

EDUCATING CITIES: LOCAL ACTIONS, GLOBAL VALUES

TRAVELLING EXHIBITION.
THE ELABORATION PROCESS OF A SHARED PROJECT


GRANOLLERS
(MAY 2009)


BUDAPEST
(SEPTEMBER 2009)


TAMPERE
(OCTOBER 2009)


DAKAR
(NOVEMBER 2009)


GUADALAJARA
(APRIL 2010)


VALLENAR
(MARCH 2010)


بيت لحم (BETHLEHEM)
(DECEMBER 2009)

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© PUBLISHED BY:
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City of Bethlehem; City of Budapest; City of Dakar; City
of Granollers; City of Guadalajara; City of Tampere;
City of Vallenar; IAEC Secretariat.

© DESIGN AND LAYOUT:

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ACKNOWLEDGMENTS:

To the Unesco Chair in Cultural Policies at the University
of Girona; the Spanish Agency for International
Development Cooperation (AECID); the participating
cities and the Commissioner of the Exhibition, Eulàlia
Bosch.

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LETTER FROM THE COMMISSIONER

In his essay “New Frontiers and Universal Values”, Zygmunt Bauman quotes the Norwegian anthropologist Frederik Barth to recall by this means that boundaries are not drawn to separate differences, but just the opposite: it is from having drawn boundaries that we avidly look for differences until we become aware of their presence. Differences are the product of the boundaries, of the activity of separation.

We know well that when sociologists and anthropologists speak of boundaries they do not refer only or principally to the physical limits between countries, but especially to the inequalities that separate human groups from others and that, all too often, break the equilibrium that a peaceful and harmonic life requires.

Perhaps the area of education amasses more possibilities for systematically erasing these lines of division that act as a source of prejudice, discrimination and conflict. Education means, without doubt, ceasing to draw these separating walls that mask any type of relations between people, both in the private setting and in the social and political sphere.

In this regard, the initiative of the International Association of Educating Cities is to organize an exhibition that allows visualization of the educating capacity of cities to improve current conditions of life and to prefigure less discriminatory ways of action for the future.

“Local Actions, Global Values” arose with a double objective: on the one hand, to show the type of projects that drive the cities that have education as one of their focal points. On the other hand, it took advantage of the travelling to fortify the exchange among different cities with common goals.

Nowadays we know that in a world subject to forces and dynamics of a global range, actions firmly rooted in local areas are as or more important than they have ever been. However, there are many obstacles that must be overcome in order to maintain alive and flexible this life of proximity in the framework of contemporary cities.

The exhibition “Local Actions, Global Values” is an attempt to show specific ways to actively participate in the improvement of the social environment in order to contribute in this way to knocking down barriers and strengthening cooperative processes based on recognition and mutual respect.

A city will be an educating city when it can recognize itself in others and at the same time show its singularity, undertaking initiatives that others offer. For this reason, “Local Actions, Global Values” adopted the form of a travelling exhibition equipped to integrate the debates and the initiatives that might be generated among its visitors.

 Eulàlia Bosch

WHY A TRAVELLING EXHIBITION ?

The International Association of Educating Cities (IAEC), formed by more than 420 local governments from 35 countries¹, was created in the year 1994 for the purpose of complying with the principles of the Charter of Educating Cities². For that reason, it drives the search for educating vectors present in local policies and reflection on their impact and consequences. Furthermore, it promotes the exchange of good practices and cooperation among the member cities through different activities such as: International Congresses, territorial and thematic networks' meetings, training seminars, the Educating Cities International Documents Databank and diverse publications.

After twenty years of work, the IAEC enters in a new stage of consolidation, together with the will to strengthen the visualization and the dissemination of the educational implications of local policies, a cross-sectoral approach as a method within the local government and collaboration among the municipality and civil society. In this context, new initiatives have been included in the Action Plan among which the training seminars "Educating City and Local Governance", addressed to political representatives and decision-makers of the local governments and at representatives of organizations of the civil society, and the travelling exhibition "Educating Cities: Local Actions, Global Values" are highlighted.

The main objective with which the exhibition was designed was to disseminate the principles of the Charter of Educating Cities among a wide and diverse public through a selection of experiences of different and distant cities that illustrate their application. An exhibition that gives the participating cities the opportunity to show their work as an educating city and that, in turn, demonstrates the value of belonging to an International Association committed to education in a broad sense.

In order to be able to carry out the exhibition, the IAEC requested the collaboration, on the one hand, of the Spanish Agency for International Development Cooperation (AECID), for being an

activity that is situated within its scope of action of cultural promotion and of urban development and management and, on the other hand, of the Unesco Chair in Cultural Policies and Cooperation at the University of Girona, because of its specific line of reflection applied to the design of didactic proposals on human rights.

Given the importance and complexity of the project, it was decided to initiate a first pilot phase before generalizing the proposal to the ensemble of the IAEC member cities, for the purpose of validating the presentation format, assuring that its content would reach the people clearly and comprehensibly and seeking to awaken interest of politicians and officers of the different departments of local governments.

In order to prepare the exhibition, seven member cities were invited to participate. They were selected considering different criteria: small, medium and large cities, of different latitudes, that represent the geographic breadth and cultural diversity of the cities that form the Association. Cities that, in turn, are located, in some cases, in priority action zones for the AECID.

The selection was made from the experiences gathered in the Educating Cities International Documents Databank; "The Construction of Peace" was the focal issue that delimited this search. That is to say, through the sample of selected experiences it was intended to show how, from daily life, it is possible to promote universal values such as respect, coexistence, social cohesion, solidarity, defense of the general interest and the importance of putting the public space at the service of building citizenship.

After this research process, the cities of Bethlehem (Palestinian Territory), Budapest (Hungary), Dakar (Senegal), Granollers (Spain), Guadalajara (Mexico), Tampere (Finland) and Vallenar (Chile) were invited to participate in the exhibition and to host it. These cities have taken an active role in the entire process of elaboration, development and evaluation of the project.

1. December 2010

2. The Charter of Educating Cities can be consulted in the Association's portal: www.edcities.org

PARTICIPATION, KEY FACTOR IN THE ELABORATION PROCESS

The exhibition has followed a participatory work methodology in its different phases, resulting in an international cooperation project among seven educating cities. These diverse cities have made possible to construct a common and coherent discourse in relation to the commitment to the global values that the exhibition intends to present.

