Planning for achieving SDG4 at city level: Findings from An IIEP-UNESCO research project

UIL-PASCAL Webinar: The challenge of measurement, planning and evaluation in learning cities
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Candy Lugaz
IIEP-UNESCO Paris
c.lugaz@iiep.unesco.org
Outline

1. A brief presentation of IIEP-UNESCO
2. The educational planning cycle
3. IIEP’s research on cities
4. Preliminary findings from France
1. IIEP: A UNESCO Institute

• Founded by UNESCO in 1963
• One of UNESCO’s seven Institutes
• Mandate: To strengthen the capacity of UNESCO Member States to plan and manage their education systems
• A global network of educational stakeholders
• HQ in Paris with offices in Buenos Aires and Dakar
Our mission

We work with UNESCO Member States to:
1. Produce new knowledge
2. Share knowledge for informed decisions
3. Provide training and technical cooperation
2. The educational planning cycle

- Education sector diagnosis
- Plan preparation
- Monitoring & Evaluation
- Policy formulation
- Implementation
3. IIEP/UNESCO research programme on cities

How can cities ensure successful planning to achieve SDG 4?
Key research axes

CITY
Local elected authority

- Actors & resources
- Tools
- Education strategy planning cycle
- Thematic priorities
- Collaboration with local education community
- Inter-sectoral collaboration
- Strengths & challenges

Collaboration with local education community
Timeframe

2019-20
• Research in France
• International survey

2020-21
• Research in cities (worldwide)

2021
• Leveraging knowledge (publications, dissemination, tools and training)
French cities studied (2019)

**Ivry-sur-Seine, Île-de-France**
- 60,000 inhabitants
- 27 primary schools
- 4 lower secondary schools
- 2 upper secondary schools
- 6100 primary school students
- 18% failure in the general baccalaureate

**Saint-Quentin, Hauts-de-France**
- 55,000 inhabitants
- 25 primary schools
- 3 lower secondary schools
- 2 upper secondary schools
- 6800 primary school students
- 42% of non-graduates among the total population

**Orvault, Pays de la Loire**
- 26,000 inhabitants
- 14 primary schools
- 1 lower secondary school
- 1 upper secondary school
- 2350 primary school students
- 12% of young people not in education, employment or training (NEET)

**Grigny, Île-de-France**
- 27,000 inhabitants
- 25 primary schools
- 3 lower secondary schools
- No upper secondary schools
- 6800 primary school students
- 25% of students reach the baccalaureate after college compared to 79% in France
Approach

More than 30 interviews and focus group discussions in each city

Visits to schools, socio-cultural centres, youth information points, etc.

Qualitative research

Literature review and analysis of indicators

Data coding and drafting of a in-depth diagnosis of the city's educational strategy
4. Preliminary research findings in France

Co-designing the city education plan/strategy with the local education community

- A crucial process to ensure its ownership, relevance and efficiency
- Actors
- Stages of the planning cycle
4. Preliminary research findings in France

Integrated planning: what are the opportunities?

- A shared and integrated vision
- Formalized partnerships
- Moving towards a transversal work approach
4. Preliminary research findings in France

Monitoring & Evaluation mechanisms

- Lack of tools, quantitative and qualitative indicators, and resource persons to evaluate education strategies
- Difficulty to animate steering committees over the long term
Contact information

Candy Lugaz & Chloé Chimier

IIEP-UNESCO Paris

7-9 rue Eugène Delacroix, 75116 Paris, France

+33 1 45 03 77 00

c.lugaz@iiep.unesco.org

c.chimier@iiep.unesco.org


@IIEP_UNESCO

United Nations Educational, Scientific and Cultural Organization

International Institute for Educational Planning