Ipsos MORI
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Evaluation of the Global Education Monitoring Report

Final Report v3

Ipsos MORI

This evaluation was commissioned to Ipsos MORI by the GEM Report Team in December 2017. The data collection phase took place between March and May 2018. The main findings from the evaluation were presented in Paris to the GEM Report Team and the Reference Group in May 2018, and to the Advisory Board in June 2018.

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Acronyms

CEIS	Comparative and International Education Society
CNCI	Category Normalized Citation Impact
CSO	civil society organisation
DFID	Department for International Development (UK)
EFA	Education for All
EMF	Education Monitoring Function
ESCI	Emerging Sources Citation Index
GEFI	Global Education First Initiative
GEM[R]	Global Education Monitoring Report
GMR	Global Monitoring Report
GPE	Global Partnership for Education
IIEP	International Institute for Education and Planning
ILO	International Labour Organization
INGO	international non-governmental organisation
JIF	Journal Impact Factor
JNCI	Journal of the National Cancer Institute Impact Factor
KPI	Key Performance Indicator
MDG	Millennium Development Goals
MENA	Middle East and North Africa
NGO	non-governmental organisation
ODI	Overseas Development Institute
OECD	Organization for Economic Cooperation and Development
PISA	Programme for International Student Assessment (OECD)
SDG	Sustainable Development Goal
SSA	Sub-Saharan Africa
TORs	Terms of Reference
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Social and Cultural Organization
UNGEI	United Nations Girls' Education Initiative
UNHCR	United Nations High Commissioner for Refugees
UNICEF	United Nations Children's Fund
WDR	World Bank World Development Report
WIDE	World Inequality Database on Education

Executive summary

The Global Education Monitoring Report (GEM Report) is published by UNESCO with a mandate of "monitoring and reporting on SDG 4 and on education in the other SDGs". More broadly, it is a repository of evidence and data to promote better and more accountable educational provision throughout the world. Its predecessor, the Education for All (EFA) Global Monitoring Report (GMR), monitored progress towards the EFA goals. Although published by UNESCO, the GEM Report is an editorially independent publication.

Evaluation objectives and intended audience

Ipsos MORI was commissioned by UNESCO to undertake an independent evaluation of the GEM Report. The purpose of this evaluation is to determine how effectively the GEM Report fulfils its mandate. The scope of this evaluation is the last three editions published between 2015 and 2017, and it covers the full range of printed and online GEM Report documents produced in this period (i.e. the full Report, summary, gender review, youth report, statistical tables, press releases, social media resources, consultation website and concept note, PowerPoint presentations, policy briefs for 2015 and 2016 editions, background papers, policy papers and the WIDE database).

This evaluation assesses the relevance, effectiveness, efficiency, impact and sustainability of the GEM Report. The evaluation's intended audience are the GEM Report Team, UNESCO, the Advisory Board, and the donors of the Report.

Evaluation methodology

The overall approach is a theory-based evaluation focused on reviewing and testing the Theory of Change of the GEM Report. This evaluation has used a wide of range of data sources, including analysis of monitoring information, a review of wider literature, 100 in-depth interviews, an online survey, bibliometric analysis and social media analysis.

Key findings

The evaluation has found that **the Report successfully fulfils its mandate**. Whilst it was confirmed that the main objective of the Report is to monitor SDG 4, the evidence substantiates that **both the thematic and the monitoring chapters add value to the Report and complement each other**. The lack of one or another would diminish the quality of the Report, its outreach and its capacity to generate dialogue on education, particularly in the political arena. The themes of the last three editions have been useful and influential, and the Report has transitioned and adapted well to its new mandate under the SDGs. It is perceived as providing a very relevant range of indicators monitoring SDG 4 and accurate data on the progress of education, and its universal coverage is highly valued.

The GEM Report was overwhelmingly **considered relevant by consulted stakeholders**. The evaluation found that the Report is perceived as a rigorous and high-quality piece of research. It is accessible and easy to understand, authoritative, relevant for the SDG 4 agenda and for the education sector. There is no a substitute for the GEM Report. A number of other reports on education are produced internationally, but the GEM Report brings a distinct global coverage and distinct perspective on data and policies.

In terms of the Report's impact, **the Report is being used as a source of reference by the readership to monitor education, identify good practices, and support their work**. It is also used as a source to prepare conference presentations, research reports, and academic articles, amongst others. UNESCO field offices use the GEM Report as a reference for presentations

and discussions with governments, putting issues on the table, and pressing where evidence suggests more work is required. Of all the audience sectors, civil society is one of the most enthusiastic about the Report. It is used for deepening the knowledge of education advocates around the world, and as a reference point and basis for advocacy at the international level (generally with regard to reaching SDG 4) and also in national campaigns. It is widely agreed that the Report positions and promotes education within Agenda 2030 and governmental priorities. However, there is little evidence gathered of specific policy impacts, beyond the occasional anecdote.

The **expected impacts of the Report were also found to be a significant step beyond its mandate to monitor progress**, to be disproportionate to the mandate and the resources allocated to the GEM Report Team, to not be realistically or easily traceable.

When it comes to disseminating the Report, the evaluation has found that **the different communication tools are working well together and they complement each other** in terms of the types of audiences they reach and their geographical focus. **The GEM Report reaches some audiences better than others**: academics, policymakers, donor and development agencies, the media and CSOs and NGOs appear to be accessing the Report. Teachers and youth are also being reached, although to a lesser extent. The **dissemination strategy relies heavily on UNESCO field offices**, for which the materials and the support provided by the GEM Report Team are essential.

However, **there is not a long-term outreach strategy** identifying and defining the intended audiences, which products are tailored for whom, which dissemination activities are addressed to them, and what are the expected outcomes of reaching each type of audience. Instead, the GEM Report Team produces multiple strategies every year with high-level goals, and these do not cover every output. Greater clarity on intended audiences and strategies for engaging these audiences is needed. A comprehensive communication strategy would facilitate ongoing evaluation of efficiency and effectiveness and more strategic decision-making about dissemination.

Although there are opportunities to improve the value of processes, overall **the Report was found to deliver good value for money**. The model of financial and editorial independence is very highly regarded by policymakers and donors, many of whom consider that independence is fundamental to continued perception of the Report as authoritative and rigorous, and to continue funding the Report. Both the GEM Report team and Advisory Board were considered to be performing their jobs well, but the representation of the Global South on the Board could be improved, and the Board could also take on additional functions.

The GEM Report Team's capacity to produce additional products is constrained by its financial and human resources. **Long-term financial commitment to the Report is not currently secured**, which poses both present and future risks to the Report, making long-term planning challenging. The GEM Report Team is considered to be effective, its role is appreciated, and it is perceived to deliver quality work, however, it faces immense pressure and tight budgets. This also prevents creation of new outputs or adding to existing outputs.

Main recommendations

Recommendation 1: Develop a multi-year strategy to better align resource allocation with the Report's mandate and other objectives, and to better measure achievements

The first step to implement this recommendation would be to adopt a revised Theory of Change along the lines of the one proposed in this evaluation. We also recommend improving the results framework by adopting a series of levels of

impact, that better represent the Report's intended impacts and the means of achieving these, and by setting indicators at these levels.

Finally, we recommend the GEM Report Team to develop a multi-year communications and dissemination strategy aligned to the revised Theory of Change and a multi-year financial strategy that could help the Team make a case for longer-term investment to donors.

Recommendation 2: Make the Report even more relevant for readers in the Global South.

The team should consider the publication of regional reports. These would be popular and relevant, and would lead to a wider readership among key groups. However, clearly this would involve substantial cost increases, potentially requiring development of new research strands and partnerships for data collection and output dissemination. We therefore recommend that specific funding be committed to this.

Recommendation 3: Revise the composition and the role played by the Advisory Board to get better value from their expertise

We recommend the GEM Report Team to involve the Board members in dissemination, launch events, and fundraising, to increase the representation of the Global South on the Advisory Board, and to refine the format of the meetings to enhance efficiency and effectiveness.

Recommendation 4: Engage the Report's potential readership at the early stages of the Report production to further improve its relevance

The GEM Report Team should strengthen the public consultation on the selected theme and improve the visibility of the production and editorial processes by publishing details of the Team's composition, the Report production processes and improving the accessibility of the background papers.

1. Introduction

This final report is the fourth deliverable submitted to the GEM Report Team by Ipsos MORI for the Evaluation of the Global Education Monitoring (GEM) Report. The first three deliverables were the Inception Report, where the evaluation team set out the context for the evaluation and the evaluation approach and methodology; a presentation of first findings from the evaluation to the Reference Group; and a presentation of first findings to the Advisory Board of the GEM Report.

This final report draws upon the evidence collected during the data collection phase and the discussions held during the presentations to the Reference Group and the Advisory Board; all evidence has been analysed and triangulated, and conclusions and recommendations have been drawn from this analysis. Further, the findings have been reviewed by independent experts in the field of education and their feedback has been incorporated into this final report.

As set out in the Inception Report, the evaluation has been structured around the DAC criteria of relevance, effectiveness, impact, efficiency, and sustainability. This Report first provides context to this evaluation by describing the GEM Report and the means by which it intends to produce its desired impacts, before evaluating the Report against each of the DAC criteria. The remainder of this report is therefore structured as follows:

- The remainder of this section provides a brief description of the GEM Report and introduces its intervention logic, the evaluation scope and approach and a description of the methodology followed to deliver this evaluation.

- Section 2 assesses the **relevance** of the GEM Report, including: perceived quality of the Report by its audience and other stakeholders, the role of the GEM Report in monitoring SDG 4, the thematic coverage of the Report, and the geographical coverage. Finally, it provides some lessons learned on how the Report could be improved to be more relevant for its audience.

- Section 3 assesses the **effectiveness** of the outreach of the GEM Report, including an assessment of its communications strategy, the accessibility of the Report, and the extent the Report reaches its intended audiences. Finally, it provides some lessons learned on effectiveness during the transition phase.

- Section 4 assesses the **impact** of the GEM Report, for which different levels of impact have been defined and analyse. This section provides recommendations on how impact could be measured and lessons learned on how the Report could achieve greater impact.

- Section 5 assesses the **efficiency** and **sustainability** of the GEM Report, assessing the processes involved in the production of the Report, its governing structure and the risks for the sustainability of the Report.

- Section 6 includes the **conclusions** from the evaluation.

- Section 7 provides a set of **recommendations** to be considered by the GEM Report Team.

- Last, the Report includes Annexes with: the evaluation framework and TORs, detailed findings from the survey and bibliometric analysis and other supporting documents.

The GEM Report

The Global Education Monitoring Report (GEM Report) is published by UNESCO with a view to "monitoring and reporting on SDG 4 and on education in the other SDGs". More broadly, it is a repository of evidence and data to promote better and more accountable educational provision throughout the world. Its predecessor, the Education for All (EFA) Global Monitoring Report (GMR), monitored progress towards the EFA goals.

"We also request that the Education for All Global Monitoring Report be continued as an independent Global Education Monitoring Report (GEM Report), hosted and published by UNESCO, as the mechanism for monitoring and reporting on SDG 4 and on education in the other SDGs, within the mechanism to be established to monitor and review the implementation of the SDGs and its means of implementation."
- Mandate as set out in paragraph 18 of the Incheon Declaration from 2015's World Education Forum in South Korea.

Although published by UNESCO, the GEM Report is an editorially **independent publication**. It does not represent one organisation, but instead it is an international project that tracks the performance of governments, civil society, bilateral donors and international agencies.

The **intended audiences** of the GEM Report, according to its 2018-2019 strategic plan are: national and international policymakers and officials, staff and members of civil society organisations (CSOs), staff of national and international NGOs, members of academia and the media, teachers, parents and youth.

The GEM Report draws on the latest available data and evidence, and commissions extensive research from leading experts around the world. The primary source of GEM Report data is the UNESCO Institute for Statistics (UIS). The GEM Report also compiles data collected from household surveys as well as a variety of international, regional and national learning assessments.

The latest three editions of the Report covered the themes of accountability (2017/18 edition), the link between education and sustainable development (2016) and the record of the 2000-2015 period (2015).

The Report has an **international Advisory Board** with representatives from a wide variety of relevant sectors, including: UN multilateral agencies, bilateral agencies, non-governmental organizations, civil society groups and networks, directors of UNESCO education institutes. Countries from every region are represented. It meets once a year to provide guidance and feedback to the Report team, such as the topics to be covered in upcoming editions and communication strategies.

In 2017, the GEM Report received **funding** from the governments of Australia (13%), Canada (4%), Finland (2%), France (1%), Germany (3%), Ireland (10%), Norway (18%), Sweden (10%), Switzerland (17%) and the United Kingdom (7%); the Hewlett Foundation (5%), the Malala Fund (less than 1%), the MasterCard Foundation (4%), Bill and Melinda Gates Foundation (3%), and the Open Society Foundations (3%) UNICEF (1%) and UNESCO (1%).

The scope of this evaluation is the last three editions published between 2015 and 2017, and it covers the full range of printed and on-line GEM Report documents produced in this period, which vary from year to year, particularly with the transition from the EFA GMR in 2015 to the GEM Report from 2016 onwards. The table below shows the GEM outputs which comprise the scope of this evaluation.

Table 1. Products that form the GEM Report, per edition of the Report

	2015	2016	2017.8
Full Report	X	X	X
Summary	X	X	X
Online Report			X
Gender review	X	X	X
Youth report	X	X	X
Statistical tables	X	X	X
Regional overviews	X		
Press release	X	X	X
Social media resources	X	X	X
Consultation website and concept note	X	X	X
PowerPoint presentations	X	X	X
Policy brief	X	X	
Background papers	53	32	25 + 26 case studies
Policy papers	X	X	X
World Inequality Database on Education (WIDE)	X	X	X

Revised intervention logic

The mission of the GEM Report is derived from its mandate, as set out the Incheon Declaration. In addition, the GEM Report mission is guided by a logframe proposed by its donors that states its overall goal, intermediate and immediate outcomes and outputs, as well as progress indicators, baseline and targets for 2017-2019, as shown below.

Figure 1. Expected outputs, outcomes and goal

Specific outputs	Immediate outcomes	Intermediate outcome	Overall goal
Output 1.1: The annual Report provides comparative research with an emphasis on learning, equity and gender and monitors targets on education goals, national and international education policies	**Outcome 1: Research and monitoring** Increased commitments and improved practices of national and international education stakeholders towards education and skills	Education systems, plans and policies are strengthened to provide quality education to all.	Contribute to inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG 4)
Output 1.2: Greater availability of pertinent evidence (data) and evidence-based policy recommendations			
Output 2.1: Influential global education monitoring reports and policy papers produced and disseminated with specific recommendations	**Outcome 2: Outreach and communications** Increased awareness of education goals and strengthened accountability among education stakeholders		
Output 2.2: Increased awareness of report messages and recommendations via events and tailored outreach activities to the wider education community			

Source: Ipsos MORI, based on the GEM Report logframe

The independent evaluation carried out in 2014 developed a theory of change for the GMR Report. However, since this theory of change was produced, several changes have taken place. The mandate for the Report has moved from monitoring EFA goals to monitoring SDGs, and this has implied a change in the general and operational objectives of the Report. The previous theory of change did not include all the intended audiences of the GEM Report, although it recognised those audiences which the GMR influenced, directly and indirectly. An objective of the present evaluation was therefore to provide a revised theory of change, and to advise the GEM Report Team how best to define and measure impact (see evaluation question 3 under impact criterion in the evaluation framework presented in Annex I).

To guide this evaluation, during the scoping phase, the evaluation team produced a preliminary intervention logic that recognises the different audiences to whom the Report is addressed, the use these audiences are expected to make of the Report, and how this could influence policy dialogue and policy making (the intermediate outcome in the figure above). The subsequent phases of the evaluation tested the different links that form this "chain" of events, some of which are beyond the GEM Report influence. This intervention logic has been a "live document". During the data collection and analysis phases, the evaluation team, in close collaboration with the GEM Report Team and the evaluation Reference Group, has continued reviewing the intervention logic and the underlying hypotheses and assumptions, with the aim to provide recommendations and lessons learned on how to define and measure impact.

Throughout this report, we have highlighted some findings and conclusions that affect the theory of change. This culminates in a revised theory of change which is presented below.

Figure 2. Intervention logic for the GEM Report

Overarching goal: GEM report contributes to SDG 4 *"Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."*

Inputs	Activities/Outputs	Immediate outcomes	Mid-term outcomes	Impacts

Inputs

Financial resources

- Overall funding envelope

Human resources

- GEM report team
- Advisory board
- UNESCO staff in field offices

Activities/Outputs

Research

- **Annual GEM report** a) monitors education goals & targets & b) makes recommendations around a particular theme
- More detailed research & evidence is made available (via **background papers**
- **Relevant data** is made available vi e.g. the WIDE database
- **Shorter reports & policy papers** communicate more specific data & evidence-based recommendations

Dissemination

- **Advocacy/outreach meetings** with key targets
- **Events** draw attention to the report & its contents
- **Media work** communicates findings publicly

Stakeholder engagement

- Participation in global coordination mechanisms on SDG 4

Immediate outcomes

Target audiences
a) **know** the GEM Report and **consult** it
b) feel **informed** about the GEM Report's messages and recommendations on specific themes, and about how SDG 4 is being achieved.

- … national governments
- … donors
- … global & regional bodies
- … practitioners
- … civil society
- … academics
- … media
- … UNESCO and other UN bodies

Mid-term outcomes

- Target audiences use the Report as a source of reference in their work
- Education ministries incorporate main messages in budgets/plans; finance ministries prioritise education
- Donors prioritise & allocate greater proportions of aid to support SDG4
- Global & regional bodies incorporate priority messages in their strategies
- Teaching practices are influenced; teachers and unions make effective calls for policy change
- Civil society use the report in advocacy & strategy documents
- Academics use report in research, events & interactions with policy makers; greater attention is paid to SDG4 in research community
- Media uses report in articles & investigations; disseminates recommendations
- UN use report in relevant activities
- UNESCO national & regional offices build spaces for dialogue with key education constituencies
- The Report covers relevant themes to SDG 4 and Agenda 2030

Impacts

- Target audiences take in and disseminate the Report's messages and recommendations
- Decision makers (national & international) publicly held to account
- Increased financial commitments on education (national & international)
- Strengthened national education systems, plans & policies to achieve SDG4

Source: Ipsos MORI

Inputs

- The GEM Report team received annual **funding contributions** from donors that totalled between USD 3,000,000 and near USD 6,000,000 for each year of the Report (2015-17). They received an additional USD 35,000-500 each year from UNESCO, and USD 30,000-70,000 from UNICEF.

- The **GEM Report team** is formed by the Director, two Senior Policy Analysts, eight researchers (including a Senior Statistician and a Senior Researcher), a Communications and Advocacy Specialist, a Social Media and Web Coordinator, a Production Coordinator, and an Operations and Finance team (consisting of a Team Manager, a Finance and Budget Officer, and three team assistants). In addition to this, consultants are hired on a short-term basis as team members. Researchers split their time between the two research strands: monitoring and thematic, each of them headed by a Senior Policy Analyst.

- The **Advisory Board** for the GEM Report provides oversight, guidance and suggestions to a range of areas of the Report including; the vision, purpose and objectives of the Report and their constituency with SDG 4 and Education 2030 Framework for Action, a contextual background (national, regional and global) for implementation of the Education 2030 Framework, future GEM Report themes, long-term development, identification of problems, priorities and concerns in the international environment that may impact the Report and/or the SDG 4 agenda, and communications and outreach (including advocacy, publications and partnerships).

- **UNESCO staff in field offices** and other partners, including regional bureaus, provide important support with dissemination activities, especially national and regional launches. They share the cost of these events with the GEM Report Team, and spend personal time on dissemination and editing materials for local audiences and overall logistic organisation.

Activities

- The GEM Report Team commission think piece research and background papers to inform the GEM Report and other products.

- The full Report and the rest of the products produced by the GEM Report Team are published on the website, and disseminated through launch events, a newsletter, social media and media. There are two release dates each reporting year, one for the full Report and its products, and one for the Gender Review. Both have official global launch events and subsequent regional or national events run with local UNESCO field offices or other partners (e.g. donors).

- The GEM Report Team also participate in global coordination mechanisms for expert advice on SDG 4 monitoring and implementation issues.

Outputs

- The Global Education Monitoring Report (GEM Report) is published by UNESCO with a view to "monitoring and reporting on SDG 4 and on education in the other SDGs". More broadly, it is a repository of evidence and data to promote better and more accountable educational provision throughout the world. Its predecessor, the Global Monitoring Report (GMR), monitored progress towards the Education for All (EFA) goals. It is published once a year.

- Each year, the GEM Report team publishes supplementary products along with the full Report. This includes; Summary, Gender Review, Youth Report, Online Report, online consultation website, background papers (or country case studies), statistical tables, regional overviews, press release, generic PowerPoint (and/or thematic and monitoring presentations) technical notes and policy brief, policy papers, concept note and social media resources. They also have an ongoing website for data across all years; World Inequality Database on Education (WIDE).

- Printed copies of the Report are disseminated, and the Report is available in the website and distributed via the e-newsletter. Communication activities successfully disseminate the Report.

Immediate outcomes

Two immediate outcomes of the Report are that target audiences:

1. Know the GEM Report and consult it, and

2. Feel informed about the GEM Report's messages and recommendations on specific themes, and about how SDG 4 is being achieved.

The target audiences of the Report have been identified as; national governments, donors, global and regional bodies, education practitioners, civil society, academics, media, and UNESCO and other UN bodies.

Mid-term outcomes

The mid-term outcome of the GEM Report is that target audiences use the Report as a source of reference in their work. These are different dependent on the audience. See table below.

Table 2. Outcomes of the GEM Report by target audience

Target audience	Outcome
National governments	Education ministries incorporate main messages in budgets/plans; finance ministries prioritise education
Donors	Donors prioritise & allocate greater proportions of aid to support SDG 4
Global & regional bodies	Global & regional bodies incorporate priority messages in their strategies
Education practitioners	Teaching practices are influenced; teachers and unions make effective calls for policy change
Civil society	Civil society use the report in advocacy & strategy documents
Academics	Academics use report in research, events & interactions with policy makers; greater attention is paid to SDG 4 in research community
Media	Media uses report in articles & investigations; disseminates recommendations
UNESCO and other UN bodies	UN use report in relevant activities UNESCO national & regional offices build spaces for dialogue with key education constituencies

Impacts

The main impacts have been identified as;

1. **Impact on policy dialogue**: Target audiences take in and disseminate the Report's messages and recommendations, and accountability is strengthened, and

2. Decision makers (national & international) publicly **held to account**

3. **Increased financial commitments** on education (national & international)

4. **Impact on policy making**: Increased commitments and improved practices of national and international education stakeholders towards improved education, skills and learning outcomes

Contextual factors to be considered

- Dissemination heavily relies on UNESCO field offices and other partners organising events in their local regions/countries. The invite lists, costs and organisation tasks are shared with the UNESCO field offices or partners and the GEM Report Team so is dependent on cooperation to go ahead. Additionally, the Report needs to be disseminated around the world, including countries with limited access to internet. In those countries, collaboration from the UNESCO field offices to disseminate printed copies is fundamental.

- Currently, the Report is only translated into the six official UN languages, however, the scope of the Report is global. For the Report to achieve its desired impact, it needs to be understood internationally and therefore requires that readers have good understanding of one of the six official languages. Local translations have been made, however, these are dependent on local UNESCO field offices and other partners sourcing and funding.

- The Report relies on UIS data, and for the research to be produced and to be relevant the GEM Report Team needs to have access timely to all relevant indicators.

- There are many other initiatives addressing recommendations to improve education. Therefore, measuring the contribution of the GEM Report to policy changes does not seem possible.

- The GEM Report is not the only source or report on education, some other reports include; reports published by the World Bank (including the World Bank Development Report), reports published by the Organization for Economic Co-operation and Development (OECD), reports published by the United Nations Girls' Education Initiative (UNGEI), reports published by UNICEF, and the International Commission on Financing Global Education Opportunity Report.

- Monitoring SDG 4 is necessary, but not sufficient, to achieve SDG 4. The theme of the Report is chosen 2 years ahead of its publication, and for the Report to have impact, the theme needs to remain relevant for the audience until it is published.

- Finally, for the Report to have an impact on policy dialogue and policy making, advocacy is needed from other organisations/partners.

Evaluation purpose

The purpose of this evaluation, as set out in the TOR, is to determine how effectively the GEM Report fulfils its mandate. This evaluation assesses the relevance, effectiveness, efficiency, impact and sustainability of the GEM Report. It builds on the findings and recommendations of the previous external evaluations, analyses the achievements of the GEM Report within the current context, and identifies challenges and lessons learned during the transition period. It also makes recommendations on how to improve future editions, considering the comparative strengths of the GEM Report, the multi-stakeholder environment within which it operates, and the evolving global context.

As noted above, the scope of the evaluation is the last edition of the EFA GMR published in 2015, that assessed the extent to which the Dakar commitments were being fulfilled, and the 2016 and 2017/8 editions of the Global Education Monitoring Report. Previous independent evaluations of the GMR Report were carried out in 2006, 2009 and 2013/4, and the Report was also covered in the evaluation of UNESCO's global EFA coordination activities conducted by UNESCO's Internal Oversight

Service in 2016[1]. This external evaluation is the first since the Report's transition to the GEM Report series and since the adoption of a new mandate, vision and brand.

A number of additional objectives for this evaluation were identified during the Inception Phase and reflected in the evaluation approach:

- Carry out a prospective, forward-looking evaluation with a focus on the sustainability of the Report, its fund-raising strategy, and the positioning of the GEM Report in the wider education landscape.

- Conceptualise "impact" at several levels: use of the Report by the audience, and influence of the Report on policy dialogue and policy making.

- Assess the current monitoring tools used by the GEM Report Team, including their indicators to measure results.

- Develop an intervention logic and a theory of change showcasing all the different routes by which the Report is disseminated to its intended audiences, the expected outcomes and impacts, indicating which steps of the intervention logic are beyond the GEM Report Team's activities/outputs, and a hypothesis for these steps (outcomes and impacts) to be achieved.

- Investigate the effectiveness and efficiency of the governance structures and procedures, including recommendations on the role and composition of the Advisory Board.

- Ensure recommendations support strategic decision-making.

This assignment has faced a number of **challenges**. First, the scope is quite broad since it is both a formative and a summative evaluation. It seeks to address all DAC criteria, covers three editions of the Report in depth, and builds on the previous evaluations.

Second, the **timing** to deliver this evaluation has been challenging considering the amount and breadth of the data collection tools used (bibliometric analysis, survey, in-depth interviews, monitoring information analysis and literature review). The GEM Report is addressed to many different types of audiences around the world who had to be represented in the sample of interviewees and survey respondents. This implied addressing a survey to around 13,000 respondents and requesting over 320 interviews, during a data collection phase of only 2.5 months (mid-March to the end of May).

Third, the GEM Report aims to reach a broad audience, from youth to high-level policymakers. This poses a challenge to the GEM Report itself and is also a challenge for the evaluation. Rather than attempting to reach the *potential/intended* audience of the Report, the evaluation has relied on contact details available from the GEM Report team, which represent the *effective* audience of the Report. In particular, a key intended audience of the Report is high-level policymakers and officials in Ministries of Education; however, contact details were not available to the evaluation team (**only generic emails of the Ministries/other governmental departments were provided** to the evaluation team). The lack of specific contact details has been a major constraint to setting up interviews with high-level policymakers. Contact details for National Commissions, who were expected to provide additional contact details, were provided late in the data collection phase, and the response rate was overall low.

Fourth, as discussed in the section above, **the GEM Report logframe (see Figure 1) did not provide enough detail on expected outputs, outcomes and impacts to guide the evaluation**. The definition of "impact" and what can be expected from

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the Report was poorly defined, and there was a lack of agreement among the stakeholders consulted on what the impact of the Report should be. This has posed a challenge, as this evaluation has had to both define and measure impact.

Methodology

The overall approach is a **theory-based evaluation focused on reviewing and testing the Theory of Change of the GEM Report**. As already explained, during the Inception Phase the evaluation team developed an intervention logic that has been tested during the evaluation. The evaluation team also developed an evaluation framework which included the evaluation questions, assessment criteria and research tools for each of the five DAC criteria: relevance, effectiveness, efficiency, impact and sustainability. The evaluation framework is provided in Annex I and was submitted as part of the Inception Report and approved by the Reference Group. This approach is briefly summarised below.

Under the **relevance** criteria, the evaluation has assessed the extent to which the GEM Report is perceived as an authoritative, independent reference on progress in education goals, and if the thematic analyses in the Reports have been useful and influential.

In this evaluation, **effectiveness** was understood as the outreach of the Report. The evaluation analysed the communications strategy of the GEM Report and have assessed to what extent the GEM Report reaches its intended audiences.

Under the **impact** criterion, the evaluation has focused first on defining impact, and then measuring it. Different levels of impact have been defined and assessed via a survey and in-depth interviews, and recommendations were made on how to monitor impact.

The evaluation of the **efficiency** of the GEM Report is focused on assessing the different processes involved in the production, translation and dissemination of the Report, as well as an assessment of the governance structure, decision-making procedures, resources and capacity of the team to deliver the Report outputs in a timely manner, and the relationship of the GEM Report Team with other structures in UNESCO.

Finally, under the **sustainability** criterion, the evaluation assessed the GEM Report's position vis-à-vis other reports in the global context, and identified the added value of the GEM Report and its unique characteristics. The evaluation team have also analysed the risks to the independence of the Report and its financial sustainability.

This evaluation has used a wide of range of data sources, including: analysis of monitoring information, review of wider literature, in-depth interviews, an online survey, bibliometric analysis and social media analysis.

The evaluation framework presented in Annex I includes the assessment criteria used to answer each evaluation question, as well as the data collection tools that have been used to answer the questions.

Monitoring information has been provided by the GEM Report Team mainly on the communications and outreach of the Report, and analysed by the evaluation team.

Wider literature has been reviewed including[2]:

- Previous evaluations of the GMR;

- Previous evaluations of other reports monitoring development issues;

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[2] List of documents reviewed is provided in Annex III

- Communication campaigns reports and evaluations at international level on education reports, education partnerships, or other similar initiatives;

- Websites and outputs related to other global initiatives which could have complementarities, synergies or overlaps with the GEM Report; and

- Literature related to the Sustainable Development Agenda, and global education in particular.

The wider literature has helped analyse all aspects of the evaluation, and in particular the relevance of the GEM Report in the education field and the sustainability of the Report vis-a-vis other initiatives.

In total, **100 in-depth interviews** have been carried out across a wide range of stakeholders (14 were familiarisation interviews carried out during the inception phase and 86 interviews were conducted during the data collection phase). Interviews were conducted by phone/Skype and lasted between 45 minutes and one hour. Table 3 below summarises the number of interviews carried out during the data collection phase by group of stakeholders.

Table 3. Number of interviews conducted during the data collection phase per type of stakeholder

Type of stakeholder	Number interviews
UNESCO field offices	22
Civil Society	14
Academics / independent experts	14
GEM donor	12
Advisory Board Members	8
GEM Report staff (current and former staff)[3]	4
Government agency representatives	3
National Commission representatives	3
Regional organisation representatives	2
UNESCO staff (headquarters)	2
Education working group members	1
UN Agency staff	1
Total	86

Source: Ipsos MORI

An **online survey** of recipients of the GEM Report's e-newsletter (which is distributed by Mail Chimp) was conducted. The survey was sent to 14,462 contacts, and 1,228 participated. However, it should be noted that around 3,000 emails were invalid. Therefore, a response rate of about 11% was achieved. The survey was launched on 11 April 2018 and was open for five weeks. It closed on 15 May 2018. Respondents received an invitation email with a unique link to the survey, and two more reminders were sent while the survey was open. The survey was launched in all the six official UN languages (English, Spanish, French, Russian, Arabic and Chinese), and respondents could answer in any of these languages. Annexes III and IV contain, respectively, the survey questionnaire and an analysis of the responses received.

Bibliometric analysis was carried out by Clarivate Analytics[4], and 257 academic publications were found citing the GEM Reports (editions 2016 and 2017/8) and the 2015 GMR from all sources indexed in Web of Science Core Collection. These publications include scholarly articles, books or book chapters, proceedings papers, editorial materials, letters and reviews. Together, the collection of documents provides a holistic understanding of how the Report has been used by the global

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[3] GEM staff were primarily interviewed during the formative interview stage. These are not reflected in this table.

[4] Intellectual assessment management platform that performs bibliometric analysis https://clarivate.com/

academic community. More information on the methodology and the findings from the bibliometric analysis is provided in Annex V.

Finally, **social media analysis** was carried out using the Crimson Hexagon platform[5]. A query was developed by the evaluation team in English, and it was translated into Spanish and French. More information on the methodology and results of the social media analysis is provided in Annex VII.

During the analysis phase, primary and secondary data from across all the evaluation's work strands were triangulated in order to answer the evaluation questions as set out in the evaluation framework.

A "weight of evidence" based principle was applied, in which the evaluation team considered the reliability and validity of each piece of evidence to minimize bias. The weight given to evidence depended on the type of data collection method, the level of stakeholder engagement, and the evaluation question being addressed (whether questions could be answered directly or indirectly through available evidence). Biases in the provision of information by the consulted stakeholders have been handled carefully by the evaluation team. During the scoping phase, the team carried out monitoring information analysis, literature and familiarization interviews that helped the team understand the particularities of the intervention and identify possible biases among the different types of participants. Acknowledging possible biases before and during the consultations, as well as during the analysis phase, allowed the evaluation team to make objective judgments of the information collected. To ensure there was also limited evaluator bias, the analysis has drawn on evidence reviews conducted across different members and organizations in the evaluation team. Cross-team analysis and synthesis sessions were held in advance of each of the key deliverables to assist this process. Where triangulation of sources was not possible due to lack of additional sources to compare with, it is indicated as such within the reporting. In this instance, evidence is presented as the opinions of a certain group of stakeholders, rather than factual information (ex. "According to X type of interviewee…"). The inclusion of such evidence is limited and concentrated in areas where there were divergent opinions that the evaluation team considered were important to acknowledge. Indeed, it is a common challenge to the synthesis of the outputs from multiple data collection and analysis strands that contradiction in the findings produced has to be dealt with.

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[5] An artificial intelligence and machine learning platform and public social data library https://www.crimsonhexagon.com/

2. Relevance

The OECD DAC's "relevance" criterion refers to "the extent to which [an] aid activity is suited to the priorities and policies of the target group, recipient and donor."[6] It assesses the extent to which the objectives of an activity remain valid over the course of its implementation, and whether the activities, outputs, and intended impacts are consistent with these objectives. Therefore, "relevance" in this evaluation considers whether the GEM Report has fulfilled its mandate of monitoring SDG 4 and how useful it is to the various intended audiences of the Report and to the global education and development community as a whole.

Given that the GEM Report has numerous different audiences, "relevance" takes on different meanings for each. For governments and civil servants, relevance relates to the extent to which they are able to understand their countries' education progress and what policy and practice they should undertake to make progress towards SDG 4. Relevance also relates to official aid agencies, NGOs & INGOs being able to apply the GEM Report findings to their own funding priorities. Relevance relates to the significance of the findings of the Report to academics, students and other professional educational stakeholders, who study their own work in development and international development. Relevance is seen in how education officials, teachers, pupils and parents perceive/relate to the content of the Report, in relation to their own country.

Key Evaluation Questions related to Relevance

- **To what extent has the GEM Report remained an authoritative, evidence-based reference in monitoring progress towards education in the SDGs and in analysing specific themes?**

- **Have the themes addressed in the Report been useful and influential within the global, regional and national education communities, including policymakers?**

- **Has the regional coverage of the Report reflected the universal character of the new international education agenda?**

- **What are the lessons learned during the transition phase from the GMR to GEM Report concerning its relevance?**

- **How can the Report's content be further improved for more relevance?**

This section of the evaluation report addresses each of the evaluation questions pertinent to this criterion. It first discusses the extent to which the GEM Report has remained an authoritative, evidence-based reference in monitoring progress towards education in the SDGs and in analysing specific themes. Then, it considers whether the themes addressed in the Report have been useful and influential within the education community and to policymakers (at a global, regional and national level). It then addresses the regional coverage and universal character of the Report. Last, it presents lessons learned in the transition from the GMR to the GEM, and suggestions for improvement.


Quality of the GEM Report

This subsection explores the first part of the first evaluation question (to what extent has the GEM Report remained an authoritative, evidence-based reference in monitoring progress towards education in the SDGs and in analysing specific themes), i.e. the extent to which the Report is perceived as an authoritative and evidence-based source of information.

The evaluation found that the Report is considered a **rigorous and high-quality** piece of research by the wide sample of stakeholders consulted through both the survey and the interviews. Most survey respondents (80%) considered the Report a very reliable and authoritative source, compared to only 2% who did not consider it to be reliable. Overall, respondents agreed that it is easy to understand, provides a very relevant range of indicators monitoring SDG 4, is a reliable and authoritative source, provides accurate data on the progress to education, and is an independent source of information:

- 82% agreed with the statement that the Report was easy to understand. This was more markedly the case among academics, research institutions and think tanks (86%); and policy makers, government agencies or departments (85%), It was less so for other UN agencies and international organizations (however still at 72%).

- 81% agreed that the Report provided a very relevant range of indicators to monitor SDG 4, compared to only 2% who disagreed. Agreement with the relevance of indicators ranged between 67% and 85% for all groups of stakeholders (the lowest being among other UN agencies and the highest among policy makers),

- 80% considered the Report to be a very reliable and an authoritative source, compared to 2% who did not consider it to be reliable.

- 75% of respondents agreed that the Report provided accurate data on the progress of education, while 5%disagreed. The percentage of respondents that 'completely agree' (19%) was the lowest among all the statements in this question. A similar percentage remained neutral (21%), and this was the case across all survey populations. This suggests that although the Report is perceived as authoritative and of high quality, there are some concerns about the accuracy of the data.

- Two thirds of respondents (67%) agree that the GEM Report is an independent source of information.

Figure 3. To what extent do you AGREE or DISAGREE with the following statements about the MAIN REPORT of the Global Education Monitoring Report?
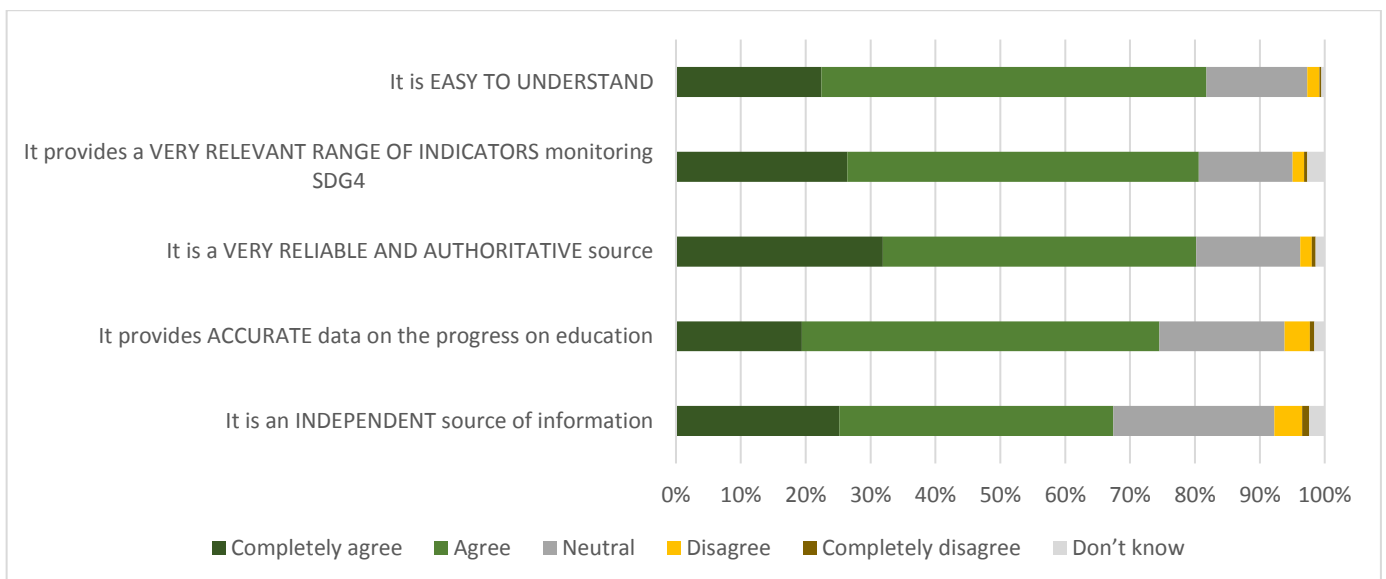
Source: Ipsos MORI survey (n=1228)

The GEM Report's mandate stipulates that it must be independent although it also mandates that the Report be hosted and published by UNESCO. Therefore, the Report is both related to, yet independent of, UNESCO. **Most survey respondents agreed that the Report is independent** (on average 67% of all survey respondents agree with the statement "the GEM Report is an independent source of information"). However, this aggregated figure masks important differences across survey populations, which is not surprising given that some audiences (such as UNESCO staff) have better understanding than others (external audiences) about how the Report is produced. For instance, respondents from UNESCO and agencies dependent on UNESCO overwhelmingly agreed (83%) that the Report was an independent source of information. Most policy makers, as well as development or donor agencies also agreed with its independence (68% and 67% respectively). Interestingly, the perception of its independence was lowest among other UN agencies or international organizations, although still a majority of respondents (60%) considered the Report to be independent. Further, while the majority of respondents agreed that the Report is independent, there was a relatively high proportion of respondents who said they did not know.

