



PROGRAM

14th International Congress of Educating Cities

From the 1st to the 4th of June. Rosario 2016
Living together in our cities



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Ciudad Joven: CEC, Galpón 11 y Galpón 13
Paseo de las Artes 310 [Sargento Cabral y el río]

ORGANIZE



**MUNICIPALIDAD
DE ROSARIO**



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



SUPPORTING INSTITUTIONS



Alliance Française Rosario



FLACSO



IIED-AL
Instituto Internacional de Medio Ambiente
y Desarrollo - América Latina



**Consejo Latinoamericano
de Ciencias Sociales**
**Conselho Latino-americano
de Ciências Sociais**



Organización
de las Naciones Unidas
para la Educación,
la Ciencia y la Cultura

www.congresoaoice2016.gob.ar

twitter: /AICE2016 · fb: /congresoaoice2016

congresoaoice2016@rosario.gob.ar · Te. (54 341) 4802275

AUTHORITIES

Mayor of Rosario
DRA. MONICA FEIN

Secretary of Government
LIC. GUSTAVO LEONE

General Secretary
DR. PABLO JAVKIN

Secretary of Finance and Economy
CP. SANTIAGO ASEGURADO

Secretary of Health
DR. LEONARDO CARUANA

Secretary of Public Works
ING. SUSANA NADER

Secretary of Space and Public Environment
ARQ. MARINA BORGATELLO

Secretary of Mobility and Transport
ING. MONICA ALVARADO

Secretary of Planning
ARQ. PABLO ABALOS

Secretary of Social Development
PROF. LAURA CAPILLA

Secretary of Social Economy
DR. NICOLAS GIANELLONI

Secretary of Culture and Education
DR. GUILLERMO RIOS

Secretary of Production
DR. IGNACIO DEL VECCHIO

Secretary of Tourism
SR. HECTOR DE BENEDICTIS

*Secretary of Control and Citizens`
Living Together*
DR. GUSTAVO ZIGNAGO

Public Service of Housing and Habitat
ING. AGRIM. RAUL ALVAREZ

Women`s Institute
PS. ANDREA TRAVAINI

Director General of Social Communication
LIC. MARÍA PAULA FAVARETO

International Relations General Direction
SERGIO BARRIOS

WELCOME WORDS

MÓNICA FEIN

Mayor of the city of Rosario

Vice president of the International Association of Educating cities

I am honored to welcome you to this 14th International Congress. 2016 is a very special year for us because it is our twentieth anniversary as members of **IAEC**.

Rosario joined the **IAEC** in 1996, when we embraced the principles of the *Educating Cities Charter* as a contribution to build a better city and particularly to share experiences with cities around the world that are working for this common purpose.

We are aware of the importance of this Congress for **AICE** city members, especially for Rosario, since it positions our city in globally.

We, the local authorities, are convinced of the outstanding role that local governments are to play in order to foster the *Educating Cities* principles among our citizens.

Rosario can offer excellence up to the most stringent international standards in matters relative to the production of assets and services. It is of the outmost importance for us that this fact is internationally acknowledged. Therefore, we understand a Congress as significant as this one is a favorable opportunity to boost our city's visibility.

It is a great pleasure for Rosario and for the Organizing Committee to host this international event which success requires everyone's involvement.

Welcome!

MÓNICA FEIN

COMITTEES

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General Director of Educational Programs of the Municipality of Rosario

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Professor and Researcher at the Health Institute Juan Lazarte

MG. DIEGO BERETTA

Head of the Seminar Teaching Youth and Youth Policies of the Faculty of Political Science and International Relations at UNR. General Director of Planning and Institutional Management at the Municipality of Rosario

ESP. CARINA GERLERO

Subsecretary of Planning and Educative Articulation at the Ministry of Education, Santa Fe Province, Argentina

PROF. RUBEN CHABABO

Human Rights advisor Municipality of Rosario. Director of the Publishing House of the Faculty of Humanities and Arts, UNR

DRA. MARÍA SILVIA SERRA

Director of the School of Cs. Education, Faculty of Humanities and Arts, UNR

DRA. SANDRA VALDETTARO

Director Master of Cultural Studies, Faculty of Political Science and International Relations at, UNR

PROF. PAULO PADILHA

Paulo Freire Institute, Sao Paulo, Brazil.

DRA. JAQUELINE MOLL

Associate Professor University of Rio Grande do Sul, Brazil

DR. PABLO VOMMARO

Coordinator of the Working Groups of the Latin American Council of Social Sciences -CLACSO

DR. PABLO GENTILI

Executive Secretary of the Latin American Council of Social Sciences -CLACSO

DR. FERNANDO CARRIÓN

coordinator of the working group "Right to the City" of CLACSO, Latin American Council of Social Sciences. Member of FLACSO Ecuador

ANA HARDOY

President of IIED-AL Institute for Environment and Development - Latin America

MG. SILVIA MORELLI GASÓ

Provincial Director of Curricular Development and Academic Relations of the Ministry of Education, Santa Fe Province

ATILIO PIZARRO

Section Chief for Planning, Management, Monitoring and Evaluation

DRA. ISABEL MARTÍNEZ DE SAN VICENTE

Director of the Centre of Interdisciplinary Studies,. UNR

PROF. JOSÉ GOITY

Dean of Faculty of Arts and Social Sciences, UNR

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Chair **MÓNICA FEIN**

Mayor of Rosario, Vice-President of International Association of Educating Cities

REYNALDO SIETECASE

Journalist

HÉCTOR FLORIANI

President of Rosario National University

HERMES JUAN BINNER

former Mayor of Rosario

PATRICIA SUÁREZ

Writer

MARÍA DE LOS ÁNGELES GONZÁLEZ

Minister of Culture and innovation of Santa Fe Province

ALICIA CABEZUDO

former director of the Latin American Delegation of Educating Cities

CLAUDIA BALAGUÉ

Minister of Education of Santa Fe Province

ANGÉLICA GORODISCHER

Writer

DANTE TAPARELLI

Plastic artist

JORGE SEQUEIRA

Director of the UNESCO Principal Regional Office for Latin America and the Caribbean

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Secretaría XIV Congreso Internacional de Ciudades Educadoras, Oficina Regional Delegación América Latina, Asociación Internacional de Ciudades Educadoras, Dirección General de Relaciones Internacionales: LAURA ALFONSO, Director Education Cities, América Latina Office; SILVIA SERRA, Executive Director of the XIV International Congress of the International Association of Educating Cities; SILVIA MONREAL, ANA MARÍA AMIONI, ANA LAURA POMPEI, ANA INES MONTANARI, MARIA EUGENIA SCHVIAVONI, LAUTARO RAVICINI, MARÍA PAULA BONORIS, MARÍA LAURA GARCÍA ROKO, PAULA ARNOLDI, SANDRA TOLSA, CESAR LIMONTA, FEDERICO SALAFIA, DIEGO SEBBEN, SILVANA TURRA, SILVINA ORTIZ

ELENA BARBIERI, Women's Institute · PAOLA EGIDI, MARINA SCIALLA, Rosario Mobility Entity · SERGIO BARRIOS, International Relations General Direction · BIBIANA BOCA, IGNACIO GALIMANY, Secretary of Tourism · ELIDA CABRIN, ANDREA BASSO, ROBERTO ZAMPANI, Secretary of Planning · FERNANDO FAGOAGA, MARCELA NICASTRO, Secretary of Public Works · DANIELA BOSCO, Secretary of Finance and Economy · MAXIMILIANO NIELSEN, Secretary of Production · ANDREA BATTISTÓN, DANIELA MASTRÁNGELO, Secretary of Space and Public Environment · LAURA GIORGIANI, Secretary of Health · MARCELO GAMBONI, JOSÉ MARIA COLOMBO, FERNANDO LEVA, VERÓNICA ROSI, General Secretary · JOSEFINA BIANCHI, MÓNICA PERALTA, Secretary of Social Development · GIULIA LUISETTI, SUSANA DESORZI, SOLEDAD CUMBA, LISANDRO BELLA, Secretary of Culture and Education · FACUNDO PASCHETTO, Secretary of Social Economy · CLAUDIO DÍAZ, Secretary of Government



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ROSARIO

THE CITY

Arising in the 18th century as the “Pago de los Arroyos” hamlet and honored with the designation of “Ilustre y Fiel Villa” (Noble and Pious Village) in 1823, Rosario became a city in 1852, taking its name from the Virgin of the Rosary. That was the beginning of a period of rapid growth for Rosario, which developed into the second most important city of Argentina and one of the most booming cities of South America in just a few decades.

Rosario is the largest city in the Province of Santa Fe. It is situated in the center-east of the country, on the right bank of the Paraná River, equally close to all the regions of Argentina. There are tollways that link it to Buenos Aires (300km; 186 miles), Córdoba (400 km; 249 miles) and to the city of Santa Fe (150 km; 93 miles). Rosario is a strategic point in the South American Bi-Oceanic Corridor (pathway) that extends from the Atlantic (Brazil and Uruguay) to the Pacific Ocean (Chile) and in the Paraná River Waterway, joining the vast coastal region of Argentina (Provinces of Misiones, Corrientes, Entre Ríos, Chaco, Formosa and Santa Fe) and the Northern part of the country, which borders with Bolivia, Paraguay and Brazil. The city is, therefore, highly important within MERCOSUR (Southern Common Market).

With a population of approximately 1,200,000, the city of Rosario is at the heart of the Metropolitan Area of Greater Rosario, which encompasses Villa Gobernador Gálvez, Pérez, Funes, Granadero Baigorria, Capitán Bermúdez, Fray Luis Beltrán, San Lorenzo and Puerto General San Martín.

ROSARIO, AN EDUCATING CITY

In the guidelines for its Local Public Policies, Rosario has, for over 15 years, been committed to the principles and values established in the *Chart of the International Association of Educating Cities*.

Rosario became a member of the IAEC in 1996, and has played an outstanding role since that year, when the *Educating Cities Committee for the Southern Hemisphere* was created for the main purpose of organizing territorial and thematic networks between cities in Brazil, Paraguay, Chile, Uruguay, Bolivia and Argentina through the exchange of educational experiences.

In 1999, the *Committee for Latin America* of the **IAEC** was formally constituted. The committee is based in Rosario's International Relations Department and reports to the *International Association of Educating Cities'* General Secretariat of the Municipality of Barcelona.

At present, the **IAEC's Committee for Latin America** has a total of 60 member cities located in 12 countries in the region and organizes its activities through territorial networks and thematic networks organized on the basis of the proposals submitted by the member-cities themselves.

In that year, the city became member of the **IAEC's Executive Committee**, and has

been part to said committee to this date. In 2001, Rosario was elected for the Vice-presidency of the Association, position that holds up to the present.

Throughout its participation as a member of the **IAEC**, Rosario has fostered the publishing of several publications, among others, the most outstanding were: *“Youth Policies in Latin America, innovative local experiences”* in 2005; *“Cultural and sports actions as tools for the integral development of persons in Educating Cities”*, in 2009 and *“Environmental problems in Educating Cities”*, in 2011.

In relation to the *International Congresses of Educating Cities*, Rosario has attended all the congresses that have taken place since the date in which it became a member of the Association. The participation in the following Congresses is particular worth mentioning: Sao Paulo Congress (2008), Guadalajara (2010) and Changwon (2012) where a specific stand was mounted in order to promote the Educating Policies of the Municipality of Rosario and the actions carried out as part of the responsibilities of the IAEC’s Committee for Latin America.

In addition, the following International Seminars have been coordinated from the Committee: *“Educating City and local governance”*, which took place in Rosario (2008 and 2012); Quito and Medellín (2008); Santa Cruz de la Sierra (2009); Chacao (2010); Guadalajara (2011); Paysandú and Morón (2012); Godoy Cruz (2013).

At local level, in 2012, the city of Rosario established the *“Educating Cities Local Board”*, whose purpose is to continue fostering the principles of the *Charter of Educating Cities in Local Public Policies*.

That same year, in September 2012, Rosario hosted the First Argentine Meeting of Educating Cities, which convened 36 local governments representing cities all over the country. And in September 2013, Rosario hosted the *First Latin American Meeting of Educating Cities*, attended by representatives of 35 cities of 9 countries of the region.

ROSARIO, A CITY INTEGRATED TO THE WORLD

From the qualitative and quantitative point of view, the position of Rosario among the cities of the world is that of a metropolitan city that implements a strategy of economic, technological, social and cultural internationalization on the basis of the joint work of its businesses, universities, local government and a vast institutional network made up of business chambers, non-governmental organizations, unions and professional associations, among the most important ones.

This commitment assumed by the public and private actors that form the city and live and move in it, added to the demographic importance at national and regional level and its sophisticated agricultural-exports production structure, project Rosario towards the Mercosur and the world.

In addition, the city has a clear vocation for regional integration and international projections, as evidenced by its participation in international city networks.

It has established tools and bilateral cooperation relationships with over thirty important cities worldwide and has a vast track-record of international cooperation that has established it as a benchmark in this field.

It has developed numerous relationships with the Embassies of foreign states to the Republic of Argentina and out of the 48 foreign collectivities established in the city, 22 have consulate offices here.



Wednesday
june **1**

- 14hs. REGISTRATION**
EXHIBITION AREA, SHED 11
-
- EXECUTIVE COMMITTEE REUNION**
ROOM C, SHED 13
-
- 18 CEREMONIA INAUGURAL**
CEC AUDITORIUM
-
- 19 OPENING LECTURE**
BY GILLES LIPOVETSKY
“EDUCATING CITIES, CREATIVE
CITIES: WAYS FOR LIVING
TOGETHER”
CEC AUDITORIUM
-
- 20.30 INAUGURATION OF THE EXHIBITION
AREA. SHED 11**
-
- 20.45 WELCOMING TOAST**
DINNING ROOM, SHED 13
-

Thursday
june **2**

- 9hs. ROUNDTABLE “POLITICS FOR
THE COEXISTENCE IN CITIES”**
FERNANDO CARRIÓN, JULIO RAMOS
Y JOSÉ MANUEL VALENZUELA
CEC AUDITORIUM
-
- 10.30 COFFEE BREAK / SPEAKERS’ CORNER**
EXHIBITION AREA, SHED 11
-
- 11 WORKSHOP**
ROOM A y B, CEC / ROOM C, SHED 13
-
- 12.30 LUNCH**
DINNING ROOM, SHED 13
-
- 13.30 WORKSHOP**
ROOM A y B, CEC / ROOM C, SHED 13
-
- 15 COFFEE BREAK / SPEAKERS’ CORNER**
EXHIBITION AREA, SHED 11
-
- 15.30 ROUNDTABLE “YOUTH’S
QUESTIONING. FROM YOUTH ISSUES
TO THE ENLARGEMENT OF RIGHTS”**
CARLOS FEIXA, ERNESTO RODRIGUEZ,
PABLO VOMMARO.
ROOM C, SHED 13
-
- ROUNDTABLE “**EDUCATION IN THE
CITIES AND PUBLIC POLITICS”**
CLAUDIA BALAGUÉ,
JARI LAVONEN, YOUNGWHA KEE
CEC AUDITORIUM
-
- 17 IAEC PRESENTATION
TO NON-MEMBER CITIES**
ROOM A, CEC
-
- ASAMBLEA GENERAL AICE**
ROOM B, CEC
-

PROGRAM

Subject to certain readjustments.