In December 2008, a joint working meeting took place that served to agree on the bases for preparing the exhibition. Representatives from the seven selected cities, from the city of Barcelona as President of the Association, from the Unesco Chair at the University of Girona, the Commissioner of the exhibition and several members of the IAEC Secretariat were present.

In this meeting, in which the seven cities reaffirmed their interest in participating in the pilot phase, agreements were made regarding the global focus of the exhibition, the languages of presentation, the subjects through which each of the participating cities would be shown to the others, the itinerary, the importance of choosing an emblematic place in the city for its exhibition, as well as the need for each of the cities to prepare a complementary program of activities.

As regards the design of the exhibition, it was agreed that it would contain two parts. One dedicated to the participating cities that would include a brief presentation of the city and of the selected experiences, illustrated with photographs and accompanied by the principle of reference of the Charter of Educating Cities. This part would be translated to the languages of the participating cities (Arabic, Catalan, Finnish, French, Hungarian and Spanish) for the purpose of bringing the content close to the people. And a second part (in the three official languages of the Association) that would offer information about the IAEC: objectives, values that sustain the Charter and also a gallery of photographs that would show the diversity of cities that form it.

Moreover, taking into account that the exhibition would travel through the seven cities, it was emphasized the need to use light structures easy to assemble.

As for the subjects that each of the cities would deal with through one or several experiences, it was agreed that they would be the following:

- ➔ **Granollers** (Spain):
Historic memory and identity;
- ➔ **Budapest** (Hungary):
The educating role of culture;
- ➔ **Tampere** (Finland):
ICTs and social cohesion;
- ➔ **Bethlehem** (Palestinian Territories):
Conflict resolution;
- ➔ **Vallenar** (Chile):
Urban planning, public space and citizen participation;
- ➔ **Guadalajara** (Mexico):
Sports as an instrument of social inclusion;
- ➔ **Dakar** (Senegal):
Local governance and civil society.

The collaboration of the Unesco Chair at the University of Girona resulted in the preparation of a tool kit that would accompany the exhibition with the objective of suggesting some initiatives aimed at bringing its content closer to different audiences. It would also carry out the final report on the entire itinerary, from the information provided by each of the cities, for the purpose of evaluating the results once the pilot phase was finalized. In order to make this final evaluation possible, it was agreed that each of the participating cities would have a local rapporteur, responsible for drafting the local report.

Once the working bases were established, the participating cities began to prepare their sections of the exhibition, material that was compiled by the Secretariat of the IAEC. At the same time, the Secretariat began the preparation of a DVD that

would become part of the exhibition in order to illustrate, through some simple vignettes, what it means to be an educating city. In turn, the Unesco Chair at the University of Girona began to draw up the tool kit, as well as the guidelines that would steer the writing of the local follow-up reports.

Subsequently, the host cities began the procedures to ensure a good acceptance for the exhibition in their city, choosing emblematic venues for it and preparing a complementary program of activities that would give it visibility.

Thanks to the involvement of each of the participating cities, to the monitoring, support and coordination by the IAEC Secretariat, to the collaboration of the Unesco Chair in Cultural Policies and Cooperation at the University of Girona and to the Spanish Agency for International Development Cooperation (AECID), the exhibition “Educating Cities: Local Actions, Global Values” began its journey in May 2009. A journey that has allowed us to share the work of each of the cities and their commitment to the Charter of Educating Cities with a broader public.

CITY AND GLOBAL VALUES

ALFONS MARTINELL SEMPERE

DIRECTOR OF THE UNESCO CHAIR IN CULTURAL POLICIES AND COOPERATION
AT THE UNIVERSITY OF GIRONA

We are experiencing a frenetic world transformation by reason of the great movement of persons towards urban concentrations. The percentage of population that inhabits cities is increasingly greater and seems that it is an unstoppable process unless a significant change in the trend takes place.

This phenomenon increases the great value that the city possesses as a central element of coexistence and social cohesion in a world increasingly more globalized. To the classic considerations of the value of local life are added other factors that go towards a new reading of the role of cities in a society ever more interdependent.

Cities are habitable spaces where the coexistence of its people is configured as a very complex social, political and cultural reality. The cities have been evolving, changing and adapting to the increase in population, the response to new social needs and the acceptance of an increasingly multicultural

population. Cities are transforming into mosaics of the different social, community, cultural realities and as spaces that are important in the symbolic identification of the population and the civil participation for a modern organization. Cities are alive and dynamic and acquire different shapes like a moving kaleidoscope that presents different shapes from the same elements.

The city is a place for meeting and exchange among people and social groups, a place of dialogue between the collective memory and the time being, a platform of culture and trade, a space where circulation and flow are multiple and diverse.

Modern cities constitute the basic level of the social life and integration, a space of democratic practice and coexistence of a broad diversity of realities. The city offers us a large number of possibilities within which the person aspires to find an answer to his/her needs and projects. The city is a space of freedom for exercising human, social and cultural

rights, for enjoying public space and experiencing citizenship. The city has as its objective the improvement of the quality of life, coexistence and the response to basic social needs, as well as a commitment to the fight against poverty and social exclusion.

In this framework it is necessary to incorporate cities as essential agents of world coexistence, which can no longer be managed only from the distance of multilateral organizations or from international treaties and conventions despite the great importance they have in global governance.

Cities are significant spaces for coexistence but they must take on a greater protagonism in the praxis of these global values that we defend and that are very necessary in the current scenarios. Coexistence in difference and diversity is a driving force for the emotive experience of many of the basic concepts that we put forward as bases of solidarity and peaceful coexistence of our people and societies.


In this context, the movement of educating cities poses the educational potential that local life intrinsically possesses. The city allows its citizens to learn the fundamental rights in daily life, in the day by day activities at different levels. Learning that results from the tension between fulfillment, defense and guarantee of rights and conflict, vindication, struggle, etc., when the latter are not seen as respected or are vulnerable because of abusive practices of any type.

It is for this reason that besides the role of the States and international organizations, cities must be incorporated to international cooperation as actors with their own personality. Local life is an essential strategy for a dialogue between global values and individuals, groups or communities interacting in this public space offered by the cities to our societies, in a greater or lesser degree, in order to construct a collective respectful life.


