



# **GEM Centre**

## **Completion Report for Phase 3 Funding 2020–2023**

**April 2024**

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).

*Global Education Monitoring Centre: Completion Report for Phase 3 Funding, 2020-2023*  
Australian Council for Educational Research Limited © 2024

The Australian Council for Educational Research  
19 Prospect Hill Road  
Camberwell VIC 3124  
Phone: (03) 9277 5555  
ABN 19 004 398 145

[www.acer.org](http://www.acer.org)

ISBN 978-1-74286-743-4



With the exception of any material protected by a trademark, and where otherwise noted, all material presented in this document is provided under a [Creative Commons Attribution NonCommercial NoDerivatives 4.0 International Licence](https://creativecommons.org/licenses/by-nc-nd/4.0/)

#### **Recommended attribution**

The Australian Council for Educational Research must be attributed as the copyright holder of this publication. To request use outside this licence, email: [permissions@acer.org](mailto:permissions@acer.org)

#### **Recommended citation**

The Australian Council for Educational Research. (2021). GEM Centre: Completion report for Phase 3 funding, 2017–2020. <https://doi.org/10.37517/978-1-74286-743-4>

#### **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).

# Content

List of abbreviations .....	4
Introduction .....	5
GEM Centre phase 3 focus.....	6
GEM Centre phase 3 outcomes .....	7
Education 2030/SDG 4 .....	7
Quality assessment systems .....	9
Reviews and analyses.....	11
Communications and engagement.....	14
Messaging toolkit.....	14
Pathways to Impact .....	14
GEM Centre website refresh .....	15
Communications and engagement plans .....	15
Partner C&E plan.....	16
Content plan .....	16
Stakeholder engagement survey .....	16
Website and social media analytics.....	16
Appendix.....	18
Table 1: GEM Centre publications during phase 3 .....	18
Table 2: GEM Centre conference papers, webinars and other presentations during phase 3.....	23
Table 1: GEM Centre unpublished documents during phase 3.....	28

## List of abbreviations

ACER	Australian Council for Educational Research
AMPL	Assessments for Minimum Proficiency Levels
APCEIU	Asia-Pacific Centre of Education for International Understanding under the auspices of UNESCO
APMED	Asia-Pacific Meeting on Education 2030
DFAT	Department of Foreign Affairs and Trade of the Government of Australia
ELANA	Early Language, Literacy and Numeracy Assessment
EQAP	Educational Quality and Assessment Program
GAML	Global Alliance to Monitor Learning
GEM Centre	Global Education Monitoring Centre
GPE-KIX	Global Partnership for Education Knowledge and Innovation Exchange
IEA	International Association for the Evaluation of Educational Achievement
IELS	International Early Learning and Child Well-being Study
MPL	Minimum Proficiency Level
NEQMAP	Network on Education Quality Monitoring in the Asia-Pacific
OECD	Organisation for Economic Co-operation and Development
PAL Network	People's Action for Learning Network
PILNA	Pacific Islands Literacy and Numeracy Assessment
PIRLS	Progress in International Reading Literacy Study
PISA	Programme for International Student Assessment
SEA-PLM	Southeast Asia Primary Learning Metrics
SEAMEO	Southeast Asian Ministers of Education Organization
SDG 4	Sustainable Development Goal 4 on Education
TIMSS	Trends in International Mathematics and Science Study
UNESCO	The United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
UIS	UNESCO Institute for Statistics
USAID	United States Agency for International Development
WBG	World Bank Group

# 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<sup>1</sup>. 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)<sup>2</sup>. The evaluation also

<sup>1</sup> Details are provided in the financial report for phase 3 (GEM Centre 2020\_2023 Agreement 3rd year Acquittal)

<sup>2</sup> [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<sup>3</sup> 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.

---

<sup>3</sup> Fearnley-Sander, Mary. (2020). Mid-Cycle Independent Review of the ACER Centre for Global Education Monitoring (ACER-GEM). Melbourne: ACER GEM Centre.

## 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<sup>4</sup>, 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 \(MPLs\)](#)<sup>5</sup>
- mapping MPL benchmarks to empirical learning progression scales<sup>6</sup> 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](#)<sup>7</sup>.

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

---

<sup>4</sup> GEM Centre Progress Report 20231017

<sup>5</sup> SDG indicator 4.1.1 refers to indicating the proportion of children “achieving at least a minimum proficiency level in (i) reading and (ii) mathematics”. The GEM Centre's work has substantively contributed to defining and operationalising the MPLs.

<sup>6</sup> The learning progressions scales created by the GEM Centre range from early childhood to end of secondary education.

<sup>7</sup> The Pairwise Comparison Method can be used to link learning assessments by using standard Item Response Theory statistical linking processes.

Alliance for Monitoring Learning (GAML)<sup>8</sup> 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<sup>9</sup>. 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.

---

<sup>8</sup> 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.

<sup>9</sup> 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](#))<sup>10</sup> 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<sup>11</sup>, 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<sup>12</sup> and

---

<sup>10</sup> 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.

<sup>11</sup> formerly Europe, Asia, Pacific (EAP)

<sup>12</sup> Osses Vargas, A., Adams, R. J., & Schwantner, U. (forthcoming, 2024). *Monitoring equity in education: Towards improved indicators of economic, cultural, and social status*. Australian Council for Educational Research.

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 21<sup>st</sup> Century Skills in assessment, curriculum and pedagogy. Based on a series of workshops on 21<sup>st</sup> Century Skills alignment facilitated jointly with the [KIX EMAP Hub](#)<sup>13</sup>, 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 21<sup>st</sup> 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

---

<sup>13</sup> 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 [14<sup>th</sup> Asian Conference on Education \(ACE\) 2022](#) hybrid-conference in Japan
- a research paper for a relevant peer-reviewed journal (see Appendix)
- a series of online workshops for the USAID [Leading Through Learning Global Platform](#) in 2023.