Figure 2. To what extent do you AGREE or DISAGREE with the following statement: The GEM Report is an INDEPENDENT source of information?
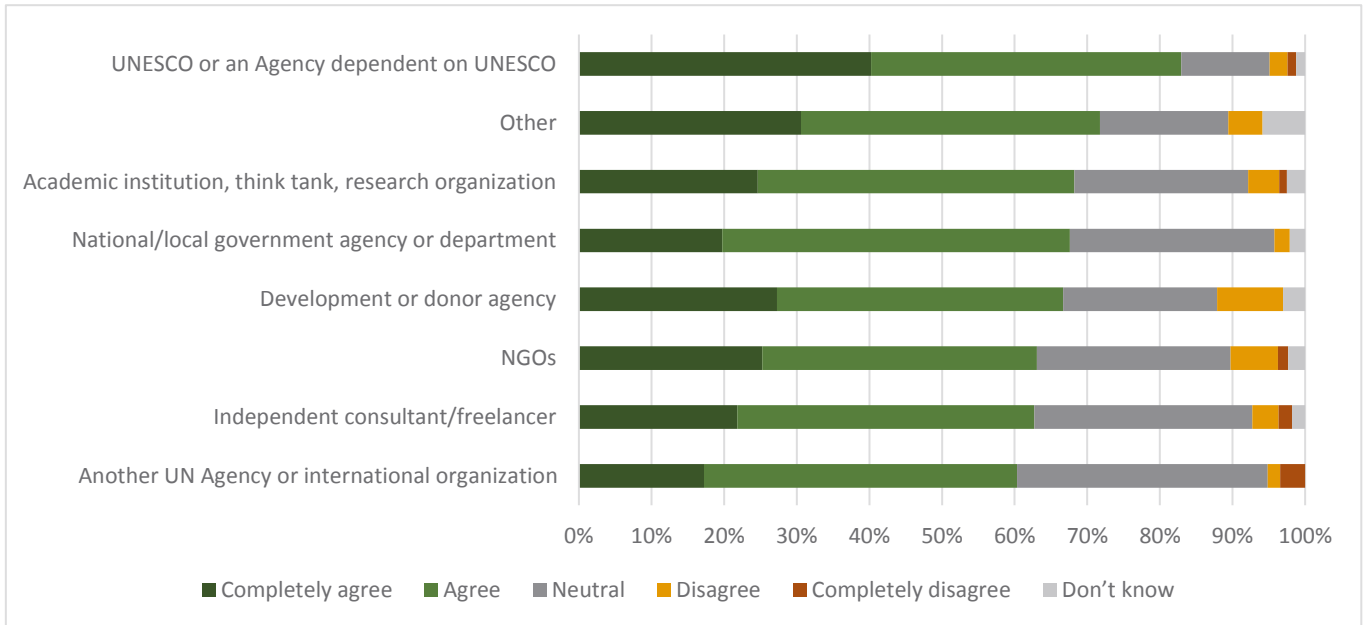
Source: Ipsos MORI survey (n=1228)

The independence of the GEM Report Team enhances the perceived credibility, rigour, and final output quality of the GEM Report. In interviews, donors in particular considered this editorial independence to be absolutely fundamental and critical to securing their contributions. Advisory Board members also value the Report's independence. UNESCO staff in field offices appreciate that this independent nature provided added rigour which allows them to use the Report as a trusted source for policy dialogues.

Reasons for perceiving the Report as independent given by interviewees include its team being independent and its **model of involvement and commissioning of expert research** outside UNESCO and the GEM Report team.

"The one quality that GEM Report has is that it is seen as a credible and trusted voice, and it can only be seen as trusted if it is seen as being independent of influence, and that must include UN influence."

- Advisory Board Member

"The GEM Report Team is benefiting from the governance structure of UNESCO, the country office network, and the technical expertise that UNESCO can attract. It exists independently from the finances of UNESCO but uses their brand and networks."
- GEM Donor representative

On the other hand, strong challenges to this perception of editorial independence were raised by a few interviewees. Typically, these were academics and think tank representatives with a less intimate knowledge of the Report's production and editorial processes, but one Advisory Board member and one donor also commented that independence was not complete due to its relationship with UNESCO.

Access to the GEM publications

Survey respondents were asked about the frequency they consult the products published by the GEM Report Team, and those who selected "never" or "less than once a year" for any of the publications (75%) were asked the reasons why. The main reasons not to read all or some publications are: lack of time (32%), unawareness of certain publications (25%), unawareness of new editions becoming available (22%), the Report being too long (10%), less useful than similar publications (10%) and addressed to a different audience (12%) (n=798).

Very few respondents indicated quality issues as a reason not to access the publications. Only 4% selected "the data are not up to date or are not accurate" as a factor, and only 4% indicated that "it is not detailed enough". However, some interviewees elaborated on the inherent challenges of data collection and standardization at a global scale, particularly in developing countries, which might be in detriment of its reliability, and lacked awareness of how the data are collected and quality assured.

All in all, the evaluation has found that the GEM Report is perceived as an authoritative and rigorous source of information by all types of stakeholders, and that its independence from UNESCO is fundamental to continue being perceived as such.

Role of the GEM Report in monitoring progress towards education and analysing specific themes

This subsection explores the second part of the first the evaluation question, i.e. the role of the GEM Report as a tool monitoring progress towards education in the SDGs and its role in analysing specific themes.

As described in the Introduction of this Report, the mandate of the GEM Report is to monitor and Report on SDG 4 and on education in the other SDGs. Overall, stakeholders consulted agree that the main objective of the Report is monitoring of SDG 4, in line with its mandate, which it accomplishes successfully. Stakeholders also agreed that the Report is most useful as a monitoring tool. The statistical tables proved to be a very well received part of the Report, and very often referred to. Interviewees found them accessible and user-friendly in comparison to similar sources, and used them as teaching materials and as a recurrent source of reference, as benchmarking tool and at the same time to get an overall picture of the state of SDG 4. In particular, interviewees highlighted the role of the GEM Report as a tool for cross-country comparison, and about two thirds of survey respondents (67%) agreed that it was the only publication monitoring education that covered all the countries in the world.

Policy analysis and advocacy were understood by stakeholders as a secondary objective of the Report (after monitoring). Most consulted interviewees agree that the Report does have an advocacy role and that they use Report and its products for this purpose. For instance, NGOs said that they had used some of the messages from the Report to advocate for policy

change. The accessible format of the Report and related materials (with particular mention to audio-visual and infographic material) was noted as helpful for advocacy efforts.

"The main purpose is to have a single place to look for the latest data on how countries are meeting SDG 4. That is its primary role. There are secondary objectives: policy analysis based on these numbers, and policy recommendations"
- GEM Donor representative

In line with its dual mandates of monitoring education in the SDGs and the implementation of national and international strategies, the survey results show that **readers access the Report to use both the monitoring and thematic chapters** (e.g. identifying lessons learned). Readers access it most often to use the statistics or indicators (56% of respondents) and/or to identify lessons learned or best practices in other countries (53%). Other common reasons include the cross-country comparison of trends (46%) or obtaining sector relevant news (45%). "To monitor education in my country" was the least common reason for accessing the Report, but this increases among stakeholders with a national-level focus, as described below. However, a more detailed look at these responses reveals some patterns among the different audiences. For example, 46% of those working in national/local government agencies or departments said they use the Report "to monitor education in my country", but development agencies and donors, UN agencies, and independents selected this answer the least (15%, 17%, and 22% respectively), bringing the overall average down. All three of those employment sub-groups are more likely to work globally as opposed to in one country, potentially explaining this lower figure.

Generally, the most recurrent reason to access the Report was use of statistics; this seems to be the most frequent access for UNESCO and its agencies (67%), for other UN agencies (72%) and also for academic (55%) and NGO professionals (56%). However, this is not the case for policy makers, national and local government agencies or departments, which make a more varied use of the Report. Even if they also accessed the Report for statistics (49%), they more often did so for the identification of lessons and best practices (55%), to monitor their country's progress (46%), and to compare trends across countries (43%). Keeping up with the news in the sector seemed to be the least common motive for this group (36%).

Figure 4. Reasons for accessing publications
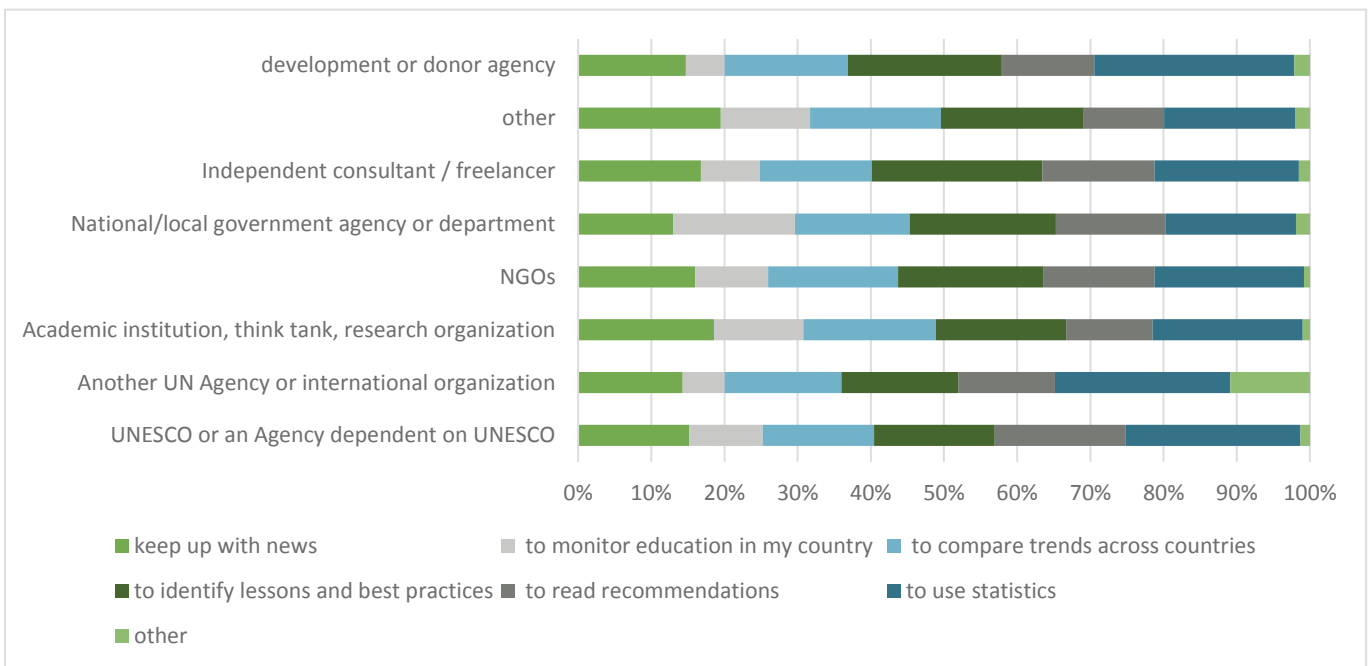
Source: Ipsos MORI survey (n=1228) Respondents could select up to 3 reasons

Overall value of the Report

Overall, the Report is almost unanimously seen to add value, particularly in its main objective of monitoring SDG 4. Interviewees strongly agreed that it should continue to exist, and that terminating it would be "devastating", "terrible" or "regrettable" and that if it did not exist "someone would need to invent it".

Interviewees highlighted a number of features of the Report as contributing to its value:

- Monitoring progress against the SDG targets;

- Monitoring at the global level, rather than for a subset of countries;

- Its frequent, annual publication cycle;

- Its use of reliable and standardised data;

- Its connection of the data to policy recommendations.

However, its value added appears to not be any one of these features, but the unique combination of these.

"The Report is the only place that puts together all of the research and state of the art knowledge in one area."
- Academic

An overwhelming 97% of survey respondents said they would continue to use the GEM Report publications in years to come, whereas the remaining 3% said they did not know, with no significant variation across subgroups.

Thematic coverage of the Report

This sub-section explores the extent to which the themes addressed in the Report have been useful and influential within the global, regional and national education communities, including policymakers. In this sense, "useful" and "influential" are understood from the point of view of relevance of the themes included, and not the impact of the topics covered, which is analysed in Section 4.

The selection of the theme currently follows a staged process. First, the GEM Report team collectively proposes three potential themes for the thematic section of the Report. Through an open floor debate-style discussion, the Advisory Board agrees on the theme of the future Report from among these by majority vote. The future theme selected at each meeting is at least two or three years in advance of publication. Once the theme has been chosen, "think pieces" are commissioned to help the GEM Report team understand the broad issues associated with it. The next step is the production of a Concept Note that highlights the key aspects and issues to be addressed in the future Report. The Concept Note is then posted on the Report's website for public consultation. Face to face consultations are also hosted each year around the Concept Note, then, a tentative outline and Report structure are written, the work plan within the GEM Report team is established and background papers are commissioned from external experts.

Value of thematic sections

The GEM Report includes a thematic element, based on a theme selected annually by the Advisory Board (for example, Accountability in 2017/2018 and People and Planet in 2016). The inclusion of this theme – rather than focussing solely on monitoring - is very welcome by stakeholders and is generally perceived to enhance the value of the Report.

The thematic sections are primarily valuable to helping interpret the monitoring data and help readers understand *how* education results can be improved. Inclusion of best practices and recommendations are helpful for this. Field offices, in particular, say the thematic chapters help bring key issues into discussions with policy-makers.

"Inclusion of a theme has increased the usefulness of the Report. It looks behind the scenes at what the underlying issues are."
- GEM Donor representative

The thematic sections were also considered by stakeholders to aid a comprehensive approach to the SDG agenda by considering how education is linked throughout the SDGs rather than being exclusively restricted to SDG 4, and it was also considered to be helpful for communication and policy/advocacy.

Because themes reflect broad, cross-cutting issues such as environmental sustainability and migration, stakeholders stated that the theme can broaden the audience of the Report beyond education practitioners to other audiences interested in each of the themes (for example, those with an interest in accountability might want to look at the GEM to understand how it applies in the context of education).

Perspectives on specific themes

Survey respondents overwhelmingly agreed that the themes covered in the last three editions of the GEM Report are very relevant to education priorities in the international context (84%, n=1004), and a similar proportion (86%, n=1065) agreed that the themes covered in other GEM publications are relevant to their work.

This was shared by all sub-groups in our survey. UNESCO staff or those working in agencies dependent on UNESCO were the most positive about the last three editions (91% agreed that the three Reports are very relevant to education priorities in the international context). When referring to the other publications produced by the GEM Report team, UNESCO staff and those working in agencies dependent on UNESCO, other UN Agency staff, and development agencies and donors were equally positive about the Report themes covered in the other publications produced by the GEM Report Team are relevant to their work (91% each).

Figure 5. Relevance of the topics covered by the main Report and other GEM publications in the last three editions
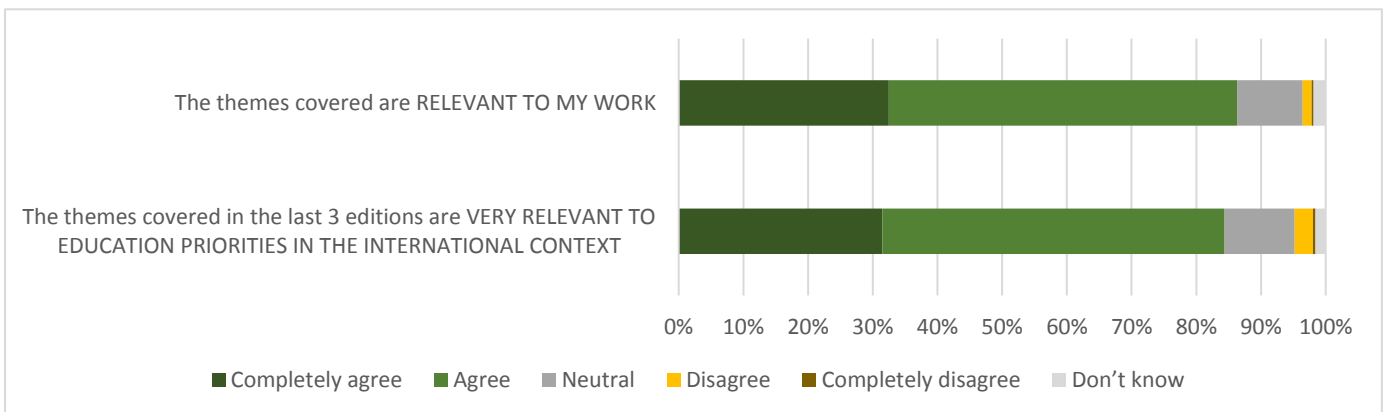
Source: survey (n=1,004 for Question 15: the themes covered in the last 3 editions of the main report are very relevant to education priorities in the international context and n=1,065 for Q16: the themes covered in the other publications produced by the GEM Team are relevant to my work)

A more detailed analysis of these results reveals general agreement on relevance for respondents' own work across survey sub-groups, with a mere 10 percentage point difference between the audiences most frequently recognising the thematic

relevance (UNESCO and its agencies at 91%), and those less frequently doing so (National/local government agency or department at 81%). The remainder were more often neutral than disagreed with the statement.

There was also widespread agreement regarding the relevance of the last three themes for education priorities in an international context. Overall, 84% agreed with this statement. There was not significant variation between different stakeholder groups, although relevance was perceived as higher among UNESCO and its agencies (at 90%) and lower among development or donor agencies (79%).

Amongst the three last editions of the Report, the 2015 edition was the most read by survey respondents (69%), followed by the 2016 and 2017/18 editions, with 60% of respondents indicating having read those editions.

Figure 6. Which, if any, of the following Global Education Monitoring (GEM) Report Editions have you read or consulted in the last 3 years?
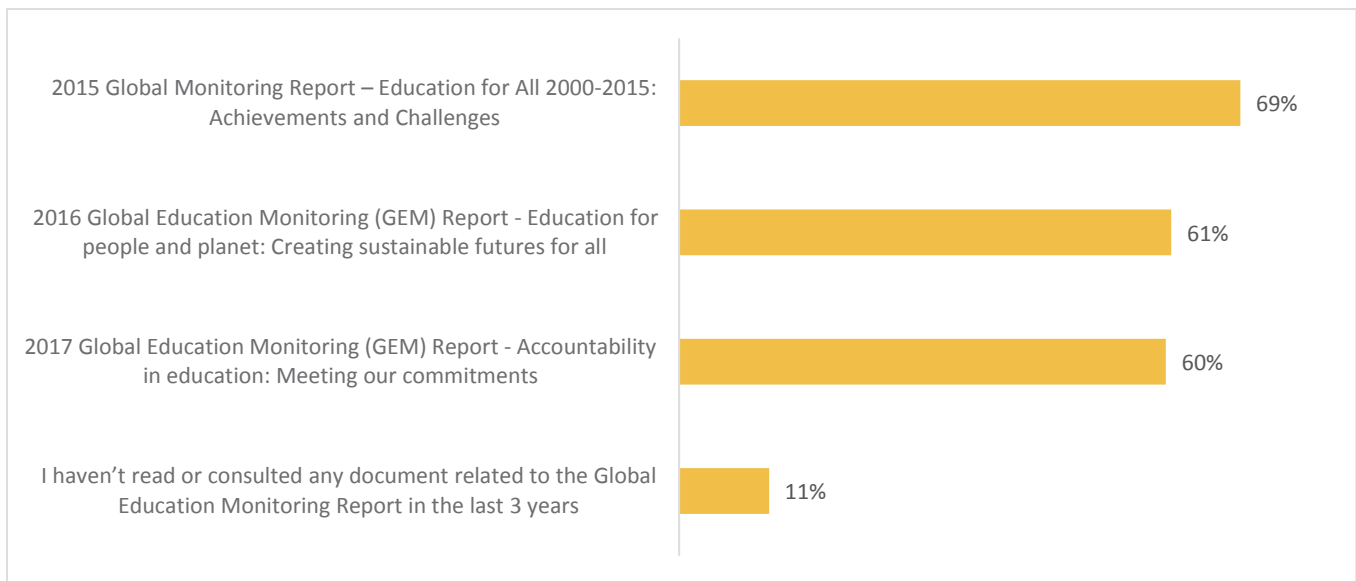
Source: Ipsos MORI survey (n=1,198)

Among interviewees, the *Accountability in Education* theme (2017/18 edition) was very well received as a necessary but challenging and controversial topic to cover that was well addressed. Similarly, *People and Planet* (2016 edition) was considered 'strategic', 'impressive' and accompanied by very good materials. Interviewees were also asked about their views on the forthcoming 2019 edition, focused on Migration, which the majority found very relevant.

"Choosing accountability was controversial. I come from a country that trusts education, and we still found it a very interesting case and had lengthy discussion."
- Academic

Where interview respondents found the themes less relevant to their work or the international context, their reasons for this varied but included that:

▪ The broad scope of both the Education 2030 Agenda and the SDG agenda means there is a wide range of potential themes, and the rationale for prioritising these is unclear;

▪ This breadth of scope also means that inevitably, some themes are not relevant to all audiences;

▪ In particular, some themes were more relevant for some regions than others; and

- Long-term planning of the Report means that the themes have somewhat lost relevance or their "edge" by the time the Report is published.

Selection process for themes

As described above, the theme for the Report is selected via a staged approach that finalises approximately two years ahead of the Report publication. One issue raised by stakeholders in interviews was that the theme changes each year and so progress on each theme is not followed up. Some stakeholders suggested that the Report could re-visit previous themes.

"I think we can't just have 'sustainability' one year and 'accountability' the next; these things are not annual, they need to be monitored over 10 or 15 years. They can have a special focus each year, and there should be a whole section that expands on that – special papers etc. – but the main topic of the Report should be consistent year after year."
– Advisory Board member

A few stakeholders raised concerns that the **criteria for proposing or selecting the theme are unclear,** and that there should be a clear framework or rationale for selecting the themes; this was especially raised in the context of the breadth of the SDG agenda. Some Advisory Board members felt that the **provision of only three topics to the Advisory Board for selection may be too limiting**, whereas others considered the current process works well.

"On the one hand, I would say selection of the themes is a guided process as three themes are presented to us which means that a lot of work is done beforehand by the GEM Team – is this good enough? Or is it too guided so we're basically responding to a direction that we're already decided? As it's not broken I don't think we should fix it – the point of having the team is that they do this – I do think they should have their own intellectual freedom to present themes they believe have enough evidence and information on it."
– Advisory Board member

Some donors and other Advisory Board members felt that the **process for selecting themes at Advisory Board meetings could be improved**. Ideas proposed were provision of more information to the Advisory Board about the proposed themes and how they would be addressed, rather than the short description of the topic currently provided; and consultations with Advisory Board members, either through written requests for submissions of topics, or discussion in small groups. Some interviewees said that Advisory Board members do sometimes suggest topics informally, for example by email to the GEM Report Team. Others suggested that the **process of proposing themes could be widened to include a broader group of stakeholders**, for example through a survey, in consultation with UNESCO country offices, or key interviews throughout the regions. Stakeholders suggested that these processes could also increase interest in the Report at the country level.

In interviews, some interviewees said that they considered the Report too North-driven (i.e. "the North speaking to the South"). This view was particularly prominent among interviewees based in the Global South. Concerns regarding the research process which may contribute to a Northern bias are described in detail in Section 5.

In sum, this evaluation has found that the thematic coverage of the Report is relevant and has been generally well received. The inclusion of a thematic chapter is considered to respond well to the SDG to MDG transition and it has helped positioning these themes in the policy agendas at national and international level. Nonetheless, although the themes have been useful and influential, some stakeholders have claimed that the selected themes are too North-driven, and some Advisory Board Members have provided suggestions to improve the process and increase transparency.

Universal coverage of SDG 4

In comparison to the MDG agenda and specifically MDG 2 (*"achieve universal primary education"*), SDG 4 has an increased scope (*"to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"*). Rather than just focusing on primary education as was the case under the MDGs, the SDG agenda aims to see progress at all education levels, including secondary, tertiary, and lifelong learning[7]. Further, the SDG agenda has an expanded geographic focus; along with a focus on low- and middle-income countries, the SDG mandate now covers high-income countries. Equally, the agenda has also moved from access to education as its primary objective to a perspective of quality and inclusiveness, thus also broadening its scope. Together, these aspects are referred to for the purposes of this evaluation as the 'universal coverage' of the goal.

Interviewees and survey respondents generally agreed that the GEM publications other than the Report sufficiently cover these universal aspects, as shown in the figure below. A total of six Gender Reviews have been published since 2011. 76% of survey respondents[8] have read or consulted at least one Gender Review in the last 3 years.

Figure 7. To what extent do you agree or disagree with the following statements about the publications produced by the Global Education Monitoring Report team?
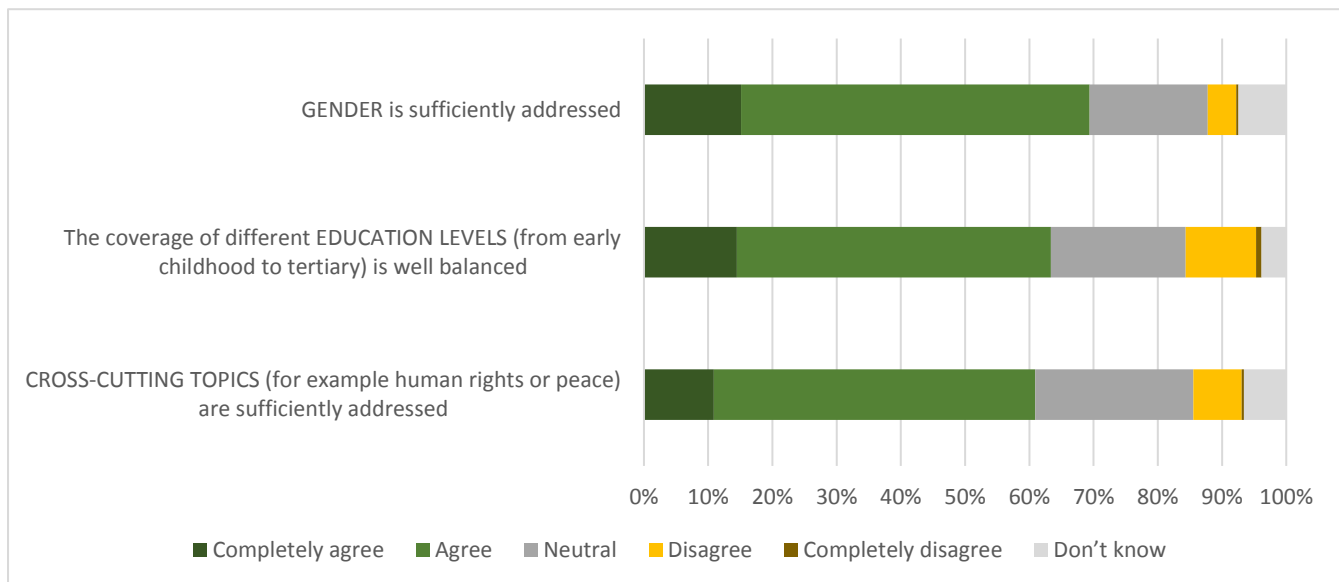
Source: Ipsos MORI survey (n=1065)

Gender

While, as shown above, the majority of survey respondents were satisfied with gender coverage in the other GEM publications, interviews offered a more nuanced view. In general, interviewees including gender experts said that there had been a notable improvement in treatment of gender across the Report and that gender was relatively well covered, particularly since the Gender Review was introduced. They considered the approach to now demonstrate a better understanding of the topic, and in this regard the 2015 Report was particularly commended. Still, some interviewees would like greater coverage of gender issues.

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[7] It should be noted, however, that the GMR addressed the EFA goals, which already covered more education levels than MDG 2 (from early childhood to lifelong learning) and included "improve the quality of education" as one of the goals.

[8] n=1,065

"I should say for our organisation, we're never satisfied with gender focus. For us, the investment and depth of analysis across the board needs to be stronger, particularly the connection to issues around masculinities, femininities, attitudes, legislative issues, and household dynamics. However, the team doesn't have this capacity."
- Civil Society Organisation representative

At the same time, some interviewees also cautioned that gender inequalities should not necessarily take priority over other inequalities or other forms of disadvantage, such as disability and poverty, or other cross-cutting issues.

Geographic coverage

The new international education agenda under the SDGs is universal, demonstrating a shift from the MDG era which focussed on the Global South, to include the Global North. In terms of the coverage of the Report, although more than half of survey respondents agreed that the GEM Report provides a wider geographical coverage than other similar reports (56%), only a minority of survey respondents (21%) agreed that the geographical coverage of the Report is well-balanced. However, when asked which regions they would like to be covered more, the majority of respondents selected their own region, with the exception of those based in the North, who mostly selected regions in the South.

Over a third of all survey respondents (38%, n=1228) would welcome greater coverage of Sub-Saharan Africa, 26% want greater coverage of Latin America and the Caribbean, 23% of East Asia and Pacific, 19% of Europe and North America, and South Asia, 17% for Northern Africa and Western Asia, and just 8% for Caucasus and Central Asia. Overall, 44% of respondents want greater coverage of low and middle-income countries9.

A wide range of interviewees, including civil society organisation representatives, youth representatives and UNESCO field offices, indicated that they would like the Report to have more "evidence-based" and "on the ground information" (they used these terms to refer to the examples included all along the thematic sections of the Report) of their own countries or regions in future editions.

The Report's perceived limited added value to the North is due to two main reasons:

- The effective audience of the GEM Report in the North are donors and development agencies (rather than education ministries), who are interested in monitoring education in those countries where they fund other initiatives supporting education, and use the Report as a source to take decisions on aid funding (the use of the Report is further explained in Section 4);

- There is a series of more detailed publications that monitor a range of aspects of education in high income countries in more depth, notably those published by the OECD and the European Commission.

Survey respondents in the North and interviewees consulted in the North found the OECD's PISA Report to be more relevant to their work than the GEM Report. Similarly, the majority of survey respondents based in North America and Europe and Central Asia selected the reports published by the OECD as sources of information they regularly used (53% of respondents based on North America and 62% of respondents based in Europe and Central Asia).

Education levels, from early childhood to lifelong learning

Most survey respondents agreed that the coverage of the different education levels is well balanced. However, 6.7% of respondents disagreed or strongly disagreed with this statement. Similarly, some interviewees did raise comments that

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9 The highest proportion of responses came from respondents selecting their own region – see Annex VI for a full breakdown

lifelong learning was not yet sufficiently covered. In part, this was noted to be due to issues with the SDG agenda lacking clear definition of 'lifelong learning' and a lack of sufficient data.

Further, provision of education by the private sector and informal and non-traditional education were also raised as areas that could be enhanced. A need for coverage of informal and non-traditional education was also tied to concerns about coverage of gender issues.

Other topics

Finally, some stakeholders also suggested topics that they would like the Report to cover more extensively in **future editions:**

- For example, interviewees mentioned: education for children with disabilities, education for children during emergencies or facing violence, early childhood education, lifelong learning, education for disadvantaged groups, global education reform as well as mobilising domestic financing for education.

- Survey respondents were asked which **SDG 4 targets** or topics they would like the Report to cover in future edition. The most frequently mentioned were target 4.1 regarding primary and secondary education (32%), target 4.7 on sustainable development and global citizenship (31%) and indicator 4.C on teachers (30%). Indicator 4.b on scholarships proved to be the least popular.

Lessons learned on Relevance

This section has discussed the quality and overall value of the GEM Report, the relevance of its thematic coverage and the process for selecting the theme, and the consideration of gender and other cross-cutting issues, as well as the geographical coverage of the Report.

The GEM Report was overwhelmingly considered relevant by consulted stakeholders. The evaluation found that the Report is perceived as a rigorous and high-quality piece of research by the wide sample of stakeholders consulted. It is accessible and easy to understand, authoritative, relevant for the SDG 4 agenda and for the education sector, and it successfully fulfils its mandate.

The model of financial and editorial independence is very highly regarded by policymakers and donors, many of whom consider that independence is fundamental to continue perceiving the Report as authoritative and rigorous. However, some stakeholders are not aware of the Report's independence.

The Report has transitioned and adapted well to its new mandate under the SDGs. This wider agenda (in comparison to that of the previous EFA goals), as well as the more extensive list of education-specific targets and indicators, and the SDGs' universal coverage, have expanded the requirements of the Report. The thematic focus has also aided this expanded remit. Overall, both the monitoring and thematic areas of the Report are valued by stakeholders, although monitoring is seen as the Report's primary objective and use.

The themes of the last two editions appear to have been useful and influential in the national and international contexts. However, some stakeholders commented that while the theme *People and Planet* was very strategic and helped bring audiences from other development fields, might not have been relevant enough for the education community; inevitably, some themes will be more relevant to some stakeholders and potential readers than others. Cross-cutting issues, such as gender, appear to be well reflected in the Report and its related products. There is a strong interest in increasing participation in the theme selection process.

Regarding its geographical coverage, although it is considered to have improved in comparison to GMR editions, the global focus (including the Global North) is not sufficiently evident in the newer Report editions, according to some donors, policy makers or academic interviewees. This should not be interpreted as a failure of the GEM Report to cover the North. Most stakeholders consider that the added value of the GEM Report is in monitoring education in the Global South, and they have expressed that they would like the Report to cover the Global South more than the Global North.

3. Effectiveness

The OECD DAC's "effectiveness" criterion refers to "the extent to which [an] aid activity attains its objectives."[10] It assesses the extent to which the objectives of an activity have been achieved or are likely to be achieved as well as the factors influencing this. "Effectiveness" in this evaluation is understood as the extent to which the Report reaches its intended audiences. This largely focuses on the accessibility of the Report and other associated outputs, and the effectiveness of the dissemination strategy for the Report.

Key Evaluation Questions related to Effectiveness

1. How effective has the GEM Report's outreach and dissemination strategy been in promoting the Report's messages to its intended audiences?

2. What are the lessons learned during the transition phase in regards to the effectiveness of the Report?

3. How can the Report's outreach and dissemination be improved for more effectiveness?

This section is structured as follows: First, the effectiveness of the GEM Report's communications strategy is analysed, assessing the extent to which the intended audiences access the Report. Second, the effectiveness of the different communication activities is analysed. Third, the section provides lessons learned on the effectiveness of the Report since the last evaluation was carried out. The section concludes with a summary of the key points and recommendations for how the Report's outreach and dissemination could be improved.

Promotion of the Report to its intended audiences

The GEM Report Team develops an outreach and communication strategy for each edition of the Report. These strategies identify risks and opportunities and establish goals and operational objectives for the dissemination of the Report. However, the operational objectives are high-level goals, and detailed information on how activities are going to be implemented (and objectives met) is not provided. No documented evidence is available on the extent to which these objectives are met or how the strategies are implemented.

As described in the Introduction to this evaluation, the intended audiences of the GEM Report, according to its strategic plan 2018-2019 are: national and international policymakers and officials, CSOs, national and international NGOs, academics, the media, teachers, parents and youth.

However, these audiences are not further explained or identified (for example, there is not a definition of what the strategy understands by youth, e.g. whether this refers to specific youth organisations or the general student population). In addition, it is not clear what the intended outcome of reaching these audiences is: Are civil society organisations expected to use the Report to advocate for certain education policies, to disseminate the recommendations, or both? Is the aim of reaching teachers to influence their practices, or to disseminate the Report within their schools? And finally, how would reaching each of these audiences help the GEM Report accomplish its intended outcomes and impacts?[11] Only the Impact Strategy for 2015

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[10] OECD DAC criteria are available at http://www.oecd.org/dac/evaluation/daccriteriaforevaluatingdevelopmentassistance.htm

[11] Intermediate outcome and overall goal as per current GEM Report's logframe

EFA Global Monitoring Report sets specific outcomes for how different target audiences are meant to use the Report, but there are no links with next steps in the intervention logic.

The survey in this evaluation was addressed to the Report's Mailchimp Newsletter recipients, who are readers of the GEM Report that subscribed to receive a monthly newsletter, and it was answered by 1,228 respondents. Although this sample is not necessarily representative of the population of readers of the Report (i.e. it does not include readers who have not subscribed to the newsletter) or of the intended audience of the Report (i.e. it does not include those who the Report would like to reach but who are not aware of or do not read the Report), it provides the best available estimation of the audience profile.[12]

Table 4. Employment of survey respondents

Employment groups	% of respondents	Number
Academic institution, think tank, research organization	28%	341
in research roles	*11%*	*132*
working as education or training practitioners	*13%*	*158*
other roles	*4%*	*51*
NGOs and civil society	21%	264
as education or training practitioner	*7%*	*84*
in advocacy roles	*4%*	*53*
other roles	*10%*	*127*
National/local government agency or department	15%	184
taking decisions on policies	*1%*	*11*
advising on policy	*5%*	*65*
working as education or training practitioner	*6%*	*72*
other roles	3%	36
Independent consultant / freelancer	*11%*	*138*
Other employment	*9%*	*111*
UNESCO or an Agency dependent on UNESCO	*7%*	*91*
Another UN Agency or international organization	*5%*	*66*
Development or donor agency	*3%*	*33*
Total	100%	1,228

Source: Ipsos MORI survey (n=1,228)

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[12] The sample of the survey was not built to be a significant sample of the population, and therefore these data need to be interpreted carefully.

[Job number] | Version 1 | Public | Internal Use Only | Confidential | Strictly Confidential [DELETE CLASSIFICATION] | This work was carried out in accordance with the requirements of the international quality standard for Market Research, ISO 20252:2012, and with the Ipsos MORI Terms and Conditions which can be found at http://www.ipsos-mori.com/terms. © [CLIENT NAME] 2016

The majority of survey respondents are academics, staff of CSOs and NGOs, policymakers and staff in government organisations, independent consultants and education practitioners. Although less numerous, there are respondents working for development or donor agencies.

Survey respondents also have a high degree of expertise in education; amongst those working in education (89% of respondents)[13], most of them (70%) have been working in the field for over 10 years, and 87% for over five years. Only 13% of respondents have been working in education for five years or less.

Survey respondents were not asked to report their age, so based on this evidence it is not possible to assert that the GEM Report is reaching young people to a significant extent.

The GEM Report Team produces a bulk of products that supplement the GEM Report, some of them being targeted to specific audiences. Although the communications strategy does not explain how each audience is intended to be reached, or which products are specifically tailored for whom, from the interviews conducted we can infer that the Summary Report aims to make the Report more accessible to all the audiences, the policy papers are specially addressed to policymakers and donor organisations, and the Youth Report is addressed to CSOs working in the field of youth and young people. The WIDE database aims to make data better available to all audiences, and the Gender Review is conceived to be used by all types of audiences. Background papers are commissioned to support production of the Report, and these are also published on the GEM Report website, as discussed in Section 5.

Intermediaries such as UNESCO field offices, UNESCO National Commissions and Advisory Board Members support dissemination of the GEM Report outputs. Some audiences are meant to be reached for them to further disseminate the Report's messages and recommendations, such as the media and civil society organisations.

Policymakers

The GEM Report Team does not have a clear strategy to reach policymakers at national levels, nor a database or similar tool identifying the intended audience of policymakers.

Some interviewees expressed that reaching policymakers with a Report, or a document, is not an easy task and that meetings, conferences and other face-to-face events are needed. The GEM Report Team and intermediaries organise launch events to promote the Report. These events are normally attended by high-level policymakers and other officials (launch events are analysed in the sub-section "Dissemination Activities').

Other interviewees expressed that the Report is too long and "too academics-oriented", that "it does not speak to a Minister of Education" and that it needs to better operationalise the recommendations in order to be relevant to policymakers. Interviewees therefore recommended policy papers where findings at national and local level could be more easily accessed. In this sense, many interviewees across all groups of stakeholders would welcome the publication of regional reports or materials that could help localise the findings, such as case studies that highlight a variety of local contexts and appropriate policy remedies.

Donors and development agencies

The strategy to reach donors and development agencies is similar to the one for policymakers i.e. via launch events. The GEM Report Team (usually in collaboration with a donor agency) organises events in those countries where the GEM donors are based. However, there are no specific communication strategies or events to reach other development agencies that are not GEM Report donors. Some GEM products are especially relevant for this group, such as the policy papers.

