

FROM READING THE CHARTER TO  
**CONSTRUCTING AN  
EDUCATING CITY**

METHODOLOGICAL GUIDE



INTERNATIONAL  
ASSOCIATION OF  
**Educating  
Cities**



# FROM READING THE CHARTER TO CONSTRUCTING AN EDUCATING CITY

## METHODOLOGICAL GUIDE

**INTERNATIONAL ASSOCIATION OF EDUCATING CITIES (IAEC)**

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**Ajuntament  
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There isn't a single way of constructing an Educating City,  
but certain dynamics are important  
for its achievement.

**In this guide we'll provide some markers to help you.**

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# STARTING POINT

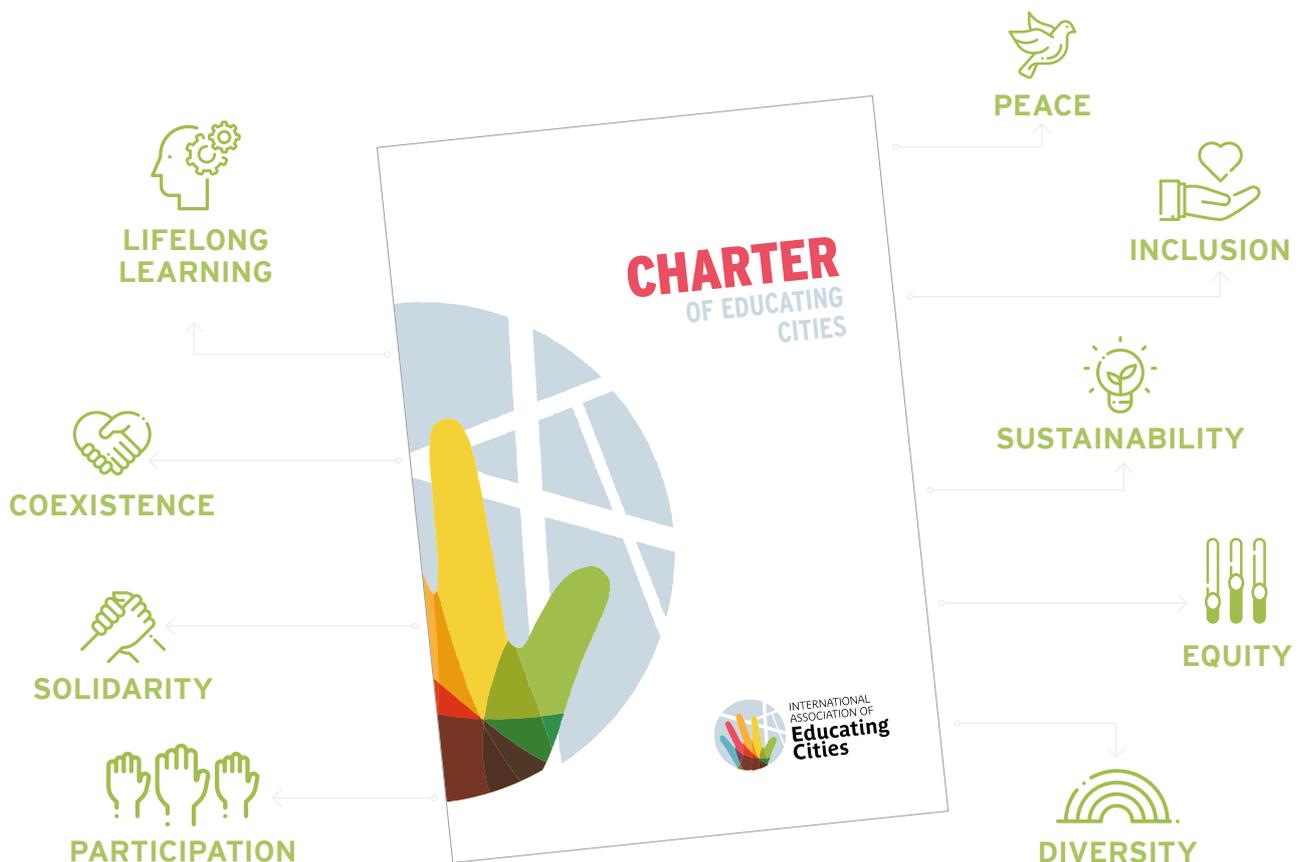
Local governments are the **closest public authority to citizens**. This proximity entails greater knowledge of the territory, of issues and of possible stakeholders, which turns municipal governments into key bodies in terms of decision-making and the implementation of policies to improve the wellbeing of the citizens.

Lifelong learning contributes to this wellbeing. Besides fostering personal growth, it reduces inequalities or significant differences between people, groups and neighbourhoods within the city itself.

Local governments, although often with limited competences, have traditionally provided services and set up initiatives and programmes that foster the personal growth, promotion and development of inhabitants through outreach policies. Local governments offer these opportunities along with a whole host of local stakeholders and organisations (educational, cultural, social, economic, etc.). What's more, numerous decisions and municipal policies have an impact on citizens, so local projects need to be the object of reflection so as to get the most out of the **existing educational potential in the city**.

The Charter of Educating Cities is the roadmap for the local governments that make up the **International Association of Educating Cities** (IAEC). It consists of a manifesto that includes a preamble and twenty principles, and which is based on the Universal Declaration of Human Rights and other conventions and declarations. It was drafted during the First International Congress of Educating Cities held in Barcelona in 1990, and subsequently updated (in 1994, 2004 and 2020) to adapt it to new challenges and social needs.

This Charter includes the **commitment towards a model of city** based on inclusion, equal opportunities, social justice, participatory democracy, coexistence, dialogue between generations, the promotion of a healthy and sustainable lifestyle, the planning of an accessible and interconnected city, cooperation and peace, among other aspects. All the principles are aligned with the United Nations' 2030 Agenda for Sustainable Development.



## WHAT'S THIS GUIDE FOR?

This guide has been produced based on the practical experiences, visions, analyses and observations of various IAEC member cities, taking into account the **cultural and geographical diversity and the different sizes of the cities** that make up the Association.

There isn't a single way of constructing an educating city, given that the context, resources and competences differ from city to city, but certain dynamics are important for its achievement. **In this guide, we provide local authorities with some guidelines** to be able to start, renew or reaffirm their commitment towards the construction of an educating city, placing education at the top of the local agenda and providing the tools to consolidate the progress made.

The guide is structured around three blocks. The first phase proposes **internal work** to be carried out by the municipal government. The second phase addresses **networking** with the community. And finally, the guide invites cities to take advantage of the potential of networking on an **international level**.

## WHAT IS AN EDUCATING CITY?

It's a city **committed towards education as a tool for social transformation**, mobilising and engaging as many educational stakeholders as possible in the territory. We're talking about a lifelong education that impacts on the different spheres of citizens' life.

