29 April 2021

Local challenges, global imperatives: Cities at the forefront to achieve SDG4

Planning for SDG4 at the city level: Learning from experiences

CIES 2021

Candy Lugaz
IIEP-UNESCO

Outline

- IIEP’s research on cities
- Research implementation & activities
- Preliminary research findings

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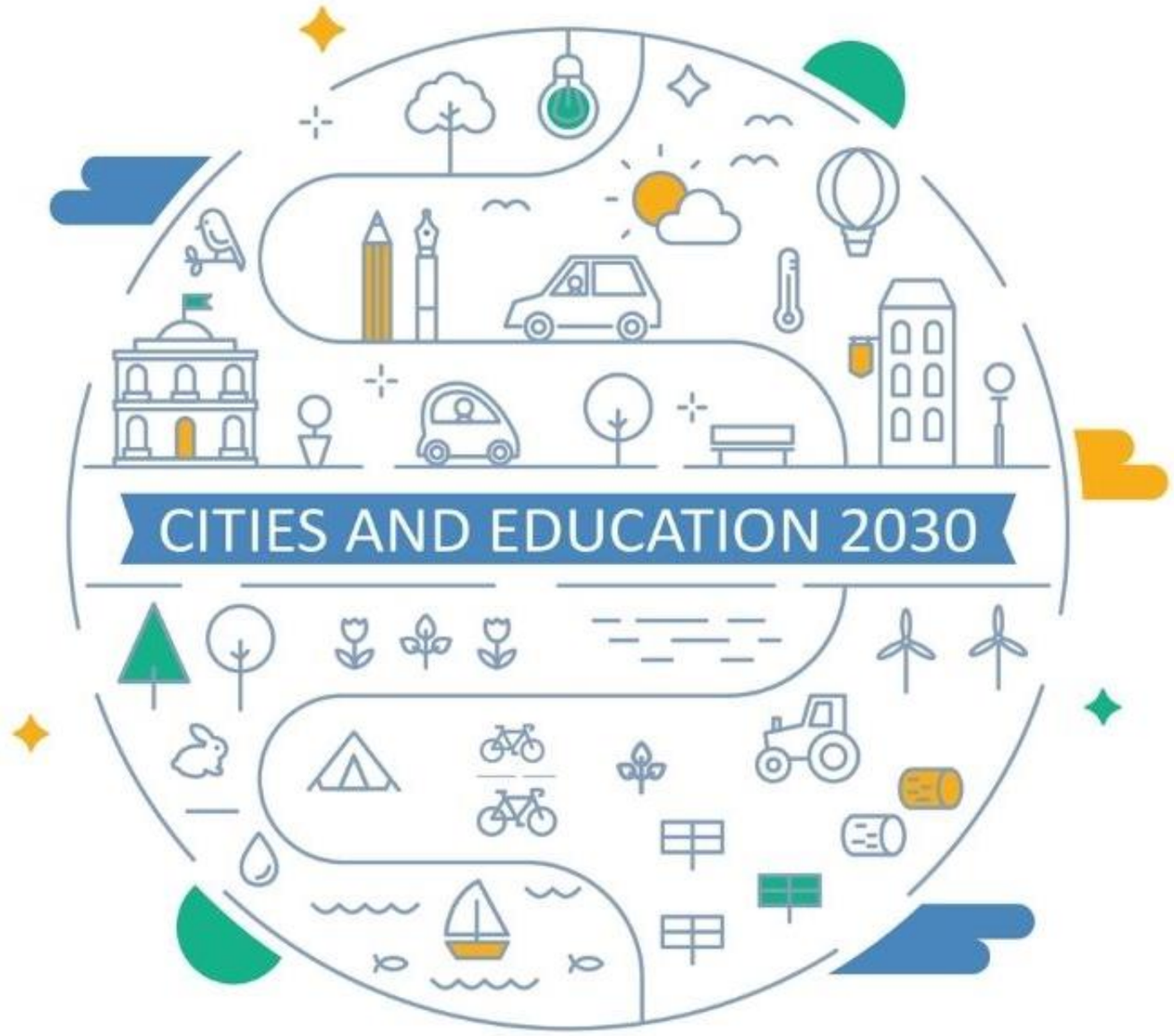
IIEP's research programme on cities



How can cities ensure successful planning to achieve SDG 4?

