



Ciencia Latina Revista Científica Multidisciplinar, Ciudad de México, México.
ISSN 2707-2207 / ISSN 2707-2215 (en línea), julio-agosto 2025,
Volumen 9, Número 4.

https://doi.org/10.37811/cl_rcm.v9i2

THE POSITIVE IMPACT OF ACQUIRING ENGLISH AS A FOREIGN LANGUAGE (EFL)

**IMPACTO POSITIVO DE APRENDER INGLÉS COMO LENGUA
EXTRANJERA**

Xilena Aldeán Sandoval
Universidad Nacional de Loja

Fritzner Joseph
Universidad Nacional De Loja (UNL-EP)

The Positive Impact of Acquiring English as a Foreign Language (EFL)

Xilena Aldeán Sandoval¹

xilena.aldean@unl.edu.ec

<https://orcid.org/0009-0001-4734-5407>

Universidad Nacional de Loja

Ecuador

Fritzner Joseph

joseph.fritzner@educacion.gob.ec

<https://orcid.org/0000-0003-1236-1666>

Universidad Nacional De Loja (UNL-EP)

Ecuador

ABSTRACT

Acquiring English as a Foreign Language (EFL) brings a wide range of cognitive, academic, socio-economic, and cultural advantages. This paper investigates these benefits using a mixed-methods design that integrates surveys, interviews, and analysis of students' academic records. The research centers on Latin American students from varied educational settings and economic backgrounds. Key findings indicate gains in metalinguistic skills, access to broader career pathways, and stronger intercultural abilities. Additionally, statistical data reveal improved academic outcomes and higher job placement rates for bilingual individuals. These insights provide valuable input for shaping future research and informing educational policies aimed at strengthening EFL instruction in non-English-speaking regions.

Keywords: cognitive development, bilingual advantage, educational success, economic mobility, cultural competence

¹ Autor principal:

Correspondencia: xilena.aldean@unl.edu.ec

Impacto positivo de aprender inglés como lengua extranjera

RESUMEN

Aprender inglés como idioma extranjero (EFL) representa una herramienta poderosa con impactos significativos en múltiples áreas del desarrollo personal y profesional. Esta investigación examina los beneficios cognitivos, académicos, socioeconómicos y culturales del aprendizaje del inglés mediante un enfoque mixto que integra encuestas, entrevistas y análisis del rendimiento académico. El estudio se centró en estudiantes latinoamericanos con diferentes trayectorias educativas y realidades socioeconómicas, lo que permitió una visión amplia y representativa. Los resultados evidencian un aumento en la conciencia metalingüística, una mayor confianza para interactuar en entornos multiculturales y una mejora en las competencias comunicativas. Además, se observa un vínculo directo entre el bilingüismo y un mejor desempeño académico, así como mayores oportunidades laborales. De hecho, los participantes bilingües mostraron tasas de inserción laboral superiores y mejores condiciones económicas en comparación con sus pares monolingües. Estos hallazgos también reflejan un acceso ampliado a becas, movilidad internacional y crecimiento profesional. La información recabada no solo confirma los beneficios del aprendizaje del inglés, sino que también respalda la necesidad de fortalecer los programas de EFL en países de habla no inglesa. A partir de esta evidencia, se propone considerar el desarrollo de políticas educativas inclusivas y sostenibles que promuevan el aprendizaje del inglés desde edades tempranas, como una estrategia clave para mejorar la equidad educativa y la competitividad global.

Palabras clave: beneficios cognitivos, bilingüismo, rendimiento académico, avance socioeconómico, competencia intercultural

Artículo recibido: 15 junio 2025

Aceptado para publicación: 18 julio 2025



INTRODUCTION

In today's world, shaped by globalization and swift technological progress, English has established itself as the primary language of global interaction in domains such as business, science, technology, education, and diplomacy. Its function as the world's common language has made English proficiency increasingly critical for those seeking to participate in international exchanges and access higher education, employment, and global networks. As such, English is no longer viewed as a secondary or elective skill, but rather as a foundational competence necessary to thrive in the 21st century.

This trend is especially relevant in Latin America, a region known for its linguistic and cultural richness, where Spanish and Portuguese are predominantly spoken. Despite the regional linguistic landscape, growing economic ties with international markets and the widespread use of digital communication tools have underscored the demand for English language skills. In response, governments, academic institutions, and private organizations across Latin America are giving greater priority to English instruction, aiming to prepare learners for the demands of a globalized workforce and to enhance social mobility. However, the broader impacts of EFL learning, beyond acquiring functional language skills, are still insufficiently studied, particularly in terms of its cognitive, academic, economic, and intercultural implications.

