives of the Western Australia Department of Education concerned with education in emergencies
- an online workshop at the 14th Asian Conference on Education (ACE) 2022 hybrid-conference in Japan
- a research paper for a relevant peer-reviewed journal (see Appendix)

In November 2022, the evidence gap map on the Teacher Professional Development on Disability Inclusion was published by The Campbell Collaboration. The map locates evidence and gaps on interventions for disability inclusion in teacher professional development in low- and middle-income countries in the Asia-Pacific region. Policymakers and development agencies can use the evidence gap map to make decisions on how to support countries in the region to reach their aim of developing quality teachers for the global inclusive education agenda (target SDG 4.c). This mapping, which has been supported by DFAT, the Christian Blind Mission, and ACER offices in India, Indonesia, and Malaysia, was valuable and timely in gaining better insights into the current situation and future needs for this sector. Communications and engagement activities, including a DFAT webinar and a policy brief, were implemented to effectively communicate the findings and promote the use of the evidence gap map with education stakeholders.

Another important research project gathered evidence on School-based interventions that support mental health and psychosocial wellbeing in low- and middle-income countries. This research was sparked by an increased focus on student mental health in international education policies. The rapid evidence assessment found that despite the growing number of school-based mental health and wellbeing programs, it is challenging to identify quality interventions that effectively support student mental

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health, and that link mental health support to learning, particularly in low- and middle-income countries. This research provided new evidence on mental health programs that support student wellbeing and academic outcomes. A policy brief, including recommendations resulting from this research was published, and a DFAT webinar is planned for 2024.

The GEM Centre research on secondary analyses of SEA-PLM data resulted in a joint policy brief with NEQMAP Secretariat on Equity and Equality in learning in Asia-Pacific, with a focus on gender.

The GEM Centre also supported a collaborative study of ACER and the Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO, on Education for sustainable development and global citizenship in the Asia-Pacific region. Global citizenship education is an important element of curricula, policy, and practice in many countries around the world. Almost a decade ago, education for global citizenship was described as a target under SDG 4.7 – to ‘ensure all learners acquire knowledge and skills needed to promote sustainable development.’

Despite efforts to define and frame global citizenship education, systems continue to grapple with understanding, enacting, and assessing global citizenship education in ways that reflect changing local and global conditions for students, teachers and schools. This collaborative study responds to the need for tools and resources, particularly in primary schools in the Asia-Pacific region. A summary report and policy brief with recommendations for policymakers and development organisations were also published to inform uptake and quality of global citizenship education and future policies, practices, and investments.

Another important topic of the GEM Centre initiated by ACER and DFAT late in phase 3 was the global monitoring of scholarships, through SDG 4b. This project complements research undertaken through the Australia Awards Global Tracer Facility. SDG 4b seeks to expand the number of tertiary education scholarships available to developing countries for study in developed and other developing countries. However, current approaches to monitoring SDG 4b are not cohesive and exclude non-official development assistance funders. The research addresses these issues by establishing a methodology for monitoring SDG 4b by volume and number of awards disaggregated by country, gender, field of study and level of qualification, focusing on the Pacific region. Concurrently, the GEM Centre undertook a review of the competitiveness of Australian scholarships, with the aim to provide evidence for establishing an improved reporting framework for scholarship effectiveness. Evidence from countries in Southeast Asia and the Pacific was collected to identify the strategic intent and policy levers that support scholarship effectiveness.

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15 The research report on ‘Monitoring SDG 4b in the Pacific: Improving our understanding of scholarships for development’ as well as an interactive online database where users can explore scholarship funding, will be published in mid-2024.
Communications and engagement

To support phase 3 of the GEM Centre partnership, a Communications and Engagement (C&E) Strategy was developed. The purpose was to help raise awareness and understanding of the GEM Centre’s work, and to establish a deeper collaboration and stronger connection with key stakeholders. Most activities undertaken in the first year focused on building the foundations to effectively communicate and influence key education stakeholders in the second and third years of phase 3.

A focus of the strategy was to develop communications products and use the communications channels most appropriate for these target audiences:

- DFAT stakeholders
- ACER stakeholders
- Governments and government agencies
- Global and regional assessment bodies, organisations and networks
- Stakeholders working to progress SDG 4
- Donors and development partners
- Researchers and educators

As expected with a multi-year C&E Strategy such as this, review and adaptation were required to ensure the communications activities remained relevant to the GEM Centre’s aims and responded to the evolving needs of our target audiences. As such, during phase 3, some activities were adapted, extended, or omitted. The C&E activities outlined in the C&E Strategy and their outputs are listed below.

