



International Association of

Educating Cities

Information bulletin • 2007

Educating cities for a better world



Environmental education

Language learning

experience

Cap Canal, the first education television channel in Europe, created by the city of Lyon

It is a reality that children today spend a lot of time watching television. Therefore, their education as TV viewers must be a priority in terms of their upbringing, teaching them to “watch” with a conscious, critical attitude. Cap Canal uses audio-visual images as pedagogical resources to broadcast quality educative content.

“Cap Canal is the first local education television experience in France, unparalleled on Europe. This is an experience created in 1991 and offers innovative programming on current events in the area of education while focussing on the subjects taught in the schools through different weekly programs broadcast during multiple slots.”

This initiative is part of a strategy of coming into closer contact with information and communication technologies. It integrates audio-visual resources into teaching and contributes to opening up the schools to the reality of today’s world, and offers children a means of discovery in the information society. Cap Canal wants to become an instrument for the democratization of creativity and knowledge, an educational and training resource addressed to the entire public.

The image, the contemporary communication tool par excellence, is not only received through the television set but must also be present in the schools as a basic pedagogical resource, teaching students to read images as they would a book. The idea is to educate their “vision” so they can become “active” spectators, reflecting on the role of the media in our society.

Cap Canal uses the power of seduction that TV has over children in order to propose educative programs by broadcasting programs for pre-school and primary school students and cable-member families everyday of the week from 9

am to 7 pm and from 7 am to 12 noon on the weekends. The Channel offers thirteen varied thematic broadcasts on the environment, literature, language learning, artistic creation, science, etc. and uses different cinema genres (documentaries, cartoons, science fiction, etc.) and live events (continued on page 2)

10th International Congress. *Building Citizenship in Multicultural Cities*
From April 24th to 26th 2008 www.aice2008sp.com.br

Cap Canal, the first education television channel in Europe, created by the city of Lyon

in order to prepare appealing recreation and educational programs.

Cap Canal broadcasts to 200 schools in the city of Lyon, one of the largest cities in France with almost half a million inhabitants. It is also received in 300,000 homes in different cities in the Rhône-Alpes region who have signed cooperation agreements. A selection of programs addressed to youth is available on other local French television stations, which has created a potential public of 1.5 million homes.

Furthermore, it offers a free pedagogical documentation service that is sent each month to the schools in the area so that they can work with the students. On the other hand, some programs are available on DVD and on the Internet in order to expand the scope and offer better services.

Based on the fact that education occupies a small part of the media, another objective of Cap Canal is to situate it in the centre of our debates, reminding people that education is everyone's task.

Cap Canal, the television channel for children, is also the channel for those who help them grow up. It has its own informational programs, such a "Cap Infos",

addressed mainly to teachers so that they can communicate their experiences with each other, or "Allée de l'enfance" addressed to all those interested in education, especially the family. These programs are a tool to share know-how and foster life-long learning.

The experience, which has been in progress for 16 years, is the result of collaboration between the local government of Lyon and the national Ministry of Education. It now has a team of 5 employees and 3 teachers that create the programming, the pedagogical supplements and communication in collaboration with production companies, other television channels and pedagogical resource centres.

Cap Canal is becoming a national benchmark channel in education. It has a dynamic, renovated Internet portal (the website received more than 20,000 hits in September). The quality of its programs has been recognised by audio-visual and educational agents. It also counts with new collaborations both with institutions and with the press. Moreover, its broadcasts are expanding into new territories.

You can find more detailed information about this experience at the website www.edcities.org



Getting familiar with the world of images



The shop of Mr. Mime- stories from the 5 continents

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city network

From the 13 to 15 June as part of the **3rd Meeting of Mexican Educating Cities** 20 cities and more than 250 people met in **Playa del Carmen** (Solidaridad, Mexico) to share reflections and experiences under the theme of **"everyone has**



the right to live in an educating city ".

As part of this meeting the opportunity was studied of setting up a Mexican network within the IAEC in order to promote dialogue and exchange between educating cities in this territory and foster greater cultural, educational, social and economic development of the member municipalities.

In order to boost the constitution of this network a steering committee coordinated by Solidaridad and made up of Guadalajara, León, Tlaxcala de Xicotencatl, Victoria and Zapopan has been set up, to work in concretising the objectives and preparing the work plan of the future network. The proposal to set up the Mexican network will be raised in the Executive Committee of the IAEC.

At this time there are 2 delegations and 5 territorial networks.

Delegations:

- Latin America (headquarters in Rosario)
- Central Europe (headquarters in Budapest)

Territorial networks:

- Brazil (coordinated by Belo Horizonte)
- Spain (coordinated by Granollers from 2007-2009)
- France (Rennes)
- Italy (Turin)
- Portugal (Lisbon together with 6 other cities make up the steering committee).