In November 2022, the evidence gap map on the [Teacher Professional Development on Disability Inclusion](#) was published by The Campbell Collaboration<sup>14</sup>. 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

---

<sup>14</sup> © 2022 The Australian Council for Educational Research Ltd and The Authors. *Campbell Systematic Reviews* published by John Wiley & Sons Ltd on behalf of The Campbell Collaboration.

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<sup>15</sup>. 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.

---

<sup>15</sup> 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<sup>16</sup> 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, [Building resilient education systems: A rapid review of the education in emergencies literature](#), followed by 25% (1,417) for [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<sup>17</sup> (see Appendix) were published about the GEM Centre activities during phase 3 – with 3 articles in year 1, 7 articles in year 2 and 7 articles in year 3. Of the 9,904 views, the highest views (1,906) were for [Enabling teachers to support children with disability](#), which equated to 19% of views. This was followed by [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%.

---

<sup>16</sup> The policy brief, [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.

<sup>17</sup> The Discover article, [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**

Year	Document title	References
Jan 2024	<a href="#">Pairwise Comparison Method Toolkit. A toolkit for countries to measure global learning outcomes.</a>	UNESCO Institute for Statistics and Australian Council for Educational Research. (2024). <i>Pairwise Comparison Method Toolkit. A toolkit for countries to measure global learning outcomes.</i> <a href="https://doi.org/10.37517/978-1-74286-655-0">https://doi.org/10.37517/978-1-74286-655-0</a>
Jan 2024	<a href="#">Quality education for all: Enabling countries to monitor progress towards achieving SDG 4</a> (Shorthand article)	Quality education for all: Enabling countries to monitor progress towards achieving SDG 4. (2024). Australian Council for Educational Research. (Shorthand article). <a href="#">Quality education for all (acer.org)</a>
Dec 2023	<a href="#">Supporting Schools' and Teachers' Use of Assessment to Inform Learning of all Students</a>	Schwantner, U. and Maghnouj, S. (Eds.). (2023). Supporting Schools' and Teachers' Use of Assessment to Inform Learning of all Students. United Nations Educational, Scientific and Cultural Organization and Australian Council for Educational Research DOI: <a href="https://doi.org/10.37517/978-1-74286-731-1">https://doi.org/10.37517/978-1-74286-731-1</a>
Dec 2023	<a href="#">Measuring and analysing economic, cultural, and social status in large-scale assessments</a>	Osses, A., Schwantner, U., & Adams, R. J. (2023). <a href="#">Measuring and analysing economic, cultural, and social status in large-scale assessments</a> . Background document for NEQMAP discussion meeting. Australian Council for Educational Research.
Dec 2023	<a href="#">Equity and Equality in learning in Asia-Pacific: What do results from large-scale assessments tell us? Gender in focus policy brief</a>	Ahmed, Syeda Kashfee; Dabrowski, Anna; Cheng, Jacqueline; Klimova, Victoria; and McCallum, Isabella, "Equity and Equality in learning in Asia-Pacific: What do results from large-scale assessments tell us? Gender in focus policy brief" (2023). <a href="https://research.acer.edu.au/gem/18">https://research.acer.edu.au/gem/18</a>
Nov 2023	<a href="#">Identifying effective school-based mental health and wellbeing programs</a> (Discover article)	Ahmed, Syeda Kashfee; Dabrowski, Anna; and Dix, Katherine. <a href="#">Identifying effective school-based mental health and wellbeing programs</a> . ACER Discover.
Nov 2023	<a href="#">Policy brief: Investigating school-based programs that support student mental health and psychosocial wellbeing in low- and middle-income countries</a>	Ahmed, Syeda Kashfee; Dabrowski, Anna; and Dix, Katherine, "Policy brief: Investigating school-based programs that support student mental health and psychosocial wellbeing in low- and middle-income countries" (2023). <a href="https://research.acer.edu.au/gem/17">https://research.acer.edu.au/gem/17</a>
Oct 2023	<a href="#">Summary report. Being and becoming global citizens: Measuring progress toward SDG 4.7. Phase I: Monitoring teacher and school readiness to enact global citizenship in the Asia-Pacific region</a>	Parker, R., Chainey, J., Goundar, P., Richardson, S., Dabrowski, A., Berry, A., and Scoular, C. (2023). Summary report. Being and becoming global citizens: Measuring progress toward SDG 4.7. Phase I: Monitoring teacher and school readiness to enact global citizenship in the Asia-Pacific. <a href="https://www.doi.org/10.37517/978-1-74286-721-2">https://www.doi.org/10.37517/978-1-74286-721-2</a>
Oct 2023	<a href="#">Policy brief. Monitoring and evaluating global citizenship in the Asia-Pacific region.</a>	Parker, R. and Gounder, P. (2023). <a href="#">Policy brief. Monitoring and evaluating global citizenship in the Asia-Pacific region</a> . Australian Council for Educational Research and Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO.