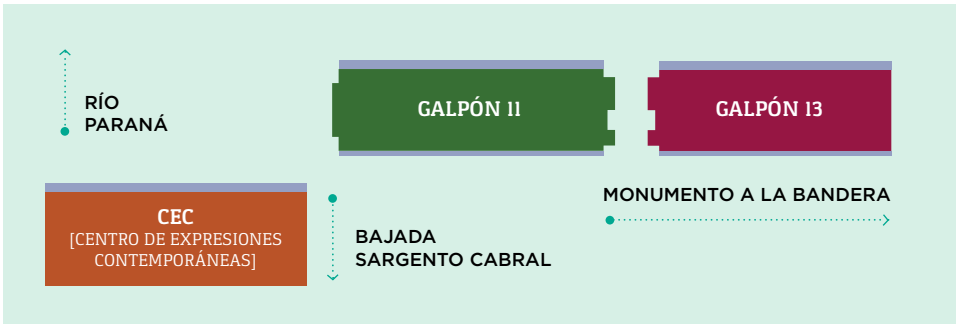
Friday june 3

- 8hs. MEETING POINT: **SHED 11** /
TRANSFER OF THE REGISTERED
PARTICIPANTS TO THE ROSARIO
CITY DISTRICTS
-
- 8.30 FAIR OF **MUNICIPAL PROJECTS**
a 16 **PATIO DE LOS CENTROS MUNICIPALES**
-
- 9 ROUNDTABLE “**TERRITORIAL
POLITICS. STRATEGIES FOR THE
APPROPRIATION OF THE PUBLIC
SPACE AND CITIZENS’ PARTICIPATION**”:
- | | |
|---|---|
| CENTRO MUNICIPAL
DE DISTRITO TUR
“ROSA ZIPEROVICH”
MARÍA MACAÉ
EVARISTO DO
SANTOS, ALFREDO
NATERAS | CENTRO MUNICIPAL
DE DISTRITO
NOROESTE
“OLGA Y LETICIA
COSSETINI”
MBUYI KABUNDA,
MARIANA CHAVES |
|---|---|
-
- 10.30 TECHNICAL VISITS TO
LOCAL EXPERIENCES
-
- 12.30 TRANSPORT AND LUNCH
DINNING ROOM, SHED 13
-
- 14 **WORKSHOP**
ROOM A y B, CEC / ROOM C, SHED 13
-
- 16 COFFEE BREAK / **SPEAKERS’ CORNER**
EXHIBITION AREA, SHED 11
-
- 16.30 ROUNDTABLE “**THE CHALLENGE OF
EQUALITY IN CITIES**” CARME BORELL,
JARI LAVONEN, DIANA MAFFIA
CEC AUDITORIUM
-
- 21 WELCOME DINNER
SALÓN TERRAZAS DEL PARANÁ
AV. DE LOS INMIGRANTES 410

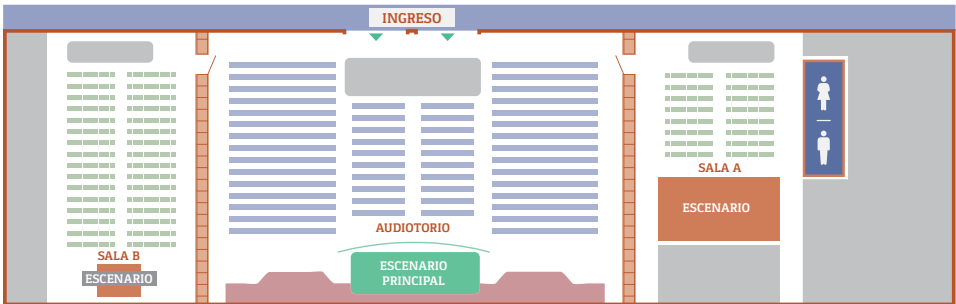
Saturday june 4

- 9hs. ROUNDTABLE “**TOWARDS A
PEDAGOGY OF PUBLIC SPACES**”
CHIQUI GONZALEZ, MARÍA MACAÉ,
EVARISTO DOS SANTOS
CEC AUDITORIUM
-
- 10.30 COFFEE BREAK / **SPEAKERS’ CORNER**
EXHIBITION AREA, SHED 11
-
- 11 PRESENTATION OF EXPERIENCES:
**CITIES AWARDED WITH THE PRIZE
EDUCATING CITY:**
- **L’HOSPITALET DE LLEBREGAT**, Spain
“Promoting service-learning in the city
of L’Hospitalet as a tool for living
together in harmony, social cohesion
and participation”
 - **SAHA-GU**, Korean Republic
“Creative Regeneration of a Slum into
the Gamcheon Cultural Neighborhood”
 - **ESPOO**, Finland
“Opinmäki Learning Center”
CEC AUDITORIUM
-
- 12 ROUNDTABLE WITH MAYORS;
**ROSARIO, PORTO ALEGRE, SAHA-GU,
ISHOJ, RENNES, RABAT, MONTEVIDEO,
SETTIMO TORINESE**
CEC AUDITORIUM
-
- 13.30 PRESENTATION OF THE MANIFESTO
OF THE CHILDREN OF THE CITY OF
ROSARIO “**RE-CREO EN LA CIUDAD**”
CEC AUDITORIUM
-
- 13.45 **CLOSING CEREMONY**
CEC AUDITORIUM
-
- 14.30 **FAREWELL APPETIZER**
DINNING ROOM, SHED 13
-
- 15.30 **EXECUTIVE COMMITTEE REUNION**
ROOM C, SHED 13

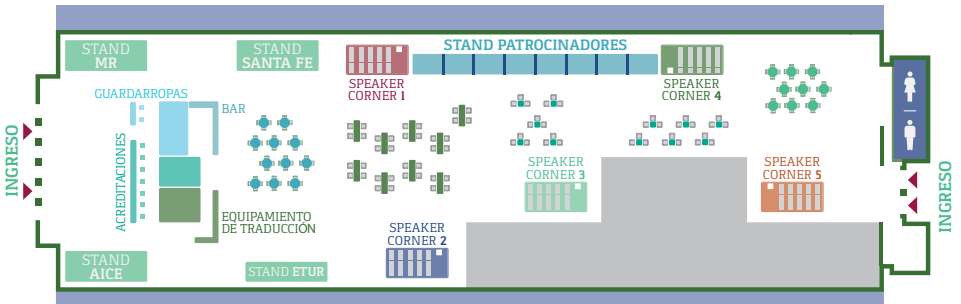
LAYOUT SPACES



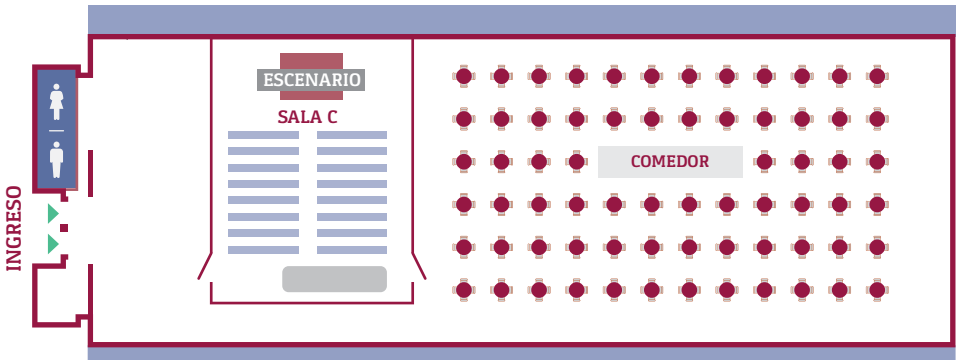
CEC [CONTEMPORARY EXPRESSIONS CENTER]



SHED 11



SHED 13



ROSARIO 2016: THE THEME OF THE CONGRESS

“LIVING TOGETHER IN OUR CITIES”

The theme that Rosario proposes to the **IAEC** for the *XIV International Congress of Educating Cities 2016*, is at the core of our beliefs, our values and our daily work: building fairer cities focusing on coexistence, solidarity and respect for diversity, emphasizing the value of equality of opportunities and social integration as the founding principles to this end.

The city is a complex space that harbours both spontaneous and planned or structured relationships. These relationships may be fluent or fragmented, and express the different dynamics that are the foundations of common and shared codes and display the coexistence of different, diverse and unequal times and identities.

These characteristics have led to the building of a global view of what happens in cities and, consequently, to the imposition of a model on a person's day-to-day life, their life trajectories, traditions and conception of the world.

Thus, the complexity and diversity reached by society conceal, in many circumstances, the identities and expressions of each city, structuring territories towards their deeper parts which do not manage to hold a dialogue among them.

Therefore, the challenge is to emphasize the value of that heterogeneity that coexists, by fostering the construction of spaces for dialogue and encounters, promoting occasions for employment and education, cultural and personal development and any other contribution that makes it possible to turn the city into a more democratic space based on coexistence, diversity and equality. So, we imagine citizens that have the tools to build an everyday life that creates a sense of belonging as well as of exchange, capable of enjoying a coexistence enhanced by diversity, of approaching differences in a harmonious manner with the goal of achieving more equalitarian societies.

To devise the city we build every day and yearn for, we propose to approach its diverse territories as spaces for encounter and dialogue that enable the promotion of agreements for living together and overcoming fragmentation.

This entails going beyond the geographic concept of territory, incorporating people's life stories into their relationships, understanding that in these territories there are flows and exchange; a place where identities take roots and public policies are managed.

THE CHALLENGE OF BUILDING CITIES

Cities are dynamic. They are in a continuous building process, subject to global impacts that impose new paradigms and development modes.

Today's cities are undergoing processes of fragmentation and dissolution of the social fabric, processes that strengthen each other to contribute to the quasi-disappearance of the public space as one of citizenship.

The problems and challenges faced by local governments are arduous, complex, persistent and often bewildering. They are situations that bring into play political options and decisions and in which a multiplicity of actors and institutions participate in the different levels of action.

Within this framework, it is the Local Government, through its departments, that comes up as the actor able to implement multidimensional proposals and responses, promote agreement, forge commitments and coordinate efforts aligning all these elements with the specific characteristics of the territories in the cities, building the public agenda together with civil society's organizations and the private environment.

Public spaces require citizens' participation and debate in the planning, design and management processes, considering the particular attention required by the different social groups. Then, how should public spaces be developed for the citizens and for coexistence? How should the challenges for designing cities be tackled? How should their construction be integrated to social movements?

The impact of global transformations of local scenarios, the use and appropriation of public space, the participation of citizens, the dimension of memory in cities and the subjects and identities rising from them will be analyzed in this core subject.

THE CHALLENGE OF INHABITING CITIES

Cities impose an unavoidable demand: living together. This leads to encounters and exchanges, but also to disagreements and dissents.

Living together in cities is possible on the basis of dialogue, respect of diversity, the construction of spaces for encounter and shared spaces that bet on the possibility of overcoming fragmentation. Frequently, this is experienced a conflictive manner, which makes it necessary to find ways to resolve these problems in order to enable the development of strategies and to foster fluent exchanges.

Promoting spaces for confronting these realities in a creative manner entails favouring exchange, where all of us have something to learn and to teach is one of the key roles of local governments. Betting on coexistence means enhancing the way we look at things, building inclusive scenarios from the symbolic and the material.

The key aspects explored in this section are the actions leading us to meet and inviting us to create, build and share through the languages of art, body, and thought.

We include here the actions that everyday invite us to reflect on our bonds, our relationship to the physical and human surroundings, from a perspective including the intergenerational dialogue, education in diversity and accessibility.

THE CHALLENGE OF EQUALITY IN CITIES

This city is the space that allows us to be and exist together with others, since it is a territory that shapes the coordinating, orientating and ordering fabric for the democratization of the access to knowledge, rights, public assets, the social product, inclusion.

There have been significant achievements towards equality at global level in the past years, driven mainly by social organizations that work day in day out, for the respect of every person's rights.

In particular in Latin America, our cities pose the challenge of addressing the inequalities preventing the effective enjoyment of such rights at symbolic, cultural, material and political levels, especially for young people.

This is why local governments must coordinate the responses to the inequality challenge taking into account multiple aspects, assuming regulatory, administrative, programming issues, in particular, by recognizing on the public agenda the rights that have not been recognized so far. Therefore, an equal-opportunity city requires that citizens be placed at the core of all initiatives, as active subjects situated in their daily context, holders of rights, dreams and projects. It is a space that makes it possible for its inhabitants to be the leading actors of their life pathways, and builders of valuable knowledge. It is a fabric that enables significant learning where feelings feed actions, thoughts and reflections on the basis of a shared process of encounters and of circulation of experience and word.

Strategies and policies for equality of opportunities especially addressed to young men and women that contribute to the removal of existing obstacles hindering the full enjoyment of rights and the exercise of citizenship will be analyzed in this section.

In this sense, actions such as the democratization of the access to knowledge, wisdom, the social dimension of economy and social services, as well as the distribution of the general social product occupy a central place in the achievement of these goals.

TECHNICAL VISITS TO LOCAL EXPERIENCES

From “ROSA ZIPEROVICH” SOUTHERN DISTRICT MUNICIPAL CENTER

1. BUILDING THEMATIC AXIS. A STATE CLOSE:

“El Obrador”, located in the western district, is working to promote access to tangible and intangible cultural goods, by providing training in new technologies and framing its efforts in respect for cultural diversity. It is located in an area of relocated populations with a high range of ethnical diversity - Qom, MocoVí, Guaraní people - from the north of the country and living in the city in a continuous flow of internal migration. El Obrador attempts to deal with the complex social and cultural mesh, by articulating different wisdoms with the purpose of giving people a better quality of life.

“23 de febrero”, neighbor center, located in the western district, is part of the 31 neighbor centers spread across the city in the areas of greater social vulnerability. It is focused on young people of its area of influence only. It works in an integrated manner with different spaces and social and educational propositions: *Urban art School* engaged in the Social Circus project, trades training in articulation with the *New Opportunity Program*, social soccer, fanzine space, cultural workshops, orientation space for young people, etc.

2. INHABITING AXIS. COLLECTIVE CONSTRUCTION OF THE PUBLIC SPACE:

The **Market Park**, in the southern district, has a 22-acre area, and bears this name as it is where the Cattle Market used to be. This project bets on urban retrofitting and public-space reuse for recreational destinations, the transformation and accessibility of road and landscape infrastructure, and reuse of the constructions heritage. *The Young Entertainer* project is located in this park. This project promotes participation, inclusion and citizenship construction spaces for people between 13 and 25.

“La Tablada”, **Vegetable Garden**, located in the southern district of the city, between the Saladillo brook and the Paraná river, with a 7-acre area, is a pioneer space in the Urban Agriculture Program. It involves neighbors that used to be unemployed, with a new job as an urban farmer. Environmentally-friendly, biodynamic practices are used to grow vegetables, medicinal plants and fruit trees.

