



IAEC 2022 ANDONG REPUBLIC OF KOREA

제16회 안동 국제교육도시연합
(IAEC)세계 총회


16th International Congress of
Educating Cities Andong 2022




주최  International Congress of
Educating Cities
ANDONG 2022
16th International Congress of
Educating Cities
Andong 2022

주관  ANDONG CITY  경상북도
GYEONGANGBUK-DO

후원  교육부
Ministry of Education

 유네스코한국위원회
Korean National Commission for UNESCO

 국가평생교육진흥원
National Institute for Lifelong Education

 전국평생학습도시협의회

 경상북도교육청
Gyeongangbuk-do Office of Education



ROOF

Ending homelessness

Maio de 2019 a Maio de 2022





European Union
European Regional Development Fund







It is a Network composed by 9 European cities:

Ghent, Braga, Liège, Odense; Glasgow; Thessaloniki; Toulouse; Poznań and Timisoara

which aim to create innovative housing solutions for people experiencing homelessness.



Objectives

- Reduce the number of homelessness;
- Defends the human right to housing;
- Strives for change through accurate data collection;
- Create more structural housing solutions for different groups and cases.



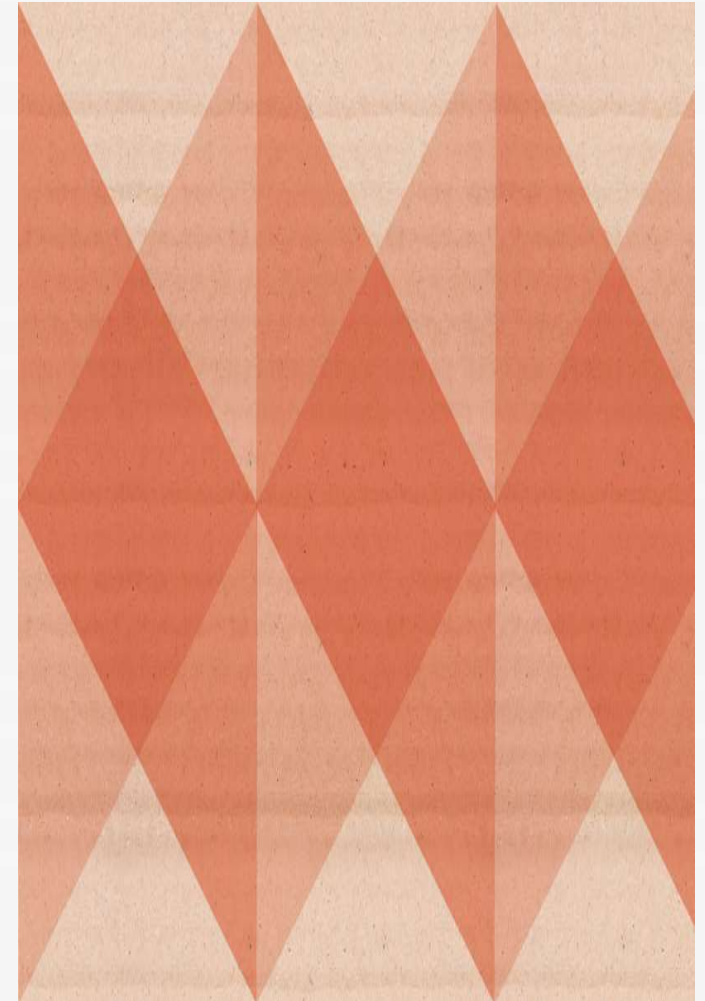


KEY POINTS of ROOF

- > Right to housing Eradicate homelessness through innovative housing solutions at city level.

→ **Exchange knowledge on how to:**
 - 1) gather accurate data
 - 2) make the shift from management to the actual ending of homelessness, with Housing First and Housing Led as guidance model

- > **OUTPUT:** Produce integrated local Action plans linked to the long term strategic goal of Functional Zero (no structural homelessness)



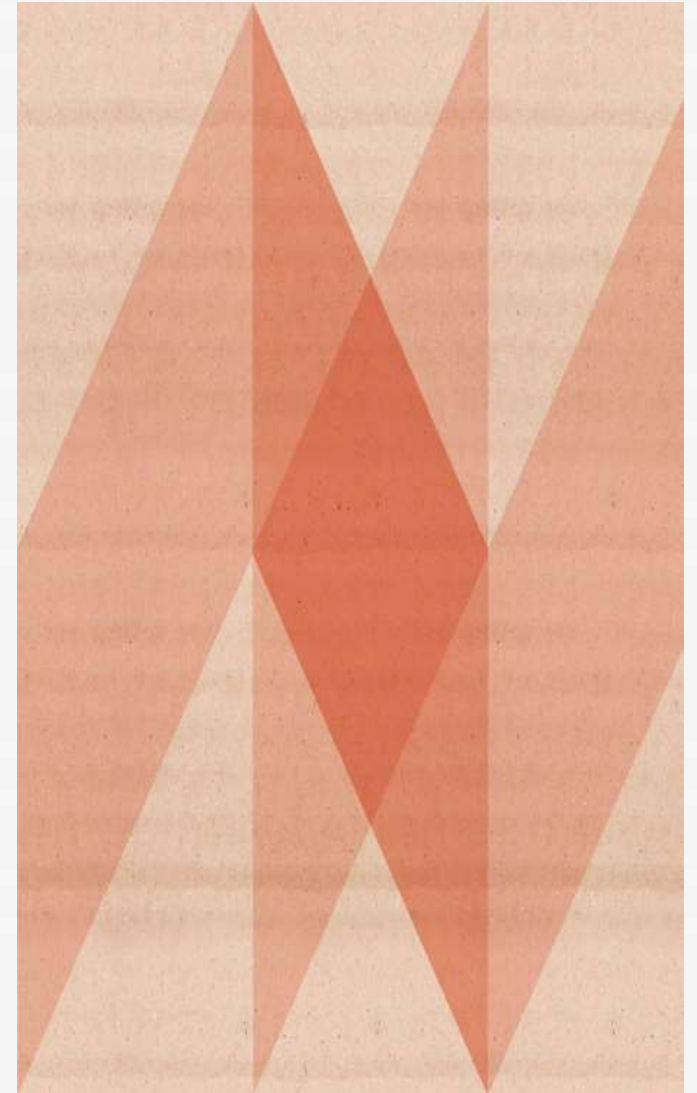


KEY POINTS of ROOF

- > Provide more affordable Housing stock
Work on local, national and European level

- > Engage all your local stakeholders
 - Taskforce Housing and Sheltering
 - Action plan housing solutions for homeless people (ROOF)

- > Advocate on national and European Level to align homelessness and housing policy
 - Advocacy trajectory ROOF
 - National strategy is crucial
 - Use story telling
 - Use COVID 19 momentum





Tackling homelessness locally through housing solutions

CHALLENGES FOR Braga:

- > Inaccessible and unaffordable housing stock
- > Growing diversity among homeless people
- > Optimize shelter system and temporary housing
 - > Collecting Data





Homeless Data Braga Dez 2021

- > 115 Homelessness;
- > 15 Rooflessness;
- > 314 - people using night shelter per year;
- > 300 - approximately, annual evictions.



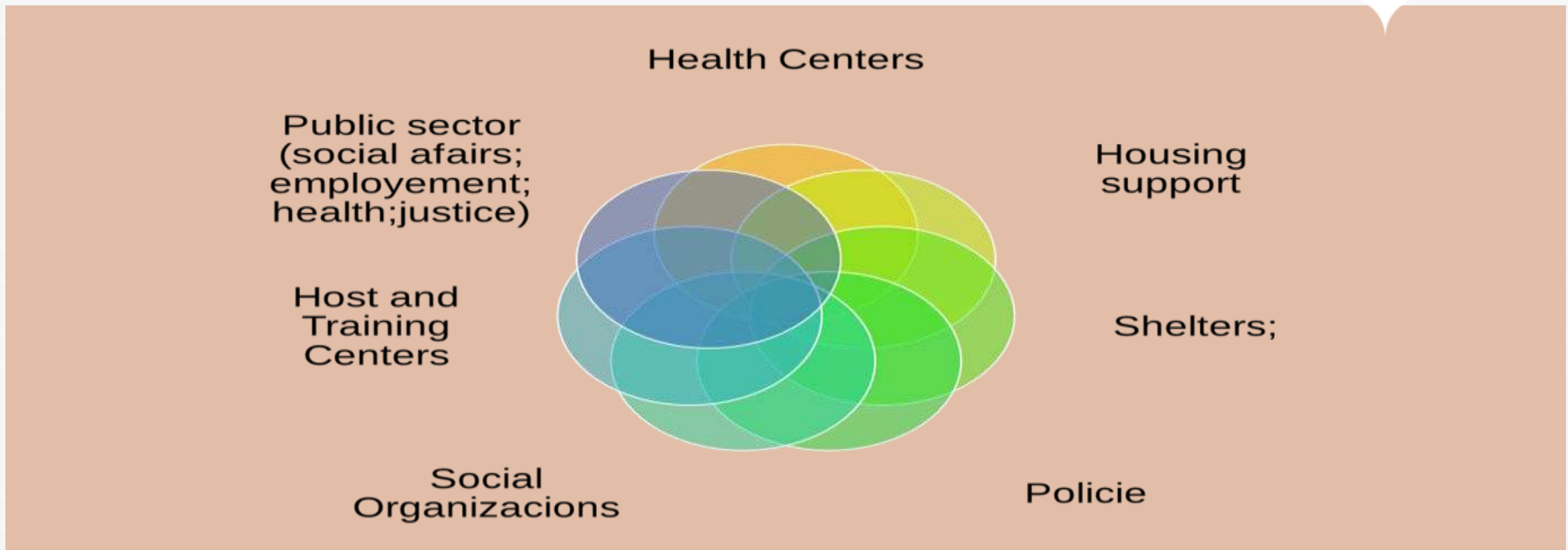


ROOF Braga Goals:

- > Development of an integration model for homeless people with the Urbact Local Group;
- > Growth of specific actions and projects to promote housing;
- > Based on the Housing First Project model which prioritizes the provision of permanent housing for people experiencing homelessness.



Members ULG Braga





ULG Braga

1. Caritas of Braga
2. BragaHabit, E.M. – Municipality Enterprise of Housing
3. Cultural and Social Center of Santo Adrião
5. integrated Response Centre of Braga
6. Health Center of Cávado - Braga
7. Social Emergency Shelter Centre - João Paulo II
8. Hospital of Braga
9. HPH - Human Power Hub
11. Municipality of Braga
12. Municipality Police
13. Public Security Police
14. Red Cross
15. Social Reintegration Center - Projeto Homem
16. Social Welfare - Regional Service
17. Young Center and Shelter - CAFJEC
18. FOCUS Cooperative
19. Braga Employment Centre - IEPF





ULG Braga





Action Plan ROOF Braga

Output

Integrated

House of Skills

- > The Braga Integrated Action Plan includes the development of the "House of Skills", a project aimed at creating an innovative permanent housing solution to integrate homeless people.
- > Includes a programme of personal and social development and employability skills, with a view to the professional and social reintegration of the PSSA.
- > Is aimed at a maximum of five people and consists of a training programme of individual skills, through mentoring and coaching and also collaborative employability programme, involving the companies.



ROOF Braga
House of Skills



ROOF
Ending homelessness

Thank you!





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Villes Educatrices
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Ciudades Educadoras

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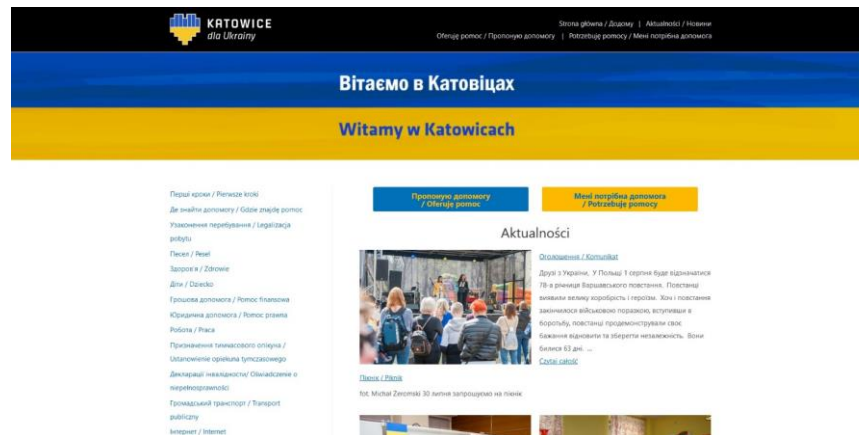
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KATOWICE
for a change

KATOWICE FOR UKRAINE



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Immediate help after aggression

- Welcome points
- Help assistance
- Food
- Accommodation



- Most Katowice residents (78%) have had contact with the Ukrainian refugees in their neighbourhood.
- 65% of the residents have contributed - most often by donating foodstuffs (61%), material assistance (42%), making donations to a cash collection (30%) or as volunteers at a refugee aid station (29%)



- Number of refugees in Katowice is decreasing - in May it was about 62,000 while in March it was more than 96,000.
- Nevertheless, the share of the Ukrainians in the total population of Katowice is 18%.
- Until today Katowice City has issued 13 500 PESEL numbers to the Ukrainians.
- Benefits for newcomers
- Integrating events (picnics, fairs, shows)



Finding a new home

- Currently, with the help of the city, 714 people have been relocated to private accommodation, and almost 1,000 are being sheltered in "city facilities."
- The largest number, over 400 people, is accommodated in the former dormitories of the University of Economics.