Year	Document title	References
Oct 2023	<a href="#">Being and becoming global citizens</a> (Discover article)	Parker, R. (2023). <a href="#">Being and becoming global citizens</a> . ACER Discover.
Oct 2023	<a href="#">Engaging stakeholders to build resilient education systems</a> (Discover article)	Mestan, K., Teo, I., and Tarricone, P. (2023) <a href="#">Engaging stakeholders to build resilient education systems</a> . ACER Discover.
Oct 2023	<a href="#">A policy monitoring framework to prepare for, respond to, and recover from education in emergencies</a>	Pina Tarricone, Kemran Mestan & 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>
Sept 2023	<a href="#">School-based interventions that support mental health and psychosocial wellbeing in low- and middle-income countries.</a>	Ahmed, S.K., Dabrowski, A., Dix, K., and Carslake, T. (2023). School-based interventions that support mental health and psychosocial wellbeing in low- and middle-income countries. Australian Council for Educational Research. <a href="https://doi.org/10.37517/978-1-74286-714-4">https://doi.org/10.37517/978-1-74286-714-4</a>
Sept 2023	<a href="#">Understanding students' attitudes towards a sustainable future</a> (Discover article)	Ahmed, S.K. (2023) <a href="#">Understanding students' attitudes towards a sustainable future</a> . ACER Discover.
Sept 2023	<a href="#">Explaining student attitudes towards a sustainable future: Evidence from SEA-PLM 2019 data.</a>	Ahmed, S.K., Lietz, P., & Qin, C. (2023). Explaining student attitudes towards a sustainable future: Evidence from SEA-PLM 2019 data. The Australian Council for Educational Research. <a href="https://www.doi.org/10.37517/978-1-74286-724-3">https://www.doi.org/10.37517/978-1-74286-724-3</a>
Sept 2023	<a href="#">Beyond reading and writing: reframing literacy</a> (Discover article)	Yung, N. and Dabrowski, A. (2023) <a href="#">Beyond reading and writing: reframing literacy</a> . ACER Discover.
July 2023	<a href="#">Being and becoming global citizens: Measuring progress toward SDG 4.7. Phase I: Monitoring teacher and school readiness to enact global citizenship in the Asia-Pacific region</a>	Parker, R., Chainey, J., Goundar, P., Richardson, S., Dabrowski, A., Berry, A., and Scoular, C. (2023). Being and becoming global citizens: Measuring progress toward SDG 4.7. Phase I: Monitoring teacher and school readiness to enact global citizenship in the Asia-Pacific region. Australian Council for Educational Research and Asia-Pacific Centre of Education for International Understanding (APCEIU) under the auspices of UNESCO. <a href="https://doi.org/10.37517/978-1-74286-718-2">https://doi.org/10.37517/978-1-74286-718-2</a>
June 2023	<a href="#">Expert Q&amp;A: Supporting students with disability – a resource kit for... (teachermagazine.com)</a>	Russell, D. (2023). Expert Q&A: <a href="#">Supporting students with disability – a resource kit for inclusive education</a> . Teacher.
May 2023	<a href="https://research.acer.edu.au/gem/8">https://research.acer.edu.au/gem/8</a> (Policy brief)	Ahmed, S.K. and Chakraborty, A. (2023). Policy brief: <a href="#">Teacher professional development for students with disability in the Asia-Pacific</a> .
May 2023	<a href="#">Effective disability inclusive teacher professional development needed</a> (Discover article)	Ahmed, S.K. & Chakraborty, A. (2023). <a href="#">Effective disability-inclusive teacher professional learning needed</a> . ACER Discover.
May 2023	<a href="#">Inclusion of students with disability – learning and development resource kit</a>	GEM Centre (2023). <a href="#">Inclusion of students with disability – learning and development resource kit</a>

Year	Document title	References
Mar 2023	<a href="#">Mid-term evaluation report (final): Global Education Monitoring (GEM) Centre Phase 3</a>	Haugen, V. (2023). Mid-term evaluation report (final): Global Education Monitoring (GEM) Centre Phase 3. Australian Department of Foreign Affairs and Trade. <a href="https://research.acer.edu.au/monitoring_learning/64">https://research.acer.edu.au/monitoring_learning/64</a>
Nov 2022	<a href="#">Teacher professional development for disability inclusion in low- and middle-income Asia-Pacific countries: An evidence and gap map</a>	Syeda Kashfee Ahmed, David Jeffries, Anannya Chakraborty, Toby Carslake, Petra Lietz, Budiarti Rahayu, David Armstrong, Amit Kaushik, Kris Sundarsagar (2022). <a href="#">Teacher professional development for disability inclusion in low- and middle-income Asia-Pacific countries: An evidence and gap map</a> . © 2022 The Australian Council for Educational Research Ltd and The Authors. Campbell Systematic Reviews published by John Wiley & Sons Ltd on behalf of The Campbell Collaboration.
Nov 2022	<a href="#">Minimum Proficiency Levels: Described, unpacked and illustrated</a> . Version 3.	Australian Council for Educational Research (ACER). (2022). <a href="#">Minimum Proficiency Levels: Described, unpacked and illustrated. Version 3</a> .
Nov 2022	<a href="#">International Standard Setting Exercise</a>	The Australian Council for Educational Research (ACER). (2022). <i>International Standard Setting Exercise</i> . <a href="https://research.acer.edu.au/monitoring_learning/62/">https://research.acer.edu.au/monitoring_learning/62/</a>
Nov 2022	<a href="#">Pairwise Comparison Method: Concept note</a>	The Australian Council for Educational Research (ACER). (2022b). <a href="#">Pairwise Comparison Method: Concept note</a> .
Sep 2022	<a href="#">Learning Recovery and Addressing the Learning Crisis</a> (Technical Paper)	Tarricone, P., Mestan, K., Teo, I., Nietschke, Y. (2022). <a href="#">Learning Recovery and Addressing the Learning Crisis</a> , Technical Paper, UNESCO, Second Asia-Pacific Regional Education Ministers' Conference (APREMC-II)
Sep 2022	<a href="#">Learning Recovery and Addressing the Learning Crisis</a> (Policy Brief)	Tarricone, P., Mestan, K., Teo, I., Nietschke, Y. (2022). <a href="#">Learning Recovery and Addressing the Learning Crisis</a> , Policy Brief, UNESCO, Second Asia-Pacific Regional Education Ministers' Conference (APREMC-II)
Sep 2022	<a href="#">The role of International Large-Scale Assessments (ILSAs) in economically developing countries</a>	Ahmed, S.K., Belisle, M., Cassity, E., Friedman, T., Lietz, P., Spink, J. (2022). The Role of International Large-Scale Assessments (ILSAs) in Economically Developing Countries. In: Nilsen, T., Stancel-Piątak, A., Gustafsson, JE. (eds) International Handbook of Comparative Large-Scale Studies in Education. Springer International Handbooks of Education. Springer, Cham. <a href="https://link.springer.com/referenceworkentry/10.1007/978-3-030-88178-8_7">https://link.springer.com/referenceworkentry/10.1007/978-3-030-88178-8_7</a>
Aug 2022	<a href="#">Building capacity in Africa to monitor learning outcomes</a> (Discover article)	Walker, M., Robertson, S., Schwantner, U. (2022). <a href="#">Building capacity to monitor learning outcomes</a> . ACER Discover.
Jul 2022	<a href="#">Ensuring quality education in emergencies</a> (Discover article)	Tarricone, P., Teo, I., Mestan, K. (2022). <a href="#">Ensuring quality education in emergencies</a> . ACER Discover.
Jun 2022	<a href="#">Applying a new policy monitoring tool for education in emergencies</a>	ACER. (2022). <a href="#">Applying a new policy monitoring tool for education in emergencies</a> . Australian Council for Educational Research.