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[13] Respondents were asked to select the thematic areas in which they work

Youth

The GEM Report Team has been producing a Youth version of the Report since 2012[14]. Conscious of the difficulty of reaching this group, the Team produced a Youth Engagement Strategy for the 2017/18 edition. The strategy included a digital event, targeted events, social media and partnerships (with City University of New York, the European Students Union, and Equal Education) and Youth Ambassadors and spokespersons. The Advisory Board also includes a youth representative.

As the strategy was being implemented at the time of this evaluation, it was not possible to fully evaluate its effectiveness. The stakeholders interviewed in the field of youth also acknowledged the difficulty to reach out this group, and appreciate the efforts made by the GEM Report Team to disseminate the 2017/18 edition. When asked about recommendations on how to reach out more young people, interviewees suggested adapting the language of the main Report, trying to reach teachers and universities with the launch events, engaging young leaders in dissemination and involving young people in the production of the Report. Although some of these recommendations could not be put in place by the GEM Report Team (e.g. modifying the language of the Report for a specific audience), others have proved to be effective (e.g. engaging young people in the production of the Youth Report).

"People can be inspired because they see what other people are doing, and not just the facts."
- Civil Society representative

According to the interviewees, **young leaders can play a key role in the dissemination of the Report**. Not only can they participate in the official communication activities organised to promote the Report, but they can also contribute to dissemination within their own networks. This evaluation has found evidence where young leaders have used the GEM Report as a reference material for their publications in blogs and have promoted the Report within their networks in social media and websites, and this can both support dissemination of the Report and achievement of the intended outcome that national and international communities are well-informed on education and decision-makers are held to account.

"Most commonly, I read summaries, especially with students. I always recommend looking through thematic Reports."
- Academic

Academics

Academics are not considered a "key audience" of the GEM Report, according to the interviews carried out with the GEM Report Team. However, they are indeed users of the GEM Report, and one of the most numerous among survey respondents. Nonetheless, some interviewees were concerned that while the GEM Report is well known among academics in the Global North, awareness is lower among academics in the South. In addition, in the North, some interviewees suggested that the GEM Report Team has better links with academics in Europe than in North America.

To disseminate it better to academics in the Global South, interviewees suggested commissioning more background papers to education experts based in the South and disseminating the Report in Universities in the South.

Universities also play a role in the dissemination and can be a useful channel to reach young people. Among the academics interviewed, a high proportion indicated that they have used the GEM Report as a reference at conferences in universities, and some of them used it as a "textbook" in their classes, contributing therefore to its dissemination to students. Similarly, a few (2%) survey respondents have indicated that they became aware of the GEM Report via universities.

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[14] With the exception of 2014, when only infographics were produced for youth.

Teachers and parents

The only tool specifically targeted to teachers is the Global Education Monitoring Report Teachers' Page[15], a website with some infographic resources in English. This appears to be in line with the suggestion made by an interviewee to better reach this group, who did not suggest modifying the main Report to make it user-friendly for this audience, but instead providing additional visual materials to make the Report's findings and messages more accessible for this audience.

"For practitioners, the GEM Report could make the overview much simpler, keeping the main Report intact. Use visual techniques to make it easier to understand."
– Civil Society Organisation representative

Other interviewees (CSOs and other stakeholders) have suggested using civil society "to repackage the messages to their constituents". CSOs, according to these interviewees, are better placed than the GEM Report Team to draw out the Report's findings and recommendations addressed to teachers.

Media

The GEM Report Team produces press releases in English and other materials in all the UN official languages. It also organises "media events", where media representatives, policymakers and selected civil society representatives and academics are invited to attend.[16]

According to the monitoring information provided by the GEM Report Team, there were 499 articles written per month over the last six months of 2017 (the 2017/8 Edition was launched in October 2017). This was a decrease of 26% compared to the six months over the launch period of the 2016 Edition.[17]

Civil society and NGOs

Reaching CSOs is important, according to the interviewees across all types of stakeholders, because they can tailor and convey the messages to wider audiences. Interviewees representing CSOs appreciated the infographics made available by the GEM Report Team. Views across stakeholders expressed different opinions on how this audience could be better reached. While for some interviewees the language is intelligible and easy to understand, others suggested that the Report should use less jargon and technical vocabulary.

Accessibility of the Report

For the purposes of this evaluation, "accessibility" is understood as the channels the Report can be accessed (downloaded from the website, downloaded from a USB memory or on paper) and the languages in which it can be read.

Survey respondents were asked to identify which, if any, of the GEM Report editions they had **read or consulted in the last three years.** The 2015 GMR Report was read or consulted by the most respondents (69%), while both 2016 and 2017 GEM Reports were read or consulted by 61% of respondents. Eleven percent had not read or consulted the GEM Report or any associated outputs in the last three years. This finding is in line with the number of times the different editions of the Report have been downloaded, as shown in the figure below. It can be observed that the 2015 was downloaded more than the 2016 and 2017/8 editions.

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[15] https://en.unesco.org/gem-report/teachers

[16] Source: Global Education Monitoring Report 2017-8 Media Event Strategy

[17] Source: Management Report July-December 2017

Figure 8. Number of downloads of the GEM Report (English edition of main Report) per month
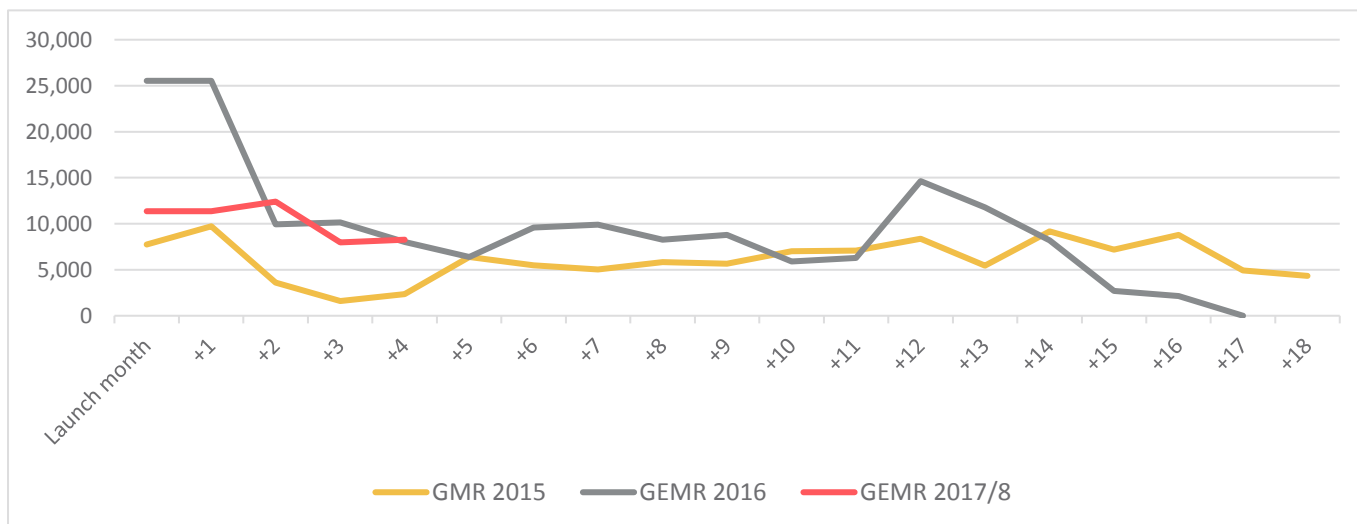
Source: GEM monitoring data

While the main Report is most often accessed annually (29% of survey respondents) or twice a year (29%), **other products are accessed more frequently**. For example, the summary and the statistical tables are accessed monthly (25% and 22% respectively) or twice a year (30% and 27%). Other frequently accessed products are the policy and background papers (both accessed most often twice a year by up to a third of respondents).

There are some differences across audience types. For example, UNESCO and other UN agencies staff, and development or donor agencies use the GEM Report more frequently than other groups. The latter are also the group who access the policy papers on a more frequent basis (39% access them once a month). The World Education Blog is more accessed by NGOs and CSOs than other groups (80% of respondents from this group have accessed it at least once a year, and 21% accessed it once a month).

Just under half (46%) of survey respondents never access the youth version of the Report, or the WIDE database (44%). 28% never use the World Education Blog, and 27% never access the gender review. **This does not seem to be related to the lack of interest for these publications**. On the contrary, UNESCO field offices seem not to be aware of the WIDE database, as some interviewees suggested "an accessible database to retrieve indicators for selected countries" as an additional tool they would like to have. Similarly, those interviewees working in the field of youth greatly appreciated the youth version of the Report.

The Report is published on the website, and print copies are distributed via UNESCO field offices and launch events. Most readers consult the Report online (72%) and most prefer to read it online. However, 30% of respondents would **prefer to read the GEM Report** on paper, compared to the 18% that currently do. In line with this finding, interviewees have raised two different barriers to reading the Report online:

- The lack of internet access in many parts of the world to download the Report. For this reason, the distribution of USB memory stick with the Report was appreciated by some interviewees (located mostly in Africa).

- The difficulty of reading the main Report on the screen, given that its layout is designed to be read on paper. The double-column format requires readers to move across the pages up and down constantly, which hinders reading.

In general, all GEM outputs were considered to be accessible and easy to read except the background papers. Many interviewees raised complaints that **greater accessibility and dissemination of the background papers are needed**, and that it is very difficult to find them on the website.

"The way they marry the Report with other sub-products is excellent. The one thing I would suggest would be more prominence to their background material which can be sometimes not as easy to find. They haven't done a global search function on their website to be able to find a technical paper easily, they don't get as much benefit as they could by not making it easy to search. They do a great job but they need to make it more accessible."
– Civil Society Organisation representative

Languages

The GEM Report is issued in full in all six UN languages (English, French, Spanish, Russian, Arabic, and Chinese). Field offices provide support in further translations of the Summary Report, but these translations vary each year (e.g. in 2017; German, Hindi, Japanese, Khmer, Nepali, Portuguese, Swahili, Thai, Urdu, and Vietnamese translations were issued) and depend on downloads and liaison with Field Office communications teams over local interest. Once Reports are translated, the Communications team ensures there is a regional or national launch event in that language.

The evaluation survey was conducted in all UN official languages and asked respondents about the language in which they would like to read the publications. Most survey respondents answered in English (67%), 14% in Spanish, and 13% in French. A minority answered in Arabic (2%), Chinese (1%) and Russian (1%). Similarly, 69% **prefer to read the GEM Report** and its other publications in English, 13% in Spanish and French, and 2% in Arabic. A further 4% chose Chinese, Russian or "other". However, it should be noted that the survey was only administered in the UN languages, so this may not fully capture the preferences of speakers of other languages.

Some UNESCO country offices commented on the importance of having the Report available in the local language to reach policymakers. This was the case mainly in countries located in the Asia-Pacific region, where English is less widespread.

Dissemination activities

The full Report and the rest of the products produced by the GEM Report Team are published on the website, and disseminated through launch events, a newsletter, social media and media. In addition, the Report team has engaged with government and civil society organizations with the aim to enhance its global, regional and national outreach and impact. The Report team has collaborated with partners, such as UN bodies, (UNICEF, UNHCR, ILO), the Global Partnership for Education and civil society networks, including the Global Campaign for Education, Education International, Malala Fund, Pratham and Education Cannot Wait, with joint events, launches, presentations, reviews and campaigns that draw on Report data and messages.[18]

Respondents to the survey across most groups of stakeholders **became aware** of the GEM Report (or its predecessor, the GMR) mainly through **references in other documents/conferences** (17%) and **UNESCO staff** (16%). Those working for donor and development agencies, however, mostly became aware of the Report through recommendations from colleagues.

Respondents (excluding UNESCO staff) **keep informed** about new editions of the Report or new publications produced by the GEM Report Team through **UNESCO staff** (43%) and the **website** (35%). The **newsletter** and **social media** are also used by a fourth of respondents approximately. **UNESCO staff**, therefore, **play a key role in the dissemination of the Report**.

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[18] Source: GEM Strategic plan 2017-2018

Dissemination also relies on sharing and network effects, including citations, which makes the high quality of the Report crucial for its continued dissemination through this channel.

Launch events and presentations

Once a new edition is published, events are organised to promote and disseminate the Report. These events comprise global launch events, launches at regional/national level and presentations. The number of events held has increased substantially since the last edition of the GMR Report in 2015, when 61 launch events were organised (see table below).

Table 5. Number of events and presentations of the GEM Report for the 2016 and 2017/8 editions

Type of launch event	Total 2016 edition	Total 2017/8 edition[19]
National launch	89	62
Presentation	66	59
SDG 4 workshop	73	0
Total	228	121

Source: Monitoring information provided by the GEM Report Team

The edition in 2016 was promoted in 90 countries via global and national launches, presentations and SDG 4 workshops, the latter organised in collaboration with UNESCO's Education 2030-SDG 4 team. These events were attended by more than 15,000 participants, of which 148 were high-level representatives (including 34 ministers, 21 vice-ministers and 36 state-ministers).

Until 12 June 2018, 138 events to launch the 2017/8 edition had been confirmed, of which 121 had already taken place in 61 countries. The GEM Report Team expected to hold up to 152 events. In total, there were 9,881 participants in the events that had taken place, including 226 high-level representatives (of which 96 Ministers, 9 Vice-Ministers and 38 State Ministers). The launch events are fairly evenly split between the global North and South, and 69 individual countries in the global South had launch events for the 2017 Report, reflecting a relatively even geographic spread.

Organisers of launch events can be divided into four main categories:

- UNESCO colleagues at headquarters, field offices, education institutes, and other UNESCO entities;

- Ministry officials at National Commissions for UNESCO (NatComs);

- GEM Report donors; and

- Organisers of thematic conferences and events.

Most of the launch events are organised by the first group, and more precisely by UNESCO field offices and the GEM Report Team.

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[19] Figures as per data provided in June 2018

Only 6% of the survey respondents became aware of the GEM Report by attending a launch event, and 12% keep informed about new publications by attending these events. However, these events have been recognised by the stakeholders interviewed as a very useful tool to promote the messages of the Report, especially to policymakers. This group mostly became aware of the GEM Report because they were informed by UNESCO staff and, similarly, become aware of new publications via UNESCO.

Launch events were thought to provide an opportunity to the staff working at UNESCO field offices to invite national policymakers to the events and initiate dialogue around the Report's recommendations. UNESCO country offices and National Commissions have been key partners in adapting the Report's findings and recommendations to the local contexts in launch event presentations.

"According to me the topics are relevant and well chosen, but the most important thing is to domesticate them and contextualise them, make them interesting. The fact that it's a global report means it's our role to bring it to the domestic context. It's up to the countries to make sure they can domesticate the global theme, to think globally and act locally"
– UNESCO field office staff

The involvement of National Commissions in the organisation of the events could be effective to attract high-level policymakers to the events, according to the National Commissions interviewed, and are a means to reach policymakers in those countries where there is not a UNESCO country office. So far only one event has been held by a National Commission (UK National Commission in September 2016).[20]

When these events are organised by donors, they support positioning SDG 4 as a priority for aid funding, according to the donors interviewed, and represent an opportunity for the GEM Report Team to speak to high-level policymakers at development organisations and request additional funding for the GEM Report. In addition, launches organised by donor organisations cost little to the GEM Report team – primarily only shipment and travel/accommodation costs.[21]

To successfully plan and deliver launch events, organisers depend on the information provided by the GEM Report Team. Overall, interviewees are very positive about the materials provided (presentations, infographics, information tailored to the region/country, Report's highlights and key messages, print copies of the main Report and the summary, etc.) and the communication exchanged with the GEM Report Team, which was considered "very responsive" by most interviewees.

Some interviewees think that launch events are not enough, and that more should be done to disseminate the Report throughout the year and at the local level.

Social media analysis

As noted above, social media is used by around a quarter of survey respondents to access the Report and therefore represents a key dissemination channel. The evaluation team analysed the number of mentions the GEM Report received across all social media platforms. [22] From February 2015 to April 2018, 48,182 mentions across all platforms were identified. The vast majority of these mentions (95%) were on Twitter.

Unsurprisingly, peaks of activity on Twitter are concentrated in the months when the GEM Report is launched, as the figure below shows. There was also a peak coinciding with the launch of the Gender Review 2018 and the 2030 Steering Committee on SDG 4. It is worth noting that peaks and troughs are common in social media interactions, yet, there is a marked

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[20] GEM Report Launch Events Monitoring Information

[21] Source: Internal documentation provided by the GEM Team

[22] For more information on the methodology, see Annex VIII

difference in the mentions of the GEM Report in 2017/8 compared with the two years previous. The GEM Report's twitter followers have increased steadily over time.

Figure 9. Mentions and Twitter followers by month (Feb-15 to Apr-18)
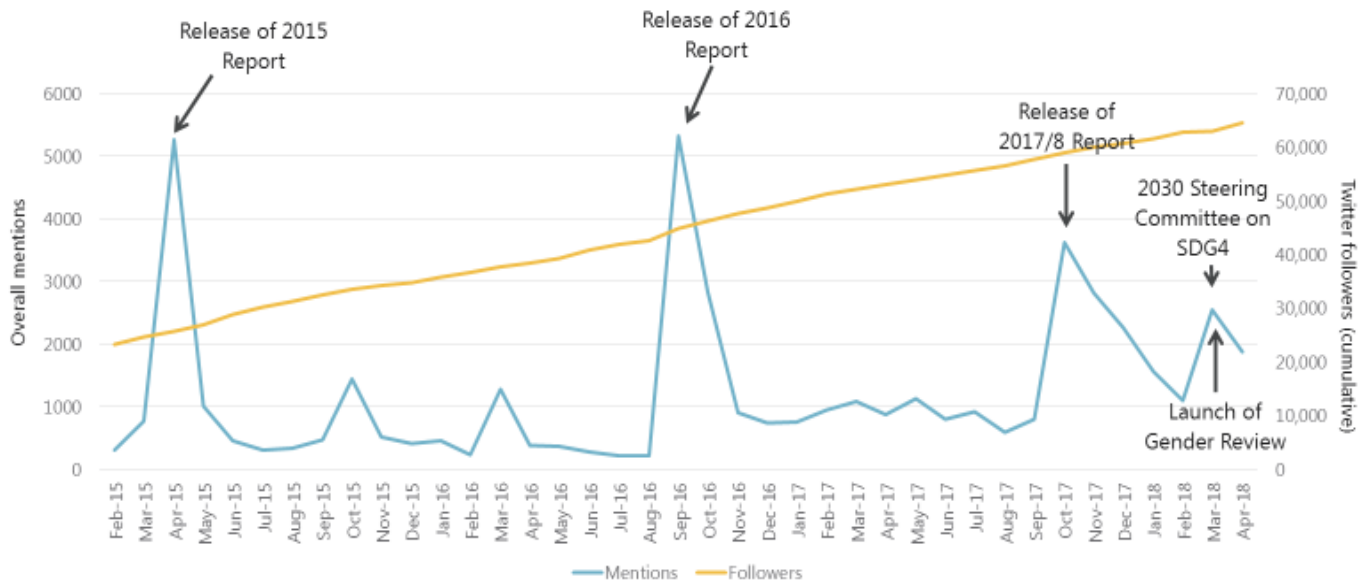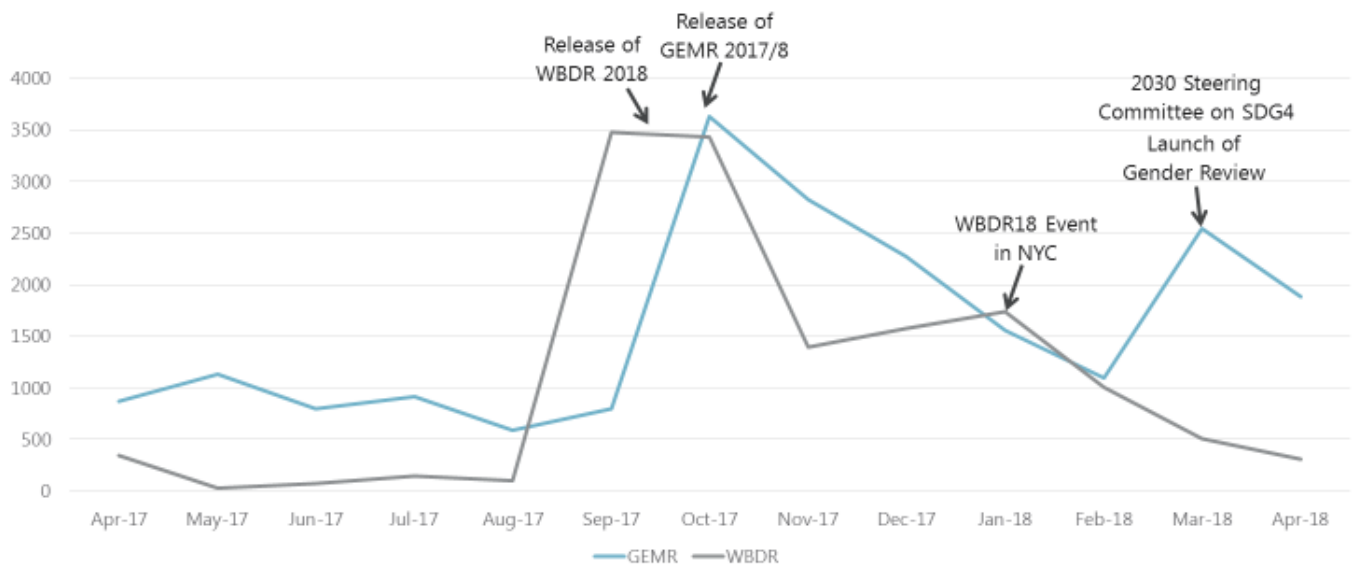

Source: Ipsos MORI based on data retrieved from Crimson Hexagon

To understand how well the GEM Report has performed in terms of social media, a comparison of mentions of the GEM Report 2017/8 and the World Bank Development Report (WDR) on Education 2017 was conducted. WDR was chosen as a comparable report for this analysis because it was launched at the same time as the GEM Report, and therefore both Reports can be compared within the same timeframe, and because in the interviews and survey, participants mentioned WDR as a comparable report. Nonetheless, it should be noted that WDR only focused on Education in 2017. As such a true comparison of the GEMR and WDR is only applicable to the year 2017 and may not be considered a "peer" report in years that follow this evaluation.

Generally, the GEM Report received more mentions over the year (20,897) than the WDR 2017 (14,136). Additionally, the GEM Report release peaked slightly higher than WDR. However, the WDR sustained an almost equal number of mentions in its release month (3,479) and the month after release (3,431), whereas the GEM Report dropped by just under 1,000.

Figure 10. Comparison of Twitter mentions with WDR on Education (Apr-17 to Apr-18)

Source: Ipsos MORI based on data retrieved from Crimson Hexagon

Further analysis was conducted on Twitter data to explore who is engaging with the GEM Report online, and how influential these users are in the GEM Report's network. Excluding the @GEMReport account, the most prolific users (above 100 mentions each) were individuals working, advocating or researching international development. Additionally, official campaign accounts for the UN and external education campaigns and organisations in the same field as the GEM Report mentioned it several times, with some reaching over 200 across three years. The top 15 most influential users are not limited to the fields of international education or international development; however, some have a clear association with the UN.

Overall, the content of the mentions was mostly retweets of @EFAReport or @GEMReport by UN agencies and affiliates. The retweets contain links to newly published materials with little commentary on the Report content. The top most shared URL across all social media platforms was the GEM Report 2017/8 website link[23], followed by the GEM Report Gender Review 2018, and the GEM 2017/8 Full Report. Following this was the GEM 2017 Youth Report page and GEM Report 2016 website.

To examine the GEM Report's global reach on social media, geo-tagged data was collected where possible. Only 22% of the overall dataset had information allowing for identification of geographic location. Overall, 55% of mentions were in Global North countries, suggesting **the social media reach is fairly evenly spread between the Global North and Global South**. This is also reflected in the top 10 countries in terms of number of social media mentions, which are the United States, the United Kingdom, Spain, Nigeria, France, India, Kenya, Canada, Pakistan and South Africa.

Lessons learned on communication and dissemination during the transition phase

This sub-section summarises the key learning points from the whole section on effectiveness, and compares these findings with the conclusions and recommendations from the evaluation carried out in 2014.

Reaching the intended audiences

The 2014 External Evaluation of the GMR acknowledged the complexity of the GMR's Theory of Change and the various routes to disseminate the Report to different audiences. The evaluation pinpointed the need for the GMR team to further

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[23] http://gem-report-2017.unesco.org/en/home/

develop its dissemination and impact strategy, in particular by better targeting policymakers and stakeholders at the national level.

To respond to this recommendation, the GEM Report Team developed a pilot study in 10 countries[24] to better understand how decisions are made on education policy at the national level and to extract lessons learned on how dissemination at the national level could be improved. The recommendations and lessons learned from this pilot study, overall, did not address the impact problematic, i.e. how to influence policy making, but suggested some ways in which the dissemination could be improved and the report made more relevant to the audiences at national level. These recommendations could be summarised as follows:

- Providing information adapted to the national and regional contexts (summaries of findings at national/regional level)

- Translating the Report into local languages25

- Developing shorter summaries for policymakers

- After the launch, organising follow up events: debates or other events in Universities; events at local level with support from the National Commissions; orientation workshops.

These recommendations have also been suggested by the interviewees in this evaluation. However, it should be noted that some of them have cost implications (such as the translations or the follow up events), and some of them are already being addressed by the GEM Report Team: policy papers (although also existed when the pilot study was carried out) are being produced and disseminated, and the team has recently announced that it will produce in-depth regional reports starting in 2020.

However, a key challenge persists: the complexity of the Theory of Change and the different routes to reach the intended audiences. The 2014 evaluation concluded that "there is no overall dissemination strategy that draws together all the channels of GMR dissemination and communication and considers their use strategically in terms of their ability to reach and influence disaggregated target audiences. (…) Outreach planning needs to be more strategic and longer-term, with the aim of getting the correct GMR product into the right hands to meet real needs and to maximise influence."

This evaluation has also found that **there is not a long-term outreach strategy** identifying and defining the intended audiences, which products are tailored for whom, which dissemination activities are addressed to them, and what are the expected outcomes to reach each type of audience. Instead, the GEM Report Team produces multiple strategies every year with high-level goals,[26] and there is no follow up on the extent to which the objectives are met.

The evaluation team considers that **a multi-annual communications and dissemination strategy should be put in place**. The fact of having a single strategy covering multiple years would improve its efficiency and, most importantly, could be analysed and evaluated in the long term. Every edition covers a different theme and, therefore, the strategy will need to be adapted annually.

Accessibility of the GEM publications

The latest two editions of the Report have been less accessed than the 2015 GMR Report, with fewer downloads of the full Report from the website, and fewer survey respondents saying they have read the last two editions compared to the 2015

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[24] Cameroon, Chile, Morocco, Niger, Pakistan, Palestine, Paraguay, Samoa, Tanzania, Viet Nam

[25] The GEM Team highlighted that addressing this recommendations would have tremendous cost implications

[26] For example, for the 2017 edition, the team produced: Strategic plan 2018-2019, 2017 Outreach and Communications strategy, a Youth Engagement Strategy, a Media Event Strategy and a Higher education policy paper strategy.

edition. However, the 2015 Report was a landmark report which brought the timespan of the MDGs to an end. The readership would necessarily have increased because the 2015 Report provided a comprehensive accounting of progress between 2000 and 2015 and made recommendations for the post-2015 agenda (the SDGs). **The reduction in readership must therefore not be seen as a problem during the transition phase from the GMR to the GEM Report.**

As regards the channel in which the audiences read the Report (online, USB or print copy), the 2014 Evaluation highlighted the difficulty in disseminating the Report to those countries where Internet connexion is weak, and the limitation that the printed copies are disseminated by country offices, who might not be reaching out to relevant audiences or disseminating all the copies (and therefore producing inefficiencies).

Nonetheless, the stakeholders consulted in this evaluation have agreed that disseminating the Report is still a challenge in many locations where Internet access is low. Although only 7% of survey respondents accessed the Report from a memory stick (11% would like to access it this way), this must not be understood as a non-effective channel. There might be self-selection in the sample of the survey, as those people with little Internet connexion are unlikely to respond to an online survey. Indeed, interviewees have suggested this channel as a useful tool to disseminate the Report to those places with low Internet access.

Regarding the accessibility of the different GEM products, **this evaluation has found that the background papers are not disseminated enough, nor are they easy to access on the website**. Many interviewees would welcome more access to background papers (especially those that might be country-relevant). This poor accessibility of background papers might impact **perceptions of quality,** as the sources used to draw the Report's findings and recommendations are not sufficiently published.

Communication and dissemination activities

Overall, the different communication tools are working well together and they complement each other in terms of the types of audiences they target and their geographical focus.

Regarding the launch events, the 2014 Evaluation found that "whilst the GMR team has made efforts to encourage UNESCO field offices to hold launches, including making contributions to funding, the GMR team has little influence and it is up to the field offices themselves to decide to hold a launch, leading to varying coverage year-on-year." Launch events organised by UNESCO field offices have increased in the last editions, and have been attended by a high number of high-level policymakers.

Interviewees representing UNESCO field offices, although used both the monitoring and the thematic parts of the Reports, valued greatly the thematic aspects of the latest two editions, and assured that the launch events provided them the opportunity to raise these issues with national policymakers. This suggests that **the inclusion of these themes might have contributed to increase the engagement of the field offices in the organisation of launch events and the dissemination of the Report.**

Overall, the GEM Report is doing well on social media, with a comparable reach to the WDR, strong engagement by key advocates, and a wide geographic reach. When compared the WDR 2017, the GEM Report maintains greater coverage along the year and achieves more mentions when it is launched. However, despite the increasing number of followers since 2015 to 2017, the latest edition has been commented less on social media.

Opportunities to improve the Report's effectiveness

The evidence collected through this evaluation suggests that **the GEM Report reaches some audiences better than others**: academics, policymakers, donor and development agencies, the media[27] and CSOs and NGOs appear to be accessing the Report.[28] Teachers and youth are also being reached, although to a lesser extent. To better reach the latter, interviewees have suggested using Universities and involving young leaders in the production and dissemination of the Report.

The dissemination strategy relies heavily on **UNESCO field offices**, for which the materials and the support provided by the GEM Report Team are essential. This support is currently very well valued by UNESCO field offices. For example, interviewees greatly appreciated the introductory video to the 2017/8 edition that was prepared by the GEM Report Team, which was used during the launch events.

There were some suggestions for improvement of support to launch event organisers, raised by some interviewees:

- An online tool to easily bring together indicators for several countries within a region, to allow cross-country comparison.

- Better proof-reading the translations of the PowerPoint presentations.

- An online platform with editable materials. Interviewees also suggested to make the access to this platform available to Universities, so that teachers can use it in classes and presentations.

- More guidance on how to use and disseminate the Report, especially to tailor findings to local context.

- Enhance dissemination at more local levels within countries by organising additional events.

The role of the **National Commissions** as event organisers in those countries where there is not a UNESCO office should be explored. These stakeholders can be an effective intermediary to attract high-level policymakers to the launch events and promote the GEM Report within ministries of education.

Finally, interviewees have suggested some ways to improve outreach to certain audiences:

- To reach policymakers, interviewees recommended more accessible, locally-relevant policy papers. In this sense, many interviewees would welcome the publication of regional reports.

- The youth version of the Report has been well valued by those interviewees working in the field of youth. The strategy that the GEM Report Team has put in place to reach out young people with the last edition of the Report seems very relevant. However, this strategy does not acknowledge the role of teachers and universities in promoting and disseminating the GEM Report among young people.

- While the Report is well known among academics in the North, more focus should be put on disseminating the Report to academics in the South.

- To better reach teachers, interviewees suggested using CSOs and NGOs, who can adapt the Report's messages to this audience and spread the messages within their constituents.

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[27] Based only on monitoring information provided by the GEM Team, given that this group has not been interviewed.

[28] Based on survey responses and monitoring information from launch events.

- While all stakeholders agreed that reaching civil society should be one of the main objectives of the outreach strategy given their role as intermediaries to spread the messages to wider audiences, there was less agreement on the formulae by which the GEM Report could better reach civil society.

4. Impact

The OECD DAC "impact" criterion refers to "changes produced by a development intervention". As set out in the GEM logframe, the Report's overall goal is to: "Contribute to inclusive and equitable quality education and promote lifelong learning opportunities for all (SDG 4)." In this section, we will be assessing the two immediate outcomes and one intermediate outcome anticipated in the logframe (we will return to terminology and the most appropriate way to conceptualise the Report's intended impact to in the Conclusion):

- *Immediate Outcome 1 (Research and monitoring):* Increased commitments and improved practices of national and international education stakeholders towards improved education and skills.

- *Immediate Outcome 2 (Outreach and communication):* Increased awareness of education goals and strengthened accountability among education stakeholders.

- *Intermediate Outcome:* Education systems, plans and policies are strengthened to provide quality education to all.

Below we set out the key Evaluation Questions related to Impact. The rest of this chapter is organised according to these questions.

> **1. What has been the impact of the Report at the global, regional and national levels? To what extent has the GEM Report achieved its outcomes in accordance with its results framework?**
>
> **2. How should the GEM Report define and measure impact? How can evidence on Report impact at different levels and for different audiences be captured?**
>
> **3. Can the GEM Report's results framework be adjusted or improved to better capture its impact consistent with its mandate, and how?**
>
> **4. What are the lessons learned during the transition phase?**
>
> **5. How can the Report's impact be further improved?**

For the purposes of evaluating the impact of the Report, it is useful to further drill down into levels of impact, drawing on the so-called "Westminster Model"; these reflect outreach to target audiences, and outcomes, which reflect quantifiable changes in attitudes, behaviours or opinions, and are defined as follows:[29]

- Level 1 (awareness): target audiences know about the GEM Report and consult it.

- Level 2 (knowledge): target audiences feel informed about the GEM Report's messages and recommendations on specific themes, and about how SDG 4 is being achieved.

- Level 3 (interest): target audiences use the Report as a source of reference in their work.

- Level 4 (support): target audiences take in and disseminate the Report's messages and recommendations (influence on policy dialogue), and accountability is strengthened.

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[29] See, for example, City of Westminster (2011) Evaluating Your Communication Tools. What Works, What Doesn't? The Westminster Model.

- Level 5 (action): Increased commitments and improved practices of national and international education stakeholders towards improved education, skills and learning outcomes (influence on policy making).

Section 3, above, on Effectiveness analysed the outreach of the GEM Report, i.e. level 1 of the scale. In this section, therefore, we analyse the subsequent levels of influence, i.e. 2 to 5. We look at 2 and 3 together.

Levels 2 & 3: Knowledge and Use of the Report

This subsection analyses levels 2 and 3 of the influence scale i.e. to what extent the audience feels informed of the Report's messages and recommendations on specific themes, and about how SDG 4 is progressing, and how the audiences use the Report.

A large majority of survey respondents (88%) agree that the GEM Report has increased awareness of the new international education goals, and this view was also shared by interviewees. Others, however, questioned whether awareness is being raised outside the education sector.

"It is contributing to the achievement of SGD4; the Report has educated audiences on this."
- Regional organisation

As regards actual use, we found that different audiences use the GEM Report for very different purposes. Most respondents use the GEM Report as a source of reference to support their existing work or study (76%). Six in ten (59%) use it as a source of reference to identify good practice for policy, and 54% use it as a source of personal development and training. Lower proportions of respondents use the GEM Report as a source of analysis that influences the strategy, programming and/or policy in their organisation (48%), and as an advocacy tool with those outside their organisation (32%). Just two percent consult it but do not use it. This pattern held across all employment sub-groups. NGOs and development and donor agencies more commonly use it as a source of analysis that influences the strategy, programming and/or policy in their organisation than other groups (56% and 70% respectively).

Figure 11. What do you use the Global Education Monitoring Report for? Please select all that apply.
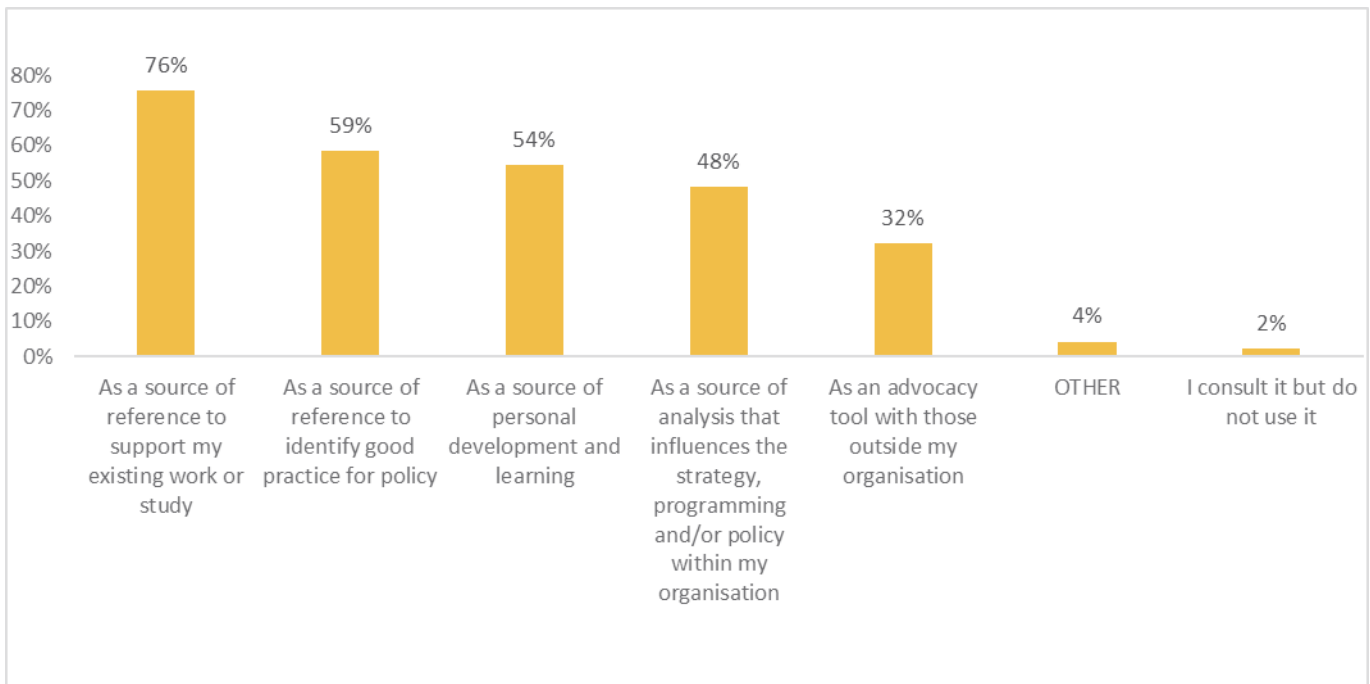
Source: Ipsos MORI survey (n=1065); Respondents could select all that apply.

Of those who selected "other" a few key reasons were mentioned including; as readings for lectures and training or to inform teaching/lesson planning, and as a source of comparative statistics.

Of those that **reference or use the GEM Report to contribute to their own documents**, most reference presentations at conferences or education events (62%). Next it is referenced in research reports or academic articles (54%) and projects/programme/funding proposals or reports (42%). A smaller proportion of respondents referenced the Report in advocacy reports and materials (36%), national policy and strategy development processes (27%), editorials, media articles or blogs (19%), and press releases or media briefings (15%).

Policymakers

Among **those working in national/local government agencies and departments**, the primary use of the GEM Report is as a source of reference to support existing work or study (72%), as a source of reference to identify good practice for policy (62%), and as a source of personal development and learning (58%). Within this category of respondents, the pattern held across job role;[30] however, those whose role is "taking decisions on policies" **mostly used the Report as a source of analysis that influences the strategy, programming and/or policy within their organisation** (86%) whereas others selected this much less (~40-50%). They also used the Report **as a source of reference to identify good practice for policy** to a higher proportion than the average (86%), as did those whose role is "advising on policy" (71%). All other subgroups selected "as a source of reference to support existing work or study" most. The high ranking of "as a source of reference to identify good practice for policy" among options, its selection by a majority of respondents in government, and the high proportion of decision-makers using the Report to influence strategy and policy, suggest that the GEM Report is achieving its aim of influencing policy.

The interviews shed further light on this. Those in government describe the use of the Report to place issues on the table in key ministerial meetings (national and regional) and to inform strategy. Both the monitoring and the thematic chapters seem to be equally useful and used for different needs.

"It was very helpful to have data about inclusion and equity; we used them to inform our strategy"
- Government Agency representative

Donors and development agencies

Seventy percent of survey respondents from the group of "donors and development agencies" use it as source of analysis that influences the strategy, programming and/or policy. The interviews back this up; donors to the GEM Report use it as evidence on which to take **aid allocation decisions** (countries, programmes). Some even use the Report as a source of indicators for their own performance and results management, assessing the success of their bilateral programs with GEM Report data. Some donors spoke of how the Report helps them make the case for certain policies and priorities (examples given included girls education and simply the need to fund education more generally). The Report is both a reference point for internal discussions, and a source of evidence for external meetings and advocacy. The data from the Report is valued and trusted and used in myriad reports and communications, both private and public.

