United Nations Educational, Scientific and Cultural Organization

UNESCO Institute for Lifelong Learning

Educational planning in cities: Building a monitoring and evaluation framework for lifelong learning

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Topics covered by this presentation

1. An introduction to the **UNESCO Institute for Lifelong Learning (UIL)** and the **concept of lifelong learning (LLL)**
2. International and national initiatives for the **monitoring and evaluation (M&E) of LLL**
3. Promotion of LLL in cities **(UNESCO Global Network of Learning Cities)**
4. **Educational planning** in cities and implications for the M&E of LLL
5. UNESCO GNLC's **Key Features of Learning Cities**
6. **Examples of M&E from cities** – Goyang, Sønderborg
7. **Key questions** for the further development of M&E frameworks for LLL in cities

UNESCO Institute for Lifelong Learning: What we do

- Policy support
- Capacity-building
- Research
- Advocacy and networking
- Global monitoring

Conceptualising lifelong learning

What is lifelong learning?

There are five essential elements
to the UNESCO definition of lifelong learning.

It must concern:

- All age groups
- All levels of education
- All learning modalities
- All learning spheres and spaces
- A variety of purposes

Lifelong learning is rooted in the integration of learning and living, covering learning activities for people of all ages (children, young people, adults and elderly, girls and boys, women and men) in all life-wide contexts (i.e. family, school, community, workplace) and through a variety of modalities (formal, non-formal and informal) which together meet a wide range of learning needs and demands.

Lifelong learning and the SDGs

Lifelong learning in the 2030 Agenda for Sustainable Development

The Agenda views education and lifelong learning as essential to the realization of the majority of the Sustainable Development Goals (SDGs).

Initiatives to measure lifelong learning

Composite Learning Index (CLI), Canada

- Annual measure of progress in LLL
- Aligned with four Delors dimensions of learning (know, do, live together and be)
- 17 indicators
- 25 statistical measures
- School, home, work and within the community

European Lifelong Learning Indicators (ELLI)

- Also based on four Delors dimensions
- Described levels of LLL among European countries
- 36 variables to reflect range of LLL activities
- Economic and social outcomes of learning
- Accessible to a wide audience

Index of Lifelong Learning (IAL, Singapore)

- Institute for Adult Learning
- Six dimensions of LLL
  - Formal
  - Work-related
  - Social
  - Personal
  - Technologies
  - Learning to learn
- International and local measures related to LLL

UNESCO Global Network of Learning Cities

- The UNESCO GNLC opened to membership application in 2016 and has now engaged more than 200 learning cities from all over the world.

- The network supports cities in developing holistic and integrated approaches to lifelong learning, recognizing the needs of all learners, and enhancing access to learning for marginalized and vulnerable groups.

- It further promotes policy dialogue and peer learning among members, fosters partnership, provides capacity building and develops instruments to encourage and recognize progress in building learning cities.

Global Network of Learning Cities
www.uil.unesco.org/learning-cities

Monitoring and evaluating education strategies in cities (i)

Joint IIEP and UIL survey on cities and educational planning and management

- 28 surveys submitted
- Section 3: Monitoring and evaluation processes undertaken by cities to measure the impact of their education strategies

Education Strategy Monitoring and Evaluation: Key Takeaways (i)