Year	Document title	References
Apr 2022	<a href="#">Groundbreaking new tools advance measurement of SDG 4</a> (Discover article)	ACER. (2022). <i>Groundbreaking new tools advance measurement of SDG 4</i> . ACER Discover.
Mar 2022	<a href="#">Flexible strategies for ensuring quality learning outcomes in education in emergencies</a>	Tarricone, P., Teo, I., Mestan, K., Sundarsagar, K., Killimangalam, A., & Razak, N.A. (2021). <i>Flexible strategies for ensuring quality learning outcomes in Education in Emergencies</i> (NEQMAP 2021 thematic review). United Nations Educational, Scientific and Cultural Organization.
Nov 2021	<a href="#">Improving learning through evidence-based advocacy and civil action</a> (Discover article)	Schwantner, U. (2021). <i>Improving learning through evidence-based advocacy and civil action</i> . ACER Discover.
Nov 2021	<a href="#">How the GEM Centre creates impact</a> (Discover article)	Schwantner, U. (2021). <i>How the GEM Centre creates impact</i> . ACER Discover.
Nov 2021	<a href="#">A new policy tool to help build resilient education systems</a> (Discover article)	Australian Council for Educational Research (2021). <i>A new policy tool to help build resilient education systems</i> . ACER Discover. <a href="https://www.acer.org/au/discover/article/a-new-policy-tool-to-help-build-resilient-education-systems">https://www.acer.org/au/discover/article/a-new-policy-tool-to-help-build-resilient-education-systems</a>
Nov 2021	<a href="#">GEM Centre Pathways to Impact</a>	Australian Council for Educational Research (2021). <i>GEM Centre Pathways to Impact</i> . <a href="https://www.acer.org/files/GEM-Centre-Pathways-to-impact.pdf">https://www.acer.org/files/GEM-Centre-Pathways-to-impact.pdf</a>
Sep 2021	<a href="#">Building resilient education systems: A rapid review of the education in emergencies literature</a>	Tarricone, P., Mestan, K., & Teo, I. (2021). <i>Building resilient education systems: A rapid review of the education in emergencies literature</i> . Australian Council for Educational Research. <a href="https://doi.org/10.37517/978-1-74286-639-0">https://doi.org/10.37517/978-1-74286-639-0</a>
Sep 2021	<a href="#">GEM Centre: Completion Report for Phase 2 funding, 2017-2020</a>	Australian Council for Educational Research (2021). <a href="https://research.acer.edu.au/monitoring_learning/53/">https://research.acer.edu.au/monitoring_learning/53/</a>
Jul 2021	<a href="#">Improving learning through evidence-based advocacy and civil action</a>	Bhattacharjea, S., Saeed, S., Timalisina, R., & Ahamed, S. (2021). <i>Citizen-led Assessments: A Model for Evidence-based Advocacy and Action to Improve Learning</i> . Australian Council for Educational Research. <a href="https://doi.org/10.37517/978-1-74286-636-9">10.37517/978-1-74286-636-9</a>
Jul 2021	<a href="#">Aligning 21st century skills with curriculum, pedagogy and assessment</a>	Scoular, C., & Teo, I. (2021). <i>Aligning 21st century skills with curriculum, pedagogy and assessment</i> . ACER Discover <a href="https://www.acer.org/au/discover/article/aligning-21st-century-skills-with-curriculum-pedagogy-and-assessment">https://www.acer.org/au/discover/article/aligning-21st-century-skills-with-curriculum-pedagogy-and-assessment</a>
Jul 2021	<a href="#">Monitoring progress towards the SDGs</a> (Discover article)	Australian Council for Educational Research (2021). <i>Monitoring progress towards the SDGs</i> . ACER Discover. <a href="https://www.acer.org/au/discover/article/monitoring-progress-towards-the-sdgs">https://www.acer.org/au/discover/article/monitoring-progress-towards-the-sdgs</a>
Apr 2021	<a href="#">Monitoring progress towards SDG 4 in Southeast Asia</a>	Spink, J., Cheng, J. & Schwantner, U. (2021). <i>Monitoring progress towards SDG 4 in Southeast Asia</i> . <a href="https://www.acer.org/au/discover/article/monitoring-progress-towards-sdg-4-in-southeast-asia">https://www.acer.org/au/discover/article/monitoring-progress-towards-sdg-4-in-southeast-asia</a>