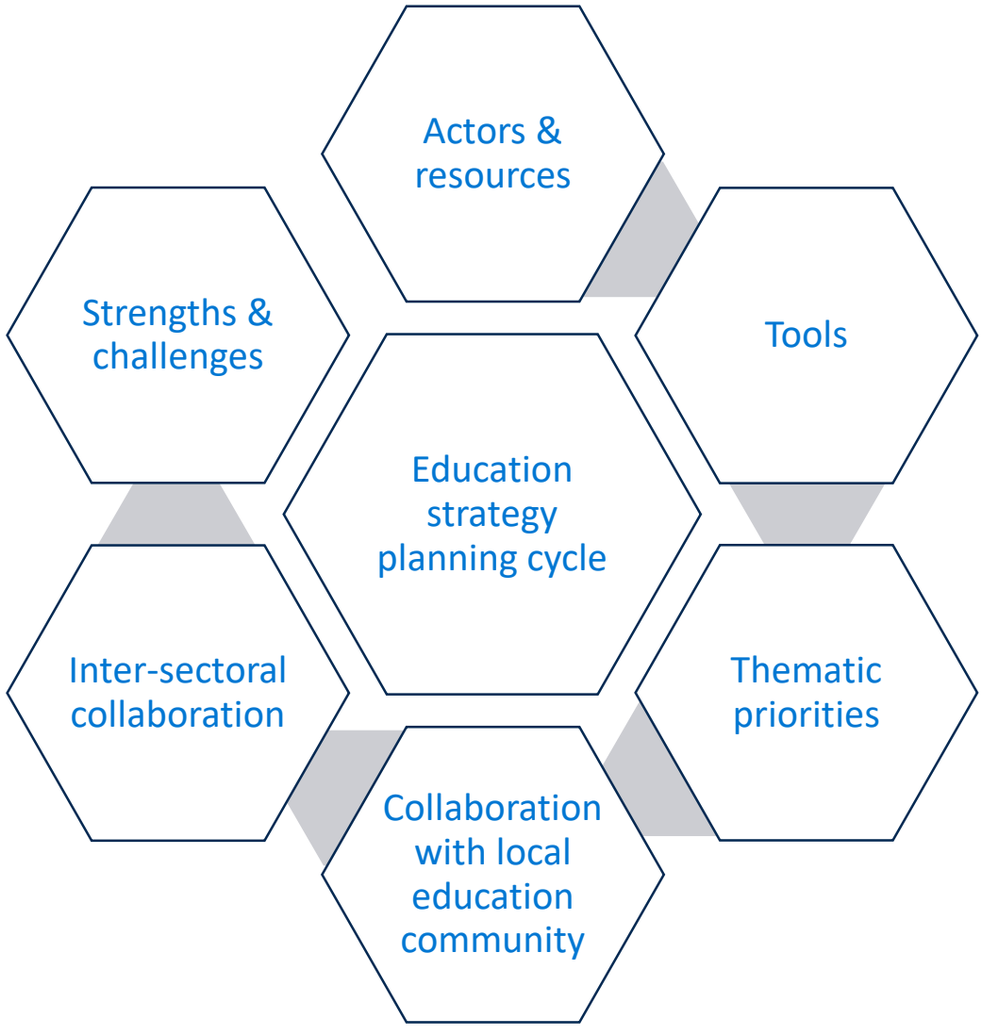
Research objectives

- Improve understanding of how cities plan and manage for education
- Highlight the main challenges faced by cities when planning and managing education in cities
- Explore promising policies, strategies, and practices for effective planning at city level
- Provide policy recommendations on strengthening local planning and management capacities in education