In the same way, the efforts of the international community in the search for agreements to reduce the armed conflicts and the geopolitical tensions cannot disregard the potential of city life for extending states of opinion, of respect for "others" from difference and diversity.

We call peace the absence of conflict, the guarantee of exercising our rights, the right to physical

integrity, habitability, freedom of movements, etc., and principally a state of serenity that goes from the individual to the collective. Peace becomes the search for a compromise where the differences seek to approach each other in what is common, in what is shared, which generally is considered the right to integrity and to be able to live without threats of any type.



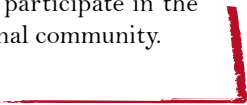
THE MOVEMENT OF EDUCATING
CITIES POSES THE EDUCATIONAL
POTENTIAL THAT LOCAL LIFE
INTRINSICALLY POSSESSES



We are experiencing and seeing that classic diplomacy, force and violence are not sources of peace and that the paths must go in other directions, finding strategies and alternatives to the traditional systems in order to achieve this state of tranquility to which each person has a right.

It is for this reason that taking the cities of the world into account when searching for peace is an intelligent and effective option, since they are capable of making available a large number of resources that can generate processes of internalization in favor of a better education of the citizenry.

In these projects of international cooperation among cities, a more profound reflection of their possibilities is proposed; cities offer themselves as actors in contributing to achieving these goals. They tell us with simplicity that we must take them into account; that they want to participate in the goals proposed by the international community.

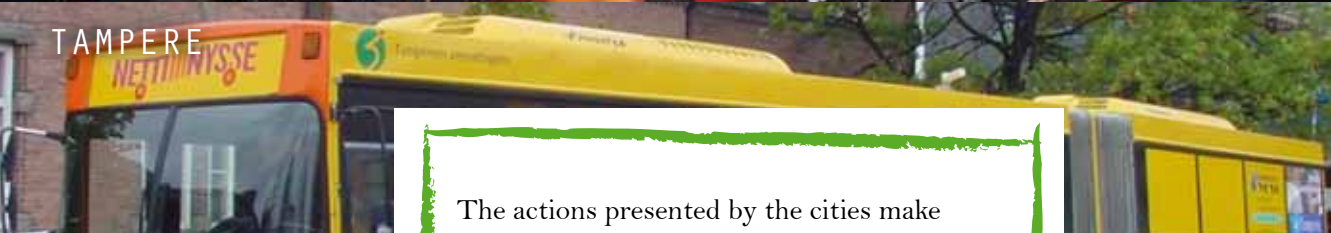


LOCAL ACTIONS IN 7 EDUCATING CITIES

GRANOLLERS



TAMPERE



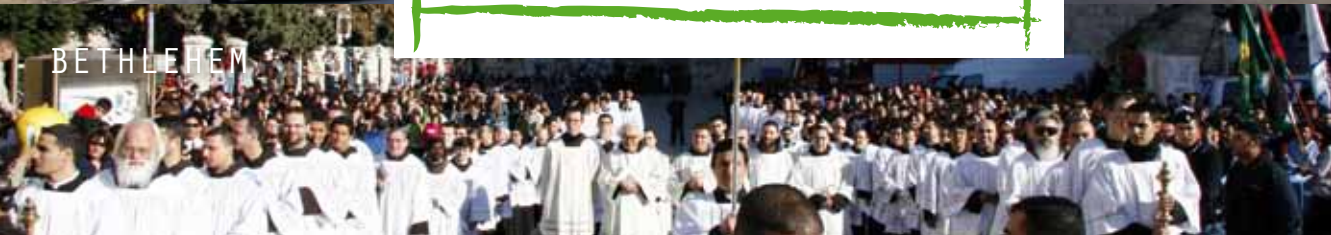
BUDAPEST



DAKAR



BETHLEHEM



VALLÉNAR



GUADALAJARA



The actions presented by the cities make up a mosaic that shows diverse and distant realities, whose common link is the commitment to the Charter of Educating Cities. The actions exemplify how from different areas such as culture, sports, urban planning and the new technologies, it is possible to contribute to mutual respect, social inclusion, building citizenship and, in short, to a more harmonious coexistence among people. Each of the actions is associated to a principle of the Charter, making clear the values that the signing cities promote.

GRANOLLERS

HISTORIC MEMORY AND IDENTITY



In order to know and understand a city, it is necessary to appreciate the ensemble of its symbols, legends and customs. This intangible heritage reinforces a sense of belonging to a city. In addition, a community's collective expression of its identity can serve as a tool for building citizenship based on democratic values.

The City Council and the people of Granollers—a city in the Barcelona metropolitan area with a rich industrial history—are well aware of this.

MAY 31, 1938: THE BOMBING OF GRANOLLERS

Seventy years after the city was bombed during the Spanish Civil War, high school students and their teachers gathered together with survivors of that tragic event to commemorate it and to make a clear statement of commitment to peace. Since then, this event has been repeated every year.

THE CITY'S FESTIVAL OF THE "WHITES" AND "BLUES"

The city of Granollers' main annual festival was created around an age-old competition between two tile makers to see who was the fastest at his job, recreating a rivalry among two heterogeneous groups of citizens—the "whites" and the "blues"—that carry out a friendly competition to win the right to organize the opening ceremonies for the following year's festival. The competition revolves around a program of activities aimed to strengthen the sense of belonging to the city and to encourage an encounter between tradition and innovation.

THE GRANOLLERS SOUP POT

In 1982, the Neighborhood Association for downtown Granollers suggested reviving and updating an old tradition known as L'Olla dels Pobres (Soup Pot for the Poor). Ever since then, on the Saturday before Christmas, the association invites the people of the city to a bowl of escudella (a traditional Catalan stew) in the centrally-located Soup Pots Square. In addition, association members

visit the schools to teach young children about the tradition.

People were so taken with this unique cultural event that later got together to create a monument to the escudella. Since then a cooking pot is permanently stored beneath the square and is brought out for the city's main culinary festivals. The popular saying, "Granollers is a grand soup pot" is an apt reflection of the city's tradition of hospitality.

CHARTER OF EDUCATING CITIES: SEVENTH PRINCIPLE

THE CITY MUST KNOW HOW TO DISCOVER, PRESERVE AND DISPLAY ITS OWN COMPLEX IDENTITY. THIS WILL MAKE IT UNIQUE AND PROVIDE THE BASIS FOR A FRUITFUL DIALOGUE WITH ITS INHABITANTS AND WITH OTHER CITIES. ITS CUSTOMS AND TRADITIONS MUST BE COMPATIBLE WITH INTERNATIONAL WAYS OF LIFE.





