



International Association of

Educating Cities

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Information
bulletin
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EDUCATING CITIES
FOR A BETTER WORLD



Playing African drums

experience Cross-Cultural Education in Munich

Located in the region of Bavaria, the city of Munich is one of the main economic hubs in Germany. With almost one and a half million inhabitants, the capital of Bavaria is also a young, dynamic and multi-cultural city. 23% of its population is foreign born, mainly from Turkey, Croatia, Serbia, Montenegro, Greece, Austria, Italy, Bosnia Herzegovina and Poland. Children under 6 years of age make up 14.4% of the immigrant population.

Any day care centre in Munich can have up to 30 different nationalities. In the face of this rich multi-cultural reality, the department of Education of the City Council of Munich decided to start up a **cross-cultural education project** in these centres in order to put together practical experiences with

theoretical knowledge based on more than 30 years of development.

The pilot phase of the project began in 2001 and nowadays has been implemented in 50 day care centres, with different socio-cultural realities, across the entire municipality. The main goals are to create a positive cross-cultural atmosphere, promote activities related to cultural diversity, and strengthen quality pedagogical proposals that increase the educational opportunities of all children.

This project involves entities such as the Bavarian Institute for Childhood and Education (Institut für Frühpädagogik), the German Institute of Youth (Deutsches Jugendinstitute), universities, the government of the state of Bavaria and the city council of Munich.

The day care centres are based on the "pedagogy of diversity", in which children from all parts of the world learn to coexist with cultural and linguistic diversity, which is one of the most important sources of enrichment. Some of the materials given to the day care centres to approach cultural diversity are the 5-continents "cross-cultural kits" containing different materials and objects (such as videos, musical instruments, traditional clothing, masks, etc.) in order to work on aspects (continued on page 2)

editorial—

Local realities are more and more interconnected globally. Indeed, the role of international networks of cities is to foster this very communication, and reinforce the importance of local identities in a globalised world. In this context, the International Association of Educating Cities (IAEC) is a major platform for the exchange of ideas, experiences and working methodologies amongst its member cities.

In order to better respond to the specific needs of local governments and work in depth on issues that interest them the most in connection with its founding Charter, the IAEC also drives the formation of territorial networks amongst its member cities in the same country or region.

There are at this time five territorial networks: Brazil (coordinated by Belo Horizonte), Spain (Granollers), France (Lyon), Italy (Turin) and Portugal (coordinated by a committee of seven cities), to which we will soon have to add the Mexican network. Moreover, the IAEC has two delegations covering various countries: Latin America (coordinated by Rosario) and Central Europe (Budapest). (continued on page 3)

"Day Care Centres in Munich are putting into practice the conceptualization of cross-cultural education after having accumulated more than 30 years experience, in order to promote tolerance and respect among different cultures, creating a way of working in education based on non-discrimination on the basis of origin, language or religion"

Cross-Cultural Education in Munich

experience

related to culture, art, religion and the history of different continents. Another very popular set contains handmade dolls, with different cultural backgrounds.



Handmade dolls

The staff includes specialists in cross-cultural education who advise and provide support to the different day care centres, fifty educators who manage the project at the centres level and a coordinator-consultant from the university.

In order to be able to carry out the project the educators receive training and coaching in cross-cultural education and receive advice through regional working meetings. At the same time, during the course of this project, a great deal of importance is given to the involvement of the families, who act as collaborators, in order to improve the

educational results of their children. To do so, intensive work is done with parents through dialogue, mediation, advice and their involvement in the use of guidance materials. Also different training programs are addressed to families, such as, for example, the "Language Courses", through which parents have the chance to increase their knowledge of German at the same day care centres that their children attend.

One of the key points of the project is the development of language, which is the key to education. In order to get best results a holistic approach is required. Language is supported in all the guidance materials used in the educational process of the children and combined with other disciplines, such as physical exercise or art. Children and family literacy are important categories which give them many opportunities to come in contact with all kinds of books, which are also written in their own language. At the same time, linguistic diversity of the children is included in the classroom activities and the educators from other nationalities use their language when the guidance materials require it. To give the children a good start in kindergarten, a small book showing scenes

of daily life which matter to them was written and translated into many different languages. Similarly, a "Pre-School German" course, a project of the Bavarian government in which teachers from day care centres and schools collaborate, is helping children to get a better start at school.

Only one year after the implementation of the project, good results have been noted, as shown in the evaluation report submitted in 2003 to the Department of Day Care Centres of Munich. This report includes a high degree of satisfaction of the children and families, the recognition by German families of cultural diversity as an enriching factor for their children, and the high marks for the support provided to the day care centres teachers. During all these years constructive, active cooperation has been forged between teachers, families and children in all the day care centres, which is reflected in their solid reputation. The development of the implementation of this project and its practical results were incorporated into the video entitled "Fortune Cookies".

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

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city networks

★ On 28 November, the city of León hosted the **National Congress of Mexican Educating Cities**, in which the cities of Guadalajara, León, Mendoza, México D.F., Playa del Carmen, Puebla, Tlaxcala, Victoria and Zapopan presented their best practices on the theme of "**Lifelong Learning**".