- Stimulate knowledge sharing and strategic thinking among cities and countries on how to successfully plan for SDG 4 at the city level

Key research axes

CITY

Local elected authority



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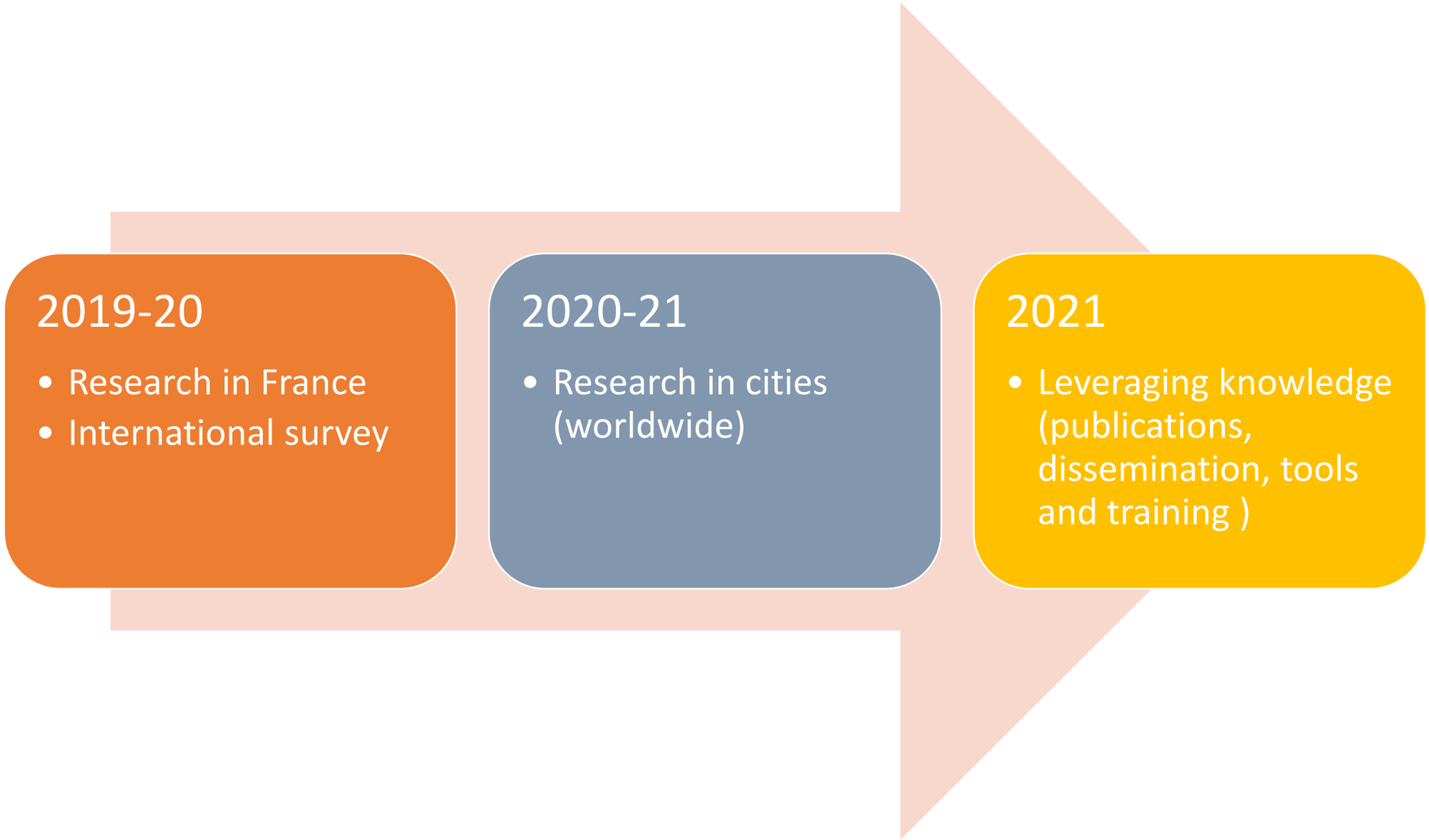
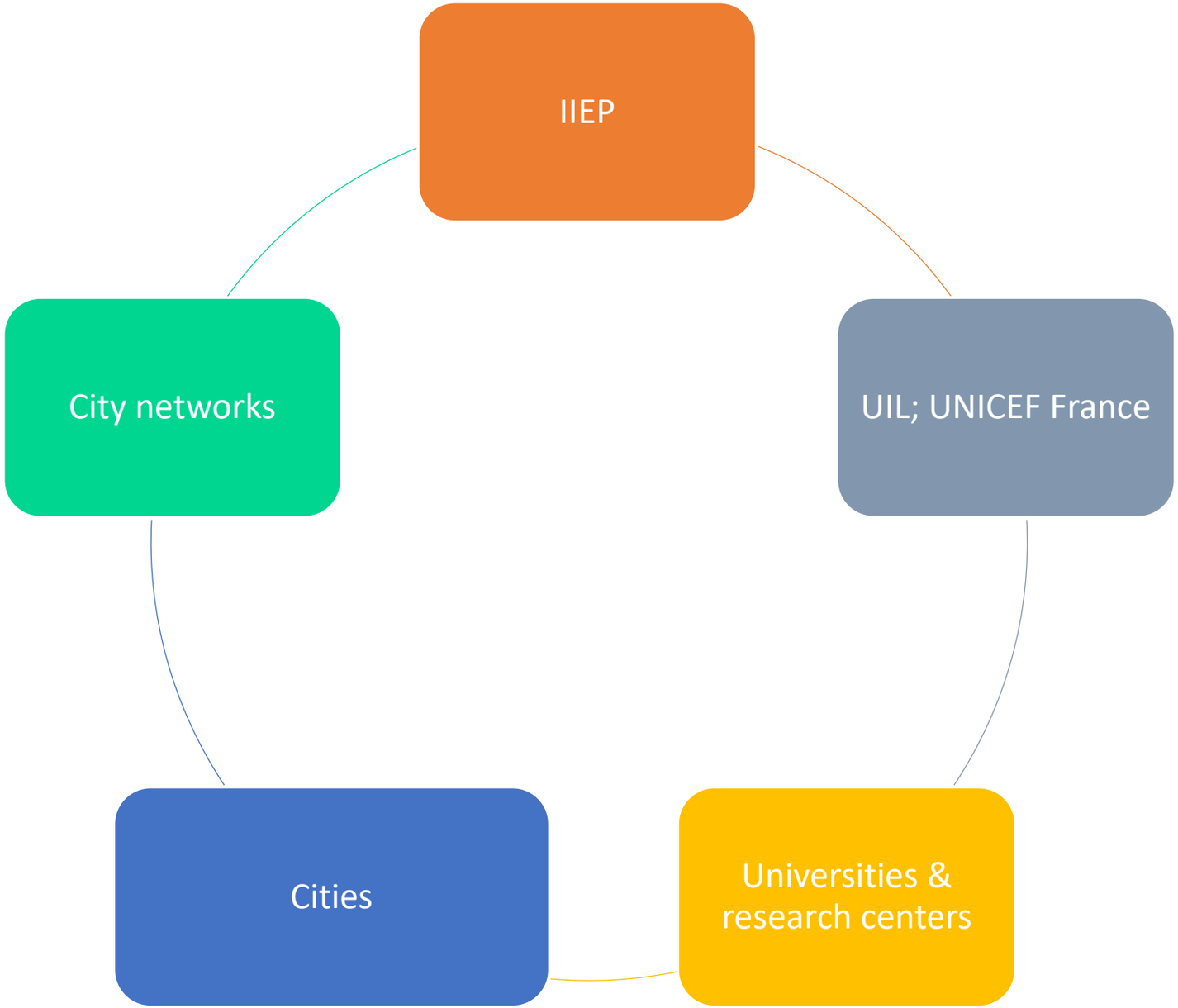
Research implementation & activities