3. EQUALITY AXIS IDENTITY, INCLUSION AND LIVING TOGETHER:

“Las Flores” **neighbor center**, located in the southwestern district of the city, is part of the 31 *neighbor centers* spread across the city in the areas of greater social vulnerability. Individual paths as part of group proposals are planned in this space. It is a place to “become a part of”. Ethics, poetry and aesthetics are intermingled in this social intervention device. They are in permanent construction, and tools are created for artistic and cultural languages as part of social and educational planning.

Vocational High School no. 407, located in “Las Flores” city neighborhood, comprises a building opened in 2015 and built with an innovative approach. It is a school open to the community, a key space to gather and strengthen bonds.

1. BUILDING THEMATIC AXIS. EVERYTHING IS TRANSFORMED:

La Granja de la Infancia, located in the western district of the city, promotes interaction between nature and culture, and prompts its members to take a proactive role in its development, from an environmentally-friendly, social perspective. The farm has multiple integrated participation spaces intended to become a sustainable production system. Visitors may, in these spaces, engage in different activities, such as sowing, watering, weeding and feeding animals. The farm provides a territory of experimentation with an educational proposition that aims at turning quality of life into poetry.

“Bella Vista” Waste Treatment and Composting Plant is located in the western district of the city, on an 87-acre plot, where the “Bella Vista” landfill is also located. This helps integrate practices of waste separation, treatment and transfer in a single operating unit. The treatment process makes use of the organic matter in the waste for composting and selected fractions recovered: glass, plastic, ferrous metals and aluminum, which may be recycled to obtain a number of products.

2. INHABITING AXIS. THE CULTURAL HERITAGE IS ALSO GREEN AND BELONGS TO ALL:

This visit shows woods in the northwestern district of the city. Projected and thought from an educational standpoint, and contrary to unruly urban development, **Bosque de los Constituyentes** is an expression of the right to the city, intended to be an *urban educational natural reserve*. Its existence makes up for the impact of environmental degradation. Thus, it becomes a fundamental tool in an urban development plan with a sustainability approach. It is the largest natural preservation space in town, with an area of almost 500 acres.

Bosque includes a sector for social economy and urban agriculture, through **“El Bosque” Vegetable Garden**. Neighbors and young people from the northern and northwestern districts of the city are involved. Many of them have recently settled in Rosario, coming from other countries and also from other provinces of Argentina. Farmers work there while respecting species diversity and plant varieties. These are the basis of a safe, healthy and varied diet.

3. EQUALITY AXIS EDUCATION, HEALTH AND LIVING TOGETHER

“Emaus” health center, located in the northwestern district of the city, is part of network of *21 health centers*, comprising municipal and provincial facilities. Many years ago this center added an experience that expanded the borders of its everyday activities and revealed a comprehensive, inclusive and preventive health concept: a small soccer field for the young in the neighborhood. This entails an integrated, territorial look, where the health team strategically supports neighbors by building a stable, continuous and permanent bond **“7 de septiembre” sports center**, located in the northwestern district, is part of *the 16 municipal sport centers* in town. This yard promotes neighbors' gatherings, recreation, and sports, especially among the young. This new recreational infrastructure stems from a proposition of the neighbors in the northwestern district as part of the Participative Budget. It was executed jointly by the Municipality of Rosario and the Government of the Province of Santa Fe.

ROUNDTABLES

OPENING LECTURE BY GILLES LIPOVETSKY

“EDUCATING CITIES, CREATIVE CITIES: WAYS FOR LIVING TOGETHER”

GILLES LIPOVETSKY (FRANCE)

He is an essayist, French teacher and Philosophy teacher. He is member of the Conseil d'analyse de la société and consultant at the association Progrès du Management. Married with two children, he lives in Grenoble.

“POLITICS FOR THE COEXISTENCE IN CITIES”

FERNANDO CARRIÓN (ECUADOR)

Architect, Master in Regional Urban Development, Doctor of Social Sciences from the University of Buenos Aires. He studies urban development, planning and public safety policies.

JULIO RAMOS (PUERTO RICO)

Writer. Professor Emeritus, University of California, Berkeley. In his writings he focuses primarily on the differential position of Latin America regarding central positions.

JOSÉ MANUEL VALENZUELA (MÉXICO)

Sociologist. Doctor in Social Sciences from the College of Mexico. His main research interests are the relationship between culture and identity, cultural borders, social movements, youth cultures and urban and popular sociology.

“YOUTH’S QUESTIONING. FROM YOUTH ISSUES TO THE ENLARGEMENT OF RIGHTS”

CARLES FEIXA (SPAIN)

Doctor in Social Anthropology from the University of Barcelona and honoris causa of Manizales University (Colombia). His main research interests are youth cultures, the relationship between violence and culture, migration and anthropology of sports.

PABLO VOMMARO (ARGENTINA)

Professor of History and Doctor in Social Sciences from the University of Buenos Aires. He has a postdoctoral in Social Sciences, Childhood and Youth. His main area of interest concerns cultural policies relating to children and youth.

ERNESTO RODRÍGUEZ (URUGUAY)

Sociologist. He is Director of the Latin American Center for Youth. His main areas of interest are focused on institutional and public investment related to public policies of youth..

“EDUCATION IN THE CITIES AND PUBLIC POLITICS”

YOUNGWHA KEE (REPÚBLICA DE COREA)

PhD. in Adult and Continuing Education from the University of Texas. President of the National Institute for Lifelong Education. Her main topics of research are education for old age, community-based and learning approaches.

JARI LAVONEN (FINLAND)

Professor of Physics and Chemistry. Doctor of Science in Education from the University of Helsinki. Dean of the Faculty of Education at the University of Helsinki. He has released Finnish education paradigm stressing the importance of playing in small children.

CLAUDIA BALAGUÉ (ARGENTINA)

Minister of Education of Santa Fe Province. PhD in Biochemistry in the National University of Rosario and post doctorate in the Division of Microbiology of the NCTR, Food and Drug Administration, USA. She has been Subsecretary of Science, Technology and Innovation of Santa Fe province.

“TERRITORIAL POLITICS. STRATEGIES FOR THE APPROPRIATION OF THE PUBLIC SPACE AND CITIZENS’ PARTICIPATION”

MACAÉ MARÍA EVARISTO DOS SANTOS (BRAZIL)

Graduated in Social Service. Master in Education from the Federal University of Minas Gerais. She is interested in educational policy, social movements, inclusion and multiculturalism. Currently, she is Secretary of State for Education for the state of Minas Gerais.

ALFREDO NATERAS (MÉXICO)

Doctor in Anthropological Sciences, full-time research professor and general coordinator of the Diploma ‘Youth Cultures; Theory and Research’ at the Izatopalapa Autonomous Metropolitan University of Mexico. He served as Chief of National Drug Prevention Projects in Youth Integration Centers.

MBUYI KABUNDA (REPUBLIC OF THE CONGO)

He has a degree in Political Science from the University of Congo. He studies issues concerning migration, xenophobia, nationalism, neo-colonialism and the distribution of resources.

MARIANA CHAVES (ARGENTINA)

Bachelor in Anthropology and PhD in Natural Sciences with orientation in Anthropology. Assistant Researcher of CONICET. Is in charge of the direction and coordination of the Study Group specialized in Youth of the National University of La Plata (NULP). Head teacher of the Chair of Sociocultural Anthropology II as well as the Seminar "The issue of Youth: theories, politics and public debate, both at the NULP.

"EL DESAFÍO DE LA IGUALDAD EN LAS CIUDADES"

CARME BORREL (SPAIN)

Public health professional. Today she works in the Public Health Agency of Barcelona. She is also editor in chief of the Health Gazette. Her main field of interest is the impact of social factors on health.

JARI LAVONEN (FINLAND)

Professor of Physics and Chemistry. Doctor of Science in Education from the University of Helsinki. Dean of the Faculty of Education at the University of Helsinki. He has released Finnish education paradigm stressing the importance of playing in small children.

DIANA MAFFÍA (ARGENTINA)

Philosopher. Academic Director of the Institute Hannah Arendt. As head of the Committee on Women, Children, Adolescents and Youth she was the creator of numerous projects for the care of children and adolescents.

"TOWARDS A PEDAGOGY OF PUBLIC SPACES"

CHIQI GONZALEZ (ARGENTINA)

Attorney. Minister of Innovation and Culture of Santa Fe Province. She has devoted herself to create opportunities for play and learning for children. Two of his most famous works are the Triptych of Childhood in Rosario and the Triptych of Imagination in Santa Fe City.

MACAÉ MARÍA EVARISTO DOS SANTOS (BRAZIL)

Graduated in Social Service. Master in Education from the Federal University of Minas Gerais. She is interested in educational policy, social movements, inclusion and multiculturalism. Currently, she is Secretary of State for Education for the state of Minas Gerais.



WORKSHOPS

THURSDAY 2

de 11 a 12.30 hs.

ROOM A - CEC

Challenge 2: INHABITING CITIES

1. SÉTTIMO TORINESE, Italy.
IL DADO. An experience of integration into the community
2. ZARAGOZA, Spain.
HACKING URBAN SPACE. Tactics for Ideation and Development of Cultural Projects so that Citizens Can Again Become the Owners of Urban Space
3. VALONGO, Portugal.
Acts of Participation
4. TAMPERE, Finland.
Together, Let's Make the City of Tampere Even More Active
5. BRESCIA, Italy.
The Participation of the Family to Promote Living Together and Citizenship
6. PORTO, Portugal.
Educating for the Heritage, Gatherings with the City

ROOM B – CEC

Challenge 1: BUILDING CITIES

1. ALMADA, Portugal.
West Almada: Territory of Social Cohesion to Live Together
2. ROSARIO, Argentina.
Safe and Sustainable Mobility
3. BIMESWHOR, Nepal.
Reconstruction Project after Gorkha Earthquake
4. VILA FRANCA DE XIRA, Portugal.
Regeneration of the River Front in the Vila Franca de Xira County
5. GRANOLLERS, Spain.
Recovering the Congost River
6. GUADALAJARA, Mexico.
Weaving: Public Art and the Recovery of Space

ROOM C – SHED 13

Challenge 3: EQUALITY IN CITIES

1. ANDONG, Korean Republic.
Banolim Haengbok Learning Center
2. ROSARIO, Argentina.
Access to health from an equality perspective. Primary health care as a municipal policy
3. QUITO, Ecuador.
Flexible Higher Basic Education – Accelerated Basic Cycle (CBA in Spanish) ‘Educate to dream again’
4. LOULÉ, Portugal.
A Project in Many Hands
5. SAO PAULO, Brazil.
An Educating Park for an Educating City
6. JECHEON, Korean Republic.
‘HYOO(休)’ Experiencing Program Specialized in Healing



* This timetable of activities is subject to certain readjustments

THURSDAY 2

de 13.30 a 15 hs.

ROOM A - CEC

Challenge 1: BUILDING CITIES

1. PAREDES, Portugal.
PT, Walls with Theater
2. SAO PAULO, Brazil.
Educating Cities as a Topic for School Curriculum
3. ADEJE, Spain.
ADEJE Experience, Living Together, ten

Challenge 3: EQUALITY IN CITIES

1. PARÍS, France.
Womenability
2. ISHOJ, Denmark.
Citizenship in a Multicultural City
3. GONDOMAR, Portugal.
Strategic Municipal Plan for the Special Education

ROOM B – CEC

Challenge 3: EQUALITY IN CITIES

1. SANTO TIRSO, Portugal.
The River as the Heart of the City
2. ROSARIO, Argentina.
A City Building Co-existence: The Educational Dimension of Integrated Social Policies in the Territory
3. SAO PAULO, Brazil.
Rolling Citizenship in the Streets of Light
4. SANTA MARÍA DA FEIRA, Portugal.
LaB inDanza
5. BARCELONA, Spain.
RADARS, a Sensitive, Respectful Look to the Elderly
6. MONTEVIDEO, Uruguay.
Eating Education Program 'Uruguay Cooks' - Eating Healthy

ROOM C – SHED 13

Challenge 2: INHABITING CITIES

1. TORRES VEDRAS, Portugal.
"Torres ao Centro" Action Program - Urban Regeneration of Torres Vedras Historical Center
2. GUN SAN, Korean Republic.
Find and Visit Lifelong Education
3. SOROCABA, Brazil.
Healthy School Program.

Challenge 3: EQUALITY IN CITIES

1. CHANGWON, Korean Republic.
Migrants' Arirang Multicultural Festival (MAMF)
2. GODOY CRUZ, Argentina.
Inclusive Godoy Cruz
3. LISBON, Portugal.
Pedestrian Accessibility Plan

FRIDAY 3

de 14 a 16 hs.

ROOM A - CEC

Challenge 3: EQUALITY IN CITIES

1. MUNICH, Germany.
Local Education Management -
Local Education Centres
2. CAÑADA DE GOMEZ, Argentina.
Viamágica: Joining Neighborhoods with
Multiple Languages
3. TSÉVIÉ, Togo.
Education in Tsévié
4. ODEMIRA, Portugal
Odemira - Getting Equal through Art:
Miragem!
5. FUENLABRADA, Spain.
Municipal Textbook Bank. 'No Student
without Books at the Beginning of the
School Year'
6. LA HABANA, Cuba.
Havana's Historic Downtown: Learning
Experiences in a Museum with People
7. AUTONOMOUS CITY OF BUENOS AIRES,
Argentina.
Finding Yourself in the Diverse -
The Annual Event
8. FUNCHAL, Portugal
Mexex-T ESG

ROOM B - CEC

Challenge 2: INHABITING CITIES

1. BARCELONA, Spain.
KanGo! a Fun, Safe Way, to Get to School
 2. CHACAO, Venezuela.
Chacao Reading Municipality:
Playing Venue Network
 3. PITANGA, Brazil.
Cooperjovem Program
 4. SANTA MARÍA DA FEIRA, Portugal.
School in Movement
 5. LLEIDA, Spain.
Playing Venue, Childhood and Family
Program
 6. RENNES, France.
Envie2Respect
 7. ROSARIO, Argentina.
Urban Pedagogy
 8. BRAGA, Portugal.
Rios Project
-

ROOM C - SHED 13

Challenge 1: BUILDING CITIES

1. MOURA, Portugal.
Mouraria, Memory Space
2. SAO BERNARDO DO CAMPO, Brazil.
Protagonism and Participation in
São Bernardo do Campo
3. KATOWICE, Polonia.
Katowice Oxford Debate Competition
4. SAHA-GU, Korean Republic.
Construction of Pagoda Tree Spring Park
in Goe-jeong
5. LISBON, Portugal.
BIP/ZIP Program
6. SAO PAULO, Brazil
São Paulo Center: Educational Territory
7. MEDELLÍN, Colombia.
Protective Communities with a Good Start
8. BARCELONA, Spain.
Fabra I Coats, from the Factory Floor
to a Space for the Community

23

SPEAKERS' CORNERS

THURSDAY 2

10.30 hs.