Being an Educating City involves placing **education at the core of the city's project**. This entails the awareness of the fact that the various policies and actions set up by municipal organisations and services (such as urban planning, environment, transport, culture, sports, health) transmit knowledge and educate citizens in values and attitudes, intentionally or otherwise.

The Educating City should be understood as a **city-wide project** that includes a new form of networked governance, based on dialogue and engagement between the municipal government and the community, as well as with other cities from around the world.

## PREAMBLE OF THE CHARTER OF EDUCATING CITIES

“

Today, more than ever before, cities and towns - whether large or small - have countless educating opportunities, but they can also be influenced by forces and inertias of "miseducation". In one way or another, cities have major elements for a holistic education: they are complex systems yet also lifelong educational agents, both plural and multi-faceted, capable of fostering educational and social transformation factors.

In the educating city, education transcends the school walls to permeate the entire city. This leads to a citizen-focused education, where all administrations assume their responsibility to educate and transform the city into a space of respect for life and diversity.

”

# THE INSTITUTIONAL PROCESS

## SHALL WE BEGIN?

Local governments can play a decisive role regarding the future of the communities they serve, but their influence will be greater if it includes the commitment of other local stakeholders. That's why it's important to begin with an internal preparatory phase that should then be bolstered with the creation of a network of local stakeholders and community organisations.

The construction of the city as an educating space calls for an **initial political impetus** that has the support of the various political parties represented in the city.

That's why this process should begin by engaging in open and productive dialogue between the municipal government and the other political forces. The goal here is to secure their support so that the motion to adopt the principles of the Charter of Educating Cities and the adhesion to the IAEC is approved by **broad agreement by the maximum municipal decision-making body (City Council, Local Assembly or other)**. This political agreement should ensure the sustainability of the project, beyond the potential changes of government.

It is also important for the City's Strategic Plan (Master Plan or others) to include the goal of becoming an educating city in its strategic lines.

“ The Educating City is a commitment in continual construction. ”



## WHERE SHOULD THE EDUCATING CITY BE PLACED WITHIN THE LOCAL GOVERNMENT'S STRUCTURE?

Once political agreement has been achieved, it's desirable to prepare **a minimum structure of operation and coordination** within the framework of the local administration that can also facilitate later work with the community.



This is a project that goes beyond the competences of a single area or department. Given this extent, and its cross-cutting nature, there is the risk that none of the many political leaders and technical staff involved feel that the project belongs to them. That's why the Educating City requires a strong **political leadership** that encompasses the whole process so as to influence both the municipal management and local stakeholders. In this sense, if the mayor leads the process, this would

boost the scope of the project and provide coherence to the actions as a whole. As such, the different departments would help to construct the Educating City. If, however, the mayor is unable to lead the project directly, this task can be entrusted to a political delegate, ideally someone working closely with the mayor's office.

In order to make progress, the political leadership needs technical support, with clearly defined **competences and resources**. The aim is to ensure communication with the various municipal departments, the day-to-day management of the project (follow-up of local actions and initiatives), reporting the government team, preparing an strategy to involve the community, and maintaining relations with the IAEC, among other functions.

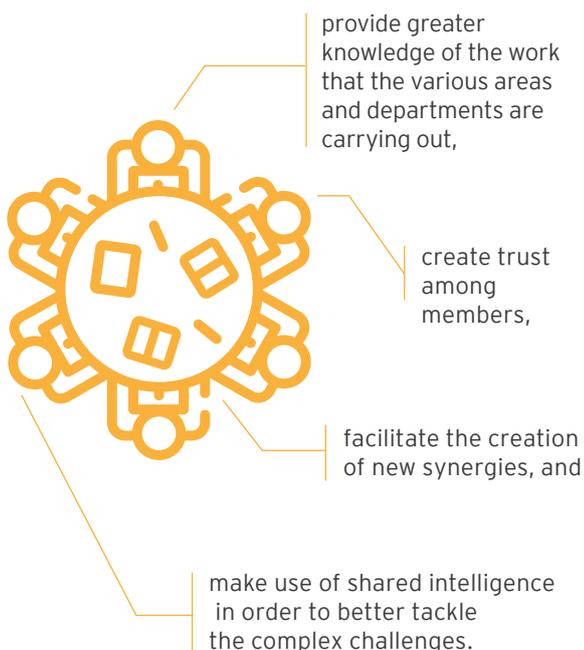
The appointment of a coordinator or a coordinating body, however, could also lead to **the risk that the other departments become disengaged**. In that case, it would be necessary to **highlight the benefits associated with a cross-cutting approach**: economy of effort, better identification of problems and challenges, shared reflection regarding political responses, and greater capacity to tackle the issues in all their complexity, etc.

## HOW CAN WE BOOST COORDINATION BETWEEN MUNICIPAL AREAS?

Ensuring that education is a core issue within the municipal policy calls for more sector-based or fragmented approaches to be abandoned, and more intense networking to be boosted between the various departments of the local government. That's why **a meeting space is required in which all the municipal departments** are represented, meaning that they can work together from an educational perspective.

It is therefore advisable to create a **Coordination Board of the Educating City**. This is an example of a shared institutional commitment, which requires the participation both of municipal staff and political leaders. This board should be able to analyse the needs, set priorities, and influence the methodologies and analysis of the plans, programmes and projects of all the municipal areas. It should also foster the generation of joint ventures, which would help to strengthen the political project of the city.

Regular meetings of the Coordination Board:



Constructing an Educating City also requires **raising awareness among political leaders and technical staff** from all the municipal departments so that the educational dimension is incorporated into their everyday actions, mainly by the departments which do not deal educational issues. Given the rotation of political leaders and technical staff as a result of electoral processes, among others, this awareness should be seen as an ongoing action.

The **Coordination Board of the Educating City should also be conceived as a learning space**, in which representatives from various areas jointly reflect on the educational impact of municipal policies and initiatives. This reflection should be transferred to their respective departments, with the aim of aligning their actions with the Charter of Educating Cities.

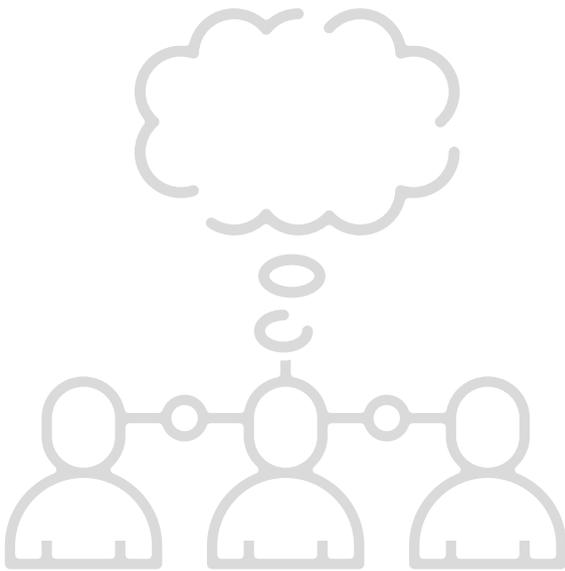
What's more, the Board should serve as a **space for collective growth** so that political leaders and technical staff can introduce improvements into their programmes, based on assessment and coaching from experts in different fields. Likewise, the cities can also use municipal internal training plans to underline their commitment as an Educating City and the implications of implementing these plans into governance.