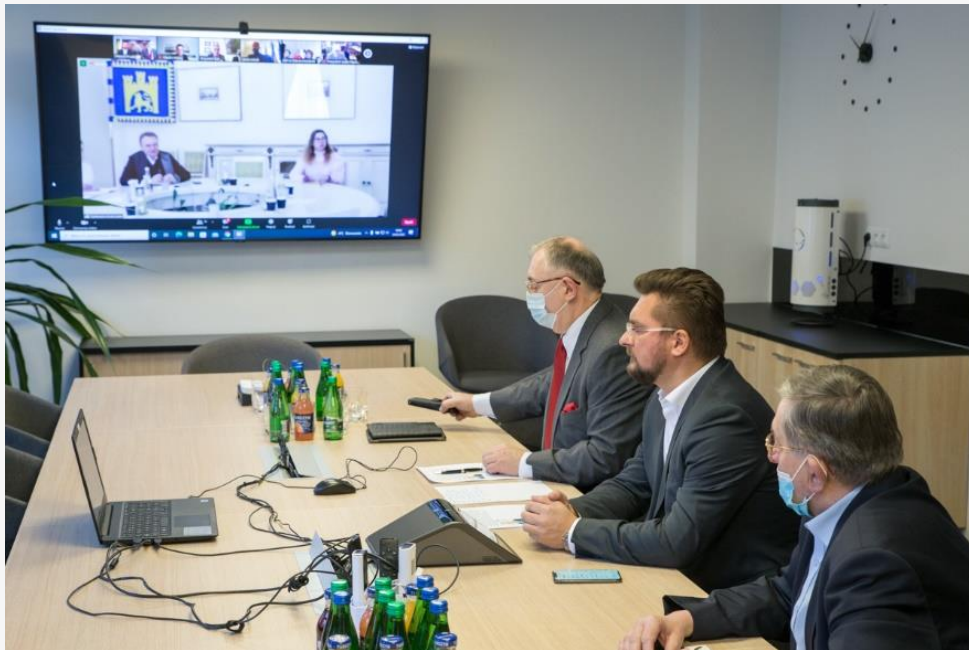


Emergency assistance

- The office for providing emergency assistance to Ukrainian refugees (5 Młyńska St) is still open, with about 10000 people served and more than 10000 phone calls answered between February and August.



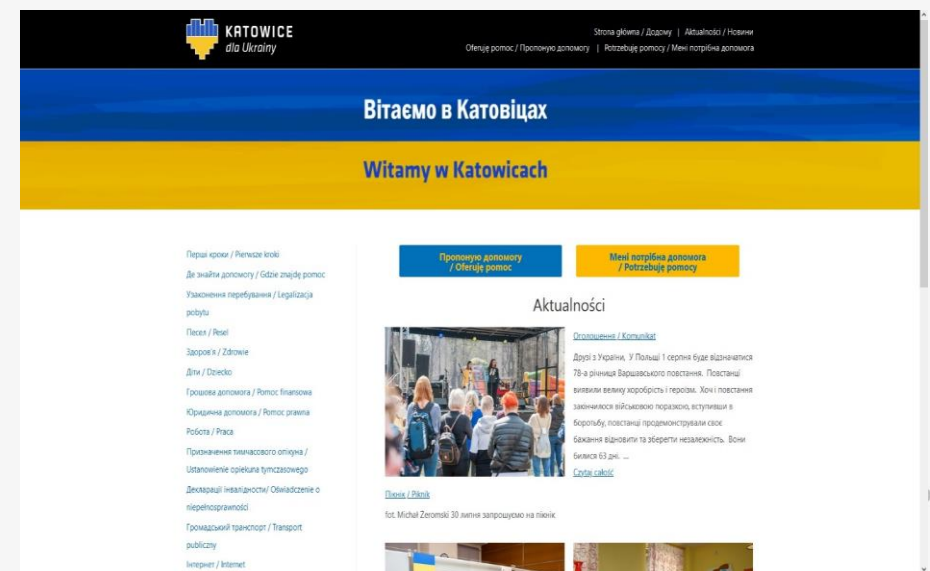
- Katowice gave sister city of Lviv residents three buses filled to the brim with humanitarian aid.
- With support of regional authorities that sent a total of 13 such vehicles to Lviv.
- Our city sent over 150 tons of gifts to Ukraine.



- 2,247 young people from Ukraine started education in Katowice schools;
- In schools 22 preparatory departments were created, including 20 departments in primary schools and 2 departments in secondary schools.
- Children and youth who are refugees from the area affected by invasion are exempted from paying food fees in Katowice primary schools and kindergartens.
- Cooperation with UNICEF on refugees support



- Immediately after the Russian aggression against Ukraine Katowice launched a website dlaukrainy.katowice.eu where content is displayed in two languages - Polish and Ukrainian with up-to-date information on support sites, aid programs and other key matters for refugees.
- Katowice issued two special editions of the city's newspaper in Ukrainian distributed in refugee accommodation and assistance points. Moreover, a Ukrainian page with the most important news has been included in every issue of the "Our Katowice" newspaper.





- We have to show the Ukrainian brothers that they are not alone.
- As the mayor of Katowice, I can assure that, if necessary, you will always find refuge in Katowice - our city can also become second home for them.





KATOWICE
for a change

THANK YOU!



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**PROGRAMA
PUNTOS ACOMPAÑAR INTEGRAL**

MUNICIPALIDAD DE SAN JUSTO



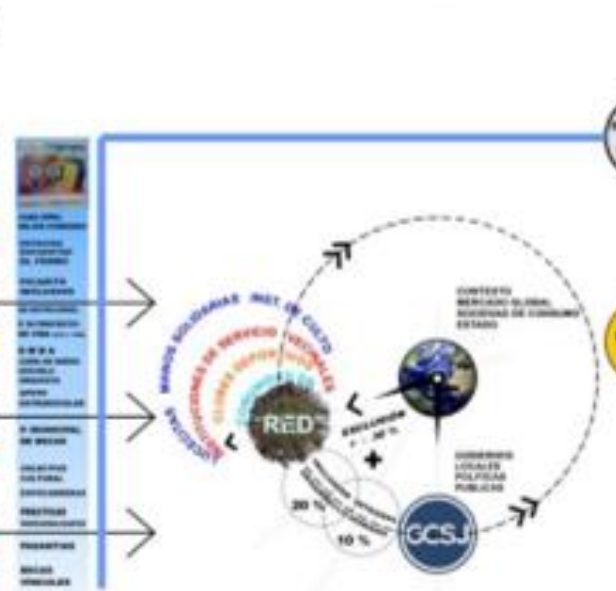
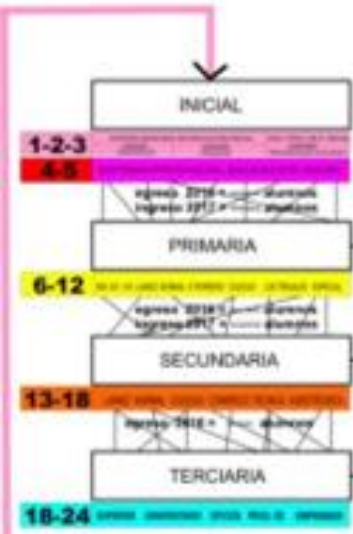
ASOCIACIÓN INTERNACIONAL DE
Ciudades Educadoras

PROGRAMA ACOMPAÑAR

APRENDIZAJE
DURANTE TODA
LA VIDA



EDUCACIÓN



PROGRAMA DE VINCULACION LABORAL

- CURSO DE CAPACITACIONES GENERALES - CIT, FP (Min.), FP (GCSJ)
- CAPACITACIONES ESPECIFICAS
- CONOCIMIENTO DE ALTERNATIVAS - TEC

SECTOR	INDICADOR	UNIDAD	VALOR	INDICADOR	UNIDAD	VALOR	INDICADOR	UNIDAD	VALOR	INDICADOR	UNIDAD	VALOR
SECTOR A	INDICADOR A	UNIDAD A	VALOR A	INDICADOR B	UNIDAD B	VALOR B	INDICADOR C	UNIDAD C	VALOR C	INDICADOR D	UNIDAD D	VALOR D
SECTOR B	INDICADOR E	UNIDAD E	VALOR E	INDICADOR F	UNIDAD F	VALOR F	INDICADOR G	UNIDAD G	VALOR G	INDICADOR H	UNIDAD H	VALOR H
SECTOR C	INDICADOR I	UNIDAD I	VALOR I	INDICADOR J	UNIDAD J	VALOR J	INDICADOR K	UNIDAD K	VALOR K	INDICADOR L	UNIDAD L	VALOR L

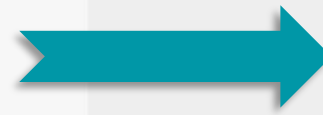
PUNTAJES Y RESULTADOS

CATEGORIA	INDICADOR	VALOR	COMENTARIOS
SECTOR A	INDICADOR A	VALOR A	COMENTARIO A
SECTOR B	INDICADOR B	VALOR B	COMENTARIO B
SECTOR C	INDICADOR C	VALOR C	COMENTARIO C





PROGRAMA PUNTOS ACOMPañAR INTEGRAL



Su articulación construye el Programa



Objetivo del Programa:

- ✓ **Educación de calidad.**
- ✓ **Acompañar las trayectorias de vida y educativas con el fin de disminuir la desigualdad social.**



PUNTOS ESTRATÉGICOS DEL PROGRAMA

VECINAL TIGRE:

- **Vecinal barracas**
- **Vecinal reyes**

FERRO:

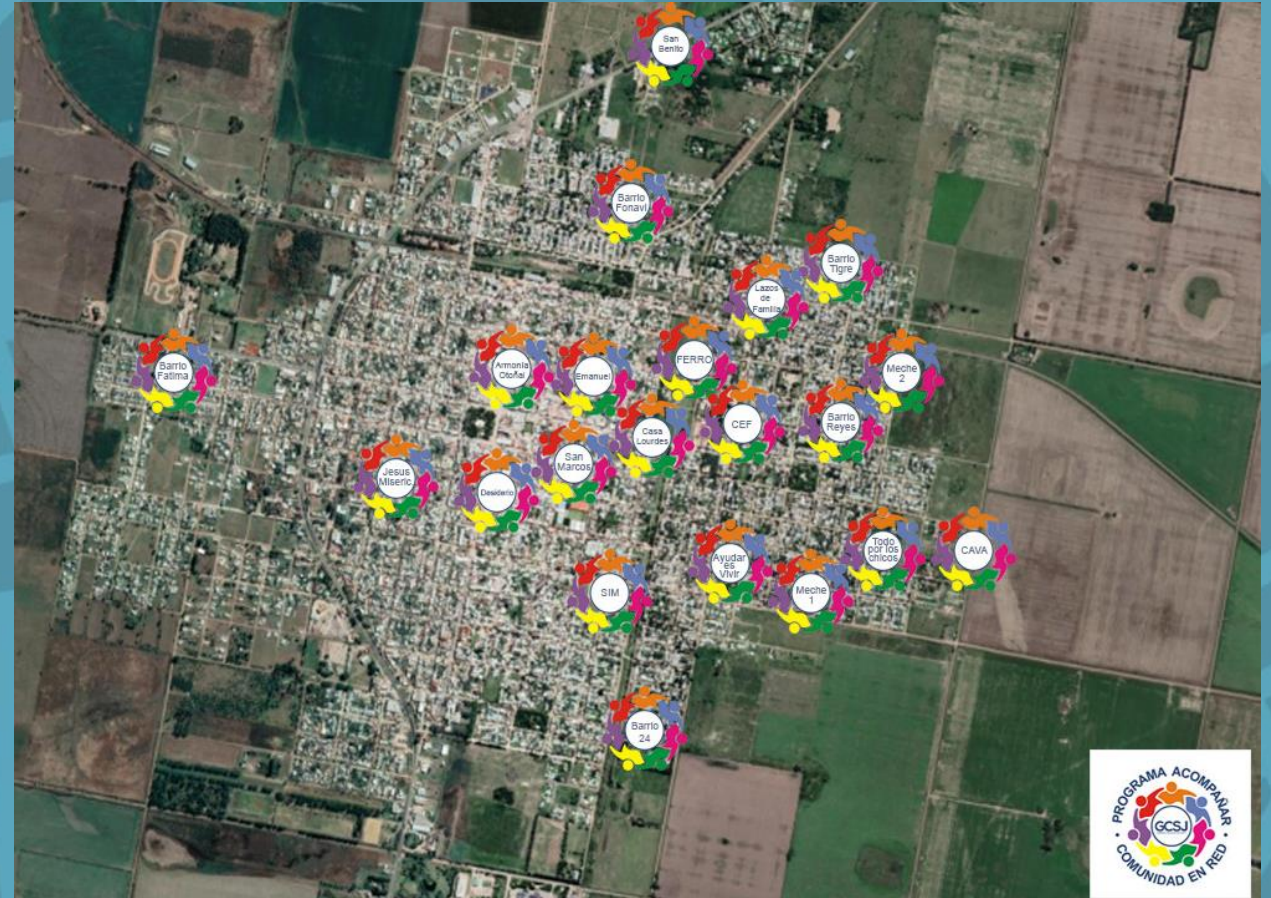
- **CAVA**
- **Vecinal Reyes**
- **Meche 2**

SIM:

- **Meche1**
- **24 de Septiembre**
- **Levequi**

CAPILLA SAN CAYETANO:

- **Orsi**





El Plan de Inclusión Tecnológica de la Municipalidad de San Justo es la línea de más reciente creación bajo la órbita de la Coordinación de Educación, con su inicio en el año 2020. Si bien existía un interés en generar instancias de inclusión y capacitación tecnológica hace ya varios años, los efectos de la pandemia COVID-19 terminaron por acelerar el proceso para facilitar el uso de las TICs a nivel de la ciudadanía en general y sostener la vinculación escolar.

El Plan de Inclusión Tecnológica está integrado por dos componentes centrales: Educación Digital y Comunidades de Aprendizaje. Sus objetivos son la apropiación de las TICs por parte de la comunidad educativa,



incentivando prácticas participativas y colaborativas. El PLANIT aborda la inclusión tecnológica como un elemento central de la alfabetización de las personas que habitan la ciudad, sin importar su edad. Es importante destacar que, para el gobierno de San Justo, la alfabetización en general debe considerar a las TICs, ya que de lo contrario no se estaría respondiendo a las necesidades reales de la actualidad.