Importantly, donors do not tend to use the Report to inform policy in their own countries i.e. it is mostly still seen as a report relevant for work in "developing countries". In this regard, it should be noted that no interviews were carried out with representatives of Ministries of Education in the Global North (see limitations described in the Introduction), who might have offered a different perspective on how the Report is used, if at all.

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[30] Categories are: those who are taking decisions on policies (7 people), advising on policy (58 people), working as education or training practitioner (57 people), and other roles in national/local government agencies and departments (29 people). Numbers reflect those who answered that they use the GEM Report, so are slightly less than numbers above for respondents in these sub-groups

"We have numerous education advisers, many in field. These advisers use the Report as a source of reference for data, and also for policy dialogue with the government. GEM data are also used very extensively for all external communications (such as speeches and our website)."

- GEM Donor representative

"We use the Report as a source of reference to prepare speeches for our Minister of Education. We use the Report mostly in our international activity to produce internal notes. It helps provide arguments e.g. it helps us justify international funding on education and education for girls."

- GEM Donor representative

UNESCO field offices

According to our extensive interviews, the UNESCO field offices use the GEM Report as a **reference for presentations** and discussions with governments, putting issues on the table, and pressing where evidence suggests more work is required. This finding was across the board – there is little doubt how important the Report is for UNESCO in its country-level work.

One weakness was raised by a number of field offices in very different geographies: there is a lack of detailed data at the national level for certain counties (i.e. there are very few examples included in the thematic chapters, or none, for some countries). This is not necessarily something the Report can overcome, given its wide global remit, but it does mean it is limited in what it can do at the national level, and/or that further data from other sources needs to be added by country staff.

We use the Report all year round. When we need to make a presentation, we use it... We are certain of its academic value and quality. It is a fundamental basis of our work.

- UNESCO field office staff

Academics

Of those working in academic institutions that **reference or use the GEM Report to contribute to their own documents**, most reference research reports or academic articles (73%). Next, it is referenced in presentations at conferences or education events (66%). and projects/programme/funding proposals or reports (35%). A smaller proportion of respondents referenced the Report in advocacy reports and materials (27%), national policy and strategy development processes (18%), editorials, media articles or blogs (16%), and press releases or media briefings (9%).

The interviews demonstrate a mixture of interest in and use of the Report. Many academics use the Report in their own research and in their teaching, encouraging students to get to use both the data and the thematic discussions as a resource.

"The accountability discussion is very good for teaching. Data is useful and persuasive. I use the Report in class and find students like it for its accessibility."

- Academic

"The GEM Report is very useful for my students, and the database is very useful. I think we use that much more than the Report itself. Making the data available for analysis is one of the best things that has happened with the Report."

- Academic

Others are a bit more circumspect; while the Report might be a useful reflection of the current debates in education, its analysis is too global for use by many, and understand that they are not the main audience of the Report.

Bibliometric analysis was carried out to understand whether and how the GEM Report is used in academic publications. The findings of this analysis are contained in detail in Annex V. The GEM Report was referenced in 257 academic publications until 31st December 2017, covering 11 different GEM Report documents. The vast majority of these citations are of the EFA Global Monitoring Report 2015: Education for All 2000-2015 Achievements and Challenges - Full Report (67%). As academic papers have a long publishing process, it is natural that the oldest Report would receive the highest number of citations; however, this may also be due to the summative nature of the EFA GM Report 2015 and its subsequent overall outreach. The 2016 Report had the second highest number of citations (18%). Policy papers were the third highest, receiving 9%.

The majority of authors of cited reports were in countries of the Global North: the USA, UK, Canada and Germany. However, many had joint authorship with people from the Global South such as China, South Africa, India, and Kenya. Most papers were published in the English language (87%) followed by Spanish (10%), French (2%), Portuguese (1%), and Russian and Afrikaans (1 citation each).

Table 6. Summary of GEM Report documents found in Web of Science Core Collection

Year published	Cited UNESCO document	% of citations
2015	2015 Report	67%
2016	2016 Report	18%
2015-2017	Policy papers	9%
2015	Gender review 2015	2%
2015	Regional overviews	2%
2016	Gender review 2016	1%
2017	2017/8 Report	0%
2015	Background papers	0%

Source: Clarivate Analytics

Civil society

Of all the sectors, civil society is one of the most enthusiastic about the Report. It is used for deepening the knowledge of education advocates around the world, and as a reference point and basis for advocacy at the international level (i.e. generally with regard to reaching SDG 4) and also in national campaigns.

"It has given the global education community a common reference point for where we are in terms of the goals agreed. That's important to have a common reference. If it didn't exist, one would have to create it...For those of us who are serious about evidence-based policy, the Report is very important."
- Civil Society Organisation representative

Use of the Report outside of the education sector

The bibliometric analysis found that the journals in which GEM Report publications were cited come from a range of subject backgrounds, with the majority of citations in Education and Educational Research or Scientific Discipline journals (60%). Others covered a range of fields, but with five percent or less coming from each, including Environment, Social Sciences, Economics, Health, etc. Similarly, a number of interviewees noted that while it is well known within the education sector, it is hardly known outside of it.

Level 4: Influence on policy dialogue and accountability

This sub-section of the report assesses the impact of the GEM Report on policy dialogue (Level 4). More specifically, it assesses to what extent target audiences take in and disseminate the Report's messages and recommendations, and the contribution of the Report to strengthen accountability amongst the audience.

Overall, while the sub-section above shows that the survey and interview evidence indicates that the Report is a common point of reference and is used to help formulate strategy across the education sector, there were some concerns raised by interviewees in regards to how much the findings and research contained in the Report actually influence plans and decisions.

"The operationalisation of the findings is debatable – it's good as a normative global piece, but how countries take it on board at a national level is difficult to say."
- GEM Donor Representative

Survey respondents agree that **the Report has promoted dialogue on education at an international level** (83%) and that it **brings education issues to the political agenda** in the countries or regions where they work (60%). Slightly fewer respondents, though still over half, agreed that the Report strengthens accountability (57%); notably, this was the least-agreed with statement among the anticipated impacts of the Report surveyed. In particular, UN agencies were mostly neutral that the GEM Report strengthens accountability in education (45%).

Figure 12. Overall, to what extent do you AGREE or DISAGREE that the Global Education Monitoring Report has contributed to the following.
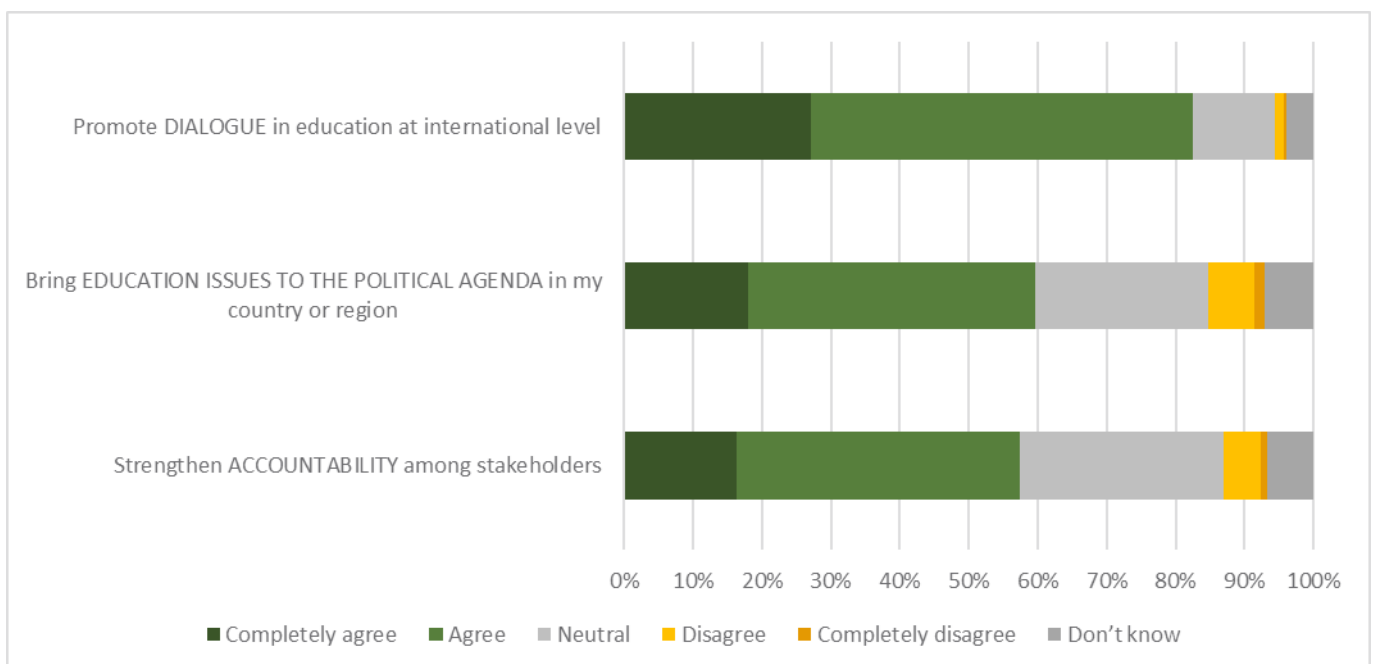
Source: survey (n=1065)

Launch events are an opportunity to **initiate dialogues with policymakers** and bring SDG 4 and education topics onto the political agenda once a year. Thus, stakeholders at national levels found that the GEM Report ensures that education is pushed higher up a national policy dialogue. Further, within the education discussion, the Report's themes and approach can **influence national agendas.** One interviewee described how in their country, those responsible for education change so often that one constant has been the GEM Report, which has therefore influenced the policy agenda.

"The Report has influenced policy dialogue. The new Minister of Education had already started to consider accountability within education - he had already started the dialogue, the GEM Report then came along and fitted in with his agenda. Following this the donors are now supporting the National Plan."
- UNESCO field office staff

Another route of influence is via **regional dialogue and relevant international bodies**. By influencing the agenda of regional and global meetings on education, or where education is relevant, the Report indirectly influences national level discussions. A number of interviewees highlighted the importance of investing sufficiently in these meetings, which seem to play to the Report's strengths and mitigate weaknesses (such as an inability to get into too much country-level detail).

As regards **accountability**, this plays out in a number of ways. On the one hand, governments themselves compare themselves to peers – a competitive process can ensue from publishing basic data, and in this way pressure and accountability accumulate.

On the other hand, the Report is used by other sections of society to hold a mirror up to government policy. The media, according to some interviewees, uses the regional comparisons as a way in to reporting on the Report, thus increasing accountability and pressure, while civil society and NGOs use the findings to advocate for policy issues.

"Local communities are using it to hold government to account. During the global action week for education for example. We are using the GEM Report's messages on accountability – they are in local languages. Local parliament members are being told the messages from the global level and asked, 'what are you doing about it?'"
*- Civil society representative*

Level 5: Increased commitments and improved practices

This sub-section explores the last level of the scale of influence. This level refers to the impact of the Report on policy making, and in particular on increased commitments and improved practices of national and international education stakeholders towards improved education, skills and learning outcomes.

A very significant proportion of survey respondents (70%) agreed that the Report leads to increased commitments to quality education, except UN agencies which are mostly neutral that the GEM Report increases commitments towards quality education (38%). Slightly fewer respondents, though still over half, agreed that the Report influences changes in education policy (61%). Those working in national or local government agencies and development and donor agencies strongly agreed that the Report leads to increased commitment towards quality education (75% and 61% respectively).

Figure 13. Extent to which survey respondents agree or disagree with the following statements about the GEM Report.
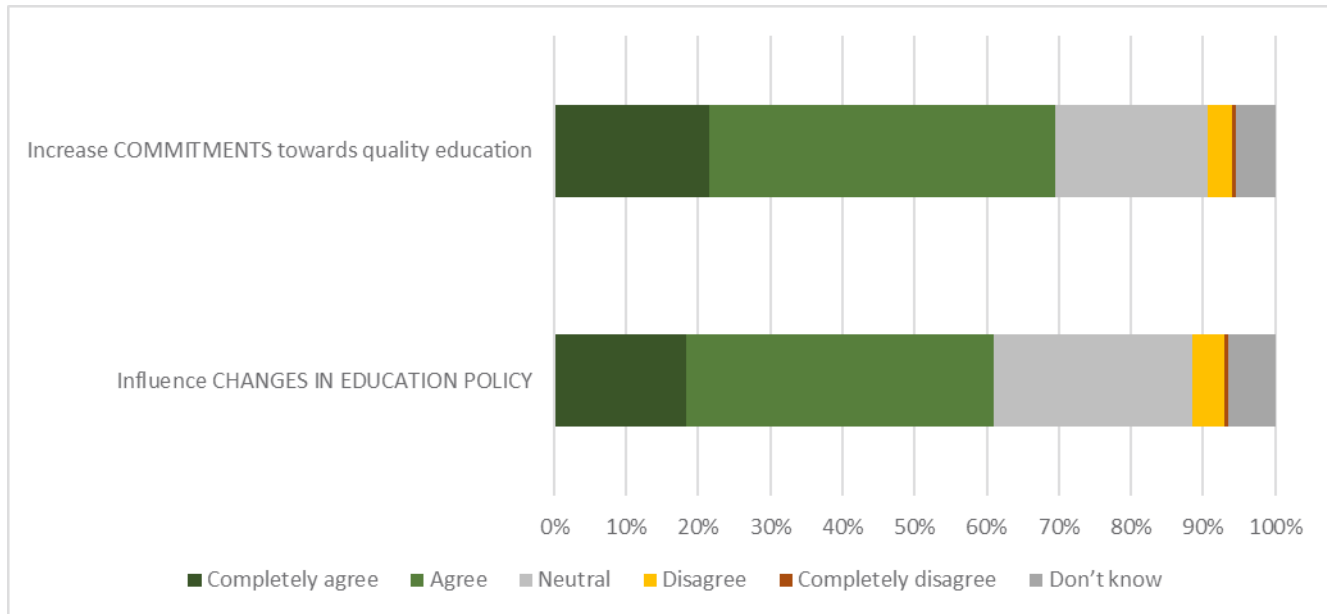
Source: Ipsos MORI Survey (n=1065)

Many of those interviewed were well-versed in the difficulties of attributing policy change or increased financial commitments to the GEM Report – national politics is, of course, a highly complex environment and the GEM Report only one of a myriad of influencers. While the influence on dialogue i.e. discussion of key issues, is fairly clear, how that then translates into actual decision-making is disputed. This point of view is well summarised by the quote below:

"So far, I don't think the GEM Report has any significant impact in policy dialogue or policy change based on their response to national launches, etc. and it's always communicated with them but they keep silent on their views so it's difficult to know if they're even interested in it at this point."
- UNESCO staff

Few interviewees were able to think of specific examples where the GEM Report directly influenced a policy, although there were some exceptions, such as illustrated by the quotes below:

"The Report influenced the country's policy because it came out when we were drawing up the strategic plan. The Report gave us a scientific and technical support for topics and components already identified. It made the plan more robust."
- Government Agency representative

"The Minister in [COUNTRY] used the Report to make a few changes in government policy on books and whether money should be sent directly to schools or not."
- Advisory Board member

How to define and measure impact

This section has established and defined several levels of influence for the GEM Report, which can be categorised as outputs, outcomes and impact. The lower the level, the easier it is to certify the contribution of the GEM Report to that specific result.

[Job number] | Version 1 | Public | Internal Use Only | Confidential | Strictly Confidential [DELETE CLASSIFICATION] | This work was carried out in accordance with the requirements of the international quality standard for Market Research, ISO 20252:2012, and with the Ipsos MORI Terms and Conditions which can be found at http://www.ipsos-mori.com/terms. © [CLIENT NAME] 2016

For example, the improvement on practices of education stakeholders (last level of influence) will occur as a result of multiple interventions, or factors, and the contribution of the GEM Report is expected to be marginal.

Interviewees highlighted numerous challenges of attributing impact to the Report. They noted that the Report's influence is limited as it is a Report rather than a campaign. Others highlighted that there are numerous other factors contributing to policy impact.

Ultimately, the GEM Report does not have a **clear strategy to effect policy change**, and it is therefore hard to track any changes back to the GEM Report's contribution. A further complicating factor is that it takes time for policy to change, making it hard to track. The consequences of any changes in policy may take even longer to measure.

Measuring impact

The output (level 1, target audiences know the GEM Report and consult it) can be measured via the number of downloads of the GEM products from the website. The rest of the levels, however, are difficult to quantify: how to measure how many people have taken in the Report's messages and are disseminating it? Or how many people are using the Report as a source of reference?

The GEM Report Team has been monitoring impacts via the launch events, understanding impacts as commitments or achievements that policymakers shared during these events. However, no follow up has been done after the events take place (ex. six months after the event was organised) and such a monitoring system would be very challenging to implement for a team with the size of the GEM Report Team and the number of launch events that are held annually across the world. That said, the GEM Report may have more impact than it is able to report on. While the team tries to combine quantitative and qualitative information to measure its impact, it is more tangible at the regional or global level, but more difficult to monitor at the national level.

On the other hand, the GEM Report Team needs to be able to capture impacts and showcase the Report's achievements to its donors, which is necessary to demonstrate accountability and fundraise and ensure the Report's sustainability.

A monitoring system registering these elements does not seem feasible for the above-mentioned reasons. The only efficient option to measure impact, therefore, would be conducting regular surveys, for example once a year, to a sample of target audiences. The survey carried out as part of this evaluation could be used as a baseline to monitoring impact.

Recommendations to improve the results framework

The GEM Report Team has a number of monitoring tools in place:

- Data on number of GEM products' downloads

- Website analytics

- Social media statistics (number of followers)

- Register of launch events, including number of participants and cost of the events

Overall, the monitoring tools seem to collect all the relevant information on outreach of the Report.

In addition, the GEM Report Team has defined indicators to measure the outputs and outcomes, as per its logframe, as well as targets for every year (baseline 2016, targets established for 2017, 2018 and 2019).

Indicators should be SMART[31]:

- Specific – target a specific area for improvement.

- Measurable – quantify or at least suggest an indicator of progress.

- Assignable – specify who will do it.

- Realistic – state what results can realistically be achieved, given available resources.

- Time-related – specify when the result(s) can be achieved.

The GEM Report Team monitors at the moment a set of indicators (see table below), for which we have made an assessment, also presented below.

Table 7. GEM Report's monitoring system

Type of indicator	Indicator	Assessment
Outcome 1: Increased commitments and improved practices of national and international education stakeholders towards quality education, learning and skills	Number of global, national or local development policies or programmes influenced by the Global Education Monitoring Report	We would suggest changing the description of the indicator as "number of examples of global…", given that only some examples are collected. In addition, we would recommend to include two new indicators: - Percentage of survey respondents who agree that the GEM Report increases commitments towards quality education (baseline 2018: 70% based on n=1065) - Percentage of survey respondents who agree that the GEM Report influences changes in the education policy (baseline 2018: 61% based on n=1065)
Output 1.1: The annual Report provides global and comparative research, with an emphasis on learning, equity and gender; monitors education targets in SDG goals; and analyses national and international education policies – which support specific policy recommendations.	I.1. Annual report produced and launched I.2. Number of gender, youth and policy-related products produced	Indicators are relevant and measure the ouput
Output 1.2: Greater availability of pertinent evidence and data for policy making from diverse sources and experts	I. 3. N° of background papers commissioned & completed and featured in the final t I. 4. Statistics and indicators to monitor achievement of internationally agreed education goals (number of countries for which data is presented)	We would recommend to split indicator I.3 into two indicators: - Number of background papers commissioned/completed - % of background papers featured in the final report / background papers completed
Outcome 2: Increased awareness of education goals and strengthened accountability among education stakeholders.	I. 5. N° of media articles (published/printed) per month	We would recommend re-classifying this indicator as an indicator for Output 2.1. Our recommendation is monitoring this outcome via surveys:

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[31] George T. Doran (1981) There's a S.M.A.R.T. way to write management's goals and objectives, Management Review

		▪ Percentage of survey respondents who agree that the GEM Report promotes dialogue in education at international level (baseline 2018: 83% based on n=1065) ▪ Percentage of survey respondents who agree that the GEM Report brings education issues to the political agenda in their country or region (baseline 2018: 60% based on n=1065) ▪ Percentage of survey respondents who agree that the GEM Report strengthens accountability among stakeholders (baseline 2018: 57% based on n=1065)
Output 2.1: Influential global education monitoring reports and policy papers produced and disseminated containing specific recommendations	I.6. N° of copies Report (English) printed and % distributed I.6.a) N° of copies Report (all languages) printed and % distributed I.7. N° of Reports downloaded (current edition, all languages) & on-line report views I.8. Number of page views of the WIDE Database*	We suggest including I. 5 as an indicator monitoring this output.
Output 2.2: Increased awareness of report messages and recommendations via events and tailored outreach activities to the wider education community	I.9. N° of outreach events, high profile global, national and regional launches organised by GEM Report team and partners, and % of launch events in developing countries I.9.a) N° of senior officials attending high profile events I.10. N° of Youth Outreach events I.11. Number of outreach contacts* I.12. N° of average blog visitors per month	If feasible to monitor, we would suggest adding: ▪ Number of twits published per month by the GEM account (monthly average)

Overall, the KPI (Key Performance Indicators) used by the GEM Report Team accomplish the SMART criteria. Only minor adjustments are recommended. The most significant additions are the indicators that monitor outcomes, which would be based on a yearly survey. However, carrying out this survey would have cost implications that need to be considered.

Key findings and lessons learned

In conclusion, there is little doubt that the Report **positions and promotes education within Agenda 2030 and governmental priorities.** However, there is little evidence gathered of specific policy impacts, only the occasional anecdote. Often the intended policy impact is simply too general to measure.

Across the survey and the interviews there was a high degree of agreement about how the Report has an impact. It is used widely by all sectors, although in different ways, and this use raises awareness of SDG 4 and education more broadly. The issue of education is raised up the agenda; this kind of impact is significant and important, but there is little evidence that the GEM Report contributes to specific policies. But then, asked many respondents, is that really the aim of the Report, and should it be held to that objective?

Reviewing the most recent evaluation (of the GMR) from 2014, the findings on impact are very similar to those we present here. The 2014 evaluation summarises its key findings as follows: "Overall, where stakeholders are aware of the GMR and

have access to it, it is playing an important and influential direct and indirect role in policy discourse and policy-making. This is particularly the case at international levels. However, the reach and awareness is too low at national levels to provide regular or consistent influence on policy dialogue in many countries."

In response to the 2014 evaluation the GMR team wrote: "While the GMR believes that its strength and influence are strongest at the global level, it is keen to find more effective and efficient ways to impact national level debates and audiences, within the limited means at its disposal." It is clear that this commitment still exists, but it is not clear that any particular progress has been made along these lines i.e. the barriers and challenges to impacting national level decisions continues.

The team also committed to producing "an expanded framework for assessing the impact and influence of the main Report and team outputs". While, in our view, the logframe is adequate to describe the way the Report influences change, it can be improved significantly. For that reason, we have worked on an updated Theory of Change (see Section 1), based on our findings.

The questions we want to answer in this section have included: How should the GEM Report define and measure impact? How can evidence on Report impact at different levels and for different audiences be captured? Can the GEM Report's results framework be adjusted or improved to better capture its impact consistent with its mandate, and how?

There are four recommendations, ideas and suggestions.

First, understand more clearly the role of the GEM Report in influencing policy. In general, it is too much to ask that a report of this nature should influence specific policy decisions at the national level. However, it should contribute to setting the context at an international level, and it has proven its ability to do that. The Report frames the debate and the national level policy is developed within this context. It is not the responsibility of the GEM Report Team to influence the national level – that depends on a range of further factors. If the intention is really to influence policy, the whole process is likely to be somewhat different e.g. identify particular policies to change and build the whole Report around this intention i.e. become something more like an advocacy report. One interviewee advised the GEM Report Team to "try to view the academic/data/analytical side as one track and the political side as another track". The first is the clear mandate of the Report, the latter is more a "nice to have" – taking advantage of opportunities that present themselves, but not core to the work plan. If, however, the view is taken that policy change should be a key objective, a range of measures will be necessary to turn a report-writing and dissemination exercise into more of an advocacy campaign, not least with better honed recommendations, as mentioned by many interviewees. The Theory of Change should in turn reflect the appropriate balance of intended impact, and the various channels to influence awareness, accountability and policy.

Second, be clearer about the audiences to which the Report is directed. There are many routes to awareness raising, accountability and policy impact – they should be better identified in order to hone strategies. **Short documents tailored to target audiences would** make findings more available to specific groups.

Third, a key aspect of such clarity is the role of regional organisations and influencers – a number of interviewees raised the opportunity to work better **at regional level** to support country-level advocacy. First, by working up better country comparisons within particular regions. Second, by pulling out region-specific issues and developing them further.

Fourth, while the Report hits home in the education sector, it may not put education squarely on the political/social/economic map more broadly i.e. **reach other sectors**. It is not clear whether this should be a priority for the GEM Report – but it should certainly be discussed. In order to increase education commitments, it is not just the education minister that need to be persuaded, but the finance and treasury ministers as well. This could be viewed as a subset of the recommendation on audiences.

5. Efficiency and Sustainability

This section assesses the efficiency and sustainability of the GEM Report. Efficiency refers to the processes through which the GEM Report activities are carried out, and the resources – in terms of time and finance – used; it assesses the cost effectiveness and timeliness of these processes. Sustainability is a very broad term, but this evaluation looks at one specific aspect: the risk to the Report's continued financing.

The remainder of this section is structured as follows: first, the processes conducing to the production of the Report are analysed; then, we analyse the dissemination of the Report, as well as the management and governance structure. This section also covers the financial situation of the GEM Report and the situation of the Report vis-à-vis other initiatives. Finally, lessons learned on efficiency and sustainability are provided.

Efficiency of planning and production of the Report

How efficiently are planning and implementation activities carried out? Are management arrangements efficient for the planning, implementation and monitoring of activities?

Based on a high-level analysis of the GEM Report Team budget, there are not any clear opportunities to cut costs.

Figure 14. GEM Report budget estimate (2018)
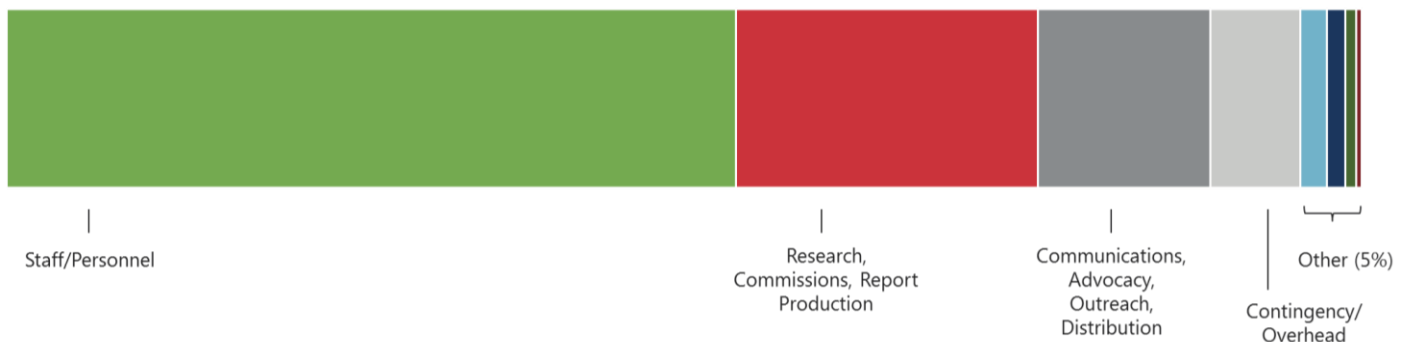
Source: GEM Report Team Management Report Jan-June 2017. Note: Other costs are Missions & professional development, M&E, Advisory meetings, equipment & miscellaneous

As shown in the figure above, the largest cost driver are staff and personnel. GEM Report Team staff are hired following the guidelines of UNESCO, and as described in the sub-section below, the GEM Report Team staff are widely commended for their role and the work they do and perceived by stakeholders to be carrying out their duties efficiently. Disaggregated data on staff time allocations to key tasks were not available to the evaluation, so a more detailed analysis of the efficiency of staff was not possible.

The next largest cost drivers are related to Report production and dissemination, which are essential processes. A further disaggregation of production costs was provided, which is shown in the figure below. Of the total EUR 542,500 spent on production in 2016, the largest cost was for printing (approximately EUR 238,000), followed by translation (EUR 150,000). As the Effectiveness analysis identified a strong appetite for print copies of the Report, it may not be efficient to reduce printing costs; however, this should be monitored for example to determine whether printed summary reports can be shared for some audiences instead of full print copies (especially where internet connectivity makes online dissemination more feasible).

Similarly, while translations present a large cost, availability in local languages was identified in the Effectiveness section as critical for reaching policymakers, so again, reducing translation costs may not be feasible without jeopardising impact.

Figure 15. GEM production costs (2016)
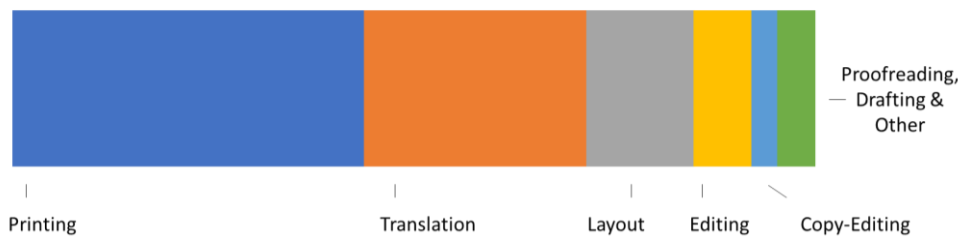
Source: GEM Report Team data

Management costs and overheads, including the costs of Advisory Board meetings, represent a small fraction of the GEM Report budget. However, as described below, there are opportunities to improve the value delivered by these processes which would increase efficiency, although these changes are unlikely to reduce – and may in fact increase – costs overall. Overall, cost per reader in 2017 was USD 27; increasing the reach of the Report would increase this VfM metric.[32]

Timelines for production of the Report were thought to be efficient especially given the annual report cycle. The process includes selection of the theme, refining the Report theme, structuring the Report, producing research, editing, translation, and publication; each of these steps are assessed below. Interviews with the GEM Report team highlighted that the Report production process has been honed over time to allow production on a tight, and strict timeline, and that the Team is able to stick to this due to established relationships and processes, as well as transparency of processes. For example, the Team communicates the timelines clearly to researchers to ensure their inputs are received on time.

Selection of the theme

As detailed in Section 2, the GEM Report Team collectively proposes three potential themes for the Report, and the Advisory Board agrees on the theme. **The GEM Report Team's work to identify appropriate themes was generally appreciated by interviewees**, and aside from the concerns raised and explained in Section 2, regarding the selection process for themes, and regarding the **Advisory Board's structure** described in Section 1 – both of which threaten the value gained from this process, no inefficiencies in the theme selection process were identified|.

Refining the theme

Once the theme has been chosen, it is refined through a multi-step process which includes commissioning broad "think pieces", production of a concept note that highlights the key issues to be addressed in the Report, a public consultation online and at events.

Visibility of and participation in the consultation process could be improved. Although the online public consultation for the 2019 Report was opened in April 2017 and is available in in five languages, it received only 41 comments until June 2017 and only three of these were in languages other than English. More than half of interviewees were unaware of the consultation process, including several UNESCO staff members who are otherwise involved in Report preparation or dissemination. Some interviewees who were aware of the consultation process said they do not participate.

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[32] GEM Report Team (2017): Manage Report – July-December 2017

Some interviewees felt that the consultation process was biased toward the global North. For example, a few researchers said the process did not engage with the "right audience", raised concerns about "representation", or felt that they were not approached for participation despite having relevant expertise.

"My only concern is in terms of representation. The Report makes a lot of points about Sub-Saharan Africa, but I don't know how many Africans are involved in the process. For me, the Report is basically the North speaking to the South. A lot more effort should be made to get the voices of the global South in shaping the conversation. I've attended meetings and contributed. It would be good to have regional consultations and events; I'm not aware if that goes on, if there's a solid consultative process with ministries and governments. This is also why I think a two-year cycle for the Report is necessary because these things take time. If you have conversations in the global North, a lot of people cannot attend."
– Academic

Structuring the Report and producing research

Following finalisation of the Concept Note, a tentative outline and Report structure are written, the work plan within the GEM Report Team is established and background papers are commissioned to external experts. While the Report is mainly authored by the GEM Report Team, background papers are commissioned where specific evidence or expertise is required. For example, 25 commissions were conducted for the 2017/8 Report[33]. In addition, external consultants are sometimes brought in to write full chapters of the GEM Report as part-time staff. It was noted that this can help fill gaps in expertise but can also be challenging as it can require additional editing to match in-house writing style. In total, the research phase lasts at least nine months.

Some stakeholders suggested that the value of commissioned background papers could be enhanced to improve the overall efficiency of the Report. Primarily, the background papers are available online through a searchable database, and there were concerns that **background papers could be better publicised and utilised**. For example, one audience member described background papers as the "most useful pieces" of the Report but stated that the Team "ought to think about how to use them better". The GEM Report Team has suggested that they could write blog posts about each background paper to publicize them better, but there are resource constraints to this. The evaluation team also considers that a linked list of background papers for each Report could be made more clearly available, as the search tool is cumbersome.

A less prominent theme in interviews regarding background papers was that the quality of commissions could be improved. However, 92% of commissioned research was included in the 2017 Report, and internally, 90% of all research papers were rated as excellent or very good,[34] suggesting the commissioning of research is effective overall. Nonetheless, there may be room to increase quality further. Authors are approached directly by the GEM Report Team to fill specific research needs, but posting details of required research more widely could generate a greater response. This could also improve the geographic representation of the Report, which was identified as an issue, as illustrated in the quote below.

"Having clarity on future themes and starting to commission research earlier is important. I've often found the timelines for research is very tight and up against an impossible deadline. There ought to be more agreement early in advance and early commissioning of research. Slightly longer timelines for research work would be useful, and trying to ensure greater diversity of voices in some of that

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[33] Based on a list provided by the GEM Report team

[34] GEM Report Team (2017): Manage Report – July-December 2017

research, being very conscious of trying to get inputs from Southern sources, which is not easy to do when there are quick turnarounds."
– Civil Society Organisation representative

Another theme in interviews, particularly among NGOs and UNESCO field offices, was that people on the ground are not sufficiently utilised for research. For example, some interviewees suggested that at country-level, organisations on the ground could support production of case studies, which they thought would strengthen the local relevance of the Report and engage senior policymakers more. Another suggestion raised by a few field offices was that UNESCO regional and country offices could be used to solicit background papers. Interviewees who raised these suggestions said that it could be done without jeopardising the Report's independence, as the GEM Report Team would still have final sign-off. However, it was noted that these suggestions would add to the Report production time and potentially to costs of production.

The statistical tables and the monitoring chapters rely on data from a variety of sources, including the UNESCO Institute for Statistics (UIS), and follow a similar reviewing process to the thematic chapters. The relationship between the GEM Report Team and UIS was said to be collaborative, such that the two teams work together to understand the GEM Report's data needs and avoid inefficiencies in reporting.

Editing, translation, and publication

The GEM Report Team stated that there are typically at least three drafts of the Report. Following the first draft, individual thematic chapters are submitted to external experts for peer review. The tight timeline for the Report was described by past and present members of the Team as an issue for editing of the Report:

"Having a full-time editor would be useful. It's useful to give people feedback on writing style earlier because the style is very unique. This year, when it went to the editor nobody saw the comments at all, so there was no learning."
– GEM Report staff

In particular, the tight timelines for Report summary translation were raised by many interviewees – especially in the global South – as a key issue. The GEM Report is issued in full in all six UN languages (English, French, Spanish, Russian, Arabic, and Chinese) at the time of the Report launch. Whereas the 2017/8 Report was launched at the end of October, the summary was only available for translation into the other UN languages in mid-August, and with additional time required for layout of the summary versions and printing, there is limited flexibility. For example, one interviewee in Francophone Africa said that the French translation of the full Report is not available until 4-6 months after the English report is available; another interviewee in Asia said that by the time the translated Report is available, it has already been launched and some momentum may have been lost. Several interviewees questioned whether earlier translation would be possible.

Previously, UNESCO's Translation Services team carried out this task, but a decline in the team size has led to it only translating the French version (and this year, the Arabic version). The GEM Report is therefore now translated into the other languages through external companies, which has raised issues with the quality of translations, added costs, and delays in Report production. UNESCO field offices provide support in further translations of the Summary Report, but these translations vary each year (e.g. in 2017: Bengali, German, Hindi, Indonesian, Japanese, Khmer, Korean, Mongolian, Nepali, Portuguese, Swahili, Thai, Urdu, and Vietnamese translations were issued) and depend on downloads and liaison with Field Office communications teams over local interest. Other field offices raised concerns about errors in translations and said the proofreading of translations of supporting documents for launch events (such as PowerPoint presentations) should be tightened.

While nearly all survey respondents said that they preferred to read the GEM Report in the official UN languages, **translation into local languages was perceived by many interviewees as essential for use of the Report in their countries** and specially to broaden the Report's readership. For example, one UNESCO field office interviewee described this as "absolutely critical" for reaching subnational authorities who are responsible for implementation of education policy. This was also identified as an issue in a dissemination pilot study carried out by the GEM Report Team, which found that in some cases, the ability of policymakers to read the Report and adopt its recommendations was a matter of luck from the policymaker being able to speak English.

"If the Report or summary versions were regularly available in the local language of policymakers, the Report would have a much larger impact."
- GEM Report dissemination pilot findings

Translation costs are a key barrier to addressing these needs. The dissemination pilot found that on average, it cost nearly USD 5,000 to create a local translation of the Report Summary and would cost nearly USD 100,000 to provide this in the national language in each of the countries where the Report is currently launched.

Overall timelines for Report production

The **majority of interviewees valued the annual publication**. Advantages of the annual Report production cycle were perceived to be:

- Sustaining momentum for work on the global education agenda.

- Visibility of the Report.

- Maintaining the prominence of the Report / the Report's perception as an authority.

- Donors like to see annual outputs.

"Annual is the right thing to do; you need to keep up the momentum and pressure. Sometimes there might be a question around how much work has to be done to update it every year, but I think it's important to try to do so."
- Civil Society Organisation representative

However, some stakeholders noted **that there were limits to the value of an annual Report production cycle**. One issue raised was that data changes little year-on-year; another issue raised was that low-income countries face challenges in producing new data annually given capacity constraints in national statistical systems. Further, as noted above, there were also questions whether the annual Report cycle was too restrictive for commissioning research globally and translating into multiple languages. Other disadvantages of the annual Report production cycle were perceived to be:

- High pressure on the team.

- Staff are working on multiple editions of the Report at the same time.

- Inadequate time for staff to both carry out production of research and dissemination of the Report (as research staff are involved in both tasks.)

Some interviewees therefore questioned whether it was necessary for the Report to be annual. Some questioned whether the impact of the Report could be strengthened by producing less frequent Reports and instead focussing more on

dissemination, including producing more tailored communications for different audiences (especially policymakers). A less frequent Report would have advantages for production in relieving some of the pressures noted above. Therefore, some interviewees suggested a biannual Report instead. However, a disadvantage of a biannual Report could be loss of the Report's stature as the pre-eminent education resource or loss of momentum and visibility, unless visibility was maintained in each country through dissemination strategies.

Other interviewees therefore suggested a hybrid approach, such as maintaining the annual Report and producing the monitoring Report once every two years, or vice versa. This would allow the Report to benefit from both increased focus on dissemination and from the visibility and profile that result from it being an annual publication, while improving quality and allowing resources to be used more efficiently. Disadvantages could be that the link between the monitoring and thematic sections could appear less clear, which may pose risks to the GEM Report's perceived relevance.

Efficiency of dissemination of the Report

Report outputs

The Report is disseminated via its website and promoted through social media and press releases. Only about 5% of Reports were physically distributed in 2017.[35] **Many stakeholders noted the challenges of accessing online versions in some developing countries, although the cost of sending paper versions was also noted**. USB distribution offers a potential mid-cost option.

The variety of Report outputs – such as the full Report, Summary, Gender and Youth Report – are appreciated by stakeholders. Short policy papers were widely described as being most effective for reaching policymakers. However, production costs of each output are not available, so a cost-benefit analysis of outputs could not be carried out. Collection of this data through timesheets and allocation of direct costs to outputs would improve the team's ability to assess value for money in the future.