Despite the convenience of establishing this Coordination Board, **there are organisational alternatives** for cities that either due to their size or their internal organisation might not need this structure. For example, the identification of a person responsible for liaising with municipal departments can help with this coordination and make headway with the construction of the Educating City. To do so, the various departments need to designate a reference person or interlocutor, who will be in permanent dialogue with the coordinator of the Educating City.

In short, the idea is that all departments have knowledge of the Charter and the municipal government's commitment. The departments also need to explore ways of boosting and strengthening the educating dimension of their initiatives and policies and to increase the opportunities of coordination between them.

## WHERE DO WE START FROM? DIAGNOSIS AND INITIAL REFLECTION

Incorporating an educational vision into municipal planning involves foreseeing the impact of the policies and programmes underway and evaluating the educational content of initiatives implemented by each of the departments.



The Educating City doesn't involve ignoring or modifying **existing local policies**, but represents a new perspective on what is already being done. That's why the implementation of the Educating City requires an **initial process of reflection** by the municipal departments that respond to the following questions:

? Which principles of the Charter of Educating Cities are we working on from our area/department?

? How are we working on these? (List of main programmes and projects)

? What do we have? (List of resources, spaces and equipment in the potential educating city)

ANNEX 1  
INITIAL REFLECTION



## EXAMPLES OF PROGRAMMES THAT MAY EMERGE FROM THIS FIRST REFLECTION:

**CULTURE:** programmes for the promotion and democratisation of culture, educational programmes at museums and libraries, music schools and neighbourhood musical projects, history programmes, guided tours of municipal facilities or local landmarks, planning of community parties and festivals, urban art, 'adopt a monument' programme, artists in residence, etc.

**ECONOMICS:** social clauses of contracts, purchase of locally sourced products from socially responsible companies, social currency programmes, etc.

**EDUCATION:** syllabus enhancement programmes, adult training courses, IT courses, anti-bullying programmes, programmes to fight against school drop-out rates and academic failure, family schools, second opportunity schools, etc.

**ENGAGEMENT:** councils for citizen engagement (children, youth, seniors, disabled people, schoolchildren, etc.), programmes for promoting voluntary work, training courses on active citizenship, etc.

**ENVIRONMENT:** recycling programmes, inter-generational urban gardens, energy and water saving programmes, renewable energy programmes, anti-pollution programmes, and programmes to foster green spaces, sustainable transport, recreational areas, etc.

**GENDER AND CULTURAL DIVERSITY:** awareness and mobilisation campaigns, anti-violence programmes, coexistence programmes, municipal employment programmes, etc.

This initial reflection should provide the material needed for the **internal mapping of the Educating City**, i.e. an initial analysis of the educational approach in the municipal policy.

In short, **we need to review the contribution to the Educating City of all programmes currently underway, boosting their educational character and identifying to what extent it's possible to improve the coordination between areas and the engagement of new stakeholders, as well as developing new initiatives aligned with the principles of the Charter.**

-  What educational goals are considered by each of the programmes and projects identified?
-  What changes would be necessary to highlight or give visibility to the educating character of the programme?
-  Which other stakeholders are involved?  
(Other municipal areas, community organisations, etc.)
-  Could the cross-cutting and multi-stakeholder actions of these programmes be fostered?

## ANNEX 2 INTERNAL MAPPING OF THE EDUCATING CITY

**HEALTH:** municipal health promotion plans, reproductive health programmes, healthy eating education programmes, active ageing programmes, programmes for the prevention of drug addiction and other addictions, etc.

**TRANSPORT:** system of public bicycles, plan for the reduction of the use of the private vehicle and public transport, city centre pedestrianisation plan, design of public transport routes with gender perspective, etc.

**SPORTS:** Municipal plan for the promotion of physical activity, programmes of education in positive values through sport, inter-cultural league, promotion of sport in public parks, sporting holiday programmes, sporting activities for seniors, charity runs, etc.

**SOCIAL SERVICES:** social pricing, programmes for encouraging social inclusion, socio-educational and pre-employment support programmes, mediation and restorative justice programmes, engagement of families at risk of exclusion in out-of-school and educational activities, etc.

**URBAN DEVELOPMENT:** design of parks and gardens with citizen engagement, street names, urban development with a gender perspective, adaptation of public spaces to people with disabilities, school paths, recovery of vacant urban land, equality-focused public facilities, etc.

## IMPLEMENTING THE EDUCATING CITY

The Coordination Board is the space for identifying the short-, medium- and long-term challenges for implementing the Educating City.

- ❓ What are the main local challenges?
- ❓ How can we tackle them through awareness-raising and citizen education?
- ❓ Which municipal programmes help do so?
- ❓ Which municipal programmes are needed to respond better to these challenges from an educational perspective? Would better coordination between areas be of help?
- ❓ Would the design of new programmes be necessary or relevant?

### ANNEX 3 INTERNAL DIAGNOSIS

The project management team of the Educating City within the municipal organisation chart should draw up an agreed working plan, which appropriately shares out the functions and goals between the various areas, the set priorities and the defined time frame. These are elements to be taken into consideration both in the readjustment of current initiatives, as well as in the design of new public undertakings, in accordance with the resources available.

This phase of readjustment and definition should identify the best educational practices implemented by the local government. By highlighting the value of **existing policies in line with the Charter of Educating Cities**, progress can be made based on what has already been achieved, while efforts can be focused on less developed issues. In this sense, the document provided in the evaluation of programmes and projects (→**ANNEX 4**) may help identify them.

## EVALUATION OF THE EDUCATIONAL IMPACT OF PUBLIC POLICIES

The evaluation of public policies is an essential instrument for decision-making. Besides the evaluation of the implementation process and of the impact of policies to estimate the balance between goals and results, the construction of an Educating City also calls for an **evaluation from an educational perspective**.

Focusing the policies on better citizen education means that the educational impact should be included in the evaluation of all municipal policies, programmes and projects.

When including the educational perspective in each of the different areas of the government, it is recommendable to have self-evaluation tools (→**ANNEX 4**). This evaluation can be incorporated into a broader evaluation process or applied exclusively as an analysis tool at an educational level.

The evaluation of programmes and projects identifies the strengths of the Educating City and highlights potential areas for improvement.

### ANNEX 4 EVALUATION OF PROGRAMMES



Notes, ideas and proposals to work on

A series of horizontal dotted lines for writing notes, ideas, and proposals.

