



2019
—
2024

A FIVE-YEAR STRATEGY

Global Education Monitoring Report



www.unesco.org/gemreport

WHO WE ARE

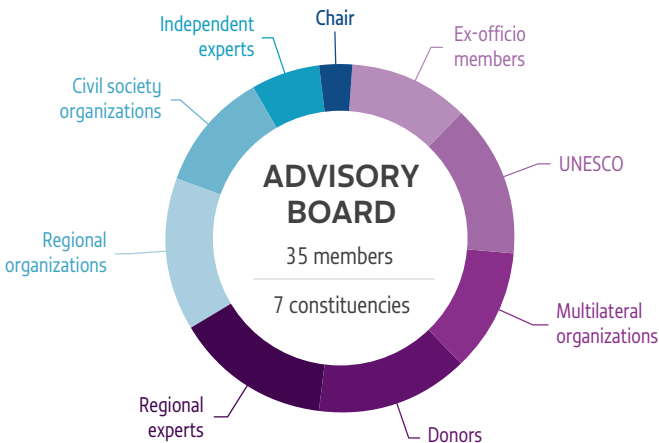
The *Global Education Monitoring (GEM) Report* is an editorially independent report, established in 2002, hosted and published by UNESCO. At the 2015 World Education Forum, it received a renewed mandate from 160 governments to monitor and report on:

- Progress on the education targets in the Sustainable Development Goals (SDGs).
- The implementation of national and international strategies to help hold all partners to account for their commitments.

With 17 editions between 2002 and 2022, the GEM Report provides rigorous, relevant and authoritative evidence to drive progress towards achieving SDG 4 on education.

Alongside the annual report, the GEM Report team publishes youth, gender and regional editions, policy papers, background papers, and three online resources on inequality in education, monitoring of SDG 4 progress, and descriptions of national education systems.

A dynamic team of 24 researchers, communications and operations specialists from over 18 countries work to produce the GEM Report. An Advisory Board provides oversight and guidance.





Launch of the
2019 GEM Report in
Berlin, Germany.

CREDIT: UNESCO/Thomas Müller

OUR VISION, MISSION AND VALUES

The GEM Report's **vision** is to serve as the main resource for decision makers who seek comparative research and knowledge to inform their actions on inclusive and equitable quality education at national, regional and global levels.

Its **mission** is to synthesise, analyse and clearly present the best available data, evidence and research to explain progress and differences in education, and to make recommendations that inform dialogue and improve policy making.

Its core **values** are:

- **Quality:** A commitment to maintaining the highest standards in our reporting of evidence and data so as to inform advocacy and hold education stakeholders to account for delivering on their commitment to SDG 4.
- **Independence:** A commitment to maintaining the GEM Report's editorial independence, which is essential to serving our audiences and stakeholders. The GEM Report is not beholden to the interests of any country, organization, agenda or group, and we commit to upholding that autonomy.

HOW IS THE GEM REPORT USED?

14,000 PARTICIPANTS

tuned into the launch of 2021/2 GEM Report, with support from 14 high profile supporters, including Hilary Clinton, Gul Panag, Stephen Fry and Forest Whitaker.

48 EVENTS were held between July and December 2021.

Among its **OVER 96,000 FOLLOWERS** on Twitter, users have interacted with GEM Report on Twitter over **80,000 times with 5.6 million impressions in 2021.**



The **2020 GEM Report** was **DOWNLOADED OVER 23,294 TIMES** in all languages in the last six months of 2021 – and **OVER 136,000 TIMES** in total since the launch in June 2020.



There were **2 MILLION views** across all online GEM Report platforms in 2021.

The 2020 GEM Report Summary was translated into **24 LANGUAGES.**



An average of **281 media articles** were written about the GEM Report between July and December 2021.



with **105 posts published**

The GEM Report's **World Education Blog** was **ACCESSED 237,000 TIMES** in 2021.

Social media support reached **over 48 million** on **twitter**, **4 million** on **Instagram** and **33,000** on **Facebook.**



There were **20,000 VISITORS** to the 2021/2 Report page in just **three days.**

*** 2 MILLION WEBSITE VIEWS IN 2021.**

WHAT IMPACT DOES IT HAVE?

The GEM Report informs policy dialogue and influences policy change at the global, regional and national levels.