Budapest

★ On 13 and 14 November Budapest organised the **8th Central European Meeting** on the theme of "**The Moving City**". More than 70 participants exchanged experiences and thoughts on the changes that their cities are going through. The new Action Plan for the region proposes delving deeper into the concept of the Educating City through a series of mini-conferences, workshops, on-line forums, etc.

★ From 22-24 October, Lyon hosted the training seminar entitled: "**Common European Indicators in Public Policy for Early Childhood**", for the **Early Childhood Thematic Network**. Addressed to technical expert managers and elected officials, the seminar focused on the importance of the use of indicators in the evaluation process for public policies in this area.

in France. These collaborations are united by the objective of bringing positions on educational reform closer together.



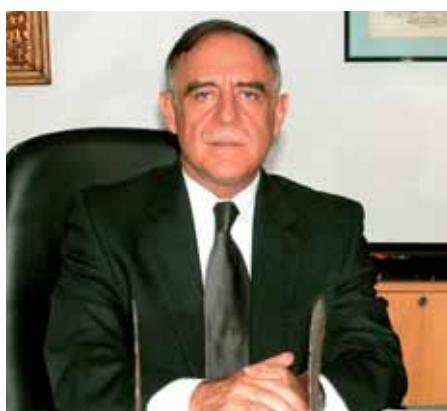
Lyon



XI International Educating Cities Congress
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Sport, Public Policies and Citizenship: Challenges of an Educating City

interview

Paco Moncayo Mayor of Quito, Ecuador



You have had a long career in the military and in education, has this background helped you in your work as Mayor of Quito?

Undoubtedly, I think that one of the strengths of the current municipal situation has been the participatory work, in which a pedagogy of dialogue has prevailed; that is what we have encouraged in schools where we have worked (...). The restoration of the historical centre of Quito is one of the best examples of this methodology. It permitted relocating hundreds of informal vendors in modern shopping centres, people who for decades had been hawking in public spaces. The didactics of making our historical, cultural heritage known and the management model for conserving our historical centre are very much admired around the world.

One of your first projects after winning the mayoralty in 2000 was the Quito 21st Century Plan. How has it developed?

The Quito 21st Century Plan was augmented, later on, by the Citizen Equinoccio 21 Document, tied to the Quito 2025 Strategic Plan, and the Quito Bicentenary, Government Plan for 2005-2009. These plans were conceived with a focus on sustainable human development. We took up the substantial challenge of boosting development and organising the economy, society, the city and public and private institutions, in order to improve the quality of life of the inhabitants of the metropolitan district under the principles of sustainability, equality and solidarity, in a democratic and participatory way.

We have transformed the municipal administration into a real local government, by moving from being only an institution that provided and managed public services and infrastructures to being an institutional system of government that is a driver, facilitator, organiser and regulator of the dynamics of the social, economic, territorial, cultural, institutional and political development of the District.

Along the economic axis we can point out that hundreds of people have obtained employment or opened profitable businesses in different productive areas. The airport services were modernised and the construction of the new airport began, which will be ready in 2010. (...). In terms of social development we have improved citizen security through prevention programs, public works and facilities and integrated emergency services. Medical coverage was extended. The metropolitan education subsystem was created and its quality and prestige is nationally recognised. The "Quito Educa.net" project, whose goal is to provide computers to all the schools, was organised (...) Through the Municipal Board of Trustees Quito has been changed into a solidarity-based, inclusive community, especially in relation to people living in vulnerable or at risk situations. We have promoted the construction of 30,000 dwellings, as a result of which these families have improved their living conditions. And we have reaffirmed ourselves at the national level as a city of culture that acknowledges its diversity, identity and cross-cultural nature (...).

Quito has been a Cultural Heritage City since 1978. How has the major urban reorganisation of the city impacted its inhabitants?

The process of revitalisation and appreciation of the rich heritage of Quito, both tangible and intangible, has strengthened the identities of its inhabitants. Appropriating its heritage, discovering the city's historical process and cultural roots, understanding that culture and its products and heritage are the result of social action and human construction, gives meaning to its existence and future construction. The processes of cultural development have managed to redimension the concept of culture as a tremendous opportunity to contribute to human development through the strengthening of local identities (...). The process has led to actions linked to cultural and heritage-based wealth in which citizen participation stands out along with the proper, orderly use of public space as a channel of communication and education.

What are the main activities that could be used to illustrate Quito's commitment to the Charter of Educating Cities?

I would like to say that our action has led to the development of the educating dimension in the entire administrative structure of the municipality of Quito. It has been present in its different local policies in order to enrich a new management model, generating good communications of the opportunities that the city has to offer, opening up spaces for

editorial—

These groupings of cities permit decentralised ways of working and strengthen the paths of cooperation between local governments facing similar challenges and striving to meet similar objectives. Furthermore, these networks have become privileged channels of communication between their member cities and management bodies of the Association. The activities that have been carried out include: congresses, training seminars, working groups, and edition of bulletins, journals and other publications, etc.

