



UNESCO Sponsored Traineeship Programme

Terms of Reference

GENERAL INFORMATION

Duration: 6 months

Location: Paris, France

Organizational Unit: Education Sector, Global Education Monitoring Report (ED/GEM)

Supervisor (name, title): Anna D'Addio, Chief Education Policy, and/or Kate Redman, Chief Advocacy and Communication

DESCRIPTION OF THE TRAINEESHIP

The GEM Report is seeking to engage a trainee with expertise in policy research, data analysis, advocacy and communications, to contribute to GEM Report's research development, communication and advocacy activities.

Under the supervision of the GEM Report Chief Education Policy, the trainee will:

- Support the GEM Report programme of work with regard to the planned research, production (e.g. fact-checking etc.) and communication processes.
- Support data analysis and monitoring processes.
- Support the development of country profiles and their mapping in a range of thematic areas (e.g. equitable financing, education inclusion etc).
- Support Community of Practice including manage information to organize debates on access, equity, quality, learning and finance (policies, legislation).
- Provide administrative support for the engagement of partners to develop research, communications and advocacy activities.
- Support other tasks in line with the GEM Report programme of work.

REQUIRED QUALIFICATIONS

Education: Advanced university degree (Master's degree or equivalent) in development studies, education, sociology, economics, political science, psychology, demography, statistics, psychometrics public policy, or other social science disciplines; A first-level university degree in combination with additional two years of relevant experience may be accepted in lieu of an advanced university degree.

Language skills: Excellent knowledge (written and spoken) of English. Working knowledge of French, Spanish and/or Arabic is an advantage.



- Demonstrated ability to analyze and articulate complex issues both in written and oral communications.
- Demonstrated ability to work innovatively to tight deadlines under pressure in a self-motivated manner.
- Excellent project management, coordination, and stakeholder engagement skills.
- Good understanding of education and development issues.
- Excellent knowledge and autonomy in use of Microsoft Word, Excel, Power Point, email and internet.
- Desirable: experience in communications, including writing blogs and briefs and crafting key messages.
- Desirable: experience in the application of statistical techniques involving large-scale datasets, e.g. software such as Mplus, R, STATA, SPSS or SAS.

Competencies and skills:

LEARNING OBJECTIVES

- Understanding of the GEM Report's aims and the expectations of the GEM Report's stakeholders, through practical and guided hands-on exposure and involvement in the GEM Report research and advocacy activities.
- Improved networks and understanding of the working environment in a multilateral organization.
- Improved capacity to conduct policy analysis.

ADDITIONAL INFORMATION

The [Global Education Monitoring \(GEM\) Report](#), established in 2001 as the Education for All Global Monitoring Report (GMR), is an editorially independent, authoritative, and evidence-based annual report that monitors progress in education in the Sustainable Development Goals (SDGs), which were adopted as part of the 2030 Agenda for Sustainable Development. Its mandate was established in the Incheon Declaration of the World Education Forum in May 2015. The Incheon Declaration of the World Education Forum in May 2015, established the renewed mandate of the GEM Report which consists in *“monitoring and reporting on SDG 4 and on education in the other SDGs”* ; and reporting *“on the implementation of national and international strategies to help hold all relevant partners to account for their commitments”*.

The GEM Report is funded by a group of governments, multilateral agencies and foundations. It is published by UNESCO to serve the international community. It is widely recognised as an indispensable advocacy and technical tool supporting inclusive and equitable quality education and promoting lifelong learning for all.

Each report has traditionally had two parts: one focusing on monitoring the international education targets and one focusing on a theme, selected jointly with its Advisory Board. Its monitoring part draws on the latest data provided by UIS. Its thematic and policy part draws



on the latest data and evidence from a wide array of sources leading to recommendations on how to accelerate progress towards achieving the international education targets. Since 2016 the themes of reports were education and sustainable development (2016), accountability (2017/8), migration and displacement (2019), inclusion (2020), non-state actors (2021/2), technology (2023) and leadership (2024/5). The 2026 GEM report will focus on access and equity.

In addition to the main report, the team also produces thematic editions (on gender, youth, finance, other SDGs), regional editions (e.g. under the 2026 cycle, three regional editions will cover Africa on late enrolment, the Arab States on early childhood education and the Caribbean on gender disparity in secondary education), and online resources (WIDE) on inequality, VIEW on completion and out-of-school rates, SCOPE on interactive narratives and PEER on country profiles).