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Yeosu 2021
International Conference
on Learning Cities
제5차 유네스코 학습도시 국제 컨퍼런스

'Educational planning, monitoring and evaluation'

Goyang, Republic of Korea



UNESCO GNLC

Cluster 'Educational planning, monitoring and evaluation' Coordinator city



2021 Seminar on building a performance management system for lifelong learning cities





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제5차 유네스코 학습도시 국제 컨퍼런스

Goyang, Republic of Korea

Ho-Seak Kim

Lifelong Education Division

Chief of Lifelong Learning Center Team



“ Case sharing, Information exchange ”

- Date

① 2020. 9. 15. 14:00~15:30(CET)

② 2020. 11. 17. 14:00~15:30(CET)

- **Topic** : Educational planning, monitoring and evaluation in learning cities

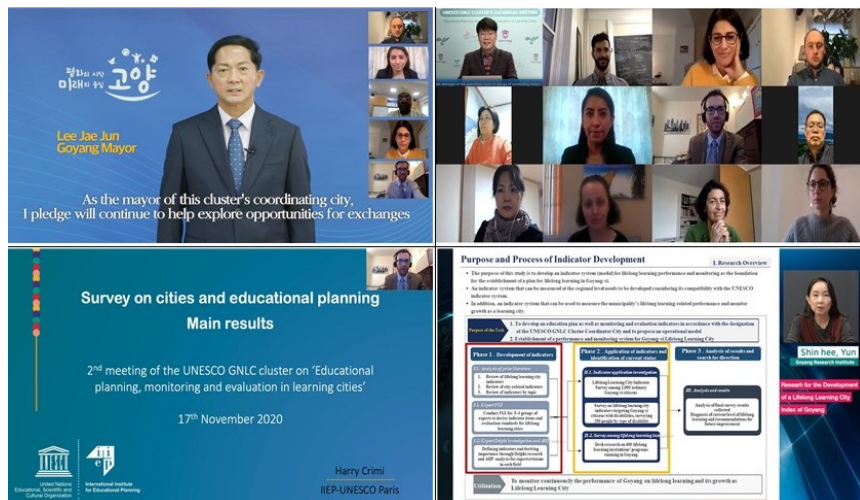
- **Participants** : GNLC member cities

- **Method** : Online Video Meeting(Zoom)

- **Co-Host** : UIL, IIEP, Goyang, Huejotzingo

- Contents

- 2020-2021 Cluster work plan [UIL]
- Research Result of ‘City and Education 2030’ [UIL, IIEP]
- Case presentation of GNLC member cities [Abuja, Medellin, Limerick]
- Research Result for the Development of a Lifelong Learning City index of Goyang



Research for the Development of a Lifelong Learning City index of Goyang

Research Overview

Purpose of the Task

1. To develop an education plan as well as monitoring and evaluation indicators in accordance with the designation of the UNESCO GNLC Cluster Coordinator City and to propose an operational model
2. Establishment of a performance and monitoring system for Goyang-si Lifelong Learning City

Phase 1 . Development of indicators

I-1. Analysis of prior literature

1. Review of lifelong learning city indicators
2. Review of city-related indicators
3. Review of indicators by topic

I-1. Expert FGI

Conduct FGI for 3~4 groups of experts to derive indicator items and evaluation standards for lifelong learning cities

I-2. Expert Delphi investigation and AHP analysis

Defining indicators and deriving importance through Delphi research and AHP analysis for experts/citizens in each field

Phase 2 . Application of indicators and identification of current status

II-1. Indicator application investigation

Lifelong Learning City Indicator Survey among 2,000 ordinary Goyang-si citizens

Survey on lifelong learning city indicators targeting Goyang-si citizens with disabilities, surveying 200 people by type of disability

II-2. Survey among lifelong learning institutions

Desk research on 400 lifelong learning institutions' programs running in Goyang

Phase 3 . Analysis of results and search for direction

III. Analysis and results

Analysis of final survey results collected
Diagnosis of current level of lifelong learning and recommendations for future improvement

Utilization

To monitor continuously the performance of Goyang on lifelong learning and its growth as Lifelong Learning City