# NETWORKING ON A LOCAL LEVEL

As mentioned above, the Educating City isn't only a municipal government project but rather a city-wide project. For this to be effective, it requires the support of all the political parties, but also the **assumption of the project by citizens and community bodies**. It is therefore positive for the city council or municipality to act not just as a central stakeholder of the project, but also as an agent capable of joining together community initiatives already underway. In short, it's all about moving towards a new way of implementing public policy and towards a new governance of the city based on the principles of networking and cooperation between stakeholders.

**There needs to be two-way dialogue between the community and the local government.** This can be started by any of the stakeholders involved. To facilitate this dialogue, a space for meetings and reflection is required for political leaders, technical staff, representatives from local community organisations, experts and citizens.

The aim is to create **engagement channels** in which community representatives can collectively reflect on and, if they wish, commit to the construction of the Educating City, as well as expressing their concerns and proposals. What's more, these help create interpersonal ties and bolster the sense of belonging to the city. If the city already has spaces and ways of communication for these purposes, it won't be necessary to create specific new channels for the Educating City, as the current synergies will enrich the process.

## BENEFITS AND CHALLENGES OF NETWORKING

The Educating City should be constructed using a cross-cutting approach based on a **network of stakeholders, either individual or collective, working in a coordinated way from different fields**.

Networking enables goals and actions to be jointly defined, as well as the creation of partnerships, while at the same time increasing joint responsibility thanks to the implementation of agreed projects of mutual interest. Moreover, this joint work has an educational value per se: **people learn how to listen, to respect different opinions, to work together and to play an active role in the transformation of their city**.

The diversity of organisations and stakeholders entails the management of goals, interests and timing, which don't always coincide. It's therefore necessary to know how to listen, to create trust and to tackle any tensions which may emerge during the process. However, networking will help generate social capital, thereby ensuring processes, methodologies and results, while gaining legitimacy.

This diversity of stakeholders once again underlines the need to **agree on certain aligned educational goals** and to ensure that the values transmitted from the various initiatives in the city boost equal opportunities and social cohesion.

### BENEFITS

-  Agreement on common goals
-  Creation of partnerships
-  Increase in joint responsibility
-  Shared learning

### CHALLENGES

-  Management of goals, interests and timing, which don't always coincide.
-  Correct use of timing to reduce burnout and hostility.

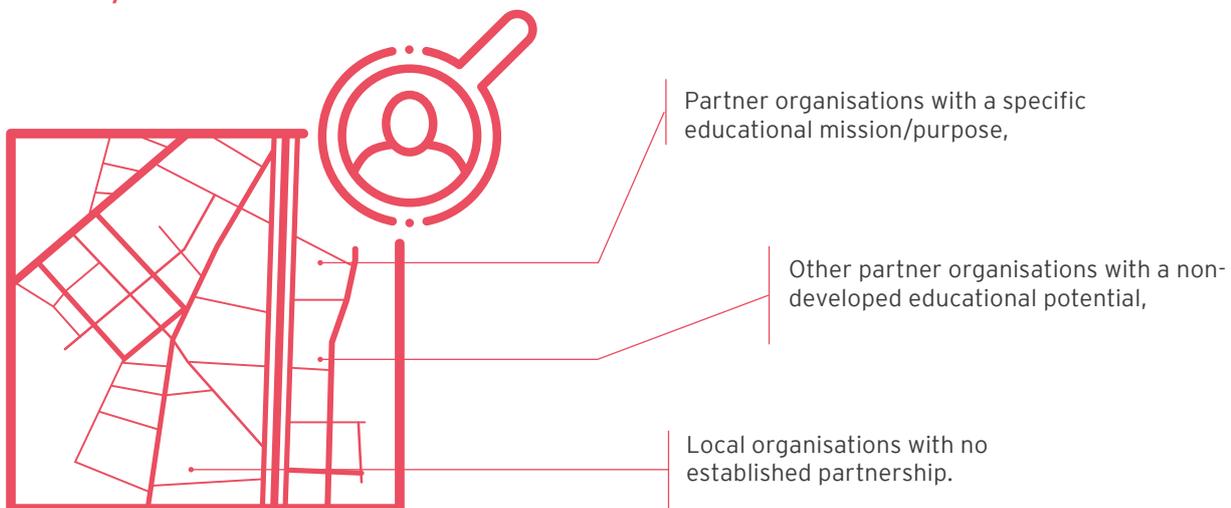
The **joint responsibility** of citizens as a whole in the construction of this city model is paramount. Agreements should be reached, and solutions sought, and each member of the network of stakeholders should take ownership of the project and make a clear commitment towards it.

## WHEN SHOULD THIS NETWORK BE ESTABLISHED?

Networking with community organisations should be implemented once the foundations have been laid within the city council itself.

It is possible, however, to begin identifying organisations while consolidating the internal coordination space. In this sense, the Coordination Board can be used as a channel for **mapping community stakeholders** who they can work with, given that each municipal department works with a wide range of organisations.

The previously mentioned mapping phase of the programmes (→**ANNEX 3**) can provide clues about the organisations that at one moment or another work with the various municipal areas. It is important to **identify**:



This list should allow for possible partnership dynamics and synergies to be (re)thought.

## WHICH ORGANISATIONS CAN WE COUNT ON?

In the process of constructing the Educating City, there's a series of institutions directly linked to the **school and/or academic world**: students' associations, parents' associations, schools, adult education centres, universities, vocational training centres, etc.

It's also necessary to count on stakeholders with a clear awareness of their educational value: cultural and musical organisations, sports associations, leisure groups, environmental organisations, development and social work foundations and associations, health centres, etc.

The Educating City should also include in its network a wider **range of organisations**, whose educational potential has not yet been revealed at a local level. The media, the business world or professional colleges are just some examples of community organisations that are essential for the construction of the Educating City.

## ORGANISATIONS THAT CAN BE INCLUDED:

- » Primary schools
- » Secondary schools
- » Adult education centres
- » Universities
- » Student associations
- » Parents' associations
- » Cultural organisations
- » Musical organisations
- » Sports associations
- » Youth groups
- » Leisure groups
- » Women's associations
- » Associations of people with functional diversity
- » Migrant associations
- » Environmental NGOs
- » Development and social work non-profit organisations
- » Neighbourhood associations
- » Trade unions
- » Employers' associations
- » Chambers of Commerce
- » Local media
- » Engagement councils
- » Others



## TEAMWORK AND TRAINING

Having identified the organisations or groups that the local government can count on in the construction process of the Educating City, the first step is to let them know about the Charter of Educating Cities and to present the networking proposal so as to make progress with this model of city. This should also be open to citizens on an individual level.



Jointly creating a list of values of the Educating City is a way of targeting and contextualising the principles of the Charter at a local level, while also providing the opportunity to carry out an initial shared reflection between the public administration

and the organisations about the role of education in the area.

