

# GEM Centre

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

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

## What we do

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



### Define learning

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



### Measure learning

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



### Understand learning

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

Find out more about  
the GEM Centre at  
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# The challenge

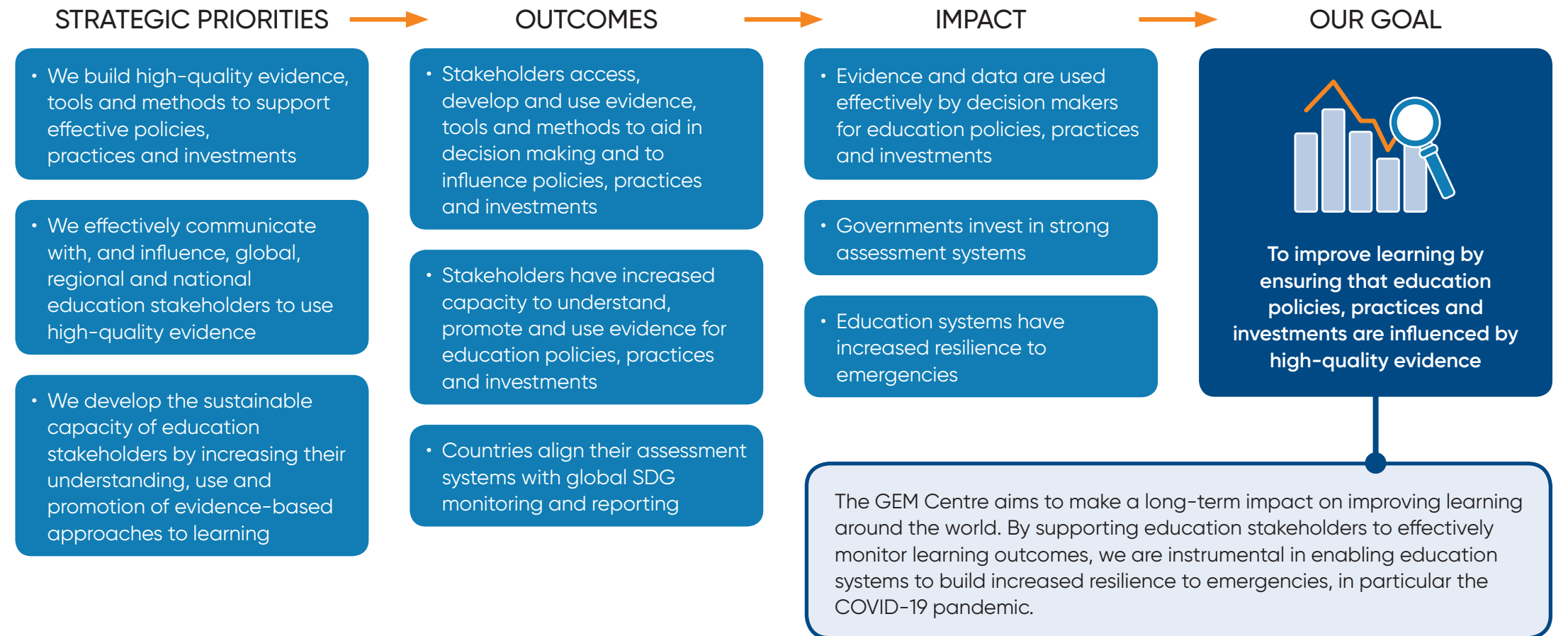


Millions of children around the world do not have access to quality education and their ability to learn is negatively impacted by curricula that are not based on evidence of learning levels, and teaching methods that do not respond to their needs. Existing inequities result in poor learning outcomes,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

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

# Pathways to impact

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



# Thematic areas