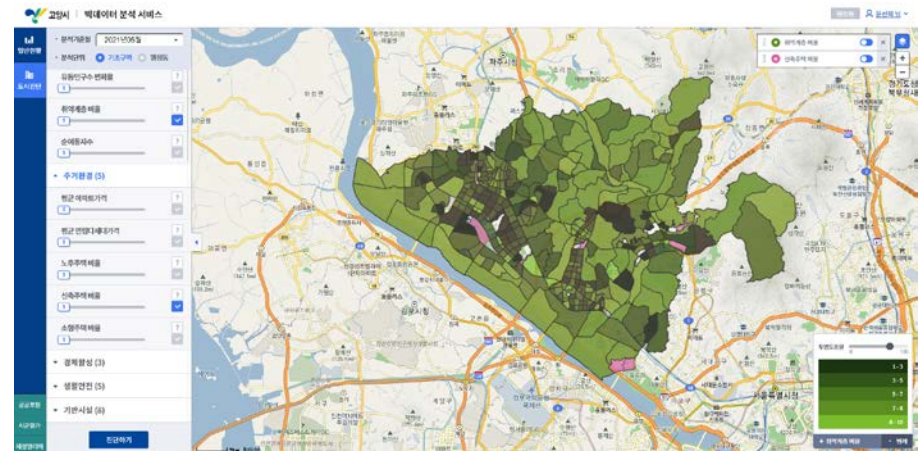
Lifelong Learning City Indicators

Objective	Domain	Subdomain(Factors)	Type
Foundation Creation of a Lifelong Learning City	Facility	Lifelong learning facility availability	Input
	Infrastructure	Learner-friendly infrastructure	
	Information	Lifelong learning information building	
	Infrastructure	Lifelong learning information utilization	
	Finance Infrastructure	Lifelong learning budget	
	Organization	Municipal human resources	
	Infrastructure	Internal/External lifelong learning human resources	
Policy		Lifelong learning policy interconnectedness and performance	Input
	Infrastructure	Leadership and accountability practice level	
		Learning city support level	
Objective	Domain	Subdomain(Factors)	Type
Production and Dissemination of Best Practices as a Lifelong Learning City	Learning Accessibility	Guarantee access to Learning opportunities	Input
		Customized learning support to the under-privileged	
	Learning Diversity	Education content diversity	
		Education recipient diversity	
		Education methodology diversity	
		Public facility utilization for lifelong learning	
	Learning Connectedness	Diverse changes in time and age	
		Lifelong learning program for job creation	
	Learning Dissemination	Lifelong learning output	
		Public promotion and events	
	Best practice sharing and dissemination		
Objective	Domain	Subdomain(Factors)	Type
Cooperation and Sharing as a Lifelong Learning City	Network Sophistication	Organization network	Medium
		Human network	
		Information network	
	Facility network		
Performance Evaluation and Management	Learning city monitoring and feedback		
Objective	Domain	Subdomain(Factors)	Type
Sustainable Development and Maturity as a Lifelong Learning City	Community Participation and Inclusion	Community participation	Result
		Community solidarity	
		Keep social discrimination in check	
		Citizen participation	
	Sustainable Development	Sustainable environment	
		Sustainable capacity building	
		Sustainable value realization	
	Individual Life Transformation and Capacity Building	Individual life transformation	
Community life transformation			

Goyang Citizen, Expert FGI progress Photo



Monitoring Analytics Platform 'Bigtory'



“ We look forward
to continuing
cluster activity.



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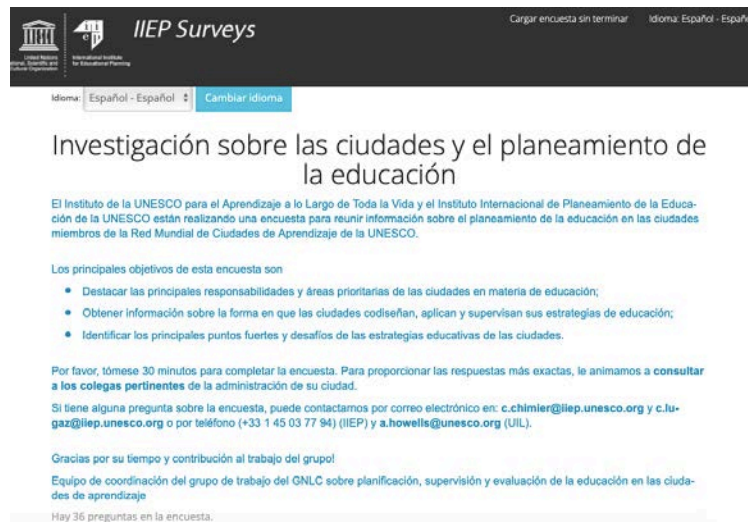