SPEAKERS' CORNER 1

Challenge 1: BUILDING CITIES

1. PERGAMINO, Argentina.
Educating Cities' Local Table: Interdisciplinary Space for Dialog, Reflection and Joint Action
 2. CANAÃ DOS CARAJÁS, Brazil.
Canaã dos Carajás Education Agreement
 3. PROVIDENCIA, Chile.
Accountability: Management and Monitoring in Participative Community Government Program
-

SPEAKERS' CORNER 2

Challenge 2: INHABITING CITIES

1. SÃO JOÃO DEL-REI, Brazil.
Calendar of Integral Education in the City of São João del-Rei. Building the perception and City ownership as an educating possibility
2. SAN FRANCISCO, Argentina.
EDUCATIONAL ARTICULATION PANEL: education as a need and an activity that involves everyone

SPEAKERS' CORNER 3

Challenge 1: BUILDING CITIES

1. CONTAGEM, Brazil.
Network Management Educators in the Communities in the Contagem Municipality
 2. GIRONA, Spain.
Girona's Childhood Council
 3. ROSARIO, Argentina.
Municipal Mediation in the City of Rosario: An Experience that is Here to Stay
-

SPEAKERS' CORNER 4

Challenge 3: EQUALITY IN CITIES

1. PORTO ALEGRE, Brazil.
Porto Alegre Preparatory School of Dance
 2. VILLA CONSTITUCIÓN, Argentina.
Give Children a Future!
 3. CARAPICUIBA, Brazil.
Childhood on the Agenda - A Community Writing its History
-

SPEAKERS' CORNER 5

Challenge 3: EQUALITY IN CITIES

1. SÃO PAULO, Brazil.
Trans-citizenship
2. BARCELONA, Spain.
Comprehensive Musical Experience
3. VILA NOVA DE FAMALICÃO, Portugal.
Municipal Plan for Improvement and Efficacy of Schools in Vila Nova de Famalicão



THURSDAY 2

15 hs.

SPEAKERS' CORNER 1

Challenge 3: EQUALITY IN CITIES

1. CHAPECÓ, Brazil.
School and City: New Educational Territories within the Context of Full-Time Education
2. SANTOS, Brazil.
Students Government...
For a More Democratic Education, Strengthening Youth Leadership
3. CÓRDOBA, Argentina.
From the Periphery to Inclusion: the Experience of IPEM 320 'Jorge Cafrune'

SPEAKERS' CORNER 2

Challenge 1: BUILDING CITIES

1. SAN MIGUEL DE TUCUMÁN, Argentina.
Building the Emptiness
2. HORIZONTE, Brazil.
Beija-Flor Project
3. TRUJILLO, Perú.
Our Coast, Our Sea

SPEAKERS' CORNER 3

Challenge 3: EQUALITY IN CITIES

1. MARANGUAPE, Brazil.
Co-creating Sustainable Educating Communities: a Networked Social Methodology
2. TARRAGONA, Spain.
The Train of Co-Education
3. PLAYA DEL CARMEN, México.
Citizen Guard

SPEAKERS' CORNER 4

Challenge 3: EQUALITY IN CITIES

1. MOGI DAS CRUCES, Brazil.
Full-time Integrated Education: Expanding Horizons and Opportunities
2. SAO CARLOS, Brazil.
"Time to Know" Education Magazine
3. BRAGA, Portugal.
Mini Olympics:
Education for Autonomy

SPEAKERS' CORNER 5

Challenge 2: INHABITING CITIES

1. ZÁRATE, Argentina.
Fund for Education in Zárate:
On the Way to a Citizenship School
2. BARCELONA, Spain.
How does Barcelona operate?
3. VALONGO, Portugal.
Human Library

FRIDAY 3

16 hs.

SPEAKERS' CORNER 1

Eje 2: HABITAR LAS CIUDADES

1. SÃO PAULO, Brazil.
Program called Letter: Earth in Action:
Environmental education that promotes the Educating City
2. MORÓN, Argentina.
Community Maternal Educational Program
3. SANTARÉM, Portugal.
Educating Resources Proposal

SPEAKERS' CORNER 2

Challenge 3: EQUALITY IN CITIES

1. QUITO, Ecuador.
Not-too-Virtual Times at the Inclusive High School in the Metropolitan District of Quito
2. CIUDAD AUTÓNOMA DE BS. AS., Argentina.
Families go to school
3. LEÓN DE LOS ALDAMA, México.
Cultural Paths

SPEAKERS' CORNER 3

Challenge 3: EQUALITY IN CITIES

1. SANTO ANDRÉ, Brazil.
Mirim Council: Citizen Childhood now
 2. GONDOMAR, Portugal.
Gondomar Student Assembly (EMAG) /
Gondomar Student Executive (EMAG) /
Mayor for one Day in Gondomar (AAG)
 3. ROSARIO, Argentina.
Municipal Hockey Circuit
-

SPEAKERS' CORNER 4

Challenge 1: BUILDING CITIES

1. TOTORAS, Argentina.
New Sewage Treatment System and
Water Lentils Production
 2. RIO DE JANEIRO, Brazil.
The city of Rio de Janeiro and its
educational potentials. The experience
of the Educator Neighbourhood
 3. BRAGA, Portugal.
We Intend to
-

SPEAKERS' CORNER 5

Challenge 3: EQUALITY IN CITIES

1. PINDAMONHANGABA, Brazil.
Young Players Project
 2. MORELIA, Mexico.
Experiencing and Living Together
with Disability
 3. CAGUAS, Puerto Rico.
Caguas Initiative, Educating City (ICCE)
-

SATURDAY 4

10.30 hs.

SPEAKERS' CORNER 1

Challenge 2: INHABITING CITIES

1. SAO PAULO, Brazil.
The CONVIVA education and the
construction of a city even more educative
2. SAO PAULO, Brazil.
Street Explorers

SPEAKERS' CORNER 2

Challenge 3: EQUALITY IN CITIES

1. PORTO ALEGRE, Brazil.
Black Territories:
African-Brazilians in Porto Alegre
 2. MORELIA, Mexico.
Altamagia Valley
 3. MONTEVIDEO, Uruguay.
These are our Rights
-

SPEAKERS' CORNER 3

Challenge 2: INHABITING CITIES

1. SÃO MIGUEL DOS CAMPOS, Brazil.
The Territory as a Learning Tool
 2. LA PAZ, Bolivia.
"Zebras". Urban Educators
 3. BARCELONA, Spain.
Sports Make us all Equal
-

SPEAKERS' CORNER 4

Challenge 3: EQUALITY IN CITIES

1. RÍO CUARTO, Argentina.
Orchestra of Native Instruments
 2. PLAYA DEL CARMEN, Mexico.
Inclusive Beach
 3. HORIZONTE, Brazil.
Equality Project
-

SPEAKERS' CORNER 5

Challenge 1: BUILDING CITIES

1. SANTO ANDRÉ, Brazil.
Music-at-School Project
3. SAO PAULO, Brazil.
OCARA NETWORK - Latin American
Network engaged in experiences and
projects in relation to the city, art,
architecture, public space and urban
mobility involving children..

EXPERIENCES

A

ADEJE, Spain

“ADEJE Experience, Living Together, ten”

The general purpose of this experience is to promote living together by creating gathering spaces thus facilitating coming closer and recognition among all the neighbors of the municipality. The project is articulated around four programs: *paths, landscapes, smiles and classroom*. It has a Living-Together Table to deal with, present and get acquainted with opinions, and the intent to cooperate of other municipal areas, citizen groups, etc.

Workshop, Thursday 2, 13.30 hs. **ROOM A · CEC**

Challenge: *The challenge of building the city.*

ALMADA, Portugal

“West Almada: Territory of Social Cohesion to Live Together”

Integrated program of urban regeneration in the west part of the city of Almada, which intends to set up Centro Cívico de Fróis (i.e.: community center), with a library, swimming pool and urban park, as training and leisure strategies meant for the people in the neighborhood. At the same time, it intends to expand the resident service network and boost the services already in place. It also features community entertainment activities to promote the community's creative and cultural power.

Workshop, Thursday 2, 11 hs. **ROOM B · CEC**

Challenge: *The challenge of building the city.*

ANDONG, Republic of Korea

“Banolim Haengbok Learning Center”

Korea's “Gross National Happiness Rate” is low, when considering its position in the world

and financial standing. These centers have been set up in the belief that ongoing education is connected to people's happiness. Andong Hospital started Haengbok's Learning Center to provide learning opportunities to different demographics. The center is part of the hospital and teaches class to patients that may be in disadvantage and excluded from these opportunities and their families.

Workshop, Thursday 2, 11 hs. **ROOM C · Shed 13**

Challenge: *The challenge of equality in the city.*

AUTONOMOUS CITY OF BUENOS AIRES, Argentina

“Finding Yourself in the Diverse - The Annual Event”

This initiative promotes finding yourself and others, differences, characteristics and peculiarities, at the same time as finding that which gets us closer to others. That is how, once a year, there is a single day to gather over two thousand young people promoting interaction and discussion among people present so as to encourage reflecting on and resignifying conceptions in relation to others. Prestigious artists and intellectuals are present, among other players, in order to do so.

Workshop, Friday 3, 14 hs. **ROOM A · CEC**

Challenge: *The challenge of equality in the city.*

“Families go to school”

The Ministry of Education of the Autonomous City of Buenos Aires, within the framework of its 2012-2015 Plan, intends mainly to secure education quality for all students, by promoting improved teaching and learning in all schools. The Families go to School Program

is put forward within the framework of the Office of Education Equity, thus responding to its mission to provide goods and services to children and teenagers who are socially vulnerable, as well as to their families, in support of accessibility and sustainability in schooling, thus guaranteeing the full exercise of the right to education.

Speakers' Corner 2. Friday 3, 16 hs. Shed 11

Challenge: *The challenge of equality in the city.*

B

BARCELONA, Spain

"Sports Make us all Equal"

This experience stems from a premise shown by professionals in social sciences: sports may help educate in values, toward a positive transformation of certain attitudes and behaviors and to work for equality, social inclusion and living together in harmony. We put forward this experience based on this certainty, which experience expects to review the socializing and educating potential of sports when room is made for the nature and meaning of the context where it takes place, and there is the will to prompt the development of cognitive and motor skills, life and bonding competencies, personal balance and social inclusion for children who practice sports. The experience was born in the city of Barcelona and, after the success achieved, has already been replicated in 7 cities in Mexico, by customizing the program to the needs of every context.

Speakers' Corner 3. Saturday 4, 10.30 hs. Shed 11

Challenge: *The challenge of living in the city.*

28 "Comprehensive Musical Experience"

This experience is an initiative to support musical talent in disadvantaged neighborhoods and areas. This experience implies developing, promoting and training young musicians and groups from vulnerable social environments, so as to contribute to social inclusion, projecting and revitalizing the territory. Participants receive music and art training so as to turn their creative inquisitiveness into artistic entrepreneurship projects, with professional support so as to become part of this sector.

Speakers' Corner 5. Thursday 2, 10.30 hs. Shed 11

Challenge: *The challenge of equality in the city.*

"RADARS, a Sensitive, Respectful Look to the Elderly"

The project is born with the purpose of providing an answer to the problems arising from the isolation and loneliness of many elderly people in big cities. The general purpose is to help people over 65 who have decided to continue to live at home do so and promote their doing so in conditions of well-being and safety, with the support of their environment.

Workshop. Thursday 2, 13.30 hs., ROOM B · CEC

Challenge: *The challenge of equality in the city.*

"Fabra I Coats, from the Factory Floor to a Space for the Community"

This project focuses on improving wellbeing and social cohesion in the neighborhood through educating in values and citizen participation, and promoting living together through participation and joint work among the District, agencies and public services, as well as neighbors. At the same time, it supports the dissemination of the historic legacy of the industrial Barcelona of the end of the 19th century and beginning of the 20th century.

Workshop. Friday 3, 14 hs. ROOM C · SHED 13

Challenge: *The challenge of building the city.*

"KanGo! a Fun, Safe Way, to Get to School"

The KanGo! project is based on the use of technology to let families know that their children have arrived at school at two basic times: on arrival at the bus-stop closest to the school; and when reaching the school door. Families receive a first message when their child has arrived at the bus-stop or station of the Railway of the Generalitat de Catalunya closest to their school. Then they get a second message letting them know that their child has arrived at the school. The project seeks to develop children's personal autonomy as from the age of 8, cooperation among children as well as citizenship and responsibility.

Workshop. Friday 3, 14 hs. ROOM B · CEC

Challenge: *The challenge of living in the city.*

"How does Barcelona operate?"

The How does Barcelona operate? (CFB?, in Spanish) Program is an Environmental Ed-

ucation program aimed at students (formal and informal education), adults and families. Its purpose is to educate in sustainability from the knowledge of what can be called the city's metabolism, through visits and activities in different city environmental facilities. Knowing the way waste and water management facilities operate, all about air quality, green areas and biodiversity in the city is the basis to increase citizen commitment and joint responsibility.

Speakers' Corner **5**. Thursday 2, 15 hs. **Shed 11**

Challenge: *The challenge of living in the city.*

BELO HORIZONTE, Brazil

"Participative Budget for Childhood and Adolescence"

The city has been producing the Regional Participative Budget for 23 years, where participants share experiences toward concepts such as citizenship, democracy, representation, public budget. The Participative Budget for Childhood and Adolescence supports children and adolescents by collectively defining significant actions throughout the school. This mechanism of participation lets students know of the relevance of the participative process in the transformation of a city that belongs to all.

Speakers' Corner **1**. Saturday 4, 10.30 hs. **Shed 11**

Challenge: *The challenge of living in the city.*

BIMESWHOR, Nepal

"Reconstruction Project after Gorkha Earthquake"

Nepal is vulnerable to earthquakes and the readiness program is inevitable. Consequently, the implementation of the National Construction Code for building permits is even more inevitable. The recent Gorkha quake demands an urgent Reconstruction Project. Its targets include Alert Programs, Mason Training, Technical Staff Training and the introduction of the National Construction Code.

Workshop. Thursday 2, 11 hs. **ROOM B - CEC**

Challenge: *The challenge of building the city.*

BOGOTÁ, Colombia

"La Candelaria: the Educating City bets on the Environment"

The general purpose of this initiative is to acknowledge the way the students of Centro Educativo Libertad (i.e.: school) take ownership of the locality of Candelaria from its environmental dimension, thus promoting school and citizen training from the knowledge of the geographic space and its protection. Its specific targets are: identifying the environmental dimension of Candelaria city and its historical development, finding about its environmental dimension personally by the students and creating awareness in the students about its relevance and influence.

Speakers' Corner **1**. Saturday 4, 10.30 hs. **Shed 11**

Challenge: *The challenge of living in the city*

BRAGA, Portugal

"We Intend to"

Project promoted, sponsored and coordinated by the University of Lisbon to link the need to work as per curriculum on the relevance of the region where you live to the will to promote public involvement in decisions associated to territory regulation. The goal is to encourage students so that they can identify the main guidelines in the Municipal Guiding Plan and put forward intervention proposals for the neighborhood, locality and municipality, toward sustainable development.