- GEM Reports are frequently referenced as key resources for policy making:
 - The 2017/8 GEM Report was referenced in a European Parliament Resolution on European Union development assistance in the field of education.
 - The 2019 GEM Report was referenced by the African Union in light of 2019 being its year of refugees, IDPs and returnees.
 - The 2020 GEM Report was referenced in the 2019 Cali Commitment to equity and inclusion signed by 55 countries.
- The team is frequently called upon to inform policy discourse at the global (e.g. Technical Cooperation Group on SDG 4 indicators), regional (e.g. meetings of ministers of education of the Southern African Development Community, the Organization of Eastern Caribbean States, the Commonwealth) and national level, as well as among bilateral education funders and philanthropic foundations.
- In 2021, the UK Presidency of the G7 requested the GEM Report, UNGEI and UIS to support in monitoring two global objectives set on girls' education for the period 2021-2026.
- GEM Report research feeds into national education and development policy:
 - Announcing investments of over \$6 billion in the education sector over 2018-20, the President of Côte d'Ivoire quoted the GEM Report as an influence.
 - The launch of the 2019 GEM Report in Ecuador kick started a series of events supporting the Ministry of Education in drafting a new national strategy seeking to guarantee access to education for migrants and refugees.
 - The US House of Representatives passed the Keeping Girls in School Act in 2020 aimed at closing the gender gap, referring to evidence from the GEM Report.



The Minister of Education from Uganda at the launch of the 2019 GEM Report in France.

CREDIT: UNESCO/C. Alix

OUR PLANS FOR 2019–2024

1 EVIDENCE, RESEARCH AND DATA

The GEM Report continues to identify, synthesise and analyse the latest and most compelling research in international education. Our work includes:

- Continuing existing publications and databases in addition to the annual GEM Report and Summary, the Youth Report, the Gender Report, policy papers and the World Inequality Database on Education (WIDE), education-inequalities.org.
- A new series of regional reports to promote policy dialogue at regional level.
- Three websites:
 - SCOPE** (Scoping Progress in Education) education-progress.org, which complements the monitoring part of the GEM Report, featuring interactive data visualizations to provide a snapshot of main trends in education and explain the reasons behind them.
 - PEER** (Profiles Enhancing Education Reviews) education-profiles.org, which provides comparative qualitative data on education policies and laws at the national level to inform policy dialogue between countries and regions, starting from the theme of the report.
 - VIEW** (Visualizing Indicators of Education for the World), education-estimates.org, provides estimates of the completion rate, one of the two global indicators of the fourth Sustainable Development Goal on primary and secondary education. It uses multiple data sources, in an efficient and transparent way, to calculate time series by country and region and address challenges of timeliness and consistency commonly associated with survey data.

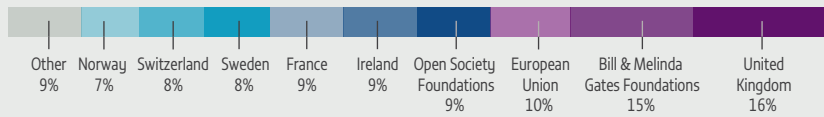


FINANCING THE GEM REPORT

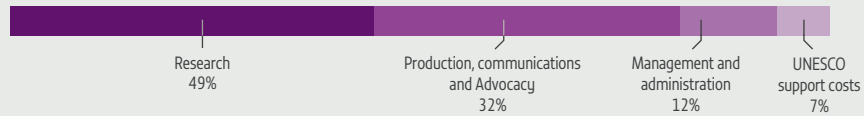
The GEM Report is funded by governments, multilateral organizations and philanthropies. The number of funders expanded from 10 to 16 between 2011 and 2021. As of 2021, the budget was US\$6.6 million.

All donor contributions are pooled in a special account, so that resources can be flexibly allocated to meet our agreed priorities. In exceptional cases, the GEM Report accepts earmarked funding that aligns with the GEM Report's core mission.

Largest donors, 2021



Spending by category, 2021



2 COMMUNICATION AND OUTREACH

To improve visibility and targeting of key messages and recommendations, the GEM Report is:

- Ensuring regular, targeted circulation of its findings in print, broadcast, electronic and social media.
- Providing up-to-date and accessible material on its website and on the World Education Blog.
- Developing targeted social media campaigns, online debates, videos and visuals.
- Strengthening its distribution mechanisms.

3 POLICY ADVOCACY AND KNOWLEDGE SHARING

To inform and influence policy at global, regional and national levels, the GEM Report is:

- Using the launch of the GEM Report in international, regional and national fora as a key strategic tool to inform and influence policy.
- Developing new strategic partnerships, especially at regional level.
- Engaging in regional policy dialogue mechanisms and peer learning exchanges.

FUNDING THE NEXT STEPS

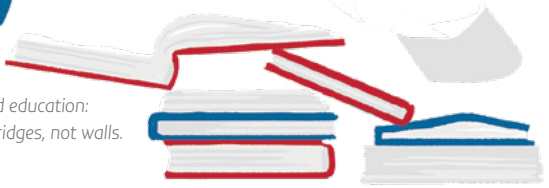
As of the end of 2021, 40% of the income required for 2022 and 15% of the income required for 2023 was secured.