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Coordination Cluster on Educational Planning, Monitoring and Evaluation Huejotzingo Report



Survey and Cluster Meeting



IIEP Surveys Cargar encuesta sin terminar Idioma: Español - Español

Idioma: Español - Español Cambiar idioma

Investigación sobre las ciudades y el planeamiento de la educación

El Instituto de la UNESCO para el Aprendizaje a lo Largo de Toda la Vida y el Instituto Internacional de Planeamiento de la Educación de la UNESCO están realizando una encuesta para reunir información sobre el planeamiento de la educación en las ciudades miembros de la Red Mundial de Ciudades de Aprendizaje de la UNESCO.

Los principales objetivos de esta encuesta son

- Destacar las principales responsabilidades y áreas prioritarias de las ciudades en materia de educación;
- Obtener información sobre la forma en que las ciudades codiseñan, aplican y supervisan sus estrategias de educación;
- Identificar los principales puntos fuertes y desafíos de las estrategias educativas de las ciudades.

Por favor, tómese 30 minutos para completar la encuesta. Para proporcionar las respuestas más exactas, le animamos a **consultar a los colegas pertinentes** de la administración de su ciudad.

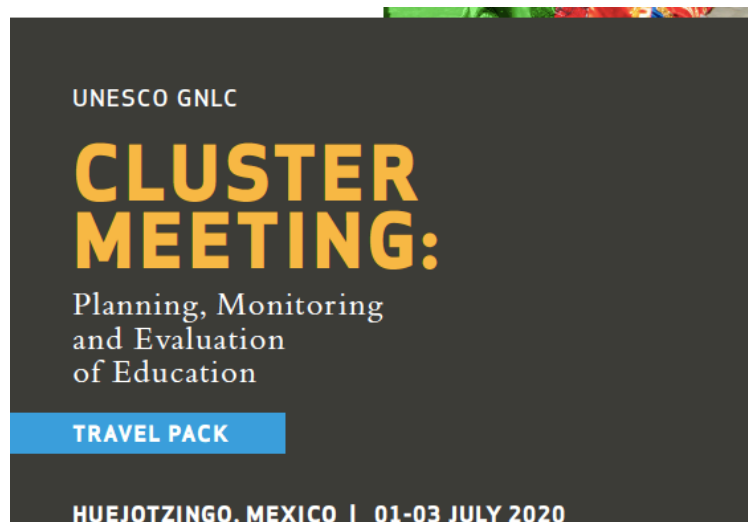
Si tiene alguna pregunta sobre la encuesta, puede contactarnos por correo electrónico en: c.chimier@iiep.unesco.org y c.ju-gaz@iiep.unesco.org o por teléfono (+33 1 45 03 77 94) (IIEP) y a.howells@unesco.org (UIL).

Gracias por su tiempo y contribución al trabajo del grupo!

Equipo de coordinación del grupo de trabajo del GNLC sobre planificación, supervisión y evaluación de la educación en las ciudades de aprendizaje

Hay 36 preguntas en la encuesta.

- We designed a preliminary proposal for the cluster survey, considering the context of Latin American cities



UNESCO GNLC

CLUSTER MEETING:

Planning, Monitoring and Evaluation of Education

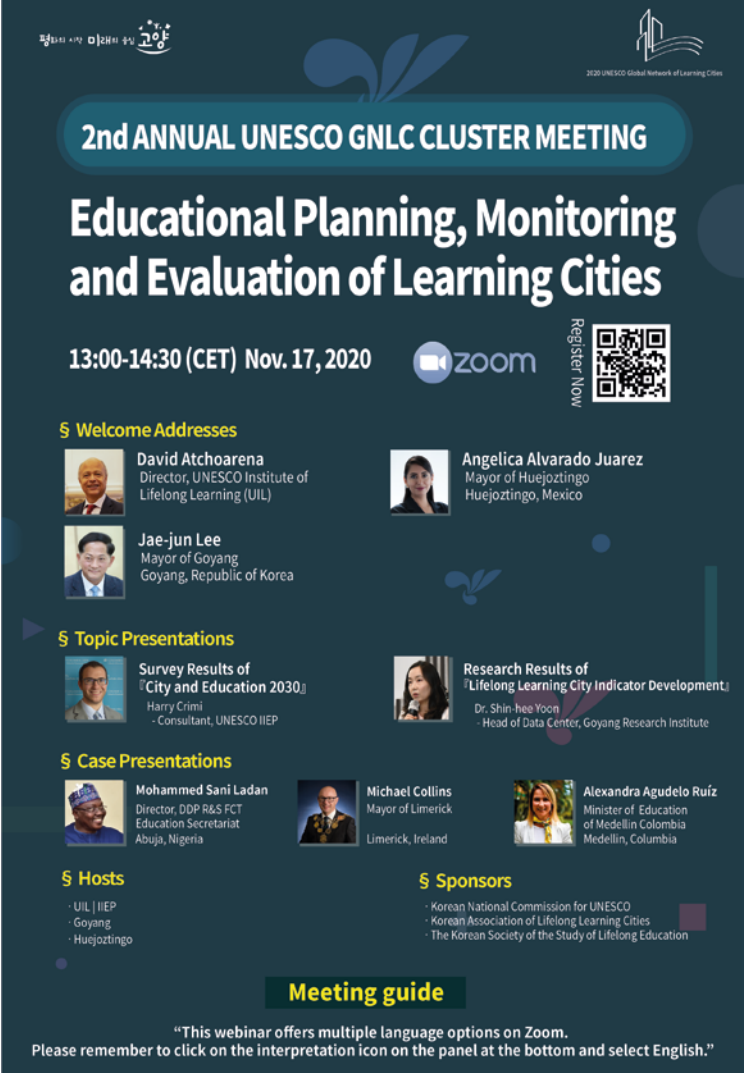
TRAVEL PACK

HUEJOTZINGO, MEXICO | 01-03 JULY 2020

- We present the proposal for the organization of the Cluster Meeting in the city of Huejotzingo (suspended due to pandemic)

Cluster Meeting

- We collaborate in the dissemination of the call with the Spanish-speaking cities for the Cluster meeting organized by the city of Goyang
- We share the cluster survey

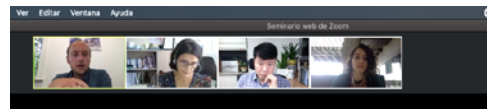
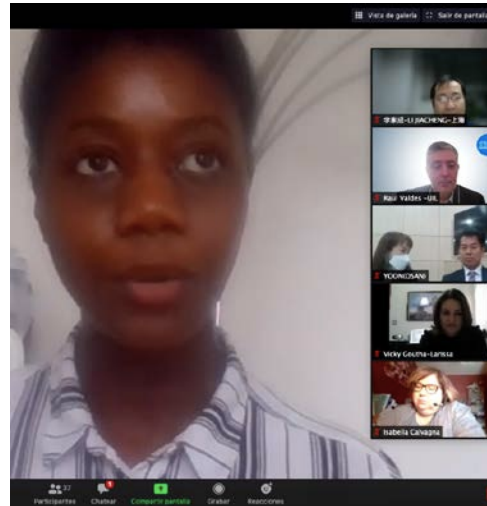