Launch events

In the global South, launch events are almost always organised by UNESCO field offices or national commissions, whereas in the global North, a variety of partners contribute to organising, such as national governments and NGOs. There were **contrasting views across stakeholders as to *who* should be responsible for organising and delivering launch events**. Some stakeholders questioned whether attendance at country-level launch events by the GEM Report Team was efficient, while others felt that attendance by senior Team members or Advisory Board members is crucial for highlighting the importance of the Report. Another described the launch events as "too reliant on local networks". UNESCO field offices also incur substantial costs to organise and host launch events, and they face financial pressures. Others questioned whether other members of the international community – such as other UN agencies and donors – or national governments or NGOs, should share responsibility for launch events.

Launch events were described as critical for reaching audiences, as detailed in Section 3, **but views were varied across countries as to how effective launch events were in practice**; for example, in some countries, stakeholders said they were not able to attract the "right" audience. Where the GEM Report Team's database on 2017/8 Report launches included details of key attendees, these typically included at least one Minister of Education for countries in the global South. However, comprehensive details of event attendees are not held by the GEM Report Team, which limits the evaluation team's ability to assess the efficiency of launch events. The Team could consider adding a metric for attendance by key audience group and

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use this to assess the overall value of events; for example, rather than only reporting attendance by Ministers and other high-level attendees, the total number of attendees working in education ministries could be recorded.

Others suggested that more events at local levels within countries would be beneficial and would strengthen the Report's impact, especially for engaging teachers, youth, and the public at large, and for maintaining interest in the Report throughout the year. One of the main objectives of the GEM Report team in recent editions has been improving the impact of the launch events, for which the team has dedicated substantial effort. Since the GMR 2015, the Report has created a new framework to deepen its dialogue with event organisers before and after their events, encouraging them to create policy-oriented events, and to follow up with participants on outcomes at a later date. Familiarisation interviews also indicate that launch events are also being held in more countries in the Global South than in earlier editions of the Report, and messages are being tailored at the local level.

In interviews, UNESCO field offices and other stakeholders who have been involved in organising launch events described different approaches across countries to plan and deliver launch events. Practices which were described as effective include:

- Inviting a broad range of stakeholders such as: policymakers, the education sector (e.g. teachers), UN agencies (including UNESCO), academia, youth representatives, private sector, and the press

- Panel discussions and/or debates moderated by high-profile figures to discuss how the Report relates to local education issues

- Tailoring the launch event presentations to local context

- Attendance by high-level stakeholders such as the Minister of Education

Events were relatively cost effective. On average, each launch event's total costs were USD 3,883 for the 2017/8 Report or USD 36 per attendee[36] (and $37 per attendee in 2016), although this does not include staff costs. Launch events therefore make up a small portion of the GEM Report's overall budget and given their perception as being critical to reach the right audiences, they represent good value for money.

Several donors and other Advisory Board members suggested that the Advisory Board members could be utilised to enhance dissemination, for example by attending launch events, and sharing the Report with contacts or on social media. The role of the Advisory Board is discussed in more detail below in sub-section "Efficiency of Report management and governance". The quote below illustrates the Advisory Board members' general interest in taking on more responsibilities regarding the Report.

"The GEM Report Team can work with members of the Advisory Board to disseminate the Report together. Internally, we create a distilled version which we disseminate, which is much easier to read. For the next Report, we're already in discussion with the GEM Report Team to coordinate a joint launch of the Report. I think this is an example of what could be done by the Team with members of the Board."
– Advisory Board member

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[36] GEM Report Team (2017): Manage Report – July-December 2017

Efficiency of Report management and governance

How effective are the governance structures, and are there any grounds to revise the role of the Advisory Board?

The GEM Report Team

The GEM Report Team is responsible for management, production, and dissemination of the GEM Report. The GEM Report Team is formed by the Director, two Senior Policy Analysts, eight researchers (including a Senior Statistician and a Senior Researcher), a Communications and Advocacy Specialist, a Social Media and Web Coordinator, a Production Coordinator, and an Operations and Finance team (consisting of a Team Manager, a Finance and Budget Officer, and three team assistants). In addition to this, consultants are hired on a short-term basis as team members.

The Director has executive decision-making power on all issues pertaining to the GEM Report from research to publication, and is responsible for all contact with donors. In addition, the Director also manages all performance reviews for permanent staff members. Recently, there have been efforts to alleviate some of the managerial and administrative duties of the Director.

The **GEM Report Team is considered to be effective**; its role is appreciated, and it is perceived to deliver quality work despite immense pressure and tight budgets. In particular, the GEM Report Team was considered to be **available and responsive and to communicate well** with all types of stakeholders; interview comments from donors and UNESCO field offices were especially positive in this regard; the quote below illustrates the perceived quality of the GEM Report team.

"The people who produce it they often assemble a team with a lot of experience in education, they bring that experience and knowledge to bear, and I think that you can clearly see that in the quality and the issues that are addressed. The GEM process is very extensive and draws on good expertise in the field, which makes it a really solid report."
– Academic

Despite the Team profiles being available online, **some stakeholders were not familiar with them and raised questions about *who* the Team is**. For example, a few stakeholders said that it was important for the Team to be sufficiently diverse to reflect the global nature of the Report and were unsure what the Team composition is and therefore whether it reflected this diversity. Similarly, some interviewees asked questions about whether the Team had the right balance of expertise. These questions impacted perceptions of quality of the Report.

There were positive views about the GEM Report Team's collaboration with UIS, and that this serves to ensure the two entities produce complementary – rather than competitive or inefficiently duplicative – databases, reporting outputs, and events. However, some interviewees within UNESCO felt that there were **missed opportunities for collaboration with UNESCO**, for example to help disseminate the Report and to ensure there is not overlap with reports produced by the Education Sector at UNESCO.

The Advisory Board

The Advisory Board for the GEM Report was set up to provide a consultative role on various areas of the process from selection of themes, to production, to long-term planning. It provides oversight, guidance and suggestions to a range of areas of the Report including; the vision, purpose and objectives of the Report and their constituency with SDG 4 and Education 2030 Framework for Action, a contextual background (national, regional and global) for implementation of the

Education 2030 Framework, future GEM Report themes, long-term development, identification of problems, priorities and concerns in the international environment that may impact the Report and/or the SDG 4 agenda, and communications and outreach (including advocacy, publications and partnerships). The Board is convened once a year.

In interviews, stakeholders perceived that the Advisory Board carries out its mandate well and that **most Board members are engaged and contribute beyond the Board's mandate**; for example, one member commented that they "actually really try to solve issues". The GEM Report Team and several Advisory Board members also mentioned examples of the Board members providing support on an ad hoc and informal basis, such as assisting with dissemination and advising on areas of expertise.

However, as its primary function is to advise on selection the Report theme, many stakeholders – including Advisory Board members – felt that **the expertise of its members was underutilised and that the Board's role could be enlarged**. Some Advisory Board members also felt that the Board's role should be expanded from a "consultative" role to an executive role with authority. While discussions at Advisory Board meetings go beyond discussion of the Report theme, members appreciate being informed of management issues – such as through more frequent written updates and presentation at Board meetings, and members were broadly supportive of an increase in their responsibilities, such as:

- Involvement in launch events as organisers and/or as speakers;

- Engagement in fundraising;

- Supporting Report production through financial or in-kind support of production of policy papers;

- Supporting Report dissemination through sharing it with their networks, authoring blogs, etc.;

- Having governing function rather than advisory function; and

- Having final authority for deciding on the Report theme – rather than only an advisory function – although it was noted that in practice the Director has always agreed with the theme selected by the Board.

"We have a limited role in my opinion, just to give our opinion on themes that should be focused on, and as such it's a very specific and delimited task. They spend a lot of money to fly us to Paris for this function – is it most cost effective? If they continue – do they want to demand more from us, and is there a more efficient structure for our meetings as there are many people? It's a very broad committee from all over the world and all sectors, and we just have one simple task. We could be required more in our TORs, for example, to be more supportive in dissemination or whatever – at the moment it's simply down to your personal relationships with the team and not an expectation."
– Advisory Board member

However, any changes to the Board's level of authority should be carefully weighed against risks to the Report's independence. This would especially be a risk if the Board's advisory function were changed (either to give it a governance function or a mandate for deciding on the Report theme.)

The Board meetings are structured similarly each year over two days. They begin with opening remarks and review of previous minutes, followed by a Presentation on Education 2030 or wider education context, a presentation of the communication strategy for the current Report, presentation of the following Report content and outreach, reports from the donor meeting, presentation and discussion of the future themes of the GEM Report, and any other business. There were some **concerns about the Advisory Board's size and the formality of its meeting processes**, which may mean that not all voices are heard, and that it is not an efficient decision-making body. The efficiency of the Board was considered to depend

in part on the Chair facilitating participation of all members, as well as the meeting room set-up, with a horseshoe format considered more conducive to discussion/participation than an auditorium format.

Some interviewees thought the Advisory Board was too large, although others noted a need for the Board to reflect a broad constituency. The Advisory Board is composed of representatives from UN multilateral agencies, bilateral agencies, non-governmental organizations, civil society groups and networks, directors of UNESCO education institutes and of UIS, and individuals from developing countries in all world regions with an expertise in education issues. Despite a recent expansion of the Advisory Board, there are some **concerns about the representativeness of the Board**. Although most members are education experts, over a third of members are donors, and around three quarters are based in Europe or North America. While concerns were not raised about the current proportion of donors on the Board, it was noted that dominance of the Board by donors would pose a risk to the Report's independence. Due to high turnover of Board members, there is also a steep learning curve and risk of loss of continuity.

Financial situation of the GEM Report

What are the risks to the financial sustainability of the Report?

### What are the risks to the independence of the Report?

Financing of the GEM Report

Fundraising for the GEM Report is managed by the GEM Report Team. The GEM Report is funded primarily by bilateral donors (such as the United Kingdom, the Netherlands, and Sweden) (83% in 2017), as well as by foundations (15% in 2017). The level of funding varies year on year, as illustrated in the figure below, with the majority of years being around USD 4-5 m, and individual donors' contributions also vary (for example, the United Kingdom's contribution was as high as USD 2.5 m in 2003 and as low as USD 394 k in 2016, although overall it has contributed the highest cumulative contribution).

As of June 2018, the GEM Report Team has only secured three donations in addition to the UNESCO and UNICEF contributions (from Switzerland, the Hewlett Foundation, and Germany) compared to 15 donors in 2017. Commitments have also been made by numerous donors, but funds have not been received, and five 2017 donors have not provided commitments for 2018 (Canada, Finland, the Malala Fund, the Gates Foundation, and the Mastercard Foundation).

Figure 16. GMR/GEM Report contributions (million USD)
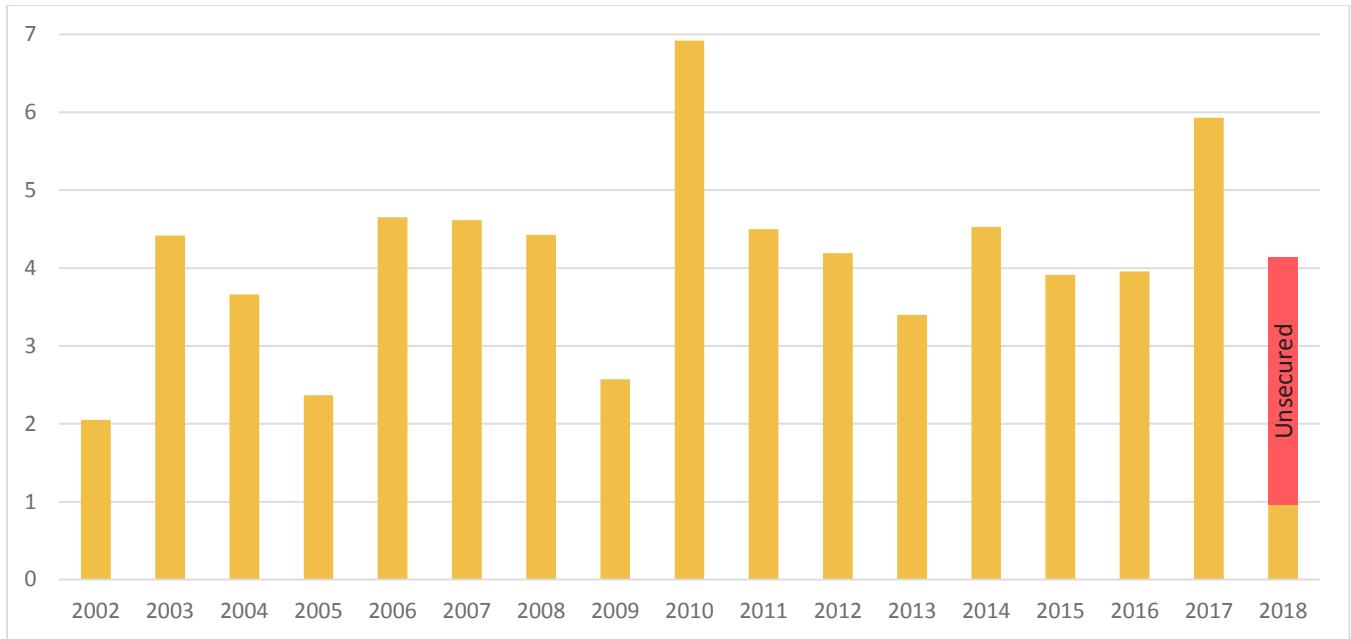
Source: Ipsos MORI analysis of GEM Report Team data

Typically, about half of the Report is funded by two or three major donors, and the remainder is donated by a varied collection of smaller contributors. Interestingly, a third of the donors to the 2017 Report had previously contributed to older versions of the GMR but had decided to discontinue their funding. These regained contributions total to a similar amount to the loss of only one larger donor.

Figure 17. Composition and variety of donors
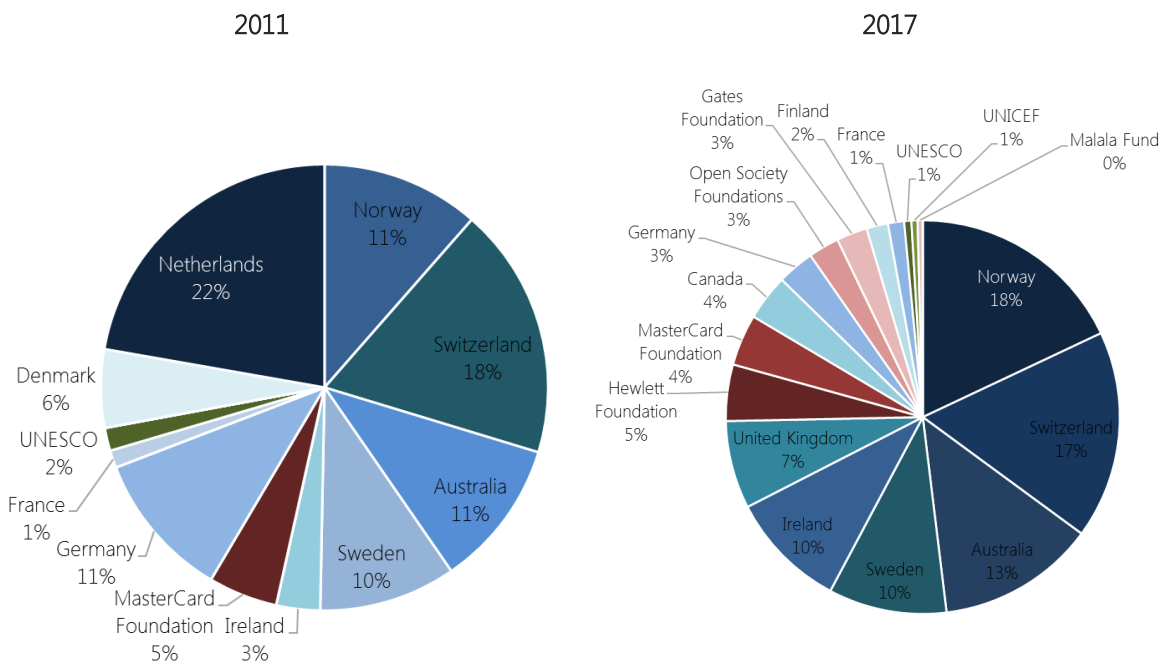
Source: Ipsos MORI analysis of GEM Report Team data

The pool of donors therefore diversified considerably as the GEM Report Team has sought to maintain or increase funding overall despite declining contributions from some of its largest bilateral donors. For example, the total number of donors to the Report have increased by 50% between 2011 and 2017.

Risks associated with the financial position

Stakeholders interviewed with a strong knowledge of the GEM Report's financial position **considered the financial situation of the GEM Report to be "***delicate***" and "***fragile***"**. This creates uncertainty for the GEM Report Team.

The overall level of funding has not increased over time, and there is a perception that the GEM Report Team must continually work harder to secure more donors to maintain the existing level of funding. Donor agreements typically only cover one to two years, requiring renewed fundraising efforts and other transaction costs by the GEM Report Team each time.

As discussed in Section 2, the quality of the Report is currently considered high, and the Report's stakeholders – including donors – consider the Report to produce strong value for money; however, some interviewees expressed concerns that in the future, a difficult financial situation could affect the quality of the Report, which could in turn detract donors.

"We want to be innovative and to grow, but we need to always look at financial implications."
- GEM Report staff

Another risk is that the GEM Report Team lacks a financial contingency plan. In 2010 and 2017 it faced financial crises, which resulted in appeals to donors. In 2010, this was resolved by the Netherlands contributing USD 3.5 m, followed by annual instalments of USD 1 m. In 2017, this was resolved by three donors providing additional support beyond their agreed contribution.

Another risk is changing donor priorities, which may result in withdrawal of funding. An example is the Netherlands, which has withdrawn from funding the GEM Report, despite having been a major donor (contributing 16% of total donations from 2002 to 2018), following a shift in the government's development strategy away from education in 2013.[37] Other donors may prefer projects on the ground with more visible impacts, and there is a risk of the Report being less "visible", as illustrated by the quote below.

"The risk to financial sustainability is people taking the Report for granted. It's been there for so long that they think that it's part of the furniture. Maybe to the point that people don't realise that there is a cost to its production."
- GEM Donor representative

Further, donors may be unable to commit funding over a multi-year period depending on their own strategies and priorities, as well as the strategies of the GEM Report. Some donors noted that previously, the GEM Report Team's strategy was relatively short, which may have contributed to this failure to secure longer term funding. Currently, the overall Report strategy is on a two-year cycle (e.g. the current strategy, produced in November 2017, covers 2018 and 2019). In this regard, the evaluation recommends a multi-year funding strategy to help attract funding.

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[37] Government of the Netherlands (2013): "A world to gain: A new Agenda for Aid, Trade and Investment" available from https://www.government.nl/documents/letters/2013/04/05/global-dividends-a-new-agenda-for-aid-trade-and-investment

Risks to independence of the Report

As described in Section 2, independence is strongly valued by the Report's donors. However, a risk is that in expanding the donor pool, other donors may seek greater control of the Report's focus, themes, or messaging.

Another risk is that donors (or potential donors) may not understand the independence of the Report and may perceive the Report as having greater support from UNESCO than it does. The Report is mandated to be independent of any institution, but UNESCO hosts the GEM Report and team. UNESCO has been mandated by the Incheon Declaration to host and publish the GEM Report, and it currently provides less than 1% of total funding to the GEM Report. UNESCO and the GEM Report also both seek funding from the same donors. This may further add to donor confusion, especially where donors agree their funding to the UNESCO education sector without clarity as to what portion should be shared with the GEM Report. Better coordination on fundraising between UNESCO and the GEM Report team could help.

The GEM Report in the global education landscape

What are the risks to the strategic position of the Report, vis-à-vis other global initiatives?

There have been a range of reports available internationally which also cover education, including two substantive one-off reports during the period covered by this evaluation:

- the Report by the International Commission on Financing Global Education Opportunity ('the Commission') in September 2016; and

- the World Bank's World Development Report, which covered education, in October 2017

and other regular reports, such as:

- UNESCO reports, for example the UIS Sustainable Development / SDG 4 Data Digest or the UIL Global Report on Adult Learning and Education;

- UNICEF's State of the World's Children;

- OECD's Education at a Glance;

- Reports on the results of cross-national learning assessments, such as the OECD PISA, the IEA TIMSS/PIRLS, the UNESCO OREALC TERCE and the CONFEMEN PASEC;

- the Global Partnership for Education (GPE) Results Report; and

- other occasional reports on education by other organizations, including those produced by international NGOs (e.g. Save the Children or the Malala Fund), other UN agencies or programmes (e.g. the UN Girls Education Initiative) and regional organizations (e.g. the European Commission or the Organization of Ibero-American States).

Some of these reports were described in the Inception Report. While there are some overlaps between the GEM Report and these reports, **the evaluation team considers that these reports are complementary to the GEM Report**. The GEM Report brings the following distinct coverage:

- The GEM Report's geographic coverage is global.

▪ Due to its editorial independence, it brings a distinct perspective to data and policy issues

These findings are aligned with evidence from the survey on how the audience uses the GEM Report. Survey respondents were asked which other reports on education had they consulted in the last three years. Almost two thirds (63%) had consulted reports published by the World Bank (including the World Development Report), or reports by UNICEF (62%), and fewer had consulted reports published by the Organisation for Economic Co-operation and Development (OECD) (58%). Just over half had consulted research produced by non-governmental organisations (51%), with smaller proportions consulting reports by UNGEI (26%) and International Commission on Financing Global Education Opportunity report (20%).

The GEM Report was considered by survey respondents to have significant advantages in comparison to similar global initiatives. Survey respondents considered that the Report provides wider geographical coverage than similar publications (73%), it is more relevant for their work than similar publications (57%), and just over half agree or agree completely that it is of higher quality than similar publications (53%), it contains more reliable data (52%), and it provides a more evidence-based perspective than similar publications (52%). These answers are presented in the figure below.

Figure 18. To what extent do you AGREE or DISAGREE with the following statements about the Global Education Monitoring Report in comparison to other sources that you use?
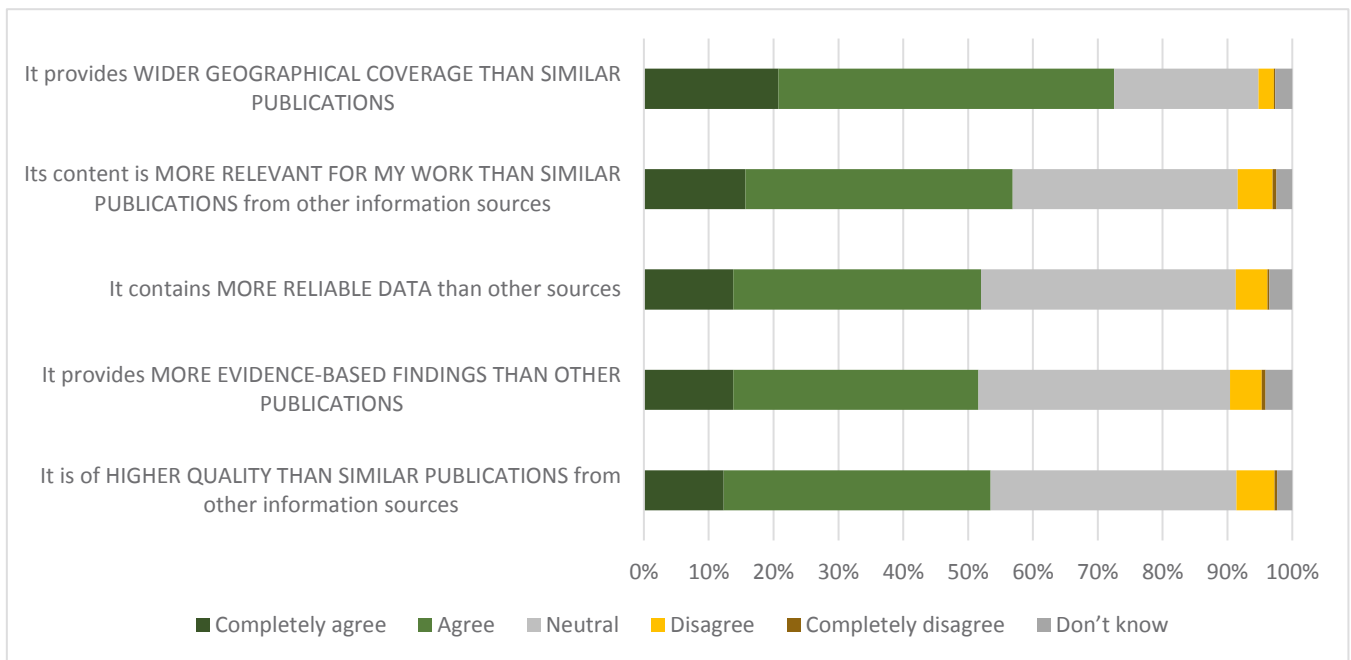
Source: Ipsos MORI survey (n=1228)

However, although the GEM Report is recognized as a unique publication, it nonetheless competes for attention with other publications (and indeed, other education initiatives). This reinforces the importance of the Report's visibility and ensuring donors understand the value added of the Report for its future financial sustainability.

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Lessons learned on efficiency and sustainability

What are the lessons learned from the transition phase in regards to the Report's efficiency? Have the recommendations from the latest independent evaluation been implemented? If not, why?

How can the Report's management be further improved for more efficiency?

What are the lessons learned during the transition phase in terms of sustainability?

How can the Report team mitigate the risks it is facing to ensure sustainability?

Overall, the evaluation found that the Report is managed well, but there are opportunities to increase the value delivered by the GEM Report Team and Advisory Board's processes, which would improve efficiency and value for money.

Report production

A theme which emerged strongly was an interest in enhancing participation in the Report, particularly to ensure that the content and audience of the Report sufficiently engage the global South. It was acknowledged, however, that efforts to broaden participation in these processes could impose additional costs – for example, if consultations were to be held in organised events – and that further engagement would require a longer cycle, particularly for audiences in the global South who might face constraints to participation in terms of time and access.

The evaluation team considers that the think-pieces, consultations, and background papers are valuable and add to the credibility of the Report, but that there is a need to make sure stakeholders in the global South have sufficient opportunity to participate in these to improve geographic representation of the Report, enhance ownership, and localise findings. Without adding significantly to costs, an opportunity is to achieve additional in-person consultation on the Report theme by holding side-meetings during launch events to seek input on themes. Launch events could also have a clearer feedback mechanism to collect views on the Report, launch events, and future themes; for example, by sharing a follow-up online survey with event attendees. Research needs and the consultation should also be considered in the overall communications strategy, so that, where possible, opportunities to contribute to research are highlighted opportunistically during other communications.

The evaluation team also considers that the value of the online public consultation could be strengthened[38] through:

- Requesting identifying information from participants (especially organisation and country);

- Providing clearer questions for consultation to focus the comments;

- Publication of a response summarising the comments received; and

- Ensuring sufficient time is available for the audience to engage, and incorporating the consultation into the dissemination strategy to ensure the intended audience is reached.

Also, key to ensuring the Report engages the global South is translation. A need was also identified for translation into more languages, and this was estimated to cost an additional USD 100,000. Dedicated funding for this should be sought.

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[38] Based on an assessment of the consultation website compared to the UK Government Consultation Principles, available at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/691383/Consultation_Principles__1_.pdf

Overall, most interviewees valued the annual Report cycle, and this was considered beneficial for sustaining momentum for the global education agenda and the visibility and authority of the Report. Nonetheless, there are challenges to the annual production cycle. Production timelines are efficient but demanding, leaving little time for translation and limiting the team's availability to seek input from the Global South. Further, the annual Report cycle creates high pressure on the Team and allows inadequate time to carry out production and dissemination, especially with staff working on multiple editions of the Report at the same time. Some interviewees therefore questioned the necessity of producing an annual Report and suggested a less frequent publication cycle to ease these burdens and allow time for enhanced dissemination. Any change to the publication cycle should be carefully considered.

Finally, there is a need to make sure background papers are better publicised and utilised. Blog posts about individual background papers could be written at relatively little cost, which could also help improve the visibility of the Report overall and keep it front of mind.

Dissemination

Overall dissemination costs were deemed to represent value for money, but processes could be improved to enhance value further.

The combination of distribution of physical and electronic editions of the Report was appreciated by the audience, and the variety of Report outputs is appreciated. However, interviewees frequently said that short policy notes would be more effective for reaching policymakers. This should be considered as part of dissemination comprehensive communications strategy.

Launch events are considered critical to effective dissemination, but in some cases, there are concerns that the right audiences are not being reached. There was also a desire to expand the number of Report events at local levels. Responsibility for launch events could be shared as well. Partnerships are more common for launch events in the global North than in the global South, where UNESCO field offices are the primary organisers of launch events. To enhance dissemination, in-kind contributions could be sought from donors or other international agencies to assist in organising launch events. Similarly, the previous GEM Report evaluation recommended that other partnerships for dissemination should be explored, particularly with UNICEF.

Costs of different Report outputs were not available, and this should be collected by the GEM Report Team in the future in order to enable a value for money assessment of its outputs. Likewise, the team could collect more granular data on attendance at launch events. Ongoing assessment of such costs should take place to continually review the efficiency of the communications strategy.

Management and governance

The GEM Report Team manages, produces, and disseminates the Report, and it is considered to be effective, available, responsive, and communicative. There were some questions from interviewees about who the GEM Report Team is, and this is hampering perceptions of quality. Given the independence of the GEM Report and therefore the editorial responsibility of the GEM Report Team, greater visibility of the Report production processes and Team could therefore enhance perceptions of the Report's quality, for example by adding an overview of the Team, its processes, and its mandate in each Report.

The Advisory Board provides a consultative role, and most stakeholders feel that it carries out its mandate well, going above and beyond what is required by assisting with disseminating and engaging in substantive debate. There were therefore some suggestions from interviewees that the Advisory Board's mandate could be expanded to formalise these contributions and ensure all members are utilised efficiently. Board members were supportive of these suggestions. Recommendations to increase the utilisation of the Advisory Board were also raised in the previous independent evaluation of the GEM Report.

Ultimately, this has not resulted in adoption of a formalised strategy for engaging the Board. To address these ongoing concerns, there is therefore grounds for revising the Board's role more formally; the Board TORs should be reviewed with a view to increasing Board members' responsibilities.

However, there are risks to the Report's independence if the Advisory Board is given *authority* for decision-making. Instead, this evaluation considers that the format of the meetings could be changed to enhance the value of discussion on management issues and the theme, and that Board members are eager to take on this role; however, ultimate authority should reside with the GEM Report Team. Involvement of the Board members (or indeed, other organisations) in dissemination and launch events would not pose a risk to the Report's independence, but Board members should take care to highlight the Report's independence and explain what are the findings of the Report versus commentary provided by others.

There were also concerns about the representativeness of the Board, although representativeness has improved since the last independent evaluation, which also called for better representativeness. Most members are education experts, but over a third of members are donors, and around three quarters are based in Europe or North America. The composition of the Board should therefore be reviewed to enhance representation from the Global South.

Some concerns were raised about the size of the Advisory Board and the formality of its meeting processes deterring participation and hampering the efficiency of decision-making. Formation of small groups for discussion and/or advisory on specific issues in participants' areas of expertise is recommended to improve the efficiency of the Advisory Board; an increase in the Board size would further constrain participation, making small working groups or other mechanisms to facilitate participation even more important. (Similarly, the previous independent evaluation of the Report recommended formation of a small group focussed on dissemination.)

Financing of the Report

The level of funding received by the Report, as well as the mix of donors, varies year on year, and as of June 2018, only three contributions have been secured for 2018 versus 15 in 2017, following expiration of the majority of funding agreements in 2017, and the Team lacks a financial contingency plan. Stakeholders therefore raised concerns about a fragile financial situation. Financial uncertainty undermines the GEM Report Team's ability to plan into the future.

Nonetheless, the Report is highly valued by its audience and donors, and although a number of other reports on education are produced internationally, the GEM Report brings a distinct global coverage and distinct perspective on data and policies. There is no substitute for the GEM Report.

The key risk to financial sustainability appears to be the Report being taken for granted. Communicating the Report's independence from UNESCO and its financial position transparently could help raise awareness of the continued funding need.

Additionally, development of a longer-term strategy for the GEM Report is recommended, and this would help the Team make a case for multi-year investment to donors. Securing multi-year agreements would improve certainty for the Report's future and also reduce fundraising requirements. However, a recommendation in the previous evaluation to extend the Report's strategic plan to four years has not been adopted.

6. Conclusions

This evaluation has found that **the GEM Report fulfils its mandate of monitoring SDG 4 and education in the other SDGs and is seen as an independent, authoritative and reliable research-based report by its audience**. Its impact is positioning and promoting education within Agenda 2030 and government priorities, although there is little evidence of it having influenced or resulted in specific policy impacts. Whilst it was confirmed that the main objective of the Report is seen to be monitoring SDG 4, in line with its mandate, the evidence substantiates that **both the thematic and the monitoring chapters add value to the Report and complement each other**. The lack of one or another would diminish the quality of the Report, its outreach and its capacity to generate dialogue on education, particularly in the political arena.

However, some elements could be strengthened. Its independence from UNESCO is less obvious amongst certain audiences, and background papers are difficult to find on the GEM Report's website. Addressing these issues would help to strengthen awareness about the Report's administrative structure and clarify its independence, further adding to its perceived robustness, and would enable different audiences to access knowledge products relevant to their needs.

The specific themes covered by the most recent three editions of the GEM Report were considered relevant to the international education agenda and stakeholders' own work. However, Board members and readers are interested in enhancing **their participation in the theme selection** and having a greater opportunity to feed into the Team's process of shortlisting themes for the Board's consideration. The current selection relies mostly on the Team's ability to shortlist three relevant topics. There were some concerns that the process did not sufficiently engage a wider variety of stakeholders, and that it may have been too North-driven.

There is a tension between the GEM Report's mandate of monitoring progress on SDG 4 and the expected outputs, outcomes and impacts set out in its logframe. The latter anticipate that the Report should have an impact on policies, e.g. through increased commitments, improved practises on education, and strengthened education systems. **These expected outcomes and impacts are a significant step beyond the Report's mandate to monitor progress. They are not proportionate to the resources allocated to the GEM Report Team, and are not realistic expectations for any report to achieve.**

The Report lacks a clear intervention logic that addresses the assumptions and risks by which the Team's activities are expected to translate into impacts. In addition, while the Report is disseminated through a wide range of channels and tools, it **lacks a long-term communications strategy** where the different audiences and the channels by which these audiences will be reached are defined, as well as a database of relevant policymakers who should be reached. A more robust intervention logic, coupled with a comprehensive communications strategy, would help the GEM Report Team to better quantify and monitor outputs and outcomes, which would facilitate accountability towards the Report's donors.

The evaluation also considered the geographic coverage of the Report in light of the global SDG agenda. The Report is mandated to monitor SDG 4 in all countries, in the Global North as well as the Global South. **While it satisfactorily monitors education across the world, its value add is greatest in its coverage of the Global South**. The current readership values this work most of all. Potential audiences in the Global North already have a variety of reports they can rely on.

The thematic chapters cover both the North and South, by including examples of specific policies and programmes at the national level underpinning or hindering progress on education. These "local findings" are appreciated by the readership. **Greater inclusion of examples at country and regional level would help inform policymakers which may help to influence policies as they speak to the local context**. Nonetheless, there is a tension between calls for these localised findings and the

Report's global mandate, and there is little room to incorporate more localised findings. Production of regional reports could satisfy this demand, but this would be costly.

The GEM Report Team's capacity to produce additional products is constrained by its financial and human resources. **Long-term financial commitment to the Report is not currently secured**, which poses both present and future risks to the Report, making long-term planning challenging. The GEM Report Team is considered to be effective, its role is appreciated, and it is perceived to deliver quality work, however, it faces immense pressure and tight budgets. This also prevents creation of new outputs or adding to existing outputs.

The GEM Report Team should therefore not be expected to produce additional outputs unless significant additional funding is committed. At the same time, the GEM Report Team is currently only monitoring direct costs for the production of the outputs (translation, printing, etc.). Staff time (which is the main budget item) is not allocated to each GEM Report output, preventing an adequate assessment of the value for money of each of the outputs and strategic decision-making.

The decision-making processes and governing structures were also reviewed in the evaluation. The evaluation concludes that **the Advisory Board carries out its mandate well. Most Board members are engaged and contribute beyond the Board's mandate**, which is otherwise narrowly focused on advising on the selection of the theme for future editions. While Board members also provide their opinion during the meetings on selected issues, the format of the meetings impedes generating fruitful debate. Board members' expertise, therefore, appears to be underutilised. In addition, despite a recent expansion of the Advisory Board, there are some concerns about the representativeness of the Board, and in particular, about the underrepresentation of the Global South.

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7. Recommendations

These recommendations build on the findings and conclusions resulting from this evaluation. Whilst recognising that the GEM Report outputs are considered relevant and effective, Ipsos MORI's recommendations have been designed to help the GEM Report Team enhance this relevance through enhanced outreach, more efficient processes and through better harnessing the potential to achieve greater impact, while safeguarding its long-term sustainability. The recommendations are listed in order of priority based on our assessment of which are most important to achieving these improvements.

Recommendation 1: Develop a multi-year strategy to better align resource allocation with the Report's mandate and other objectives, and to better measure achievements

1.1 Adopt a revised Theory of Change along the lines of the one proposed in this report. While the expected impact can go beyond the mandate, the assumptions and risks that underlie the intervention logic need to be acknowledged. The proposed revised intervention logic could be adopted by the GEM Report Team and adjusted once a comprehensive communications strategy is developed. By setting out in more detail the logical flow of activity through to impact, the GEM Report Team will be able to allocate resources more appropriately, and be clearer with stakeholders about strategic decision-making. The suggested Theory of Change presented in this evaluation should, of course, be reviewed and improved by the GEM Report Team, and updated should the expected outcomes and impacts of the Report be revised.

1.2 Update the results framework. In line with the suggested changes to the Theory of Change, the GEM Report results framework could be improved by acknowledging that the current results framework is too ambitious and adopting a series of levels of impact that better represent the Report's intended impacts and the means of achieving these, and by setting measurable indicators at these levels.

1.3 Develop a multi-year communications and dissemination strategy aligned to the revised Theory of Change and results framework. This strategy should identify and define the GEM Report's intended audiences, the products that are tailored to each audience, the channels by which they will be reached (including any partners involved in dissemination such as UNESCO field offices and other UN bodies), and the expected outcomes of reaching each target audience. In particular, the strategy for reaching policymakers should be formalised, and target policymakers including ministers and civil servants should be identified. While generating and maintaining a database of target policymakers would be a resource-intensive task, the GEM Report Team could explore the possibility of accessing the databases of other UN bodies. Having a single strategy covering multiple years would improve efficiency and, importantly, could be analysed and evaluated in the long term. Because every edition covers a different theme, it will need to be adapted annually.

1.4 Developing a multi-year financial strategy. The development of a longer-term strategy for the GEM Report, together with the recommended changes in the Team's financial monitoring, could help the Team make a case for multi-year investment to donors. Securing multi-year agreements would improve certainty for the Report's future and also reduce fundraising requirements. In this regard, a recommendation in the previous evaluation to extend the Report's strategic plan to four years appears not to have been adopted. This strategy should be closely linked to the revised Theory of Change.

1.5 Collect more granular cost data. Staff time should be allocated to outputs through timesheets or a similar tool.

Recommendation 2: Make the Report even more relevant for readers in the Global South.

2.1 Produce outputs with a regional focus, subject to funding. Stakeholders across all groups are interested in local and regional findings. They use the Report to compare their country to others in their region and to consider how to apply findings and recommendations in the local context. However, because the Report is global, there is little room to incorporate

many local findings, examples and recommendations. The Team should consider the publication of regional reports. These would be popular and relevant, and would lead to a wider readership among key groups. However, this would certainly involve substantial cost increases, potentially requiring development of new research strands and partnerships for data collection and output dissemination. We therefore recommend that specific additional funding be committed to this.

Recommendation 3: Revise the composition and the role played by the Advisory Board to get better value from their expertise

3.1 Involve the Board members in dissemination, launch events, and fundraising. Participation in dissemination would not pose a risk to the Report's independence, but Board members should take care to highlight this independence and differentiate the findings of the Report from commentary provided by others. Meetings with donors could be used as an opportunity to gather feedback on fundraising strategies and possible additional sources of funding. The Advisory Board's mandate and TORs could be expanded to formalise these new responsibilities.

3.2 Increase the representation of the Global South on the Advisory Board. The composition of the Board should be reviewed to enhance representation from the Global South without increasing the overall size of the Board. For example, the number of donors on the Board could be reduced by requiring a minimum funding commitment or by reinstating a rotation system for donors.

3.3 Refine the format of Advisory Board meetings to enhance efficiency. Small groups should be formed during the course of the Advisory Board meeting to facilitate discussion and/or advisory on specific issues in participants' areas of expertise.

Recommendation 4: Engage the Report's potential readership at the early stages of the Report production to further improve its relevance

4.1 Strengthen the visibility of and participation in the shortlisting of the three themes prior to selection by the Advisory Board. The GEM Report Team is already engaged in informal discussions around Report themes, but as further steps, the GEM Report Team could engage better the Advisory Board and/or its audience at an earlier stage. For example, the GEM Report Team could carry out a public consultation through its existing blog, social media and newsletter to engage the education community on the selection of the new themes, or they could request formally the Advisory Board members to provide suggestions. Especially in the context of having such a consultative process, having clearly elaborated criteria for theme selection aligned to the Education 2030 Agenda would ensure the selected theme reflects global priorities.