BUDAPEST

THE EDUCATING ROLE OF CULTURE

Budapest is the capital city of Hungary, a Central European country that was devastated by the two world wars and following that underwent repeated changes of its political system. After the restoration of democracy in the country, the marks left by many of those conflicts still remain but have never been brought out in the open and examined.

This situation triggered the idea of using theatre as a powerful instrument of expression, learning and social cohesion; an outlet through which young people could express their concerns and wishes, and an ideal means of encouraging intergenerational dialogue.

KOLIBRI THEATRE

The Kolibri Child and Youth Theatre was created as a space in which to rehearse and carry out theatrical projects targeted both to children and young people and to the adults in their lives.



CHARTER OF EDUCATING CITIES: FOURTH PRINCIPLE

THE MUNICIPAL POLICIES OF AN EDUCATIONAL CHARACTER SHALL ALWAYS BE UNDERSTOOD AS REFERRING TO A BROADER CONTEXT INSPIRED BY THE PRINCIPLES OF SOCIAL JUSTICE, DEMOCRATIC COMMUNITY SPIRIT, QUALITY OF LIFE AND THE EDIFICATION OF THE INDIVIDUAL CITIZEN.

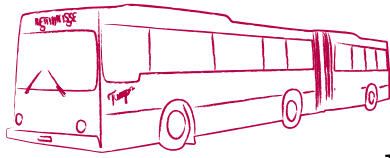
The actual performances have been, right from the start, as important as the conversations that followed. The aim is to provide resources allowing adults and youngsters, with different life experiences, to find common ground by sharing artistic experiences that address collective problems. It is about transforming the audience's individual reactions into a shared experience. To accomplish this, it is vitally important that the theatrical programming be genuine.

The effect of this project transcends the actual theatre walls and reaches all public spaces, including educational institutions.

The Kolibri Theatre programming includes 28 performances covering a range of subjects from interactive musical pieces to puppet shows or short readings. There is additional didactic material provided with each performance.

The City of Budapest's Departments of Education and Culture recognize the important role theatre plays in young peoples' social integration. As a result, theatrical training has expanded into all areas. In addition to the Kolibri Theatre, the City Council supports thirteen other theatres.

The presence of theatre in public spaces, festivals, celebrations, etc., extends beyond the actual city limits. The fact that theatrical events can be programmed both in large open spaces and in small classrooms alike, is proof of the City of Budapest's commitment to education.



TAMPERE

ICTS AND SOCIAL COHESION

Tampere became an important industrial center in Northern Europe during the mid-19th century, the so-called Manchester of Finland. Today the city is still one of the driving forces of the Finnish economy, thanks to the active role played by its IT industry and university research.

Within this framework, the Tampere City Council is aware of the importance of guaranteeing the city's entire population access to the Information Society. To accomplish this, the local administration has opted to develop programs using new technologies to promote social cohesion; projects that go beyond the formal educational system.

In keeping with this approach, the Tampere City Library organizes free training programs in new technologies open to everyone in the city and particularly targeted to the elderly, immigrants and the unemployed.

Thus, the library offers an ongoing training service on Internet basics—Netsquares. In addition, it has created an itinerant version of the same, called Internet bus. It provides the same service on wheels and makes it possible to learn in places where there are no fixed ICT classes.

The broad outreach of these programs not only encourages individual learning of these new technologies, but also strengthens connections among people. The teachers play a fundamental role in sparking interest in the new forms that the information society is constantly taking.

The positive response to this program has led to activities aimed at individuals who have mastered the basic skills. Thus, groups of people with shared interests can develop their own projects in cooperation with the city's cultural institutions. Two examples of this are the "Astronomy for All" project, developed in conjunction with the local astronomy society, and the "Digital Story Workshop."

CHARTER OF EDUCATING CITIES: NINETEENTH PRINCIPLE

THE MUNICIPALITY MUST GUARANTEE SUFFICIENT, COMPREHENSIBLE INFORMATION AND GIVE INCENTIVES TO ITS INHABITANTS TO INFORM THEMSELVES OF WHAT IS GOING ON. [...] AT THE SAME TIME, THE CITY SHALL ESTABLISH PROGRAMS FOR TRAINING IN INFORMATION AND COMMUNICATIONS TECHNOLOGY FOR ALL AGES AND SOCIAL GROUPS IN ORDER TO FIGHT AGAINST NEW FORMS OF EXCLUSION.

The new technologies that can be seen as factors leading to social fragmentation can become, in the hands of the local administrations, one of the elements that most strengthens social cohesion among citizens.



BETHLEHEM

CONFLICT RESOLUTION



Bethlehem is located in a region that has been wracked by violent conflict for many years. It is a city of great social diversity; of profoundly different political convictions and religious beliefs coexisting in the same space.

Bethlehemites use their differences to strengthen their mutual understanding and respect as a way of building peace, harmony and solidarity.

The Bethlehem Municipality plays a basic role as a mediator in solving the social problems within the community of Bethlehem. To that end, the Municipality has a committee composed of members of the City Council which is entrusted to follow up and mediate in the day-to-day problems and conflicts that arise among citizens. The City adopted these procedures in conflict resolution as a supportive measure to guarantee the security and the stability of the community.

Beyond the City's action, the social structure of Bethlehem also includes conciliators who intervene

in conflictive situations or attacks on personal honour. Their judgments are based on traditions and customs handed down by elders from generation to generation. The rules operate as real social laws regulating the relationships between families and clans.

These mediators are appointed by the elderly, whose wisdom is recognized by the social entities and the Bethlehem Municipality. The conciliators are not substitutes for the legal authorities; instead, their involvement is seen as an element that reinforces social stability. They work together with government agencies to maintain peaceful coexistence between the different social sectors in Bethlehem.

Another important means of administering justice in Bethlehem is through application of the tenets of the Islamic Religion, widespread in Palestine due to the long history of nomadic and immigrant populations in the region.

The traditional code of justice in effect in Bethlehem is a clear example of how the most everyday conflicts in the city are resolved. Incompatible goals or different perceptions between individuals or social groups require the presence of a third party capable of fostering peaceful coexistence.