Year	Document title	References
Jun 2021	<a href="#">Citizen-led Assessments: A Model for Evidence-based Advocacy and Action to Improve Learning</a>	Bhattacharjea, S., Saeed, S., Timalisina, R., & Ahamed, S. (2021). <i>Citizen-led Assessments: A Model for Evidence-based Advocacy and Action to Improve Learning</i> . Australian Council for Educational Research. <a href="https://research.acer.edu.au/ar_misc/58/">https://research.acer.edu.au/ar_misc/58/</a>
Jun 2021	<a href="#">Teaching and Learning International Survey</a>	The Australian Council for Educational Research. (2021). <i>Teaching and Learning International Survey</i> (Assessment GEMS Series No. 20) <a href="https://research.acer.edu.au/assessgems/23/">https://research.acer.edu.au/assessgems/23/</a>
Jun 2021	<a href="#">The Southeast Asia Primary Learning Metrics Program</a>	The Australian Council for Educational Research. (2021). <i>The Southeast Asia Primary Learning Metrics Program</i> (Assessment GEMS Series No. 19) <a href="https://research.acer.edu.au/assessgems/24/">https://research.acer.edu.au/assessgems/24/</a>
Mar 2021	<a href="#">Developing strategic plans for an aligned approach to 21st century skills integration.</a>	Scoular, C., & Teo, I. (2021). <i>Developing strategic plans for an aligned approach to 21st century skills integration</i> . Australian Council for Educational Research (ACER). <a href="https://doi.org/10.37517/978-1-74286-626-0">https://doi.org/10.37517/978-1-74286-626-0</a>
Dec 2020	<a href="#">Reviewing professional development programs on inclusive teaching and learning</a>	Ahmed, K., & Lietz, P. (2021). <i>Reviewing professional development programs on inclusive teaching and learning</i> . <a href="https://www.acer.org/au/discover/article/reviewing-professional-development-programs-on-inclusive-teaching-and-learning">https://www.acer.org/au/discover/article/reviewing-professional-development-programs-on-inclusive-teaching-and-learning</a>
Jul 2020	<a href="#">Supporting quality education through citizen-led assessment</a>	Schwantner, U. & Walker, M. (2020). <a href="#">Supporting quality education through citizen-led assessment</a> . ACER Discover
May 2020	<a href="#">International Early Learning and Child Well-Being Study</a>	Australian Council for Educational Research. (2020). <i>International Early Learning and Child Well-Being Study</i> . Australian Council for Educational Research. <a href="https://research.acer.edu.au/assessgems/20">https://research.acer.edu.au/assessgems/20</a>
May 2020	<a href="#">International Civic and Citizenship Education Study</a>	Australian Council for Educational Research. (2020). <i>International Civic and Citizenship Education Study</i> . Australian Council for Educational Research. <a href="https://research.acer.edu.au/assessgems/19">https://research.acer.edu.au/assessgems/19</a>
May 2020	<a href="#">Trends in International Mathematics and Science Study: Measuring and making international comparisons of student achievement in mathematics and science</a>	Australian Council for Educational Research. (2020). <i>Trends in International Mathematics and Science Study: Measuring and making international comparisons of student achievement in mathematics and science</i> . Australian Council for Educational Research. <a href="https://research.acer.edu.au/assessgems/16">https://research.acer.edu.au/assessgems/16</a>
May 2020	<a href="#">The Early Grade Mathematics Assessment: Assessing children's acquisition of basic numeracy skills in developing countries</a>	Australian Council for Educational Research. (2020). <i>The Early Grade Mathematics Assessment: Assessing children's acquisition of basic numeracy skills in developing countries</i> . Australian Council for Educational Research. <a href="https://research.acer.edu.au/assessgems/12">https://research.acer.edu.au/assessgems/12</a>
May 2020	<a href="#">Progress in International Reading Literacy Study: Measuring and making international comparisons of student achievement in reading</a>	Australian Council for Educational Research. (2020). <i>Progress in International Reading Literacy Study: Measuring and making international comparisons of student achievement in reading</i> .

Year	Document title	References
		Australian Council for Educational Research. <a href="https://research.acer.edu.au/assessgems/14">https://research.acer.edu.au/assessgems/14</a>
May 2020	<a href="#">Pacific Islands Literacy and Numeracy Assessment</a>	Australian Council for Educational Research. (2020). <i>Pacific Islands Literacy and Numeracy Assessment</i> . Australian Council for Educational Research. <a href="https://research.acer.edu.au/assessgems/13">https://research.acer.edu.au/assessgems/13</a>
May 2020	<a href="#">International Computer and Information Literacy Study</a>	Australian Council for Educational Research. (2020). <i>International Computer and Information Literacy Study</i> . Australian Council for Educational Research. <a href="https://research.acer.edu.au/assessgems/15">https://research.acer.edu.au/assessgems/15</a>
May 2020 (updated: original 2015)	<a href="#">The Southern and Eastern Africa Consortium for Monitoring Educational Quality</a>	Australian Council for Educational Research. (2020). <i>The Southern and Eastern Africa Consortium for Monitoring Educational Quality</i> . Australian Council for Educational Research. <a href="https://research.acer.edu.au/assessgems/18">https://research.acer.edu.au/assessgems/18</a>
May 2020 (updated: original 2014)	<a href="#">The Latin-American Laboratory for Assessment of the Quality of Education: Measuring and comparing educational quality in Latin America</a>	Australian Council for Educational Research. (2020). <i>The Latin-American Laboratory for Assessment of the Quality of Education: Measuring and comparing educational quality in Latin America</i> . Australian Council for Educational Research. <a href="https://research.acer.edu.au/assessgems/21">https://research.acer.edu.au/assessgems/21</a>
May 2020 (updated: original 2014)	<a href="#">The Early Grade Reading Assessment: Assessing children’s acquisition of basic literacy skills in developing countries</a>	Australian Council for Educational Research. (2020). <i>The Early Grade Reading Assessment: Assessing children’s acquisition of basic literacy skills in developing countries</i> . Australian Council for Educational Research. <a href="https://research.acer.edu.au/assessgems/17">https://research.acer.edu.au/assessgems/17</a>