4.2 Strengthen public consultation on the selected theme: The theme is selected two years ahead of the Report's publication, and therefore, it could be published earlier to make sure all stakeholders – especially those in the Global South – have sufficient opportunity to participate in think-pieces, public consultation, and background papers. In addition to publishing the theme, these opportunities for participation could be announced at the same time. It should be noted that enhancing participation is expected to increase demands on staff time, and that this recommendation could only be actioned if the GEM Report Team has enough resources. The evaluation team notes that the theme and public consultation for the 2020 edition have already been published.

4.3 Disseminating background papers more visibly and make them more easily accessible. The GEM Report Team has improved the research tool on the website to locate background papers. However, their dissemination could be enhanced through social media and the newsletter, which are some of the main tools by which readers become aware of new publications.

4.4 Sharing details of the production and editorial processes. The GEM Report Team should enhance its own visibility by publishing details of the Team's composition, the Report production processes, as well as details of its independence on the website and in the Report, in addition to the website where some of this information is already available.

Annexes

Annex I: Evaluation framework

Table 4: Evaluation framework to assess Relevance

Evaluation Question	Indicators	Data collection methods
1. To what extent has the GEM Report remained an authoritative, evidence-based reference in monitoring progress towards education in the SDGs and in analysing specific themes?	Perceptions of the report: Perceived GEM Report's ability to present complex data and concepts in useable and engaging ways Perceived level of independence of the Report by its audience, UNESCO headquarters and other stakeholders Perceived adequacy of the balance between advocacy and monitoring in the Report. Quality of the report: Range of research and analysis upon which the report draws Balance and comprehensiveness in the coverage of all the targets under SDG 4, and other education targets related to other SDGs. Perceived quality, consistency and robustness of the research and analysis produced Quality and volume of control feedback outputs (peer reviews, iterations with authors) Prestige of contributing authors and peer reviewers Perception of rigour in data presentation and analysis Perception of rigour and reliability of the statistics produced	In-depth interviews; surveys; desk research
2. Have the themes addressed in the Report been useful and influential within the global, regional and national education communities, including policy-makers? 2.1. [SUBQUESTION ADDED] To what extent is the Report considering crosscutting topics such as gender equality and needs of disadvantaged groups?	Alignment of the topics covered with the wider policy context at global level Number and analysis of citations of the Report Adequacy of the coverage of levels and types of education Adequacy of resources dedicated to lifelong learning vs other education levels Influence of GEM Report in the Education 2030 Agenda discussions Differences on levels of satisfaction with the Report between target groups Perception of the Report as a relevant tool to promote equitable and inclusive good-quality education and lifelong learning for all	Bibliometric analysis; desk research; in-depth interviews; surveys

	Balance between access to education and learning outcomes in the topics covered Analysis of the consultation process Analysis on how the think-pieces feed the selection of the final topic and the content of the report UNESCO headquarters' perception of the adequacy of the themes addressed by the Report as regards UNESCO's priorities and the global education landscape Analysis of how gender is monitored and covered throughout the report Analysis of how needs of disadvantage groups (ex. migrants, displaced population) is covered throughout the report	
3. Has the regional coverage of the Report reflected the universal character of the new international education agenda?	Geographical representation of consultation processes Perceived relevance of the report for lower, middle and high income countries Perceived relevance of the report per region Representativeness of the themes covered across the different regions Adequacy of the geographical focus of the report (developed vs developing countries)	Literature review; in-depth interviews; surveys
4. What are the lessons learned during the transition phase from the GMR to GEM Report concerning its relevance?	Comparison of perceived relevance of the latest editions of the report with the findings of the previous evaluations of the Report Comparison of citations between GMR and GEM Reports Perceptions of stakeholders' relevance of the GEM Report as compared to GMR. Analysis of how the GEM Report has responded to the recommendations produced by the ODI. Analysis of recommendations produced in previous evaluations and how the GEM team has responded to them Analysis of actions taken post-2015 to strengthen representativeness of the report Analysis of the rebranding strategy Analysis on how the GEM Report has responded to the new education agenda (and new mandate)	Literature review; in-depth interviews; surveys

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	User satisfaction and future expectations regarding the periodicity, structure, content, language and presentation of the Report Perceived relevance of the report by the stakeholders consulted Perceived relevance by the stakeholders on the sub-products of the GEM Report Authority and clarity of writing and presentation Accuracy and reliability of evidence Coverage of the commissioned papers and perceived adequacy of the topics by the Report's audience Recommendations given by stakeholders consulted on ways to improve relevance Analysis of interest per theme covered in the latest editions of the Report Comparison of the interest per edition of the Report Analysis of the adequate balance between monitoring and thematic chapters	
5. How can the Report's content be further improved for more relevance?		Literature review; in-depth interviews; surveys; Delphi method (experts panel)

Table 5: Evaluation framework to assess Effectiveness

Evaluation Question	Indicators	Data collection methods / sources
1. How effective has the GEM Report's outreach and dissemination strategy been in promoting the Report's messages to its intended audiences? [EVALUATION QUESTION BROKEN DOWN IN SUBQUESTIONS]		
1.1. How effective have the promotional events been to increase the outreach of the Report? What differences can be observed among countries, if any?	Recall rate of messages among survey participants Proportion of stakeholders that feel well informed Analysis of monitoring information of the events Comparison of outreach of the report with the number of events held by country Comparison of citations of the report in the media and social media with the number of events held by country Analysis on how stakeholders felt the content of the events was tailored to their country Analysis of the audience in the launch events by stakeholder type and country	Monitoring information; surveys; bibliometric analysis
1.2 How effective have the website and social media activity been to increase the outreach of the report?	Increase (if at all) of website usage when Reports are launched	Website analysis; Media and social media analysis

	Relevance of influencers on social media for the audiences of the Report Number and relevance of followers in the social media accounts connected to the Report Outreach of tweets and other posts Use of relevant hashtags for the Report Tone of the messages shared in social media Analysis of visits to the website from social media	
1.3 How, if at all, have been the different communication tools complementary to each other?	Analysis of timelines in which different communication tools have been used at the global level Analysis of support from central managed communication tools to communication activities at national or regional level Analysis of social media activity during the launch events	Monitoring information; in-depth interviews; website analysis, media and social media analysis
1.4 To what extent has the Report been shared and promoted with the relevant audience?	Outreach of the printed copies of the Report Number of downloads of the report and supporting materials Analysis of authors that cite the Report and journals where these papers are published Outreach of the report, in any format, with its intended audience Percentage of stakeholders that have read and/or used the report among the recipients Analysis of the audiences that share in their own social media profiles GEM's media activity Analysis of the outreach of policy briefs, gender review and youth report Analysis of the processes to involve field offices in the dissemination strategy	Monitoring information; website analysis; bibliometric analysis; media and social media analysis; surveys; in-depth interviews
1.5 What geographical differences can be observed in the outreach of the Report and how does this affect its effectiveness? Is there evidence of greater awareness of education goals and strengthened accountability among those stakeholders located in countries where the Report has been more widely promoted? If not, why?	Geographical spread of the printed publications and the downloads from the website Outreach of the report per language Differences in the recall of the messages in countries with more and less promotion of the report Geographical differences in social media activity	Website analysis; monitoring information; media and social media analysis; survey
2. What are the lessons learned during the transition phase in regards to the effectiveness of the report?	Analysis of the recommendations from the latest independent evaluation concerning effectiveness and how the GEM team has responded to them, if at all	Literature review; media and social media activity analysis; surveys; in-depth interviews; Delphi method (experts panel)

	Comparative of the outreach of the report's last editions with the findings from previous evaluations, and analysis of why differences are found, if any Comparative of the outreach of the different products that form the report	
3. How can the Report's outreach and dissemination be improved for more effectiveness?	Perception of any improvements made by the GEM team and other stakeholders involved in the production and dissemination of the report Perception of any improvements in the outreach of the report by the audience of the report Analysis of the dissemination and communications strategy and its implementation Analysis of the effectiveness of the different communication tools and how overall outreach could be improved	Surveys; in-depth interviews; media and social media activity analysis; website analysis; bibliometric analysis; Delphi method (experts panel)

Table 6: Evaluation framework to assess Impact

Evaluation Question	Indicators	Data collection methods
1. What has been the impact of the Report at the global, regional and national levels? To what extent has the GEM Report achieved its outcomes in accordance with its results framework?	Percentage of stakeholders that agree that the Report has helped bring themes on the agenda at national or international level Contribution of the report to general education dialogue at national level Impact rating of journals which contain citing articles of the GMR Analysis of the monitoring information on impact collected during/after the events. Number of stakeholders that agree that the report has influenced their policies or programmes Uses that different stakeholders give to the GEM Report	Surveys; in-depth interviews; literature review; bibliometric analysis
1.1 [SUB-QUESTION ADDED] To what extent have the evidence and evidence-based policy recommendations produced contributed to increased commitments and improved practices of national and international education stakeholders?	Use of the Report as an advocacy tool Use of the Report in high level policy discourse and policy-making Use of the Report in strategy and policy-making processes Analysis of academic citations Use of the recommendations from GEM to inform policy strategies Analysis of the recommendations produced by ODI	Surveys; in-depth interviews; bibliometric analysis; literature review

1.2 [SUB-QUESTION ADDED] To what extent have the reports and policy papers produced contributed to increased awareness of education goals and strengthened accountability among education stakeholders?	Recall rate of key messages among stakeholders Frequency with which stakeholders consult the products that make up the report Use of the report for benchmarking	Surveys; in-depth interviews; website analysis
2. How should the GEM Report define and measure impact? How can evidence on Report impact at different levels and for different audiences be captured? 3. Can the GEM Report's results framework be adjusted or improved to better capture its impact consistent with its mandate, and how?	Adequacy of the monitoring tools Adequacy of the communication tools Clarity and realism of the impact expected by the Report Definition of impact and analysis of ways to capture impact Refinement of the theory of change Robustness of the evidence collected to feed the results framework Adequacy of the communications strategy with the intended objectives and impact	Monitoring analysis; in-depth interviews; literature review
4. What are the lessons learned during the transition phase? 5. How can the Report's impact be further improved?	Comparative of the effectiveness and impact of the latest editions, and the findings of previous evaluations Analysis of effectiveness of the different communication tools Analysis of the strategy to engage audience Analysis of the participatory tools on the reports' themes Analysis of the adequacy of the themes with the global policy landscape	Literature review; in-depth interviews; surveys; website analysis; social media analysis; bibliometric analysis; Delphi method (experts panel)

Table 7: Evaluation framework to assess Efficiency

Evaluation Question	Indicators	Data collection methods and sources
1. How efficiently are planning and implementation activities carried out? Are management arrangements efficient for the planning, implementation and monitoring of activities?	Adequacy of the accountability procedures Adequacy of management structures Adequacy of the monitoring activity Adequacy of the timelines for the planning of the Report Adequacy of the timelines for the production of the Report Adequacy of the timelines for the publication, distribution and promotion of the Report Efficiency of the processes to held online and email consultations on the annual theme Selection process for authors (transparency, evaluation, etc.) Analysis of translation processes	Monitoring information analysis; in-depth interviews; literature review; survey (UNESCO staff only)

	Use of economies of scale for translation and distribution of the report Analysis of costs per activity and possible efficiency gains Analysis of budget per activity and adequacy of the budget allocation per activity	
2. How effective are the governance structures, and are there any grounds to revise the role of the Advisory Board?	Adequacy of timelines for decision-making Adequacy of the governing bodies and structures Adequacy of distribution of powers between governing bodies Perceived transparency of the governing mechanisms Clarity and definition of the governance and management roles and responsibilities of the GEM team Adequacy of the role of the SDG-Education 2030 Steering Committee Clarity of the role of UNESCO in the GEM team Adequacy of the composition of the Advisory Board Adequacy of the frequency with which the Advisory Board meets and the format and length of the meetings Clarity of the role of the Advisory Board outside of the Board Adequacy of the role and powers of the Director Analysis of the consultative role of the Advisory Board Effectiveness of the debate and discussion within the Advisory Board Degree of engagement of Board Members Representativeness of the Advisory Board (geographically and per type of stakeholder) Analysis of the role of the Advisory Board in the dissemination strategy	Monitoring information; Literature review In-depth interviews; survey (UNESCO staff only)
[ADDITIONAL QUESTION] To what extent is the GEM team using the resources available in UNESCO in an efficient way, without jeopardising its independence?	Relationship of GEM with UIS, complementarities, synergies, overlaps Use of UNESCO translation services (and other services involved in the revision of the report) Analysis of potential synergies with other stakeholders in UNESCO (ex. gender review, joint commissioning for translations/distribution with other UNESCO units) Analysis of the working groups where GEM participates, benefits and impact of its participation Perceptions of UNESCO staff	In-depth interviews; survey (staff)

3. What are the lessons learned from the transition phase in regards to the report's efficiency? [SUBQUESTION ADDED] Have the recommendations from the latest independent evaluation been implemented? If not, why?	Analysis of the recommendations of the latest independent evaluation and how the GEM team has responded, if at all Comparative of the efficiency of the latest editions of the report with the findings and conclusions in previous independent evaluations Perceptions of stakeholders on any improvements made during the transition phase concerning efficiency Results of the expansion of the Advisory Board to include five regional representatives	Literature review; in-depth interviews; Delphi method (experts panel)
4. How can the Report's management be further improved for more efficiency?	Stakeholders' perceptions on improvements that could still be made to improve efficiency Analysis on improvements that could be made to the roles of the different governing boards to improve efficiency of the Report Analysis on improvements of timelines and decision-making processes Analysis on any improvements on allocation of resources per task	Literature review; in-depth interviews; surveys; Delphi method (experts panel)

Table 8: Evaluation framework to assess Sustainability

Evaluation Question	Indicators	Data collection methods
1. What are the risks to the financial sustainability of the Report?	Suitability of the fund-raising strategy in the new landscape of aid funding Capacity of the GEM report to deliver value for money Length of the funding commitments Financing structure in relation to the aims of the GEM Degree of flexibility in the funding model Analysis of alternative fund-raising strategies Benchmarking with fund-raising strategies of other reports in education/other domains Prospective analysis of donors' commitments	In-depth interviews; monitoring analysis
2. What are the risks to the strategic position of the Report, vis-à-vis other global initiatives?	Complementarities, synergies, overlaps and duplications with other initiatives Positioning of the GEM Report vs other reports: weaknesses, strengths, opportunities and threats Key audiences of the GEM Report vs. other reports, analysis of its market niche	In-depth interviews; surveys; literature review; experts panel

	Stakeholder's perception of the added value of the Report vs. other reports.	
3. What are the risks to the independence of the Report?	Transparency of the processes to identify and commission papers Adequacy of the financing structure in order to ensure independence Composition of the donors' pool Contribution of the funding model to transparency and independence UNESCO headquarters' perception of GEM Report independence Other stakeholders' perception of GEM Report independence Role of the GEM Report as an advocacy tool	Surveys; in-depth interviews; monitoring analysis; literature review
4. What are the lessons learned during the transition phase in terms of sustainability?	Comparison of the findings in previous independent evaluations Improvements, if at all, in the financing model during the transition phase	Literature review; in-depth interviews; Delhi method (experts panel)
5. How can the Report team mitigate the risks it is facing to ensure sustainability?	Analysis of the risks and countermeasure strategies Analysis of weaknesses, strengths, opportunities and threats in the financing model Analysis of the added value of the report as regards similar initiatives Analysis of GEM team's communication with donors: adequacy of reports produced for donors and their expectations from the GEM report Analysis of how monitoring system can be improved to report impact to donors	Literature review; in-depth interviews; monitoring analysis; Delhi method (experts panel)

Annex II: List of key documents consulted

2015 EFA Global Monitoring Report documents
- 2015 Report Statistical tables
- Education for All 2000-2015: Achievements and Challenges PowerPoint pack

2016 Global Education Monitoring Report documents
- 2016 Report Statistical tables
- Brand Relaunch Strategy
- Cities Chapter Launch Strategy
- Communications Tactics GEM Report (2016)
- Communication Messages for The Monitoring Section of the 2016 GEMR
- Education for people and planet: Creating sustainable futures for all (2016) PowerPoint pack
- GEM Report Digital Strategy (2016)
- Outreach Strategy for the 2016 Reports
- Planet Chapter Launch Strategy
- Policy papers strategy documents
  - Policy paper strategy: Monitoring gender equality
  - Policy paper strategy: Out of school children and adolescents
  - Policy paper strategy: Refugees
  - Policy paper strategy: Textbook content
- Production and comms scenarios (2016)
- Why the GEM Report 2016 will launch at the start of September/ before the Commission Report

2017/8 Global Education Monitoring Report documents
- 2017/8 Report Statistical tables
- 2018 Gender Review- Launch Strategy
- Accountability in Education: Meeting Our Commitments (2017/8) Monitoring PowerPoint pack
- Accountability in Education: Meeting Our Commitments (2017/8) Thematic PowerPoint pack
- Brief on 2017/8 GEM Report Recommendation: All Countries Should Produce Regular National Education Monitoring Reports
- Brief on 2017/8 GEM Report Recommendation: The Right to Education Should Be Justiciable
- Brief on GEM Report Youth Campaign Calling for The Right to Education to Be Enforced
- GEM Report 2017/8: Accountability and Education - Media Event Strategy - Internal document
- GEM Report 2017/8: Accountability and Education - Youth Engagement Strategy
- Guidelines for Launch Events (2017)
- Lessons Learnt - GEM 2016 Communications: Online, Media and Events
- Outreach and Communications Strategy for the 2017 GEM Report
- Policy papers strategy documents
  - Policy paper strategy: Access and Affordability of Higher Education
  - Policy Papers Proposal Agenda
- Strategy for GEM Report Presence During the GPE Replenishment Conference (February 2018)
- The Global Education Monitoring Report: Strategic Plan: 2018–2019 (November 2017)

2019 Global Education Monitoring Report documents
- Communications Strategy for GEM Report 2019
- GEM 2019 Brainstorm Notes
- GEM Report 2019 Communications Brainstorm: Agenda and Notes
- GEM Report 2019: Migration, Displacement and Education - Collaboration Options with IOM
- GEM Report 2019: Migration, Displacement and Education - Collaboration Options with UNHCR
- Suggested Calculations for GEM Report 2019

Admin and Finance
- Agenda GEM Report team meeting (18 December 2017)
- Administrative Organigramme - HR (January 2018)

Advisory Board
- EFA Global Monitoring Report: Fifteenth Meeting of The Advisory Board (8-9 June 2015, UNESCO Headquarters, 1, rue Miollis, 75015 Paris) – *Full documents*
- Global Education Monitoring Report: First Meeting of The Advisory Board (2–3 June 2016, UNESCO Headquarters 1, rue Miollis 75015 Paris Room XIII) – *Full documents*
- Global Education Monitoring Report: Second Meeting of The Advisory Board (8-9 June 2017, UNESCO Headquarters 1, rue Miollis 75015 Paris Rooms XIII and XIV) – *Full documents*
- Global Education Monitoring Report: Minutes of The Second Meeting of The Gem Report Advisory Board (8-9 June 2017, UNESCO, 1 rue Miollis Rooms XIII and XIV)
- 2017/2018 Global Education Monitoring Report External Evaluation Reference Group – *Terms of reference*
- Global Education Monitoring Report Terms of Reference for The Advisory Board (Updated March 2017)

Donors
- EFA Global Monitoring Report: Fifteenth Meeting of The Advisory Board (8-9 June 2015, UNESCO, 1 rue Miollis Room XIII) - Donor Meeting (Tuesday, 9th June 09.15 – 10.15 Room B6.19)
- Global Education Monitoring Report: First Donor Meeting of The Advisory Board (2–3 June 2016 UNESCO Headquarters 1, rue Miollis 75015 Paris Room XIII) - Donor Meeting (Friday, 3rd June 09.15 – 10.15 Room XIV)
- Global Education Monitoring Report: Second Meeting of The Advisory Board (8–9 June 2017 UNESCO Headquarters 1, rue Miollis 75015 Paris Room XIII) - Funders Meeting (Friday, 9 June 08.30 – 09.45 Room XIV)
- GEM Report Funding master (25th January 2018)

Logframe
- GEM Report Logframe (25th July 2017)

Management Reports
- Education for All Global Monitoring Report: Management Report to Funding Agencies (1 January – 30 June 2015)
- Education for All Global Monitoring Report: Management Report to Funding Agencies (1 July – 31 December 2015)
- Global Education Monitoring Report: Management Report to Funding Agencies (1 January – 30 June 2016)
- Global Education Monitoring Report: Management Report to Funding Agencies (1 July – 31 December 2016)
- Global Education Monitoring Report: Management Report to Funding Agencies (1 January – 30 June 2017)
- Global Education Monitoring Report: Management Report to Funding Agencies (1 July – 31 December 2017)

Submissions and proposals
- Canada DFATD - Support to the Education for All Global Monitoring Report (March 2015)
- Education Counts: Towards the Millennium Development Goals - Education for All Global Monitoring Report Funding Proposal (2011-2013)
- GMR-DFID Memorandum of Understanding Appendix 1 – *Global Monitoring Report Logframe Indicators and Payment milestones*

Other documents – commissions, reporting forms, publications documents etc.
- 2017/8 GEM Report reporting form – *launch events*
- Consultancy contract: Request for written proposal – Researcher
- Contracting Procedure – Research
- Co-Publishing Agreement: Global Education Monitoring Report 2017/18 Chinese
- GEM Report Production Schedule (2017)
- Global Education Monitoring Report 2017/18: Publications Board Decision and Comments
- Priority Gender Equality Checklist for Publications (2017/8)
- Research Template 2017 – One Author
- Research Template 2017 – Organisation and Company

Wider literature reviewed

Previous evaluations

- Formative Review of the Education For All Global Monitoring Report (2002-2005) – Final Report volume 2. Narrative Report. Universalia Management Group (June 2006)
- Evaluation of the Global Monitoring Report (2006-2009) – Final Report volume 1. Universalia Management Group (June 2010)
- External Evaluation of the Education for All Global Monitoring Report (2002-2014) – Final Report. Education for Change (June 2014)
- Response to the 2014 External Evaluation of the EFA Global Monitoring Report. UNESCO and EFA GMR Team (August 5th 2014)
- Evaluation of the Education for All (EFA) Global and Regional Coordination Mechanisms. Evaluation Office (June 2016)
- Evaluation of the UNESCO Science Report: Towards 2030. IOS Evaluation Office (July 2017)

Other reports

- World Development Report: Learning to Realize Education's Promise. World Bank Group (2018)
- 'The Learning Generation' Report. International Commission on Financing Global Education Opportunity (2016)
- 'Results' Report 2018. Global Partnership for Education (2018)
- 'Results' Reports 2015/2016. Global Partnership for Education (2017)
- 'Results for Learning' Report 2014/15. Global Partnership for Education (2015)
- Progress for Every Child in the SDG Era. UNICEF (2018)
- The State of the World's Children Report: Children in a Digital World. UNICEF (2017)
- Annual Report. UNICEF (2016)
- The State of the World's Children Report: A Fair Chance for Every Child. UNICEF (2016)
- PISA for Development. Organization for Economic Cooperation and Development (OECD) (2016)
- Programme for International Student Assessment (PISA). Organization for Economic Cooperation and Development (OECD) (2015)
- DFID Education Policy 2018: Get Children Learning. Department for International Development (UK) (2018)

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Annex III: Survey Questionnaire

Thank you for agreeing to take part in this survey. Ipsos MORI has been contracted by UNESCO to undertake an Evaluation of the Global Education Monitoring (GEM) Report. This evaluation will assess the relevance, effectiveness, impact, efficiency and sustainability of the GEM Report. The aim is to extract lessons learned on how the next editions of the Report could be improved to provide greater added value to its audience, contribute towards advancing Sustainable Development Goal 4 (Ensure inclusive and quality education for all and promote lifelong learning) and generate impact.

Please answer the following questions as honestly as possible. The survey should only take 15 minutes. If there are questions that you do not feel you can answer you will be able to tell us this.

Your answers will be reviewed and analysed by Ipsos MORI. Anonymous and aggregated responses will be reported for the purpose of the evaluation.

1. **In which language do you prefer to answer the survey? [SHOW EACH OPTION TRANSLATED TO THAT SPECIFIC LANGUAGE – EX. Español]**
   [SINGLE RESPONSE]

   a) English
   b) Spanish
   c) French
   d) Arabic
   e) Chinese
   f) Russian

[ROUTE TO LANGUAGE]

[IF LANGUAGE DIFFERENT THAN ENGLISH, THEN SHOW A SCREEN WITH INTRODUCTION TRANSLATED INTO CHOSEN LANGUAGE]

Section 1 – Personal profile

2. **Which of the following best describes your current employer? Please, select the option that best fits with your current position**

[SINGLE RESPONSE]
[DO NOT RANDOMISE – USE THIS ORDER]

UNESCO or an Agency dependent on UNESCO	1
Another UN Agency or international organization	2
Academic institution, think tank, research organization	3
Non-governmental organisation (NGO), civil society organization or foundation	4
Development or donor agency	5
National/local government agency or department	6

Independent consultant / freelancer	7
Other - Please specify *[INSERT TEXT BOX]*	97

3. **What does your job <u>mainly</u> involve?**

Please select ONE answer which <u>best reflects</u> your role.

[SINGLE RESPONSE]
[DO NOT RANDOMISE – USE THIS ORDER]

Taking decisions on policies	1
Advising on policy (providing advice and information to those who take decisions on policies)	2
Research	3
Communication (externally or internally)	4
Advocacy and lobbying	5
Education or training practitioner	6
Other roles - Please specify *[INSERT TEXT BOX]*	97

4. Which of the following best describes the topical remit of your work? Please, select up to 3 fields.

[MULTIPLE RESPONSE – MAXIMUM 3]
[RANDOMISE – EXCEPT CODE 97]

Finance/planning	1
Health	2
Education	3
Sustainable development	4
International cooperation	5
Gender	6
Other - Please specify *[INSERT TEXT BOX]*	97

[RESPONDENTS THAT DO NOT CODE 3 AT Q4 FILTER TO Q6]

5. **How long have you been working in roles related to education?**

[SINGLE RESPONSE]
[DO NOT RANDOMISE – USE THIS ORDER]

Less than 1 year	1
Between 1 and 5 years	2
More than 5 and up to 10 years	3
More than 10 years	4

6. **In which country or region do you mainly work?**
   [SINGLE RESPONSE]
   [INSERT DROPDOWN LIST]

All United Nations Member States	1	Cyprus	50	Lebanon	101	Saint Lucia	152
Regions		Czech Republic	51	Lesotho	102	Saint Vincent and the Grenadines	153
Africa	2	Côte d'Ivoire	52	Liberia	103	Samoa	154
East Asia and Pacific	3	Democratic People's Republic of Korea	53	Libya	104	San Marino	155
Europe and Central Asia	4	Democratic Republic of the Congo	54	Liechtenstein	105	Saudi Arabia	156
Latin America and the Caribbean	5	Denmark	55	Lithuania	106	Senegal	157
Middle East and North Africa	6	Djibouti	56	Luxembourg	107	Serbia	158
North America	7						
South Asia	8	Dominica	57	Madagascar	108	Seychelles	159
Countries		Dominican Republic	58	Malawi	109	Sierra Leone	160
Afghanistan	8	Ecuador	59	Malaysia	110	Singapore	161
Albania	9	Egypt	60	Maldives	111	Slovakia	162
Algeria	10	El Salvador	61	Mali	112	Slovenia	163
Andorra	11	Equatorial Guinea	62	Malta	113	Solomon Islands	164
Angola	12	Eritrea	63	Marshall Islands	114	Somalia	165
Antigua and Barbuda	13	Estonia	64	Mauritania	115	South Africa	166
Argentina	14	Ethiopia	65	Mauritius	116	South Sudan	167
Armenia	15	Fiji	66	Mexico	117	Spain	168
Australia	16	Finland	67	Micronesia (Federated States of)	118	Sri Lanka	169
Austria	17	France	68	Monaco	119	Sudan	170
Azerbaijan	18	Gabon	69	Mongolia	120	Suriname	171
Bahamas	19	Gambia	70	Montenegro	121	Swaziland	172
Bahrain	20	Georgia	71	Morocco	122	Sweden	173
Bangladesh	21	Germany	72	Mozambique	123	Switzerland	174
Barbados	22	Ghana	73	Myanmar	124	Syrian Arab Republic	175
Belarus	23	Greece	74	Namibia	125	São Tomé and Príncipe	176
Belgium	24	Grenada	75	Nauru	126	Tajikistan	177
Belize	25	Guatemala	76	Nepal	127	Thailand	178
Benin	26	Guinea	77	Netherlands	128	The Former Yugoslav Republic of Macedonia	179

Bhutan	27	Guinea-Bissau	78	New Zealand	129	Timor-Leste	180
Bolivia (Plurinational State of)	28	Guyana	79	Nicaragua	130	Togo	181
Bosnia and Herzegovina	29	Haiti	80	Niger	131	Tonga	182
Botswana	30	Honduras	81	Nigeria	132	Trinidad and Tobago	183
Brazil	31	Hungary	82	Norway	133	Tunisia	184
Brunei Darussalam	32	Iceland	83	Oman	134	Turkey	185
Bulgaria	33	India	84	Pakistan	135	Turkmenistan	186
Burkina Faso	34	Indonesia	85	Palau	136	Tuvalu	187
Burundi	35	Iran (Islamic Republic of)	86	Palestine	137	Uganda	188
Cabo Verde	36	Iraq	87	Panama	138	Ukraine	189
Cambodia	37	Ireland	88	Papua New Guinea	139	United Arab Emirates	190
Cameroon	38	Israel	89	Paraguay	140	United Kingdom of Great Britain and Northern Ireland	191
Canada	39	Italy	90	Peru	141	United Republic of Tanzania	192
Central African Republic	40	Jamaica	91	Philippines	142	United States of America	193
Chad	41	Japan	92	Poland	143	Uruguay	194
Chile	42	Jordan	93	Portugal	144	Uzbekistan	195
China	43	Kazakhstan	94	Qatar	145	Vanuatu	196
Colombia	44	Kenya	95	Republic of Korea	146	Vatican City	197
Comoros	45	Kiribati	96	Republic of Moldova	147	Venezuela (Bolivarian Republic of)	198
Congo	46	Kuwait	97	Romania	148	Vietnam	199
Costa Rica	47	Kyrgyzstan	98	Russian Federation	149	Yemen	200
Croatia	48	Lao People's Democratic Republic	99	Rwanda	150	Zambia	201
Cuba	49	Latvia	100	Saint Kitts and Nevis	151	Zimbabwe	202

Section 2 – Awareness of the Report

7. How did you first become aware of the Global Education Monitoring (GEM) Report (or the Global Monitoring Report (GMR) Report, as it was formally named until 2015)? Please, select one.

[SINGLE RESPONSE]
[DO NOT RANDOMISE – USE THIS ORDER]

Online search engines (such as Google, Bing…)	1
I attended a launch event	2
I was informed by UNESCO staff	3
Recommendation from a colleague	4
On social media	5
In the news (online media, press, radio or TV)	6

References in other documents or conferences	7
In the Incheon Declaration and/or in the Education 2030 Framework for Action	8
Other - Please specify *[INSERT TEXT BOX]*	97
I do not remember	96
I have never heard of the Global Education Monitoring (GEM) Report	98

[RESPONDENTS THAT CODE 98 AT Q7 FILTER TO Q22]

8. **Through which source or sources do you usually become aware about a new Global Education Monitoring Report publication (a new Edition, new background papers, new languages of the Report…)? Please select all that apply.**
   [MULTIPLE CHOICE]
   [RANDOMISE – EXCEPT OPTION 97]
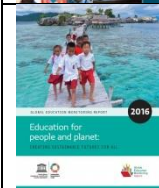
On the GEM Report website	1
In launch events	2
In the Mail Chimp newsletter (distributed by email)	3
On social media	4
In the news (online media, press, radio or TV)	5
References in other documents	6
From UNESCO	7
Word of mouth	8
Other - Please specify *[INSERT TEXT BOX]*	97

9. **Which, if any, of the following Global Education Monitoring (GEM) Report Editions have you read or consulted in the last 3 years? Please select all that apply.**

   [MULTIPLE RESPONSE EXCEPT 98 SINGLE RESPONSE]
   [DO NOT RANDOMISE]
   [INCLUDE PICTURES OF THE REPORTS – AVAILABLE HERE: https://en.unesco.org/gem-report/allreports]

	2015 Global Monitoring Report – Education for All 2000-2015: Achievements and Challenges	1
	2016 Global Education Monitoring (GEM) Report - Education for people and planet: Creating sustainable futures for all	2

	2017 Global Education Monitoring (GEM) Report - Accountability in education: Meeting our commitments	3
	I haven't read or consulted any document related to the Global Education Monitoring Report in the last 3 years	98

[RESPONDENTS THAT CODE 98 AT Q10 FILTER TO Q22]

10. **How often do you consult or use the publications produced by the Global Education Monitoring Report team, including the full Report?**

    [SINGLE RESPONSE]
    [DO NOT RANDOMISE]
    [ALL MANDATORY EXCEPT OTHER]

	More than once a week	Once a week	Once a month	Once a semester	Once a year	Less often than once a year	Never
Full Report	❑	❑	❑	❑	❑	❑	❑
Summary Report	❑	❑	❑	❑	❑	❑	❑
Youth version of the Report	❑	❑	❑	❑	❑	❑	❑
Gender Review	❑	❑	❑	❑	❑	❑	❑
Statistical tables	❑	❑	❑	❑	❑	❑	❑
WIDE Database	❑	❑	❑	❑	❑	❑	❑
Policy Papers	❑	❑	❑	❑	❑	❑	❑
Background papers (papers on specific topics and/or countries published in the GEM Report website)	❑	❑	❑	❑	❑	❑	❑
World Education Blog	❑	❑	❑	❑	❑	❑	❑
Other – please specify *[TEXT INSERT TEXT BOX]*	❑	❑	❑	❑	❑	❑	❑

11. In which language do you prefer to read the Global Education Monitoring Report and its other publications

    [SINGLE CHOICE]
    [RANDOMISE – EXCEPT OPTION 'OTHER']

English	1

Spanish	2
French	3
Arabic	4
Chinese	5
Russian	6
Other – please detail *[INSERT TEXT BOX]*	7

Section 3 – Reasons to consult the GEM Report

12. What are the reasons you access the publications produced by the Global Education Monitoring Report team?
Please choose a maximum of 3 reasons

[MULTIPLE RESPONSE - MAXIMUM 3]
[RANDOMISE – EXCEPT OPTION 'OTHER']

To keep up with news in this field	1
To monitor education in my country	2
To compare trends across countries	3
To identify lessons learned or best practises in other countries	4
To read the recommendations	5
To use the statistics and/or indicators	6
Other - Please detail [INSERT TEXT BOX]	97

[ASK Q13 ONLY IF RESPONDENT CODES "NEVER" OR "LEAST THAN ONCE A YEAR" IN ANY ROW IN Q10]

13. What are the main reasons preventing you from accessing some publications produced by the Global Education Monitoring Report team?

Please select a MAXIMUM OF 5 REASONS

[RANDOMISE]
[MAX 5 ANSWERS]

I do not have the time / too busy to read it	1
The data are not up to date or are not accurate	2
I did not know some of these publications existed	3

I did not know when it would be published / available	4
New versions / editions are not published regularly enough	5
It is not easy to understand	7
It is not detailed enough	8
It is too long	9
It is less useful for my work than similar publications from other information sources	10
It is addressed to a different audience / is not relevant for my work	11
Other – please detail [insert text box]	97

14. A. How do you mainly read or consult the Global Education Monitoring Report and its other publications?

[SINGLE RESPONSE]
[RANDOMISE – EXCEPT OPTION 'OTHER']

On paper	1
Online	2
From a memory stick (pen drive)	3
Other - Please specify *[INSERT TEXT BOX]*	97

14. B. How would you prefer to read or consult the Global Education Monitoring Report and its other publications?

[SINGLE RESPONSE]
[RANDOMISE – EXCEPT OPTION 'OTHER']

On paper	1
Online	2
From a memory stick (pen drive) provided by UNESCO	3
Other - Please specify *[INSERT TEXT BOX]*	97

[ASK Q15 ONLY IF RESPONDENT CODES ANY OPTION DIFFERENT TO "NEVER" IN THE FIRST ROW -FULL REPORT- AT Q10]

15. **To what extent do you AGREE or DISAGREE with the following statements about the MAIN REPORT of the Global Education Monitoring Report?**

[SINGLE RESPONSE]
[RANDOMISED]

	Agree completely	Agree	Neutral	Disagree	Completely disagree	Don't know
It is the only publication monitoring education that COVERS ALL COUNTRIES in the world	❏	❏	❏	❏	❏	❏
It provides ACCURATE data on the progress on education	❏	❏	❏	❏	❏	❏
It is EASY TO UNDERSTAND	❏	❏	❏	❏	❏	❏
The themes covered in the last 3 editions are VERY RELEVANT TO EDUCATION PRIORITIES IN THE INTERNATIONAL CONTEXT	❏	❏	❏	❏	❏	❏
It provides a VERY RELEVANT RANGE OF INDICATORS monitoring SDG4	❏	❏	❏	❏	❏	❏
It is a VERY RELIABLE AND AUTHORITATIVE source	❏	❏	❏	❏	❏	❏
It is an INDEPENDENT source of information	❏	❏	❏	❏	❏	❏

Section 4 – Content of the GEM Report

16. **To what extent do you AGREE or DISAGREE with the following statements about THE OTHER PUBLICATIONS produced by the Global Education Monitoring Report team?**

	Agree completely	Agree	Neutral	Disagree	Completely disagree	Don't know
GENDER is sufficiently addressed	❏	❏	❏	❏	❏	❏
CROSS-CUTTING TOPICS (for example human rights or peace) are sufficiently addressed	❏	❏	❏	❏	❏	❏
The coverage of different EDUCATION LEVELS (from early childhood to tertiary) is well balanced	❏	❏	❏	❏	❏	❏
The themes covered are RELEVANT TO MY WORK	❏	❏	❏	❏	❏	❏

17. **Which of the following SDG4 targets or topics would you like the report to cover more in future editions, if any? Please, select up to 3 targets or topics.**

[MULTIPLE RESPONSE - MAXIMUM 3 EXCEPT CODES 97 AND 98, WHICH ARE SINGLE ANSWER]
[NOT RANDOMISE – SHOW THIS ORDER]

4.1 – Primary and secondary education	1
4.2 – Early childhood	2
4.3 – Technical, vocational, higher and adult education	3
4.4 – Skills for work	4
4.5 – Equity	5
4.6 – Youth and adult literacy	6
4.7 –Sustainable development and global citizenship	7
4.a – Education facilities and learning environments	8
4.b – Scholarships	9
4.c – Teachers	10
Finance: public, aid and household expenditure	11
Links with other SDGs	12
Current coverage is well balanced	97
I don't know	98

18. **Which of the following geographic regions would you like the report to cover more in future editions, if any? Please, select up to 5 regions.**

[MULTIPLE RESPONSE - MAXIMUM 5 EXCEPT CODES 97 AND 98, WHICH ARE SINGLE ANSWER]
[NOT RANDOMISE – SHOW THIS ORDER]

Sub-Saharan Africa	1
Caucasus and Central Asia	2
East Asia and Pacific	3
Europe and North America	4
Latin America and the Caribbean	5

Northern Africa and Western Asia	6
South Asia	7
Low and middle income countries	8
High income countries	9
Current coverage is well balanced	97
I don't know	98

19. Are there any other themes or data that you would like the Global Education Monitoring Report to cover? (Please detail your answer)

[OPEN QUESTION]
[NON-MANDATORY ANSWER]

Section 5 – Use and impact of the GEM Report

20. What do you use the Global Education Monitoring Report for? Please, select all that apply
[MULTIPLE RESPONSE EXCEPT CODE 98]
[RANDOMISE – EXCEPT 'OTHER' AND 'DO NOT USE IT']

As a source of personal development and learning	1
As a source of reference to support my existing work or study	2
As a source of analysis that influences the strategy, programming and/or policy within my organisation	3
As an advocacy tool with those outside my organisation	4
As a source of reference to identify good practice for policy	5
OTHER – Please detail *[[INSERT TEXT BOX]*	97
I consult it but do not use it	98

[RESPONDENTS THAT CODE 98 AT Q20 FILTER TO Q22]

21. Have you used the Global Education Monitoring Report as a reference for any of the following documents that you have produced, or contributed to? Please, select all that apply
[MULTIPLE CHOICE]
[RANDOMISE – EXCEPT 'OTHER']

Advocacy reports and materials	1

Research reports or academic articles	2
Editorials, media articles or blogs	3
National policy and strategy development processes	4
Press releases or media briefings	5
Projects/programme/funding proposals or reports	6
Presentations at conferences or education events	7
Other – please detail [OPEN TEXT]	97
None	98

Section 6 – Other Reports in education

22. What other sources or reports on education have you consulted in the last 3 years? Please, select all that apply

[MULTIPLE ANSWER]
[RANDOMISED – EXCEPT CODE 97]

Reports published by the World Bank, including the World Development Report	1
Reports published by the Organization for Economic Co-operation and Development (OECD)	2
Reports published by the United Nations Girls' Education Initiative (UNGEI)	3
Reports published by UNICEF	4
Research produced by non-governmental organisations	5
International Commission on Financing Global Education Opportunity report	6
Other – please detail [OPEN TEXT]	97
I have not consulted any other education source	98

*[IF RESPONDENT CODED 98 AT Q8 or CODED 98 AT Q9, then FILTER TO **END SURVEY**]*

23. Now, to what extent do you AGREE or DISAGREE with the following statements about the Global Education Monitoring Report in comparison to other sources that you use?