Our key fundraising aims are to:

- Secure larger and more multi-year agreements to improve financial stability and reduce the administrative costs of processing yearly funding agreements.
- Ensure long-term donors continue to support the GEM Report.
- Continue to widen the donor base, including producing new outputs to appeal to new donors.
- Demonstrate efficiency by tracking individual output unit costs.
- Continue to improve the ways in which the GEM Report identifies and reports the use of its outputs and its influence on global, regional and national education policies.



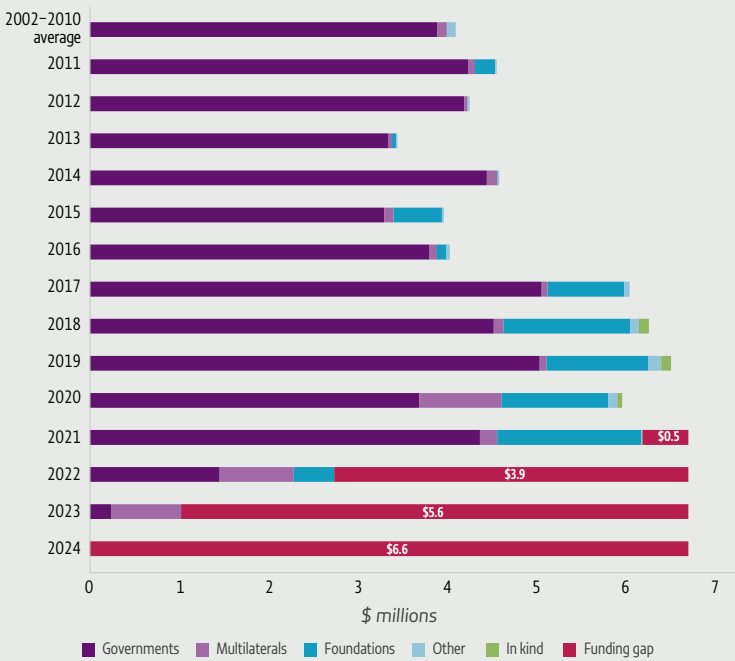
Source: 2019
GEM Report.
*Migration,
displacement and education:
Building bridges, not walls.*



Launch of the
2016 GEM Youth Report
in Senegal.

CREDIT: SEED Project

GEM Report revenue by type of donor and financing gap, 2020–24 (secured funding only)



FACING DOWN RISKS

The GEM Report faces four potential risks for the future, and we believe that each one can be addressed by working on the following areas:

- Quality and relevance of our research and communications.
- Clarity and targeting of our messaging.
- Strength of our partnerships.

Examples of the measures we have identified to mitigate the four risks include:

Risk	Mitigation
Inadequate or unpredictable finance	Identify and engage donors willing to engage in multi-year predictable financing for global public goods
Multiplicity of education reports	Ensure quality of evidence and data to maintain reputation and increase relevance
Misunderstanding of GEM Report's mandate	Preserve the impartial nature of the report and ensure research holds all partners to account
Inadequate operational capacity	Strengthen partnerships with organizations with relevant education research and outreach expertise at regional and national levels



Photo exhibition for the 2019 GEM Report on migration, displacement and education.

CREDIT: UNESCO/Thomas Müller

GLOBAL EDUCATION MONITORING REPORT OUTPUTS

Global report

<i>Education for All Global Monitoring Report</i>	
2002	Initial EFA assessment
2003/4	Gender
2005	Quality
2006	Literacy
2007	Early childhood
2008	Mid-term EFA assessment
2009	Governance
2010	Marginalization
2011	Conflict
2012	Youth and skills
2013/4	Teaching and learning
2015	Final EFA assessment
<i>Global Education Monitoring Report</i>	
2016	Education and other SDGs
2017/8	Accountability
2019	Migration and displacement
HLPF	Meeting commitments
HLPF	Beyond commitments
2020	Inclusion
2021/2	Non-state actors
2023	Technology

Outputs related to the global report

Summary in 26 languages in 2019
About 40 background papers per year
Statistical tables

Other outputs

Youth Reports since 2011
Gender Reports since 2011
47 policy papers
World Inequality Database on Education (WIDE)

Communications

Launch events in 70 countries per year
World Education Blog read by 25,000 people
Media coverage in more than 100 countries per launch month
Infographics, animations and videos
Twitter account with 81,000 followers

New outputs

Fellowship programme from 2019
Regional reports from 2019
Scoping Progress in Education (SCOPE)
Profiles Enhancing Education Reviews (PEER)
Spotlight on Africa Report series
Visualizing Indicators of Education for the World (VIEW)

Cover photos from top left, clockwise:

David Tett, Jenny Matthews/Panos, Jaap Joris Vens/Super Formosa Photography and Rushdi Sarraj/UNRWA

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Developed by an independent team and published by UNESCO, the *Global Education Monitoring Report* is an authoritative reference that aims to inform, influence and sustain genuine commitment towards the global education targets in the Sustainable Development Goals (SDGs) framework.