

## International Day of the Educating City

#EducatingCityDay

30 November 2018

Building a Network of Shared Commitments



# Press Kit

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September 2018

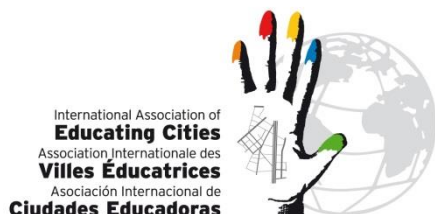
International Association of  
**Educating Cities**  
Association Internationale des  
**Villes Éducatrices**  
Asociación Internacional de  
**Ciudades Educadoras**



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## International Day of the Educating City

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## 1. Who are we?

The International Association of Educating Cities (IAEC) is a not-for-profit organisation that brings together local governments committed towards the fulfilment of the Charter of Educating Cities, which is the roadmap of this world movement that began in 1990 with the 1st International Congress of Educating Cities and was formally constituted as an Association in 1994.

Currently, **over 480 cities from 36 countries** from all continents form part of this Association. (Complete list at: <http://www.edcities.org/en/list-of-member-cities>)

A group of 15 cities from different latitudes make up the Executive Committee, charged with directing, managing and representing the IAEC. These cities are currently: Barcelona (Spain), Cascais (Portugal), Changwon (Republic of Korea), Granollers (Spain), Lisbon (Portugal), Lomé (Togo), Medellín (Colombia), Morelia (Mexico), Oporto (Portugal), Rennes (France), Rosario (Argentina), Santo André (Brazil), Sorocaba (Brazil), Tampere (Finland) and Turin (Italy).

## 2. What are our goals?

- To promote the fulfilment of the principles established in the Charter of Educating Cities.
- To foster the dialogue, reflection, exchange and cooperation between the Educating Cities.
- To highlight the role of the local governments as educating agents and promote their relevance as key actors for tackling the challenges of the 21st century.
- To strengthen the institutional capacities and improve the governance in the member cities.
- To make the voice of the local governments heard in international and national institutions on issues of interest for the member cities.

## 3. What is an Educating City?

It is a city committed towards formal, non-formal and informal education as a tool for social transformation; a city that creates synergies and mobilizes the maximum number possible of educational agents acting in the territory. We are talking here about an education which is lifelong and which crosses the different spheres of the life of the citizens.

It involves the commitment towards a model of city governed by inclusion and equal opportunities, social justice, participatory democracy, living together among different cultures, cross-generational dialogue, the promotion of a healthy and sustainable lifestyle, the planning of an accessible and interconnected city, cooperation, peace, etc. All of these principles are contained in the Charter of Educating Cities.

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## 4. What does the Charter of Educating Cities propose?

It is a declaration of 20 principles that describes how an Educating City should be and defines strategies and fields of action.

The Charter was drafted at the First International Congress of Educating Cities held in Barcelona in 1990 and updated in 1994 and 2004, with the intention of becoming both a political instrument and one of mobilisation in the cities.

## 5. What is the reason for the International Day of the Educating City?

After more than 25 years of experience, the International Association of Educating Cities agreed to establish the 30th November as the International Day of Educating Cities so as to build awareness on a world level of the importance of education as an engine of change and to add new allies in favour of this model of city.

This year **the International Day of the Educating City reaches its 3<sup>rd</sup> edition.**

With this global celebration, the IAEC aims, at the same time, to contribute to the achievement of the 2030 Agenda for Sustainable Development. This agenda, produced by means of an unprecedented dialogue between the UN member states, local governments, the civil society, the private sector and other stakeholders, grants special importance to the cities (Sustainable Development Goal 11) and to ensure inclusive equitable quality education and promote lifelong learning opportunities for all (SDG4).

## 6. When will it be held?

The activities will be concentrated on **November 30<sup>th</sup>**, to commemorate the fact that on this day in 1990 the Charter of Educating Cities was proclaimed, in Barcelona. By concentrating the activities of all the cities on the same date we intend to make clearly visible the global character of the celebration. However, it exists the possibility of extending the activities throughout the week.

## 7. Where will it be held?

All the cities of the Association are invited to participate, as well as all those others who wish to commit themselves towards the construction of cities that offer opportunities for personal and collective growth based on an inclusive equitable quality education for all.

The social networks (Twitter, Facebook, Instagram, etc.) can also be good allies in mobilizing people. In this sense we suggest the use of the hashtag **#EducatingCityDay** and the tag **@EducatingCities**, when publicising the activities of your city for the International Day. We also ask you to support the campaign **#ICommitTo**. The use of these hashtags on various social platforms by a large number of users/cities will support the celebrations on the 30<sup>th</sup> by stressing that this is a shared, global celebration.

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## 8. What type of activities will be organized?

### 8.1 Educating City Pact

Joint reflection between local government and civil society on how can we improve education (formal, non-formal and informal) in order to progress in the construction of a more educating city.