Justice mediation, the application of traditional wisdom and the City of Bethlehem's initiative are the best guarantees of respect and social peace.

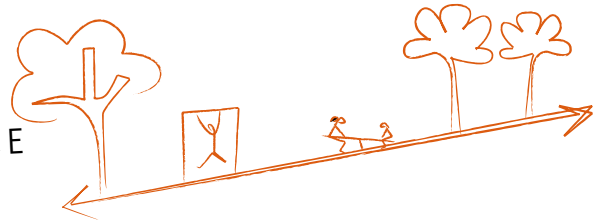


CHARTER OF EDUCATING CITIES: SECOND PRINCIPLE

THE CITY WILL PROMOTE EDUCATION IN DIVERSITY AS WELL AS UNDERSTANDING, INTERNATIONAL SOLIDARITY AND COOPERATION AND WORLD PEACE. THIS IS AN EDUCATION THAT FIGHTS AGAINST ANY FORM OF DISCRIMINATION AND FOSTERS FREEDOM OF EXPRESSION, CULTURAL DIVERSITY AND DIALOGUE IN EQUAL CONDITIONS.

VALLENAR

URBAN PLANNING, PUBLIC SPACE AND CITIZEN PARTICIPATION



The Huasco River, that ties together and gives life to the terraced valley of the same name, has attracted a variety of settlements along the shores of its long course, with the Chilean city of Vallenar situated in the heart of the valley. When Vallenar began to take shape as a city, the river was not seen as a space to be integrated in this urban environment, where there was already a serious scarcity of green areas and parks for recreational use. In the mid-1990s, the city government decided to develop a project to address this issue.

THE RIVERSIDE PROMENADE

The project's aim was to take over the river space as a basic part of a new urban development plan that would encourage the use of its banks as a place for social gathering and recreation, ridding the riverside of its image as an abandoned space.

Incorporating the river into the city meant setting aside a public space in which citizens could gather and interact; promote outdoor cultural, sports and recreational activities, and attract tourists to the area.

The specific aims set out by the designers of the riverside promenade were to:

- a) Channel the river, reinforcing its banks in order to protect against the rises in the river.
- b) Order the riverbank using walls built out of natural materials.
- c) Use river water for the park watering system.
- d) Place sports courts of various types along the edges.
- e) Rehabilitate a series of natural pools to create a spa for people in the community.

That is how a multi-purpose green space of over two thousand linear meters complete with sports and recreational equipment was created, offering the entire community a broad range of outdoor leisure activities.



From the outset, the community participated in this ambitious project to transform the riverside, providing input on the initial plans and, at the same time, gaining awareness of the importance of the surroundings and of respecting the environment.

Today, the Huasco River, newly-revived as the central core of an ecosystem and integrated in urban life to the citizens' benefit, is a focal public space in the City of Vallenar.

CHARTER OF EDUCATING CITIES: ELEVENTH PRINCIPLE

THE CITY MUST GUARANTEE QUALITY OF LIFE FOR ALL ITS INHABITANTS. THIS REQUIRES CREATING A BALANCE WITH ITS NATURAL SURROUNDINGS, PROVIDING THE RIGHT TO A HEALTHY ENVIRONMENT, AS WELL AS THE RIGHT TO HOUSING, EMPLOYMENT, LEISURE AND PUBLIC TRANSPORTATION, AMONGST OTHERS. AT THE SAME TIME, THE CITY SHALL ACTIVELY PROMOTE HEALTH EDUCATION AND THE PARTICIPATION OF ALL ITS INHABITANTS IN THE BEST PRACTICES OF SUSTAINABLE DEVELOPMENT.



GUADALAJARA

SPORTS AS AN INSTRUMENT OF SOCIAL INCLUSION

Public space is where a horizontal and broad communication can be established among citizens. It is a place that generates democracy, culture and education. Experiencing the city offers the opportunity to continue building it and restoring it to revive the values of each of the communities within it.

LA VÍA RECREATIVA

La Vía RecreActiva (Recreational Route) is a program developed by the City of Guadalajara (the capital of the Mexican state of Jalisco) with the primary aims of recovering public space, improving coexistence and social cohesion among its citizens, reinforcing the sense of belonging to the city, and encouraging alternative means of moving around the city.

The route extends 25 kilometers along the length of the city's main avenues and crosses the city from east to west through numerous communities of varying socioeconomic levels. It also connects with three other cities in the larger metropolitan area: Tlaquepaque, Tonalá and Zapopan.

The Recreational Route involves freeing some of the city's main streets of traffic on Sundays, turning them into recreational areas where pedestrians can ride bicycles, skate, walk and enjoy educational and entertainment activities offered in the nearby squares. An average of 120,000 people use the route every Sunday.

Different city departments organize coordinated interactive activities such as traveling book and toy libraries, interactive science exhibitions, family-focused workshops, concerts, etc.

The use of this route has also led to programs focused on improving the urban landscape, as in the case of San Jacinto Park, a recovered green space more than 25,000 square meters in size, and the "Green City" Project for developing green areas on the sidewalks along the city's Route 1.

The use of public space as an instrument for social inclusion has extended to other projects such as "Guadalajara on a Bike" and "Sports in the Street," the latter of which organizes sporting events in those communities that lack sports infrastructure.



CHARTER OF EDUCATING CITIES: EIGHTH PRINCIPLE

THE ORGANIZATION OF THE CITY'S PHYSICAL URBAN SPACE SHALL MEET THE REQUIREMENTS OF ACCESSIBILITY, ENCOUNTER, RELATIONS, PLAY AND LEISURE AS WELL AS A GREATER CLOSENESS TO NATURE.

DAKAR

LOCAL GOVERNANCE AND CIVIL SOCIETY



In keeping with the Senegalese government's decentralization policy, the political authorities in the capital city of Dakar addressed the issue of citizen involvement in city management decisions.

In order to set the foundations for this new relationship, specialists from the City of Dakar met in late 2002 with representatives from civic associations for several work sessions culminating in The Civic Action and Citizenship Agreement.

The main point of this agreement stressed the need to work together in a transparent manner on a shared project agreed upon by the citizens with the final aim of achieving harmonious, stable and sustainable city development.

In this newly defined relationship, importance was placed on the role played by two important pillars of the community association movement in Dakar: the Collective of Committees for Local Development (CCDL) and the Union of Movements and Associations for Development (EMAD). Both organizations serve as frameworks for reflection, coordination and action at the neighborhood level with representatives from community-based institutions and organizations.