Speakers' Corner **2**. Friday 3, 16 hs. **Shed 11**

Challenge: *The challenge of building the city.*

"Rios Project"

The main target of the Rios Project is for institutions such as schools, associations, NGOs, companies or people in general to adopt a 500-meter patch of river or river bank so as to promote sensitization about the problems and the need to protect and remediate riverbank systems. A learning kit is provided to assist them, with the material required for river bank studies and to start remediation.

Workshop. Friday 3, 14 hs. **ROOM B - CEC**

Challenge: *The challenge of living in the city.*

"Mini Olympics: Education for Autonomy"

Project for students with special education-

al needs from elementary and high-school levels in the public education network in the city of Braga. Its main purpose is to promote inclusion, autonomy and social cohesion for these students in society. It poses simple scenarios associated to physical activity, which deal with fundamental capabilities in order to develop children's potential and, at the same time, promotes physical activity in schools.

Speakers' Corner 4. Thursday 2, 15 hs. Shed 11

Challenge: *The challenge of equality in the city.*

BRESCIA, Italia

"The Participation of the Family to Promote Living Together and Citizenship"

Families currently have a strong focus on themselves, their own private dimension, and are in the risk of falling in social isolation. The social consequence, however, of this type of issue, may be averted as the family is a special type of social group. The networking perspective supports focusing on each specificity even by the reconstruction of every one of them in the light of shared, conscious participation. That is why this project intends to set up spaces of socialization and cultural exchange for the families, especially those that are more isolated.

Workshop. Thursday 2, 11 hs. ROOM A - CEC

Challenge: *The challenge of living in the city.*

C

CAGUAS, Puerto Rico

"Caguas Initiative, Educating City (ICCE)"

This project makes city resources available to its inhabitants for their integrated education, by rethinking current educational styles and adjusting them to the demands of the globalized world. Its main purpose is for participants to complete their school education, to continue with their studies and get training so as to become future workers and professionals, community-oriented citizens in order to create sustainable, supportive, participative, inclusive, self-managed and safe communities.

Speakers' Corner 5. Friday 3, 16 hs. Shed 11

Challenge: *The challenge of equality in the city.*

CANAÃ DOS CARAJÁS, Brazil

"Canaã dos Carajás Education Agreement"

The accelerated population growth stemming from the mining activity has made the Office of the Municipal Secretary of Education face the challenge of organizing the educational network so as to provide quality education. To that end, the efforts of many sectors from civil society, non-governmental organizations and business people have been joined, with the purpose of committing to improving the quality of life in the municipality. Under the slogan "Everybody is Committed to Education in Canaã", the goal is to knit strategic alliances in order to offer quality public education to everybody.

Speakers' Corner 1. Thursday 2, 10.30 hs. Shed 11

Challenge: *The challenge of building the city.*

CAÑADA DE GÓMEZ, Argentina

"Viamágica: Joining Neighborhoods with Multiple Languages"

This workshop, located by the railway, operates as the common venue for the neighborhoods. A range of activities takes place in this workshop, involving families, teenagers and especially children, based on art. This space is offered to families as a place they can take ownership of and, at the same time joins the different neighborhoods through working with values and participation.

Workshop. Friday 3, 14 hs. ROOM A - CEC

Challenge: *The challenge of equality in the city.*

CARAPICUÍBA, Brazil

"Childhood on the Agenda - a Community Writing its History"

The Childhood on the Agenda Project is the outcome of a dream we all want to come true: providing all our children with quality education so that they can keep the best memories of their childhood. This is a both private and public initiative, involving families and teachers. We dream of a childhood with bright smiles and eyes and families with more relevant knowledge, making the right decisions to preserve childhood.

Speakers' Corner 4. Thursday 2, 10.30 hs. Shed 11

Challenge: *The challenge of equality in the city.*

CAXIAS DO SUL, Brazil

"Families at School Project - SCHOOL FOR PARENTS"

The goal of this project is to create a space of integration so that students, parents, school and community can live together, thinking of the families as the foundation of life for children and the young, as it is an institution with traditions, from which to take the social and moral foundations of society. Teachers, schools and parents need to work together toward children and teenagers' education, so that new generations may grow in a transformational environment, of which they are a part.

Speakers' Corner 5. Thursday 2, 10.30 hs. Shed 11

Challenge: *The challenge of equality in the city.*

CHACAO, Venezuela

"Chacao Reading Municipality: Playing Venue Network"

This initiative acknowledges that reading is one of the most democratic ways to shape free, critical, participative citizens with the required judgment to contribute to the community with the best possible citizenship practices. It intends to promote the values of tolerance, solidarity, respect for diversity of thought and living together through the tools provided by reading. Promoting the habit of reading in children and young people, through playing, appealing campaigns, a range of actions that prompt participation.

Workshop. Friday 3, 14 hs. ROOM B - CEC

Challenge: *The challenge of equality in the city.*

CHANGWON, Republic of Korea

"Migrants' Arirang Multicultural Festival (MAMF)"

The city of Changwon has been hosting the MAMF - Migrants' Arirang Multicultural Festival every year since 2005. Its purpose is to create an open society where migrants and natives may be together in harmony and convergence by promoting living together such as in the inherent spirit of Korea's Arirang as well as multiculturalism in the Korean peninsula. It is the largest festival in the country, sponsored by the Province of South Gyeongsang and the Ministry

of Culture, Sports and Tourism. 1.8 million members of multicultural families overcome national borders and gather under the "we are one" spirit.

Workshop. Thursday 2, 13.30 hs. ROOM C - Shed 13

Challenge: *The challenge of equality in the city.*

CHAPECÓ, Brazil

"School and City: New Educational Territories within the Context of Full-Time Education"

It is an extension project part of the course to train players in the elementary school basic network, supporting the More Education Program of the Ministry of Education. Its goal is to look for an environment of discussion and to share experiences associated to full-time school management, so as to deepen the role of cities as educating agents. The educational process is discussed, with an emphasis on the limits and possibilities of integrated education at school: for the city to be an educating agent, it needs to get involved.

Speakers' Corner 1. Thursday 2, 15 hs. Shed 11

Challenge: *The challenge of equality in the city.*

CONTAGEM, Brazil

"Network Management Educators in the Communities in the Contagem Municipality"

The government takes ownership of the need to set up a networked management system, where the educating community concept is implemented in articulation with states and territories, and where people's participation enables government actions. Articulation actions are undertaken together with community agents that visit socially vulnerable students on a weekly basis. All these data are sent to the Office of the Municipal Secretary of Education, which is receptive of the needs of both students and their families, and takes action to solve them, thus securing the protection of students' and their families' basic rights.

Speakers' Corner 3. Thursday 2, 10.30 hs. Shed 11

Challenge: *The challenge of building the city.*

CÓRDOBA, Argentina

"From the Periphery to Inclusion: the Experience of IPEM 320 'Jorge Cafrune'"

The experience takes place at an education venue with a great impact on building the neighborhood identity of all the children and young people who set foot in their classrooms, as well as on their participation in the different projects. The institution has been holding the education and social community-work extension day: "symbolic cleaning of the collector channel", an action to promote the environmental awareness of the neighbors through a networked, cross-agency effort supported by the activities of the CAJ program at this school.

Speakers' Corner 1. Thursday 2, 15 hs. Shed 11

Challenge: *The challenge of equality in the city.*

E

ESPOO, Finland

"Opinmäki Learning Center"

The Opinmäki Learning Center includes an international English-speaking school for the whole town, a Finnish-speaking school, facilities for elementary education, an extra-curricular activity club, a venue for sports, a library, adults education center, a department for the young and other cultural services. It seeks to transform the area's educational culture and recreational life. With the purpose of better serving its residents, Opinmäki requires a new type of leadership.

Educating Cities' Award. Saturday 4, 11 hs.

CEC Auditorium

Challenge: *The challenge of equality in the city.*

F

FUENLABRADA, Spain

"Municipal Textbook Bank.

"No Student without Books at the Beginning of the School Year."

This initiative seeks to create a volunteers' network for Book Exchange at schools, with the subsequent savings in textbook and teaching material purchases, thus avoiding

the learning inequality that had ensued in the city stemming from the economic crisis. It also intends to create awareness in and motivate families with Elementary and High School students to take action.

Workshop. Friday 3, 14 hs. ROOM A · CEC

Challenge: *The challenge of equality in the city.*

FUNCHAL, Portugal

"Mexe-te ESG"

Professional training program in a work context, seeking to find jobs for young people. It is intended for 100 unemployed young people in the town of Funchal, ranging between 16 and 30 years of age, from different social origins and school and academic training. The training effort put forward is based on different areas, aiming at developing technical, personal, social and employability skills for the hotel industry. Mexe-te ESG attempts to find a joint solution where civil society and some public agencies may join to help the young at Funchal develop technical, cross-discipline tools for their careers.

Workshop. Friday 3, 14 hs. ROOM A · CEC

Challenge: *The challenge of equality in the city.*

G

GIRONA, Spain

"Girona's Childhood Council"

Children may exercise their civil rights in this participative organization. It is also an observatory where, from the eyes of the children, aspects may be detected that are sometimes overlooked by adults. It is an educational practice with the clear intent to educate in values. Living together in diversity requires the development of shared, supportive players, who lead the path to democratic work, based on dialog and team work.

Speakers' Corner 3. Thursday 2, 10.30 hs. Shed 11

Challenge: *The challenge of building the city.*

GODOY CRUZ, Argentina

"Inclusive Godoy Cruz"

This experience works with social inclusion through sports, by expanding, remodeling

and building new sports centers and yards, remodeling squares and parks, enlarging wi-fi areas and promoting street art through actions that take art to the neighborhoods. In turn, an agreement of integration and co-operation has been signed with the City of Mendoza by which the bicycle public-transport program was created.

Workshop. Thursday 2, 13.30 hs. ROOM C - Shed 13

Challenge: *The challenge of equality in the city.*

GONDOMAR, Portugal

"Strategic Municipal Plan for the Special Education"

The purpose of drafting a Strategic Plan for the Special Education is to help break the silence and expand the discussion about perspectives of change put forward by the special education in a municipality. This plan is expected to be a benchmark in the area of empowering and training people with special educational needs, as well as creating inclusive opportunities for the exercise of full citizenship.

Workshop. Thursday 2, 13.30 hs. ROOM A - CEC

Challenge: *The challenge of equality in the city.*

"Gondomar Student Assembly (EMAG) / Gondomar Student Executive (EMAG) / Mayor for one Day in Gondomar (AAG)"

The decision to set up these programs is inserted in the Municipality's vision that decisions made locally become a future for a Generación D'Ouro (i.e.: golden generation). The negative link between the contempt of the younger and the way democracy works and young people's lack of commitment in active politics is expected to be reversed. The will of young students is expected to turn into actions, recommendations and concrete involvement in improving collective life.

Speakers' Corner 3. Friday 3, 16 hs. Shed 11

Challenge: *The challenge of equality in the city.*

GRANOLLERS, Spain

"Recovering the Congost River"

The purpose of this initiative is to recover the river for the city, radically and absolutely transforming a degraded space so as to turn it into a natural, public space of biodiversity.

It will connect peri-urban rural areas with the city so as to create recreational spaces; create spaces suitable for sports activities; build bridges and walkways to join the two parts of the city, apart from organizing educational, scientific, sports and social activities by the river.

Workshop. Thursday 2, 11 hs. ROOM B - CEC

Challenge: *The challenge of building the city.*

GUADALAJARA, Mexico

"Weaving: Public Art and the Recovery of Space"

It is a historic project to link art and culture with education through murals, which has contributed to educational development from the public space, using it as a classroom outside school. This project is born from the link between the Office of the Municipal Secretary of Education and local art groups with the purpose of creating a dialog between neighbors and artists and so reactivate the public space through a process of socialization between those involved, with murals and other quality social activities.

Workshop. Thursday 2, 11 hs. ROOM B - CEC

Challenge: *The challenge of building the city.*

GUNSAN, Republic of Korea

"Find and Visit Lifelong Education"

Gunsan is focused on continuous training programs set up according to community needs. Since 2014, Gunsan's focus on continuous training has become more assertive, by making programs more affordable for potential students. Its strategy is especially centered on helping children prepare for permanent learning, and general programs aim at all age ranges.

Workshop. Thursday 2, 13.30 hs. ROOM C - Shed 13

Challenge: *The challenge of living in the city.*

H

HABANA, Cuba

"Havana's Historic Downtown: Learning Experiences in a Museum with People"

This initiative intends to stimulate from early

childhood an active citizenship committed to historic memory, local identity and the preservation and protection of the community's cultural heritage. The Program benefits Havana's children, with a special focus on children between 4 and 12 years of age living downtown. In its effort to create democratic spaces based on living together harmonically, diversity and equality, the Program has created a number of projects that managed to integrate all children living in the oldest area of Havana.

Workshop. Friday 3, 16 hs. **ROOM A · CEC**

Challenge: *The challenge of equality in the city.*

HORIZONTE, Brazil

"Beija-Flor Project"

Experience launched by the Cross-Sectoral Public Policy Superintendency, which aims at articulating, mobilizing and implementing cross-sectoral public policy actions so as to optimize financial and human resources in planning, executing and evaluating public policy. The Beija-Flor Committee, which involves all municipal secretary offices, participates in the execution of the experience.

Speakers' Corner 2. Thursday 2, 15 hs. **Shed 11**

Challenge: *The challenge of living in the city.*

"Equality Project"

The project "Equality is not a dream but a reality" is a tool to boost actions in society from actions already taken by other sectors and expands the menu of social inclusion services with the purpose of recovering time and smoothing out the marks of injustice. The Social Development and Inclusion Office has launched a number of actions to call the community to talk, exchange experiences, reflections and look for paths into a new reality.

Speakers' Corner 4. Saturday 4, 10.30 hs. **Shed 11**

Challenge: *The challenge of equality in the city.*

I

ISHOJ, Denmark

"Citizenship in a Multicultural City"

Ishøj City works not only by integrating different cultures but also with equality and diversity in general as well. These factors are

fundamental to make its citizens feel part of the local community. The project shows more about the work taken from policy into practice through a strong sense of citizenship for Ishøj people and the design of a sustainable local community based on equality and diversity.

Workshop. Thursday 2, 13.30 hs. **ROOM A · CEC**

Challenge: *The challenge of equality in the city.*

J

JECHEON, Republic of Korea

"HYOO(休) Experiencing Program Specialized in Healing"

Jecheon City lies in the heart of the central inland region of the Republic of Korea, with beautiful landscapes and a developed industry, associated to oriental medicine. It is an urban - rural city with a population of about 140,000. The experience shown is the design of a program specialized in healing, intended to help establish the identity of our region and prevent disease, which results in the wellbeing of city people.

Workshop. Thursday 2, 11 hs. **ROOM C · Shed 13**

Challenge: *The challenge of equality in the city.*

K

KATOWICE, Poland

Katowice Oxford Debate Competition

A persisting problem with teenagers is the trend to experience with different stimulants, including drugs. The current concern is that children are starting this behavior earlier. Katowice City has been taking preventive measures aimed at children and young people, which have boosted their strengths to explore their potential and weaken the impact of the threats. This project has been developed by the Municipal Police and the Regional Katowice Institute sponsored by the Mayor of Katowice, in cooperation with the Department of Education and Social Policy, as well as psychologists and pedagogists from Katowice schools.