For more information on the delegations and territorial networks of the IAEC go to: www.edcities.org

interview

TIMO P. NIEMINEN

Mayor of Tampere



The change in the system to designate the Mayor of Tampere has been something new in the Finnish political system. What does this change consist of and what are the positive things that this new system is contributing?

In 2007 Tampere was the first municipality in Finland to adopt a Mayoral system where the City is led by a full-time politician. In the Tampere model the City Council elects a Mayor and four Deputy Mayors from among the Council members for the duration of the Council's term of office. (...)

The Tampere-style division of labour between the Deputy Mayors and service sectors is something new in Finnish municipal administration. Our work is based on the idea of customer orientation. We wanted to gather all the services of one group of customers into one whole. This means that the Deputy Mayor in charge of services for children and young people chairs the committee arranging all services needed to support a balanced growth and development, be they in education, health, social services or other services.

As Mayor of a city located in one of the most prosperous regions and countries in the world, why is education important for your city?

In Finland, municipalities have a statutory obligation to provide pre-primary education (for children aged 6) and basic education (ages 7-16). However, in addition to comprehensive schools the City of Tampere maintains 8 upper secondary general schools and one vocational school for 4,000 students, as well as a polytechnic institution for 5,000 students that provides important regional and even national training needs. Together with other municipalities in the region, we maintain several regional vocational schools and one polytechnic school.

This shows that Tampere has chosen to take on educational responsibilities far beyond its statutory obligations. We do get some government grants for our "supererogatory" responsibilities, but they do not cover our

expenses. Still, our City Council has never questioned our investments in education (...).

Could you highlight some interventions that are being undertaken in your city that are in line with the Charter of Educating Cities?

Even though education for us is a vital condition of success, we mustn't forget that lifelong learning and self-development are personal rights. A high-quality basic education is, of course, the cornerstone for everything else. That is where the motivational groundwork for lifelong learning is created. This means that basic education needs to accommodate support for the weakest learners and the general welfare of students. Furthermore, basic education should provide all the necessary skills for living in the information society that our young cannot afford to be excluded from.

The rapidly changing career prospects of today prompt us to maintain efficient systems of adult education. Additionally, we need to supply the means for voluntary self-improvement such as learning new languages, expanding one's knowledge about other cultures or enjoying creative crafts. Tampere has had community colleges for more than a century, and all the developments of our educational system notwithstanding, their courses are swamped with enthusiastic learners every autumn.

During the 7th International Congress of Educating Cities held in Tampere in 2002, participants became acquainted with the e-Tampere project, how was this project concretised?

Thanks to research work carried out at the Tampere University of Technology, Tampere was a central hub at the onset of Finland's ICT revolution. It was easy to move on from technological development to finding ways to harness the new technology for public service, making it part of people's daily lives.

The greatest benefit of eTampere was that the initiative united people working for various organisations into a wholehearted joint effort. With only 200,000 inhabitants, the only way for Tampere to achieve something great is to join forces in focused co-operation.

The eTampere initiative comprised setting up a number of free Internet access points for the public around the city. Another sub-project was a mobile teaching facility: an Internet bus that can travel around the city offering wireless Internet access and computer training for the citizens. We also tailored computer and Internet instruction for senior citizens. (...)

Over 80% of the citizens of Tampere report using the Internet regularly, 90% use it "as needed". (...)The eTampere project is now over, but our efforts to develop these services are continuing.

For more information go to www.edcities.org

editorial

From the 28 to 31 October more than 2,000 local leaders from 150 countries met in Jeju (Korea) at the **2nd World Congress of the United Cities and Local Governments (UCLG)**.

The theme of the Congress "**Changing cities are driving our world**" reflects the dynamism and the crucial role played by the cities in a globalised world, where over half of the population now lives in urban areas. The objective of this meeting was to approach certain key aspects of global governance in which the involvement of local authorities is essential.

The plenary sessions had the participation of persons of international renown and prestige, and centre on the following issues:

- The cities, the future of humanity and climate change.
- Local governments, builders of peace.
- A better world is possible! Local governments in a new global governance.

Parallel workshops were also organised in order to seek specific solutions to common problems, including the workshop organised by the IAEC on "**The importance of education in building citizenship**". No doubt, this World Congress has constituted an excellent opportunity to make the IAEC known and has contributed to expand the Association's leitmotif: the city as an educating agent. Some mayors of member cities described different concretions of the concept through the contribution of diverse experiences.