Las actividades de inclusión tecnológica son desplegadas desde las **siete (7) Instituciones** que forman parte de su implementación, lo que representa un **30% del total de las Instituciones educativas de la ciudad**, con un público potencial beneficiario de **3500 estudiantes**. Desde su puesta en marcha, el PLAN ha incluido de manera directa a más de **2000 alumnos pertenecientes al Sistema de Educación Municipal**, incluyendo un porcentaje muy importante de niños y niñas provenientes de los **Jardines Municipales y la Escuela Municipal de Bellas Artes**. Se trata de una decisión estratégica enfocada en los alumnos más jóvenes, procurando contribuir al desarrollo y a la apropiación de competencias tecnológicas desde muy temprana edad.

La puesta en marcha de esta iniciativa implicó un gran proceso de capacitación de los recursos humanos del municipio, como así también una gran inversión en los componentes tecnológicos y digitales necesarios para el desarrollo del plan. Conexiones a internet de alta calidad, kits de robótica, una impresora 3D, equipos de audio y grabación son algunas de las herramientas con las que fueron equipadas las instituciones.

El epicentro de esta política pública es el **Aula del Futuro**, un espacio público ubicado en la plaza principal de la ciudad cuya misión principal es integrar no solamente a la comunidad educativa sino a toda la comunidad de San Justo en la cultura digital. Desde su inauguración en el año 2021 ha albergado más de **150 actividades**, abarcando a todas las ciclos de vida de los habitantes: desde Espacios Montessori y Talleres de robótica hasta capacitación de inclusión digital para adultos mayores.



+2000

Estudiantes Incluidos en PlanIT

30%



Instituciones educativas institucionalizadas

+150



Actividades Aulas del Futuro



ESPACIOS DE ACOMPAÑAMIENTO PEDAGÓGICO

EDUCACIÓN PRIMARIA Y EDUCACIÓN SECUNDARIA





TALLERES DE ARTE






TALLERES LITERARIOS





TALLERES DE CORO /MURGA





**ARTICULACIÓN
BECAS
“MUSIJUGANDO
ESPACIOS”**





ACOMPañAR DEPORTIVO



ACOMPañAR PYAAM

Cuidando a nuestros Mayores

Es un convenio entre el grupo PYAAM (Prevención y Ayuda a Adultos Mayores) del Rotary Club y el municipio de la ciudad de San Justo. Está destinado a adultos mayores con el objetivo de acompañarlos en pos de un envejecimiento activo, brindándoles actividades que favorezcan una mejor calidad de vida.



NO SE DEBE DESCUIDAR

LO LÚDICO
COMO
METODOLOGÍA
ESENCIAL.

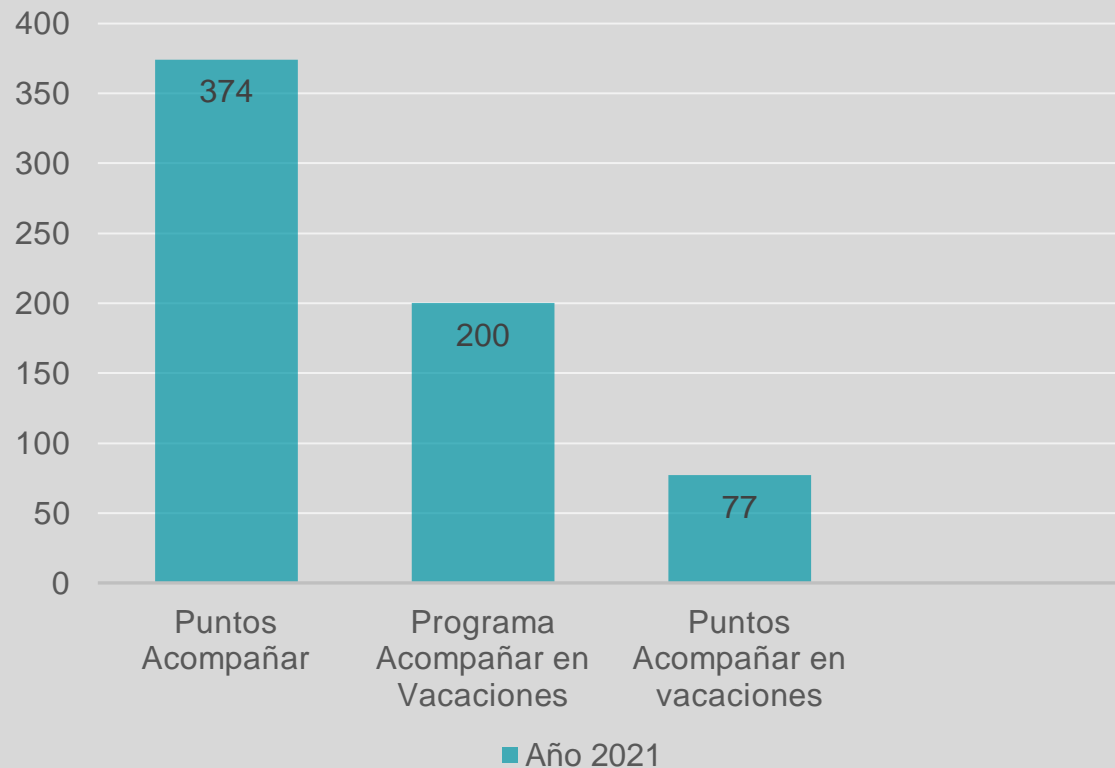
TRANSVERSALIDAD
DE EJES TEMÁTICOS

AMBIENTE,
LENGUAJE
ARTÍSTICO, CUERPO
Y MOVIMIENTO,
ALIMENTACIÓN
SALUDABLE, ETC

DISFRUTAR Y
APRENDER



Año 2021



**NÚMERO DE
PERSONAS
ALCANZADAS
CON EL
PROGRAMA**



**NICOLÁS CUESTA,
Intendente de San Justo,
Argentina**



internacionales.sanjusto@gmail.com

¡MUCHAS GRACIAS!

¡KAMSAHAMNIDA!

THANK YOU!



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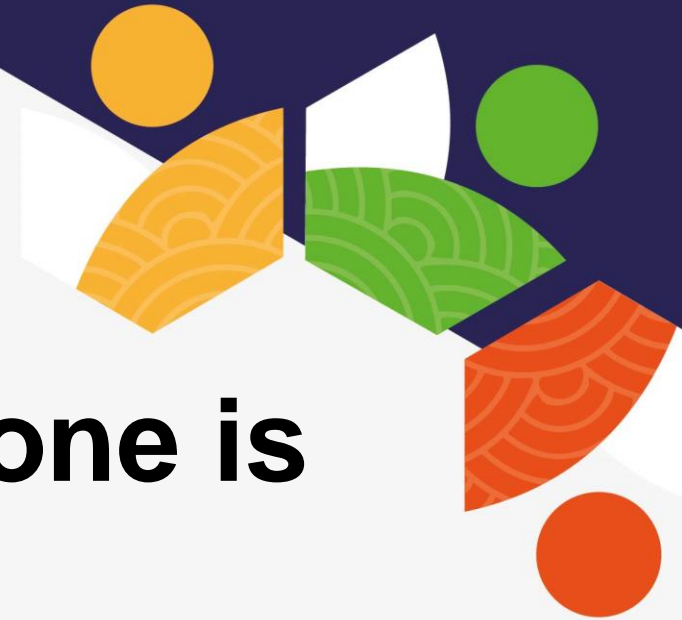
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How do you make sure that no one is left behind in Basic Education





How to create favourable conditions for the students`

**growth,
development and
learning**



Everything starts with right attitude or mindset of personnel

95% performance

10 people (0,95% \times 0,95% \times 0.95%...)

OUTCOME =

0,599%



BEFORE (centralized model)

General and Intensified support

School 1 School 2



School 3 School 4



School 5 School 6



Only special support

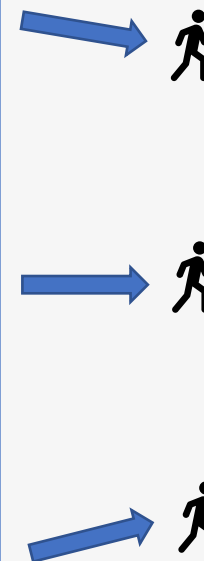
Special school 1



Special school 2



Special school 3





CURRENT SITUATION (decentralized model)

General, Intesified and Special support



School 1 School 2



School 3 School 4



School 5 School 6



Attitude/mindset and smart organization



One for all and all for one – school culture and schoolpaths

School 1 School 2



School 3

School 4



School 5

School 6



Key elements: independence, monologue and reactive support

School 1



School 6

School 2

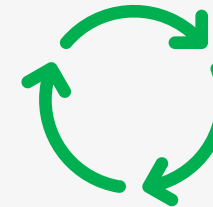


School 5

School 3



School 4



Key elements: continuity, dialogue and early support

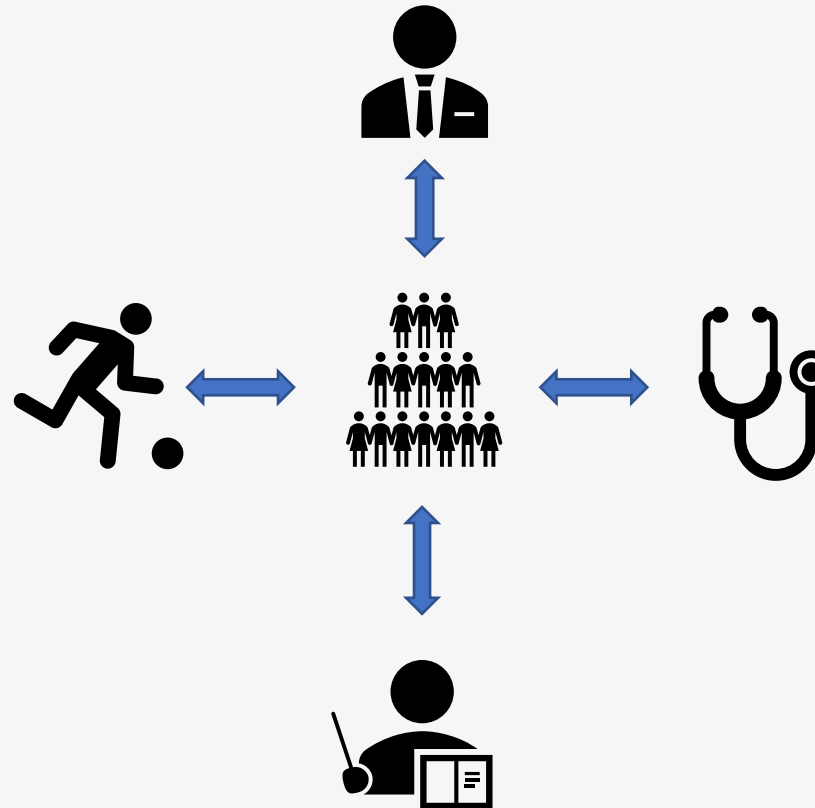
Learning is based on wellbeing students



Traditional model



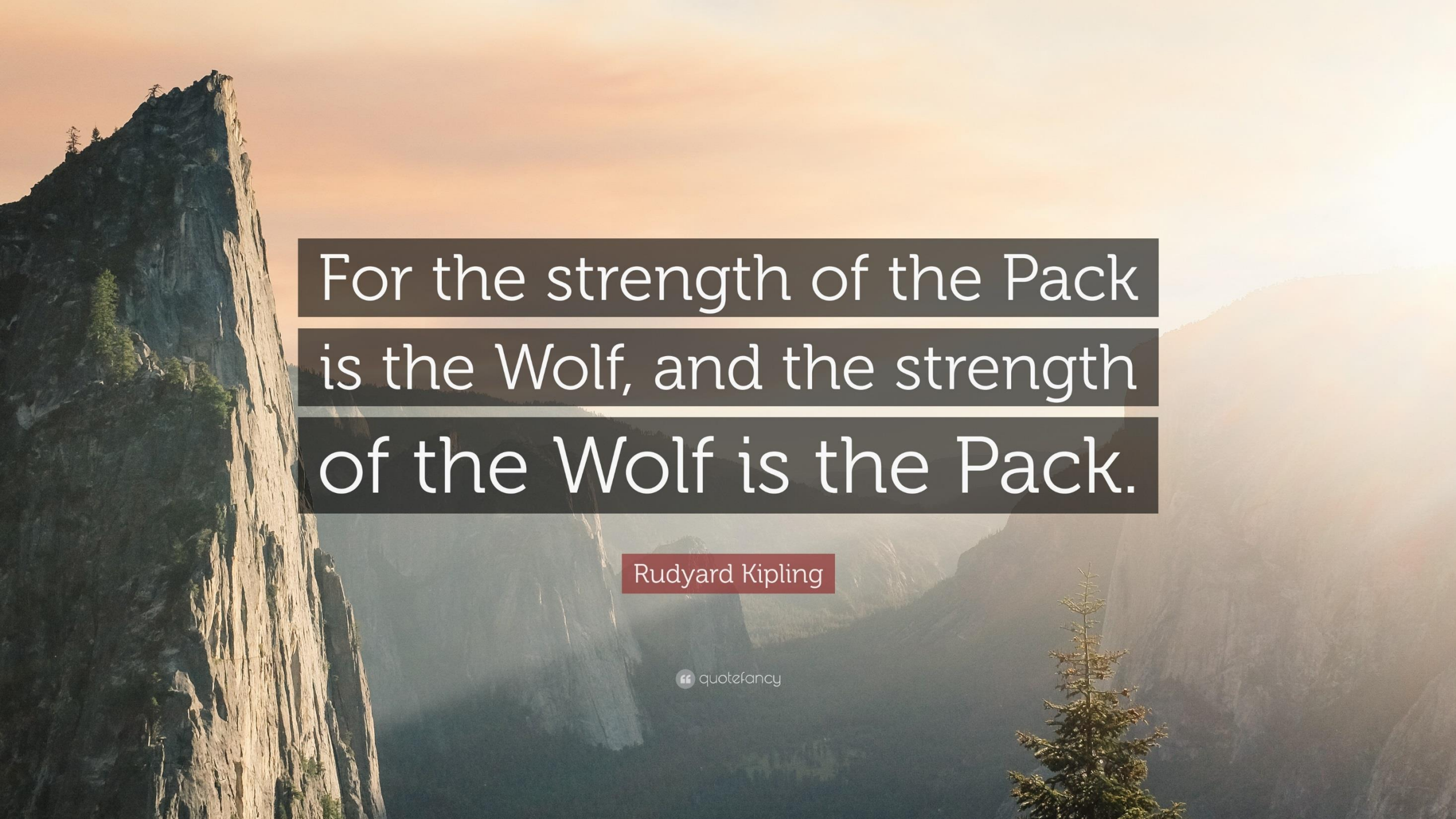
Current model





Numbers:

- Budget for teaching and guidance 105M euros annually
- PD=positive discrimination 3,0 M euros from the State (2,7%)
- PD=positive discrimination 0,8 M euros from the **City**
- Allocation of funds is based on following indicators:
 - immigrant background students,
 - number of students who receive intensified support,
 - unemployment rate in the area
 - level of parents` education



For the strength of the Pack
is the Wolf, and the strength
of the Wolf is the Pack.