Workshop. Friday 3, 14 hs. **ROOM C · Shed 13**

Challenge: *The challenge of building the city.*

L

L'HOSPITALET DE LLOBREGAT, Spain

"Promoting service-learning in the city of L'Hospitalet as a tool for living together in harmony, social cohesion and participation"

Service-Learning is an educational methodology which joins in a single action the learning of one part of the student's curriculum with an effort to serve the community. This innovative learning method promotes the development of values, affection and empathy in our children and young people and, in turn, brings about a pedagogic renewal in classrooms and provides prestige to the image of education centers and the collective of young people in the city. This effort has been growing in L'Hospitalet since 2008, when the Municipal government decided to promote it and expand it to all schools, taking place in people's free time. It is implemented through different education projects of social cohesion called "environment education plans".

Educating Cities' Award. Saturday 4, 11 hs. CEC Auditorium

Challenge: *The challenge of equality in the city.*

LA PAZ, Bolivia

"Zebras". Urban Educators

Young Zebras seek to transform the city through activities that promote living together in harmony and for the common good, getting citizens involved and educating them in values that support unity in diversity, respect for oneself, for others and also for public space. "Standing in somebody else's shoes" summarizes the daily approach of the Urban Educator, managing to be the guide and example that conveys values that promote love for their city and sensitize the citizen through positive messages focused on themes such as traffic and roads, noise, security, risks and garbage, among a number, thus supporting living together in harmony through respect.

Speakers' Corner 3. Saturday 4, 10.30 hs. Shed 11

Challenge: *The challenge of living in the city.*

LEÓN DE LOS ADAMA, Mexico

"Cultural Paths"

"Cultural Paths" came up as an initiative of the Office of Education 18 years ago. They were then known as guided visits to historic spots, mainly downtown, with its buildings and monuments.

These visits have been reviewed since 2009 to transform their organization, relevance, contents and vision. The number of paths has grown with time, each one of them oriented to different aspects of life in our city, but especially they are considered an integrating element for different cultural and social expressions, the balance toward life in harmony with the current diversity of our city.

Speakers' Corner 2. Friday 3, 16 hs. Shed 11

Challenge: *The challenge of equality in the city.*

LISBON, Portugal

"Pedestrian Accessibility Plan"

The Pedestrian Accessibility Plan is the strategy of the Municipality of Lisbon to make the city an accessible environment. The Plan is in execution through the end of 2017. It was structured and conceived through a methodology of Participative Diagnosis, which has integrated studies, community surveys, identification of good national and international practices, the compilation of strategic municipal instruments, among a number. The final plan documents are put forward for public feedback.

Workshop. Thursday 2, 13.30 hs. ROOM C · Shed 13

Challenge: *The challenge of equality in the city.*

"BIP/ZIP Program"

The concept and methodology of Priority Intervention Neighborhoods (BIP in Spanish) was inspired by a central government resolution aimed at restoring and reinserting critical neighborhoods in the city. This concept was taken and developed by the Lisbon's Local Restoration Program. A Work Group was put together to that end, charged with monitoring and articulating different municipal strategies and programs, plans, projects and actions, developed or to be developed by different municipal offices, individuals and organizations.

Workshop. Friday 3, 14 hs. ROOM C · Shed 13

Challenge: *The challenge of building the city.*

LLEIDA, Spain

"Playing Venue, Childhood and Family Program"

This initiative intends to create a space where parents, children and professionals can interact. Parents may, in this space, share concerns, experiences, problems, etc. This project expects to be a meeting place for families, overcome the isolation sometimes brought by raising young children and avert hazardous scenarios. The program is currently developed throughout the municipal playing venue network (presently 5 sites). Since its deployment a total number of 360 families have been participating every year with quite a favorable welcome.

Workshop. Friday 3, 14 hs. **ROOM B · CEC**

Challenge: *The challenge of living in the city.*

LOULÉ, Portugal

"A Project in Many Hands"

It is about structuring a Municipal Network that articulates the Municipality's organic units with partners that represent civil society. The goal is to have the different institutions that put forward local educational projects for the Network join in, hand in hand with the principles of the Charter of Educating Cities. These projects will be implemented and/or monitored by the Network.

Workshop. Thursday 2, 11 hs. **ROOM C · Shed 13**

Challenge: *The challenge of equality in the city.*

M

MARANGUAPE, Brazil

"Co-creating Sustainable Educating Communities: a Networked Social Methodology"

It implements a work method that implies creating educating communities and cities, within the framework of the Together-for-Integrated-Education Network, as an autonomous movement, democratically managed by Integrated Education organizations, projects and initiatives, as part of the Learning Community Network project in Brazil. It aims at creating an interactive platform that integrates people, organizations, projects and

initiatives, seeking to generate communication and exchange teaching projects in public schools part of the Network.

Speakers' Corner 3. Thursday 2, 15 hs. **Shed 11**

Challenge: *The challenge of equality in the city.*

MEDELLÍN, Colombia

"Protective Communities with a Good Start"

The program is a series of orientations that have gradually strengthened integrated care and work for children's protection. It especially prioritizes the joint responsibility where family, State and society are responsible for the respect and enforcement of children's rights. Promoting integrated protection in the Program is a process led by psychosocial educational agents from different organizations that provide integrated care to infants.

Workshop. Friday 3, 14 hs. **ROOM C · Shed 13**

Challenge: *The challenge of building the city.*

MOGI DAS CRUZES, Brazil

"Full-time Integrated Education: Expanding Horizons and Opportunities"

Day after day the discussion on extending the school day for Brazilian students is growing. Not just from the demand of civil society but mainly for the need to offer everybody the opportunity of an actually freeing education. Spaces included and pedagogical practices need to be resignified as part of the integrated education concept. The city of Mogi das Cruzes is engaged in this effort.

Speakers' Corner 3. Thursday 2, 15 hs. **Shed 11**

Challenge: *The challenge of equality in the city.*

MONTEVIDEO, Uruguay

"Eating Education Program 'Uruguay Cooks' - Eating Healthy"

The purpose of the program is to promote educational actions associated to preparing and eating healthy foods, with an emphasis on nutritional aspects and the use of inexpensive natural resources. This expects to contribute in different communities to healthy eating habits through education, strengthening local cultural values, social inclusion and equality in rights and opportunities to access knowledge.

Workshop. Thursday 2, 13.30 hs. **ROOM B · CEC**

Challenge: *The challenge of equality in the city.*

"These are our Rights"

This experience is an effort of education and sensitization about Human Rights and, particularly, the rights of children and adolescents, with the intent of contributing to building citizenship. It intends for younger sectors of the population to start taking on another stance and adults to start accepting the active involvement of children and teenagers in city life. Deepening this knowledge contributes to living together better and training responsible people aware that their everyday actions inevitably have an impact on everybody's life.

Speakers' Corner 2. Saturday 4, 10.30 hs. **Shed 11**

Challenge: *The challenge of equality in the city.*

MORELIA, Mexico

"Experiencing and Living Together with Disability"

The project's main idea is to do away with physical, social, cultural, educational, sports and work barriers disabled people have to face. The aim is to sensitize people through new and different dynamics, divided by range and type, open to government agencies, public and private schools and organizations of all sorts, consisting in walking about facilities, creating awareness in participants through experiencing disability, as well as receiving information to change people's perspectives.

Speakers' Corner 5. Friday 3, 16 hs. **Shed 11**

Challenge: *El desafío de la igualdad en la ciudad.*

"Altamagia Valley"

Altamagia is a virtual world in an interactive room, where visitors live together with technology, art, functionalities, emotions, resource efficiency and value of use, theory, practice, imagination and reality. Its aim is to use this psychopedagogical intervention method as a tool for the benefit of people in the areas of health, pedagogy and entertainment. It implements state-of-the-art technology both in the design and provision of psychological support and rehabilitation interactivity for children and adults with and without disability.

Speakers' Corner 2. Saturday 4, 10.30 h. **Shed 11**

Challenge: *El desafío de la igualdad en la ciudad.*

MORON, Argentina

"Community Maternal Educational Program"

Its general purpose is to provide an environment of support, reflection and mutual learning from the educational approach to improve children's quality of life. And also to create and sustain a community educational space and strengthen the family as well as deepen, together with the education team, the bond with the baby.

Speakers' Corner 1. Friday 3, 16 hs. **Shed 11**

Challenge: *The challenge of living in the city.*

MOURA, Portugal

"Mouraria, Memory Space"

Moura's Municipal Chamber has been implementing a project called Moura's Historic Downtown Urban Regeneration. This intervention entails a logic of agreement and complementarity that includes several axes around an inclusive territory: structuring the urban space, economic affirmation, social conditions and cultural revitalization, looking at problems and needs as well as at resources and potentialities in creating community action alternatives.

Workshop. Friday 3, 14 hs. **ROOM C · Shed 13**

Challenge: *The challenge of building the city.*

MUNICH, Germany

"Local Education Management - Local Education Centres"

In Germany, and especially in Bavaria, there is a close link between people's social standing and their educational success. Therefore, the Local Education Office tries to reduce inequality among districts and citizens by locally managing education, in combination with advisory efforts in terms of local education. The division in turn provides local education centers and tries to implement local educational landscapes in the more impacted districts in the city, where local players generate responsibility for creating a culture to empower the younger and the elderly (with a neighborhood approach).

Workshop. Friday 3, 14hs. **ROOM A · CEC**

Challenge: *The challenge of equality in the city.*

O

ODEMIRA, Portugal

“Odemira – Getting Equal through Art: Miragem!”

Miragem! is an art and pedagogical project that intends to take culture to the whole community, getting students and teachers involved by inviting them to take a more proactive and interested role in school life, fighting absenteeism and dropouts, so as to set up, in the area of expressions, an organized project, with a community impact, in the dimension of the local immaterial heritage.

Workshop. Friday 3, 14 hs. **ROOM A · CEC**

Challenge: *The challenge of equality in the city.*

P

PAREDES, Portugal

“PT: Walls with Theater”

This program is a cultural promotion and citizen involvement initiative, whose mission is to promote, support and develop amateur theater. It is organized by including young artists with higher schooling in theater in existing groups, for their dynamization. On the other hand, an agreement has been executed with the Municipality where they commit a minimum number of traveling shows across the district and neighboring districts.

Workshop. Thursday 2, 13.30 hs. **ROOM A · CEC**

Challenge: *The challenge of building the city.*

38 PARIS, Francia

“Womenability”

This initiative is an international research and action project based on the “gender” appropriation of the urban space. Women and men’s experiences in the city are questioned. Its purpose is to propose concrete solutions to help the public powers and individuals balance the way women appropriate the urban space, thus building a city for all its dwellers.

Workshop. Thursday 2, 13.30 hs. **ROOM A · CEC**

Challenge: *The challenge of equality in the city.*

PERGAMINO, Argentina

“Educating Cities’ Local Table: Interdisciplinary Space for Dialog, Reflection and Joint Action”

The Educating Cities’ Local Table was set up as such on February 24, 2015, with the purpose of becoming a venue for dialog, exchange and to build joint projects and take joint action toward networking and applying the Principles of the Charter of Educating Cities. It has been declared of municipal interest. The meetings of the Table include different social organizations, institutions and political and technical offices of the Municipality of Pergamino.

Speakers’ Corner 1. Thursday 2, 10.30 hs. **Shed 11**

Challenge: *The challenge of building the city.*

PINDAMONHANGABA, Brazil

“Young Players Project”

With the purpose of helping teenagers lead a healthy life with themselves and others, this project is a bet on young people’s major role. Students are trained as major players in discussions about sexuality, political and citizen conscience, diversity and homophobia, with hands-on strategies, thus securing that the concepts themselves will be built and rebuilt.

Speakers’ Corner 5. Friday 3, 16 hs. **Shed 11**

Challenge: *The challenge of equality in the city.*

PITANGA, Brazil

“Cooperjovem Program”

The Cooperjovem Program is intended for elementary education teachers and students, and provides continuous training and education in cooperation principles and values. The education process is flexible, so as to adjust to the pace of the students and the dynamics in each classroom, with a participative approach, by making use of creativity and every class venue to transform them into experiences and concepts to promote an easier understanding of the items learned.

Workshop. Friday 3, 14 hs. **ROOM B · CEC**

Challenge: *The challenge of living in the city.*

PLAYA DEL CARMEN, Mexico

"Citizen Guard"

The purpose of this initiative is to strengthen and maintain school community order and security by means of surveillance and by creating a social bond with students, teachers and parents. Also, to promote recognition of the elderly, as creators of knowledge, care and experiences. By means of the allocation of the school guard group to six clear-cut sectors, operating and hierarchical lines are set up for the right development of the program through the Citizen Participation and Crime Prevention Office.

Speakers' Corner 3. Thursday 2, 15 hs. **Shed 11**

Challenge: *El desafío de la igualdad en la ciudad.*

"Inclusive Beach"

The main goal of the Project is to promote living together with and the social integration of people with some degree of disability, by securing their right to resting, fun and recreation. The initiative consists in adjusting and erecting urban infrastructure to support the mobility and enjoyment of people with different abilities in public spaces, such as city beaches. The equipment required is provided to make them accessible to this population, also with specialized support and care staff.

Speakers' Corner 4. Saturday 4, 10.30 hs. **Shed 11**

Challenge: *The challenge of equality in the city.*

PORTO, Portugal

"Educating for the Heritage, Gatherings with the City"

Este Programa integra acciones conjuntas de la población escolar y la población en general, buscando la valorización del patrimonio cultural en todas sus dimensiones y contribuyendo a la formación personal y académica de sus ciudadanos, a través de recursos temáticos educativos donde la aparezca la ciudad. Estas acciones tienen como objetivo dar a conocer la ciudad de Porto, involucrar a los niños y niñas y a toda la población en la participación activa a través de la observación del medio que nos rodea; y busca dar respuestas a cuestiones que articulan la ciudad con su arte.

Workshop. Thursday 2, 11 hs. **ROOM A - CEC**

Challenge: *The challenge of living in the city.*

PORTO ALEGRE, Brazil

"Escola Preparatoria de Danza de Porto Alegre"

Dance teaching proposal by the Office of the Municipal Secretary of Education, in association with the Office of the Secretary of Culture. This comes hand in hand with the creation of the Pilot Project of the Porto Alegre Municipal Dance Company. In an alliance with the Cidade Escola Program, and based on educating from its integrated character and by expanding quality time and space, the project's basic principle is providing access to the art of dance.

Speakers' Corner 4. Thursday 2, 10.30 hs. **Shed 11**

Challenge: *The challenge of equality in the city.*

"Black Territories: African-Brazilians in Porto Alegre"

After some historic research that established the existence of ethnic territory overlaps in the city of Porto Alegre different from our current knowledge, and catering for the need to provide teachers with subsidies for the development of the African-Brazilian and African history and culture theme in Brazil, we created the Black Territories Project: African-Brazilians in Porto Alegre. The project is based on the idea of a traveling classroom, where, from the use of a bus, teachers, students and citizens in Porto Alegre are taken to a field trip across different areas in the city which throughout history have become spaces of cultural reference for African-Brazilian people.