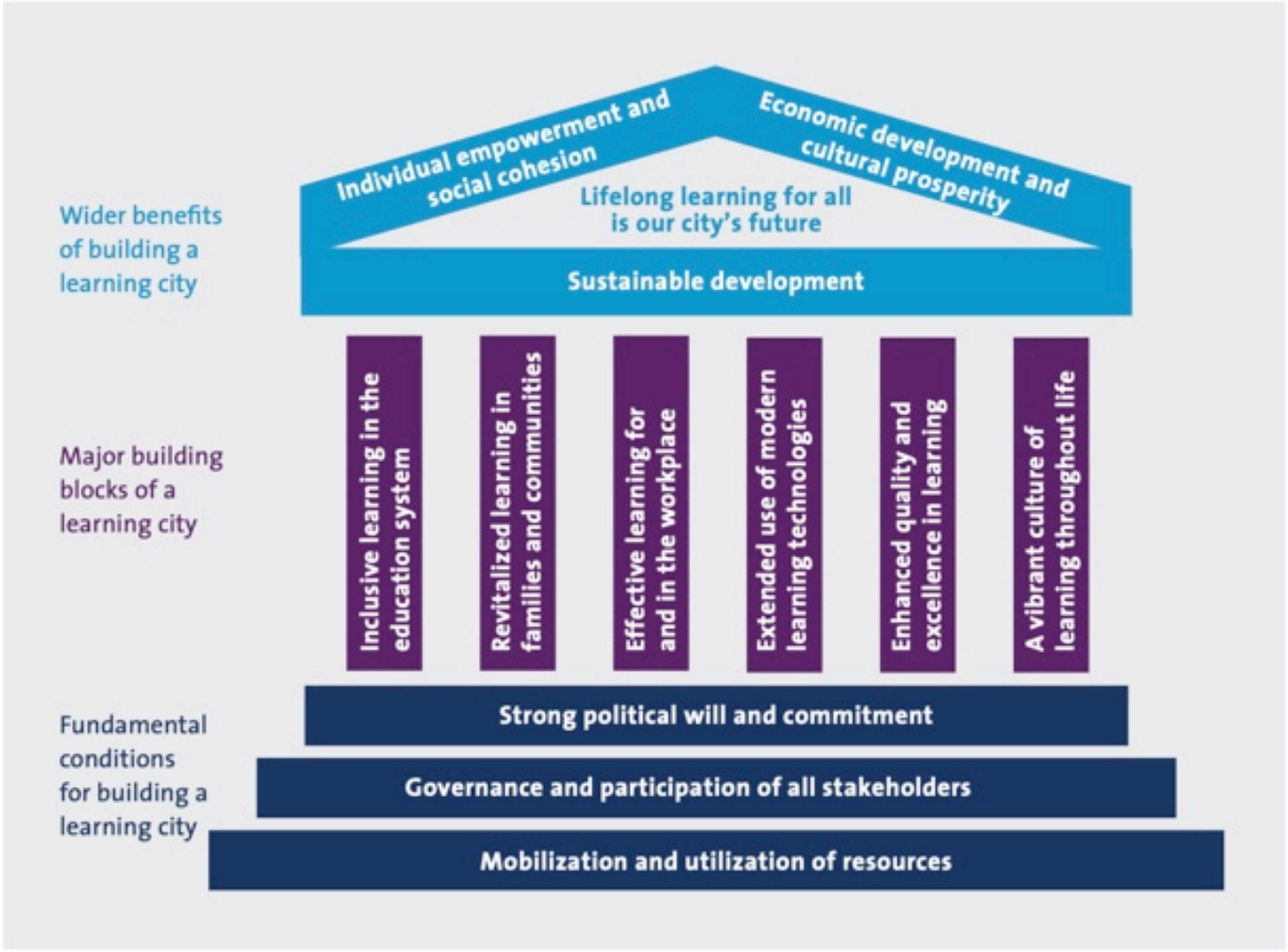
- Regarding sources of data not produced from the cities themselves, more cities tend to use national databases (56%), subnational databases (52%), and census data (52%).
- Only 22% of cities use data sources from international organizations.
- Regarding sources of data actually produced by the cities themselves, the majority of cities use annual or multi-year activity reports (85%), and at least half use internal evaluation reports (56%) and budget reports (56%).

Monitoring and evaluating education strategies in cities (ii)

Education Strategy Monitoring and Evaluation: Key Takeaways (ii)

- 56% of cities have their own EMIS, and 44% do not.
- Of the cities that do have EMIS:
  - Cities tend to use them more for public schools than private schools.
  - Across all information areas, cities use EMIS the least for non-formal education institutions.
  - Cities tend to use EMIS the most for infrastructure provision and student information (on average 60%), and the least for household information and learning outcomes (on average 41%).
- 69% of cities have a unit in charge of collecting and interpreting data and formulating different scenarios for the future, and 31% do not.
- When selecting challenges to the monitoring and evaluation of the city education strategy, most cities identified lack of human resources to conduct evaluations (67%) and limited financial resources (63%).

Key Features of Learning Cities (UNESCO GNLC)



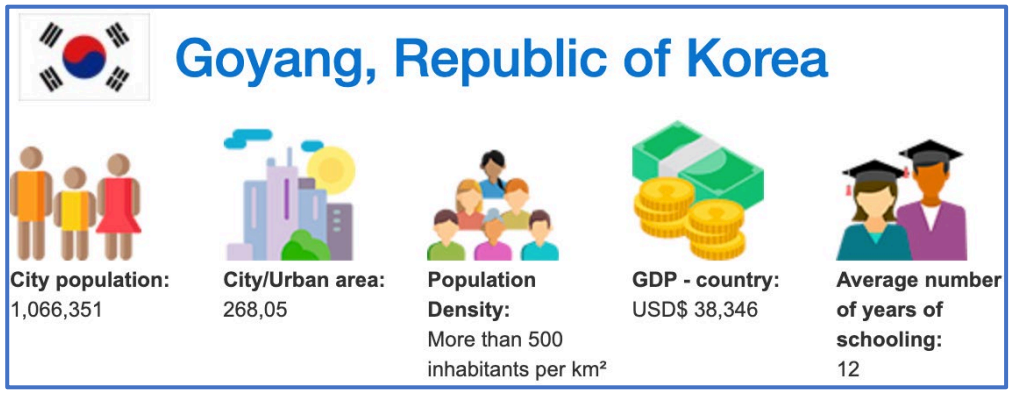
Monitoring and evaluation system for learning cities (i)