Rudyard Kipling



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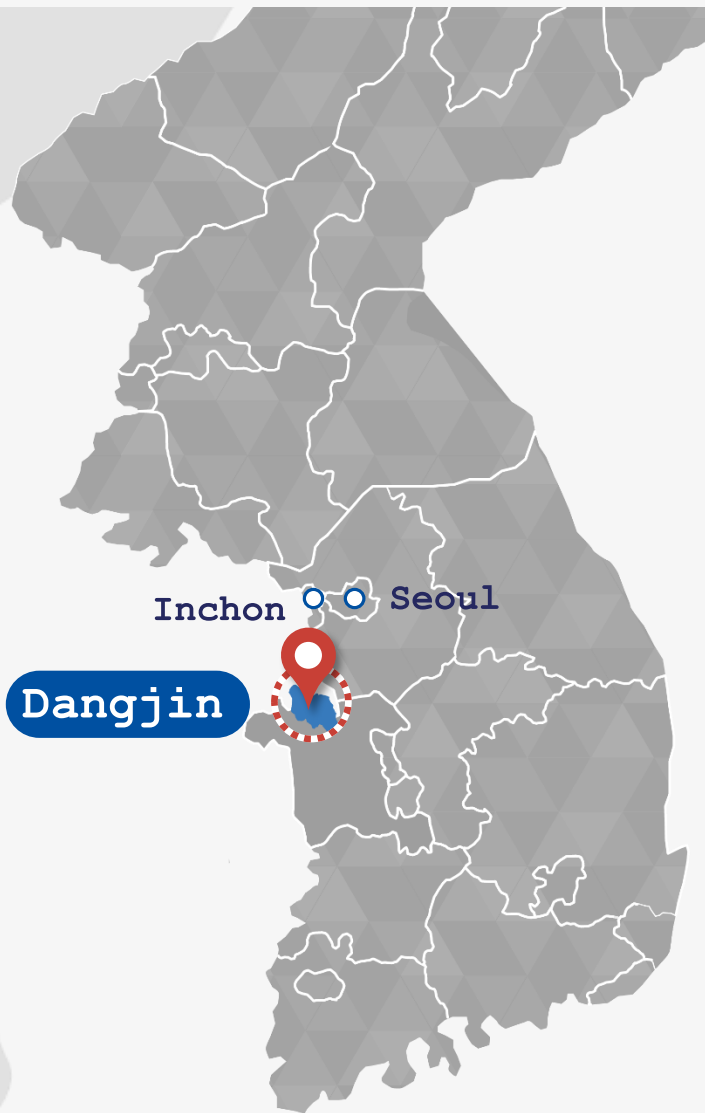
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Learning to live together Dagaon Project



About Dangjin

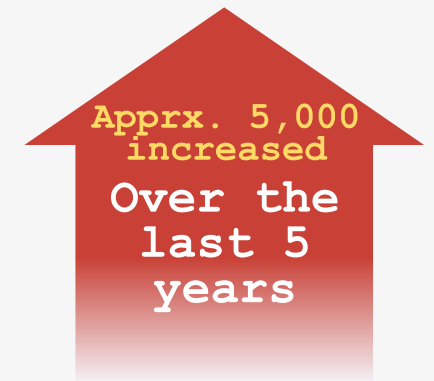
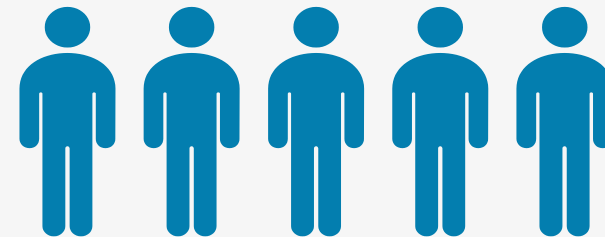


[Size]



[Population] 167,397

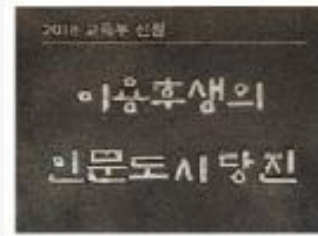
(5,223 foreigners)



About Dangjin



Lifelong learning city
(2012)



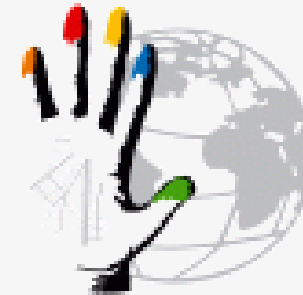
Humanities city
(2018)



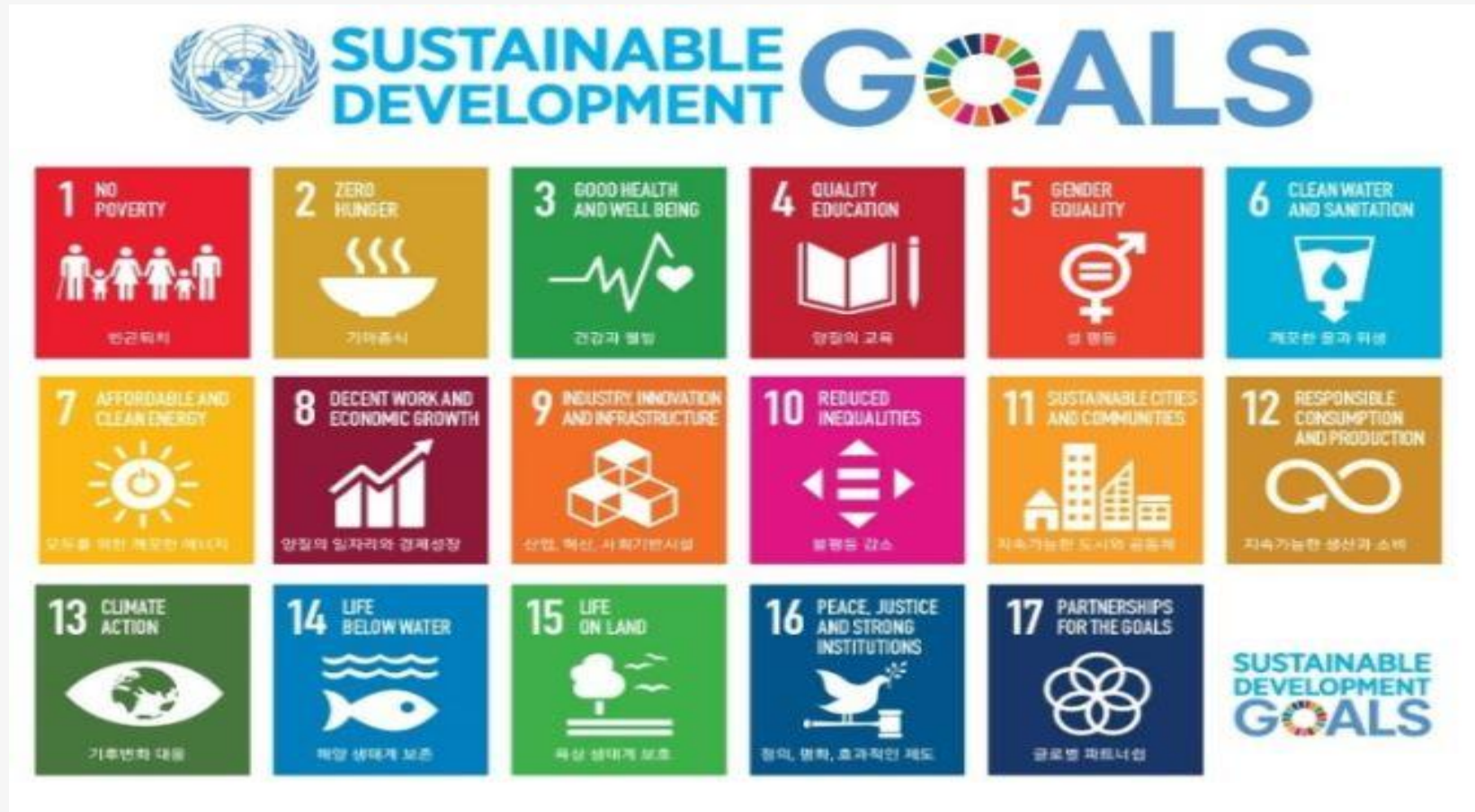
A handicapped person
Lifelong learning city
(2021)



UNESCO Global Network of
Learning Cities
(2016)



International Association
Educating Cities
(2015)



- ✓ Establishment of Basic Plan for Dangjin's Sustainable Development
-17 Goals 57 Strategies 88 Indices



“Ensure inclusive and equitable quality education and increase lifelong learning opportunities for all”



Citizen survey for the establishment of
“mid-to long-term development plan for Dangjin lifelong learning city”

UNESCO Delors report suggests the ‘Four Pillars of Learning’



Priority learning survey

- Learning to live together
- Learning to know
- Learning to do
- Learning to be



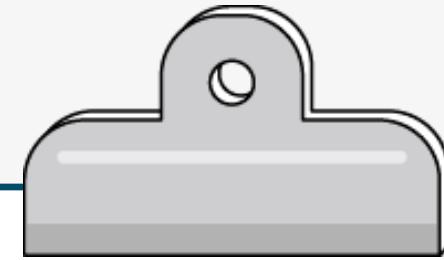
Survey on citizenship education programs required

- Environment
- Volunteer
- Talent Sharing
- Human right
- Peace

Learning to Live Together “Dagaon Project”



Dangjin-Si
HapDeok-eup
**Lifelong
Learning
Center**



“A Warm Space with
Multi-cultural Families”

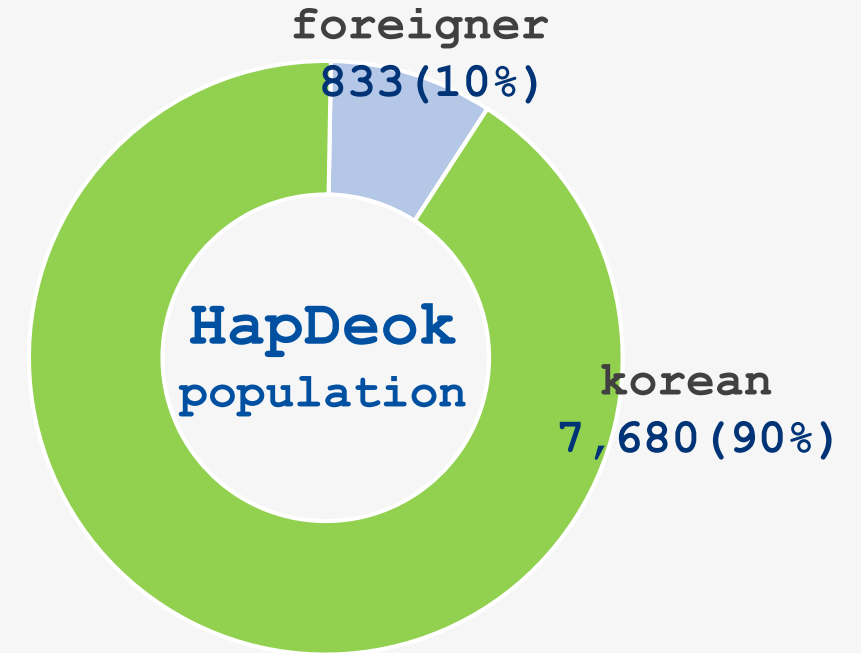
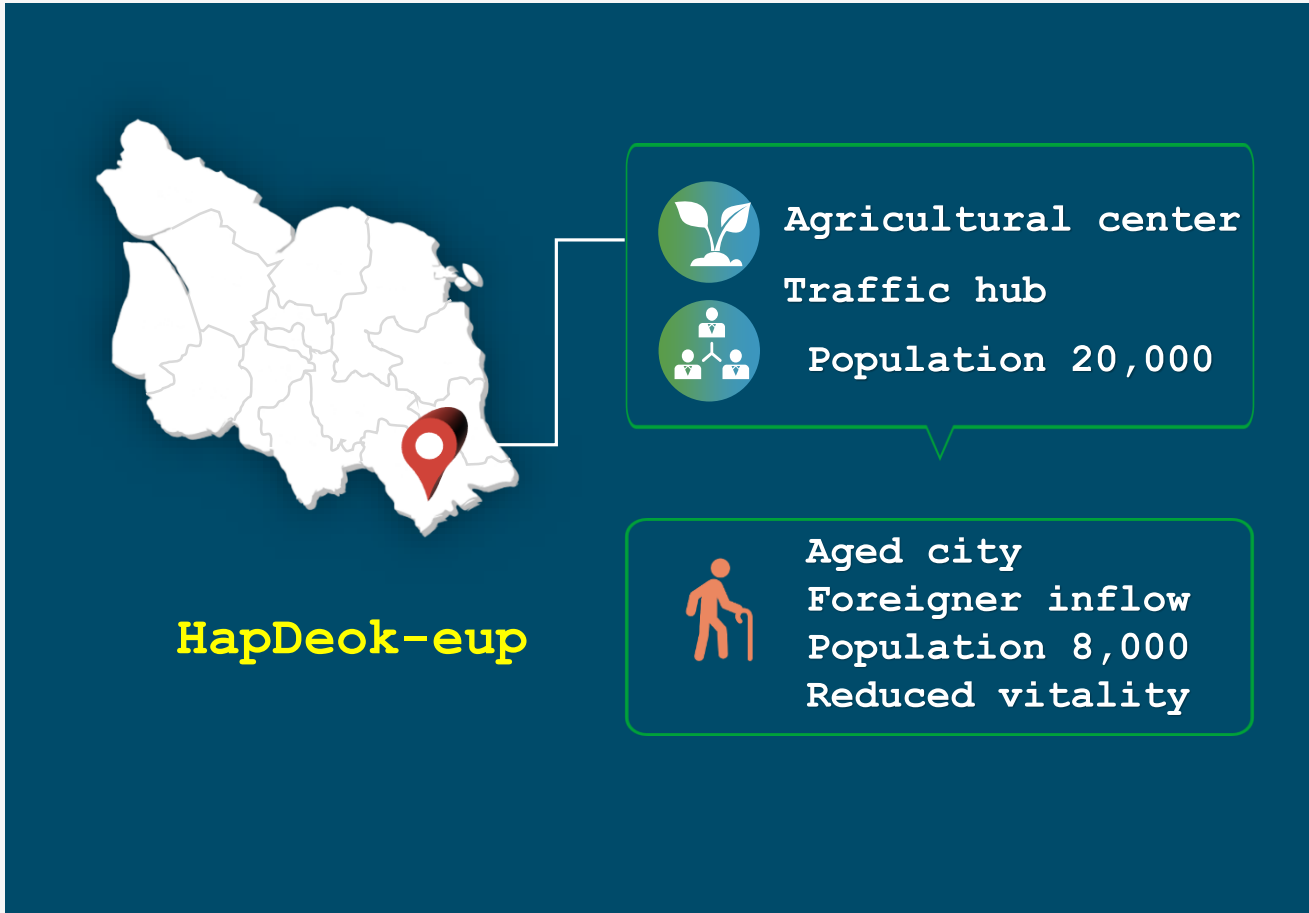
Dagaon
Learning Space

