

International Day of the Educating City

#EducatingCityDay

30 November 2017

The Right to an Educating City



Press Kit

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



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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.

The Charter addresses the **Right to an Educating City**, as the fundamental expression of the collective, social, economic and formative rights of all the people, within the framework of the principles of freedom, equality, dignity and solidarity.

All the inhabitants of a city have the right to enjoy, in liberty and equality, the means and opportunities for education, leisure and individual growth that the city offers. The right to an educating city is understood as an extension of the fundamental right of all to education. The educating city constantly recommits to the lifelong education of its inhabitants in the most varied ways. And to make this possible, all groups, with their own particular needs, must be taken into account... (Principle 1, Charter of Educating 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.

After a successful first celebration, this year **the International Day of the Educating City will be held again.**

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 30th**, 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.

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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.

8. What type of activities will be organized?

One of the activities of this year will be the public reading of a Declaration of Educating Cities in recognition of the work carried out by educational agents, both from the formal and non-formal education. This Declaration will be followed of a collective applause of appreciation for certain people and entities, chosen participative way by citizens.

Furthermore, local governments will make a call to citizen commitment to the Educating City (#ICommitTo). We invite Mayors and municipal teams to commit themselves to carry out an educating action that any citizen can do in its daily life (for example: use public transport/bicycle to work, clean up public spaces, separate household waste, etc.).

Another of the singular proposals of this year is that cities are invited to replicate a good practice of another member city. Among the good practices proposed are:

- **Metrominute** (Pontevedra, Spain): User-friendly map created to foster pedestrian mobility. With a design inspired by urban transport maps, these public outdoor maps show the walking distance and time involved to and from different facilities, public transport stops, commercial areas, services, etc. The idea is to demystify the time that it takes to get from one place of interest to another by visualising how these can be reached faster on foot.
- **Night Run** (Torres Vedras, Portugal): night runs through the city to encourage a healthy lifestyle, knowledge of the city and the appropriation of public space. 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.

These actions are only a sample of the many cultural, recreational and festive activities that cities will organise to revitalise the public space and to make visible their commitment to education.

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9. What happened during the 1st International Day?

Mayors of **142 cities in 18 countries** gave support to the celebration of the Day. Organizations such as UN-Habitat, United Cities and Local Governments, (UCLG), ICLEI and Mercociudades and experts from around the world also endorsed the initiative.

The participating cities organized a wide range of events for people of all ages: lectures, workshops, panel discussions, exhibitions, study visits, open houses, recreational-cultural events in public spaces, cinema forums, literary debates, concerts, regional, national and international meetings of member cities, etc.

Further information on the first edition, please visit the following link:
<http://www.edcities.org/international-day/>

10. The Right to an Educating City, theme of the 2017 edition

The Right to an Educating City is posed as an extension of the fundamental right to education set down in the 1948 Universal Declaration of Human Rights.

The right to education must be guaranteed for all no matter the age, gender, ethnic origin, social or economic strata. At the same time, learning opportunities cannot be limited to formal education but must include multiple lifelong learning opportunities. Opportunities which local governments offer as well as many other entities, organisations, educational, sport, cultural and social associations, the business sector, the media, etc.

If, on the first International Day, we highlighted the educational role of local governments, this year we are striving to recognize the work of other educational agents, as indispensable allies of local governments in the shared project of making the Right to an Educating City a reality.

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.

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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.