2. Major building blocks of a learning city						
2.1 Promoting inclusive learning in the education system	2.1.1 Expanding access to early childhood care and education	**Enrolment in pre-primary education:** Net enrolment rate in pre-primary education (ISCED 0)	Official data provided by city authorities	Gender	Boys	%
					Girls	%
					Total	%
	2.1.2 Expanding access to education from primary to tertiary level	**Mean years of schooling:** Average number of years of formal schooling received by people aged 25 and older	Official data provided by city authorities	Gender	Male	years
					Female	years
					Total	years
	2.1.3 Expanding access to and participation in adult education and technical and vocational education and training	**Participation in adult learning and education:** Percentage of citizens aged 25–64 that reported receiving education/training in the 12 months preceding the survey	Survey results			%

Monitoring and evaluation system for learning cities (ii)

2.2 Revitalizing learning in families and communities	2.2.1 Establishing community-based learning spaces and providing resources for learning in families and communities	**Infrastructure:** Number of functional community-based learning spaces (including community learning centres, cultural houses and public libraries) per 100,000 inhabitants	Official data provided by city authorities	
		Policy initiative for supporting learning in families: Availability of policy to support learning in families	Experts' review	5 Excellent 4 Very good 3 Good 2 Fair 1 Poor
	2.2.2 Motivating people to participate in family and community learning	**Participation in community learning:** Percentage of citizens participating in community learning activities on a regular basis (not less than 2 hours per week)	Official data provided by city authorities	%
		Participation in family learning: Percentage of citizens engaging in learning activities in their families in the 12 months preceding the survey	Survey results	%

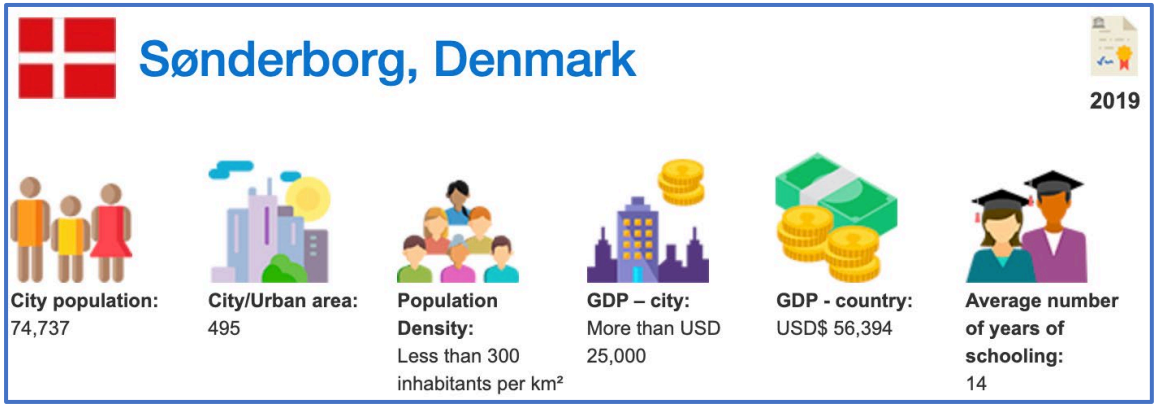
Examples of M&E from member cities of the GNLC (i)



Goyang-si Lifelong Learning City Indicator System

- Goyang is developing its own **system of indicators** for the M&E of LLL at the local level, which will in turn form the basis of a LLL plan in Goyang
- It is being developed with some reference to the **Key Features of Learning Cities** but will be a **separate model based on the unique context of Goyang**
- Goyang municipal government will use the indicators to measure the city's **performance in LLL**, as well as to monitor its **development as a learning city**
- Groupings of indicators will be framed by objectives that follow the learning city development process, such as **creation** of a learning city, production and dissemination of **best practices**, **cooperation and sharing**, and **sustainable development** and **maturity** as a learning city

Examples of M&E from member cities of the GNLC (ii)



The '4-17-42' way of thinking

- **'4-17-42'** is an approach to building and monitoring learning city development in Sønderborg, included in its LLL strategy with an emphasis on **sustainability**
- '4' stands for Sønderborg's **four political commitments** to environmental, economic, social and cultural sustainability
- '17' represents the city's commitment to the **UN's seventeen Sustainable Development Goals**
- Sønderborg places special emphasis on quality education for all (Goal 4), sustainable energy (Goal 7) and global partnerships for sustainability (Goal 17)
- '42' represents the **forty-two features of a learning city** as defined in UNESCO's Key Features of Learning Cities

Building a M&E framework for LLL in cities

1. What forms of LLL implementation can be realistically monitored and evaluated in cities?
2. Which sources of data are available or disaggregated at the local level?
3. Where data is unavailable, how can it be generated (e.g., through surveys, expert reviews)?
4. How can data-generating exercises be made feasible for cities (cost, time etc.)?
5. How general should an international set of indicators remain in order to be globally applicable?
6. What levels of, or opportunities for, contextualization need to be built into a framework developed at the international level, so that it is relevant to cities?

Thank you

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