Timeframe

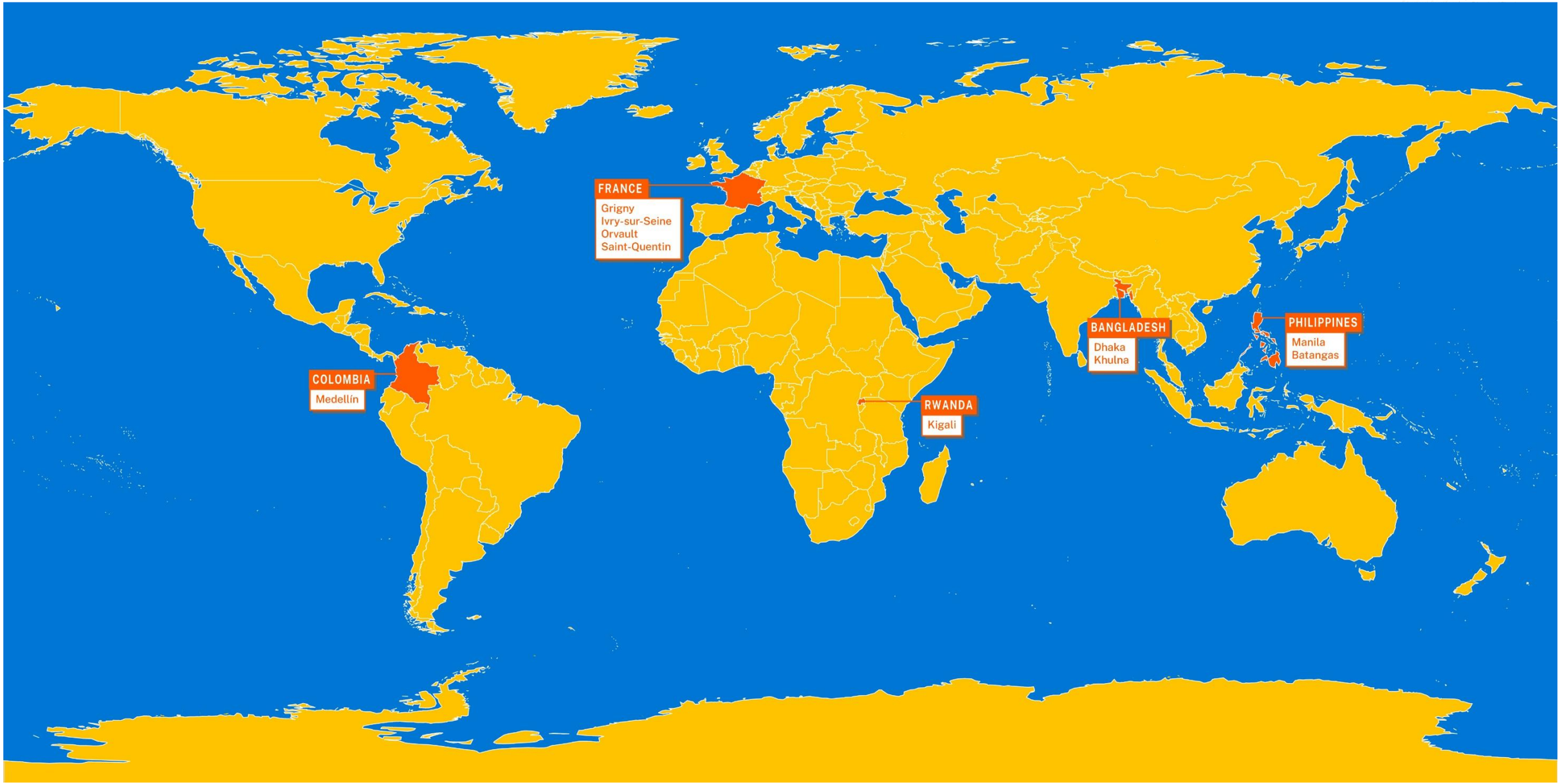

2019-20
• Research in France
• International survey
2020-21
• Research in cities (worldwide)
2021
• Leveraging knowledge (publications, dissemination, tools and training)


IIEP
UIL; UNICEF France
Universities & research centers
Cities
City networks

International Survey sample

64% response rate
(28 out of 44 cities)

Qualitative research



Qualitative research

Qualitative field research

- More than 30 individual interviews and focus group discussions in each city
- Analysis of cities' internal policy documents and key indicators
- Desk reviews

Benefits for cities

- Opportunity to take a step back in a quick changing and complex context
- Diagnosis of the city's education strategy
- Evidence-based policy recommendations
- Cities join a community of practice

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Preliminary research findings

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1. Key characteristics of cities' education strategies

How do cities rank the importance of each education priority area?