The mobilization and significant participation of local actors in community projects has given life to numerous citizen initiatives and projects. Examples

of these are the preventive health campaigns against diseases such as malaria and the AIDS virus. In this regard, the CCDL and EMAD, in coordination with City Hall departments and neighborhood associations, have organized numerous forums, concerts, conferences and caravans to inform citizens of the different methods for the prevention of those diseases.

Likewise, they carry out community mediation actions to resolve conflicts within the community and to encourage citizens' participation in local management issues.

The Civic Action and Citizenship Agreement is a fundamental element in legitimizing municipal action and encourages growing understanding of the roles and functions of social players.

CHARTER OF EDUCATING CITIES: EIGHTEENTH PRINCIPLE

THE CITY WILL ENCOURAGE THE FORMATION OF ASSOCIATIONS AS A FORM OF PARTICIPATION AND CIVIC CO-RESPONSIBILITY, IN ORDER TO CHANNEL ACTION THAT PROVIDES SERVICE TO THE COMMUNITY AND TO OBTAIN AND DIVULGE INFORMATION, MATERIAL AND IDEAS IN ORDER TO PROMOTE THE SOCIAL, MORAL AND CULTURAL DEVELOPMENT OF THE INDIVIDUAL.



A TOUR THROUGH THE PARTICIPATING CITIES

In the month of May 2009, the exhibition began its journey in the city of Granollers, subsequently passing through the other six cities until reaching Dakar in June 2010. Below is a chronicle of what happened during this trip of more than 40,000 kilometers.

GRANOLLERS

(11 May 2009 – 23 July 2009)



GRANOLLERS

Granollers asked to be the first city in welcoming the exhibition so that it would coincide with the 9th Meeting of the Spanish Network of Educating Cities (RECE), since for three days the city would have the presence of representatives from different Spanish cities and this would make the initiative known to more cities.

The exhibition was inaugurated on 11 May 2009 by the Mayor, Mr. Josep Mayoral i Antigas, and the

IAEC Delegated President, Ms. Montserrat Ballarín, in the Cultural and Social Centre of the city.

The exhibition shared space with the “Granollers Educating City” exhibit, which illustrated how and why Granollers initiated the road towards the educating city.

A large number of people, in addition to the participants of the 9th Meeting of the RECE and a delegation of representatives of sports entities visited the exhibition at the Cultural and Social Centre. The latter’s visit coincided with the signing of a statement of commitment to the educating and civic role of sports.

In July, the exhibit moved to the entrance of the Roca Umbert Municipal Library, located in the area of the former textile factory that is currently being remodeled as a centre of artistic and cultural creation.

Fourteen groups and a total of 350 boys and girls between the ages of 8 and 12 participated in a guided tour at the Library. As part of the complementary program, there were organized a series of talks on the concept of the Educating City in which different educating agents of the civil society participated and a meeting of educational officers from Catalan cities that worked in the design of educational projects. It was estimated that around 3,300 people visited the exhibition in this space.

BUDAPEST

(4–25 September 2009)

The exhibition was installed in the hall of the Fazekas Mihály Gyakorlóiskola Institute, one of the most prestigious public institutions of primary and secondary education in Budapest.



BUDAPEST

The exhibition was inaugurated on 4 September, coinciding with the start of the school year and the celebration of the European Meeting of Children's Theatre Platform 11+ in Budapest. The ceremony was presided over by the Deputy Mayor for Education of Budapest, Mrs. Györgyi Vastag Germáné.

During the following weeks, the students of the centre could visit and work on the contents of the exhibition with the support of their teachers. In addition, one of the classes went to see a performance in the Kolibri Theatre on the value of tolerance in daily life and, later, the students worked on its content by means of a workshop carried out by the actors themselves at the Institute.

The presentation of a selection of documentaries on the Hungarian capital in the Festival Budapest in Shorts and a lecture on the Global Teenager Project, an international initiative to promote access to the new technologies among young people, completed the program. In addition, Budapest received the visit of Tampere's Internet bus Netti-Nyssa in order to make known directly one of the seven projects presented in the exhibition.

It is estimated that more than 1,000 people visited the exhibition during 21 days. Most of the visitors were students from the school centre with ages between 8 and 16. However, the



TAMPERE

connection of the exhibition with events such as the Platform 11+ meeting, the festival Budapest in Shorts, the lecture on the Global Teenager Project and the collaboration of the Kolibri Theatre allowed also the dissemination of the exhibition among the adult public.

TAMPERE

(22 October 2009 – 12 November 2009)

The Tampere City Council intended that the exhibition and specifically one of the experiences, the Mexican *Vía RecreActiva*, was the starting point of a debate on the educating possibilities of the public space, with the objective of studying the viability of carrying out this experience in the city.

To accomplish this, a working group formed by representatives from the Metso municipal library, the Department of New Technologies and the Public Relations Office of the City Council was created. The group was in charge of presenting the *Vía RecreActiva* to different agents and to the associative fabric of the city: merchant's associations, local media, police force, architects, etc.

On 22 October 2009 the exhibition was inaugurated in the Metso Library –the most visited public



TAMPERE



BETHLEHEM



building in Tampere-, coinciding with the IAEC Executive Committee meeting in the city. In the course of this act, the First Deputy Mayor of Tampere, Mr. Perttu Pesä, officially launched the debate on the implementation of the Vía RecreActiva in the city.

During the following weeks, the Library organized guided visits to the exhibition and different workshops with representatives of different organizations during which the feasibility of implementing this experience was debated. As a result of these debates, the City Council decided to work on an adaptation of the project that finally resulted in a revitalization initiative of the park-boulevard Hämeenpuisto, a silent and, in some way, inactive area at the western of the city.

With this objective, the Association of Friends of Hämeenpuisto which gathers merchants, associations, cultural institutions such as theatres and museums, residents of the area and the City Council itself was created.

After months of work, on 8 August 2010 the first Puistofiesta (Park Festival) was celebrated. It consists of an urban festival open to people of all ages with an extensive program of sports, music, theatre activities, etc. More than 18,000 residents

attended the festival whose success has led its organizers to continue working to repeat it.