HapDeok LifeLong
Learning Center

Learning to Live Together “Dagaon Project”



Background



Goryo People
account for 77%
of foreigners



Background



**Waste
disposal and
sorting**

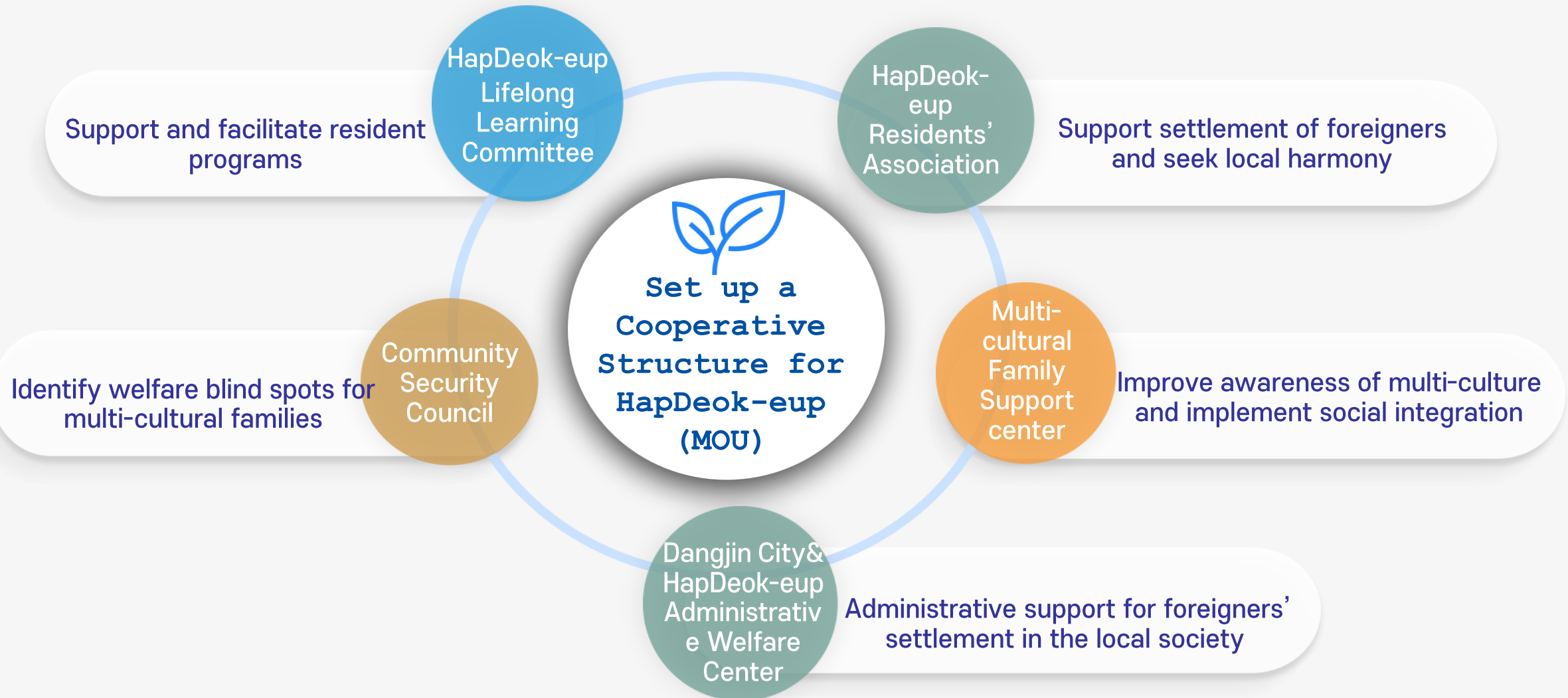


**Living and
cultural
differences**

Learning to Live Together “Dagaon Project”



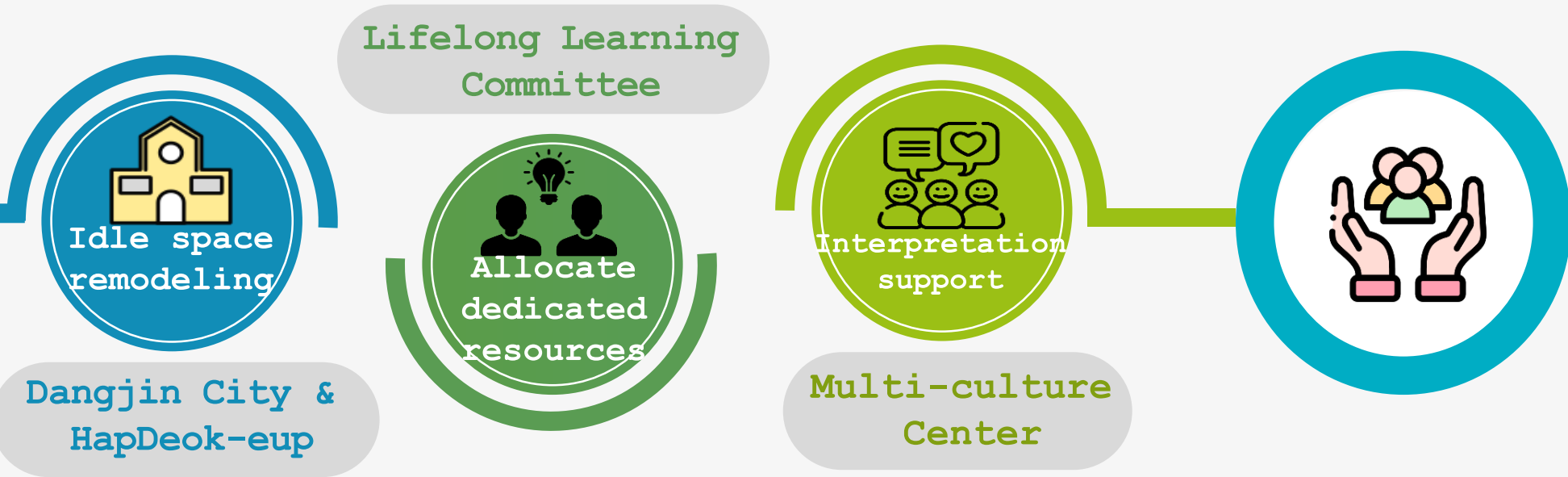
Establishment of a cooperative system for the harmony of the local community



Learning to Live Together “Dagaon Project”



Establishment of a cooperative system for the harmony of the local community



Establishment of the Dagaon Learning Center (HapDeok-eup Lifelong Learning Center)

- Place for natives and emigrants to exchange and communicate
- Learning and living-related programs for residents to engage together

Learning to Live Together “Dagaon Project”



Dagaon Learning Space(by lifelong learning center)



Coffee Barista



Korean
Language Class
for Foreigners



Lotus
Commentator
course



HapDeok Day
Campaign



Fairy Tale Trip
With Children



Culture Events

Learning to Live Together “Dagaon Project”



Dagaon Learning Space(by lifelong learning center)



DANGJIN



Learning to Live Together “Dagaon Project”



HapDeok-eup Lifelong Learning Center Programs



DANGJIN



Learning to Live Together “Dagaon Project”