The poster is for the 2nd Annual UNESCO GNLC Cluster Meeting. It features a dark blue background with white and yellow text. At the top left, there is a logo for '평화의 시장 미래의 도시 Goyang' (City of Peace, City of the Future, Goyang). At the top right, there is the UNESCO logo and the text '2020 UNESCO Global Network of Learning Cities'. The main title is '2nd ANNUAL UNESCO GNLC CLUSTER MEETING' in a white rounded rectangle, followed by 'Educational Planning, Monitoring and Evaluation of Learning Cities' in large white font. Below the title, the date and time are '13:00-14:30 (CET) Nov. 17, 2020', accompanied by a Zoom logo and a QR code with the text 'Register Now'. The poster is divided into sections: 'Welcome Addresses' featuring David Atchoarena (Director, UNESCO Institute of Lifelong Learning) and Angelica Alvarado Juarez (Mayor of Huejotzingo, Mexico); 'Topic Presentations' featuring Harry Crimi (Survey Results of 'City and Education 2030') and Dr. Shin-hea Yoon (Research Results of 'Lifelong Learning City Indicator Development'); 'Case Presentations' featuring Mohammed Sani Ladan (Director, DDP R&S FCT Education Secretariat, Abuja, Nigeria), Michael Collins (Mayor of Limerick, Ireland), and Alexandra Agudelo Ruiz (Minister of Education of Medellin, Colombia); 'Hosts' (UIL | IIEP, Goyang, Huejotzingo) and 'Sponsors' (Korean National Commission for UNESCO, Korean Association of Lifelong Learning Cities, The Korean Society of the Study of Lifelong Education). At the bottom, there is a 'Meeting guide' box and a note: 'This webinar offers multiple language options on Zoom. Please remember to click on the interpretation icon on the panel at the bottom and select English.'

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Cluster Activities

- We present the evaluation and monitoring mechanisms of Huejotzingo
- We participate in the case study carried out by IEEP UNESCO
- We coordinate the participation of Latin American cities in the workshops given by IEEP UNESCO



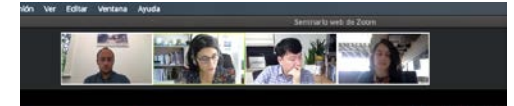
Cluster on Educational Planning, Monitoring and Evaluation in Learning Cities plan (iii)

Workshops in thematic areas

Workshops will be hosted by UIL and delivered by IEEP. Member cities will be invited to participate during the webinars on diverse aspects of educational planning at the local level, grouped into four main thematic areas:

- designing a city's education strategy;
- integrated planning for education at the local level;
- how to evaluate an education strategy; and
- indicators for monitoring and evaluating learning city development

Each webinar-workshop will last 90 minutes, with 60 minutes of presentations and discussions, followed by 30 minutes of guided technical discussion. Action points will be identified at the end of each session, with city representatives encouraged to voluntarily submit written reflections.



Approach

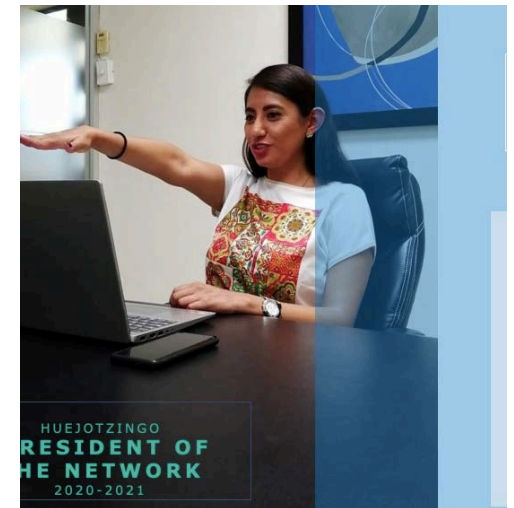
More than 30 interviews and focus group discussions in each city

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

Qualitative research

Literature review and analysis of indicators

Data coding and drafting of an in-depth diagnosis of the city's educational strategy



Co Design the Education Strategy



We share with the members of the Cluster, our experience in the design of the learning strategy of Huejotzingo