Speakers' Corner 3. Saturday 4, 10.30 hs. **Shed 11**

Challenge: *The challenge of equality in the city.*

PROVIDENCIA, Chile

"Accountability: Management and Monitoring in Participative Community Government Program"

The progress in the government's program goals may be checked on line in detail in the programa.providencia.cl website. It allows citizens to check, at any time, the commitments of the authorities and be part of the process, either by requesting more information or adding to what is already there. The goals of the project are promoting transparency in local management, accountability and public integrity, creating new participa-

tion instances and modernizing local government efforts.

Speakers' Corner 1. Thursday 2, 10.30 hs. Shed 11
Challenge: *The challenge of building the city.*

Q

QUITO, Ecuador

"Flexible Higher Basic Education – Accelerated Basic Cycle (CBA in Spanish) 'Educate to dream again'"

The program contributes to achieving goals related to the universalization and quality of basic education, proposed at national level. It is an integral educational proposal, under school, family, work and social concepts. Students are considered integral, comprehensive human beings, with rights, who are in the process of being educated. This method is a free, fast and flexible educational proposal that serves teenagers and young people that require priority attention; it is classroom teaching for 11 months, time during which students pass 8th, 9th and 10th years of higher basic education.

Workshop. Thursday 2, 11 hs. ROOM C · Shed 13

Challenge: *The challenge of equality in the city.*

"Not-too-Virtual Times at the Inclusive High School in the Metropolitan District of Quito"

This educational experience is part of the Inclusive Virtual High School, a human development project of inclusive education that restores the right to education of young people and adults, aged 18+, without excluding any individual. Thanks to information and communication technologies solidarity and team and individual work are boosted; inequities are overcome and quality and warmth processes are guaranteed.

Speakers' Corner 2. Friday 3, 16 hs. Shed 11

Challenge: *The challenge of building the city.*

R

RENNES, France

"Envie2Respect"

This initiative, originated in 2014, proposes different modes of action for primary and

high-school levels, as prevention, that allow elaborating different projects. It is implemented as training and support to educational references as well as participation and support to youngsters. This program comprises topics related to self-esteem, self-confidence, integration, diversity and gender equality, stereotypes, prejudice and discrimination, emotional and sexual life and citizenship commitment.

Workshop. Friday 3, 14 hs. ROOM B · CEC

Challenge: *The challenge of living in the city.*

RÍO CUARTO, Argentina

"Orchestra of Native Instruments"

The goal of the Orchestra of Native Instruments was to take native music and global view of the aboriginal people to the children and youngsters through wind instruments. From this point of view, all children and youngsters can feel integrated and participate, without knowing anything about music. Taking the Andean music to the neighborhoods where vulnerability of rights is a sad reality implies a big challenge and education is the main goal of the "Orchestra of Native Instruments" workshop.

Speakers' Corner 4. Saturday 4, 10.30 hs. Shed 11

Challenge: *The challenge of equality in the city.*

ROSARIO, Argentina

"Safe and Sustainable Mobility"

The safe and sustainability mobility program takes place in formal and non-formal educational facilities. In coordination with different divisions of the Municipality, organizations of civil society and schools of the City of Rosario, different actions are performed which, in a playful manner, question the current mobility practices, raise citizens who are committed with safe and sustainable mobility and contribute to the transformation of public space. Participation promotes public policies implemented by the municipality to generate a change of paradigm as to the way in which mobility is conceived, developed in the framework of the Integral Mobility Plan and legalized by citizenship in the Mobility Agreement.

Workshop. Thursday 2, 11 hs. ROOM B · CEC

Challenge: *The challenge of building the city.*

“Access to health from an equality perspective. Primary health care as a municipal policy”

Primary health care in the Municipality of Rosario has historically been the example of decentralization of local public policies by means of administration democratization, community participation, the broad network of social safeguard developed during periods of crisis and areas for participating local planning. At present, health centers are the care places closest to neighbors and, due to their equipment, structure and hours of service, they have become the places with the best access for the citizens, with 80% resolution capacity of the population health problems. Besides, as they are close to the people, they have a better chance to interpret the problems in an integrated fashion, with a stable, continuous and permanent bond, taking the responsibility for the results of their practices during the whole care process.

Workshop. Thursday 2, 11 hs. **ROOM C · CEC**
Challenge: *The challenge of equality in the city.*

“A City Building Co-existence: The Educational Dimension of Integrated Social Policies in the Territory”

The local state, based on cross-functional teamwork in 32 Neighborhood Cohabitation Centers located in the areas of highest social vulnerability, implements municipal social policies in an integrated manner, together with state and community areas network. This is how over 3,000 families get involved with an integrated proposal that aims at developing specific inclusion activities for children, youngsters, grownups, elderly people and their family groups. The big components of these activities are: educational and cultural, recreational and sports, nutritional, labor and citizenship participation.

Workshop. Thursday 2, 13.30 hs. **ROOM B · CEC**
Challenge: *The challenge of equality in the city.*

“Urban Pedagogy”

Presentation of the Urban Pedagogy program for the design and implementation of educational public policies that take the city into account, through material and imaginary territorialities, as a stage of and for multiple learning. This program interprets desires and needs of the whole generational spectrum and education as an integral dimension of human communication and

growth. It especially emphasizes child and youth policies, guiding them to strengthen the collective and participative sense of urban life.

Workshop. Friday 3, 14 hs. **ROOM B · CEC**
Challenge: *The challenge of living in the city.*

“Municipal Hockey Circuit”

Hockey in Rosario represents an environment of social gathering and citizenship coexistence in the public space, recovering solidarity from the neighborhood reality, with decentralized and participative action through sports and recreational activities. The sports circuit promotes social integration and healthy life habits with the goal to promote competition in the framework of fair play, giving public space a new value, as a place for gathering, coexistence and solidarity activities in the 6 districts of the city.

Speakers' Corner 3. Friday 3, 16 hs. **Shed 11**
Challenge: *The challenge of equality in the city.*

“Municipal Mediation in the City of Rosario: An Experience that is Here to Stay”

In 2002 the Municipality of Rosario implemented the Municipal Mediation Program as a city public policy. The purpose is to prioritize communication and dialog in conflicts between neighbors, or between neighbors and the Municipality. The intention is to promote collaborative approach of differences and to install a culture of peace in the society. Community Mediation is a free service and is offered to all the city neighbors, without any differentiation of gender, social situation, age and they can have direct access through the six Municipal Centers in the District.

Speakers' Corner 3. Thursday 2, 10.30 hs. **Shed 11**
Challenge: *The challenge of living in the city.*

S

SAHA-GU, Republic of Korea

“Construction of Pagoda Tree Spring Park in Goe-jeong”

Saha-gu has a place that people would not expect to see in a city: a Sophora or “Pagoda Tree” (*Styphnolobium japonicum*) that is 650 years old, a dock and a washing place. From Saha-gu town hall, the decision was to build a historical theme park in the city

to generate cultural sensitivity and to communicate with the future, reproducing community life and restoring the cultural value. Around 3 million dollars were obtained from different sources to build the 2,230 square meters park.

Workshop. Friday 3, 14 hs. ROOM C · Shed 13

Challenge: *The challenge of building the city.*

“Creative Regeneration of a Slum into the Gamcheon Cultural Neighborhood”

The Gamcheon district is an emblematic place with the looks and footprints of the country’s modern history, from the civil war up to the present time. Unlike other cities that lost their old looks for the urban development projects from the 60s and 70s, this neighborhood still keeps its original characteristics. Through the will for the neighborhood to be reborn, artists, dwellers, specialists and administrative staff set to work at the time when the fifth government chosen by the people in 2010 took office. They chose an environmentally-friendly and sustainable method under the paradigm of Preservation and Regeneration, both to preserve the neighborhood’s beautiful landscapes and historic values and to regenerate the neighborhood so that it can live with culture and art.

Educating Cities’ Award. Saturday 4, 11 hs. CEC Auditorium

Challenge: *The challenge of building the city.*

SAN FRANCISCO, Argentina

“EDUCATIONAL ARTICULATION PANEL: education as a need and an activity that involves everyone”

The EDUCATIONAL ARTICULATION PANEL arises as a real need to promote education taking into account the different actions and wishes, as a place where ideas meet, with the goal to strategically organize local development avoiding isolated efforts and trying to get synergy as the right practice to achieve better results. By means of the collaborative team work the city builds its own educational and cultural project and gets involved in it. The city progressively educates itself and its children, as well as youngsters and adults, in the framework of an endogenous, cooperative and solidarity effort, based on diagnosis on shortages and especially on strengths to overcome weaknesses

Speakers’ Corner 2. Thursday 2, 10.30 hs. Shed 11
Challenge: *The challenge of living in the city.*

SANTA MARIA DA FEIRA, Portugal

“School in Movement”

This project arises from the need to improve, promote and expand the equipment of school areas. Santa María de Feira is a town that is close to 70 first-cycle teaching institutions, and the goal is to give a quick and efficient response to the arising needs, by means of cooperation strategies of the town and the school community as a whole. The intention is to involve the school area to improve it, by recovering part of the buildings and equipment, or adding some animation to the place.

Workshop. Friday 3, 14 hs. ROOM B · CEC

Challenge: *The challenge of living in the city.*

“LABinDanza”

Initiative whose goal is to include persons with special needs through contemporary and creative dancing, guided by a professional. The purpose is to open a place to be regularly used for inclusive dancing, open to all those who wish to become part of this artistic, performing process, creating a network of activities that get rid of isolation through art.

Workshop. Thursday 2, 13.30 hs. ROOM B · CEC

Challenge: *The challenge of equality in the city.*

SANTARÉM, Portugal

“Educating Resources Proposal”

The Educating Resources Proposal dossier is submitted every school year to the teaching institutions and groups. This is how the City of Santarém becomes a space of social reference; moreover, educational agents have the competencies that will allow them to understand the essential lines of the value change process that affect the world in general.

Speakers’ Corner 2. Thursday 2, 15 hs. Shed 11

Challenge: *The challenge of building the city.*

SANTO ANDRÉ, Brazil

“Music-at-School Project”

The city understands the importance of music as an instrument of learning, social

interaction, autonomy and music initiation, something unheard of in the city. This takes care of Principles 4 and 5 of the Charter of Educating Cities, when it states that the educational character of municipal policy should privilege social justice, democratic citizenship, clarity of life and promotion of city inhabitants, apart from investing widely in the area of education in all its competencies, in a cross-sectional and innovative manner, including cultural manifestations and considering citizen development as the end product.

Speakers' Corner 5. Saturday 4, 10.30 hs. Shed 11

Challenge: *The challenge of building the city.*

"Mirim Council: Citizen Childhood now"

Prefecture of Santa André wishes to prove that, if given the chance, children are citizens. They play, participate, put forward proposals, discuss. When we want to build at school a participative process based on cooperative bonds, collective work and shared power, the best path ahead is to exercise a pedagogy of dialog, respect for differences, thus guaranteeing freedom of expression, experiencing democratic life together, coming true in everyday life, in the search for collective projects.

Speakers' Corner 3. Friday 3, 16 hs. Shed 11

Challenge: *The challenge of equality in the city.*

SANTO TIRSO, Portugal

"The River as the Heart of the City"

This is a public-private partnership whose purpose is to recover an area of the Valle de Ave that was strongly affected by the crisis in the textile industry. The implementation of this project is based on developing a set of material and immaterial measures that will allow transforming the coast of the river into a space of socialization and enjoyment for all citizens and visitors, taking the city closer to the river.

Workshop. Thursday 2, 13.30 hs. ROOM B - CEC

Challenge: *The challenge of equality in the city.*

SANTOS, Brazil

"Students Government... For a More Democratic Education, Strengthening Youth Leadership"

Students' Unions were implemented in 2013,

in the 16 Municipal Educational Units in Santos, to give participation to the students and guarantee better representation in the school environment. As a result of the creation of Students' Unions, we have noticed more student participation in schools, have created a sense of belonging, strengthened the communication channel between parents and children, teachers and students; we brought school and families closer.

Speakers' Corner 1. Thursday 2, 15 hs. Shed 11

Challenge: *The challenge of equality in the city.*

SÃO BERNARDO DO CAMPO, Brazil

"Protagonism and Participation in São Bernardo do Campo"

The challenge of building a city based on a collective vision has required the commitment to build a society capable not only of the initial design of the Future Plan, but also the implementation, monitoring and review of the visions agreed upon in the mid and long terms, mainly taking into consideration the tensions that such society is exposed to when it is convened to participate and is expected to show solidarity, commitment and social responsibility. This challenge is summarized with the question: What society should we be so as to have the city that we want to see? The project goal is to find supplies in the area of behavioral economy, supporting the participative processes that Sao Bernardo has been consolidating, without setting aside the goal of stimulating reflection on the dream of the desired city with the structuring counterpart: participating and performing society in developing the challenges of the 21st Century.

Workshop. Friday 3, 14 hs. ROOM C - Shed 13

Challenge: *El desafío de la igualdad la ciudad.*

SÃO JOAO DEL-REI, Brazil

"Calendar of Integral Education in the City of São João del-Rei. Building the perception and City ownership as an educating possibility"

The Calendar of Integral Education is a publication that arises from the process of training teachers and administrators, who work on Experiences related to expanding school hours with the goal of Integral Education, trying to find the city potential in the educa-

tional field. This is the result of mutual contribution among the different fields of Education, Architecture and Urbanism, as well as Urban and Regional Planning, that worked jointly on the educational potential of the City of Sao Joao Del-Rei.

Speakers' Corner 2. Thursday 2, 10.30 hs. Shed 11
Challenge: *The challenge of living in the city.*

SÃO CARLOS, Brazil

"Time to Know" Education Magazine

Taking into account the importance of reading in the teaching-learning process, an idea arose to publish a magazine aiming at a children/youngsters/adults audience with the intention to take them closer to an expressive, renewing, poetic, real and informative language that contributes to the training of citizen readers, who are capable of reflecting, discussing and arguing on different topics, in class and at home, building knowledge, participating in their reality and exercising citizenship.

Speakers' Corner 4. Thursday 2, 15 hs. Shed 11
Challenge: *The challenge of equality in the city.*

SÃO MIGUEL DOS CAMPOS, Brazil

"The Territory as a Learning Tool"

For educational processes to take place, some changes are required in the way the school is organized. This will promote learning scenarios that support full student development. The changes required include diversifying the curriculum, adding new education agents and expanding and qualifying time at school. A highlight is the use of the territory as a learning space.

44 **Speakers' Corner 3. Saturday 4, 10.30 hs. Shed 11**
Challenge: *The challenge of living in the city.*

SÃO PAULO, Brazil

"Rolling Citizenship in the Streets of Light"

The Rolling Citizenship in the Streets of Light Project promotes a concept of integration and peaceful and solidarity coexistence of different urban groups in the public space, which must be occupied again. The goal is to give a new meaning to public space, characterized by high social vulnerability, and to

promote and strengthen the feeling of belonging to the city. It involves the participation of neighbors, workers, students, among others and it aims at reducing stigmas on the people who are socially vulnerable and who take drugs.