Given the number of stakeholders and their diversity in terms of tasks and goals, **a space should be created for reflection on the values of the Educating City**. It is necessary to set up meeting spaces and consultation channels, both physical and virtual, to **identify the challenges and needs of the city and define intervention priorities (→ANNEX 5)**. In this task, it's advisable to work with universities and experts, given that this helps systemise the analysis of the context and define short-, medium- and long-term goals.



ANNEX 5  
SHARED DIAGNOSIS



## EVALUATING THE PROGRESS OF THE NETWORK

The complexity and variety of the programmes and organisations that make up the Educating City call for guidelines or protocols for the evaluation of the advances achieved.

It is therefore necessary to divide up the tasks and create a time frame, accompanied by a follow-up system for the agreements and indicators. This will reveal the progress made and establish the correlation between the goals set and the results obtained.

In this sense, the creation of mixed working groups (city council, community organisations, universities, experts and individual citizens) means that the actions agreed for each goal can be carried out, as well as a joint follow-up of the progress made and the pending issues in each goal.

List of entities that make up the Pact



Common goals → Actions

ANNEX 6  
THE PACT FOR  
THE EDUCATING CITY

ANNEX 7  
EVALUATION OF PROGRAMMES

ANNEX 8  
WORKING GROUP AND FOLLOW UP

The construction process of the Educating City can take the shape of a **Pact for an Educating City**. This can be a great instrument for setting common goals, joining forces and creating synergies between public powers and the community to secure greater educational opportunities, a more cohesive society, improve coexistence, and, in short, to enhance the quality of life in the city. Therefore, this Pact should combine reflection and specific actions, while commitments and responsibilities should be established (by the various stakeholders) towards common goals.

# VISIBILITY OF THE EDUCATING CITY

It's advisable to accompany the work of constructing the Educating City with **processes that highlight and provide visibility to the project.**

**An internal communication campaign** is needed to make the commitment as an Educating City known to all the local administration staff, as well as the need to rethink public policies from this viewpoint (intranet space, internal publications, communications or other media, etc.).

In terms of **external communication**, it's worth highlighting the importance of engaging mayors to publicise the Educating City project through their public agenda. Public events (openings, meetings with citizens, activities, etc.) are opportunities to explain or link this activity with the commitment taken on as an Educating City.

Other forms of visualising the educational potential of the various municipal actions include **publicising them via different formats**: spaces on the municipal website, creation of a specific website space about the Educating City, newsletters, themed publications, local media, etc., with the aim of using current communication channels to explain the educational nature of the initiatives carried out within the framework of the Educating City.



As such, the International Association of Educating Cities agreed to establish 30 November as the **International Day of the Educating City** so as to raise awareness around the world of the importance of education as a driving force for change and gaining new partners in favour of this model of city. Holding this event is an ideal moment to recall, also at an internal level, the shared responsibility in the construction of an Educating City. To do so, it's recommendable for the **events of the Day to involve a wide variety of departments**, giving visibility to the network of programmes that shape the Educating City. It's also an opportunity to publicly recognise the organisations that contribute to the Educating City, as well as publicising the Pact for an Educating City, or the work carried out within this framework. What's more, activities in the street or in open spaces reach out to a greater number of people. The event also reminds us of the fact that it's a shared commitment with around five hundred cities throughout the world.



ANNEX 9  
**KEY QUESTIONS FOR THE DESIGN AND CONSTRUCTION OF THE EDUCATING CITY**

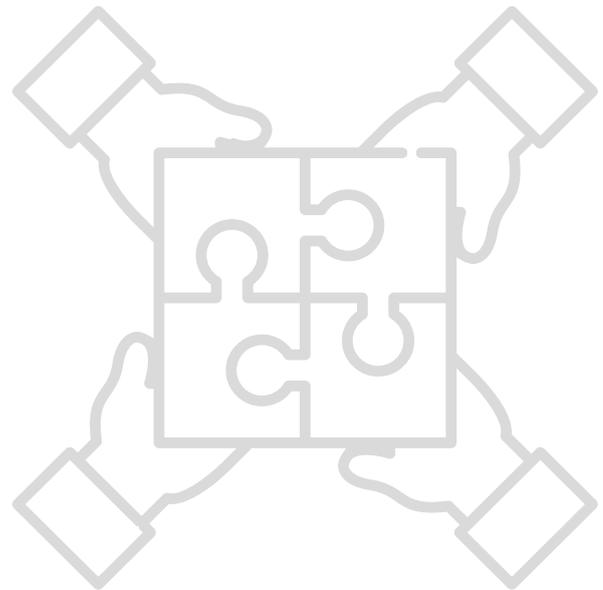


# NETWORKING ON A TERRITORIAL AND INTERNATIONAL SCALE

## WHY IS IT IMPORTANT TO WORK WITH OTHER CITIES?

Cities have shifted from being administrative units dependent on hierarchically superior government entities (regions and states) to becoming authorities with increasing responsibilities and competences. Likewise, local governments have become more relevant as drivers of social change and stakeholders in the global village.

Many of the fields of intervention at a local level respond to global challenges, not specific to just one territory. That's why learning from previous experiences in other contexts and joint reflection with other municipalities are an important opportunity for learning.



## PREAMBLE OF THE CHARTER OF EDUCATING CITIES

“

The educating city has its own personality, integrated into its own country. Accordingly, its identity is mutually dependent on its territory. It is also a city that relates to its surroundings: neighbouring towns and cities, rural areas and cities in other countries. Its constant goal is to learn, innovate, share and, therefore, enrich and make the lives of its inhabitants safer and more decent.

”

## WHICH SERVICES, RESOURCES AND ACTIVITIES ARE PROPOSED BY THE IAEC?

Cities are not alone in their task of turning education into a focal point of the city project. They can count on evaluation and personalised attention from the IAEC for the implementation of the principles included in the Charter of Educating Cities. Cities have access to an important **bibliographic collection** to base their thoughts and design their city project. In line with this, the IAEC produces monographic publications, which emphasise how the concept can be defined from various fields.

Particularly important is the **bank of experiences, which is open source and accessible from the IAEC website**. With more than five hundred best practices, it showcases numerous ways how cities have put the principles of the Charter of Educating Cities into practice.

With the aim of fostering the incorporation of education as a cross-cutting approach of political action, the IAEC offers member cities on-site and online **training**. What's more, the IAEC organises **study visits** to give further insight into the practices developed by member cities.

The **Educating City Award** sets out to highlight and acknowledge the value of the work carried out by the cities, as well as to inspire other cities in the construction of more educational environments.

## WHICH SERVICES, RESOURCES AND ACTIVITIES ARE PROPOSED BY THE IAEC?



Bank of experiences



Publications and newsletters



Training



Study visits



Educating City Award



Territorial networks



Territorial and international congresses



Personalised attention

## TERRITORIAL NETWORKS AND THEIR POTENTIAL

Article 29 of the Statutes of the IAEC considers the creation of **territorial and thematic networks** in order to strengthen the ties between member cities.