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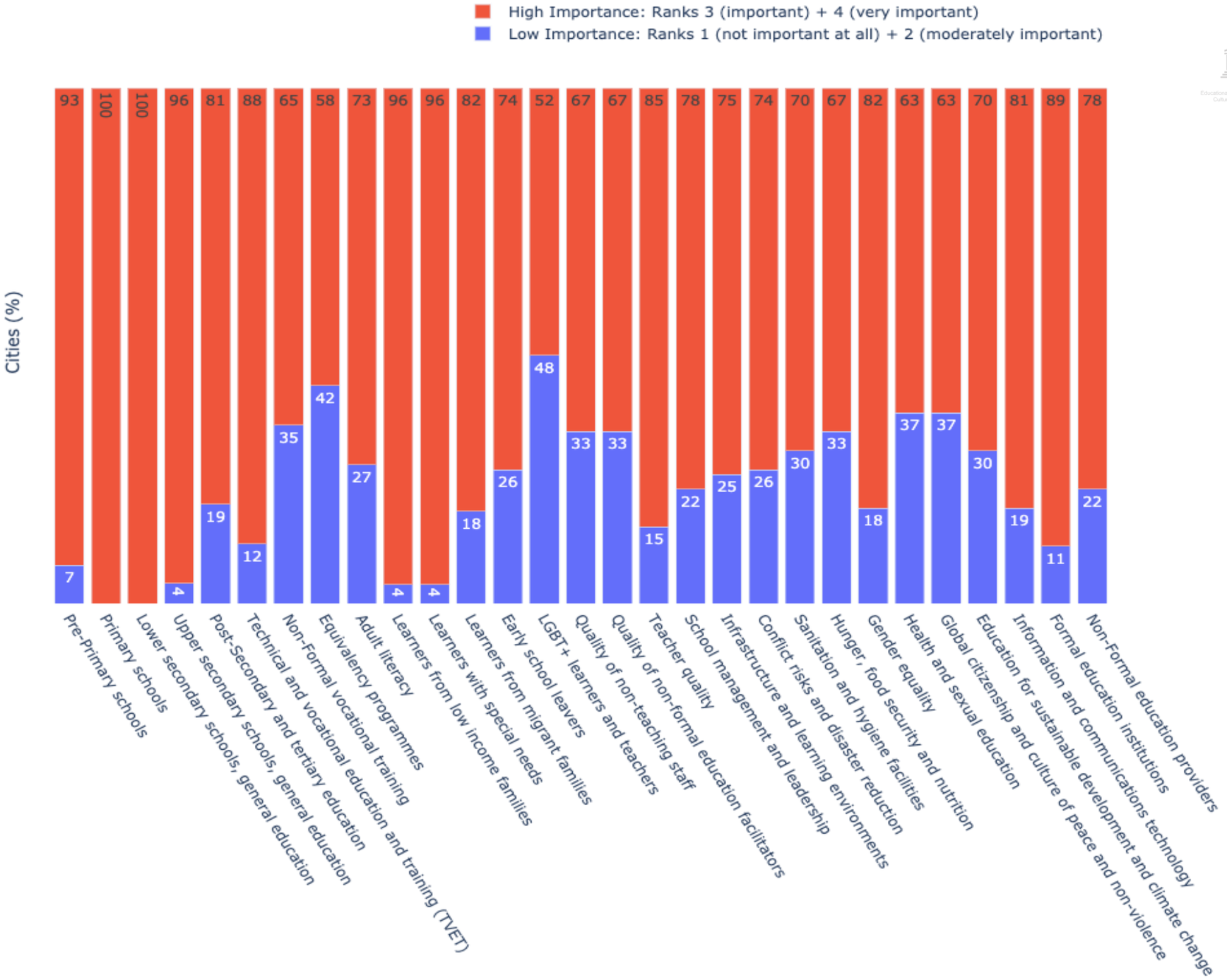
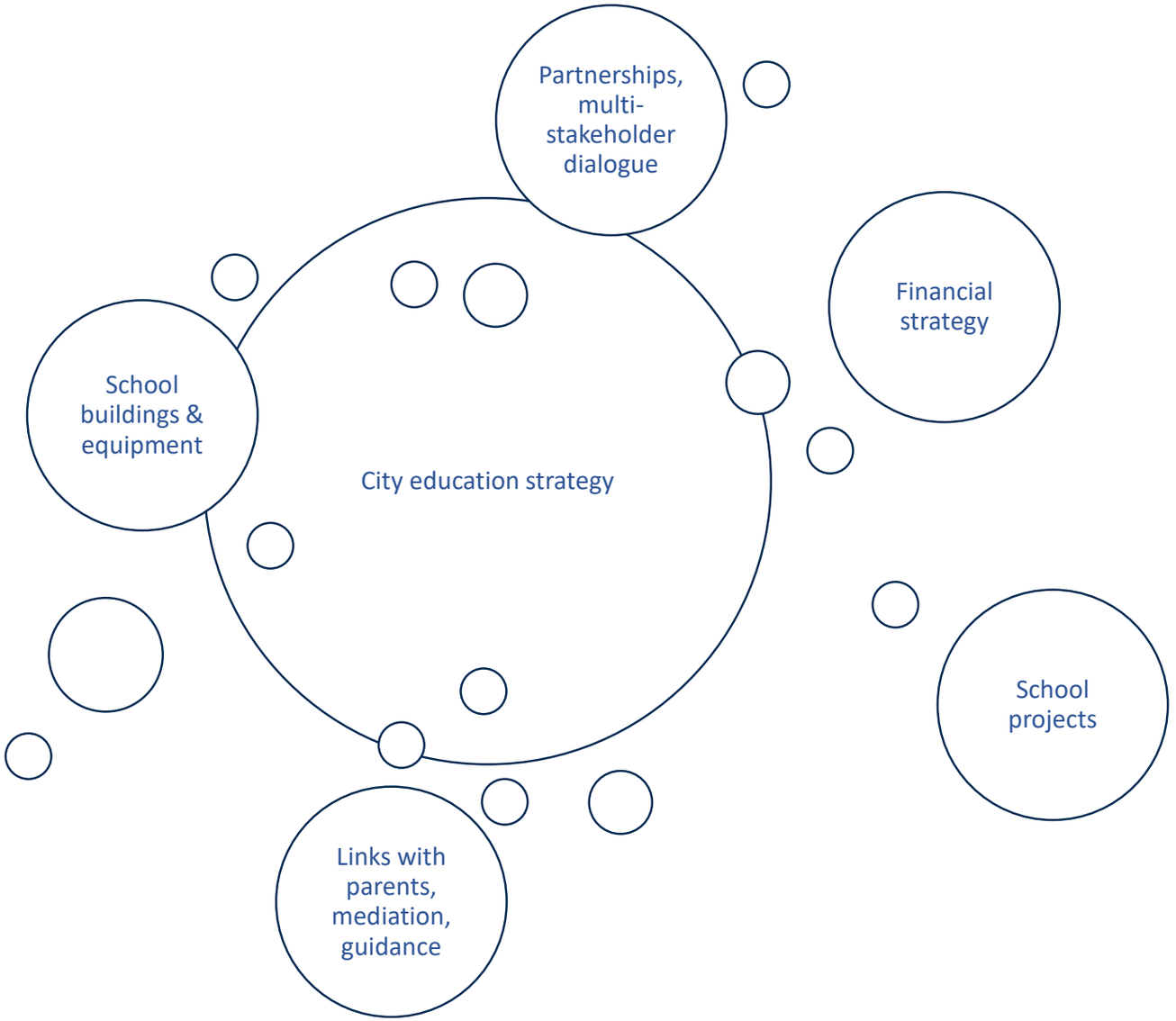


Lessons from French cities:
Targeted responses as part of a comprehensive strategy



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2. Co-designing the city education strategy

How do cities rank the involvement of each actor?