[RANDOMISE]

	Agree completely	Agree	Neutral	Disagree	Completely disagree	Don't know
Its content is <u>MORE RELEVANT FOR MY WORK THAN SIMILAR PUBLICATIONS</u>	❏	❏	❏	❏	❏	❏
It is of <u>HIGHER QUALITY</u> THAN SIMILAR PUBLICATIONS	❏	❏	❏	❏	❏	❏
It contains <u>MORE RELIABLE DATA</u>	❏	❏	❏	❏	❏	❏
It provides <u>WIDER GEOGRAPHICAL COVERAGE</u> THAN SIMILAR PUBLICATIONS	❏	❏	❏	❏	❏	❏
It provides a <u>MORE BALANCED PERSPECTIVE</u> THAN SIMILAR PUBLICATIONS	❏	❏	❏	❏	❏	❏

24. **Overall, to what extent do you AGREE or DISAGREE that the Global Education Monitoring Report has contributed to the following:**

	Agree completely	Agree	Neutral	Disagree	Completely disagree	Don't know
Increase AWARENESS of international education goals	❏	❏	❏	❏	❏	❏
Bring EDUCATION ISSUES TO THE POLITICAL AGENDA in my country or region	❏	❏	❏	❏	❏	❏
Increase COMMITMENTS towards quality education	❏	❏	❏	❏	❏	❏
Influence CHANGES IN EDUCATION POLICY	❏	❏	❏	❏	❏	❏
Promote DIALOGUE in education at international level	❏	❏	❏	❏	❏	❏
Strengthen ACCOUNTABILITY among stakeholders	❏	❏	❏	❏	❏	❏

25. **Will you continue using the publications produced by Global Education Monitoring Report team in the years to come?**
    [SINGLE RESPONSE]
    [INSERT DROPDOWN LIST]

Yes	1
No	2
I don't know	3

26. **How could the Global Education Monitoring Report be improved so that you continue using it or that you use it more? Please, detail your answer**

[OPEN QUESTION]

END SURVEY

Annex IV: Survey findings

<u>Methods</u>

An **online survey** of recipients of the GEM Report's e-newsletter was conducted. It had a total of **26 questions** about their views and use of the GEM Reports, and in which role and region they work. The survey was sent to 14,462 contacts, and **1,228 participated**. However, it should be noted that around 3,000 emails were invalid. Therefore, a response rate of about 11% was achieved. The survey was launched on 11 April 2018 and closed on 15 May 2018. Respondents received an invitation email with a unique link to the survey, and two more reminders were sent while the survey was open. The survey was launched in all the six official UN languages (English, Spanish, French, Russian, Arabic and Chinese), and respondents could answer in any of these languages. Annex V contains the survey questionnaire and an analysis of the responses received.

<u>Survey respondents</u>

A total of **1228 survey responses** were collected. Most survey respondents answered in English (67%), with a further 14% answering in Spanish and 13% in French. A minority have answered in Arabic (2%), Chinese (1%) and Russian (1%). Similarly, 69% **prefer to read the GEM Report** and its other publications in English, 13% in Spanish and French, and 2% in Arabic. A further 4% chose Chinese, Russian or "other".

Most readers consult the Report online (72%) and most prefer to read it this way. However, 30% of respondents would **prefer to read the GEM Report** on paper, compared to the 18% that currently do. This is consistent across all sub-groups except UNESCO staff who mostly consult the Report on paper (49%) and would prefer to continue to do so (46%).

The respondents came from a range of **employment** backgrounds and job roles, with most working for an academic institution, think tank, or research organisation (341 respondents, 28% of all). The next largest category of respondents was those working for NGOs (264, 21%), and for national/local government agencies or departments (184, 15%). A further 138 people (11%) worked as independent consultants, 91 people (7%) were UNESCO staff or dependents, 66 (5%) worked for other UN agencies, 33 people (3%) were from external development or donor agencies, and 111 people (9%) of respondents selected "other". See Table 8 for a further breakdown of employment background and sub-groups job roles.

Table 8. Employment of survey respondents

Employment groups	% of respondents	Number
Academic institution, think tank, research organization	28%	341
in research roles	11%	132
working as education or training practitioners	13%	158
other roles	4%	51
NGOs and civil society	21%	264
as education or training practitioner	7%	84
in advocacy roles	4%	53
other roles	10%	127
National/local government agency or department	15%	184
taking decisions on policies	1%	11
advising on policy	5%	65

working as education or training practitioner	6%	72
other roles	3%	36
Independent consultant / freelancer	11%	138
Other employment	9%	111
UNESCO or an Agency dependent on UNESCO	7%	91
Another UN Agency or international organization	5%	66
Development or donor agency	3%	33
Total	100%	1228

Source: Ipsos MORI Survey (n=1228)

A third of respondents (34%) list their **primary job role** as an education or training practitioner, and a fifth mainly carry out research (21%) or advise on policy (17%). The remainder work in advocacy and lobbying (8%), taking decisions on policies (5%) and communication (5%). Most those who selected that they work for an academic institution, think tank, or research organisation work as education or training practitioners. This pattern was mirrored by national/local government agencies or departments.

Further analysis was conducted on the **topical remit of their work**. The bulk of respondents chose "education" as one of three unranked options (89%), followed by sustainable development (35%), and international cooperation (22%). Less common selections were gender (18%), finance and planning (10%), and health (8%). This pattern was followed when we sub-divided the groups by employment and job role.

Of those who selected "education" as a topical remit of their work, **most have worked in roles relating to education for more than 10 years** (71%). This is consistent for all sub-groups of employment. Of those who only worked in education for less than a year, most were in national/local government agencies, all other answers (1-5 years, 5-10 years, and 10+ years) had a majority from academic institution, think tank, or research organisation following the overall sample pattern.

Respondents were asked to state **the geographic location where they mainly work**, including an option for "All UN member states". The highest proportion of people worked mainly in Africa (26%), followed by Europe and Central Asia (19%), and Latin America and the Caribbean (16%). 13% of respondents selected "All UN member states", 12% selected East Asia and Pacific, 5% Middle East and North Africa and South Asia respectively, and only 4% in North America. There were notable numbers of people from a select few countries. From 1228 respondents; 64 respondents were from India, 47 from Mexico, 37 from Nigeria, 28 from Pakistan, 28 from France, 24 from UK, 21 from Spain.

Geographic location of work was explored further with crosstabulations of employment. Most followed similar patterns as above with most employees working mainly in Africa; notably a third of NGO employees surveyed (33%) and national/local government agency or department employees (30%) operate in this region. A few exceptions; UNESCO and dependent agency respondents stated "All UN member states" highest (27%), academic institution, think tank or research organisation stated Latin America and the Caribbean (26%), and "other" employment was concentrated most in Europe and Central Asia (26%).

Awareness of the GEM Report

Awareness of the GEM Report has mostly come from references in other documents or conferences (17%) followed by being informed by UNESCO staff (16%), and online search engines (12%). Only 2% of respondents had never heard of the

GEM Report (see Table 9 for full breakdown). **Awareness of new publications** is mainly led by UNESCO (46%) and the GEM Report website (35%). This pattern was consistent across all employment sub-groups except other UN agencies who mostly become aware of new publications on the website (37%) and then from UNESCO (32%). Overall; 29% of respondents become aware of new publications in the newsletter, 23% on social media, 16% in references in other documents, 14% in the news, 12% in launch events, 8% by word of mouth, and only 4% "other". There were a range of answers given under "other", but one of the most common themes mentioned was through university, educational research or training courses.

Table 9. How did you first become aware of the Global Education Monitoring (GEM) Report (or the Global Monitoring Report (GMR) Report, as it was formally named until 2015)? Please, select one.

References in other documents or conferences	17%
I was informed by UNESCO staff	16%
Online search engines (such as Google, Bing...)	12%
Recommendation from a colleague	8%
In the Incheon Declaration and/or in the Education 2030 Framework for Action	8%
On social media	7%
I do not remember	7%
I attended a launch event	6%
In the news (online media, press, radio or TV)	5%
I have never heard of the Global Education Monitoring (GEM) Report	2%
Other - Please specify	11%

Base: 1228 survey respondents

Respondents were asked to identify which, if any, of the GEM Report editions they had **read or consulted in the last three years.** The 2015 GMR Report was read or consulted by the most respondents (69%), with both 2016 and 2017 GEM Reports being read or consulted by 61% of respondents. 11% had not read or consulted any document relating to GEM Report in the last three years.

Overall, GEM publications are **most commonly consulted or used** once a semester. However, the frequency with which different sections of the report or other publications are used varies. For example, the Full Report is most commonly accessed once a year (30%), whereas the Summary Report is used most once a semester (30%). The statistical tables, policy, and background papers are also most frequently consulted or used once a semester (all 27%). Near 40% of respondents stated they had never consulted or used the WIDE database (40%), youth version (39%), World Education Blog (28%), or Gender Review (24%) – see Table 10 below for full breakdown.

Table 10. How often do you consult or use the publications produced by the Global Education Monitoring Report team, including the full Report?

	MORE than once a WEEK	Once a WEEK	Once a MONTH	Once a SEMESTER	Once a YEAR	LESS often than once a YEAR	NEVER
Full Report	3%	5%	17%	29%	30%	10%	6%

Summary Report	4%	6%	25%	31%	21%	8%	5%
Youth version of the Report	2%	2%	11%	16%	16%	14%	39%
Gender Review	2%	4%	14%	23%	20%	14%	24%
Statistical tables	3%	5%	22%	27%	20%	12%	11%
WIDE Database	2%	3%	11%	16%	15%	13%	40%
Policy Papers	4%	6%	19%	27%	18%	13%	15%
Background papers (papers on specific topics and/or countries published in the GEM Report website)	4%	5%	17%	27%	19%	14%	14%
World Education Blog	6%	8%	20%	17%	10%	12%	28%

Base: 1065 survey respondents

When analysed by employment group the there are some variations again across the different publications. The Full Report is used once a semester by UNESCO staff (34%), those in other UN agencies (41%), and by national/local governments (32%), and jointly once a semester and once a year by academic institutions, think tanks, and research organisations (29%). The Summary Report is used once a month by UNESCO staff (34%), national/local governments (30%), and development or donor agencies (45%). Policy papers are used slightly more by development or donor agencies who mostly consult or use them once a month (39%).

The **Gender Review has the widest split of responses**. Despite most answering that they have never consulted it (24%), the next most common answer was once a semester (23%). Those who mainly consult it once a semester are development or donor agencies (30%), UNESCO staff (27%), and national/local governments (24%). NGOs equally consult or use the Gender Review once a semester and never (23% each). The World Education blog also has an equal split of other UN agency staff and NGOs saying they use it once a month and never (22% and 21% respectively).

Reasons to consult the GEM Report

Of those who stated they used or consulted the GEM Report, **more than half said one of three reasons they access the GEM Report is to use statistics and/or indicators** (56%). This held across all employment sub-groups except national/local governments and independent consultants who selected "to identify lessons and best practices in other countries" most frequently (55%, 64% respectively), and "other" employment that selected "to keep up with news in this field" most (52%). The second most selected option overall was to identify lessons and best practices in other countries (53%), followed by to compare trends across countries (46%), to keep up with new in this field (45%), to read the recommendations (38%), to monitor education in my country (30%), and "other" (5%). Respondents were able to select a maximum of three statements.

The most common additional reasons provided by those who selected "other" were that **the GEMR increased general awareness for the reader** e.g. "personal interest of education happenings around the world" and "to understand how education is/can contribute to more gender sensitive and inclusive societies". Additionally, they used or consulted the Report to; increase awareness in discussions with other bodies e.g. governments, to monitor SDG 4 indicators, and use in teaching materials.

For those who answered never or less than once a year to using or consulting any of the GEM publications, a follow up series of questions was asked, they selected up to a maximum of five statements. The most common **reason for not consulting or using the GEM publications** was I do not have time/too busy to read it (49%). This was followed by; I did not

know some of the publications existed (39%), I did not know when it would be published/available (34%), it is too long (31%), it is less useful to my work than similar publications from other information sources (15%), it is addressed to a different audience/is not relevant to my work (12%), new versions/editions are not published regularly enough (11%), the data are not up to date or are not accurate (7%), it is not easy to understand (6%), and it is not detailed enough (6%). "Other" was selected by 12%.

Most of those who selected "other" said they had difficulty in finding GEM publications or issues relating to the layout or visualisations of data across the years. Others mentioned that not all publications each year are relevant to them and had personal internet access issues that made it difficult for them to consult GEM publications.

In response to several statements on the main GEM Report, respondents were generally positive. Most agree or agree completely that the **themes covered in the last three editions are very relevant to education priorities in the international context** (84%). Around four fifths agree or agree completely that it **provides a very relevant range of indicators monitoring SDG 4** (81%) and it **is a very reliable and authoritative source** (80%). A quarter of respondents agree or agree completely that it provides accurate data on the progress of education (75%), and two thirds stated **it is an independent source of information** and it is **the only publication monitoring education that covers all the countries in the world** (67% each). This held across employment sub-groups.

Figure 19. To what extent do you AGREE or DISAGREE with the following statements about the MAIN REPORT of the Global Education Monitoring Report?
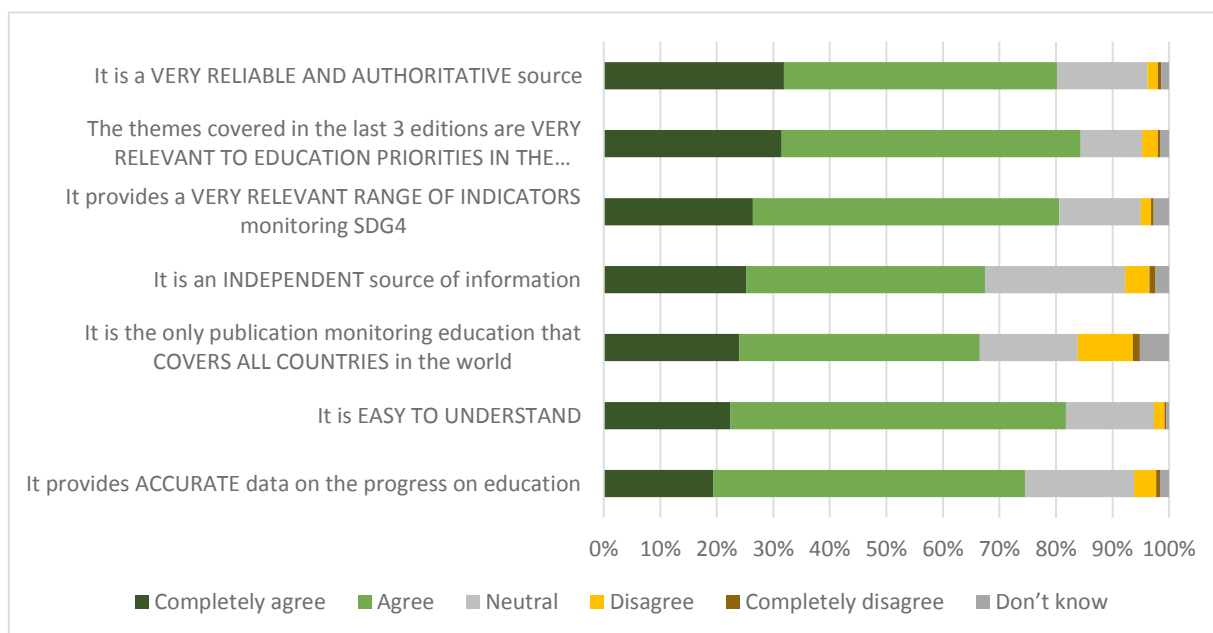
Source: Ipsos MORI survey (n=1004)

For the other GEM publications, respondents were again generally positive. The majority of respondents agree that **the themes are relevant to their work** (86%), 7 in 10 agree or agree completely that **gender is sufficiently addressed** (69%), with slightly lower agreement that the **coverage of different education levels (from early childhood to tertiary) is well balanced** (63%), and **cross-cutting topics are sufficiently addressed** (61%).

Figure 20. To what extent do you AGREE or DISAGREE with the following statements about THE OTHER PUBLICATIONS produced by the Global Education Monitoring Report Team?
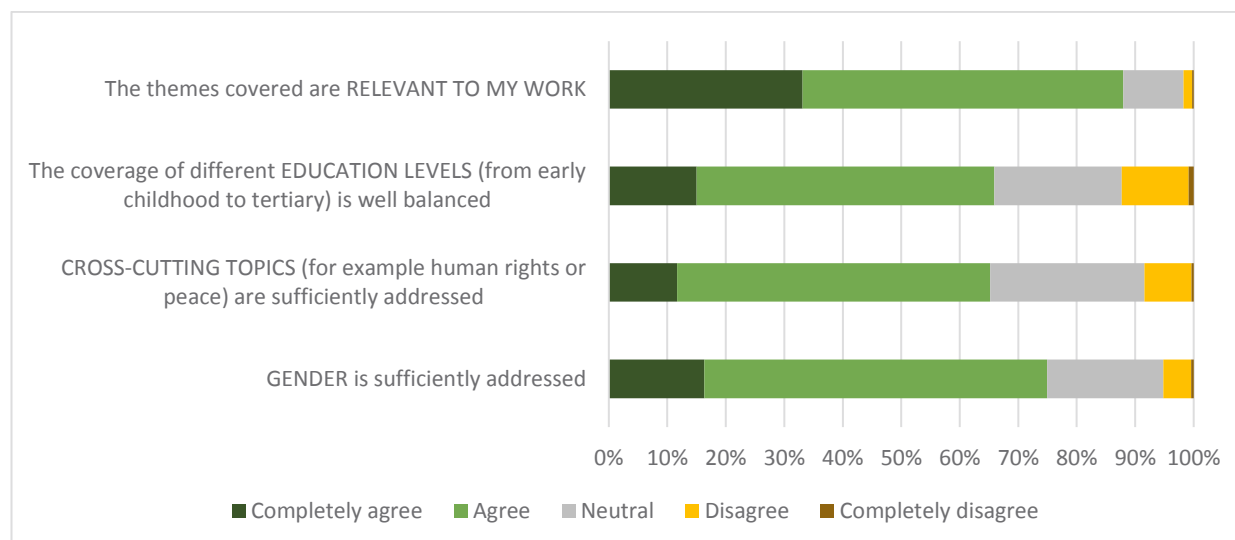
Source: Ipsos MORI Survey (n=1065)

Respondents were asked to select up to three **SDG 4 targets or topics they would like the Report to cover more in future editions**. The top three selected were; target 4.1 – primary and secondary education (32%), 4.7 – sustainable development and global citizenship (31%), and jointly 4.3 – technical, vocational, higher and adult education and 4.c – teachers (29% each). This holds across employment sub-groups except other UN agencies who mainly choose target 4.2 – early childhood along with 4.1 (29% each).

Table 11. Which of the following SDG 4 targets or topics would you like the Report to cover in future editions, if any? Please, select up to three targets or topics.

4.1 – Primary and secondary education	32%
4.2 – Early childhood	23%
4.3 – Technical, vocational, higher and adult education	29%
4.4 – Skills for work	24%
4.5 – Equity	22%
4.6 – Youth and adult literacy	15%
4.7 –Sustainable development and global citizenship	31%
4.a – Education facilities and learning environments	27%
4.b – Scholarships	6%
4.c – Teachers	29%
Finance: public, aid and household expenditure	14%
Links with other SDGs	19%
Current coverage is well balanced	5%
I don't know	1%

Base: 1065 survey respondents

Analysis was also conducted on **the topical remit of their work and interest in themes** and again the pattern held across all; targets 4.1, 4.3, and 4.7 were most popular across all, with those who listed "health" as a topic in which they work also slightly more interested in target 4.a – education facilities and learning environments than other groups.

Additionally, respondents were asked to identify, if any, **geographic regions they would like covered in future editions** (maximum of five). A majority of respondents selected low and middle income countries (44%), followed by Sub-Saharan Africa (38%), and Latin America and the Caribbean (26%). Analysis by employment sub-group followed the same pattern for the top two choices, however, there was some variation in the third most popular choice. Both UNESCO staff and other UN agencies third most common answer was current coverage is well balanced (22% and 27% respectively), NGOs and development agencies and donors chose South Asia (23% and 30% respectively), and national/local government agencies and departments jointly chose East Asia and the Pacific, Latin America and the Caribbean and high income countries as their third (21% each).

To explore these answers further, **crosstabulations of the respondents' region of work and geographic regions they would like covered** were carried out. The highest proportion of responses came from respondents selecting their own region; 71% of those working in Africa chose Sub-Saharan Africa, 65% of those in Latin America and the Caribbean chose themselves, 60% in South Asia, 50% in East Asia and the Pacific, 43% of those in Middle East and North Africa chose Northern and Western Africa, and 31% in Europe chose Europe and North America. However, those who stated they worked in "All UN member states" mostly chose current coverage is well balanced (36%) and those in North America chose low and middle income countries most (40%).

Following on from the above, respondents were asked if there were **any other themes or data they would like the GEMR to cover**.

increased awareness for the reader – already good (7), quality of data could be improved (2), early childhood care and education (10), regional overviews – specific details about regions, practices, gaps in development from one region to another e.g. SSA compared to rest of the world, imbalance in literacy (24), education financing (12), supporting communities to education e.g. NGOs, urban and community planning etc. (3), gender equality – mostly young girls and inequality of access to education in certain minority groups e.g. native Americans (19), disability policy and health issues impact on education e.g. HIV (20),

Use and Impact of the Report

Most respondents **use the GEM Report as a source of reference to support their existing work or study** (76%). Six in ten (59%) use it as a source of reference to identify good practice for policy, and 54% use it as a source of personal development and training. Lower proportions of respondents use the GEM report as a source of analysis that influences the strategy, programming and/or policy in their organisation (48%), and as an advocacy tool with those outside their organisation (32%). Just 2% consult it but do not use it. This pattern held across all employment sub-groups with NGOs and development and donor agencies more commonly using it as a source of analysis that influences the strategy, programming and/or policy in their organisation than other groups (56% and 70% respectively). Respondents could select all that apply.

Table 12. What do you use the Global Education Monitoring Report for? Please select all that apply.

As a source of personal development and learning	54%
As a source of reference to support my existing work or study	76%
As a source of analysis that influences the strategy, programming and/or policy within my organisation	48%
As an advocacy tool with those outside my organisation	32%
As a source of reference to identify good practice for policy	59%

OTHER – Please detail	4%
I consult it but do not use it	2%

Base: 1065 survey respondents

Further analysis was conducted on **those working in national/local government agencies and departments**. This group mostly used the GEM Report as a source of reference to support existing work or study (72%), as a source of reference to identify good practice for policy (62%), and as a source of personal development and learning (58%). This group was then **divided by job role**; those who are taking decisions on policies (7 people), advising on policy (58 people), working as education or training practitioner (57 people), and other roles in national/local government agencies and departments (29 people)[39]. Generally, the pattern held across these sub-groups, however, those in the group 'taking decisions on policies' **mostly used the Report as a source of analysis that influences the strategy, programming and/or policy within my organisation** (86%) whereas others selected this much less (~40-50%). They also used the Report **as a source of reference to identify good practice for policy** to a higher proportion than the average (86%), as did the group 'advising on policy' (71%). All other subgroups selected as a source of reference to support existing work or study most.

Of those that **reference or use the GEM Report to contribute to their own documents**, most reference in presentations at conferences or education events (62%). Next it is referenced in research reports or academic articles (54%) and projects/programme/funding proposals or reports (42%). A smaller proportion of respondents referenced the Report in advocacy reports and materials (36%), national policy and strategy development processes (27%), editorials, media articles or blogs (19%), and press releases or media briefings (15%). 7% said they do not reference the Report and 3% selected "other". This pattern held across all employment sub-groups.

Respondents were asked the extent to which they agree with statements about the GEM Reports' contribution. Overall, they were **positive about the GEM Reports' impact**. Nearly 9 in 10 (88%) of respondents agree or agree completely that the GEM Report has **increased awareness of international education goals** and 83% agree or agree completely that **promotes a dialogue in education at the international level**. 7 in 10 agree or agree completely that it **increases commitments towards quality education**. Slightly less proportions agree or agree completely that the GEM Report **influences changes in education policy** (61%), **brings education issues to the political agenda in their country or region** (60%), and **strengthens accountability among stakeholders** (57%).

This general agreement was reflected by all employment sub-groups except other UN agencies are mostly neutral that the GEM Report increases commitments towards quality education (38%) and strengthen accountability in education (45%).

Other reports in education

Respondents were asked which **other reports on education they have consulted in the last three years**. 63% had consulted reports published by the World Bank (including the World Development Report), 62% had consulted reports by UNICEF, and 58% had consulted reports published by the Organisation for Economic Co-operation and Development (OECD). Just over half had consulted research produced by non-governmental organisations (51%), with smaller proportions consulting reports by UNGEI (26%) and International Commission on Financing Global Education Opportunity report (20%). 7%

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[39] Numbers reflect those who answered that they use the GEM Report, so are slightly less than numbers above for respondents in these sub-groups

stated they had not consulted another education source and 10% selected "other". This pattern held across all employment sub-groups with no exceptions.

Respondents were given a series of statements to **gage their views on the report in comparison to other sources**. 73% agree or agree completely that **the GEM Report provides wider geographical coverage than similar publications**. 6 in 10 (57%) agree or agree completely that its **content is more relevant** for their work than similar publications, and just over half agree or agree completely that it is of **higher quality** than similar publications (53%), it contains more reliable data (52%), and it provides a **more balanced perspective** than similar publications (52%).

Figure 21. To what extent do you AGREE or DISAGREE with the following statements about the Global Education Monitoring Report in comparison to other sources that you use?
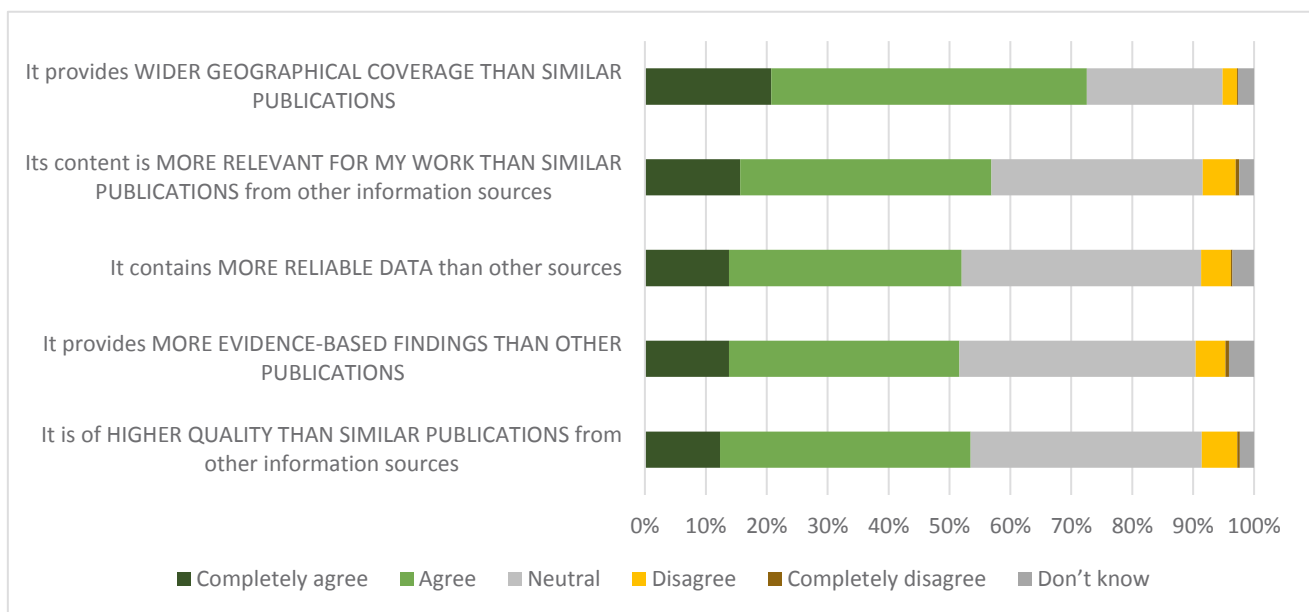
 Source: Ipsos MORI Survey (n=1023)

Despite respondents being positive on the whole, a **few sub-groups were mostly neutral** in their comparison of the GEM report and other sources. Other UN agencies were mostly neutral that its content is more relevant for my work than similar publications (41%), this was the same for it is of higher quality than similar publications (41%). Other UN agencies, NGOs and independent consultants were mostly of neutral opinion that it contains more reliable data (48%, 45%, and 45% respectively). Additionally, other UN agencies, NGOs, national/local governments, independent consultants and development and donor agencies were all mostly neutral in the statement that the GEM Report provides a more balanced perspective than similar publications, however, this statement also had more people agreeing completely with the statement across all. **All employment sub-groups mostly agree that the GEM Report provides wider coverage than similar publications**.

Overwhelmingly **97% of respondents said they would continue to use the publications produced by the GEM Report** team in years to come. The remaining 3% said don't know.

Method

Clarivate Analytics were contracted to conduct the bibliometric analysis on the academic impact and use of the GEM Report and supplementary documents for 2015, 2016, and 2017/8. Clarivate Analytics identified and provided information for 257 academic publications which reference the GEM Report from all sources indexed in Web of Science Core Collection. The Web of Science Core Collection is part of the Web of Science and focuses on research published in journals and conferences in science, medicine, arts, humanities and social sciences. The authoritative, multidisciplinary content covers over 18,000 of the highest impact journals worldwide, including Open Access journals and over 180,000 conference proceedings.

These publications comprise of scholarly articles, books or book chapters, proceedings papers, editorial materials, letters and reviews. Together the collection of documents they provide a holistic understanding of how the GEM Report have contributed to and been used by the global academic community.

Among all publications, publication-level citation metrics (JNCI and CNCI) for 110 peer-reviewed journal papers published between January 2015-December 2017 are provided. These metrics are calculated by InCitesTM from the number of citations received by the paper from the time it was published until the end of 2017, (shown in column "Citation") normalized to global benchmarks. A baseline is the average performance of a global set of publications with the same subject area, document type and year. InCitesTM uses papers indexed in the Web of Science Core Collection, excluding papers from the Emerging Sources Citation Index (ESCI) where most recent metrics are from 2016. Articles in the Publication List that are missing citation metrics are either listed in the ESCI or published after 31st December 2017.

Journal-level citation metrics (JIF 2016 and Journal Rank) are provided for 127 entries. These metrics are calculated annually from sources indexed in the Web of Science Core Collection: Science Citation Index Expanded and Social Science Citation Index and have more than three years of publication data available (https://clarivate.com/products/journal-citation-reports/).

JIF 2016 is defined as all citations to the journal in the current year for all items published in the previous two years, divided by the total number of scholarly items (incl. articles, reviews, and proceeding papers) published in the journal in the previous two years. A JIF of 1.0 means that, on average, the articles published one or two years ago have been cited one time etc. The citing works may be articles published in the same journal, but mostly these are from different journals indexed in the Web of Science database.

To provide the most up-to-date citation information column "All Citations" is the total number of citations each publication has received from the date it was published until 30th April 2018.

Results

The GEM Report was found to be referenced in 257 academic publications stored in the Web of Science Core Collection until 31st December 2017. Clarivate Analytics identified 11 of GEMR documents among these references (outlined in Table 13 below). The document with the bulk of citations was the EFA Global Monitoring Report 2015: Education for All 2000-2015 Achievements and Challenges - Full Report (173 out of total 257). As academic papers have a long publishing

process, it is natural that the oldest Report would receive the highest number of citations, however, this may also be due to the summative nature of the EFA GMR 2015 and its overall outreach.

Overall, the Full Report for year 2015 and 2016 received the concentration of citations (173 and 45 respectively). Policy papers were collected altogether and received a total of 24 citations until 2017. Concentration of author countries is in USA, UK, Canada and Germany; however, many have joint authorship with people from developing nations; China, South Africa, India, Kenya have recurrent mentions. Most papers were published in the English language (223) followed by Spanish (25), French (4), Portuguese (3), Russian (1), and Afrikaans (1).

Table 13. Summary of GEM Report documents found in Web of Science Core Collection

Year published	Cited UNESCO document	% of citations	No. of citations
2015	EFA Global Monitoring Report 2015. Education For All 2000-2015 Achievements and Challenges	67%	173
2016	Global Education Monitoring Report 2016. Education for People and Planet: Creating Sustainable Futures for All	18%	45
2015-2017	All Policy papers	9%	24
2015	Gender and EFA 2000-2015: Achievement and Challenges	2%	6
2015	Regional overview: Latin America and the Caribbean	2%	4
2016	Gender review 2016	1%	2
2016	Background Conceptions and realities of lifelong learning	0%	1
2016	Concept note for Global Education Monitoring Report 2016	0%	1
2017	Global Education Monitoring Report 2017. Accountability in Education: Meeting Our Commitments	0%	1
2015	Background Papers for Global Monitory Report 2015	0%	0
2017	Concept note for Global Education Monitoring Report 2017	0%	0

The journals in which GEMR publications were cited come from a range of subject backgrounds, with the majority of citations in Education & Educational Research or Scientific Discipline journals (154). The next largest group was Environment and Green & Sustainable Science journals (14), Social Sciences (13), Economics (7), Public, Environmental & Occupational Health (7), Computer Science (6), Multidisciplinary Studies (6) and Psychology (6). The rest were 1-5 citations on a range of topics from Agriculture to Medicine to Religion.

Despite the bulk of citations being centred in Education-related journals, the top three citations (by Journal Impact Factor/JIF) were in the Lancet Medical Journal. These are the only three papers cited under the subject category of Medicine but have the highest reach of all. Additionally, the fifth highest citation was in the Lancet Global Health under the subject of Public, Environmental & Occupational Health. Details of the top five citations by JIF are outlined in Table 14 below. 'All citations' refer to the number of citations that the publication citing the GEMR has received, not number of times GEMR is cited in the academic work. Both JIF and All Citations is a good indication of the reach of certain papers the GEMR has been referenced in and the level of impact GEMR may be having in various academic fields.

Table 14. Top five citations by Journal Impact Factor (JIF 2016)

GEM doc	Publication Title	Publication Type	Journal Title	Publication Year	Journal Subject Category	Journal Rank	All citations
1	Our future: a Lancet commission on adolescent health and wellbeing	Review	LANCET	2016	Medicine, General & Internal	2/155	136
1	Early childhood development coming of age: science through the life course	Article	LANCET	2017	Medicine, General & Internal	2/155	66
1.4	Building the foundations for sustainable development: a case for global investment in the capabilities of adolescents	Article	LANCET	2017	Medicine, General & Internal	2/155	9
1.4	Mapping local variation in educational attainment across Africa	Article	NATURE	2018	Multidisciplinary Sciences	Jan-64	0
1	Secondary schooling might be as good an HIV investment as male circumcision	Letter	LANCET GLOBAL HEALTH	2015	Public, Environmental & Occupational Health	1/157	2

Limitations

As the final Report, Accountability in Education, was only published in 2017, it was unlikely to be referenced to a high degree in academic literature at this stage due to the review process involved in academic publishing. Additionally, as mentioned above, the scope of this section of the analysis is limited to 31st December 2017 so any papers published since then referencing the GEMR will not be picked up.

Annex VI: Social media analysis

Method

For the purposes of this evaluation, social media channels include blogs and online mainstream media sites (such as Twitter, Facebook, LinkedIn etc.). The GEM Report team conducts ongoing website and social media analytics. Analysis of the data provided by the GEM Report Team during the inception phase showed that that social media collection and analysis by the GEM Report team is focussed on the following:

- **Blogs:** Collation and analysis of data on numbers of subscribers and views of Spanish and English language GEMR blogs.

- **Social media:** High-level data on engagement, across Twitter, Facebook and LinkedIn, as follows:

Twitter: Number of followers of the UNESCO GEMR Twitter account (@GEMReport, previously @EFAReport);

Facebook: Total 'Likes' of the GEM Report Facebook account (@efareport), and potential 'impressions'[40]

LinkedIn: Membership of the UNESCO Global Education Monitoring Report group

- **Mainstream media:** Monthly data on media reach (including number of countries), and number of online articles, using Meltwater media monitoring[41].

Using our social media analytics platform Crimson Hexagon[42], the evaluation team collected data from February 2015 to April 2018. Data collection involved designing a search query that would capture all conversation relevant to GEMR across the three Report years. This query allowed collection of a variety of metrics for analysis such as: location of users, the content of their posts, user influence and which materials are shared the most across the platform. The data collected for analysis is not currently available through the GEMR team's existing social media analysis work.

This method allowed us to analyse the following aspects of conversations about the GEM Report:

1. **Volume of conversation -** How much conversation on social media does the GEM Report stimulate, and where (both in terms of channels, and geographic location).

2. **Trends -** How this conversation has changed over time, comparing the relative impact of the three iterations of the report in-scope for this evaluation. Analysis of the GEM Report 2017-8 and World Bank Development Report on Education 2017 was overlaid to compare levels of engagement of GEM Reports in comparison to similar reports in the field

3. **Who is engaging** with the GEM Report on social media, and how (e.g. retweeting etc.), and the top 'influencers' engaging with the GEM Report on social media

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[40] The number of unique users who may have been exposed to content from the UNESCO GEMR Facebook page.

[41] https://www.meltwater.com/emea/en/media-monitoring

[42] https://www.crimsonhexagon.com/

4. **What people are saying** - analysis of overall sharing content, including GEMR materials shared across the platforms

<u>Search query</u>

A query was developed in English, Spanish and French to capture as much content as possible directly relating to the GEM/GMR Report for the years 2015-2017/8. The words and phrases were created based on a manual search of terms used in conjunction with the GEM Report across social media platforms, and the official hashtags, user accounts and Report titles provided by the GEMR team.

GEMR query
("GEM Report" OR "@GEMReport" OR "UN Education Report" OR "GEM Report UNESCO" OR "Global Education Monitoring Report" OR "@EFAReport" OR "GMR Report" OR "Informe GEM" OR "Informe Education NNUU" OR "Informe GEM UNESCO" OR "Informe de Seguimiento de la Educación Para Todos en el Mundo" OR "Informe GMR" OR "Le rapport GEM" OR "Le Rapport mondial de suivi sur l'éducation" OR "le rapport mondial de suivi sur l'éducation pour tous" OR "Le rapport sur l'éducation Nations Unies" OR "Rapport GEM de L'UNESCO" OR "Le Rapport mondial de suivi sur l'éducation" OR "le rapport mondial de suivi sur l'éducation" OR "Rapport GMR") AND ("2030 Agenda" OR "Education 2030" OR "SDG 4" OR "SDG 4all" OR "sdg" OR "sustainable" OR "sustainable development" OR "globalgoals" OR "sustainable development goal 4" OR "gender" OR "gender report" OR "gender equality" OR "genderequality" OR "equalitycounts" OR "Education for all" OR "EducationForAll" OR "EFA" OR "eduVerdict" OR "EFAGMR15" OR "GMR2015" OR "GEM2016" OR "people and planet" OR "WhosAccountable" OR "CountonME" OR "Accountability" OR "GEM2017" OR "Agenda 2030" OR "Educacion 2030" OR "ODS4" OR "sostenible" OR "desarrollo sostenible" OR "objetivosglobales" OR "objetivo de desarrollo sostenible 4" OR "genero" OR "informe" OR "igualdad de genero" OR "igualdaddegenero" OR "Educacion para todos" OR "Educacionparatodos" OR "gente y planeta" OR "Quienesresponsable" OR "Cuentaconmigo" OR "Rendicion de cuentas" OR "Agenda 2030 pour le développement durable" OR "agenda éducation 2030" OR "Cadre d'action Éducation 2030" OR "durable" OR "développement durable" OR "Objectifs mondiaux" OR "développement durable ODD 4" OR "quatrième objectif de développement durable" OR "l'objectif de développement durable relatif à l'éducation (ODD 4)" OR "ODD4" OR "genre" OR "rapport sur l'égalité des genres" OR "égalité des genres" OR "égalité entre les sexes" OR "l'égalité compte" OR "Education pour tous" OR "EPT" OR "l'humanité et la planète" OR "qui est responsible" OR "rendre des comptes" OR "rendre compte" OR "reddition des comptes")
World Bank Development Report 2017 query
"World Bank Development Report 2018" OR "WDR2018" OR ("Learning to Realise Education's Promise" OR "Learning to Realise Educations Promise" OR "Learning to Realise Education Promise" AND ("@worldbank" OR "World Bank Development Report 2018" OR "World Bank" OR "WDR2018"))

<u>Results</u>

<u>Mentions over time</u>

The first stage of the analysis explored the volume of mentions the GEMR received across all social media platforms. From February 2015 to April 2018 the GEMR query above pulled back 48 182 mentions across all platforms. This included references by GEMR accounts and staff to themselves. However, 95% of these mentions were on Twitter and as such the bulk of the analysis is concentrated around Twitter data.

