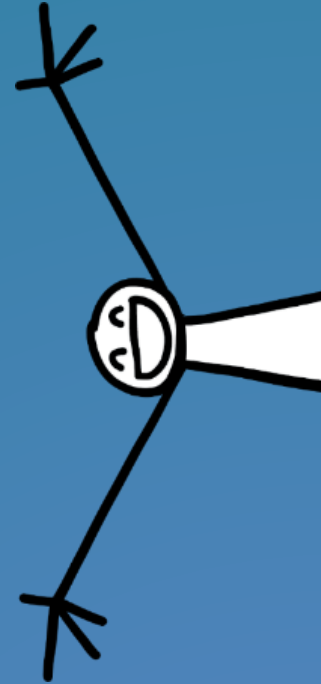




Planning for achieving SDG4 at city level: Findings from An IIEP-UNESCO research project

*UIL-PASCAL Webinar:
The challenge of measurement,
planning and evaluation in learning cities
8th July 2020*



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Educational Planning

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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

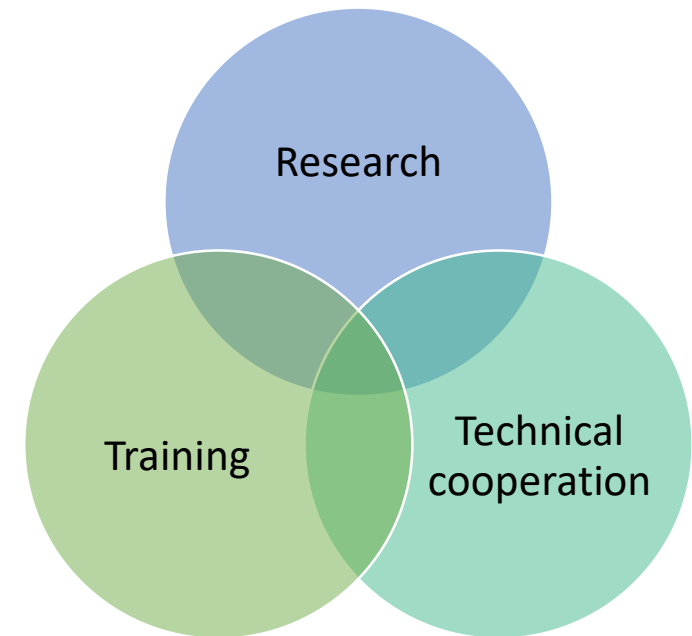
- Founded by UNESCO in 1963
- One of UNESCO's seven Institutes
- Mandate: To strengthen the capacity of UNESCO Member States to plan and manage their education systems
- A global network of educational stakeholders
- HQ in Paris with offices in Buenos Aires and Dakar