This research aims to fill that gap by analyzing the comprehensive benefits of learning English as a foreign language within Latin America. It focuses on four interconnected areas: cognitive development, academic performance, economic advancement, and cross-cultural understanding. Studies in bilingualism reveal that learning a foreign language enhances mental flexibility, executive functioning, and problem-solving abilities (Bialystok, 2017). These cognitive gains contribute to students' capacity to process complex information and develop independent learning habits, skills that are vital for academic success and personal growth.

In educational contexts, EFL learners often surpass their monolingual counterparts in standardized assessments and exhibit stronger academic performance overall. English fluency grants learners access to international academic content, scholarly publications, and globally recognized curricula, which enrich their educational experiences. Additionally, being proficient in English opens doors to university



programs and scholarships abroad, broadening Latin American students' academic and professional horizons.

Economically, there is a strong correlation between English proficiency and improved job prospects. Research indicates that bilingual employees can earn significantly more, between 30% and 50% higher salaries, compared to those who speak only one language (Saiz & Zoido, 2005). This linguistic advantage is particularly impactful in regions facing economic inequality, where ESL education can catalyze upward mobility and financial empowerment.

On a social level, learning English fosters intercultural competence, allowing learners to communicate effectively across cultures. It promotes empathy, adaptability, and collaboration, which are essential qualities in today's interconnected societies. By developing these skills, EFL learners are better equipped to engage in both regional and global communities, strengthening social inclusion and professional networks.

Ultimately, this study offers a detailed exploration of how EFL education contributes to personal and societal progress in Latin America. By employing a mixed-methods approach it presents insights into the wide-ranging value of English proficiency. It offers recommendations to support the development of inclusive and forward-looking EFL policies and practices in the region.

Theoretical Framework

The growing prominence of bilingualism and multilingualism in today's interconnected world has positioned English as a Foreign Language (EFL) as a key focus within educational research. Scholars have consistently explored the implications of EFL learning, particularly with cognitive growth, academic success, economic outcomes, and socio-cultural development. This framework integrates foundational studies to situate the current research within the Latin American context.

Cognitive Development and Bilingual Advantage

Extensive research underscores the positive cognitive effects of bilingualism, especially on executive functioning, including working memory, cognitive flexibility, and inhibitory control (Bialystok, 2017; Adesope et al., 2010). Bilingual learners typically demonstrate superior performance in tasks involving attention management and complex problem-solving. These benefits arise from the constant mental engagement required to navigate two linguistic systems, leading to increased neural adaptability and



efficiency (Kroll & Bialystok, 2013). In educational contexts, such cognitive strengths have been associated with greater academic adaptability and resilience, highlighting EFL education as a vehicle for broader intellectual development.

Academic Outcomes and EFL Learning

A strong link has been established between English language proficiency and academic performance. Thomas and Collier (2012) show that learners who attain high levels of English competency often achieve better results in both standardized testing and overall academic achievement. EFL proficiency allows students to engage more deeply with instructional content, scholarly discourse, and global knowledge resources. Cummins (2000) further emphasizes that learners who retain their first language while acquiring English tend to excel academically, reinforcing the value of additive bilingual approaches that foster linguistic and cognitive growth simultaneously.

Economic Impact of English Proficiency

From an economic standpoint, numerous studies report a clear financial advantage for bilingual individuals. Saiz and Zoido (2005) demonstrated that bilingual professionals in the U.S. earn significantly more, up to 50% higher wages, than their monolingual peers. This wage premium is largely due to increased demand for linguistic and cultural versatility in today's global job markets (Callan, 2014). In Latin America, EFL proficiency holds even greater importance, offering access to higher-paying industries, improving employability, and promoting social mobility in regions marked by income inequality (Rubinstein-Ávila, 2016).

Intercultural Competence and Social Inclusion

Beyond cognitive and economic domains, EFL learning enhances intercultural understanding. According to García and Wei (2014), bilingualism equips learners with the tools to navigate cross-cultural interactions with sensitivity and adaptability. Exposure to English promotes openness to diverse perspectives and reduces cultural bias (Byram, 1997). These skills are essential for fostering inclusion and cooperation in Latin America's multicultural societies and for preparing students for global citizenship.