Messaging toolkit

In year 1, a messaging toolkit was developed to provide guidance on the key messages and language used to describe the GEM Centre. The messaging toolkit formed the basis for all communications materials during phase 3, helping to resolve inconsistencies in the way the GEM Centre was described and to strengthen and unify the brand externally.

Pathways to Impact

The Pathways to Impact document produced during the strategic partnership workshops at the beginning of phase 3 was transformed into a brochure, with both digital and print versions. The brochure provided an overview of the GEM Centre, its underlying principles and work program areas, and outlined how the GEM Centre planned to create impact during phase 3 of the ACER-DFAT partnership. The brochure was uploaded to ACER’s research repository and promoted through a Discover article (ACER’s monthly eNewsletter), social media posts and emails to stakeholders.
GEM Centre website refresh

In August 2023, a new GEM Centre website was launched. As well as presenting a contemporary look and feel with messaging aligned to the messaging toolkit, the website showcases the tools and resources developed by the GEM Centre to enable education stakeholders and policymakers to use evidence to improve learning. Encouragingly, in the first 12 weeks following its soft launch, the website received 1,813 views, 9.6% of the overall website views (18,920) for phase 3. With the promotion and dissemination of GEM Centre tools and resources, we anticipate these numbers to increase.

The new website also includes a page featuring Discover articles about key research and a dedicated page in the ACER research repository bringing together all of the GEM Centre’s reports and research products. Of the 44 reports published through the research repository since the GEM Centre’s inception, there has been 27,607 total downloads, of which 20% (5,647) occurred during the final year of the partnership as the latest GEM research was published.

Communications and engagement plans

During phase 3 of the GEM Centre partnership, 7 C&E plans were developed to promote these areas of the GEM Centre work program:

- Education in Emergencies
- Monitoring Impacts on Learning Outcomes study
- Disability-inclusive education
- Education 2030
- Monitoring global citizenship education
- Associations between socio-cultural factors and learning outcomes in Southeast Asia; and students’ attitudes towards a sustainable future in Southeast Asia
- School-based mental health and well-being

Within these C&E plans, an emphasis was placed on disseminating targeted communications products alongside the publication of technical reports, tools and resources, to ensure findings were translated into recommendations for policy or practical actions. Typically, C&E plans included the development and promotion of Discover articles, policy briefs and internal posts. During phase 3, the GEM Centre published 35 reports and online tools, 5 policy briefs, 17 Discover articles and one feature in Shorthand. ACER experts also engaged with external stakeholders through direct emails, presented 23 papers at research conferences and conducted 10 webinars for partner organisations on important research areas, such as Education in Emergencies, disability-inclusive education and improved indicators of economic, cultural and social status.
**Partner C&E plan**

In phase 3 of the GEM Centre partnership, a plan to better communicate with partner organisations and networks was developed. The plan included strategies for increasing the readership of Discover by partners, most notably, adding a signup form to the GEM Centre website, and inviting existing stakeholders to subscribe. Facebook, LinkedIn and X/Twitter posts based on Discover articles focusing on GEM Centre projects were also published in year 3 to help increase the number of Discover subscribers interested in global education monitoring.

Social media data from the GEM Centre year 2 annual report confirmed LinkedIn as an effective channel for promoting the GEM Centre. As a strategy to reach more GEM Centre stakeholders and increase traffic to Discover articles, individual ACER staff were tagged in LinkedIn posts in year 3.

As part of the Partner C&E plan, ACER staff created a list of key stakeholders to receive targeted emails about relevant GEM Centre research and tools during phase 3. This strategy resulted in opportunities to unite experts in webinars to discuss the GEM Centre’s latest research.

**Content plan**

To ensure that the GEM Centre took advantage of emerging opportunities to promote its work to external and external stakeholders during phase 3, a content plan was developed and frequently updated in Microsoft Teams. This resource included plans for communications activities across a range of communications channels including social media, ACER’s website, intranet and Learning over Lunch series, external publications, and DFAT channels.

**Stakeholder engagement survey**

An external stakeholder engagement survey was originally planned as part of the C&E Strategy. Its intended purpose was to understand the perceptions of key external stakeholders and to inform further development and refinement of the C&E Strategy.

After careful consideration, interview questions originally proposed for the survey were integrated into the GEM Centre mid-term evaluation. A stakeholder survey was also undertaken more broadly by ACER and included interviews with key stakeholders of the GEM Centre. While the mid-term evaluation focused on the perceptions of stakeholders towards the GEM Centre, the ACER survey gained information about the level of brand awareness and its reputation amongst partners.

**Website and social media analytics**

To understand the reach of the GEM Centre’s digital communications activities, data was captured from the GEM Centre website, and ACER’s research repository and social media channels. While this data provides important insights, it is only one indicator of the impact of communications on GEM Centre stakeholders.
• Of the 18,920 views of the GEM Centre website during the 3-year period, 45% of views were in year 3. This aligns with an increase in communications activities in the final year of phase 3.