Future Plans

People-oriented City of Happiness



Hardware
Selected for the Urban Regeneration New Deal Project



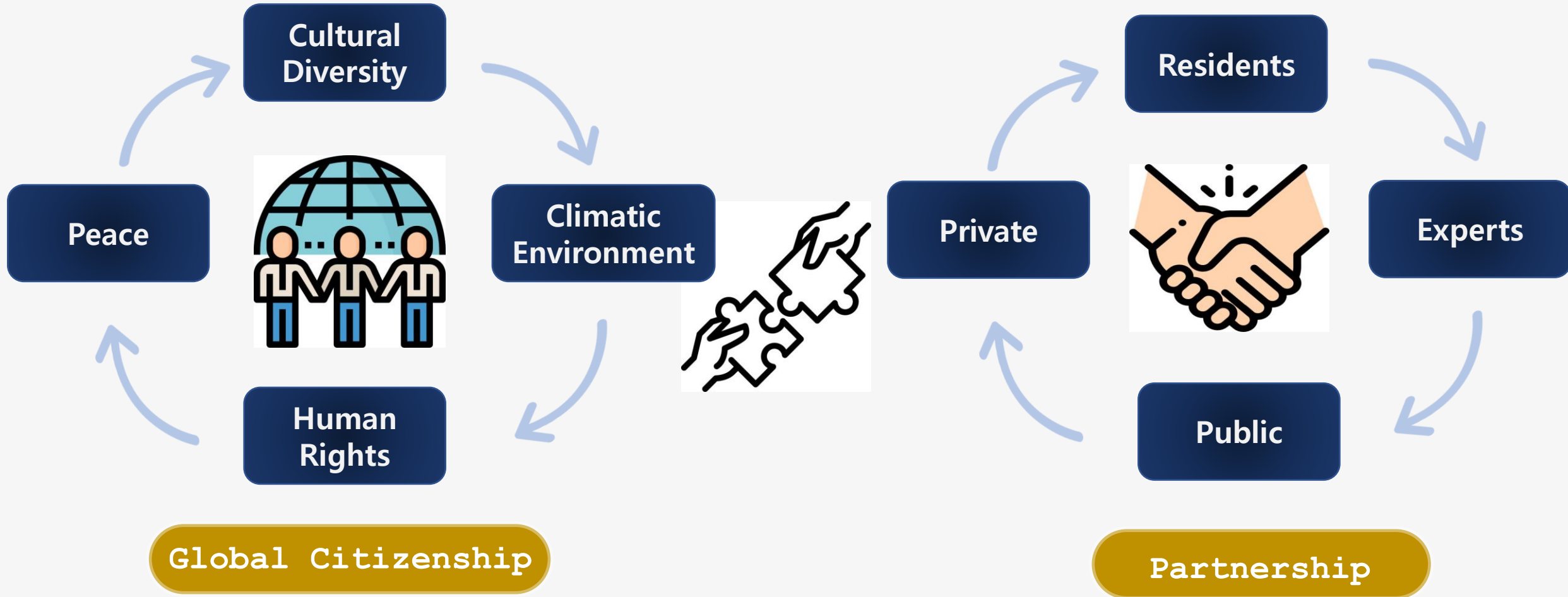
Software
Education, Culture, Welfare

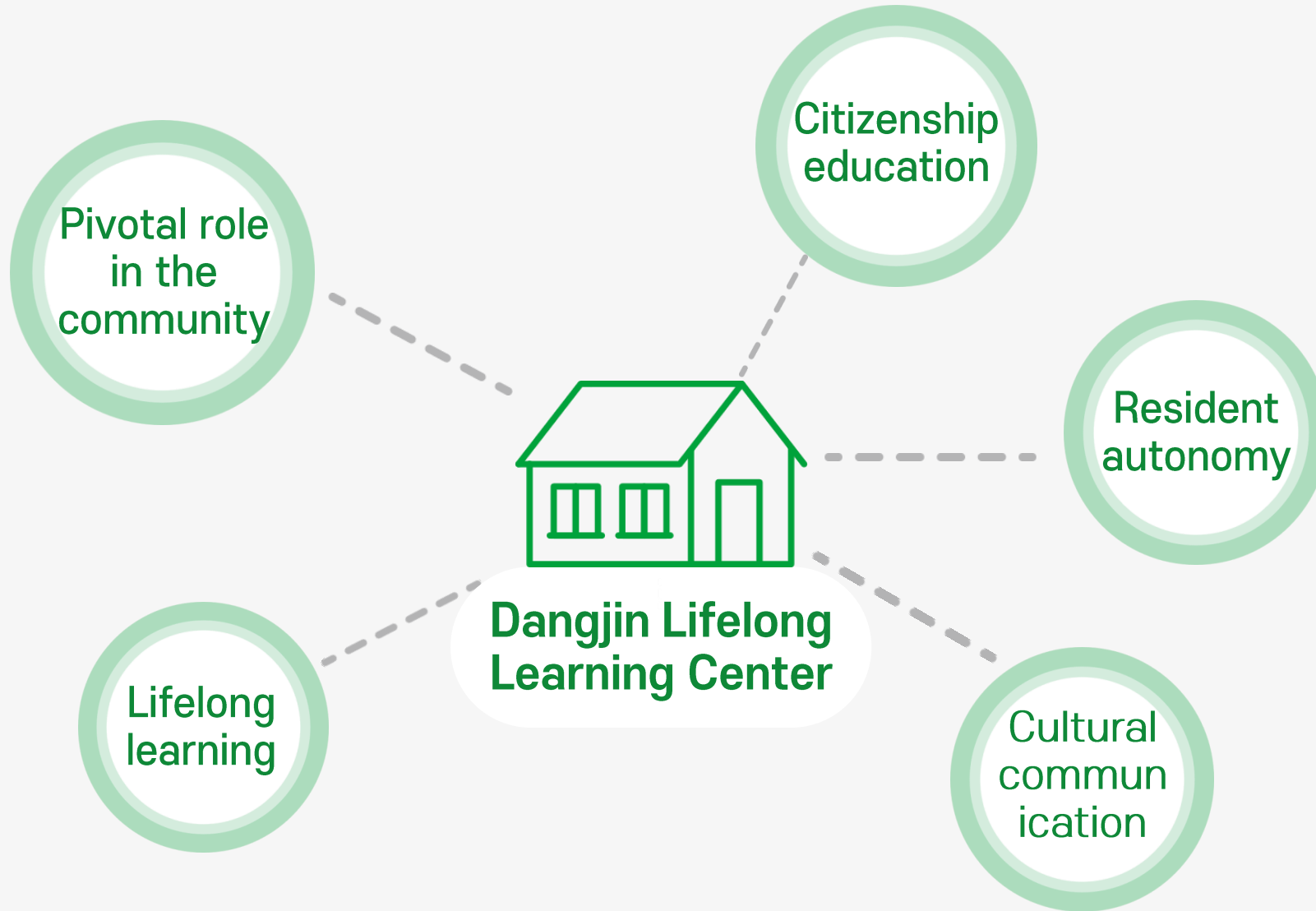
Education

Culture

Welfare

Conclusion





Learning to live together!
LifeLong Learning city DANG JIN

Thank you!





IAEC 2022 ANDONG REPUBLIC OF KOREA

제16회 안동 국제교육도시연합
(IAEC)세계 총회

16th International Congress of
Educating Cities Andong 2022

주최  INTERNATIONAL ASSOCIATION OF
Educating Cities
ASSOCIATION INTERNATIONALE DES
Villes Educatrices
ASOCIACION INTERNACIONAL DE
Ciudades Educadoras

주관  ANDONG CITY  경상북도
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후원  교육부
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National Institute for Lifelong Education

 전국평생학습도시협의회

 경상북도교육청
Gyeongbuk Office of Education





진천군 소외계층을 위한 사업

Grandpa Flower Again Social Network Project

목 차 *Contents*

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사업
추진
내용

4

사업
성과

1. 도시 현황



- **대한민국의 중심! 충북의 성장 거점 지역**
- **사통팔달 교통의 요충지(진천IC, 북진천IC)**

지리적



- **전국 최고의 국제문화교육특구 선정**
- **한국교육개발원 등 국책 교육기관 이전**
- **우석대학교, 자율형 공립고 서전고등학교 개교**

교육적



- **덕산읍 혁신도시, 광혜원면 국가대표 진천선수촌 조성**
- **세계 태양광 시장 주도 기반 마련(생산·연구 등)**
- **도·농 복합의 맞춤형 산업·농공단지 조성**

경제적



- **역사적 인물 (김유신, 이상설, 정철 등)**
- **유서 깊은 문화유산 보유 (진천농다리, 길상사, 이상설 생가 등)**

역사
문화적



꽃할배, 어게인 사회적 관계망 프로젝트란?

평생학습을 매개로 **독거남성노인**이 다시
사회적 관계망 속으로 들어와 적극적이고 건강한
노후 생활을 보낼 수 있는 시스템을 구축하는 사업



1

한국 독거노인 현황

년도별	독거노인가구 비율 (전국)	독거노인가구 비율 (충청북도)	65세이상 1인 가구 (전국)	65세이상 1인 가구 (충청북도)
2016년	6.7	8.0	1,294,453	49,483
2017년	7.0	8.3	1,370,962	52,180
2018년	7.2	8.5	1,444,588	54,792
2019년	7.5	8.8	1,532,847	57,589
2020년	8.5	9.8	1,824,434	68,176

< 통계청, 2022 자료 >

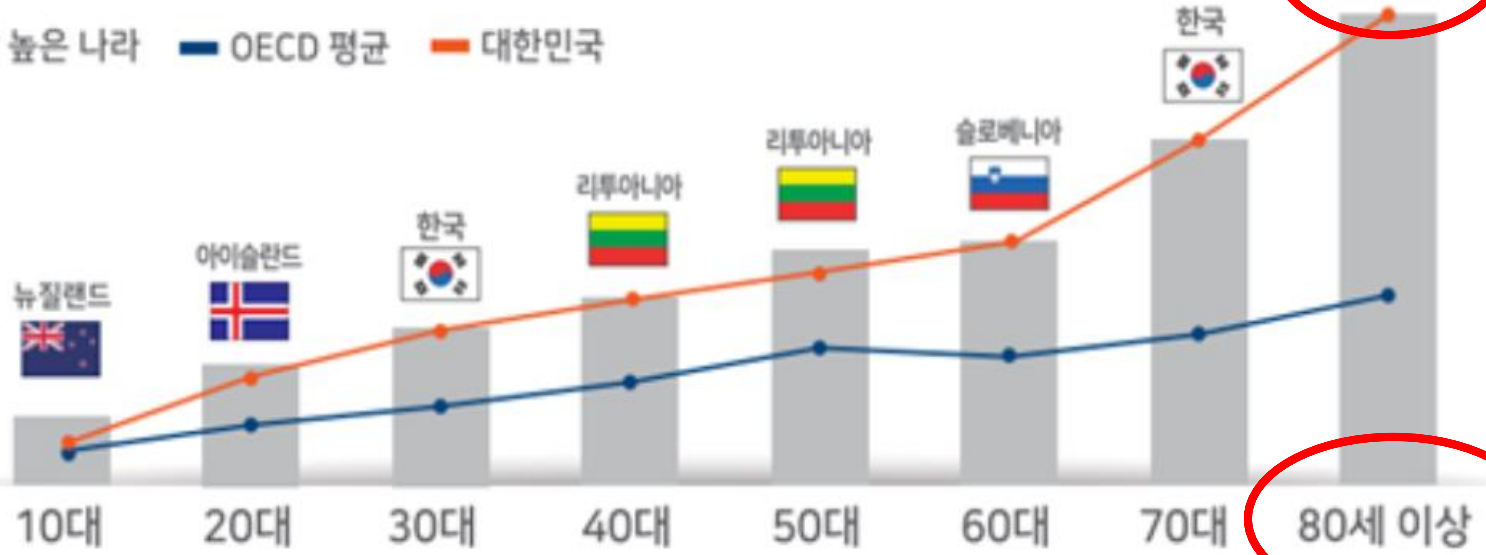


2

OECD 회원국 중 한국노인 자살률 1위

30대, 70대 이상 자살률, OECD 회원국 중 한국이 가장 높음

■ 가장 높은 나라 ■ OECD 평균 ■ 대한민국





3

한국 성별 자살률

[단위: 명, 인구 10만 명당 명]

시도	남자		여자		전체	
	자살자 수	연령표준화 자살률	자살자 수	연령표준화 자살률	자살자 수	연령표준화 자살률
서울	1,438	25.3	713	12.9	2,151	18.7
부산	717	34.1	303	15.6	1,020	24.5
대구	495	35.2	203	15.4	698	24.9
인천	552	32.7	206	12.8	758	22.5
광주	243	31.2	103	13.3	346	21.9
대전	308	36.3	115	14.4	423	24.8
울산	244	36.6	79	13.3	323	24.8
세종	43	25.3	30	18.2	73	21.3
경기	2,246	29.7	1,064	14.5	3,310	21.9
강원	381	28.6	128	14.4	509	26.4
충북	370	36.2	125	13.5	495	24.6
충남	544	41.5	199	16.3	743	29.1
전북	396	33.9	152	14.9	548	24.0
전남	368	31.6	105	8.3	473	20.1
경북	556	33.7	225	14.8	781	24.2
경남	670	33.7	268	15.1	938	24.2
제주	159	40.0	51	16.4	210	28.1



4

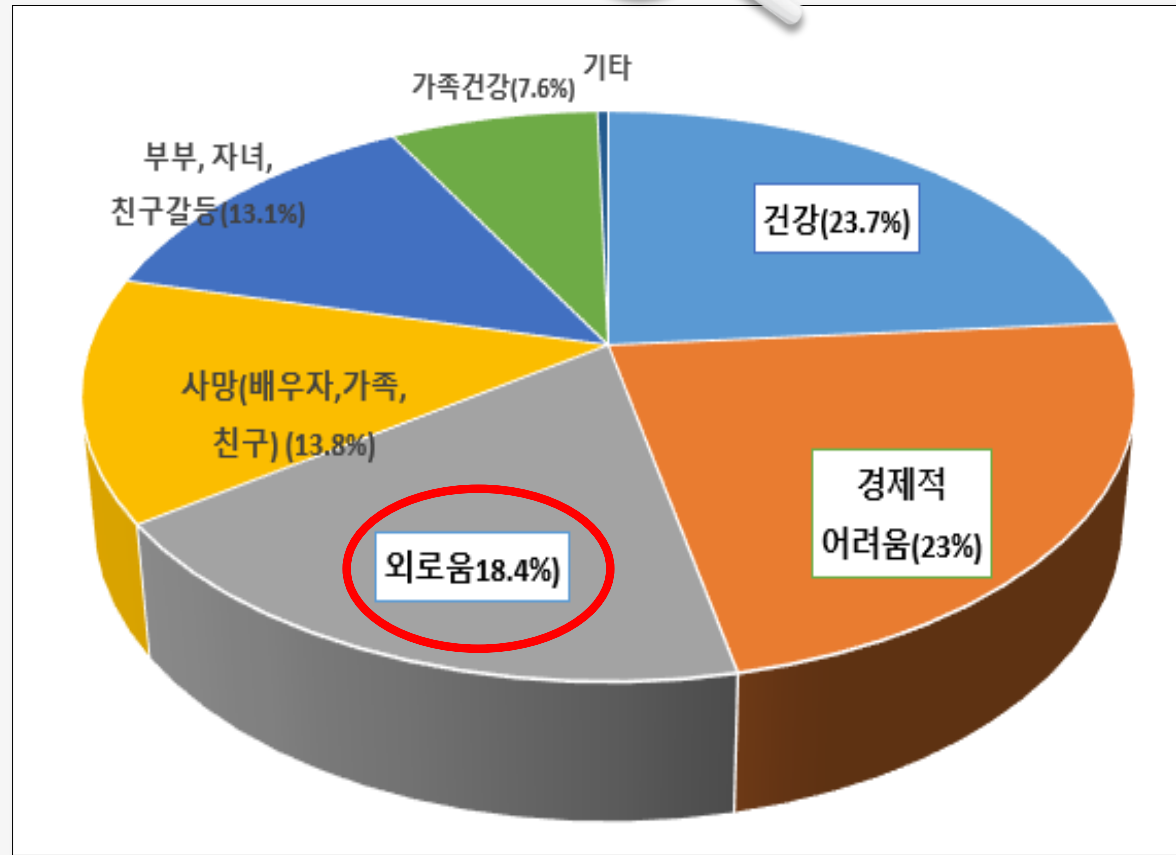
한국 평생학습 참여율 (성별, 연령별, 지역별)

구분	특성	비율
성별	남자	40.8
	여자	42.6
연령별	25~34세	50.6
	35~44세	45.7
	45~54세	41.7
	55~64세	37.1
	65~79세	32.5
지역별	서울 및 광역시	42.7
	중소도시	41.9
	농어촌	37.9

[평생학습 참여율]

5

노인 자살 경험 및 이유



노인 자살 경험 및 이유(2022, 통계청)



6

진천군 독거남성노인 심층면담(현재 힘든 점)