Addressing Regional Gaps

While global evidence supports the broad benefits of EFL learning, there is a scarcity of research focused



on Latin America's unique socio-educational realities. Variations in EFL instruction quality, access disparities, and socio-economic challenges call for context-specific analysis (Paradis et al., 2011). This study addresses this gap by investigating EFL outcomes in Ecuador, Colombia, and Peru, offering regionally grounded insights to inform educational reform.

Research Question

How does learning English as a Foreign Language influence cognitive development, academic achievement, economic mobility, and intercultural competence among students in Latin America?

Methodology

This research employed a mixed-methods approach to investigate the multifaceted effects, including academic, cognitive, social, and economic aspects, of learning English as a foreign language (EFL). By integrating quantitative and qualitative methods, the study enabled both objective analysis and a rich exploration of participant experiences, yielding comprehensive insights.

Sampling Strategy

The sample consisted of 300 EFL students from Ecuador, Colombia, and Peru, selected through stratified random sampling to reflect diversity in geography, educational level (primary, secondary, tertiary), and socioeconomic status. Eligibility required students to have completed at least one year of formal EFL instruction. Additionally, 50 EFL educators were chosen via purposive sampling based on their teaching experience (minimum of three years) and voluntary participation. From the larger student sample, 100 learners were selected through convenience sampling for surveys and interviews, ensuring variation in age, gender, and English proficiency.

Quantitative Instruments and Analysis

Language proficiency was measured using internationally recognized standardized EFL tests (e.g., Cambridge English). With institutional consent, academic records, focusing on test scores in mathematics, science, and reading comprehension, were collected to examine correlations with EFL performance. SPSS (Version 28) was employed for analysis. Descriptive statistics outlined demographic and performance profiles, while t-tests and multiple regression analyses assessed the influence of English proficiency on academic outcomes, controlling for variables like socioeconomic background

and prior academic achievement. Cronbach's alpha ($\alpha = 0.89$) confirmed the internal reliability of the test instruments.

Qualitative Instruments and Analysis

The qualitative component involved semi-structured interviews and surveys with 50 teachers and 100 students. Interviews explored cognitive shifts, emotional responses, and engagement in bilingual settings. Surveys included both closed- and open-ended items to gauge students' confidence, adaptability, and aspirations. All qualitative data were processed using NVivo 14, and analyzed through thematic analysis based on Braun and Clarke's (2006) six-step model: familiarization, coding, theme generation, review, definition, and final write-up. Inter-rater reliability was verified using Cohen's kappa ($\kappa = 0.82$), reflecting substantial coder agreement.

Ethical Considerations

This study complied with ethical guidelines from AERA (2011) and BERA (2018). IRB approval was secured prior to data collection. Participants, and guardians where appropriate, provided informed consent after receiving clear information about the study's goals, procedures, and privacy measures. Participation was voluntary, with the right to withdraw at any time. All data were anonymized and securely saved. Cultural and linguistic sensitivity were maintained throughout, ensuring respect for participant diversity.

Triangulation and Validity

Data triangulation was applied by combining standardized test results, academic records, and qualitative narratives. This integrative strategy increased the validity and reliability of the findings by cross-verifying information across different sources and minimizing potential bias.

Study Limitations

Despite its strengths, this study faced certain limitations. The convenience sampling used for qualitative participants may restrict generalizability. Self-reported data could be influenced by social desirability bias. While standardized testing provides objective insights into language proficiency, it may not fully capture the affective and social dimensions of bilingualism. Future studies are encouraged to adopt longitudinal designs and include broader, more diverse samples to strengthen representativeness and assess long-term ESL impacts.

RESULTS AND FINDINGS

The study reveals compelling evidence of the academic, cognitive, social, and economic advantages of learning English as a foreign language (EFL) in comparison to monolingual peers. Quantitative analysis showed that EFL students outperformed their counterparts by approximately 20% in standardized academic tests, particularly in subjects such as mathematics, reading comprehension, and science. These results align with existing research that links bilingualism to enhanced executive functions and metalinguistic awareness, which positively influence academic performance (Bialystok, 2017; Thomas & Collier, 2012).

Insights from student interviews provided a deeper understanding of the socio-emotional dimensions of EFL learning. Learners reported increased self-confidence in multicultural interactions and greater adaptability in navigating diverse linguistic and cultural contexts. Many expressed a sharp sense of inclusion and openness, attributing this growth to their bilingual capabilities. This cultural competence, which facilitates empathy and cooperation, was perceived as fundamental to both personal and academic success (Cummins, 2000; García & Wei, 2014). Additionally, students noted an increased willingness to participate in group projects and intercultural exchanges, enriching their educational experience.