The networks have been gaining importance as the Association grows; becoming a key tool for achieving the Association's Action Plan at the international level, and in raising the voices of local governments to higher national and international levels of decision-making. Being aware of the importance of the diversity of territorial realities of which the Association is comprised; the recent modification of its Statutes gives these networks a specific position in the Executive Committee.

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responsible participation of the citizenry and evaluating the impact, usefulness and effectiveness of the same, with the conviction that all human, individual or group action will always have either an educating or de-educating value.

In the context of "the right to an educating city", "the commitment of the city" and the commitment to providing "integral services for people", we have sought to rebuild the public democratic space as a constant dialogue between the individual and the community, promoting the rights and duties of all the civic actants and lifelong learning. This means the improvement of the quality of public space in which the citizenry can develop fully; the concentration and participation in citizen plans and projects; the quality of life in the neighbourhoods; the re-creation of the concept of citizen as a subject of urban policy in constant renewal through their participation, and a renewed appreciation of the urban environment. All of this constitutes for us what we have institutionalised as "the city's doctrine".

For more information go to: www.edcities.org

experience

Traffic education in Odivelas

The study of the 2003 National Traffic Accident Prevention Plan and the statistics on traffic accidents in Portugal issued by the General Directorate of Traffic showed that the mortality rate in Portugal in 2002 was almost 50% higher than the European average, in particular that of children and the elderly over 65. It was shown, moreover, that approximately 91% of pedestrians falling victim to accidents were involved in misadventures occurring in their own municipalities.

In the face of this situation, the City Council of Odivelas, a municipality in the greater metropolitan area of Lisbon with a population of 143,000 inhabitants, set up the **BeSafe Project** that same year. It is an overall educating experience that involves traffic safety and accident prevention issues, mobility, citizen participation, cross-generational solidarity and networking amongst public bodies and civil society.

The project began with the objective of fostering a change in behaviour that could reduce dangerous situations on the public thoroughfares; transform public space into a safe place for everyone, especially for the most vulnerable age groups - children, youth and the elderly-, and establish collaboration with public and private entities, fostering their direct participation.

A major effort is being made on awareness and training addressed to students, teachers and the community in general through the implementation of the BeSafe Project, with the main goal of decreasing accidents affecting children and youth, making them responsible citizens as pedestrians, cyclists and future drivers.

To do this a 3-pronged methodology has been developed: with the students -mainly in the fourth year of primary school- we ensure that the training provided ongoing, systematic learning throughout the school year, approaching the issues of the child as pedestrian, passenger and cyclist.

In the training addressed to the teachers we foster their involvement in the organisation of training actions, adjusting the contents and methodologies to the pedagogical needs of the students and their pace of study.

In terms of awareness amongst families, with



Educating in traffic safety

"The traffic accident rates are decreasing in the municipality of Odivelas (Portugal) thanks to the BeSafe (Seguro) project"

the persons responsible for education and the population in general, and in order to strengthen joint community action in the promotion of a culture of safety, we seek the involvement of these different groups through the creation of spaces that encourage participation both in the evaluation of problem-situation and the search for solutions.

The training actions (theoretical classes, practical sessions, seminars, contests, study visits, etc.) are being carried out at the schools, in the street and at the Traffic Schools. These activities can count on the involvement of: the Public Security Police, the National Republican Guard, the Portuguese Traffic Accident Prevention and the Association for the Promotion of Child Welfare.

The experience of these years has contributed to the progressive decrease of all traffic accident indicators in the municipality and a greater sense of responsibility of children and the entire community for building a safe traffic environment and a safety-based culture.

In the future we propose diversifying the means of communication and the pedagogical materials, increasing training time for teachers and expanding the area of application of the project by making it possible to carry out the practical actions in different strategic areas of the community.

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

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did you know that...

★ The Executive Committee met on 14 and 15 November in Budapest. The next meeting will be held in April 2009 in Guadalajara (Mexico), where there will be a follow up of the preparations for the 11th Congress and a tour of the facilities.

★ 21 cities have submitted their experiences on the Contemporary Issue: "Lifelong Learning"; please read them in the portal of the IAEC.

★ 15 cities have their website posted in IAEC's portal that can be viewed from the section "The cities inform". Ask for your website space at: bidce@bcn.cat

★ 23 cities from 8 countries have joined the IAEC since the last General Assembly (April 2008).

the voices of the cities

1. Last 15 September the first **experimental bus line** was inaugurated in Lomé (Togo). This service was interrupted in 1982. The route that connects the city centre with the western outskirts of the city stops at a large number of schools and universities and provides mobility at an accessible price. 4 new lines are expected to open soon.

2. Through the **Ecological School Program**, the city of **Malargüe** (Argentina) is carrying out a series of environmental awareness campaigns in the rural schools through didactic activities such as: stories, games, puppet shows, painting and re-cycling workshops, etc.

3. The city of **Changwon** (Korean Republic) fosters the integration of female immigrants through a project entitled **Integral Support for Multi-Cultural Families**, which includes knowledge of the host culture, language learning, exchanges between multi-cultural and Korean families, etc.