As Figure 22 shows, peaks in the number of mentions arise around key GEMR dates. The highest peak is September 2016 (5334 mentions), followed closely by April 2015 (5267 mentions), both of which are GEMR release months. October 2017, the release month for GEMR 2017/8 collected the third highest number of mentions at 3629, but was a steep decline compared to the interactions in the years previous. Other peaks in the timeline reflect the release of the Gender Reviews and related events, and the March 2018 high numbers (2546) reflect the 2030 Steering Group Committee on SDG 4 coupled with the release of the GEMR Gender Review 2017/8.

Whilst GEMR 2017/8 appears to have had less traction in mentions on social media, it had a less steep decline in the months following the release. GMR 2015 went from 5267 mentions in release month to only 1015 in the month after, GEMR 2016 almost halved from 5334 to 2825. Both Reports also had a significant drop in mentions after month two – with overall mentions dropping below 1000 until the next release or event. GEMR 2017/8 only peaked at 3629 but the months that followed collected 2823 and 2270 respectively with no months falling below 1000 mentions after this release. This could be because GEMR has increased its social media following over this period (indicated by the yellow line below), or it could be an effect of the focus on education and SDG 4 from several outlets in international development this year.

Figure 22. Mentions and Twitter followers by month (Feb-15 to Apr-18)
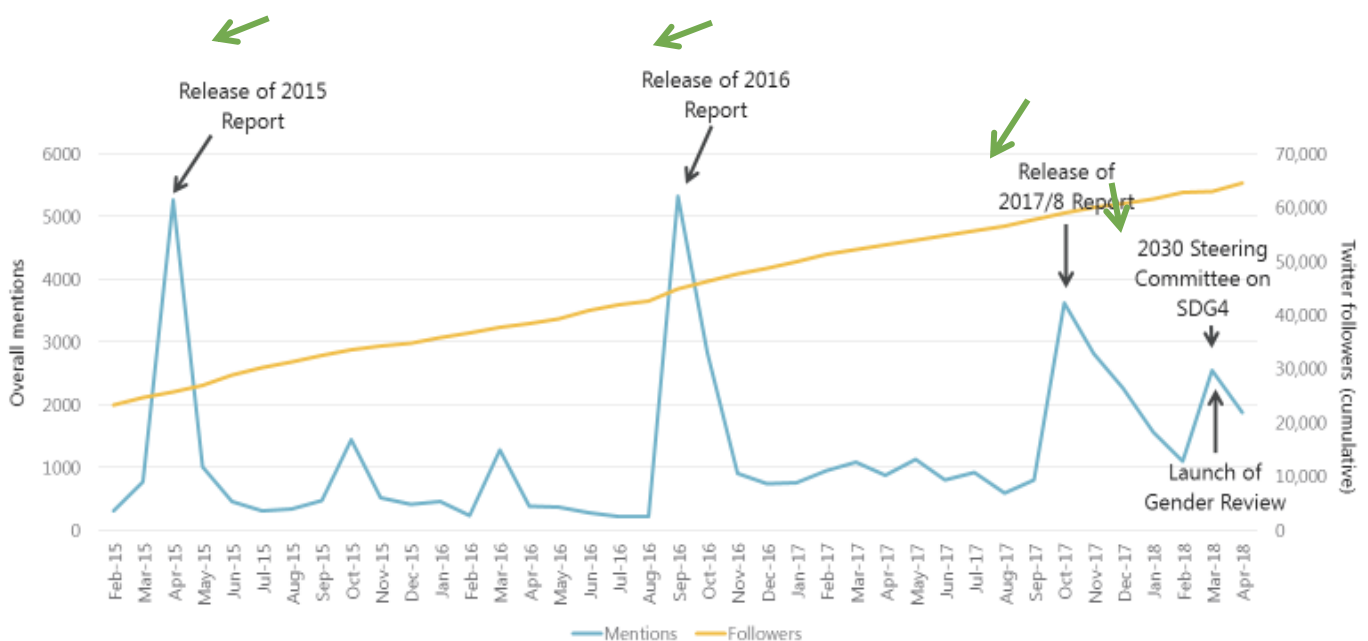
To explore further, a comparison of mentions of the GEMR 2017/8 and the World Bank Development Report (WDR) on Education 2017 was conducted. WDR was chosen as a comparable report for this analysis as in the interviews and survey

participants mentioned WDR as a comparable report in international education and development. However, WDR is not an international education report and only focused on Education in 2017. As such a true comparison of the GEMR and WDR is only applicable to the year 2017 and may not be considered a "peer" report in years that follow this evaluation.

GEMR receives more mentions over the year (20 897) than the WBDR 2017 (14 136). Additionally, the GEMR release peaks slightly higher than WDR. However, WDR sustains an almost equal number of mentions in release month (3479) and the month after release (3431), whereas GEMR drops by just under 1000. From the second month onwards GEMR's decline in mentions is slower than WBDR, and as mentioned above, they peak again around 2030 Steering Group Committee on SDG 4 and the Gender Report release in March 2018.

Figure 23. Comparison of mentions with WDR on Education (Apr-17 to Apr-18)
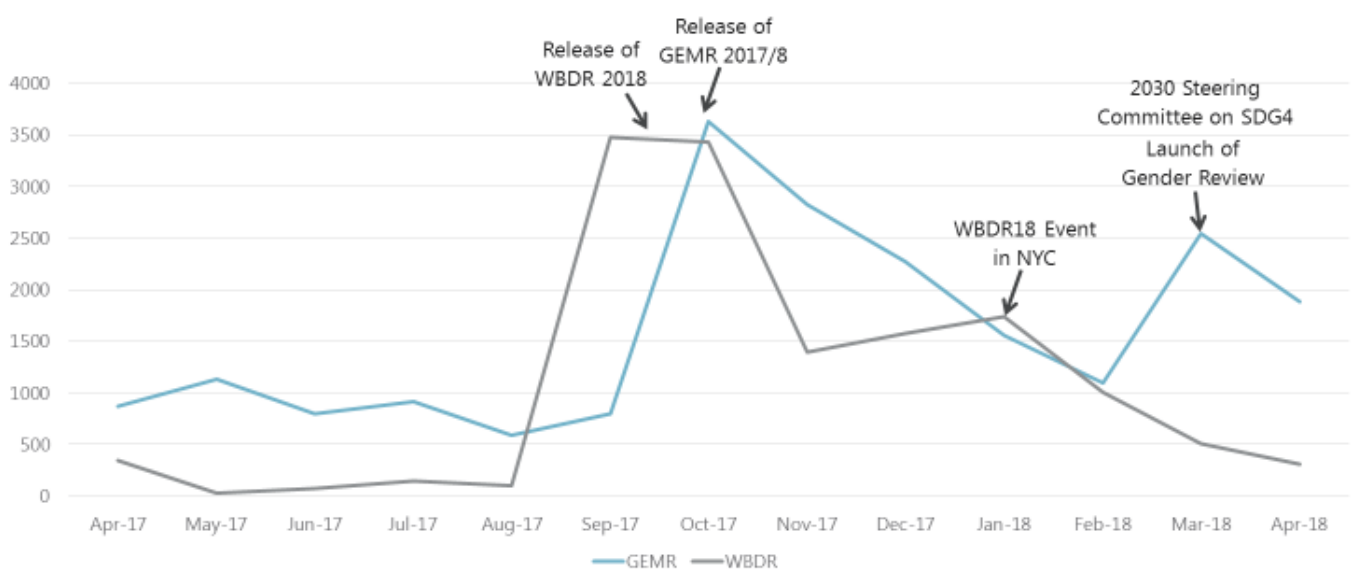
It is worth noting that peaks and troughs are common in social media interactions, yet, there is a marked difference in the mentions of GEMR in 2017/8 compared with the two years previous.

Geography

To examine GEMR's global reach on social media, geo-tagging data was collected from the overall mentions list where possible. Due to the nature of social media data, only 22% of the overall dataset had information allowing for identification of geographic location. As the sample is reasonable in size (~10 600 mentions), it is somewhat likely that a wider profile of geographic location would follow a similar pattern. This assumption is based on the large sample size, however, as geo-location data is not purely random and could be influenced by other factors, this assumption should be taken with caution. The concentration of geo-tagging data could be influenced by concentration of Twitter users themselves i.e. the USA has the highest percentage of geo-location data shared on user profiles in our sample because USA has the highest percentage of Twitter users worldwide.

Overall, **55% of mentions were in Global North** countries; Table 15 shows all countries listed where >1% of mentions were listed.

Table 15. Geographic spread of social media mentions

Country	% of total*
United States of America	17.16%
United Kingdom	10.09%
Spain	7.12%
Nigeria	6.97%
France	6.49%
India	5.78%
Kenya	4.00%
Canada	3.20%
Pakistan	2.69%
South Africa	2.44%
Indonesia	2.16%
Mexico	1.98%
Belgium	1.92%
Germany	1.76%
Australia	1.48%
Colombia	1.08%

*only ~10, 600 where country location data is shared/determined from user profile information.

<u>Who?</u>

Further analysis was conducted on Twitter data to explore who is engaging with the GEMR online, and how influential these users are in GEMR's network. Excluding the @GEMReport account, the most prolific users (above 100 mentions each) were individuals working, advocating or researching international development. Additionally, official campaign accounts for the UN and external Education Campaigns and organisations in the same space as the GEMR mentioned them/their content several times, with some reaching over 200 across three years.

The top 15 most influential users are not limited to the fields of international education or international development; however, some have a clear association with the UN. 6 of the most influential profiles are official UN agencies or spokespersons, 2 are organisations devoted to education, 2 are human rights organisations, 2 are media organisations, 2 are development organisations, and 1 was an academic journal association. Influence is calculated from a range of metrics including following, network, number of personal tweets etc.

Content

Overall, the content of the mentions was mostly retweets (RT) of @EFAReport or @GEMReport by UN agencies and affiliates. The RT contain links to newly published materials and little comment on the Report content itself other than titles.

Table 16. Top Retweets from February 2015 – April 2018

Retweet	Occurrences
Universal secondary education could lift 60m out of poverty by 2030 - @GEMReport https://t.co/Wo68eNawAs #SDG 4all https://t.co/YXIKVTgtZF	280
RT @UNESCO #MotherLanguageDay Learners must have access to education in their Mother Language #SDG 4. Read @GEMReport @UNESCO https://t.co/B2nLj2MVw1 https://t.co/y6StCyUJNQ	230
RT @GEMReport JUST RELEASED: 2017/8 @GEMReport Accountability in education: Meeting our commitments #CountOnME Download now: https://t.co/5uRaFIK12s https://t.co/upThShH5Fp	210
Out now: 2016 @GEMReport Gender Review, see: https://t.co/UjJSvai6Wj #EqualityCounts https://t.co/nQmvWtGz7K	200
RT @GEMReport Educating boys and men about sexual and reproductive health can ensure safer pregnancy & motherhood #EqualityCounts https://t.co/rvrPPWPEyC https://t.co/v6Ro1ctHhp	180
RT @GEMReport El mundo está en camino a no cumplir sus metas educativas y ello impacta negativamente el desarrollo sostenible https://t.co/5uU5wIdCSY https://t.co/riYA8HsiLZ	150
There are still 781 million illiterate adults—2/3 of them are women. http://t.co/J519KpX6Ng v @EFAReport #eduVerdict http://t.co/N4U0f3T1MR	150
#MotherLanguageDay Learners must have access to education in their Mother Language #SDG 4. Read @GEMReport & @UNESCO https://t.co/fDMrCJ8j7S	150

New Gender @EFAReport shows that challenges remain in closing #gendergap http://t.co/UKGvrzCIQa #Dayofthegirl http://t.co/KpxmHeYagw	140
Out now: the 2016 @GEMReport #Gender Review #EqualityCounts: https://t.co/rvrPPWy3H4 https://t.co/zm6Nh8EtYD	130

The top 10 most used hashtags included in our search query related mostly to GEMR 2017/18 or hashtags used mostly in 2017, aside from an overall hashtag on education.

Table 17. Top hashtags February 2015 – April 2018

Hashtag	Occurrences
#education	7200
#WhosAccountable	5500
#SDG 4all	5400
#eduVerdict	4600
#CountOnME	4200
#SDG 4	4200
#gender	2500
#EducationforAll	1500
#SDG	1100
#GMR2015	1100

Additionally, the top most shared URL across all social media platforms was the GEMR 2017/8 website link (http://gem-report-2017.unesco.org/en/home/) which received 3254 shares across three years. Followed by the GEMR Gender Review 2018 (http://unesdoc.unesco.org/images/0026/002615/261593e.pdf) at 1669 mentions, and GEMR 2017/8 Full Report (http://unesdoc.unesco.org/images/0025/002593/259338e.pdf) at 710. Following this was the GEMR 2017 Youth Report page and GEMR 2016 website page with 594 and 541 mentions respectively. Only 10 of the top 100 URL links were external links to UNESCO or the GEMR, but all related to content or general themes (e.g. Accountability) highlighted in the GEM Reports.

Limitations

As social media analytics platforms (like Crimson Hexagon) can only collate public data, there are limitations in the kinds of data that can be extracted from some social media sites. For this study, data from LinkedIn and Facebook were particularly hard to extract. This is because the search query can only pick up posts that are made public and as such each user that posts content about the GEM Report individually would not be collected. Nevertheless, it was not expected that there be a high volume of data from LinkedIn or Facebook as the GEM Report accounts and those we found to be affiliated with, are much more prominent on Twitter, and as such **95% of all mentions were on the Twitter**.

Additionally, while a qualitative review and assessment of the performance of the search query indicates that it was operating as would be expected, it is worth noting that the search query generated may include a very small proportion of content that does not relate to the GEM Report. For example, there is another Report called the Global Entrepreneurship Monitor that is released annually, and is often referred to using the GEM acronym on social media. However, a manual search of 10,000 mentions collected found <0.001% of mentions pertaining to content not directly related the GEM Report, so this is not considered to pose any significant problem to the analysis presented here.

Annex VII: Independent consultant team

Kelly Beaver – Team Leader

Kelly Beaver is Managing Director of Public Affairs at Ipsos MORI. She was previously Director and Head of Evaluation, and had lead responsibility for the Education, Children and Families research division at Ipsos. Prior to joining Ipsos, she was Head of Evaluation & Research at Coffey International Development, Principal Evaluator and Head of UK Evaluation at The Evaluation Partnership Ltd. Kelly was also a manager specialising in evaluation at PricewaterhouseCoopers within the Research, Strategy and Policy group. Kelly is one of the four Directors who lead the UK Evaluation Society (UKES). Kelly is a skilled professional evaluator with extensive experience in directing multidisciplinary teams in order to meet evaluation requirements: including economists, impact evaluation specialists, evaluation professionals, social researchers and policy experts in the delivery of high quality evaluations. She has directed and managed teams and consortiums to delivery evaluations for a range of clients.

Raquel de Luis Iglesias – Project Manager

Raquel de Luis is a Senior Consultant at Ipsos Mori with over 7 years of experience in the field of public policies. She is an Economist and a Journalist with an MPhil on Sustainable Development and a post-degree on Evaluation of Public Policies. Raquel is an experienced researcher in the use both qualitative and quantitative methodologies, and has contributed to several evaluations and studies in the fields of education, training, employment and youth. Examples of recent assignments include the Study to provide Expertise on a Quality Framework for Apprenticeships at EU level and the Evaluation of the European Vocational Skills Week, both for DG Employment (European Commission); the Analysis of stakeholders on youth employment, for the Bertelsmann Foundation; and the Meta-evaluation of the Skills for the Future Programme, for the Heritage Lottery Fund. In addition, Raquel provided technical assistance to the Spanish and UK National Agencies of Erasmus+. Raquel is also experienced in evaluating communication activities, such as the previously mentioned Evaluation of the European Vocational Skills Week, and the two projects to provide evaluation and assistance to the EU Delegations to El Salvador and Nicaragua to design and implement communications strategies. Raquel is a native Spanish speaker with fluency in speaking and writing English and French, whilst possessing intermediate knowledge of Arabic.

Jonathan Glennie – Quality Assurance Director

Jonathan is the Director of the Sustainable Development Research Centre at Ipsos. He is responsible for leading expansion of global business into the international development sector, and advises on sustainable development, human rights, poverty reduction and development cooperation on a range of research and evaluation projects. Prior to joining Ipsos, he was Director of Policy and Research at Save the Children, and Senior Research Fellow/Associate at the Overseas Development Institute.

Jessica Bruce – Lead Evaluator

Jessica Bruce is Associate Director of Ipsos's Sustainable Development Research Centre in London. She is currently managing independent evaluations of DFID's Economic Statistics Programme and the World Bank's Partnership for Market Readiness. Previously, she led an assignment for the Caribbean Development Bank to review and redesign the Monitoring and Evaluation systems for the Basic Needs Trust Fund, a community development fund. This included reviewing documentation, results monitoring frameworks, and operational systems and practices; conducting interviews with senior CDB officials in Barbados as well as government officials on a field visit to St Lucia; and authoring the reports. She also contributed to an independent evaluation of the Jamaica Student Loan Bureau and led an independent evaluation on behalf of the Private Infrastructure Development Group (PIDG) of one of its facilities, InfraCo Africa Ltd., which identifies and develops infrastructure investment opportunities in Africa. Jessica has 8 years of experience in economic development, economic analysis, and project management. She holds an MSc in Economics from the University of Nottingham and a BSc in Economics and International Political Economy from the University of Puget Sound.

Josh Keith – Innovation Expert

Josh Keith is an Associate Director with over seven years' experience of social research. He is currently the Innovation Lead for Ipsos MORI Public Affairs, a role which sees him sit on the cross-company Innovation Network, working with colleagues from across the business, both within the UK and further afield. Josh's responsibilities include ensuring that we are able to apply the most cutting-edge research and dissemination techniques to our work with clients, and running the Public Affairs Innovation Group. This role includes overseeing our work on social media and text analytics.

Rebekah Kulidzan – Evaluator/Innovation Expert

Rebekah is a Junior Consultant in the Policy and Evaluation Unit at Ipsos and member of the Public Affairs Innovation Group. She has assisted in a wide-range of research and evaluation projects in this role and her previous role as Research Assistant to Managing Director Bobby Duffy. This includes; provision of social media and quantitative text analysis methods, statistical analysis of survey data, drafting of interview and workshop discussion guides, facilitation of workshops and conducting interviews to a range of audiences from key client stakeholders in senior management positions to the general public. Prior to joining Ipsos, Rebekah finished a MSc in Social Research Methods at the London School of Economics with specialism in quantitative text analysis methods. She has also worked as a Research and Administrative Assistant to Co-Directors of the Women's Budget Group UK and as a Project Manager for AIESEC Vietnam's economic and cultural engagement project 'ASEAN 2015'.

María Pomés-Jiménez – Education Policy Evaluator

María is an external Consultant. She is also a Lead Researcher for the World Bank (Latin America and Caribbean Social Protection and Labour) working on a regional policy report on policy instruments for a productive economy, and human

capital interventions for the changing nature of work in the context of economic integration, the advance of technology and population aging. María also works for the World Bank (Europe and Central Asia: Education and Global Practice) as a Researcher for Advisory Services on Assistance to a EU Ministry of Education for a Strategy for Infrastructure Investments in Education Institutions.

With expert advice from:

Prachi Srivastava – Education Policy Expert

Prachi is an Associate Professor for the Faculty of Education, University of Western Ontario and a tenured professor in the area of education and international development. In her role, she directs a major, externally-funded international collaborative research programme on the right to education and non-state actors and education in the Global South, across multiple countries and with a number of collaborators. Currently holding three research grants as principal investigator. Prachi also provides research expertise and informal consultation to NGOs, international organisations, donors on education and development policy issues, including: Global Initiative for Economic, Social and Cultural Rights, Education International, Japanese International Cooperation Agency (JICA), and World Bank. She has worked in a number of roles prior to this including; Associate Professor (education and international development), School of International Development and Global Studies, University of Ottawa, Lecturer, Centre for International Education, University of Sussex, Civil Affairs Officer (Regional Education Officer for Pristina Region), United Nations Interim Administration Mission in Kosovo, and Education Program Manager, International Rescue Committee, Kosovo Field Mission.

Alba de Souza – Education Policy Expert

Alba is an expert in international education policy, with over 25 years' experience. She holds a PhD in the Economics of Education from the Stanford International Development Education Centre, as well as a Certificate of Advanced Planning from the International Institute for Educational Planning at UNESCO and an MA in Education Planning and Development in Developing Countries from the Institute of Education at the University of London. She has a strong understanding of the interplay between education, poverty, skills acquisition, healthcare and wider socio-economic and cultural issues, focussing on Sub-Saharan Africa, and has also worked in Asia and the Middle East. Alba was employed by UK National Commission for UNESCO (UKNC) as an Education Specialist in 2006 when the UK had just re-joined UNESCO, which included organising the UK's annual input into the GMR. She has also worked as Acting Head of the UK National Commission for UNESCO and also as Deputy Head of Planning & Development at the Ministry of Education, Government of Kenya. In addition, she has consulted for the World Bank, the Africa Development Bank, UNESCO, UNICEF, the World Food Programme and Commonwealth Secretariat, amongst others.

With the collaboration of: Sarah Knibbs (Research Director), Julia Pye (Research Director), Claudia Mollidor (Associate Director), Jane Stevens (Researcher/Consultant), and Ilya Cereso (Researcher).

Annex VIII: Terms of Reference

ANNEX III – Terms of Reference (TOR)

**Evaluation of the Global Education Monitoring Report (GEM Report) Programme
2015-2017**

I. Background

The 2030 Agenda for Sustainable Development proposes an ambitious plan of action for people, planet and prosperity. Its goals and targets, introduced on 1 January 2016, are to guide governments and other development partners over the coming years to 2030. The fourth *Sustainable Development Goal 4 (SDG 4)* represents the commitment of the international community to ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Ten specific targets have been defined to help measure the progress in achieving SDG 4.

The history of a global education monitoring report goes back to the World Education Forum (WEF) in Dakar, Senegal, in 2000, which established six Education for All (EFA) goals to be achieved by 2015. The 2001 EFA High-level Group communique proposed that an 'authoritative, analytical, annual EFA Monitoring Report should be produced drawing upon national data - quantitative and qualitative - and assessing the extent to which both countries and the international community are meeting their Dakar commitments.' Twelve editions of the EFA Global Monitoring Report (GMR) were published between 2002 and 2015 by an editorially independent team, based at the UNESCO headquarters in Paris.

Mandate and link to the SDG agenda

The annual High-level Political Forum on Sustainable Development (HLPF) is at the apex of the global SDG follow-up and review mechanism. It is informed by the annual SDG Report, prepared by the Secretary-General in cooperation with the UN system and based on the global indicator framework. A glossy variant is also produced. UNESCO is the reporting agency for the SDG 4 component of the SDG Report.

The main contributions to the global and thematic progress reviews by the HLPF are of three types: voluntary national reviews; submissions from intergovernmental bodies; and submissions from other 'major groups and stakeholders'. The thematic progress reviews focus on a set of SDGs each year, aiming to ensure that all SDGs are reviewed over a four-year cycle. SDG 4 is scheduled for review in 2019.

The Secretary-General identified the World Education Forum as the intergovernmental body for education. In May 2015, at the World Education Forum in Incheon, Republic of Korea, the international education community gave the Report an official mandate in paragraph 18 of the Incheon Declaration:

> *"We also request that the Education for All Global Monitoring Report be continued as an independent Global Education Monitoring Report (GEM Report), hosted and published by UNESCO, as the mechanism for monitoring and reporting on SDG 4 and on education in the other SDGs, within the mechanism to be established to monitor and review the implementation of the SDGs and its means of implementation."*

The World Education Forum also named the SDG–Education 2030 Steering Committee as the main global coordination body supporting member states and partners in achieving Education 2030. According to the Education 2030 Framework for Action, which is a specific set of guidelines to support the implementation of SDG 4, the committee is to 'provide strategic guidance, review progress drawing on the GEMR, and make recommendations to the education community on key priorities and catalytic actions to achieve the new agenda; monitor and advocate for adequate financing; and encourage harmonization and coordination of partner activities' (§94).

The final version of the Education 2030 Framework for Action was adopted at a special high-level meeting alongside the 38th session of the General Conference of UNESCO in November 2015, and also refers to the importance of a global education monitoring mechanism. Paragraph 101 refers to the intention to continue the Global Education Monitoring Report in its current function and role:

"The GEM Report will be the mechanism for monitoring and reporting on SDG 4 and on education in the other SDGs, with due regard to the global mechanism to be established to monitor and review the implementation of the 2030 Agenda for Sustainable Development. It will also report on the implementation of national and international strategies to help hold all relevant partners to account for their commitments as part of the overall SDG follow-up and review."

In brief, the GEM Report is mandated by the international community to monitor SDG 4 progress as an independent body. It is expected to work closely with the SDG–Education 2030 Steering Committee. Through it, it is linked to the global SDG follow-up and review architecture.

Mission and governance

The GEM Report has an international Advisory Board composed of representatives of member states in different regions, UN multilateral agencies, bilateral agencies, NGOs, civil society groups and networks, the private sector, youth, directors of UNESCO education institutes and education experts. It meets once a year to decide on future report themes and provide guidance and feedback to the Report team. Since 2016, it was expanded to include five regional representatives appointed by UNESCO's electoral groups.

In 2015, the GEM Report team finalised a new vision statement, validated by its Advisory Board, which specifies that the report:
- monitors progress toward the SDG on education and its associated targets, feeding into the overall follow up and review mechanism of the global SDG agenda;
- examines the links between progress in education and other SDG goals; and
- serves as a basis for the strategic development of government and NGO programmes in education and as an indispensable evidence-based advocacy tool for holding the international community and governments to account for their international commitments and for promoting equitable and inclusive good-quality education and lifelong learning for all.

Results framework

The GEM Report team has a logical results framework, approved by its funders, which sets achieving SDG 4 as the overall goal and strengthening national education systems, plans and policies to provide quality education to all as its intermediate outcome. It has two immediate outcomes, each one associated with two outputs:
- Outcome 1 (Research and monitoring): Increased commitments and improved practices of national and international education stakeholders towards education and skills
  - Output 1.1: The annual Report provides comparative research with an emphasis on learning, equity and gender and monitors targets on education goals, national and international education policies
  - Output 1.2: Greater availability of pertinent evidence (data) and evidence-based policy recommendations
- Outcome 2 (Outreach and communications): Increased awareness of education goals and strengthened accountability among education stakeholders
  - Output 2.1: Influential global education monitoring reports and policy papers produced and disseminated with specific recommendations
  - Output 2.2: Increased awareness of report messages and recommendations via events and tailored outreach activities to the wider education community

II.   History of report external evaluations

Three comprehensive external evaluations of the EFA GMR have been carried out in 2006, 2009 and 2013/4 to guide the Report's work. The key target users of the evaluation are the GEM Report team, its Advisory Board and UNESCO's Education sector, as well as the Report's audience (which includes national, regional and international policy-makers in education and finance as well as planners, policy analysts, aid agencies, foundations, UN organizations, NGOs, teachers, experts, researchers, the media and students).

The first two evaluations in particular sought to examine the quality of the research and outreach for the Report, and to help establish its strategic direction. The most recent evaluation aimed in particular to guide the report in its transition from the EFA to the SDG framework.

In addition, in 2016, UNESCO's Internal Oversight Service (IOS) conducted an *Evaluation of the Education for All (EFA) Global and Regional Coordination Mechanisms*. This comprehensive evaluation also examined the role of the GMR and found that it had played a positive role in supporting UNESCO's overall EFA coordination: "The GMR was recognized over the years as the most comprehensive statistical publication on national education systems' progress in relation to the six EFA goals" (page 8).

This next external evaluation will be the first since the Report's transition to the GEM Report series and the adoption of a new mandate, vision and brand.

III.   Purpose of the evaluation

The purpose of this evaluation is to determine how effectively the GEM Report fulfils its mandate. Taking into account the findings and recommendations of the previous external evaluations, it will assess the relevance, effectiveness, and impact of the GEM Report (in particular with reference to the 2015, 2016 and 2017/8 editions) as well as its efficiency and challenges. It will analyse its achievements within the current context, identify lessons learned and make recommendations on how to improve future editions considering the comparative strengths of the GEM Report and the multi-stakeholder environment within an evolving global context within which it operates.

The following evaluation questions are indicative and will be further refined and validated during the inception phase of the evaluation:

1. **Relevance (content):**
- To what extent has the GEM Report[1] remained an authoritative, evidence-based reference in monitoring progress towards education in the SDGs and in analysing specific themes?
- Have the themes addressed in the Report useful and influential within the global, regional and national education communities, including policy-makers?
- Has the regional coverage of the Report reflected the universal character of the new international education agenda?
- What are the lessons learned during the transition phase from the GMR to GEM Report?
- How can the Report's content be further improved for more relevance?

2. **Effectiveness (outreach and dissemination):**
- How effective has the GEM Report's outreach and dissemination strategy been in promoting the Report's messages to its intended audiences?
- What are the lessons learned during the transition phase?
- How can the Report's outreach and dissemination be improved for more effectiveness?

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[1] The reference to the "GEM Report" here also includes the GEM Report team's full range of printed and on-line documents, including Summary, Gender Review, Youth Report, Policy Papers, Wold Education Blog and regional overviews.

3. Impact (results):

- What has been the impact of the Report at the global, regional and national levels? To what extent has the GEM Report achieved its outcomes in accordance with its results framework?
- How should the GEM Report define and measure impact? How can evidence on Report impact at different levels and for different audiences be captured?
- Can the Report's results framework be adjusted or improved to better capture its impact consistent with its mandate, and how?
- What are the lessons learned during the transition phase?
- How can the Report's impact be further improved?

4. Efficiency (management):

- How efficiently are planning and implementation activities carried out? Are management arrangements efficient for the planning, implementation and monitoring of activities?
- How effective are the governance structures, and are there any grounds to revise the role of the Advisory Board?
- What are the lessons learned from the transition phase?
- How can the Report's management be further improved for more efficiency?

5. Sustainability (risk mitigation):

- What are the risks to the financial sustainability of the Report?
- What are the risks to the strategic position of the Report, vis-à-vis other global initiatives?
- What are the risks to the independence of the Report?
- What are the lessons learned during the transition phase?
- How can the Report team mitigate the risks it is facing to ensure sustainability?

These questions will be validated and further refined in the inception phase of the evaluation. The evaluation should be summative but also formative aiming to support the team in its next steps.

IV. <u>Methodology</u>

The consultants selected for this assignment are expected to propose a comprehensive design and plan to undertake the evaluation, with a detailed methodology adopting both quantitative and qualitative approaches including, but not being limited to, the following steps:

- Desk study of all relevant documentation, including websites, documents and guidelines published or issued in the course of implementation, progress reports to donors, and previous evaluations.
- Review of the GEM Report theory of change based on its results framework.
- Data collection and analysis via questionnaires and semi-structured interviews with stakeholders from UNESCO and other UN agencies, governments, donors, foundations, researchers, civil society organizations, and the media.
- On-line surveys amongst those receiving copies of the GMR/GEM publications.
- Bibliometric, media and internet searches including tools for monitoring media and other forms of outreach for the GEM Report publications' use by organizations and researchers.
- Three trips to UNESCO Headquarters in Paris to conduct interviews and participate in workshops for presenting and discussing findings and recommendations.

The proposed methodology should form the basis of proposals, but the selected evaluation team will have the opportunity to further refine the approach and methodology in the inception phase.

V. Roles and responsibilities

The evaluation will be conducted by an *independent external evaluation team. The evaluators* are expected to have specific expertise and knowledge of the global education policy and development landscape as well as have experience in evaluating landmark publications, networks and/or partnerships in education.

The *GEM Report team* is responsible for the overall management of the evaluation and quality assurance of the deliverables.

A *reference group* will support the evaluation process and provide overall guidance and quality assurance, including feedback on the inception report and the draft evaluation report. The reference group comprises representatives from the Advisory Board, the IOS Evaluation Office and the GEM Report team. The Reference Group shall be consulted periodically during the evaluation, and meet virtually as necessary.

Logistics

The evaluation team will commonly be responsible for their own logistics: office space, administrative and secretarial support, telecommunications, printing of documentation, etc. Suitable office space will be provided for the consultants if/when they are working from UNESCO premises. The evaluation team will also be responsible for administering and disseminating all methodological tools such as surveys.

The GEM Report team will provide access to a contact and distribution list of all stakeholders concerned. It will also facilitate access to UNESCO staff from both Headquarters and field offices, and to Advisory Board members. Access and use of the GEM Report's human resources and financial data, planning, reporting and media monitoring tool(s) will be ensured. It will also facilitate access to UNESCO staff from Headquarters, the UNESCO Institute for Statistics, and other Category I Institutes and field offices.

VI. Deliverables

The evaluation team will be required to deliver the following in English, which will be submitted for feedback to the GEM Report team and Reference Group. The evaluation team will begin by preparing a comprehensive design for the evaluation during the inception phase, which will inform the future stages of the work:

1. **Inception report** containing the theory of change or logic model of the GEM Report drawn from the desk study and an evaluation design including detailed methodology, list of reviewed documents, evaluation matrix outlining the questions, assessment framework, detailed methodology work-plans and logistics. The evaluation design should also include the proposed data collection methods and tools as well as timeline and key deadlines.

2. **Draft evaluation report** of no more than 50 pages, excluding annexes.

3. **Half-day workshop** to present and refine the preliminary findings and recommendations of the draft evaluation report to the Reference Group at UNESCO Headquarters in Paris.

4. **Final evaluation report**, of no more than 60 pages (excluding annexes) which should indicatively be structured as follows:
    • Executive summary
    • Description of the GEM Report and its intervention logic/ Theory of Change
    • Evaluation purpose
    • Evaluation methodology (including respective challenges and limitations)
    • Findings (in terms of achievements and challenges)
    • Lessons learned

- Recommendations on elements defined in the purpose and scope
- Annexes (including TORs, list of stakeholders consulted, data collection instruments, list of key documents consulted, summary of survey results providing an adequate level of evidence to sustain the findings and recommendations, justification of team composition and short bio data of the consultant team)

5. **Half-day workshop** to present the findings and recommendations of the final evaluation report to the GEM Report team and its Advisory Board. A final presentation should also be made available to the GEM Report team to communicate the findings of the evaluation in a brief, user-friendly format.

VII. Schedule

The evaluation is expected to start in late 2017 with an initial planning and inception phase followed by desk review, data collection through consultations, interviews and assessments. Consolidated feedback from the GEM Report team and the Reference Group will be provided at each step, either in meetings or via email. An indicative timetable is as follows:

Activity/Deliverable	Timeline (2017-2018)
Formal launch of the evaluation	October 2017
Inception Report	Mid-February 2018
Presentation of first findings	Mid-April 2018
Draft Evaluation Report	End May 2018
Presentation to Advisory Board	Mid-June 2018
Final Evaluation Report	Mid-July 2018

VIII. Key Selection criteria

All eligible technical proposals will be evaluated on the basis of their responsiveness to the TOR. They will be granted scores (up to 700 points) following objective technical criteria under three categories: (i) expertise of firm/institution, (ii) proposed work plan and approach, and (iii) qualification and experience of the evaluation team. Specifically, the following selection criteria will be applied to proposals under each category:

1. Expertise of firm/institution submitting proposal (150 points)

1.1. Mandatory

Organizational capability & expertise of firm/institution

- A minimum of seven years of global/international experience in programme/project evaluation.

Experience and knowledge in the field of evaluation

- Successful implementation of at least five evaluation projects requiring data analysis and rigorous use of quantitative and qualitative research and evaluation methods as well as international monitoring of outreach. The firm/institution should demonstrate knowledge of major policy issues and show familiarity with developing countries educational and social realities.

References

- Successful evaluation services provided to at least three international organisations or companies. Bidders are required to submit references for similar projects undertaken with at least three international organisations/companies.

1.2. Desirable

- Familiarity with processes and challenges linked to the production of a global report.

Firms/institutions are required to provide evidence that support the mandatory and relevant desirable criteria met. According to the evaluation grid, proposals with additional references/proof of evidence to the minimum requirements shall receive higher scores.

2. Proposed work plan and approach (400 points)

The evaluation team shall present in its proposal the work plan and approach intended for the evaluation. The evaluation grid provides particular attention to how well understood and defined the scope of the task is. Proposals will be reviewed according to four criteria that will consider aspects related to the following questions:

- To what degree do the proposed evaluation questions help assess the main issues to be examined in point III (above)? The panel will pay particular attention to the understanding of the scope of issues to be covered. [To assess this, the submitted documentation should include the proposed **questions** for the evaluation].

- To what degree does the methodology demonstrate capacity to evaluate the main issues proposed in point III (above)? The panel will pay particular attention to the rigour and quality of the proposed methodology. [To assess this, the submitted documentation should include the proposed **methodology** for the evaluation].

- To what degree does the firm/institution's submission demonstrate ability to carry out such an evaluation effectively and provide a fresh look on the relevance, effectiveness, impact, efficiency and sustainability of the GEM Report? Precision, innovation and rigour are paramount. [The submitted documentation should include an **implementation plan** to carry out the work].

- What is the quality, creativity, originality and relevance of samples of previous evaluations submitted? [The submitted documentation should include **examples of previous evaluations** carried out in PDF format].

3. Qualification and experience of the evaluation team (150 points)

The qualifications and the competence of the personnel proposed for the assignment will be rated in accordance with general qualifications such as international experience, academic qualifications, professional experience, communication and report writing skills in English.

3.1 Mandatory

- The evaluation team should be composed of at least a team leader and a minimum of two additional team members.
- All members of the evaluation team must have at least an advanced university degree in social sciences, international development, public policy, or fields related to research and evaluation methodologies are required.
- The team leader should have at least ten years of professional experience in programme or project evaluation of relevance to policy making.
- The two other team members must have at least five years of working experience in evaluation.
- At least one team member should have extensive experience of conducting programme and project evaluations using both quantitative and qualitative methodologies, including

expertise in rigorous impact or comprehensive evaluations of relevance to international policy is required (minimum of three references).

- The team should have the ability to communicate, present and write in English to the highest standard and preferably understand at least one more UN language.

3.2. Desirable

- At least one team member has in depth understanding and extensive knowledge of issues pertaining to global trends of the education sector, particularly to issues related to the 2030 Agenda for Sustainable Development.
- Multicultural evaluation team with appropriate gender balance and geographic representation.
- In country experience within the education sector in developing countries.

Evaluation teams are required to provide evidence that support the mandatory and relevant desirable criteria met. According to the evaluation grid, proposals with additional references/proof of evidence to the minimum requirements shall receive higher scores. References from different team members will also be added together for scoring purposes. CVs of proposed project team members (including years of experience; languages and academic qualifications) are required.

The evaluation assignment is estimated to require approximately 150 professional working days including three visits to UNESCO's Headquarters in Paris for an estimated 3 days for the first visit, 1 day for the second and third visits. No field visits are planned.

IX. Preparation of Proposals

Please refer to Point C '**PREPARATION OF PROPOSALS**' of **Annex I** for the full list of documents and information required.

X. Reference documents

The following key documents constitute the major points of reference for this evaluation (hyperlinks provided when available):

- Global Education Monitoring Report website
- Global Education Monitoring Report Vision Statement
- 2014 External Evaluation of the Education for All Global Monitoring Report
- Evaluation of the Education for All (EFA) Global and Regional Coordination Mechanisms
- UNESCO Education 2030 – SDG 4 website
- Incheon Declaration on Education 2030
- UN Sustainable Development Goals website

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About Ipsos MORI's Social Research Institute
The Social Research Institute works closely with national governments, local public services and the not-for-profit sector. Its c.200 research staff focus on public service and policy issues. Each has expertise in a particular part of the public sector, ensuring we have a detailed understanding of specific sectors and policy challenges. This, combined with our methodological and communications expertise, helps ensure that our research makes a difference for decision makers and communities.