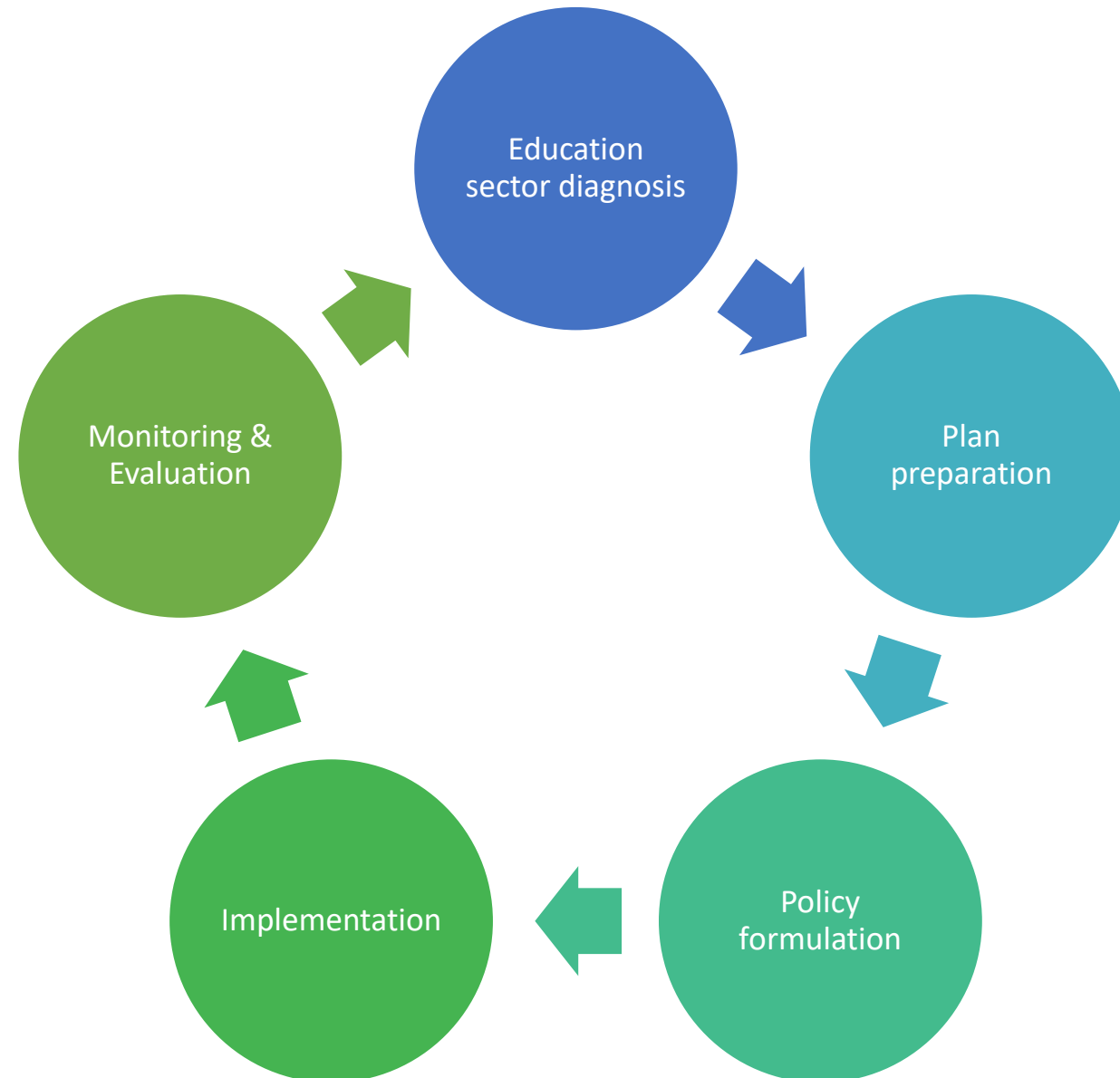
Our mission

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



3. IIEP/UNESCO research programme on cities

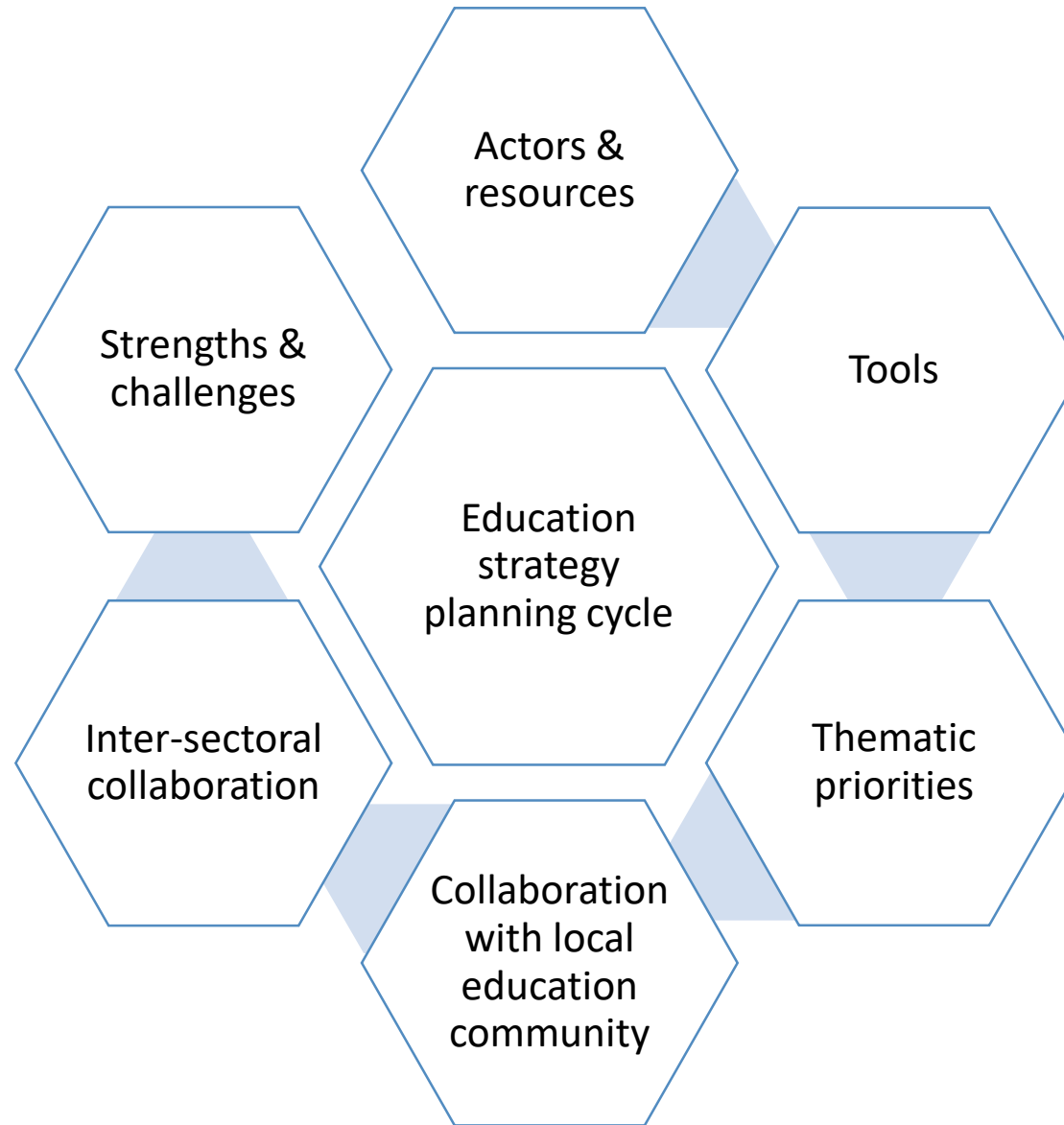


How can cities ensure successful planning to achieve SDG 4?

Key research axes

CITY

Local elected authority



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

Source : Enlarge your Paris

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

Source : Ville de Saint-Quentin

Orvault, Pays de la Loire



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

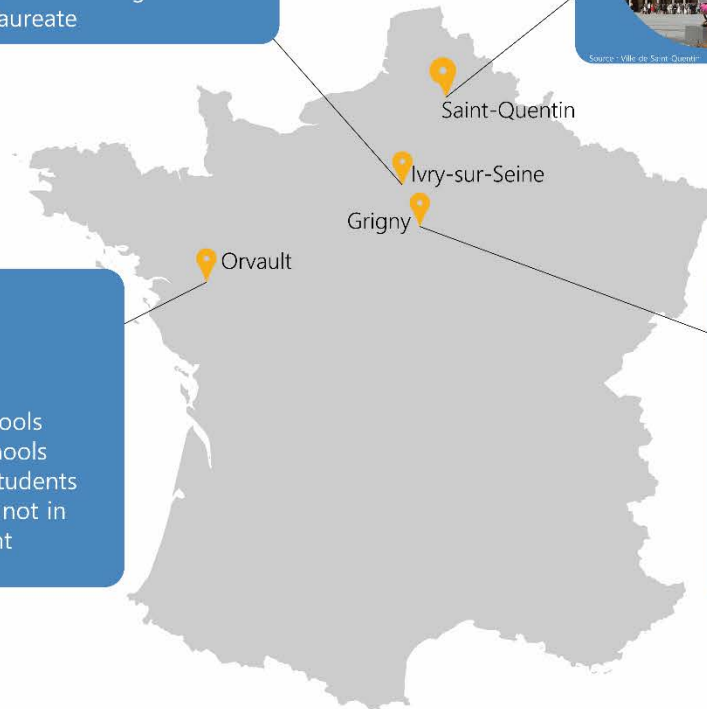
Source : Ville d'Orvault

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

Source : Le Monde



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

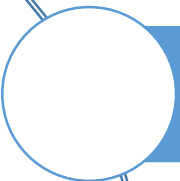


Stages of the planning cycle

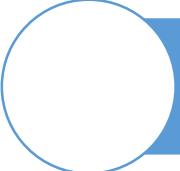


4. Preliminary research findings in France

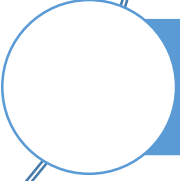
Integrated planning: what are the opportunities?



A shared and integrated vision



Formalized partnerships

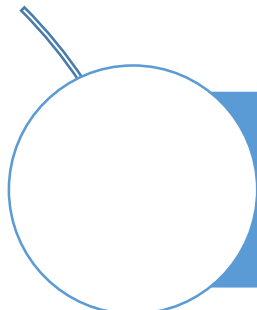


Moving towards a transversal work approach



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

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