BETHLEHEM
(17-19 December 2009)

Aware of the relevance of the Christmas holidays for the city, the local authorities requested to host the exhibition during this period. This permitted the exhibit to coincide with a great number of activities such as the traditional lighting of the Christmas tree, the week of Italy in Bethlehem, concerts, handicraft markets, etc.

The exhibition was inaugurated on 17 December in the Bethlehem Peace Center, a week after it was planned due to customs problems. The act was presided over by the Mayor of the city, Mr. Victor Batarseh, and the Vice Consul General of Spain in Jerusalem, Mr. Pablo Platas, and it had the participation of all the members of the City Council, representatives of different local political parties, organizations of the civil society, the Technical Office of the Spanish Cooperation in Jerusalem and the presence of the local media.



BETHLEHEM



VALLENAR



VALLENAR

On the same dates and parallel to the exhibition, the Peace Center welcomed the 2nd Seminar Star of Bethlehem, a conference on the promotion and dissemination of peace in which different Mediterranean cities participated, and whose message stressed the leading idea of the exhibition.

Between 250 and 300 persons visited the exhibition during the three days it remained in Bethlehem. The average age of the visitors was between 30 and 50 years.

Accompanying the exhibition, diverse informative panels on the participative process of rehabilitation of the Paseo Ribereño (River Walk) were displayed. In addition, the City Planning Department and the Department of Education organized a schedule of visits for the students of ages between 8 and 16 from the city's school centers.

The guided visits began on 3 March, the first day of the Chilean school year. Around 250 boys and girls from 8 educational centers visited the exhibition, as well as 60 youths coming from two secondary education centers.

The earthquake and the subsequent tsunami that affected Chile the day after the inauguration of the exposition paralyzed the daily life of its inhabitants and organizations, which affected the program of complementary activities and its media impact.

VALLENAR

(26 February 2010 – 12 March 2010)

The exhibition was located in the inner hall of the University of Atacama, a space shared with the Basic Education center Ignacio Carrera Pinto located in a street very near the Plaza de Armas, the nerve center of the city. It was, therefore, a very central and accessible space.

On 26 February 2010, the Mayor of Vallenar, Mr. Cristian Tapia, inaugurated the exhibition in an act that was attended by all the members of the City Council and a wide representation of the civil society.

GUADALAJARA

(22 April 2010 – 7 May 2010)

The exhibit was presented for the first time in an open air space: the central courtyard of the Municipal Palace of Guadalajara, a very well-known and accessible place for the citizens.



GUADALAJARA



GUADALAJARA

The presentation of the exhibition in the framework of the program of activities of the 11th International Congress of Educating Cities gave people attending the IAEC Congress as well as the residents in general the opportunity to discover the contents of the exhibit.

The Mayor of Guadalajara, Mr. Aristóteles Sandoval, inaugurated the exhibition on 21 April 2010 before a broad representation of elected officials of the city and a large number of participants from the International Congress of Educating Cities.

Once the Congress concluded, the exhibition remained an extra week and a half in the Municipal Palace. For the purpose of making it more dynamic, the Department of Education prepared a schedule of guided visits for groups of different age ranges.

Around 1,600 people attended some of the 39 visits that were organized. As for the visiting groups: 9 came from primary education, 12 from secondary education, 10 from vocational schools of the city with ages between 18 and 60, and 8 were integrated by people over 60 years of age. This last group could get to know the exhibition thanks to the collaboration of the local institution for the Integral Development of the Family.

DAKAR

(15-30 June 2010)



The exhibition was set at the Hall of Honor of the National Olympic Swimming Pool of Dakar, a very popular municipal sports infrastructure located in one of the most emblematic places of the city, the Point E plaza.

The inauguration took place on 15 June 2010, and was presided over by the Mayor of Dakar, Mr. Khalifa Ababacar Sall, and the General Secretary of IAEC, Ms. Pilar Figueras. A broad representation of political representatives and city officers, advisers of the IAEC and the Head of Programs of the Technical Office of the Spanish Cooperation, Ms. Inés Diego, attended the ceremony.

Coinciding with the first days of the exhibition, the City Council of the Senegalese capital welcomed the Seminar on “Educating City and Local Governance”, which permitted broadening the impact of the exhibition. Through this seminar, it was possible to know in greater depth the work that the city of Dakar is carrying out, reinforcing the cross-sectoral approach among the different departments, taking into account the educational vector of local policies, and promoting cooperation between the city and the civil society.



DAKAR

Among the parallel activities, there was also a meeting of the IAEC Delegation with local authorities of Dakar's metropolitan area. This act allowed 16 municipal representatives, among them four mayors, to get to know the Association and its principles and to visit the exhibition.

During 15 days, groups as diverse as the members of the recently created Volunteer Corps of the Dakar City Council or participants of the festival Au Royaume des Enfants and secondary education students visited the exhibit.

GRANOLLERS (SPAIN)

POPULATION: 60,122 INHAB.(2009)
SURFACE: 14'9 KM²
DENSITY: 4,035 INHAB./KM²
LANGUAGE: SPANISH AND CATALAN
WEB: WWW.GRANOLLERS.CAT

BUDAPEST (HUNGARY)

POPULATION: 1,702,297 INHAB.(2008)
SURFACE: 550 KM²
DENSITY: 3,242 INHAB./KM²
LANGUAGE: HUNGARIAN
WEB: WWW.BUDAPEST.HU

TAMPERE (FINLAND)

POPULATION: 209,749 INHAB.(2009)
SURFACE: 689'5 KM²
DENSITY: 399 INHAB./KM²
LANGUAGE: FINNISH
WEB: WWW.TAMPERE.FI

BETHLEEM (PALESTINIAN TERRITORIES)

POPULATION: 29,930 INHAB.(2006)
LANGUAGE: ARABIC
WEB: WWW.BETHLEHEM-CITY.ORG

VALLENAR (CHILE)

POPULATION: 48,129 INHAB.(2002)
SURFACE: 7,084 KM²
DENSITY: 6'8 INHAB./KM²
LANGUAGE: SPANISH
WEB: WWW.VALLENAR.CL

GUADALAJARA (MEXICO)

POPULATION: 1.600.940 INHAB.(2005)
SURFACE: 187'9 KM²
DENSITY: 8,519 INHAB./KM²
LANGUAGE: SPANISH
WEB: WWW.GUADALAJARA.GOB.MX

DAKAR (SENEGAL)

POPULATION: 1,075,582 INHAB.(2007)
SURFACE: 550 KM²
DENSITY: 12,233 INHAB./KM²
LANGUAGE: FRENCH, WOLOF, PEUL, SERERE
WEB: WWW.DAKARVILLE.SN

EVALUATION OF THE PROJECT

Before broadening the itinerary to other member cities of the IAEC, the exhibition “Educating Cities: Local Actions, Global Values” began a first pilot phase, with the objective of validating the presentation format and ensuring that its content reaches the people in a clear and comprehensible manner.