상위범주	하위범주	개념
1. 경제적 어려움	1. 절대적 빈곤상황	1. 노령연금, 노인일자리, 국민연금 등 국가시스템 외 소득 단절 2. 자녀들의 지원 부재(빈곤의 대물림) 3. 사업에 망해서 아무것도 없음 4. 아픈데 돈도 없음 : 질병과 빈곤의 결합 5. 코로나로 노인일자리도 못하고 있음
	2. 자식에게 의존하지 않음	6. 자식도 힘들게 사는데 7. 내가 몸을 가눌 수 있는 한, 무의미한 자존심
2. 일상의 불편함	3. 삼시세끼의 문제	8. 반찬지원 대상이 아님(이유는 모르겠음) 9. 있는 반찬으로 한끼 한끼 떼우는 궁핍한 식사
	4. 사회적상황	10. 코로나로 복지관에 다닐 수 없음(행동반경의 축소) 11. 코로나로 친구들도 만나지 못함(소통의 단절)
	5. 질병으로 고달픔	12. 신체적 노화, 기저질환으로 경제적, 신체적 어려움
	6. 불편함에 대한 너그러움	13. 나이 들기로 인한 스스로가 스스로를 열외시킴 14. 사회적 서비스에 대해 모르지만 해결하려고 할 의지 빈약
3. 농촌의 문화적 폐쇄성	7. 배타적성향	15. 토착민과 외지인의 문화적 충돌 16. 가까운 지인조차도 정보공유 단절 17. 보수적인 지역 분위기
	8. 친구의 부재	18. 가까운 친구의 사망 19. 타향살이로 이웃 사귀기 어려움 20. 하루에 만나서 얘기하는 사람이 거의 없음
4. 외로움	9. 사회적 외로움	21. 경로당은 여성들의 전유물 22. 티비 시청으로 하루하루 킬링타임 23. 아파트 구성원간 네트워크 부재(인사도 없음) 24. 더불어 살아가는게 아니라 살아 있을뿐임을 한탄
	10. 가족의 붕괴	25. 아내와 이혼과 사별로 상실감 26. 자녀와의 단절
	11. 사회적 네트워크	27. 사회복지 전담공무원과의 거리감 28. 노인복지관, 보건소 건강, 평생교육 프로그램 정보 단절 29. 플랫폼 접근, 사회적 소통력 미약

진천군 독거남성노인 대상
심층 면담 결과표(2020년)

3. 사업 추진 내용



협업 체계 구축

관계 부서와의 협업(간담회)



활동가 양성, 파견

활동가 양성 및 파견
지역 인재 파견



지속가능 시스템

지속가능 시스템 구축





1

협업 체계 구축

읍면사무소

- 각 읍면 사무소 협조 공문 발송
- 각 읍면 독거남성 노인 현황 파악



진천군 노인복지관

- 노인복지관 독거노인 지원 사업 현황 파악
- 지원사업 연계 추진 (업무 협업)



진천군정신건강 복지센터

- 진천군 우울증 전수 검사 관련 자료 요청
- 독거남성노인 우울증 검사 의뢰 협조





2

활동가 양성 프로그램 운영

휴먼북 인생영화
제작자 양성



노인심리 상담
활동가 양성



치매예방 인지
놀이 활동가 양성





2

활동가 양성 프로그램 운영

실버체조
지도자 양성과정



통합 워크숍 1



통합 워크숍 2



지역사회 인재 발굴 및 활용



3

활동가 파견(2인 1조)





3

활동가 파견



3. 사업 성과



01

사회적 네트워크 조성

- 진천관내 관계부서, 노인복지관 및 노인복지센터와 연계 업무 추진으로
- 독거남성노인만을 위한 사회적 네트워크 마련

02

독거남성노인의 외로움(심리적) 해소

- 독거남성노인이 자신의 인생을 돌아봄으로써 상실감 회복 및 심리적 안정
- 낯선 타인과 라포 형성 및 유대감 형성으로 부분적으로 외로움 해소
- 다양한 활동으로 정신적, 육체적 건강 향상에 도움



03

평생학습 참여율 제고 평생학습 일자리 창출

- 다양한 활동(미술수업, 만들기수업, 운동, 게임, 외부활동)을 하여 남성의 평생학습 참여율 높임
- 지역사회와의 학습형 활동가 양성을 통해 일자리 창출에 기여
 - 경험을 통해 활동가 성장

04

독거남성노인에 대한 자료 축척

- 경제적으로 여유 있는 사람은 방어적, 형식적인 답변만 하는 경향 있음
- 상대방보다 우월감, 또는 건재함을 보여주는 경향 있음
- 여성보다 남성들과의 라포형성 기간이 길음(타인에 대한 방어기재 작동)

4. 사업의 궁극적 목적



» 지역사회 일원으로 참여하는 계기 제공



» 문제해결 및 안정과 삶의 의지 재확인

» 건강한 노년의 삶 영위



» 지역사회 구성원의 정신적, 심리적, 사회적 안녕
지속가능한 시스템 구축

마무리 영상(진천군 독거남성노인)



감사합니다.





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Gyeongsangbuk-do Office of Education

IncluEd: people at the center of the process



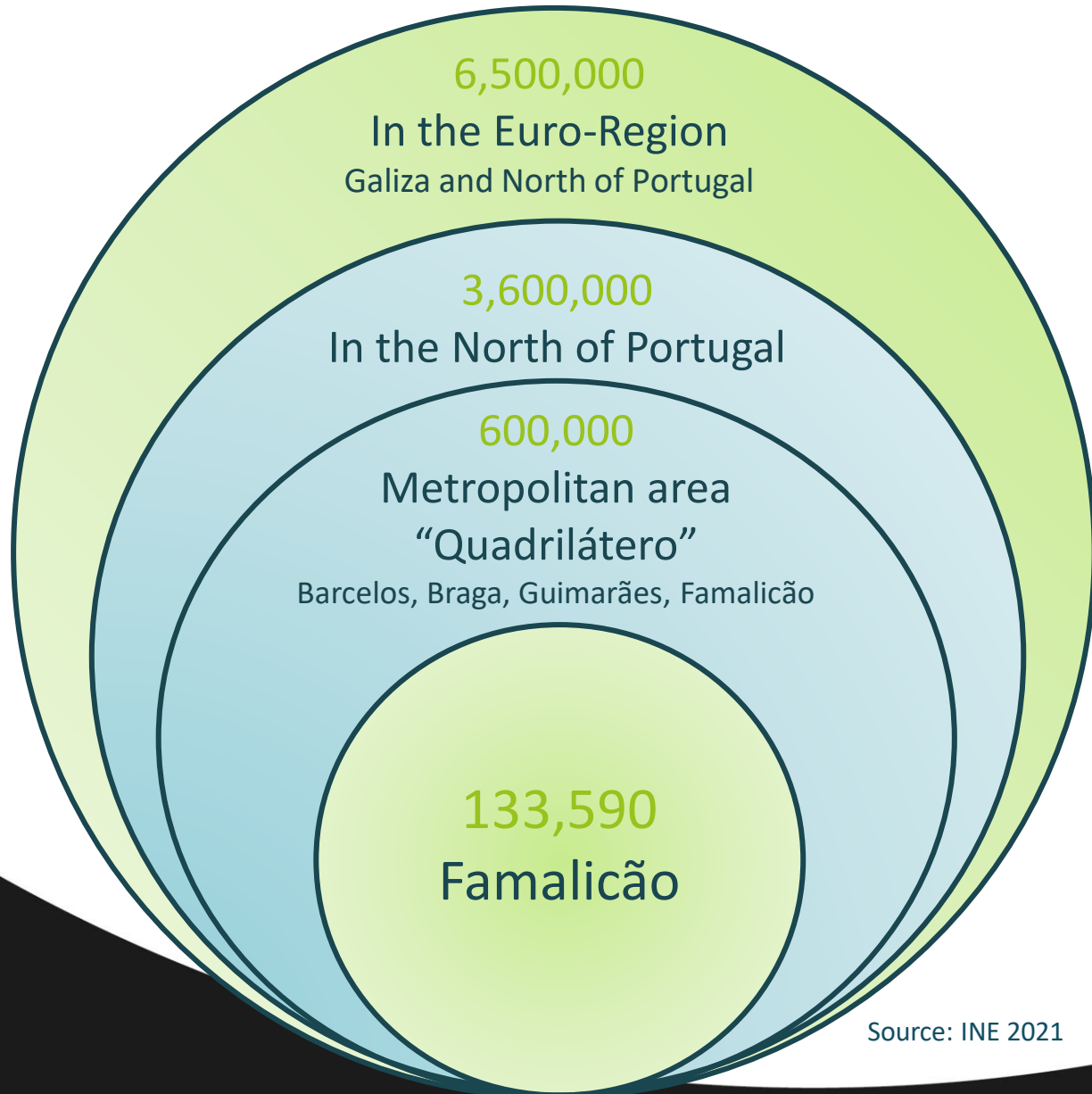




Strategic Location

Located at the crossroads between Europe, Africa and the Americas, Famalicão is a gateway to the World.





Source: INE 2021

Inhabitants

Famalicão benefits from a wide area of influence.





Education, Training and Qualification

- All levels of education
- Professional Training
- Erasmus and other international projects
- Distinction by the International Association of Educating Cities





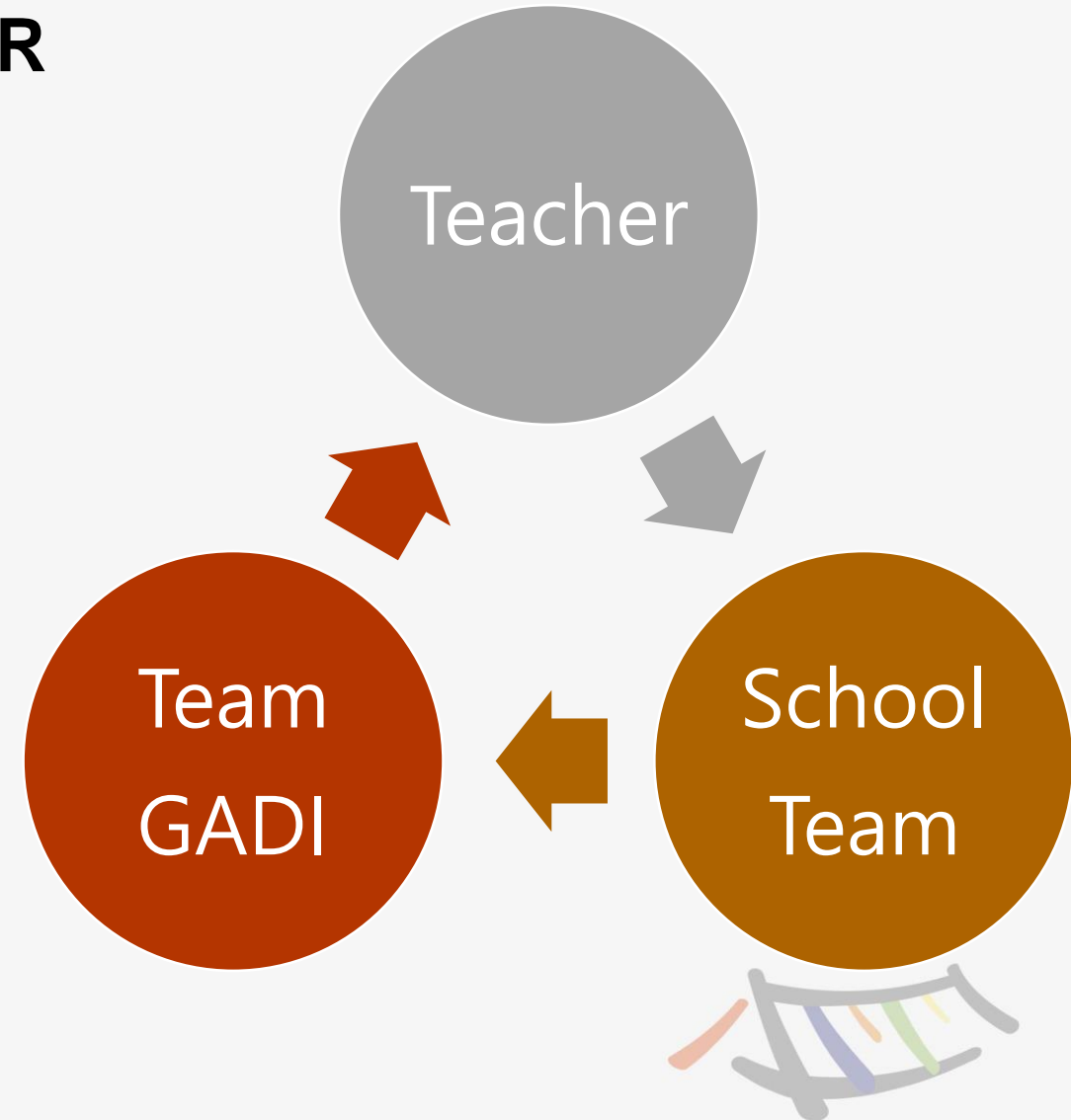
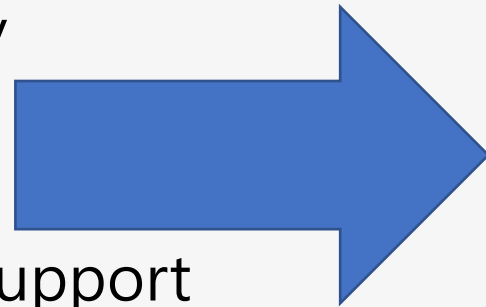
Over the years, the Municipality has developed a diversified set of policies that aim to transform Vila Nova de Famalicão into a **territory for people, open and supportive**, with the priority of **improving the living conditions** of the population, in particular the **most vulnerable people**, promoting the **social cohesion** and **integrated social development**, in cooperation with different actors of different natures and areas of intervention.