### 8.2 Uniting voices for the Educating City

One of the additions to this year's Day is an invitation to all cities in the IAEC to unite their voices in singing the song of the Educating City composed for this occasion, We encourage the cities to rehearse the song with their choruses, schools, local artists, etc. in order to sing it in an emblematic place in the city on the International Day of the Educating City.

### 8.3 Photography competition

Photography competition for citizens in order to illustrate with images that we live in an educating city and how the networks of relations are built that make an educating city.

### 8.4 Activities in the street or open spaces

- A municipal educational project fair.
- Fairs organized by entities or open houses and programming of activities at schools, museums, associations, etc. to present the work undertaken in line with the principles of the Charter of Educating Cities.
- Display of projects at/of the schools.
- Educating City Tree: through this action we can invite the citizenry to challenge themselves by asking what the educating city they want is like, to know other citizens' opinion and finally, to invite them to commit to carrying out a small-scale action.

### 8.5 Citizen commitment to the Educating City #ICommitTo

In order to stress the importance of the participation of the citizenry and civil society organisations in the co-construction of the Educating City, we suggest launching a campaign inviting people to commit themselves to carrying out a small action in their daily lives for the good of their community.

A good way to kick off the campaign would be for the Mayor, the municipal team, representatives of the opposition parties and a selection of high-profile individuals in the city to commit to carry out an educating action that any citizen can do (for example: use public transport/bicycle to work, clean up public spaces, separate household waste, etc.) through a video or photo they can share on social media using the hashtag **#ICommitTo**.

A mosaic can be made with the citizen commitments.





In order to work on this commitment at activities with the children at schools, civic centres or open-air family workshops, we propose the “I am committed” Origami (now being prepared), which includes 8 activities within reach of even very young children to foster social harmony and care for our cities.

## 8.6 Recreational-festive activities

Since cultural, sport and recreational activities can play a major educational role, we can think about organizing concerts, exhibitions, plays, sports, dance, band concerts, sport shows involving people with reduced mobility, physical activity workshops for the elderly, inter-generational art exhibitions, recycling workshops, night-time picnics, bicycle parades, etc.

## 8.7 Organization of lectures, dialogues and workshops

Dissemination activities to make the Charter known through talks, panel discussions and workshops on the theme of the International Day: “Building a network of shared commitments”.

## 8.8 Joint actions of several cities or network cities

The International Day gives rise to the start-up of inter-municipal cooperation on a national, regional or international level. This initiative highlights the value of the network.

## 8.9 Actions with other regional institutions or local platforms

In those cities where local governments do not have the autonomy, resources and jurisdiction necessary to roll out in its entirety their commitment to the Charter of Educating Cities, they can take advantage of the International Day to prepare a manifesto **calling for reforms** to create more favourable environments for the proposals set down in the Charter.

## 8.10 Good practices

We invite you to try, for a day, a successfully tested best practice of another city, Please find below the list of proposals:

### Open until dawn (Gijón, Spain)

A program of healthy, free recreation for young people from 13 to 35 years of age and carried out for and by them, based on free time education principles. To carry out this project the city’s facilities, which are usually closed on the weekend, open their doors so that young people can do sport and cultural activities, especially at night.

### Night-time picnics (Rosario, Argentina)

In order to fight against the lack of safety, Rosario has set up a free initiative that consists in inviting citizens to get together, enjoy and share the city’s public parks during the summer months, accompanied by live music to make the evening more enjoyable.

### Memory and Life (Sao Paulo, Brazil)

This initiative fosters knowledge of the history of the city’s public cemeteries, works of art and tombstones of major figures in the city’s history. For this guided day and

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evening tours have been carried out, along with music concerts, plays, exhibitions, movie and documentary screenings, seminars, training workshops, etc., in public cemeteries.

### **Schools Adopt a Monument (Turin, Italy)**

Addressed to all the primary and secondary schools this project is aimed at making new generations aware of the protection and conservation of heritage sites, through the adoption of a monument. To do this each school adopts and becomes responsible for a monument for a period of three years, making the students into protagonists of learning about the monument, the knowledge of which, thereafter, spreads to the citizenry.

### **Exploring art: guided tours of art exhibitions and workshops for the hearing impaired (Katowice, Poland)**

In order to foster inclusion of the hearing impaired and fight social inequality, the city council of Katowice proposes this guided tours for this group along with modern art exhibitions and workshops so that they can freely express their own impressions and feelings about art by participating actively in social life.

### **Open Access Schoolyards (Barcelona, Spain)**

This initiative consists in opening our schoolyards, fostering the social use of children and youth, after school hours, weekends and vacation periods or holidays, providing space for the organization of recreational activities and for enjoying free time autonomously and safely.

### **RecreActive Route (Guadalajara, Mexico)**

Every Sunday for 6 hours the City Council of Guadalajara cordons off its main thoroughfares to vehicular traffic in order to let its residents enjoy the city, walking around alone or with the family, cycling, skating, doing sport, etc.