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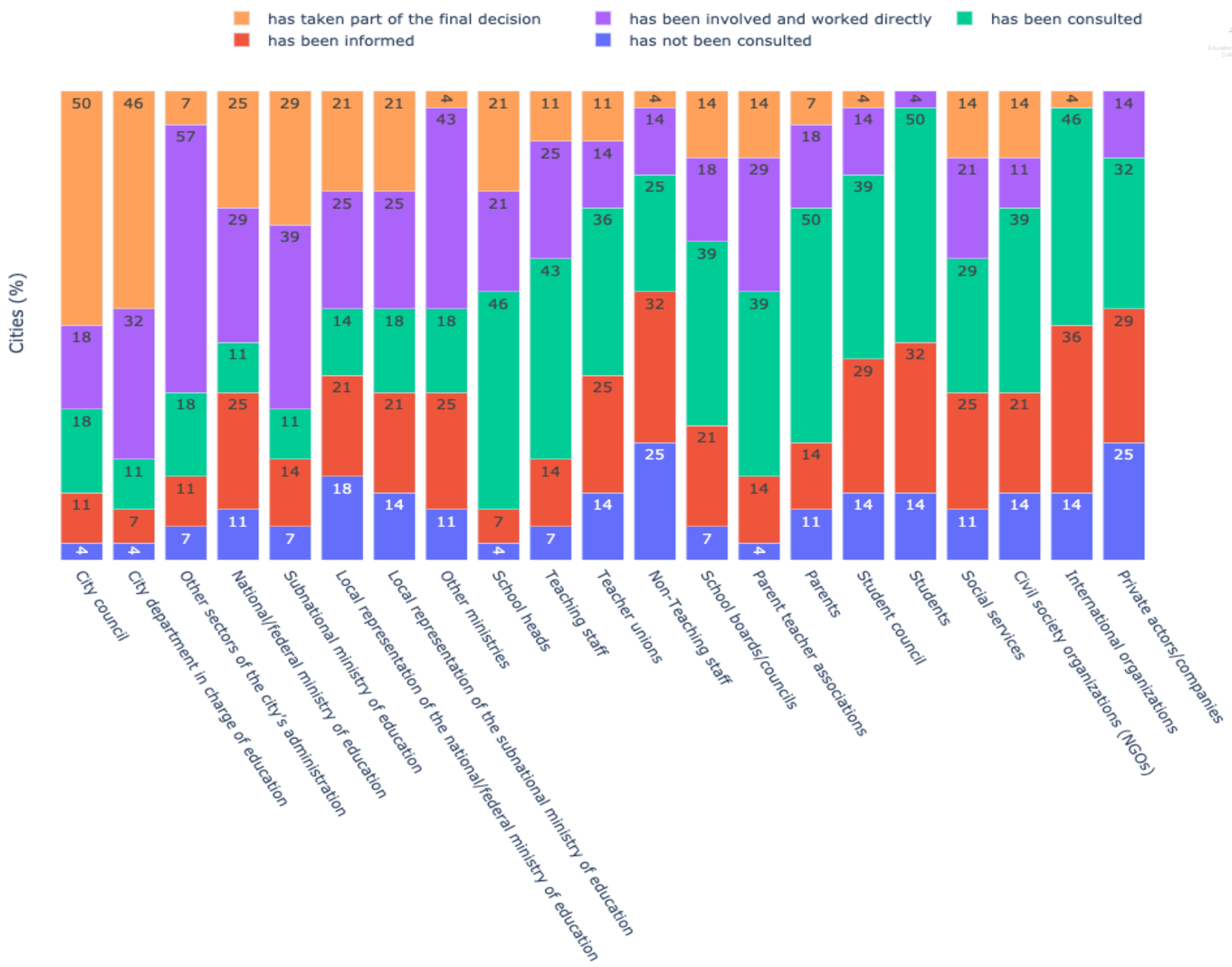

Lessons from French cities

- A crucial process to ensure its ownership, relevance and efficiency
- Actors
- Stages of the planning cycle

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3. Intersectoral collaboration: what are the opportunities?

How do city education departments collaborate with other sectors?

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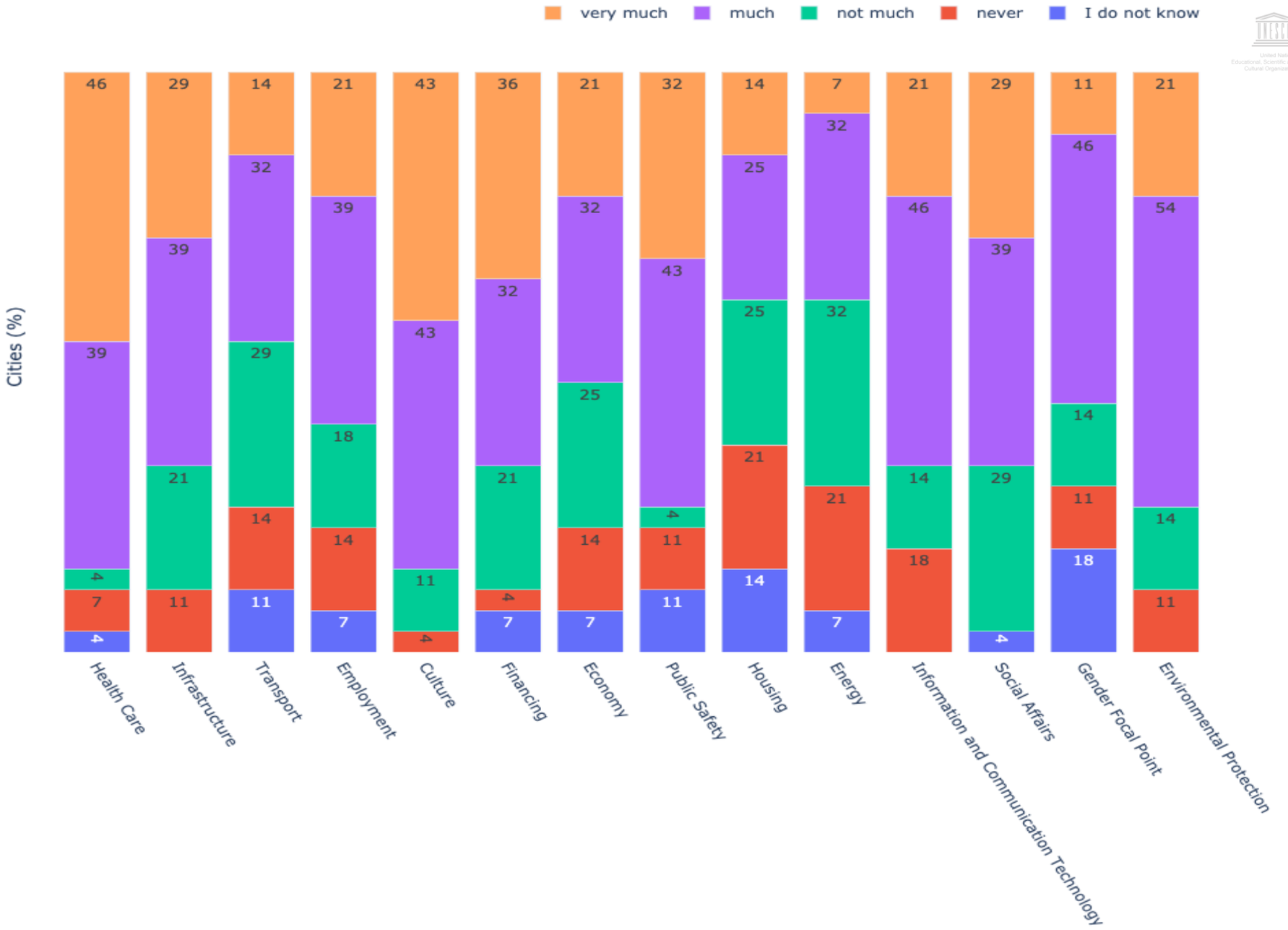

What problems do cities have when collaborating with other sectors?