• Sixteen reports\textsuperscript{16} were added to the ACER research repository during phase 3, resulting in a total of 5,768 views, with 36% (2,048 downloads) for the most downloaded report, \textit{Building resilient education systems: A rapid review of the education in emergencies literature}, followed by 25% (1,417) for \textit{Developing strategic plans for an aligned approach to 21st century skills integration}. These reports were published during year 1 and had a longer period of exposure than reports published later, which likely impacted the number of downloads.

• 17 Discover articles\textsuperscript{17} (see Appendix) were published about the GEM Centre activities during phase 3 – with 3 articles in year 1, 7 articles in year 3 and 7 articles in year 3. Of the 9,904 views, the highest views (1,906) were for \textit{Enabling teachers to support children with disability}, which equated to 19% of views. This was followed by \textit{A new policy tool to help build resilient education systems}, which was viewed 1,302 times (13%) of views. The popularity of these 2 articles is likely the result of a multi-channel communications approach and because they were published earlier than more recent articles and research.

• There were approximately 108 social posts across LinkedIn, Twitter/X and Facebook to promote the GEM Centre’s work during phase 3, with 97,104 total impressions (number of times posts were seen). Of the 93 posts in year 2 and 3, there were 679 engagements (shares, likes, comments).

• The post with the highest impressions (2,550) and average reach (number of people viewing post) (1,920) in year 2 was a LinkedIn post about the Education in Emergencies Policy Monitoring Tool and framework. In Year 3, the post with the highest impressions (2,670) and average reach (1,940) was a LinkedIn post about Maurice Walker’s presentation on the Assessments for Minimum Proficiency Levels at CIES Conference 2023. This post had an engagement rate (engagements divided by followers) of 2.32%, which is above the LinkedIn average engagement rate of 2%.

\footnote{16 The policy brief, \textit{Investigating school-based programs that support student mental health and psychosocial wellbeing in low- and middle-income countries} is included in this number but not views and downloads as it was published after the date of data collection for this report.}

\footnote{17 The Discover article, \textit{Identifying school-based mental health and wellbeing programs} is included in this number but not in the number of views as it was published after date of data collection for this report.}
## Appendix

### Table 1: GEM Centre publications during phase 3

<table>
<thead>
<tr>
<th>Year</th>
<th>Document title</th>
<th>References</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov 2023</td>
<td><strong>Identifying effective school-based mental health and wellbeing programs</strong> (Discover article)</td>
<td>Ahmed, Syeda Kasheef; Dabrowski, Anna; and Dix, Katherine. <em>Identifying effective school-based mental health and wellbeing programs.</em> ACER Discover. <a href="https://research.acer.edu.au/gem/18">acer.org</a></td>
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<tr>
<td>Nov 2023</td>
<td><strong>Policy brief: Investigating school-based programs that support student mental health and psychosocial wellbeing in low- and middle-income countries</strong></td>
<td>Ahmed, Syeda Kasheef; Dabrowski, Anna; and Dix, Katherine, &quot;Policy brief: Investigating school-based programs that support student mental health and psychosocial wellbeing in low- and middle-income countries&quot; (2023). <a href="https://research.acer.edu.au/gem/17">https://research.acer.edu.au/gem/17</a></td>
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<tr>
<td>Oct 2023</td>
<td><strong>Engaging stakeholders to build resilient education systems</strong> (Discover article)</td>
<td>Mestan, K., Teo, I., and Tarricone, P. (2023) Engaging stakeholders to build resilient education systems, ACER Discover.</td>
</tr>
<tr>
<td>Oct 2023</td>
<td><strong>A policy monitoring framework to prepare for, respond to, and recover from education in emergencies</strong></td>
<td>Pina Tarricone, Kemran Mestan &amp; Ian Teo (2023). A policy monitoring framework to prepare for, respond to, and recover from education in emergencies, Education Inquiry, DOI: <a href="https://doi.org/10.1080/20004508.2023.2260105">https://doi.org/10.1080/20004508.2023.2260105</a></td>
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<tr>
<td>Sept 2023</td>
<td><strong>Beyond reading and writing: reframing literacy</strong> (Discover article)</td>
<td>Yung, N. and Dabrowski, A. (2023) Beyond reading and writing: reframing literacy, ACER Discover.</td>
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<tr>
<td>May 2023</td>
<td><strong>Inclusion of students with disability – learning and development resource kit</strong></td>
<td>GEM Centre (2023). Inclusion of students with disability – learning and development resource kit</td>
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<tr>
<td>Apr 2022</td>
<td><strong>Groundbreaking new tools advance measurement of SDG 4</strong>&lt;br&gt;(Discover article)</td>
<td>ACER. (2022). <em>Groundbreaking new tools advance measurement of SDG 4</em>. ACER Discover.</td>
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A full list of GEM Centre publications can be accessed in ACER’s research repository: Global education monitoring | International | Australian Council for Educational Research (ACER)