To date, two regional networks (Latin America and Asia-Pacific), seven country-based networks (Argentina, Brazil, France, Italy, Mexico, Portugal and Spain) and a working group for Northern Europe have been set up, with a view to exchanging experiences, sharing challenges and making headway in the development of the Educating City.

Some of these territorial networks, in turn, have proposed thematic networks to gain further insight into specific issues of interest to cities.

Face-to-face meetings and exchanges are held by all these networks, which lead to partnerships between cities and foster dialogue with national and international institutions.

### MEXICAN NETWORK (REMCE)

 [www.edcities.org/remce](http://www.edcities.org/remce)

### BRAZILIAN NETWORK (REBRACE)

 [www.edcities.org/rede-brasileira/](http://www.edcities.org/rede-brasileira/)

### ARGENTINIAN NETWORK (RACE)

 [www.edcities.org/race/](http://www.edcities.org/race/)

### LATIN AMERICAN DELEGATION

 [www.ciudadeseducadorasla.org](http://www.ciudadeseducadorasla.org)



#### PORTUGUESE NETWORK (RTPCE)



[www.edcities.org/rede-portuguesa](http://www.edcities.org/rede-portuguesa)

#### SPANISH NETWORK (RECE)



[www.edcities.org/rece](http://www.edcities.org/rece)

#### FRENCH NETWORK



[www.edcities.org/reseau-francais](http://www.edcities.org/reseau-francais)

#### NORTHERN EUROPEAN GROUP



[www.edcities.org/northern-european-group/](http://www.edcities.org/northern-european-group/)

## IAEC CONGRESSES

Every two years, the IAEC holds an international congress (with a rotating venue), where the results of the work carried out by the cities and networks are presented.

These congresses are an **opportunity to gain in-depth knowledge** on one or several aspects included in the Charter of Educating Cities, as well as a **space for sharing, contrasting and exchanging good practices**. In short, the congresses serve as a framework for learning between cities and also for boosting new partnerships. They're one of the most important meeting spaces of the IAEC, to which all the cities in the Association are invited.

#### ASIA-PACIFIC NETWORK



[www.edcities.org/asia-pacific](http://www.edcities.org/asia-pacific)

#### ITALIAN NETWORK



[www.edcities.org/rete-italiana](http://www.edcities.org/rete-italiana)



We hope that numerous local governments, either on the initiative of their leaders or encouraged by the community, will join forces to become more educating cities and that this instrument will be useful to them.

Given the cultural, geographical and organisational diversity, as well as the varying size of the cities, the use of this guide should be adapted to each city, according to its history, characteristics and context.

As can be observed, this is a major process which can be constructed at different speeds and with different scopes. As a result, each advance, however modest its result might be, may be an important contribution for the construction of the Educating City. So,...

### Shall we get going?





# ANNEXES

# ANNEX 1.

## INITIAL REFLECTION

We suggest each municipal area (or organisational structure of the local government) to join forces and carry out an initial reflection on how they can help with the construction of the educating city.

The idea is for this internal reflection to be shared with the members of the Coordination Board and/or with the Educating City coordinator.

**AREA<sup>1</sup>:** .....

 Which principles of the Charter of Educating Cities are we working on from our area/department?

### THE RIGHT TO THE EDUCATING CITY

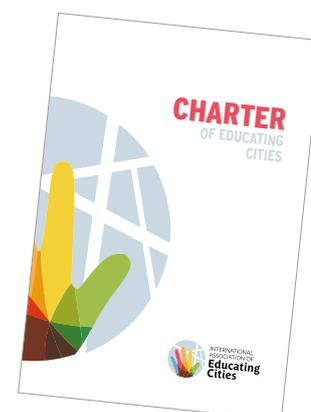
- 1 Lifelong inclusive education
- 2 Far-reaching educational policy
- 3 Diversity and non-discrimination
- 4 Access to culture
- 5 Intergenerational dialogue

### THE COMMITMENT OF THE CITY

- 6 Knowledge of the territory
- 7 Access to information
- 8 Governance and citizen participation
- 9 Monitoring and continuous improvement
- 10 Identity of the city
- 11 Liveable public spaces
- 12 Functionality of municipal amenities and services
- 13 Sustainability

### FULLY DEDICATED TO SERVING ITS INHABITANTS

- 14 Health promotion
- 15 Training of educational agents
- 16 Inclusive vocational guidance and job placement
- 17 Social inclusion and cohesion
- 18 Joint responsibility against inequalities
- 19 Promotion of community involvement and volunteering
- 20 Education for democratic and global citizenship



<sup>1</sup> The space for reflection is variable depending on the organisational structure of the local government



How are we working on these?

(List of main programmes and projects)

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....



What do we have?

(List of resources, spaces and equipment in the potential educating city)

- .....
- .....
- .....
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## ANNEX 2.

# INTERNAL MAPPING OF THE EDUCATING CITY

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Starting from the basis that all municipal actions have an educational impact (whether explicit or not), we invite different areas to reflect on the following questions about the main programmes and projects that they are responsible for.

- 
-  What educational goals are considered by each of the programmes and projects identified?
  -  What changes would be necessary to highlight or give visibility to the educating character of the programme?
  -  Which other stakeholders are involved? (Other municipal areas, community organisations, etc.)
  -  Could the cross-cutting and multi-stakeholder actions of these programmes be fostered?

It's important to reflect on these questions, first as a team from each area and then to share these reflections in the Coordinating Board of the Educating City or with the Educating City coordinator. The aim is for the overall municipal policy to help, not hinder, the construction of individual and collective opportunities for education and social inclusion.

NAME OF THE PROGRAMME:		Nº:
EDUCATIONAL GOAL OF THE PROGRAMME:		DOES IT CONSIDER THE PARTICIPATION OF OTHER AREAS OR ADMINISTRATIONS? WHICH ONES?
POSSIBLE CHANGES / IMPROVEMENTS AT AN EDUCATIONAL LEVEL:		
LIST OF PARTNER ORGANISATIONS:		
		
COULD THE CROSS-CUTTING AND MULTI-STAKEHOLDER ACTIONS OF THESE PROGRAMMES BE FOSTERED? HOW?		

## ANNEX 3.

# JOINT INTERNAL DIAGNOSIS

---



What are the main local challenges?

- 1 .....
- 2 .....
- 3 .....



How can we tackle them through awareness-raising and citizen education?

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Which municipal programmes help do so?

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....





## ANNEX 4.

# EVALUATION CHECKLIST OF MUNICIPAL PROGRAMMES

The evaluation of programmes and projects identifies the strengths of the Educating City and highlights potential areas for improvement. This checklist should be understood as a self-evaluation instrument. The questions are asked in order to break down the aspects of special relevance for the Educating City, thereby facilitating the awareness of areas where it's necessary to continue making headway and identifying areas for improvement. What's more, the interdepartmental work based on this tool can increase its educational value, broadening the debate and reflection on existing policies.