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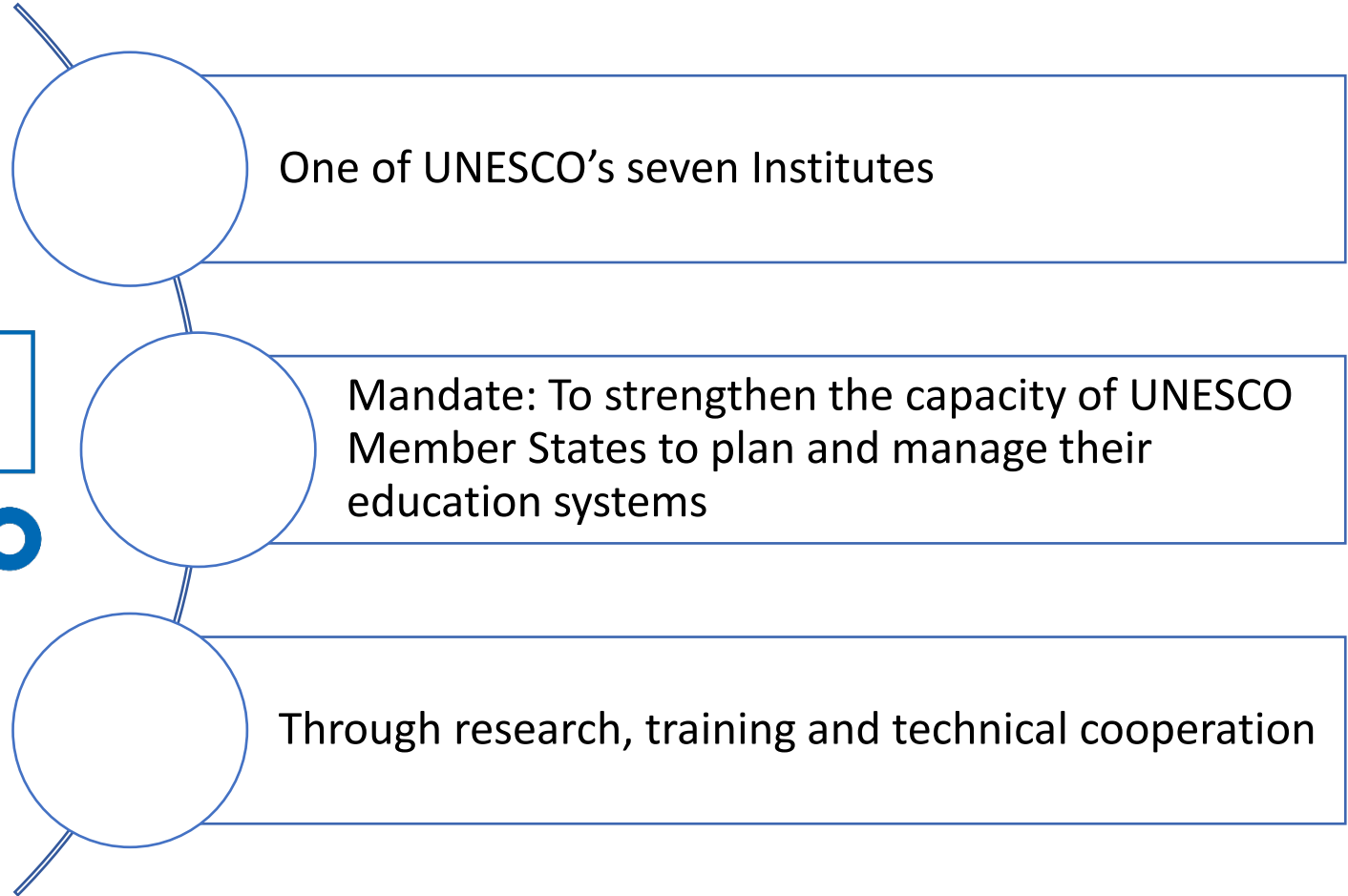


