



International Association of

Educating Cities

30
Information
bulletin
2020

EDUCATING CITIES
FOR A BETTER WORLD



experience

“Citizens Like You”: boosting citizen culture to enhance harmonious living in Medellín

Medellin is the capital of the Department of Antioquia, Colombia, and has approximately 2,500,000 inhabitants. Fostering the construction of citizenship and harmonious living through a strategy based on citizen culture is a priority of the city.

Citizens Like You is particularly focused on boosting trust among citizens through a strategy based on the visibility and acknowledgement of positive individual behaviours which contribute to the common good. The proposed awareness actions advocate positive recognition as an element that mobilises and multiplies its impact. In turn, the aim is not to emphasise the extraordinary nature of prosocial behaviours, but rather to

show that most people in the city are already helping others, resolving their conflicts through dialogue and cooperation, while complying with the norms and building mutual trust.

The vast majority of mobilisation actions are carried out on the street and have a laid-back and fun nature. For instance, the so-called “recognition flash mobs”, in which flash mobs of actors acknowledge good gestures to promote safe driving, or the “on-demand serenades”, where individuals can request a serenade dedicated to someone in their neighbourhood to thank them for their good work in favour of the community. Also, there are small-scale actions such as the delivery of acknowledgments (“cultas”) by traffic wardens to recognise compliance with civic regulations on the road, with more than 5,000 delivered on the street and more than 2,000 sent by mail. Other actions are carried out in the form of “social experiments” in which groups of citizens are faced with everyday situations that make them side with citizenship practices and engage in dialogue with the community.

Similar actions are the “trust bus” and the “trust vending stores” where users buy their

tickets or products by depositing its cost in an open box without the supervision of a shop assistant. The five hundred vending services distributed around the city have recorded payment levels of 97%, while the trust bus has recorded 100% payment. The funds obtained have been invested in projects led by local associations and groups.

Another important approach of the project is citizen ownership, aiming at ensuring that the general message, the goals and the dialogue proposed by Citizens Like You are reproduced, assumed and debated by all citizens. This entails developing advocacy tools and the mobilisation of key groups and stakeholders through “citizen co-creation workshops” that take place using specially designed educational materials known as “sounding boards”. What’s more, to ensure a wider dissemination of the initiative to a larger group of citizens, a public communication strategy has been implemented.

The experience is being developed by the Department of Culture of the Mayor’s Office of Medellín since 2018, although other agencies have aligned their projects to this initiative.

Presented by: Mayor’s Office of Medellín
Contact: Mr. Santiago Silva, Secretariat of Citizen Culture
e-mail: cultura.ciudadana@medellin.gov.co

A global strategy to appreciate, reinforce and showcase the prosocial behaviours that favour the common good and enhance harmonious living in the city.

editorial

We've started off a very special year, as the founding Charter that unites us and forms our roadmap turns 30 this year, having been drafted at the First International Congress of Educating Cities, held in Barcelona back in 1990.

Cities are living entities in permanent transformation: the people who inhabit them and the needs and the challenges to be tackled. Over these years, the Charter has been reviewed several times to incorporate new themes or to introduce different approaches derived from global, urban, social and educational changes that have an impact on cities, large and small.

Just over fifteen years since the last review (Genoa, 2004), we now intend to update the Charter for it to continue as an element of inspiration and mobilisation within our cities, as well as a collective stimulus to make

headway in building better cities through education. In this sense, the new Charter will echo the key role that cities and education play in addressing global challenges and complying with the 2030 Agenda for Sustainable Development.

To do this, we'll soon open a participatory process so that cities can make contributions, if they wish. This process will culminate with the reading of the new Charter at the 16th International Congress that is taking place in Katowice between 30 September and 2 October, where we expect to welcome a broad representation of member cities.

We hope to count on your municipal team for this important task, so that the new Charter of Educating Cities can be a source of encouragement in our commitment to the Right to the Educating City.

We also encourage you to celebrate the thirtieth anniversary on the International Day of the Educating City (30 November) by publicising the new Charter in your city and opening up new opportunities and channels of collaboration between the city council and society, in order to enhance education in the city and, thereby, comply with the principles of the Charter.

The Secretariat of the IAEC

c/ Avinyó 15, 4th floor
08002 Barcelona (Spain)
Ph. + 34 93 342 77 20
E-mail: bidce@bcn.cat

did you know that...

★ Welcome to the cities of Camargo, Chihuahua, Guimarães, Lloret de Mar, Pampilhosa da Serra, Purísima del Rincón, Torrevieja, Venado Tuerto and Vila do Bispo, which have all recently joined the IAEC.