**NAME OF THE PROGRAMME / ACTIVITY:** .....

 <b>GOALS</b>	<b>YES</b>	<b>NO</b>
Does it explicitly pursue an educational goal?		
Does it cover an educational goal, even if not explicitly?		
Does it respond to any of the principles of the Charter of the Educating City?		

<b>THE RIGHT TO THE EDUCATING CITY</b>	<b>THE COMMITMENT OF THE CITY</b>	<b>FULLY DEDICATED TO SERVING ITS INHABITANTS</b>
<input type="checkbox"/> Lifelong inclusive education	<input type="checkbox"/> Knowledge of the territory	<input type="checkbox"/> Health promotion
<input type="checkbox"/> Far-reaching educational policy	<input type="checkbox"/> Access to information	<input type="checkbox"/> Training of educational agents
<input type="checkbox"/> Diversity and non-discrimination	<input type="checkbox"/> Governance and citizen participation	<input type="checkbox"/> Inclusive vocational guidance and job placement
<input type="checkbox"/> Access to culture	<input type="checkbox"/> Monitoring and continuous improvement	<input type="checkbox"/> Social inclusion and cohesion
<input type="checkbox"/> Intergenerational dialogue	<input type="checkbox"/> Identity of the city	<input type="checkbox"/> Joint responsibility against inequalities
	<input type="checkbox"/> Liveable public spaces	<input type="checkbox"/> Promotion of community involvement and volunteering
	<input type="checkbox"/> Functionality of municipal amenities and services	<input type="checkbox"/> Education for democratic and global citizenship
	<input type="checkbox"/> Sustainability	

 <b>EFFECTS</b>	YES	NO
Has it had the desired educational effects?		
Which ones?		
Has it had unforeseen educational effects?		
Which ones?		
Is it possible to increase the educational potential of the programme or activity?		
How?		
Have any 'un-educating' effects been detected?		
What are they?		
How could they be reversed?		

 <b>PARTNERSHIP</b>	YES	NO
Is it a partnership project between areas and departments?		
Does it consider mechanisms for sharing information between different departments?		
Does it foster coordination between administrations?		
Does it boost networking with other community organisations?		
Have any areas or sections of the local administration been missing when implementing the programme?		
<p>What are they?</p>		
Have any stakeholders/organisations been missing during the implementation of the programme?		
<p>What are they?</p>		

 <b>ENGAGEMENT</b>	YES	NO
Does it consider citizen engagement in the design of the programme?		
Does it consider citizen engagement in the implementation of the programme?		
Does it consider citizen engagement in the evaluation of the programme?		

 <b>EVALUATION</b>	YES	NO
Does it consider mechanisms of information and outreach to citizens?		
Has an evaluation been carried out about user satisfaction?		
<p>Main conclusions:</p>		
Has an evaluation been carried out about the impact of the programme?		
<p>Main conclusions:</p>		





Which municipal or community programmes would you highlight to materialise these challenges?

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....



Which organisations do you think help or could help overcome these challenges?

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Goals and actions proposed for the Pact for an Educating City



**GOALS:**



**ACTIONS:**

01. ....  
 .....  
 .....

A1.1 .....  
 A1.2 .....  
 A1.3 .....  
 A1.4 .....  
 A1.5 .....

02. ....  
 .....  
 .....

A2.1 .....  
 A2.2 .....  
 A2.3 .....  
 A2.4 .....  
 A2.5 .....

03. ....  
 .....  
 .....

A3.1 .....  
 A3.2 .....  
 A3.3 .....  
 A3.4 .....  
 A3.5 .....

04. ....  
 .....  
 .....

A4.1 .....  
 A4.2 .....  
 A4.3 .....  
 A4.4 .....  
 A4.5 .....

## ANNEX 7.

# EVALUATION CHECKLIST FOR COMMUNITY PROGRAMMES

Knowing the programmes and activities being carried out in the city identify potential partners while at the same time highlights possible areas in which intervention is lacking. These include two checklists for collecting information:

- 1 This first checklist should be understood as a tool for collecting information, in order to create the catalogue of activities/programmes of the city in educational terms.

**NAME OF THE PROGRAMME / ACTIVITY:** .....

**ORGANISATION IN CHARGE:** .....

**BRIEF DESCRIPTION OF THE PROGRAMME AND/OR ACTIVITY:** .....

.....

.....

.....



### PROFILE OF PARTICIPANTS

Briefly describe the profile of the users, providing percentages (women, immigrants, age groups) if available.



### STAFF

Are there professional contracted staff? Describe them briefly.

Are there voluntary staff? Describe them briefly.

 <b>BUDGET OF THE ACTIVITY</b>	YES	NO
Approximate budget of the activity		
Is the activity free of charge?		
Does a system of grants or subsidies exist?		
Is there a public budget?		
Is there a private budget?		

## 2

This second checklist is an initial evaluation of the experiences in educational terms. The questions are asked in order to break down the aspects of special relevance for the Educating City, thereby facilitating the self-evaluation by the organising entity.

**NAME OF THE PROGRAMME / ACTIVITY:** .....

 <b>GOALS</b>	YES	NO
Does it pursue an explicitly educational goal?		
Does it cover an educational goal, even if not explicitly?		
Does it respond to any of the principles of the Charter of Educating Cities?		
<p><b>THE RIGHT TO THE EDUCATING CITY</b></p> <p><input type="checkbox"/> Lifelong inclusive education</p> <p><input type="checkbox"/> Far-reaching educational policy</p> <p><input type="checkbox"/> Diversity and non-discrimination</p> <p><input type="checkbox"/> Access to culture</p> <p><input type="checkbox"/> Intergenerational dialogue</p>	<p><b>THE COMMITMENT OF THE CITY</b></p> <p><input type="checkbox"/> Knowledge of the territory</p> <p><input type="checkbox"/> Access to information</p> <p><input type="checkbox"/> Governance and citizen participation</p> <p><input type="checkbox"/> Monitoring and continuous improvement</p> <p><input type="checkbox"/> Identity of the city</p> <p><input type="checkbox"/> Liveable public spaces</p> <p><input type="checkbox"/> Functionality of municipal amenities and services</p> <p><input type="checkbox"/> Sustainability</p>	<p><b>FULLY DEDICATED TO SERVING ITS INHABITANTS</b></p> <p><input type="checkbox"/> Health promotion</p> <p><input type="checkbox"/> Training of educational agents</p> <p><input type="checkbox"/> Inclusive vocational guidance and job placement</p> <p><input type="checkbox"/> Social inclusion and cohesion</p> <p><input type="checkbox"/> Joint responsibility against inequalities</p> <p><input type="checkbox"/> Promotion of community involvement and volunteering</p> <p><input type="checkbox"/> Education for democratic and global citizenship</p>

 <b>EFFECTS</b>	YES	NO
Has it had the desired educational effects?		
Which ones?		
Has it had any unforeseen educational effects?		
Which ones?		
Is it possible to increase the educational potential of the programme or activity?		
How?		
Have any 'un-educating' effects been detected?		
What are they?		
How could they be reversed?		