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**

Year	Conference	Presentation title	References and links
Dec 2023	NEQMAP Annual meeting	<a href="#">Policy Dialogue on Using Assessment to Inform Teaching and Learning in Asia-Pacific Schools</a>	Schwantner, U. (2023). Presentation of the NEQMAP Topical Case studies report
Dec 2023	NEQMAP Discussion Meeting	<a href="#">Discussion Meeting   Measuring and analysing economic, cultural, and social status in large-scale assessment to inform policies in Asia-Pacific – Network on Education Quality Monitoring in the Asia-Pacific (unesco.org)</a>	Osses, A., Schwantner, U., & Adams, R. J. (2023). <a href="#">Measuring and analysing economic, cultural, and social status in large-scale assessments</a> . Background document for NEQMAP discussion meeting. Australian Council for Educational Research.
Nov 2023	APCEIU International Conference on	Digital transformation and beyond, Monitoring (Panel)	Parker, R. (2023). <i>Monitoring and Evaluating Global Citizenship in the Asia-Pacific Region</i> . UNESCO-APCEIU 8th International Conference on

Year	Conference	Presentation title	References and links
	Global Citizenship Education		Global Citizenship Education: Platform on Pedagogy and Practice, Seoul, South Korea. <a href="http://gced.unescoapceiu.org/conference/html_n/index.php">http://gced.unescoapceiu.org/conference/html_n/index.php</a>
Nov 2023	AEA Europe 2023	Evidence for assessment reform journeys: The Analysis of National Learning Assessment Systems	Schwantner, U. (2023). <i>Evidence for assessment reform journeys: The Analysis of National Learning Assessment Systems</i> (AEA Europe)
Nov 2023	AEA Europe 2023	Symposium: Supporting countries to set global standards on national learning assessments Paper 1: Learning Progression Scales, Stubbs, E. Paper 2: The International Standard Setting Exercise to locate global Minimum Proficiency Levels on the Learning Progression Scales, Walker, M. Paper 3: The Pairwise Comparison Method for linking national assessments to global standards, Watson, C.	Schwantner, U. (2023). <i>Symposium: Supporting countries to set global standards on national learning assessments</i> , AEA Europe.
Sep 2023	Instituto Nacional de Evaluación Educativa (Ineval) Educational Research Conference 2023	Addressing learning during crisis and enhancing learning recovery	Teo, I. (2023, September 26-28). <i>Addressing learning during crisis and enhancing learning recovery</i> . Instituto Nacional de Evaluación Educativa (Ineval) Educational Research Conference 2023, Quito, Ecuador.
Sep 2023	Disability Inclusion in Education – DFAT Education Community of Practice webinar	Highlights from a review of teacher professional development on disability inclusive education in the Asia-Pacific	Ahmed, S. K. (2023). Highlights from a review of teacher professional development on disability inclusive education in the Asia-Pacific. (DFAT Education Community of Practice webinar)
Sep 2023	USAID Education in Crisis and Conflict Network (ECCN)	Education Emergency Response Framework and Tool Workshop Series	Tarricone, P., Mestan, K., & Teo, I. (2023). Education Emergency Response Framework and Tool Workshop Series. Australian Council for Educational Research, USAID Education in Crisis and Conflict Network (ECCN).
Sep 2023	UKFIET 2023	Building evidence on equity in education: The need for consistent indicators of economic, cultural, and social status.	Schwantner, U., Osses, A., Adams, R.J. (2023). Building evidence on equity in education: The need for consistent indicators of economic, cultural, and social status. (UKFIET)
Aug 2023	LTLGP	Understanding disparities in Learning Outcomes in the Latin-America and Caribbean region. Developing good	Osses, A., Adams, R.J., Schwantner, U. (2023). Understanding disparities in Learning Outcomes in the Latin-America and Caribbean region.



Year	Conference	Presentation title	References and links
		quality indicators of Economic, Cultural, and Social Status.	Developing good quality indicators of Economic, Cultural, and Social Status. LTLGP ( <a href="https://youtu.be/EltaUHmd7Jw?si=Zxbkf6I8SZ1YG8A">https://youtu.be/EltaUHmd7Jw?si=Zxbkf6I8SZ1YG8A</a> )
<b>Aug 2023</b>	ECER 2023	Alternative indicators of economic, cultural, and social status for monitoring equity: a construct validity approach	Osses, A., Adams, R.J., Schwantner, U. (2023). Alternative indicators of economic, cultural, and social status for monitoring equity: a construct validity approach. European Conference on Educational Research (ECER)
<b>Jun 2023</b>	Australian Curriculum Studies Association 2023 Professional Learning Program	Being and Becoming Global Citizens. Teaching Global Citizenship – Implications for Policy and Practice	Parker, R. (2023). Being and Becoming Global Citizens. Teaching Global Citizenship – Implications for Policy and Practice. Australian Curriculum Studies Association 2023 Professional Learning Program.
<b>Jun 2023</b>	2nd Education Policy and Innovation Conference (EPIC)	Considerations for the integration of 21st century skills in education systems globally	Scoular, C. (2023). Considerations for the integration of 21st century skills in education systems globally. (EPIC)
<b>May 2023</b>	NEQMAP webinar	<a href="#">Tools and methodologies for the comparative analysis of assessment systems</a>	Schwantner, U. & Vivekanandan, R. (2023). Analysing national learning assessment systems for a powerful evidence base on student learning. (NEQMAP webinar)
<b>Feb 2023</b>	CIES	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 & Thematic Lead Teaching & Learning).	Schwantner, U. (2023). Using global benchmarks to examine the impact of COVID-19 on learning. (CIES)
<b>Feb 2023</b>	CIES	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 & Thematic Lead Teaching & Learning); chaired by Jonathan Stern (RTI)	Walker, M. (2023). Assessments for Minimum Proficiency Levels (AMPL). (CIES)