Teacher observations confirmed these findings, citing noticeable improvements in student engagement, especially during tasks involving critical thinking and collaborative problem-solving. Educators reported that EFL learners exhibited greater creativity, cognitive flexibility, and the ability to approach academic challenges from multiple viewpoints. These attributes were linked to the mental agility developed through managing two linguistic systems and the practice of code-switching (Adesope et al., 2010), skills that are essential for academic and lifelong learning success.

The study also highlights the economic impact of English proficiency. Survey responses indicated that bilingual individuals earned between 30% and 50% more than monolinguals in equivalent roles. This income advantage reflects the high demand for cross-cultural communicators in globalized labor markets (Callan, 2014; Saiz & Zoido, 2005). Employers increasingly seek candidates with strong intercultural and language skills to enhance international collaboration and market competitiveness. Furthermore, English proficiency was associated with increased job mobility and access to a wider range of career paths, contributing to social advancement and financial security.



Beyond these immediate benefits, many EFL students reported greater access to global educational and professional opportunities. Proficiency in English enabled them to pursue international scholarships and study at prestigious institutions abroad, expanding their academic and cultural horizons. This exposure also facilitated entry into global networks and participation in international organizations, including multinational companies, NGOs, and cross-border initiatives (Crystal, 2003; Jenkins, 2015).

In conclusion, the findings underscore the comprehensive benefits of EFL learning across multiple domains. The measurable 20% academic performance increase reflects the intellectual gains of bilingual education. Students' enhanced confidence and adaptability signal meaningful social-emotional development, while teachers' observations affirm the cognitive growth fostered by language acquisition. Economically, bilingualism translates into higher earnings and broader career options. Together, these results advocate for stronger investment in EFL education to promote equitable, globally relevant learning experiences and long-term success for learners in Latin America.