### **Night Run (Torres Vedras, Portugal)**

Torres Vedras encourages a healthy lifestyle, knowledge of the city and the appropriation of public space through night runs through the city. Each week a monument, emblematic building or other point of interest is chosen and highlighted so that participants are given the chance to rediscover their city.

### **Human Library (Mexico DF)**

The books you consult at the Human Library are “human books”; people who, due to their personal situation or because they form part of a group have something to talk about and volunteer to turn themselves into books. The project fosters dialogue and mutual understanding.

## **9. What happened on the last International Day?**

The second International Day was held in 133 cities in 11 countries across 4 continents.

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A manifesto was drafted on which the mayors of the Association participated acknowledging the work of the educators in their cities and under the theme of “The Right to an Educating City”. All municipalities were asked to make a public reading of the manifesto followed by a collective applause or public acknowledgement of people and/or entities of special note for their contribution to education in the municipality. In some cities the Municipal Council adopted the manifesto.

In order to celebrate the International Day, in addition to cities organizing events for people of all ages, there were: lectures, dialogues, workshops, exhibitions, guided visits, open houses, children’s plenums, prize awards, flag-raising, recreational-cultural events in public spaces, night-time picnics, concerts, bicycle parades, engagement murals, etc.

In total, 187 mayors in 18 countries added their voices to the celebrations of the International Day. The event was also supported by organizations such as UN-Habitat, United Cities and Local Governments (UCLG), ICLEI, Merco-cities CLACSO, Metropolis, OEI, the University of Lleida, Vrije Universiteit Brussels, the Government of Santa Fe, the Juan Lasarte Health Institute and the Eugènia Balcells Foundation, as well as outpourings of support from around the world.

The videos that have been sent to us by the cities summarizing the activities that they organized can be viewed at the following links: [2017](#) and [2016](#).

## 10. Building a network of shared commitments, theme for 2018

During the first International Day we advocated the educational role of local governments and for the second International Day the emphasis has been put on the work of educators in the city in the materialization of the **importance of building a network** and winning over new allies in the construction of this shared project, which requires the engagement of the maximum number of people, institutions, associations, NGOs, local governments, etc.

## 11. What role do the local governments play in the Educating City?

Educating Cities place **education as a central axis in their political project**. This implies becoming aware of the fact that the different policies and actions that are proposed and set in motion from the different municipal departments and services (such as urban planning, environment, mobility, culture, sports, health, etc.) transmit knowledge and educate with certain values and attitudes.

This is added, at the same time, to the active commitment towards working on countering the numerous counteracting phenomenon and factors that still persist in the cities (to quote some, we can talk about violence, racism, inequality, the segregation of neighbourhoods, the predominance of the car over the pedestrian, the privatization and deterioration of the public spaces, etc.). To tackle these important challenges entails, necessarily, the coordination between departments and the commitment towards crosscutting work. At the same time, it involves acting to join synergies with the civil society.



Therefore, in the first instance, the local government takes on the commitment towards this model of city, articulating a major local network of educating stakeholders, public and private, based around a common project for turning the urban space into an educating space, where, in addition to providing access to knowledge and know-how, values and attitudes are transmitted so that the people can develop their skills and capacities, and to live and work with dignity and contribute to the development of their communities.

## 12. What is the role of the school and the family in the Educating City?

Families and schools are the first instances of people's socialization and education. The educating city not only recognizes their important function, but also aims to turn the city into a major classroom, where everyone, young and old, can learn about local emblematic monuments and buildings, about museums and cultural centres, about parks and gardens, about the institutions and services, about the layout of the streets and the public transport which allow us to move around the city, as well as about the people who live and work in the city.

Therefore, in the educating city, the school opens its doors so as to count on the support of many other institutions and agents that also play an educating role in the city, with the aim of forming a better prepared, critical and co-responsible citizenship, capable of facing the challenges of the 21st century.

The initial educational opportunities for children and youths, are complemented with many others formal, non-formal and informal lifelong educational proposals.

## 13. What is the role of the civil society in the Educating City?

Local governments share the task of providing lifelong learning and educational opportunities with a multiplicity of educational, social, cultural, sports... entities, organizations, clubs and associations, as well as with the business fabric, the media, etc. Therefore, the entities and organizations of the **civil society** are key partners in the construction of the Educating City. Analysing the educational impact of the messages that they all emit and trying to boost civic and democratic values in favour of a better living together in our cities is crucial to gain progress towards this city model.

## 14. Why is citizen participation essential in the construction of the Educating City?

Being local governments the administration closest to the citizenship, they become the ideal platform for advancing towards a participatory democracy. This implies creating spaces of dialogue in which the different cultures and social groups are present, and to open up the decision-making processes to the citizenship. Citizen participation is, therefore, the driver of the transformation that the educating cities undergo, which in itself constitutes an educating process: it is by participating that people engage and are likely to be committed citizens, acquire interest in public issues and learn to dialogue and to respect different opinions in search of agreement.