Year	Conference	Presentation title	References and links
Jan 2023	International Congress for School Effectiveness and Improvement (ICSEI)	Breaking down socioeconomic and cultural inequalities for better understanding student performance in Latin-America and the Caribbean	Osses, A., Adams, R.J., Schwantner, U. (2023) <i>Breaking down socioeconomic and cultural inequalities for better understanding student performance in Latin-America and the Caribbean</i> , International Congress for School Effectiveness and Improvement (ICSEI).
Nov 2022	The International Academic Forum (IAFOR)	Using the Policy Monitoring Tool to support education in emergencies policy development and review	Tarricone, P., Teo, I & Mestan, K. (2022). <i>Using the Policy Monitoring Tool to support education in emergencies policy development and review</i> . The International Academic Forum (IAFOR), Tokyo.
Oct 2022	International Conference on Assessment and Learning (ICAL)	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)	Cloney, D., Jeffries, D., Dinata D., Warman N., (2022) <i>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)</i> , International Conference on Assessment and Learning (ICAL).
Oct 2022	International Conference on Assessment and Learning (ICAL)	Assessing Children's Learning Trajectories Outcomes using the Measuring Early Learning and Quality Outcomes (MELQO)	Rahayu, B., Cloney, D., Jeffries, D., Fikriani, D., <i>Assessing Children's Learning Trajectories Outcomes using the Measuring Early Learning and Quality Outcomes (MELQO)</i> , International Conference on Assessment and Learning (ICAL).
Oct 2022	International Conference on Assessment and Learning (ICAL)	What does learning look like? Describing a progression of oral language and literacy skills from a new formative assessment for early educators	Cloney, D., Picker, K., Jeffries, D., <i>What does learning look like? Describing a progression of oral language and literacy skills from a new formative assessment for early educators</i> , International Conference on Assessment and Learning (ICAL).
Oct 2022	International Conference on Assessment and Learning (ICAL)	The link between students' economic, cultural, and social status, school learning environment and student achievement in Indonesian schools	Osses, A., Schwantner, U., Adams, R.J. (2022), <i>The link between students' economic, cultural, and social status, school learning environment and student achievement in Indonesian schools</i> , International Conference on Assessment and Learning (ICAL).
Sep 2022	What Works South Asia by Campbell Collaboration	Teacher professional development for disability inclusion in low- and middle-income Asia-Pacific countries: An evidence and gap map.	Ahmed, K., Jeffries, D., Chakraborty, A., Carslake, T., Lietz, P., Rahayu, B., Armstrong, D., Kaushik, A., Sundarsagar, K (2022) <i>Teacher professional development for disability inclusion in low- and middle-income Asia-Pacific countries: An evidence and gap map</i> , EGM findings at the 2022 What Works South Asia by Campbell Collaboration 22 September, 2022
Sep 2022	Second Asia-Pacific Regional Education Ministers' Conference (APREMC-II)	Learning Recovery and Addressing the Learning Crisis (Panel Discussion)	Tarricone, P., Mestan, K., Teo, I., Nietschke, Y. (2022). <i>Learning Recovery and Addressing the Learning Crisis</i> , Technical Paper, UNESCO, Second Asia-Pacific Regional Education Ministers' Conference (APREMC-II),

Year	Conference	Presentation title	References and links
Sep 2022	Monitoring Equity in Education: Implications of Using Different Indicators of Economic, Cultural and Social Status	European Conference on Educational Research	Osses, A., Adams, R.J., Schwantner, U. (2022) <i>Monitoring Equity in Education: Implications of Using Different Indicators of Economic, Cultural and Social Status</i> . European Conference on Educational Research.
Nov 2021	DFAT Education Forum	Building resilient education systems	Tarricone, P., Mestan, K., & Teo, I. (2021, November 2). <i>Building resilient education systems</i> [Paper presentation]. Department of Foreign Affairs and Trade (DFAT) Education Forum – Education: The Pathway to Jobs and Growth, online.
Nov 2021	South Australian Institute for Educational Research (SAIER)	Review methodologies: Rapid reviews, Evidence Gap Maps, Systematic reviews	Ahmed, K., Dix, K., Lietz, P., & Tarricone, P. (2021, 23 November). <i>Review methodologies: Rapid reviews, evidence gap maps, systematic reviews</i> [Webinar presentation]. The South Australian Institute for Educational Research (SAIER) Spring Webinar 2021, Adelaide, SA, Australia. <a href="#">2021_SAIER_SpringWebinar_23Nov.pdf</a>
Oct 2021	NEQMAP webinar	<a href="#">Topical Case Studies: Supporting schools' and teachers' use of assessment to inform learning of all students: topical case studies from Asia and the Pacific</a>	Mark Kralj (2023). Using the Progress Achievement Test (PAT) to develop data informed schools Discussant: Raisha S. Utami, Project Officer, ACER Indonesia on the use of PAT in the Indonesian context Kripa S. U. & Sharma P. (2023). Teachers' perceptions on the adoption of standards-based assessment and the use of learning data in Delhi. (NEQMAP webinar)
Oct 2021	Teaching and learning in a post-COVID-19 world: a policy monitoring approach	GPE KIX Education, Policy and Innovation Conference	Tarricone, P., Mestan, K., & Teo, I. <i>Teaching and learning in a post-COVID-19 world: a policy monitoring approach</i> , GPE KIX Education, Policy and Innovation Conference
Oct 2021	KIX EAP Hub Regional Conference	Integration of 21st century skills in education systems	Scoular, C., & Teo, I. (2021, October 28). Integration of 21st century skills in education systems, KIX EAP Hub Regional Conference, online.
Sep 2021	Education and Development Forum (UKFIET) Conference	A policy monitoring framework and tool for building resilient education systems	Tarricone, P., Mestan, K., & Teo, I. (2021, September 13-17). <i>A policy monitoring framework and tool for building resilient education systems</i> [Conference presentation]. Education and Development Forum (UKFIET) Conference 2021, online. <a href="https://ukfiet2021.exordo.com/programme/presentation/131">https://ukfiet2021.exordo.com/programme/presentation/131</a>