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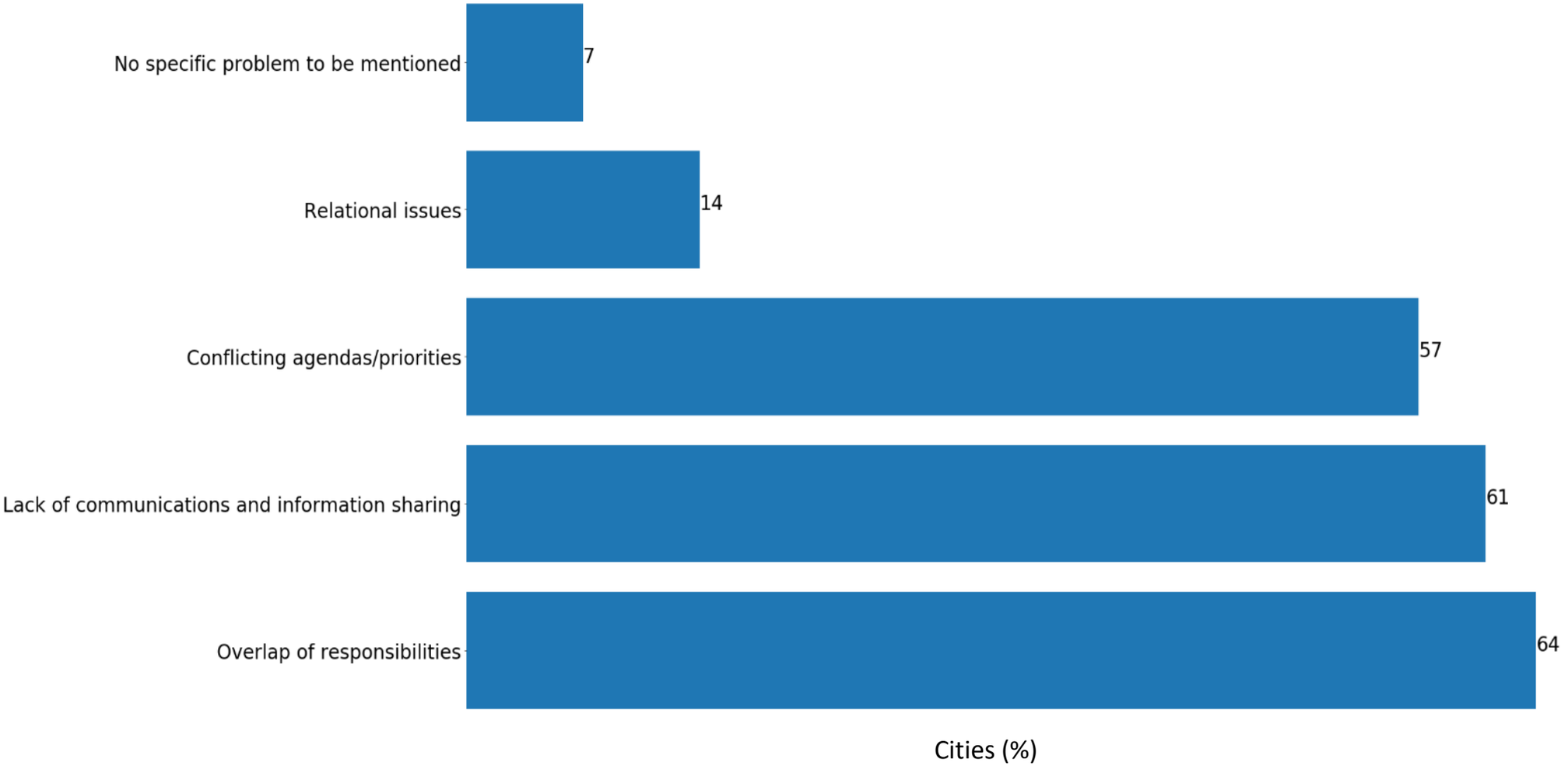

Lessons from French cities

- A shared and integrated vision
- Clear responsibilities
- Formalized partnerships
- Mechanisms of coordination and communication
- Moving towards a transversal work approach

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4. Monitoring and evaluation