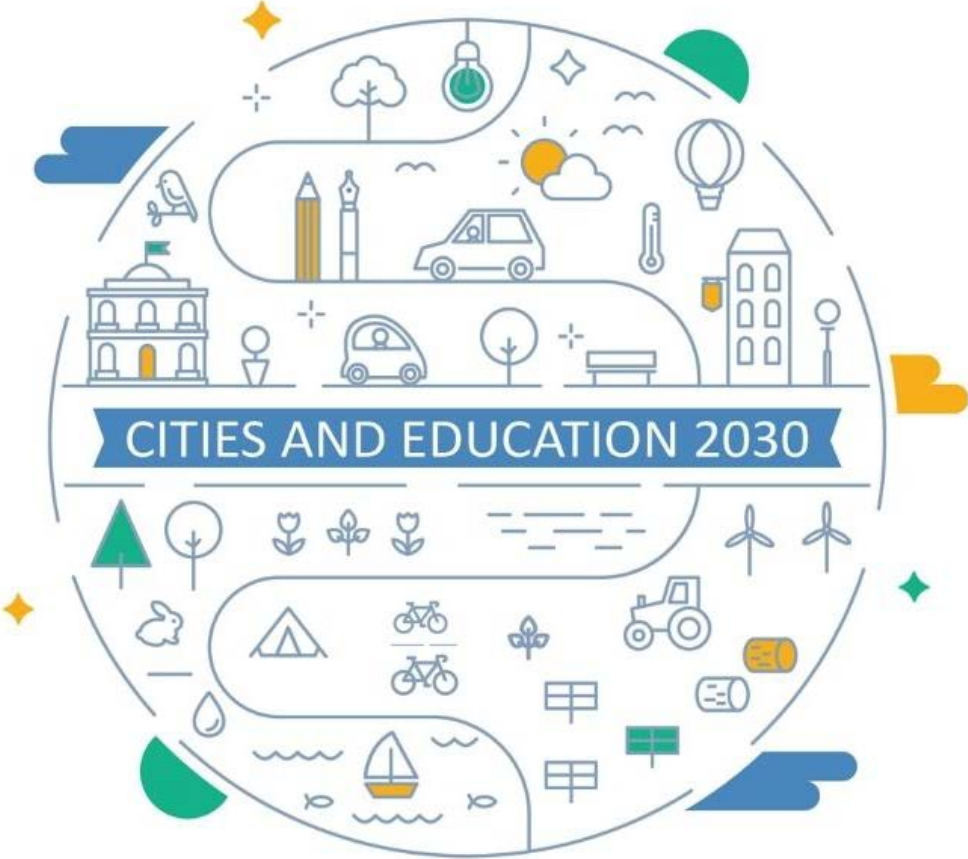
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GNLC-UIL-IIEP: a fruitful collaboration on education planning, management & monitoring

Candy Lugaz, IIEP/UNESCO

IIEP/UNESCO: a brief presentation





How can cities ensure successful planning to achieve SDG 4?

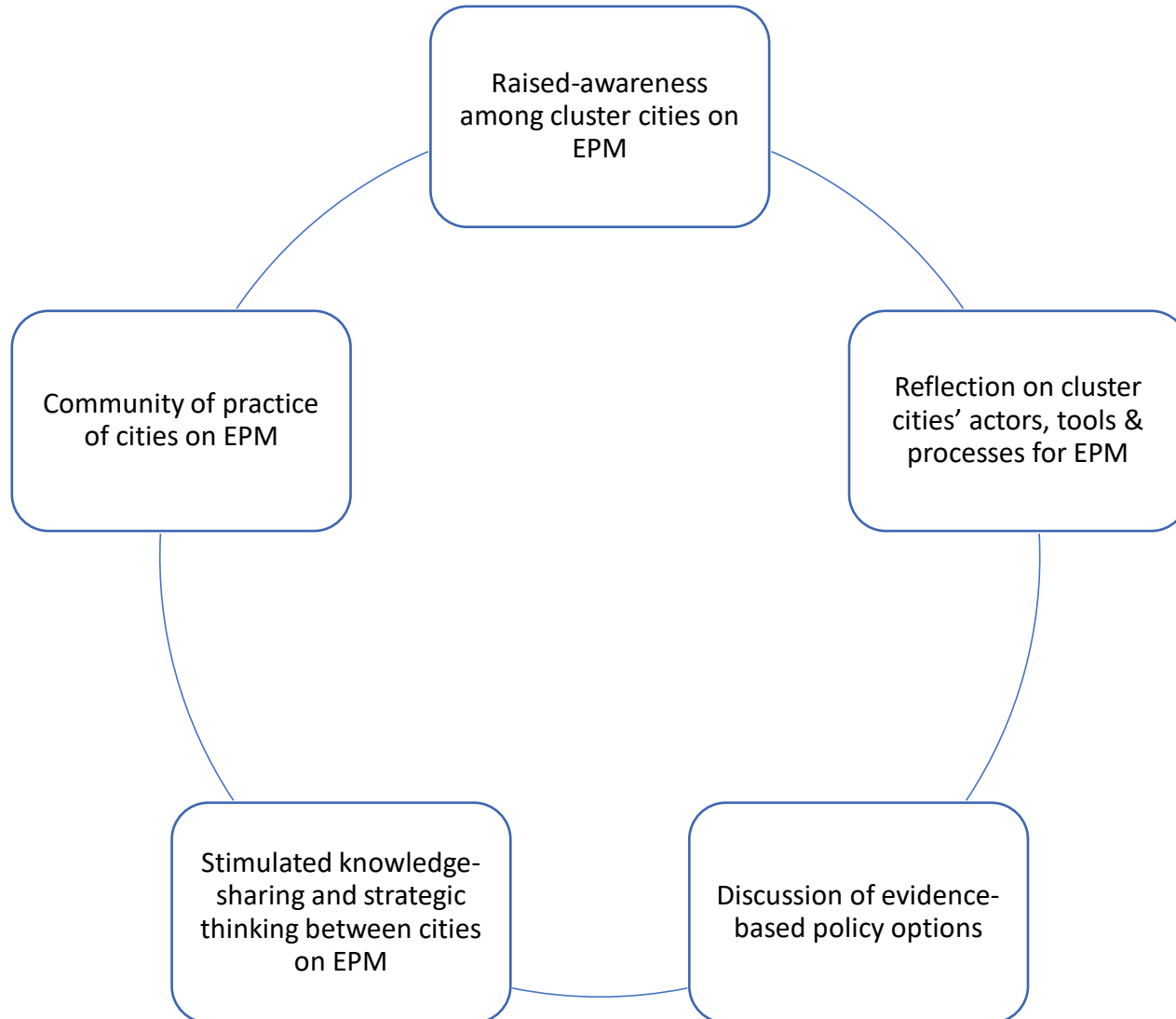
Providing IIEP's expertise for cluster activities