Year	Conference	Presentation title	References and links
Sep 2021	ACER Learning over Lunch	The Global Education Monitoring (GEM) Centre: what we do, how we create impact, and how you can get involved	Ray Adams, R., Schwantner, U., Walker, M., Lietz, P. & Spink, J. (2021, September 2021). The Global Education Monitoring (GEM) Centre: what we do, how we create impact, and how you can get involved [Presentation]. ACER's Learning over Lunch, online.
Oct 2020	Knowledge Innovation Exchange (KIX) Europe   Asia   Pacific (EAP) webinar	Using data to improve learning: Engaging with policy and reform	Cassity, E., Taylor-Guy, P., Spink, J., and Friedman, T. (2020, October 29). <i>Using data to improve learning: Engaging with policy and reform</i> . The fourth Knowledge Innovation Exchange (KIX) Europe   Asia   Pacific (EAP) webinar. NORRAG and Australian Council for Educational Research (ACER). <a href="https://norrug.zoom.us/meeting/register/tZEtfuispz0iHNach3IT0aF3vy2vu35jszNt">https://norrug.zoom.us/meeting/register/tZEtfuispz0iHNach3IT0aF3vy2vu35jszNt</a>
Aug 2020	European Educational Research Association Conference (online)	Insights from: a scoping review on teacher professional learning programs on the inclusion of students with disabilities in low and middle-income countries in the Asia-Pacific	Ahmed, S.K., Jeffries, D., Chakraborty, A., & Lietz, P. (2020, August 27). <i>Insights from: a scoping review on teacher professional learning programs on the inclusion of students with disabilities in low and middle-income countries in the Asia-Pacific</i> . [Paper presentation]. European Educational Research Association Conference.

**Table 1: GEM Centre unpublished documents during phase 3**

Title	Status
Osses Vargas, A., Adams, R. J., & Schwantner, U. (forthcoming, 2024). Monitoring equity in education: Towards improved indicators of economic, cultural, and social status. Australian Council for Educational Research.	Manuscript – review for publication
Cloney, D., Berry, A., Jeffries, D., Ahmed, S.K., Andrews, N., Davies. B., and S. Templeton (forthcoming 2024). Defining, measuring, and understanding learning in the early years: A review of early childhood assessment tools to support SDG 4.2.1 reporting. Australian Council for Educational Research.	Manuscript – review for publication
Cloney, D., Berry, A., Jeffries, D., Ahmed, S.K., Andrews, N., Davies. B., Nietschke, Y. and S. Templeton (forthcoming 2024) Policy brief: Early childhood assessment tools to support SDG 4.2.1 reporting. Australian Council for Educational Research.	Manuscript – review for publication
Waters, C. (2023). Understanding learning, improving learning: Research-based propositions. Paper 1 Introduction. Australian Council for Educational Research.	Manuscript – review for publication
Waters, C. (2023). Understanding learning, improving learning: Research-based propositions. Paper 2 Expertise. Australian Council for Educational Research.	Manuscript – review for publication
Waters, C. & Tarricone, P. (2023). Understanding learning, improving learning: Research-based propositions. Paper 3 Transfer. Australian Council for Educational Research.	Manuscript – review for publication
Waters, C. (2023). Understanding learning, improving learning: Research-based propositions. Paper 4 Prior knowledge, perceptions of self, and beliefs about intelligence, learning and knowledge. Australian Council for Educational Research.	Manuscript – review for publication

Title	Status
Haddow, A., Edwards, D. & Hazelman, L. (2023). Pilot Project Review: Monitoring SDG 4.b in the Pacific – Improving our understanding of scholarships for development.	Draft report
Wong, D. and Nietzsche Y. (2023). Monitoring the competitiveness of the Australia Awards.	Draft report
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	Conference paper – rejected
Osses, A., Adams, R.J., Schwantner, U. (2022) Equity Indicators that effectively inform Educational Policy and Investment: Conceptually Revisiting Indicators of Socio-economic Status, The American Educational Research Association (AERA).	Conference paper – rejected
Osses, A., Adams, R.J., Schwantner, U. (2023). Academic Resilience of Immigrant Students: Understanding the Contribution of Economic, Cultural and Social Status Indicators, The American Educational Research Association (AERA)	Conference paper – rejected
Ahmed, S.K., Qin C, and Lietz, P. (2023). Parental support and preschool: Do they matter for primary students’ reading literacy? Evidence from six ASEAN countries. Australian Council for Educational Research.	Manuscript – rejected
Ahmed, S.K. and Lietz, P. (2023). Exploring gender differences in socio-cultural predictors of primary school mathematics: evidence from Southeast Asia. Australian Council for Educational Research.	Manuscript – rejected
ACER-GEM (2020). Reflections paper on ACER-EQAP Partnership and its ongoing development	GEM Partnership internal document