Workshop. Thursday 2, 13.30 hs. ROOM B - CEC
Challenge: *The challenge of building the city.*

"Educating Cities as a Topic for School Curriculum"

This program discusses the function of school, stating that is at a critical transition time and that it is approaching the closing of a cycle that consolidated with an organization, curricular structure and a certain relation among the subjects. It states that the role of the school in the future will depend on how it responds to the changes brought about by information technologies and by mainly urban coexistence models. The proposal is to discuss the school role, expand citizenship educational frameworks, by means of printer material and workshops in the different cities.

Workshop. Thursday 2, 13.30 hs. ROOM A - CEC
Challenge: *The challenge of building the city.*

"An Educating Park for an Educating City"

The driver of this project is the strength and capacity to organize, participate and mobilize all agents included in the historical process of turning the Pinheiro D'agua Municipal Park into a learning environment. All schools and educational communities settled close to the park are involved (around 11,000 students and 600 teachers) together with the neighbors of the area, who are worried about their dignity and quality of life. The goal is to leverage a city or neighborhood to teach in all possible spaces and moments, as a cica body that breaths and educates through all its pores.

Workshop. Thursday 2, 11 hs. ROOM C - Shed 13
Challenge: *The challenge of equality in the city.*

"São Paulo Center: Educational Territory"

Sao Paulo Center initiative: the educational territory proposes coordination among schools, cultural groups and other groups that take into account the public space as well as urban mobility. This collective group is convened by the Regional Office of Education and it gathers to treat a common and urgent matter: What if Sao Paulo center was

recognized by the citizens as an educational territory, based on its cultural and educational proposals?

Workshop, Friday 3, 14 hs. ROOM C · Shed 13

Challenge: *The challenge of building the city.*

“Program called Letter: Earth in Action: Environmental education that promotes the Educating City”

Framed as a result of the tension between individuals and the community, and it concentrates on citizenship education as the core of the learning process, the city becomes a key element in the Program called Letter: Earth in Action; the Educating City is a project to be implemented. Educating City is such in which all its players integrate with the goal of a project in common; they recognize the educational potential and aim at developing all citizens.

Speakers’ Corner 1. Friday 3, 16 hs. Shed 11

Challenge: *The challenge of living in the city.*

“OCARA NETWORK - Latin American Network engaged in experiences and projects in relation to the city, art, architecture, public space and urban mobility involving children”

The OCARA Network is a Latin American Network engaged in experiences and projects in relation to the city, art, architecture, public space and urban mobility involving children. Its purpose is to share work in similar urban and social circumstances that inspire and help everybody. Networking, hugging, talking. OCARA is a Tupi-Guarani word that means village square or downtown, and derives from the word “oca” (house, shelter). A word of this origin has been selected as the Tupi-Guarani languages (a subfamily of 53 languages from the Macro-Tupi family) are the indigenous languages of the Americas spoken at present or in the past in Argentina, Bolivia, Brazil, Colombia, French Guiana, Paraguay, Peru and Venezuela.

Speakers’ Corner 5. Saturday 4, 10.30 hs. Shed 11

Challenge: *The challenge of building the city.*

“Trans-citizenship”

Trans-citizenship seeks to give dignity to people historically marginalized, exposed to risk, abuse and rape in the City of Sao Paulo. Trans and transvestite people are among the most vulnerable, as they endure prejudices that lead them to face difficulties to complete their education and have formal

jobs. Many work in activities associated to prostitution and up to now have not obtained any benefit from specific public policy for their demands and condition of social vulnerability.

Speakers’ Corner 5. Thursday 2, 10.30 hs. Shed 11

Challenge: *The challenge of equality in the city.*

“Street Explorers”

As a study group interested in mobility and urbanism, from our first actions we have identified, in education, a set of factors whose consideration has to be prioritized at the time to build more equitable cities. The above prompted a project not restricted to traffic education. The “Street Explorers” project was born, a public policy effort to train educators in practices associated to the use and occupation of the territory out of the classroom.

Speakers’ Corner 1. Saturday 4, 10.30 hs. Shed 11

Challenge: *The challenge of living in the city.*

SETTIMO TORINESE, Italy

“IL DADO. An experience of integration into the community”

By the end of 2008, after a big fire in a refugee camp in Borgaro Torinese, many shacks were destroyed and winter cold temperatures were a real problem for many people with children. Settimo Torinese Mayor decided to create the DADO project. Together with Terra del Fuoco, they started a construction project to receive and integrate the families of refugees who helped restore the building. The families involved in the project had to meet certain essential requirements, such as having their personal documents in order, sending their children to school, making an effort to find a job and paying their own supplies.

Workshop, Thursday 2, 11 hs. ROOM A · CEC

Challenge: *The challenge of living in the city.*

SOROCABA, Brazil

“Healthy School Program”

The Healthy School Program and the Section to Support School Health Programs aim at contributing to the strengthening of integral development of boys and girls, and to provide the school community with partici-

pation in programs and projects that include health, education and networks of institutions to face social vulnerability that put full development of children at risk. This initiative revitalizes integration actions between the existing Health and Education Secretariats that had a positive impact in the students and teachers' quality of life on the Sorocaba Municipal Teaching Network and it aims at expanding its scope.

Workshop. Thursday 2, 13.30 hs. ROOM C · Shed 13

Challenge: *The challenge of living in the city.*

T

TAMPERE, Finland

"Together, Let's Make the City of Tampere Even More Active"

One out of five citizens in Tampere does not have enough physical exercise to promote good health. The goal of Tampere Active City initiative is to improve physical and mental health offering affordable, accessible and feasible options for physical activity. Finnish Schools in Movement is a national program whose goal is to set up a culture of physical activity in integral schools. The Tampere Active City program also tries to promote physical activity among immigrants and those who request asylum. City planning states priority to the construction of fitness areas with easy access that involves a large number of users.

Workshop. Thursday 2, 11 hs. ROOM A · CEC.

Challenge: *The challenge of living in the city.*

TARRAGONA, Spain

"The Train of Co-Education"

School, family, leisure and the media have a basic role in transmitting social values on gender. It may turn into a space for stereotype perpetuation, but it may also become a change agent through a co-educational model. In this line, "The Train of Co-Education" tries to make society more sensitive and provide the technological, educational and pedagogical resources to the educational community and to the city so as to promote, design, develop and put into practice principles, actions and activities that ed-

ucate on skills aiming at raising knowledge and respect for human rights and gender and interpersonal equality.

Speakers' Corner 3. Thursday 2, 15 hs. Shed 11

Challenge: *The challenge of equality in the city.*

TORRES VEDRAS, Portugal

"Torres ao Centro" Action Program - Urban Regeneration of Torres Vedras Historical Center"

The program consists in urban regeneration whose core is the Historical Center of the city. The purpose is to counteract the main demographic desertification problems, urban disqualification and deterioration of the economic and social tissue in the city center, turning it into an urban space of reference, which is highly qualified from urban and environmental points of view and attractive from the social, economic and cultural points of view.

Workshop. Thursday 2, 13.30 hs. ROOM C · Shed 13

Challenge: *The challenge of living in the city.*

TOTORAS, Argentina

"New Sewage Treatment System and Water Lentils Production"

The Totoras Municipality presented a new sewage treatment system, developed together with the MamaGrande social undertaking, with the purpose to improve the current liquid sewage treatment system transforming them into raw material for future bio-technological processes, both profitably and sustainably. The project includes an educational perspective since it offers tourist and educational visits to local and regional institutions. During the visit, common and potential problems are explained together with the need to take care of the environment as well as individual and corporate social responsibility.

Speakers' Corner 4. Friday 3, 16 hs. Shed 11

Challenge: *The challenge of building the city.*

TRUJILLO, Perú

"Our Coast, Our Sea"

The initiative tries to expand the scope of environmental education to the whole Province

of Trujillo; and to contribute to understand the importance of sea Ecosystem in Trujillo, its problem and valuation of sustainable use by high-school third-year students of national and private educational institutions located close to the sea. The purpose is to teach students by means of participative methodologies about the problem of sea ecosystem and its relation with the urban-social environment.

Speakers' Corner 1. Friday 3, 15 hs. Shed 11

Challenge: *The challenge of living in the city.*

TSÉVIÉ, Togo

"Education in Tsévié"

This project attempts to find a favorable framework to take students closer to and attend school. It particularly highlights the relevance of the role of parents' associations in education in Tsévié. Parents Associations have a key role in managing and solving disputes in school life. These take action when there is a need for renewal, reflection, reinforcement and maintenance of school structures.

Workshop. Friday 3, 14 hs. ROOM A - CEC

Challenge: *The challenge of equality in the city.*

V

VALONGO, Portugal

"Acts of Participation"

The project is inspired in the Theater of the Oppressed and is influenced by Latin American techniques of popular theater whose goal is to turn the spectator into a transforming subject. The intention is to deconstruct stereotypes and uses drama actions as the starting point for educational practice and education for Human Rights in high-schools, focusing on topics as Gender Identity and Gender Equity.

Workshop. Thursday 2, 11 hs. ROOM A - CEC

Challenge: *The challenge of living in the city.*

"Human Library"

It aims at youngsters under the slogan "Do not judge a book by its cover". The activity involves the creation of a human library, where each "book" personifies a stereotype. This takes place in schools and the purpose

is that "human books", that are volunteers trained to undertake the task, deconstruct this stereotype. They are also a good reason for teachers to discuss the topic of Human Rights.

Speakers' Corner 5. Thursday 2, 15 hs. Shed 11

Challenge: *The challenge of living in the city.*

VILA FRANCA DE XIRA, Portugal

"Regeneration of the River Front in the Vila Franca de Xira County"

The purpose of the rehabilitation and enhancement of the Tejo river estuary is to return to the river part of its old role as the axis of town, not only in the economic aspect but mainly its social-environmental aspect, by means of enhancing and protecting its heritage, natural and cultural values, taking into account the identity that the river has always had in the inhabitants' collective imagination and their daily life.

Workshop. Thursday 2, 11 hs. ROOM B - CEC

Challenge: *The challenge of building the city.*

VILA NOVA DE FAMALICÃO, Portugal

"Municipal Plan for Improvement and Efficacy of Schools in Vila Nova de Famalicão"

This plan is implemented by the Municipal Chamber Division of Vila Nova de Famalicão, but development and implementation is under the responsibility of groups of schools, teachers, students and parents. It consists in a set of goals and strategies that, built together with the educational community, allow for a coherent, objective and integrated application of municipal resources and policies.

Speakers' Corner 5. Thursday 2, 10.30 hs. Shed 11

Challenge: *The challenge of equality in the city.*

VILLA CONSTITUCIÓN, Argentina

"Give Children a Future!"

At the beginning of 2015 during the summer school time in the city of Villa Constitución, "Healthy Summer School Project" was implemented. Here the Body Mass Index (BMI) was assessed, getting the surprising result of 37% of the children with overweight risk. From that moment, the municipal bylaw N°

4414/15 was approved. Its purpose is to protect the health of children and adolescents, contributing to prevent diseases related to malnutrition as a result of excess, or macro and micro deficiency of nutrients.

Speakers' Corner 4. Thursday 2, 10.30 hs. Shed 11

Challenge: *The challenge of equality in the city.*

Z

ZARAGOZA, Spain

"HACKING URBAN SPACE. Tactics for Ideation and Development of Cultural Projects so that Citizens Can Again Become the Owners of Urban Space"

The general purpose of the initiative is to make up and consolidate a group of urban "hacker-activists" for Analysis, Diagnosis and Intervention in the public space that becomes the foundational cell and promotes spontaneous generation of new intervention groups. Also, to define and set the limits of the main alternatives to public administration and conception of urban space as a "catalog of good practices" of interventions and promote regularity and continuity of workshops on urban culture and intervention in public spaces.

Workshop. Thursday 2, 11 hs. ROOM A - CEC

Challenge: *The challenge of living in the city.*

ZARATE, Argentina

"Fund for Education in Zárate: On the Way to a Citizenship School"

The administration of the Fund for Education in Zárate is in the execution stage for some projects that were prioritized in 2015. Others are at an initial administrative/technical stage. The new challenge is to analyze educational quality and the need to train our teachers on the demands of our students and our city in the 21st Century. A new methodological approach is presented for 2016 to prioritize a participative process at school involving the whole educational universe from the very beginning. Plurality of voices, emergency of needs and proposals and technical feasibility as well as prioritization criteria place us in a new process to be regulated, to create new areas for discussion and collective construction.

Speakers' Corner 5. Thursday 2, 15 hs. Shed 11

Challenge: *The challenge of living in the city.*

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- 2 Galpão 11 / Shed 11
- 3 Galpão 13 / Shed 13

PATRIMÔNIO / HERITAGE

- 4 Monumento a la Bandera
- 5 Municipalidad de Rosario
- 6 Sede de Gob. de la Prov. de Santa Fe
- 7 CMD Centro "Antonio Berni"
- 8 Basílica Catedral N. Señora del Rosario
- 9 Monumento Nacional a los Caídos en Malvinas
- 10 Palacio Vasallo, Concejo Municipal
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- 14 Antiguo Palacio de Tribunales hoy Facultad de Derecho UNR

AR LIVRE / OUTDOOR

- 15 Parque de la Independencia
- 16 Lago del Parque de la Independencia
- 17 Fuente de Aguas Danzantes
- 18 Jardín Francés
- 19 Rosedal
- 20 Plaza 25 de Mayo
- 21 Parque Nacional a la Bandera
- 22 Parque de España
- 23 Paseo de la diversidad
- 24 Parque de las Colectividades y Sunchales
- 25 Parque Urquiza

MUSEUS E CENTROS CULTURAIS / MUSEUMS AND CULTURAL CENTERS

- 26 Plaza San Martín
- 27 Plaza Sarmiento
- 28 Plaza Pringles
- 29 Plaza Montenegro
- 30 Museo de Bellas Artes "J. B. Castagnino"
- 31 Museo de Arte Contemporáneo Rosario (macro)
- 32 Museo Histórico Provincial "Julio Marc"
- 33 Museo de la Ciudad
- 34 Museo de la Memoria
- 35 C. Cultural Roberto Fontanarrosa
- 36 C. Cultural Parque de España
- 37 Complejo Astronómico Municipal
- 38 Cine el Cairo
- 39 Plataforma Lavardén
- 40 Biblioteca Argentina Dr. Juan Álvarez
- 41 Espacio Cultural Universitario (ECU)
- 42 Teatro El Circulo
- 43 La Comedia Teatro Municipal
- 44 Museo de Arte Decorativo "Firma y Odilo Estévez"
- 45 Anfiteatro Municipal Humberto De Nito
- 46 Museo de Cs. Naturales "Dr. A. Gallardo"
- 47 Paseo de las Artes
- 48 La Casa del Tango
- 49 Ciudad Joven
- 50 Centro Audiovisual Rosario (CAR)
- 51 Centro de la Juventud





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