 <b>PARTNERSHIP</b>	YES	NO
Is there partnership with the local administration?		
Does it boost networking with other community organisations?		
How?		
Have any stakeholders/organisations been missing during the implementation of the programme?		
Which ones?		

 <b>ENGAGEMENT</b>	YES	NO
Does it consider citizen engagement in the design of the programme?		
Does it consider citizen engagement in the implementation of the programme?		
Does it consider citizen engagement in the evaluation of the programme?		

 <b>EVALUATION</b>	YES	NO
Has any type of evaluation been carried out about user satisfaction?		
Main conclusions:		
Has any type of evaluation been carried out about the impact of the programme?		
Main conclusions:		

# ANNEX 8.

## WORKING GROUP AND FOLLOW-UP

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The establishment of mixed working groups (city council, community organisations, university, experts and individual citizens) should allow for the implementation of the agreed actions for each goal (initial phase), as well as the joint monitoring of the progress made and the pending issues in each of the goals indicated (follow-up).

### INITIAL PHASE



Goal / objective

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.....

.....



Which stakeholders take part or should be invited to take part in achieving this goal?

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.....



Which local government programmes/actions can be identified as instruments in this field?

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**INITIAL PHASE**



Which community programmes/actions can be identified as instruments in this field?

- .....
- .....
- .....
- .....
- .....



What actions and/or changes are necessary for achieving this goal?

- .....
- .....
- .....
- .....
- .....
- .....



What are the main obstacles foreseen for progress?  
How could they be resolved?

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....



**INITIAL PHASE**



Ideas or proposals to work on in the short, medium or long term.



SHORT TERM:

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....



MEDIUM TERM:

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....



LONG TERM:

- .....
- .....
- .....
- .....
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- .....

**FOLLOW-UP**



Thematic field

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.....



Which programmes/actions have been carried out over the past year?

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Which programmes/actions are new compared with the past year?

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**FOLLOW-UP**



Which programmes/actions have undergone some type of modification or are no longer implemented?

- .....
- .....
- .....
- .....
- .....
- .....



What progress has been observed?

- .....
- .....
- .....
- .....
- .....



What are the main obstacles foreseen for progress?  
How could they be resolved?

- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....



**FOLLOW-UP**



Which challenges still need to be worked on?

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.....

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.....



Ideas or proposals to work on in the short, medium or long term



SHORT TERM:

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.....

.....

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.....



MEDIUM TERM:

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LONG TERM:

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## ANNEX 9.

# KEY QUESTIONS FOR THE DESIGN AND CONSTRUCTION OF THE EDUCATING CITY

---

### 1. POLITICAL WILLINGNESS (level of commitment with the construction of an Educating City)



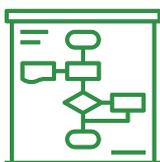
- » Is it a project only of the government team or is it shared by different political parties?
- » Political alignments: are the proposals of the Educating City included in the city's strategic plan of (the municipal action plan or others)?
- » Is there a high, medium or low level of leadership by the mayor in the construction process of an Educating City?
- » Resources available: is there a budget for carrying out the Educating City proposals?

### 2. INTERNAL ORGANISATION



- » Are there municipal staff with time (exclusive or partial dedication) and capacity to mobilise other municipal departments?
- » Does an organ exist for boosting the Educating City?
  - Which area does it depend on?
  - Which staff and infrastructure does it have (offices, PCs, etc.)?
- » YIs there staff in each area or department for liaising on Educating City issues?
- » Is there a meeting space between the various municipal areas?
  - What are the functions of this space?
  - Which areas do they include?
  - How often are meetings held?
  - Which aspects are worked on in this space?
  - Is there a high, medium or low level of engagement of the various political leaders?
  - Is there a high, medium or low level of engagement of the municipal staff from the various areas?
  - What is the degree of attendance and satisfaction?
  - Is there external mentoring, for example, from a university? What does it consist of?
- » If a meeting space doesn't exist, how is work carried out with the various municipal areas?

### 3. WORK PLAN



- » Have outreach and reflection tasks been carried out about the Charter of Educating Cities among the various municipal areas?
- » Has there been reflection on the educational impact of the various municipal programmes?
- » Is citizen participation fostered in municipal initiatives?
- » Have the current best practices in line with the Charter of the Educating City been mapped out?
- » Has a work plan been designed?
  - Have needs been identified (in the short, medium and long term)?
  - Have the strategies, actions, resources and benefits been defined of what is expected to be achieved?
  - Have priority actions been set?
  - Have tasks been shared out (who does what) and has a time frame been established?
  - Has a follow-up system of agreements been set up?
  - Have analytical indicators been defined

### 4. TRAINING OPPORTUNITIES



- » Is there a regular training plan according to the outlined action plan?
  - For the staff who promote the Educating City
  - For the management team of the municipal government
  - For civil servants (technicians)
- » Which topics have been worked on and how?
- » Is this training given by an external organisation (university, research institute, etc.)?

### 5. LOCAL NETWORKING



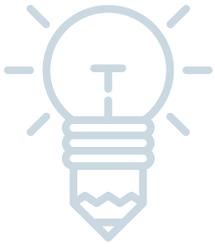
- » Have community organisations that could join in with the construction of the EC been mapped out?
- » Have outreach and reflection tasks about the Charter of Educating Cities been carried out with community organisations?
- » Is there a dialogue platform of the Educating City with the community?
  - Which organisations form part of it?
    - Have organisations joined that are not strictly educational?
    - Have organisations joined with which there has previously been a partnership in educational matters?
  - Which main fields are they involved in?
  - How often are the meetings?
  - Is there a high, medium or low level of involvement of the organisations and of the political leaders?

- What aspects are being worked on in this space?
- Have work priorities been set?
- Is there a Pact for an Educating City?
- What difficulties are there with networking and how are they resolved?
- » Is a training space considered from an educational viewpoint?
  - For the educational community
  - For the organisations involved in the process
- » Is the evaluation of the process considered?
  - Follow-up indicators
  - Time frame

## 6. COMMUNICATION CAMPAIGN



- » Which information and awareness-raising instruments are there?
- » Are the proposals communicated to executive levels to support decisions and progress?
- » Which communication channels exist with civil servants/workers as a whole?
- » Which communication channels exist with community organisations involved in the process?
- » Which communication channels exist with the community in general?
  - Presence in the local media (website, press, newsletter, radio, publications etc.)
  - International Day:
    - Are any events organised for this Day?
    - Which areas are taking part?
    - Have new areas joined the organisation?
  - Meetings/seminars
- » Is the work (best practices, know-how) shared with other member cities of the IAEC?



Notes, ideas and proposals to work on

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Lined writing area consisting of multiple horizontal lines for text entry.





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