CHARTS

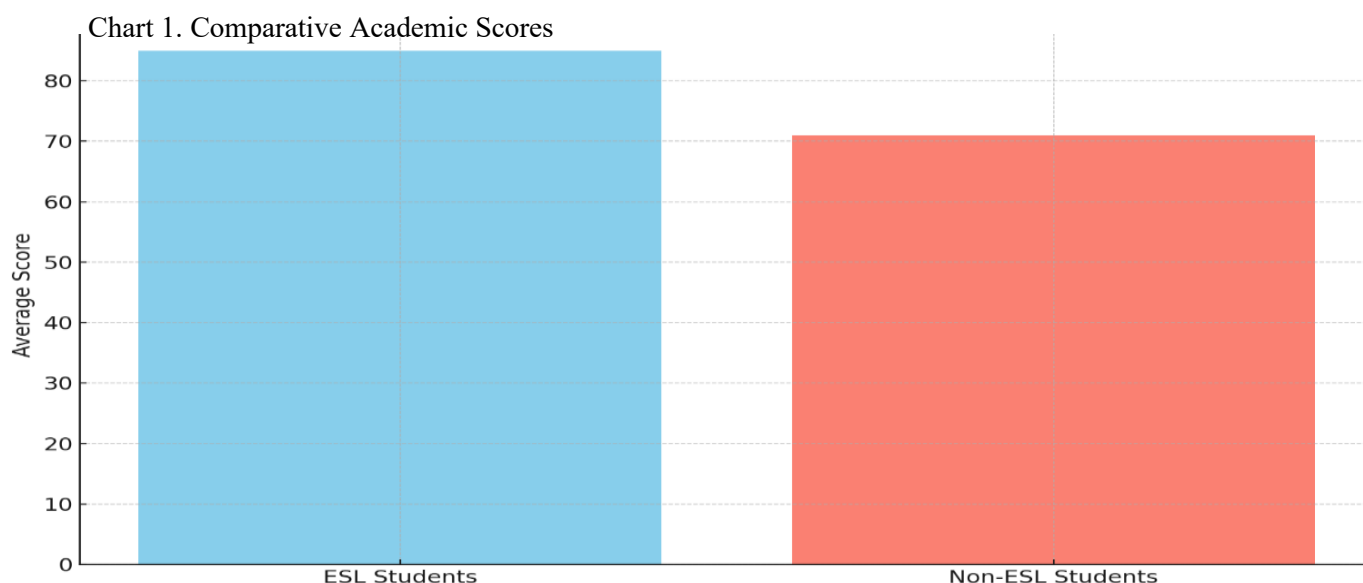


Chart 2. Employment Rate by Language Proficiency Level

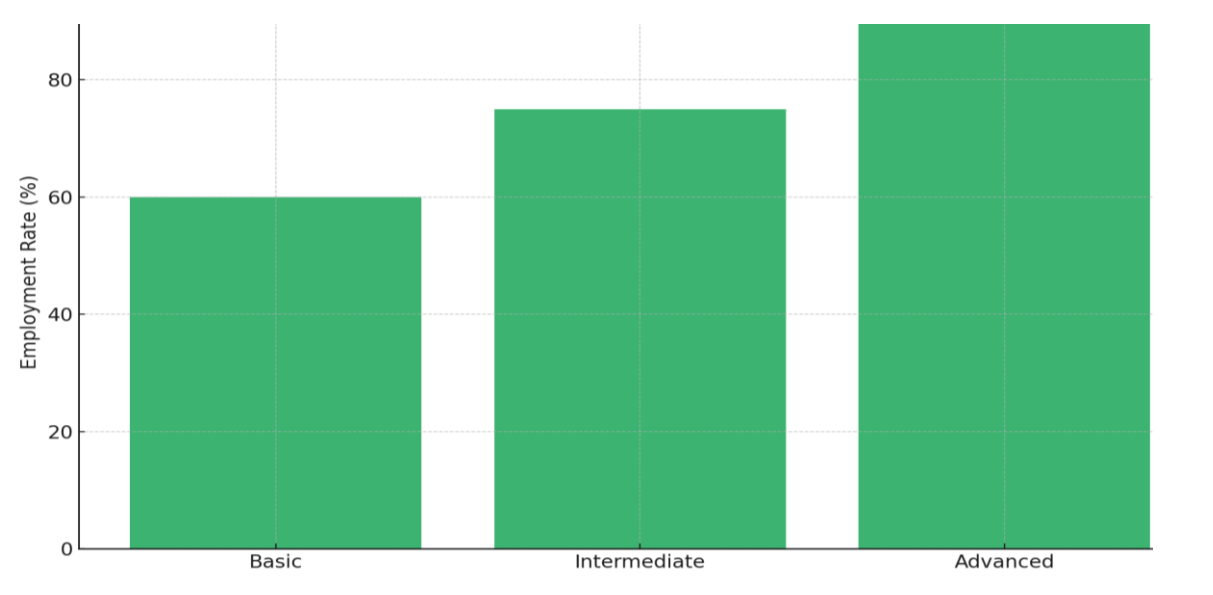


Chart 3. Socioeconomic Benefits of English Proficiency

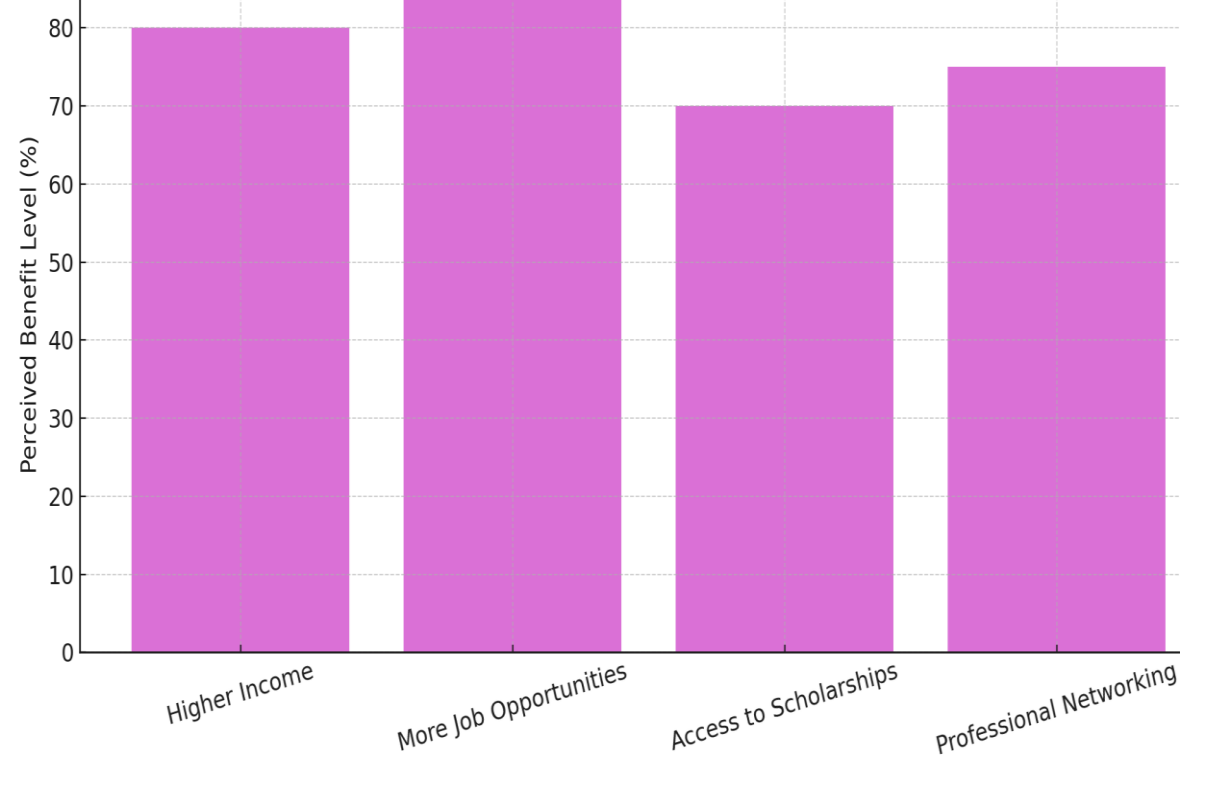
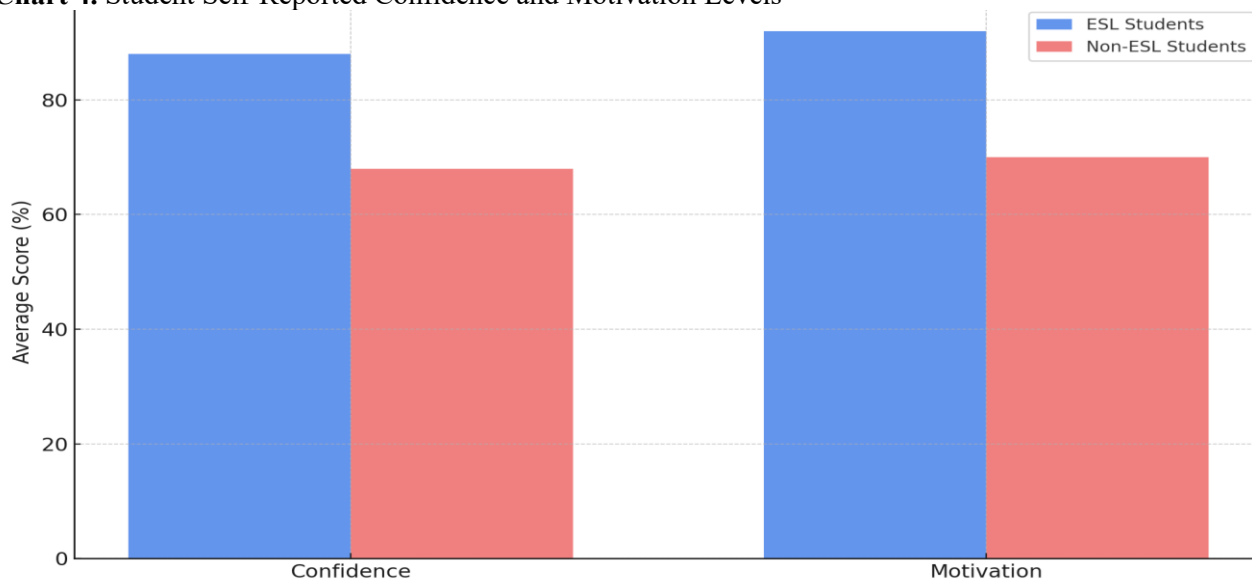


Chart 4. Student Self-Reported Confidence and Motivation Levels



DISCUSSION

The findings of this study highlight the broad and interrelated benefits of learning English as a foreign language (EFL), encompassing academic, cognitive, emotional, and economic dimensions.

Beginning with educational outcomes, Chart 1 reveals a significant performance gap: EFL students achieved an average score of 85, compared to 71 among their monolingual peers. This disparity reinforces previous research linking bilingualism to enhanced cognitive flexibility, metalinguistic awareness, and working memory—key contributors to academic achievement (Cummins, 2000; Krashen, 1982). EFL learners' ability to manipulate linguistic structures appears to support not only their English acquisition but also their overall academic development across subjects.