In order to be able to make a global evaluation of the project, the Unesco Chair in Cultural Policies and Cooperation at the University of Girona prepared some guidelines for local monitoring that were provided to the participating cities for the purpose of gathering information of the event in each of them.

Through the compiled documentation, it is possible to affirm that the dissemination of the exhibition carried out by the cities, the application of the tool kit, the elaboration of a complementary program of activities and the choice of equipment for its location influenced enormously the number of visitors and the impact of the exhibition.

On the one hand, all the participating cities carried out dissemination initiatives in their local media and selected emblematic and transited places of the city such as libraries, sports centers, cultural spaces or the City Hall itself as venues. On the other hand, not all gave the same importance to the program of complementary activities or of parallel events, or used the tool kit, for this reason the in depth level with which the content of the exhibition was handled differed from one city to another.

In the monitoring guidelines, the local rapporteurs were asked to be in charge of interviewing a sample of visitors (children, adults, educators and politicians), as well as to conduct surveys to the greatest number possible of visitors. From this information, it is possible to conclude that the exhibition constituted an opportunity to bring the International Association of Educating Cities, its principles, values and some practical materializations of its Charter closer to the citizenry. Evidence of this is that the majority of the visitors (80%) did not know about the IAEC before seeing the exhibition.

To the question, “what is an Educating City?”, the following visitors’ replies can be highlighted:

➔ An integrating city that is interested in all the spheres of education, a committed city.

➔ A city that promotes citizen participation, where artistic and sports activities, etc., are carried out.

➔ A city concerned for its community, friendly, welcoming, that gives wellbeing to its inhabitants, that promotes respect, leisure time, culture, etc.

➔ An inclusive city.

➔ A city with numerous educating infrastructures, in which its citizens are trained and informed about their rights and duties.

➔ A city that provides principles to its citizens, that is integrating, tolerant, clean and beautiful. A city where the inhabitants can give their opinions freely.

➔ A city that complies with the social requirements of the citizens and that carries out public and educating policies.

As for the public that visited the exhibition, in first place, the school groups stood out (65%), followed by groups of friends (15%) and of visits made individually (12%). The principal channels through which they knew of the existence of the exhibit were the educational environment (43%) and the professional environment (29%). These data indicate that in a new phase it would be necessary to carry out greater dissemination initiatives in other areas, especially stressing the adult public.

Those that participated in guided visits valued them positively in 80% of the cases. Furthermore, 60% of the educators and teachers that went to the

exhibition with their group of students considered that the guides were satisfactory or very satisfactory because of their capacity to transmit the content of the exhibit in an educative and fun way.

In relation to what interested visitors most, surveys highlighted the projected video, the presence in the exhibition of projects of their own city, the possibility of knowing about other cities throughout the world through their educating experiences, and discovering that their city forms part of a network of cities united under the same objective: the commitment to education in a broad sense.

“ What I liked best is getting to know the actions that the different cities in the world carry out to promote socialization, values and learning.” (Vallenar)

“ The professionalism of the materials of the exhibition and the dissemination of the projects of each of the cities ” (Bethlehem)

“ What I liked best was discovering the existence of other Educating Cities throughout the world.” (Dakar)

For the cities forming part of the exhibition, participating in its conception and hosting it has been a process of reflection and of knowledge of other educating experiences, as well as a bridge to cooperation between cities. An example of this is the visit of Tampere’s Internet bus Netti-Nysse to Budapest during two days, or the success of the Puistofiesta in Tampere –adaptation of the Vía RecreActiva of Guadalajara- which managed to transform an inactive area of the city in a place to meet and celebrate, thanks to a process of dialogue and active involvement of the people.

Therefore, in general terms, we can conclude that the exhibition has had a very good acceptance by the local authorities as well as by the citizens. And beyond fulfilling the objective of making the IAEC, the principles of its Charter, as well as concrete examples of their materialization known to the people, we can state that the exhibition has constituted a source of stimulation for the local

governments, opening the way to cooperation aimed at implementing successful experiences of other cities.

The success of this first pilot phase and the dissemination carried out throughout the process has led many member cities to be interested in hosting it. This poses for the IAEC the challenge of continuing this project.

“ I highly value such an informative and essential exhibition that reserves a space for Bethlehem. I thank the International Association of Educating Cities for its marvelous effort.”

MR. VICTOR BATARSEH, MAYOR OF BETHLEHEM

“ This exhibition is a real bridge among peoples and among the local governments of the IAEC with the objective of achieving dialogue, peace and emancipation.”

MR. KHALIFA ABABACAR SALL, MAYOR OF DAKAR

“ In the Educating City that we are constructing, the culture of peace and the democratic values that are intrinsic to it have a fundamental role that each of the cities is obliged to transmit.”

MR. JOSEP MAYORAL I ANTIGAS, MAYOR OF GRANOLLERS

“ We have the high honor of being an Educating City, and with it, we also have a commitment marked by heading a government that makes education available for the citizens.”

MR. ARISTÓTELES SANDOVAL, MAYOR OF GUADALAJARA

“ I feel proud that Vallenar belongs to this Association and of making the Educating City not only being a slogan, but rather that such practices of citizen education are a reflection of our city.”

MR. CRISTIAN TAPIA, MAYOR OF VALLENAR

“ Everything that is developed on the local level can function on the global level. A fantastic exhibition!”

MR. PERTTU PESSÄ, FIRST DEPUTY MAYOR OF TAMPERE



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

SOSTENIBILITAT
↓ DÉVELOP
SUSTAINABI
JUSTICIA
↑ JUSTI
JUSTICE ←
SOLIDARIDAD
↑ SO
SOLIDARITÉ
→ COHESI
COHÉSIO



Ajuntament de Barcelona



Càtedra Unesco
de Polítiques Culturals
y Cooperación



Universitat de Girona