Webinar on
educational planning
(February 2020)

Survey on
educational planning
and management in
cluster cities
(April-July 2020)

Technical workshop
on educational
planning
(June 2021)

Main outcomes



Read our [Policy brief](#)



HEP Policy Brief / Cities and Education 2030: France

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United Nations Educational, Scientific and Cultural Organization

Cities and Education 2030: Research in France

Overview

Cities play a leading role in the urgent need to implement the United Nations' Sustainable Development Goals (SDGs) and particularly SDG 4, which aims to ensure universal lifelong access to quality education. Committed to forming close relationships with their citizens, cities are privileged partners of ministries of education and develop education strategies that reflect the needs of their locality. Yet the role of cities in planning and managing education is still not well known.

The 'Cities and Education 2030' research programme, conducted by UNESCO's International Institute for Educational Planning (IIEP), specifically aims to identify the assets of cities and the major challenges they face in the implementation of education policies. This programme also aims to stimulate the sharing of experiences and strategies between cities and countries.

Between 2018 and 2019, IIEP research teams visited the French cities of Grigny (26,266 inhabitants, Île-de-France), Orvault (26,324) and Saint-Quentin (53,856) to study the design, implementation and management of their education strategies. In each city, around thirty interviews were conducted with a diverse panel of actors from the local education community, including municipal staff, representatives of the Ministry of National Education, inspectors, school principals and teaching staff, parents, pupils and representatives of civil society.

This policy brief presents the main lessons learned and recommendations drawn from IIEP's research in order to help cities achieve SDG 4 through relevant and rational planning.

“Mayors are willing to get involved in education, I don't think it's seen as an obligation, but rather as an obvious course of action; no community team can afford to overlook its pupils.”

Deputy head of a secondary school, Orvault

Context

In France, growing responsibilities have been given to cities with regard to education. Decentralisation policies rolled out in France in the 1980s, 2000s, and then between 2013 and 2017 granted growing responsibilities to cities with regard to education. This shift became responsible for the public schools in their municipal area at the preschool and elementary levels. They are responsible for school buildings and their maintenance, the assignment of seats to schools, and the organisation of school services. They also develop complementary

To go further

Visit the project [webpage](#) !

Thank you

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Global Network of
Learning Cities



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Education
2030 