**Table 2: GEM Centre conference papers, webinars and other presentations during phase 3**

<table>
<thead>
<tr>
<th>Year</th>
<th>Conference</th>
<th>Presentation title</th>
<th>References and links</th>
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<td>Year</td>
<td>Conference</td>
<td>Presentation title</td>
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<td>References and links</td>
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<tr>
<td>Aug 2023</td>
<td>ECER 2023</td>
<td>quality indicators of Economic, Cultural, and Social Status.</td>
<td>Developing good quality indicators of Economic, Cultural, and Social Status. LTLGP</td>
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<tr>
<td></td>
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<td></td>
<td><a href="https://youtu.be/EltaUHmd7Jw?si=Zxbkf6i8SZ1YG8A">https://youtu.be/EltaUHmd7Jw?si=Zxbkf6i8SZ1YG8A</a></td>
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<tr>
<td>Feb 2023</td>
<td>CIES</td>
<td>Learning what our children have learnt during the pandemic (joint panel in collaboration with Nicolas Buchbinder from the People’s Action for Learning (PAL) Network and Michelle Kaffenberger from the RISE Programme (University of Oxford). The panel was chaired by Ramya Vivekanandan (Global Partnership for Education (GPE) Senior Education Specialist &amp; Thematic Lead Teaching &amp; Learning).</td>
<td>Schwantner, U. (2023). Using global benchmarks to examine the impact of COVID-19 on learning. (CIES)</td>
</tr>
<tr>
<td>Feb 2023</td>
<td>CIES</td>
<td>Reporting on SDG 4.1.1: A critical examination of the costs and benefits of emerging options (joint panel with Silvia Montoya (Director UIS), Sanneke Schouwstra (CITO), Dirk Hastedt (Executive Director IEA), discussant: Ramya Vivekanandan (Global Partnership for Education (GPE) Senior Education Specialist &amp; Thematic Lead Teaching &amp; Learning); chaired by Jonathan Stern (RTI)</td>
<td>Walker, M. (2023). Assessments for Minimum Proficiency Levels (AMPL). (CIES)</td>
</tr>
<tr>
<td>Year</td>
<td>Conference</td>
<td>Presentation title</td>
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<td>Jan 2023</td>
<td>International Congress for School Effectiveness and Improvement (ICSEI)</td>
<td>Breaking down socioeconomic and cultural inequalities for better understanding student performance in Latin-America and the Caribbean</td>
<td>Osses, A., Adams, R.J., Schwantner, U. (2023) <em>Breaking down socioeconomic and cultural inequalities for better understanding student performance in Latin-America and the Caribbean</em>, International Congress for School Effectiveness and Improvement (ICSEI).</td>
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<tr>
<td>Oct 2022</td>
<td>International Conference on Assessment and Learning (ICAL)</td>
<td>Using many measures of early learning to describe progress towards SDG 4.2.1: a case study using the Caregiver Reported Early Development Instruments (CREDI)</td>
<td>Cloney, D., Jeffries, D., Dinata D., Warman N., (2022) <em>Using many measures of early learning to describe progress towards SDG 4.2.1: a case study using the Caregiver Reported Early Development Instruments (CREDI)</em>, International Conference on Assessment and Learning (ICAL).</td>
</tr>
<tr>
<td>Oct 2022</td>
<td>International Conference on Assessment and Learning (ICAL)</td>
<td>The link between students’ economic, cultural, and social status, school learning environment and student achievement in Indonesian schools</td>
<td>Osses, A., Schwantner, U., Adams, R.J. (2022), <em>The link between students’ economic, cultural, and social status, school learning environment and student achievement in Indonesian schools</em>, International Conference on Assessment and Learning (ICAL).</td>
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**Table 1: GEM Centre unpublished documents during phase 3**

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<tr>
<td>Extending the evidence base of national education systems by contextualising global benchmarks (Symposium, UKFIET 2023): Walker, M. Utilising public good tools and local assessments to determine global benchmarks; Watson, C. Using Pairwise Comparison Method to align local assessment content with global Minimum Proficiency Levels in reading and mathematics. Chetty, M. Empowering national education systems: a case study from South Africa. Discussant: Dr Silvia Montoya, Director UIS</td>
<td>Conference paper – rejected</td>
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