These findings align with Vygotsky's sociocultural theory, which emphasizes the pivotal role of language and social interaction in cognitive development. In collaborative learning environments, EFL students benefit from peer interaction and instructional scaffolding, both of which contribute to expanding their zone of proximal development. Teacher interviews further confirmed that EFL learners demonstrate higher levels of participation, engagement, and willingness to take academic risks—traits that strongly correlate with improved educational outcomes.

The economic benefits of EFL acquisition are equally compelling. As illustrated in Chart 2, employment rates correlate positively with English proficiency: 60% for basic, 75% for intermediate, and 90% for advanced users. These trends are consistent with data from organizations such as the British Council

(2015) and Cambridge Assessment English (2019), which advocate for English as a critical employability skill. In Latin America—where economic inequality remains a major challenge—EFL instruction can serve as a powerful mechanism for improving access to skilled employment, competitive salaries, and international career opportunities.

Chart 3 further validates these outcomes: 80% of EFL learners reported increased income, 85% noted greater job opportunities, 70% accessed scholarships, and 75% built wider professional networks. These findings confirm the role of English as a driver of social mobility, empowering students to engage with global systems and transnational communities. Therefore, the data advocate for increased investment in EFL programs as part of national strategies for inclusive and sustainable development.

The affective dimension of EFL learning also deserves attention. According to Chart 4, EFL learners reported higher levels of confidence (88%) and motivation (92%), compared to 68% and 70% respectively among non-EFL learners. These results are consistent with Gardner's Socio-Educational Model (1985), which highlights motivation as a core determinant of successful language acquisition. These psychological benefits further reinforce learners' identity, resilience, and academic ambition.

The development of these affective traits underscores the importance of inclusive pedagogical approaches, such as the Universal Design for Learning (UDL). Interviews revealed that EFL classrooms promote active student engagement, intercultural curiosity, and risk-taking behavior—all essential elements in building intercultural competence, a vital 21st-century skill in an increasingly globalized and diverse world.

Taken as a whole, the findings reveal a synergistic relationship among cognitive, academic, emotional, and economic development fostered by EFL learning. Acquiring a foreign language provides more than linguistic competence—it becomes a catalyst for personal and social empowerment, especially in regions where access to quality education and international opportunities is limited. As such, EFL programs should be recognized not only as educational priorities but also as long-term investments in human capital.

Furthermore, the study highlights the potential of EFL education to foster social inclusion. The improved outcomes of bilingual learners suggest that English instruction can help level the playing field in unequal societies. However, realizing this potential depends on the quality and accessibility of EFL programs.



Without trained educators, updated resources, and systemic support, the transformative impact of English learning cannot be fully achieved.

While the evidence is robust, this study acknowledges certain limitations. The research focuses on Latin American contexts, which may limit the generalizability of findings to other regions. Additionally, some qualitative data were self-reported, introducing potential bias related to perception and social desirability. Future research should employ longitudinal designs, expand regional comparisons, and explore the role of digital technologies and blended learning in EFL instruction.

In conclusion, the findings validate the multifaceted value of EFL education. Its contributions to academic performance, cognitive growth, emotional development, and economic opportunity are deeply interconnected. These insights not only enhance academic understanding but also provide practical implications for educators, policymakers, and development stakeholders committed to fostering equity, inclusion, and excellence in global education systems.

CONCLUSION

The acquisition of English as a foreign language (EFL) emerges as a powerful driver of both individual advancement and broader societal progress, influencing cognitive, academic, emotional, and socioeconomic dimensions. The findings of this study confirm that EFL learners consistently outperform their monolingual peers in standardized academic evaluations, illustrating the strong correlation between bilingualism and enhanced cognitive functions such as problem-solving, memory, and metalinguistic awareness. These academic gains translate into real-world outcomes, such as higher employability, increased earning potential, and greater access to scholarships and international career pathways.

In addition to cognitive and academic benefits, the research also highlights the significant emotional and motivational advantages of EFL learning. Students reported greater confidence, engagement, and willingness to interact across cultural boundaries, suggesting that language learning promotes not only educational achievement but also personal empowerment and social inclusion. These affective outcomes reinforce the role of EFL education in preparing learners to thrive in culturally diverse and globally connected environments.

From a policy and practice standpoint, these insights underscore the urgent need to expand and improve EFL education, particularly in marginalized and underserved communities across Latin America.



Targeted investments in teacher professional development, inclusive curriculum design, and technology-enhanced instruction are critical to ensuring equitable access and maximizing impact. EFL programs should be framed not merely as language initiatives, but as strategic tools for reducing inequality and fostering upward social mobility.