Challenges faced by cities to monitor and evaluate strategies

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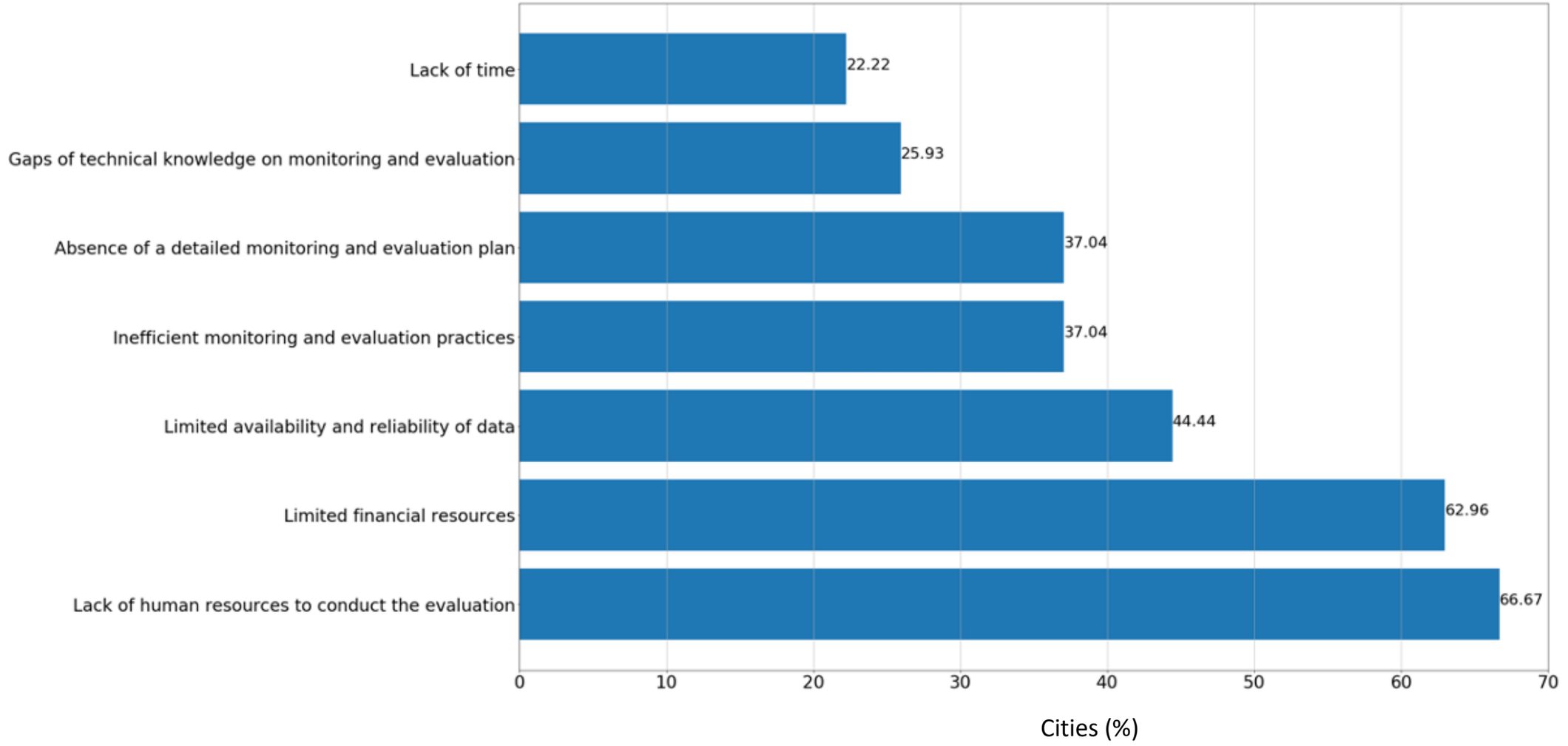
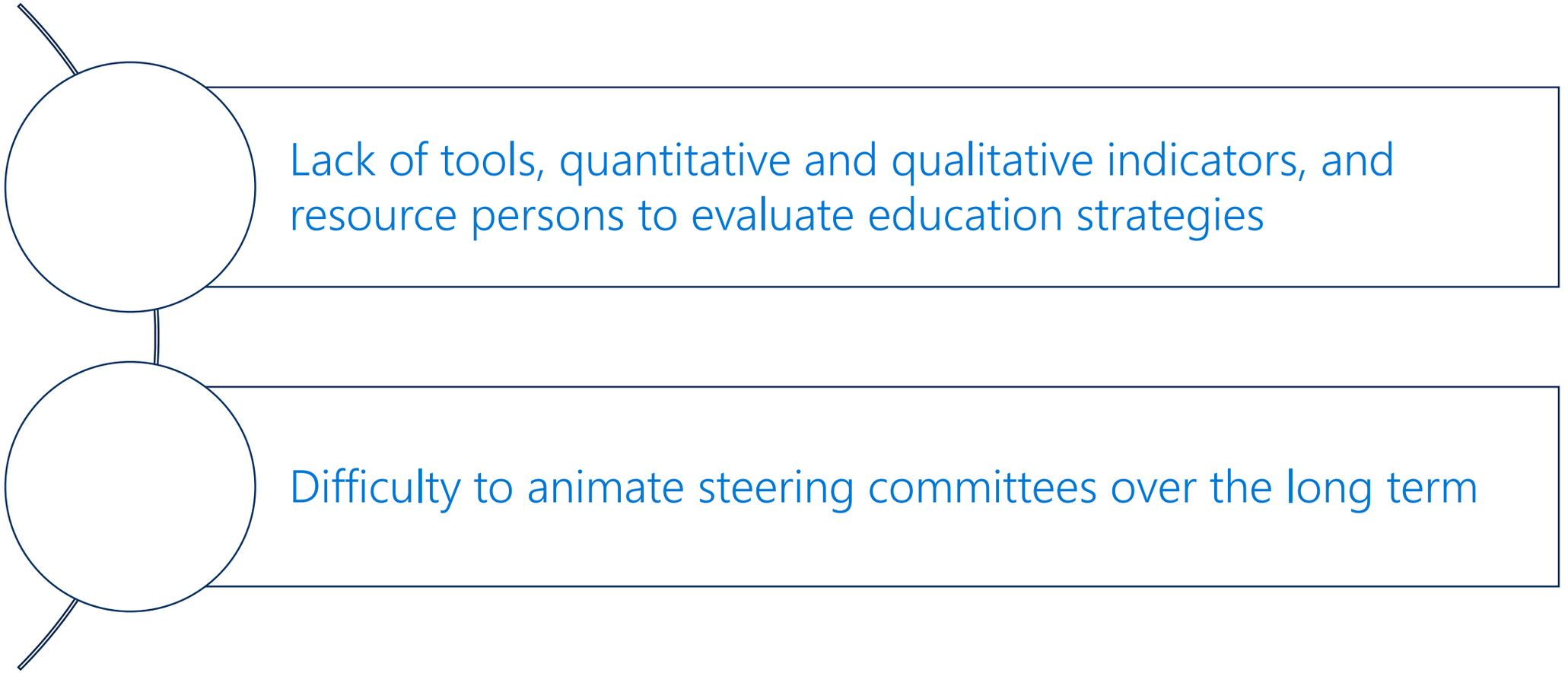


Lessons from French cities



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

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