The UCLG is an organisation created in 2004 in order to represent and defend the interests of local democratic governments on the world stage. It is made up of more than 1,000 cities and 112 local government associations. Since its creation it has worked so that the local administration has a formal consultative function in the heart of the UN in the development of international policies. At the same time it cooperates with this organisation in meeting the Millennium Development Goals, including watching over the universalising primary school.

In 2005, the IAEC became associated member of UCGL. Thanks to this collaboration the IAEC has a new worldwide platform of action. While it brings to UCGL member cities a new dimension of education extended to all citizens throughout their lives. This concept includes new agents, besides the families and the schools, and stresses the educational dimension of local policies.

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experience

The Golden Age University

The city of Québec is one of the most modern, dynamic cities in Canada. It has a population of 600,000 inhabitants and is located on an exceptional geographic cross-road, constituting in a certain way the nexus between America and Europe. Its economic and cultural potential fosters links with the major cities in the world.

In spite of being a city with a rather young population, the city of Québec does not ignore its older citizens, one of the vulnerable groups, which merits great respect. The University of Laval, a leader in the development of life-long learning, set up the Golden Age University of Québec (UTEQ) in 1983 in order to stimulate the intellectual, cultural and social development of people over 50.

The UTEQ offers a wide variety of university activities of a multi-disciplinary nature in collaboration with the faculties and departments of the University itself. At the same time it has adapted the modalities of university teaching to the demands of older persons, turning traditional classes into workshops, courses and discussions. The workshops are based on practical training, for example, in foreign languages or computers; the courses comprise presentations with time for questions, and the

discussions give value to the knowledge and experiences of the participants.

Seven years after its creation, and in order to diversify its activities, the UTEQ created "cultural breakfasts" or morning meetings to exchange and discuss ideas around different issues. Afterwards, the "large Tuesdays lectures" and "Wednesday meetings" were set up to offer participants the chance to attend lectures on different current issues. The University has also fully integrated the information technologies into its teaching, and, accordingly, these are available to the target population.

The commitment of the University to people over 50 is designed to enable students to acquire and share knowledge amongst themselves and to develop their skills; help them find a response to questions related to current events, and integrate them into the social and cultural life of the city.

The Golden Age University has been steadily successful. In 1983 it only offered 10 activities and practically all the participants were women. Today it has more than 100 highly varied activities on art, history, law, living languages,

"The UTEQ, the Golden Age University of Québec, has for years been helping people over 50 to find answers to the changes in our societies, sharing knowledge and integrating them into the social and cultural life of the city."

computers and 5,000 students per year. In spite of the increase in the number of male participants, women represent 66% of the total. Most are retired civil servants from education and 60% have university degrees.

Bearing in mind that around 30% of the participants live alone, these courses and workshops have become a meeting place for them where they can find company and share knowledge and develop skills.



You can find more detailed information about this experience at the website www.edcities.org

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did you know that...

- ★ On 25 and 26 October the **2nd National Congress of the Portuguese Network of the IAEC** took place in Santa Maria da Feira on the theme of: "Educating Municipalities – multi-cultural territories".
- ★ 4 cities have presented their candidacy to **organise the 11th International Congress of the IAEC in 2010**. They are: Changwon (Korea), Cordoba (Spain), Guadalajara (Mexico) and Rosario (Argentina).
- ★ **Lisbon will hold the next Extraordinary General Assembly of the IAEC** on 16 November.
- ★ The registration period has begun for the **10th International congress of Educating cities**, to be held in Sao Paulo (Brazil) from 24 to 26 April 2008. (www.aice2008sp.com.br)
- ★ From 3 to 5 December the **1st Latin American Meeting of Educating Cities** will be held in Belo Horizonte.



1. The **Genoa Family Guide** (Italy) has been designed to inform the immigrant population on the educational opportunities available in the city. The population from Ecuador is the most numerous, and Latin American children from 0 to 4 years old make up 7.2% of this age group. Another growing community comes from Northern Africa. The guide is already available in Spanish and will soon be published in French and English.
www.comune.genova.it (aree tematiche/ scuola e formazione/ da 0 a 6 anni)

2. The **Committee for Reconciliation of Adelaide** (Australia) was created in 2001 in order to strengthen the aboriginal communities and

the voices of the cities

increase the social cohesion between them and the rest of the population. Through this committee, the city council is seeking advice and participation of the aborigines and native peoples of the islands on key issues that affect these communities.
www.adelaidacitycouncil.com/reconciliation

3. The **Therapeutical Horticultural Program of Esposende** (Portugal) offers environmental activities to the elderly, students with special education needs, the disabled, users of alcohol rehab programs and the community in general. Through contact with nature and gardening activities the social, psychological, cognitive and physical skills and potential of the participants are developed.

