



GNLC/PASCAL Webinar: *The challenge of measurement, planning and evaluation in learning cities*

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Angélica Patricia Alvarado Juárez
Mayor of the City of Huejotzingo

México Context: PLANNING, MONITORING AND EVALUATION OF EDUCATION

- The planning, monitoring and evaluation of Education has been the sole **responsibility of the federal government and state governments.**
- Local governments, as well as civil society and private initiative actors have had **limited participation in the process of planning and transforming educational reality**
- The **Educational Reform of the year 2019 and the "New Mexican School" model**, do not contemplate cities in the design process and do not establish coordination and participation mechanisms for local actors.





UNESCO Learning Cities

- Promoted the construction of strategic action plans to **provide non-formal learning opportunities for all**, mainly attending to the social dimension of education..



Formal – Education

- Unfortunately there is no direct link between formal education and non-formal and informal education systems.



Non Formal – Education

HUEJOTZINGO

Learning City

Learning cities have taken the initiative to articulate the efforts of the formal education system with non-formal and informal education systems, by involving each of the city's stakeholders in the construction of comprehensive plans, mainly the **authorities responsible for education.**

- Reduce dispersed efforts,
- Build a vision of the city in which all sectors work;
- Respond effectively to the learning needs of girls, boys, youth and adults; and
- Standardize the evaluation criteria of progress

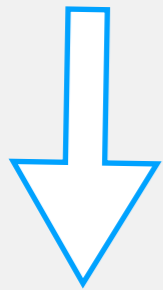


Planning Learning City



60

INDICATORS



ACTION PLAN



Wider benefits
of building a
learning city

Major building
blocks of a
learning city

Fundamental
conditions
for building a
learning city

Planning
Learning City
COVID 19

Refresher Course of Pedagogical Techniques for Teaching English and use of Digital Platforms.

100
Teachers

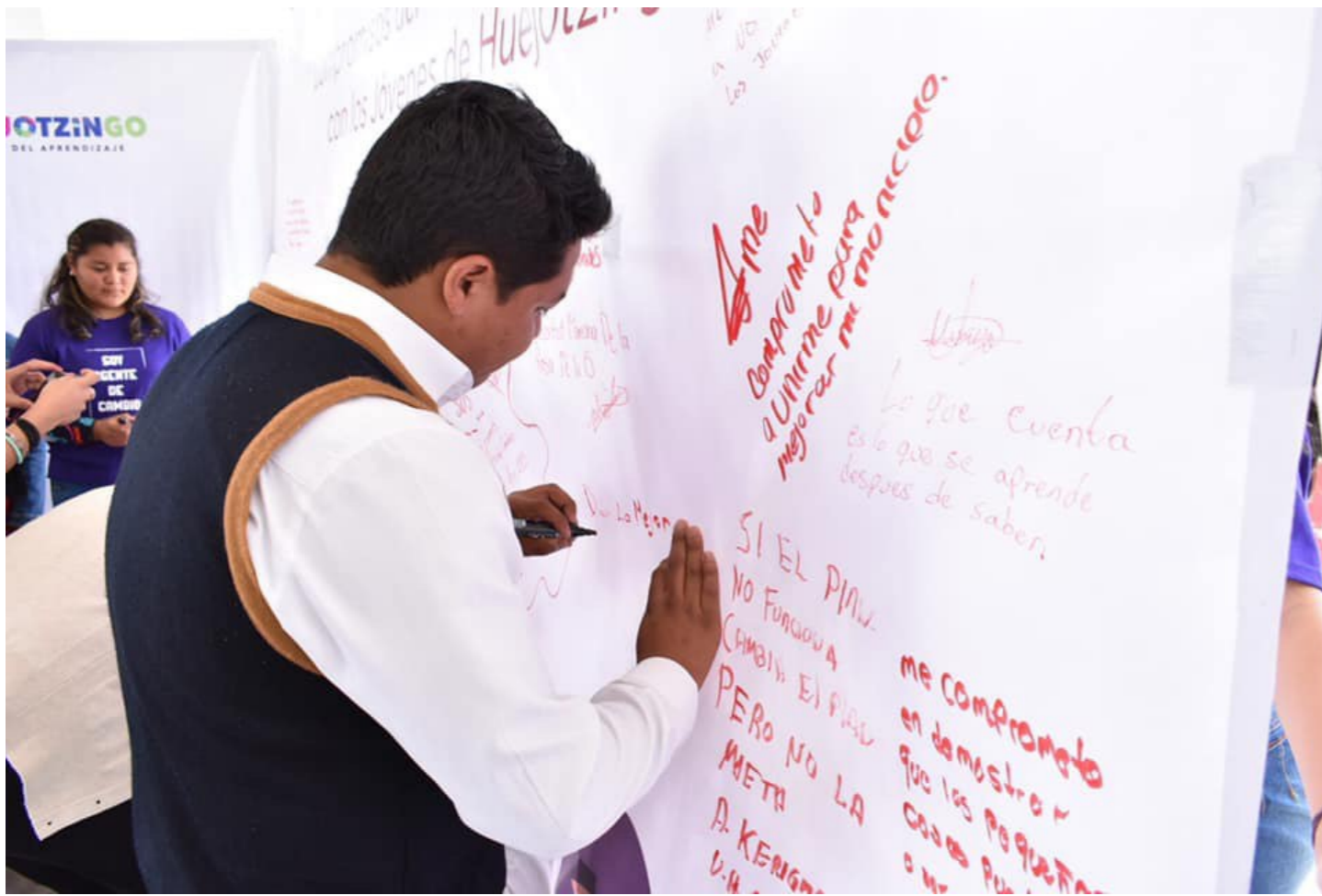


The Challenge Of Measurement And Evaluation

- Lack of evaluation culture and therefore of trained personnel to carry out this task
- Limited financial and material resources, currently due to the situation generated by COVID 19, a large part of the resources have been directed to
- The recognition of all the actors of the importance of maintaining permanent monitoring, as well as the creation of alliances with educational institutions that validate the information generated.
- Associating indicators with tangible issues for people and the community
- Dissemination of the evaluation results, even in situations of no progress
- **Continuity of evaluation**



Opportunity MEASUREMENT And Evaluation



- Regulatory frameworks that promote the planning, monitoring and evaluation of formal and non-formal education
- Recognition of the learning city concept as the key to guaranteeing the universal right to education



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