★ More than 150 cities from fourteen countries took part in a whole host of events for the **fourth edition of the International Day of the Educating City**, focused on listening as a driving force behind social transformation. For the occasion, the IAEC designed a card game to encourage reflection on how we can enhance quality of life and foster harmonious living in our cities. Have a look at the **video summary** of the event and download the **game** on: <http://www.edcities.org/international-day-2019/>



★ The city of Tampere is hosting the **General Assembly** and the IAEC Executive Committee meeting on 26 and 27 March. Attendees will have the chance to visit a selection of local educational projects of interest.

★ The Secretariat of the IAEC has sent member cities a **Methodological Guide** to show them how to move from reading the Charter and thereby make headway in constructing an Educating City.



★ You can now read **Focus Experience #33: 'Street Classrooms'** of Andong, a groundbreaking partnership between municipal education institutions and local commerce in order to provide training spaces on topics of interest to citizens. More information on: <http://www.edcities.org/en/focus-experience-33/>

★ Fifty cities in eleven countries are candidates for the **2020 Educating Cities Award** for best practices in 'Inclusion and Democratisation of Culture'. The award-winning initiatives will be presented at the **16th IAEC International Congress** (Katowice, 30 September to 2 October), whose motto is: 'City of change as a space for creativity and innovation: music, environment, educational leisure and engagement'.

★ The IAEC gave the **training session 'Educating City and Local Governance'** in Setúbal in December. Meanwhile, the **Virtual Classroom of the Latin America branch** is an interactive distance learning space that provides access to knowledge applicable to the everyday management of cities in the region. For further information: aulavirtualiaice@rosario.gob.ar



★ Meetings of IAEC Territorial Networks:

- Olot – Educating Cities of the Girona region (November)
- Pombal – National Meeting of the Portuguese Network (November)
- Lagoa (Azores) – Regional and National Meetings of the Portuguese Network (27 and 28 February 2020)
- Seville – 14th Meeting of the Spanish Network: 'Cities that feel, breathe and embrace' (11 to 13 March 2020).

interview

Mr. Hong-jang Kim

Mayor of Dangjin, Republic of Korea



How would you describe the city of Dangjin?

Dangjin is located in the center of Korea and two-thirds of its area is adjacent to the sea. The city is larger than Seoul and Singapore with an area of 704 km² and is home to 170,000 people. At a national level, Dangjin is a leader in sustainability and resident autonomy, and is the first energy-independent municipality in the country. Further, it is strengthening its child-friendliness and woman-friendliness policies, and is on its way to becoming a safe city that supports the liberal arts and life-long learning.

Dangjin is a city that occupies a very large territory, where urban and rural realities co-exist. Can you explain which initiatives you are developing to foster citizens' sense of belonging, and to generate opportunities for coexistence?

Inaugurated in 2014 as the 6th elected Mayor of Dangjin, I introduced a resident autonomy system. At first, I faced resistance and challenges; it was only natural, because the concept of resident autonomy was unfamiliar to citizens... Dangjin has become Korea's leading city in resident autonomy, offering an excellent model: a participatory system for citizens that operates through general resident meetings that take place in each city neighborhood and rural community. In all communities, residents themselves make a plan and implement it through general meetings, and by doing so, they forge a greater sense of community and actively participate in the meetings.

Dangjin City currently has in place 14 resident autonomy programs by different communities. In 2019, some communities planned, designed and conducted programs on their own to turn unused areas into spaces for women and teens, and refashioned an old, dilapidated park to a family park. Thanks to this system, abandoned spaces in the city have been reinvented and the city has undergone a positive change in citizens' hands.

Why is education important for your city?

As Mayor of Dangjin, I think that education is key to achieving a sustainable social model that resonates with past, present and future generations. For this, members of society - namely citizens - should develop capabilities to manage their everyday requirements and work life... In a world where social, economic and political environments are witnessing constant restructuring, learning should not only be seamless, but also continue throughout one's life. More and more cities are becoming aware of the importance of life-long learning and have become educating cities. Dangjin City has already jumped on this wagon.

Dangjin organized the 9th IAEC Asia-Pacific Network Meeting around the topic of sustainable development. How do you, as a local government, promote co-responsibility towards more a sustainable city?

Today, communities worldwide are faced with an environmental crisis: waste generated right in front of my house may go beyond my village and end up as waste on the other side of the globe; coal-based energy returns to us as fine dust... Then, what should we do? To tackle this crisis, we should guide citizens and make them aware that they have to behave differently - and here comes the role of education. Pursuing the vision of becoming Korea's first energy-independent municipality, Dangjin City established the Dangjin City Energy Center, co-promoting programs related to civic, energy, and environmental education.

We live in an individualistic and consumerist society. How can local authorities promote solidarity, and a responsible and sustainable lifestyle?