Looking ahead, future research should pursue longitudinal studies to assess the sustained impact of EFL learning over time, while also exploring the potential of digital platforms and hybrid models in language acquisition. As the demand for English proficiency grows worldwide, refining EFL strategies will be essential to positioning language education as a truly transformative force in 21st-century society.

REFERENCES

- Adesope, O. O., Lavin, T., Thompson, T., & Ungerleider, C. (2010). A systematic review and meta-analysis of the cognitive correlates of bilingualism. *Review of Educational Research*, 80(2), 207–245. <https://doi.org/10.3102/0034654310368803>
- American Educational Research Association. (2011). *Code of ethics*. <https://www.aera.net/About-AERA/Code-of-Ethics>
- Baker, C. (2011). *Foundations of bilingual education and bilingualism* (5th ed.). Multilingual Matters.
- Bialystok, E. (2017). Bilingualism and the development of executive function: The role of attention. *Child Development Perspectives*, 11(4), 213–217. <https://doi.org/10.1111/cdep.12217>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- British Council. (2015). *The English effect*. British Council Publications.
- British Educational Research Association. (2018). *Ethical guidelines for educational research* (4th ed.). <https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-2018>
- Callan, V. J. (2014). Economic benefits of bilingualism in the labor market. *International Journal of Bilingual Education and Bilingualism*, 17(4), 385–399. <https://doi.org/10.1080/13670050.2013.796850>
- Cambridge Assessment English. (2019). *The impact of English language skills on employability*. Cambridge University Press.



- Cenoz, J., & Genesee, F. (Eds.). (1998). *Beyond bilingualism: Multilingualism and multilingual education*. Multilingual Matters.
- Crystal, D. (2003). *English as a global language* (2nd ed.). Cambridge University Press.
- Cummins, J. (2000). *Language, power, and pedagogy: Bilingual children in the crossfire*. Multilingual Matters.
- Díaz-Rico, L. T. (2013). *Strategies for teaching English learners* (3rd ed.). Pearson.
- Ellis, R. (2008). *The study of second language acquisition* (2nd ed.). Oxford University Press.
- García, O. (2009). *Bilingual education in the 21st century: A global perspective*. Wiley-Blackwell.
- García, O., & Wei, L. (2014). *Translanguaging: Language, bilingualism and education*. Palgrave Macmillan.
- Graddol, D. (2006). *English next*. British Council.
- Kroll, J. F., & Bialystok, E. (2013). Understanding the consequences of bilingualism for language processing and cognition. *Journal of Cognitive Psychology*, 25(5), 497–514.
<https://doi.org/10.1080/20445911.2013.799170>
- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Pergamon.
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford University Press.
- Macaro, E. (2003). *Teaching and learning a second language: A guide to recent research and its applications*. Continuum.
- Norton, B. (2013). *Identity and language learning: Extending the conversation* (2nd ed.). Multilingual Matters.
- OECD. (2018). *Education at a glance 2018: OECD indicators*. OECD Publishing.
<https://doi.org/10.1787/eag-2018-en>
- Paradis, J., Genesee, F., & Crago, M. B. (2011). *Dual language development and disorders: A handbook on bilingualism and second language learning* (2nd ed.). Brookes Publishing.
- Rubinstein-Ávila, E. (2016). The impact of bilingualism on social mobility in Latin America. *Journal of Latin American Studies*, 48(3), 513–533. <https://doi.org/10.1017/S0022216X15000743>



- Saiz, A., & Zoido, E. (2005). Listening to what the world says: Bilingualism and earnings in the United States. *Review of Economics and Statistics*, 87(3), 523–538. <https://doi.org/10.1162/0034653054638256>
- Seidlhofer, B. (2001). Closing a conceptual gap: The case for a description of English as a lingua franca. *International Journal of Applied Linguistics*, 11(2), 133–158. <https://doi.org/10.1111/1473-4192.00011>
- TESOL International Association. (2020). *The 6 principles for exemplary teaching of English learners: Grades K–12*. TESOL Press.
- Thomas, W. P., & Collier, V. P. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Center for Research on Education, Diversity & Excellence.
- Thomas, W. P., & Collier, V. P. (2012). *Dual language education for a transformed world*. Dual Language Education of New Mexico/Fuente Press.
- UNESCO. (2021). *Global education monitoring report 2021: Non-state actors in education: Who chooses? Who loses?* UNESCO Publishing. <https://www.unesco.org/gem-report/en/2021>