Individualism may undermine a community in a competitive capitalist society. We should form a consensus that we have all been responsible for the social collapse brought

about by limitless consumption. In this context, I believe that local governments need to develop education policies to promote knowledge, techniques, values, attitudes and behaviors that lead individuals to forge a sense of belonging to local and international communities, and to help them make the right decisions. Education is the most powerful instrument to change society.

Dangjin joined the IAEC in 2015. What were the motivations behind this? What is the value of belonging to this network? What positive impacts have you observed within your city as a result of mainstreaming the Educating Cities approach to local governance?

Dangjin City recognizes that urgent action should be taken towards building a sustainable future. Though states take primary responsibility for the sustainable development goals, in reality, it is local governments that decide whether they will be achieved on the ground. As local governments are the closest to residents, they are best positioned to connect international goals with local communities. Educational policies play a crucial role in shaping the identity, role and future of a city, and the IAEC presents a way forward for education. Its Charter of Educating Cities is a promise member cities pursue together. Based on the Charter, Dangjin has also strengthened its institutions and education policies and applied best practice cases through exchange and communication with other members. As a mayor, I specifically agree on a key value of this network and try to put it into practice: that we should focus on citizen-centered initiatives and activities.

Are there any other thoughts that you would like to share with us?

In my view, the IAEC should remember that it is imperative to build partnerships, networks and international solidarity among members in order to cope with the numerous global challenges of educating cities in a sustainable manner and ensure equal opportunities for all, in particular the most disadvantaged groups. We need to work together so that the IAEC acts as a strong driver to fulfill this global vision by prioritizing education for cities.

More information at www.edcities.org

experience

Schools in Rivas Vaciamadrid sign up to 50/50 Energy Saving Project

The Rivas Vaciamadrid municipality is located in the Madrid metropolitan area and has a population of 90,993. With an average age of approximately thirty-two, it is the city of 20,000+ inhabitants with the youngest population in the whole of the Autonomous Region of Madrid.

The energy saving and efficiency project at state primary schools in Rivas Vaciamadrid is based on the methodology of 50/50 projects. This model, which came to life in 1994 in Germany, proposes that in order to foster a change in habits and the active engagement of the educational community, 50% of the saving should go to the school, while the remaining 50% should head to the authority responsible for paying energy bills, usually town councils. At present, a total of 109 European cities are implementing this project. In Rivas Vaciamadrid, the project is unique as the city's share in the savings is devoted to energy efficiency improvements at the school itself.

The project starts as an initiative led by the city council. The participating schools have to designate an Energy Team (ET), formed with at least two representatives per class of 4th, 5th and 6th year pupils (9–12 years old pupils), interested teachers, the caretaker and the cleaning/canteen staff, plus a minimum of two volunteer families.

After an energy audit conducted by the Energy Team and the technical staff from the council, the entire educational community participates in a systematised educational action on issues related to climate change, sustainability and energy saving. The teaching staff of the participating schools engage in a technical transfer process, making available materials to



streamline the implementation of the project. Subsequently, the Energy Team inspects the entire school building and evaluates the various aspects that influence its energy consumption. With the data obtained, a set of proposals for solutions aimed at reducing energy consumption are drafted and shared with the rest of the school in order to foster their implementation by all the people involved. After each period of application of the 50/50 project, the energy, CO₂ and money saved is calculated and reported to the educational community, so that it can allocate the funds to the initially proposed measures.

The first edition of the project, held in the 2018/2019 school year, resulted in a joint saving among the ten participating schools of 170.06 tons of CO₂ emissions, the equivalent to 47,459.39 euros. Of this figure, the schools received 50% in prize money, the allocation of which was decided by each school council. As

Engagement of entire educational community in saving energy and water through raising awareness and changing habits.

for the remaining 50% to be allocated by the town council in energy efficiency measures in schools, it resulted in the control of gas boilers, the installation of water meters for real-time control and the provision of thermostats in common areas.

From a qualitative point of view, the project has promoted awareness and the development of attitudes and behaviours favourable to energy saving. It involves everything from awareness raising (such as statements of best practices, poster contests with awareness messages, educational corners, action teams or "green patrols", awareness messages sent to the pupils' homes, letters to the government, etc.), to actions for operational improvements (such as the use of controls on taps to reduce water, the installation of a tank in the canteen to collect the excess water for reuse in the school garden, and the raising of shutters on windows to reduce the use of electricity, etc.). What's more, the project has facilitated the interaction between various members of the educational community and has diagnosed, and implemented, physical improvements to schools in order to optimise energy efficiency.

For future editions, the design of an app to facilitate the monitoring of energy consumption and the savings achieved through the implementation of the project is foreseen.

Presented by: Rivas Vaciamadrid Council
Contact: Ms. Abril Barceló Candela, Coordinator of Active Citizenship
e-mail: abarcelo@rivasciudad.es