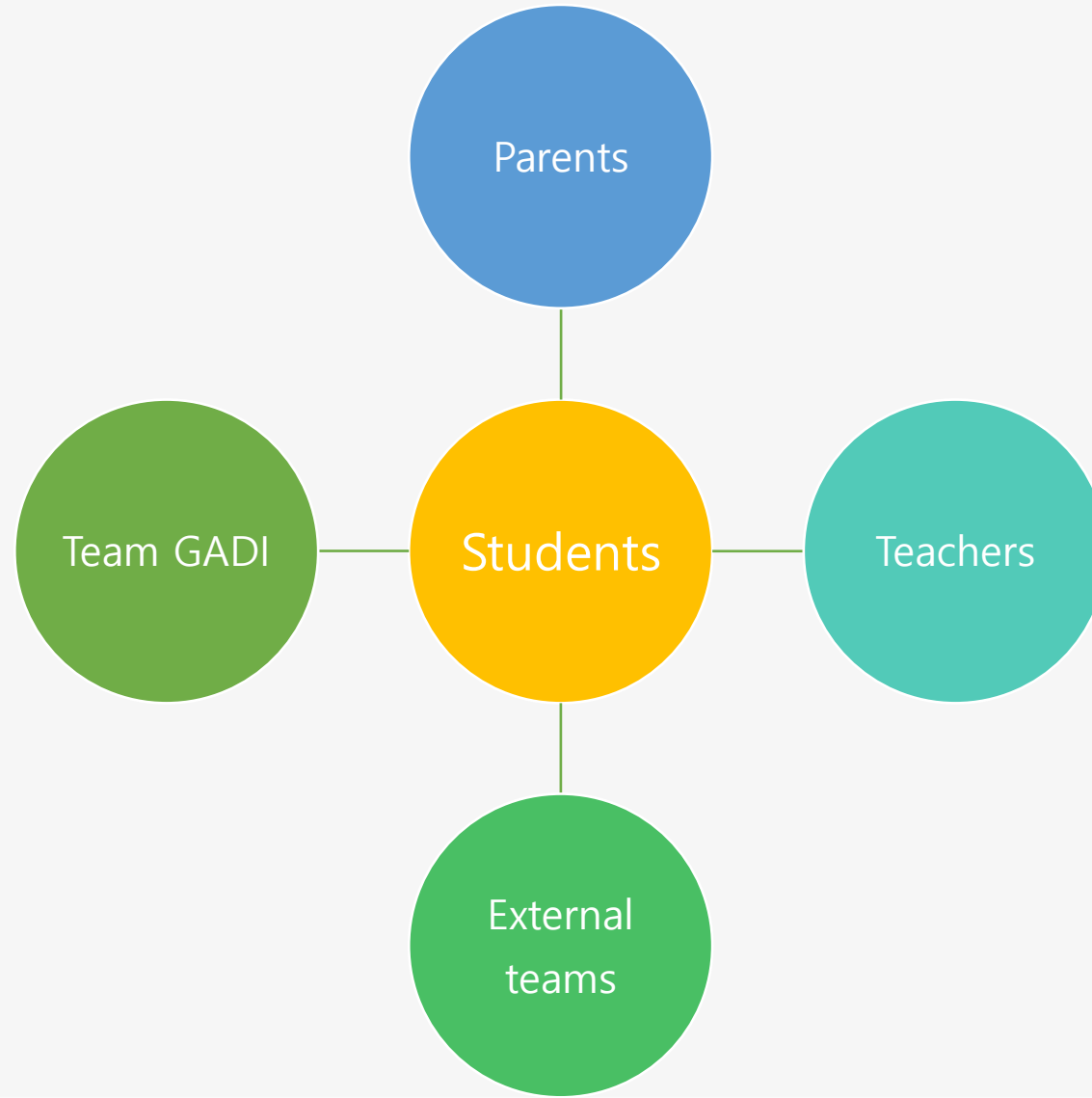
DIAGNOSIS AND INTERVENTION EVALUATION OFFICE and EDUCATIONAL RESOURCES CENTER

• MULTIDISCIPLINARY TEAM

- Psychology
- Speech therapy
- Occupational therapy
- Nutrition
- Social service
- Psychopedagogical support
- socio-educational mediation



How works the network (School ↔ Municipality)





Educational Resources Center

THERAPEUTIC INTERVENTION

Multidisciplinary therapies

Speech Therapy

Psychology

Rehabilitation

Occupational Therapy

Art Therapy

Sensorial

Snoezelen

QUALIFICATION

TRAINING

PARENTAL EDUCATION

COACHING
MINDFULNESS
SOCIOEMOTIONAL
DEVELOPMENT





In the style of Nelson Mandela, "I am (we are) more than influenced by the conviction that social equality is the only basis of human happiness".



Marco Magalhães
marcomagalhaes@famalicao.pt



Famalicão

Famalicão, your place





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 경상북도교육청
Gyeongbuk Office of Education



Cascais develops two local educational policies in the area of Inclusion and Play.

Within the scope of inclusive education, all students with health needs are included in schools. The municipality supports the transport of these students, therapeutic activities and complementary educational materials.

In the area of play, it hires players, promotes play times in schools, 20 school playrooms and 6 community playrooms, and rehabilitates and humanizes children's, school and community parks.





STARTING POINT | THE REALITY OF 2020

**Closure of schools
Family and social confinement**

Opportunity:

Partners specialized in the field of play have joined for the development of activities promoting positive family relationships.





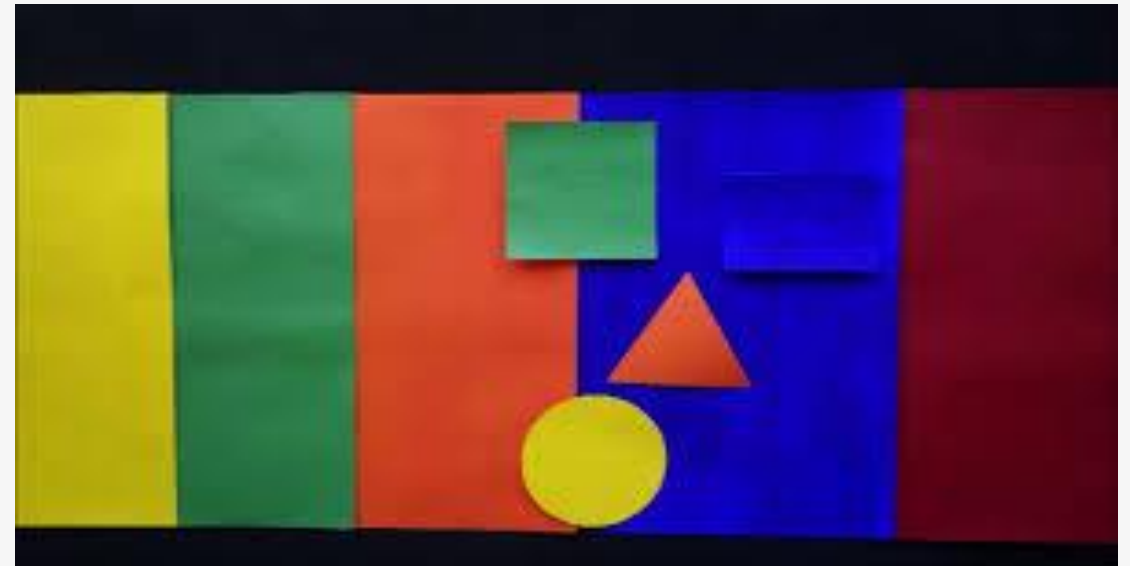
THE MISSION

Complementary channel to distance learning

**For children and families in particular children with
Special Health Needs**

**Building positive family
relationships**

**Facilitators of learning
by playing**





METHODOLOGIES

Playful/Play

Artistic

Pedagogical

Universal artistic language

Subtitled episodes

**Different areas of personal
and social development**





Youtube channel

Daily episodes:

- SMALL ARTISTS**
- GREAT THINKERS**
- CREATION WITH FAMILY**
- RELAX AT HOME**
- THE PHILOSOPHY THAT STIMULATES ME**

For stimulation:

Cognitive
Motor
Artistic
Emotions





EVALUATION

30 episodes with about 20,000 views

Questionnaire to 300 education professionals

Globally...

- good suitability of the visualized segments;**
- high student satisfaction;**
- positive impact on the action of educators.**





TEAM

Multidisciplinary work

Local Schools

Toy libraries / playworkers

Cascais City Council

Students and Teachers of the Val do Rio Vocational School

Cooperative for the Education and Rehabilitation of Unadapted Citizens of Cascais

Supervision of the Faculty of Psychology and Educational Sciences of the University of Porto





Sustainability

- . Increased inclusive practices in school playgrounds.**
- . It was published on the Ministry of Education's portal of practices, to be seen on a national scale.**
- . Received Recognition from the International Play Association: "Playing in Times of Crisis Award".**
- . The channel is still active today.**

[CLICK HERE.](#)



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Reverse Inclusion Didactic Programme

Pilot Project – Primary School Children



Hugo Cruz
City of Matosinhos, Portugal
Andong, October, 2022

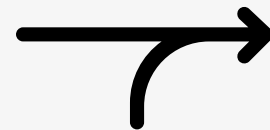


Reverse **Inclusion** ?



Polybat

Participation of people without disabilities in programs aimed at people with disabilities in order to benefit inclusion, since the contents and strategies used are accessible to all.

 Same Opportunities, Promove Inclusion.

UNESCO, 2005



Full Time School

9 am – 5.30 pm

Local Curriculum



Enrichment Curricular
Activities [ECA]

9 – School Cluster
32 – Primary School Children
4700 – Students
110 – Teachers ECA

Physical Education & Local Sports
Music
Arts
Theatre & Cinema
Science & Computing
Chess



Reverse Inclusion Didactic Programme - Pilot Project

- Design of reverse inclusion didactic activities
- Elaboration of testing script
- 39 didactic activities was testing
- After the pilot, activities were incorporated in the several areas of the Local Curriculum ECA

Inclusion Didatic Activities Testing

Physical Education & Local Sports	Music	Arts	Theatre & Cinema	Science & Computing	Chess
Goalball	Handball – wheelchair	Playing without seeing!	Painting with the feet	Sign Language and Me!	Augmentative and alternative communication
Boccia	Table tennis – sitting				
Polybat	Basketball – wheelchair	Playing Piano with the feet	Mouth, blown and with non-conventional tools painting	Blind Theater	Identifying chess pieces by touch – blinds
Athletics – blinds;	Golf – wheelchair; Golf - blinds				
Volleyball – sitting	Rope Skipping – amputee – wheelchair - blinds	Dancing seated	Blind drawing	Chinese Shadow Symphony – Pictures That Tell Stories	Aroma inspectors - blinds
Football – blinds					
					The Braille Chessboard - blinds



Reverse Inclusion Didactic Programme

Pilot Project – Primary School Children





Conclusions

- Positive acceptance of the students by the didactic inclusion activities
- Students showed enthusiasm in performing activities and seeing them as innovative and challenging
- Training to ECA Teachers a key element for the success of the program



Mouth panting!



Blind or low-vision Football



The Braille Chessboard



Playing with the feet!



Blind drawing



Next Level of Inclusion

- Collaborative participation of disabled students with healthy students in the same activities, promoting this way a **real inclusive and equal education** among all.



Thank You So Much!!!



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Ajedrez en la Escuela. Una estrategia educativa





- Robert Ferguson (1995) – *Chess in Education Research Summary*, tesis doctoral que recopila estudios realizados en el s. XX desde 1925.
- Siglo XX – Estudios sobre las posibilidades educativas del ajedrez – Binet, Piaget, Freud, De Groot, etc.
- La UNESCO (1995) recomienda a los países miembros la incorporación del ajedrez como materia educativa.



**ESTUDIOS CON CONCLUSIONES FAVORABLES
IMPLEMENTACIÓN EN COLEGIOS**

**STUDIES WITH FAVORABLE FINDINGS
IMPLEMENTATION IN SCHOOLS**



Ajedrez en la Escuela (Parlamento Europeo, 2012)

«[...] el ajedrez es un juego accesible para los niños de cualquier grupo social que contribuye a la integración, a la lucha contra la discriminación, la reducción de las tasas de delincuencia e incluso a la lucha contra diferentes adicciones».

“[...] chess is an accessible game for children from every social group and can help social cohesion and contribute to policy objectives such as social integration, combating discrimination, reducing crime rates and even the fight against various addictions”.



Proyecto de *Ajedrez en la escuela* presentado por Garry Kasparov . Avalado por el Parlamento Europeo para su inclusión en los sistemas educativos.





Proposición no de Ley – Unanimidad de grupos parlamentarios

1.- Implantar el programa *Ajedrez en la Escuela* en el Sistema Educativo Español, de acuerdo con las recomendaciones del Parlamento Europeo

1.- To implement the *Chess in School* program in the Spanish Educational System in accordance with the recommendations of the European Parliament



Congreso de los Diputados





CURSO ESCOLAR 2016-2017

Ayuntamiento de Illescas – Introduce el ajedrez como herramienta educativa inclusiva y global en los centros públicos de Educación Primaria siendo Alcalde D. José Manuel Tofiño Pérez y como Concejala de Educación, Dña. Belén Beamud González.

Municipio pionero en España

Inicio 9 de enero de 2017 – experiencia piloto

Convenio con Consejería de Educación JCCM

15/03/2018

EL AJEDREZ, UNA HERRAMIENTA EDUCATIVA INCLUSIVA Y GLOBAL

CHESS, AN INCLUSIVE AND GLOBAL EDUCATIONAL TOOL



Ayuntamiento
de Illescas



Illescas
CIUDAD
EDUCADORA

Ayuntamiento de Illescas – Ajedrez como herramienta educativa



AYUNTAMIENTO DE ILLESCAS
COMPROMISO DEL EQUIPO DE GOBIERNO 2017



REUNIONES Y ACUERDOS CON LOS CENTROS EDUCATIVOS DE
ILLESCAS PARA IMPLANTAR EL AJEDREZ COMO HERRAMIENTA
TRANSVERSAL EN EL SISTEMA EDUCATIVO LOCAL



PUESTA EN MARCHA DEL PROYECTO 2016-2017



CONVENIO CON LA CONSEJERÍA DE EDUCACIÓN DE LA JCCM
2018





1. PUESTA EN MARCHA- Curso 2016-2017

1.º y 2.º de primaria en 3 centros docentes

2. AMPLIACIÓN I- Curso 2017-2018

Ampliación hasta 4.º de primaria y en 5 centros

3. DESARROLLO I- Curso 2018-2019

Se completa en todos los cursos de primaria y en 6 centros

4. COVID-19 - Cursos 2019-2020 y 2020-2021

Se incorporan clases on-line en periodo de pandemia

5. DESARROLLO II -Curso 2021-2022

Se recupera la presencialidad en los 7 centros públicos
Total: 183 grupos lectivos para 2.302 estudiantes

6. CONSOLIDACIÓN - Curso 2022-2023

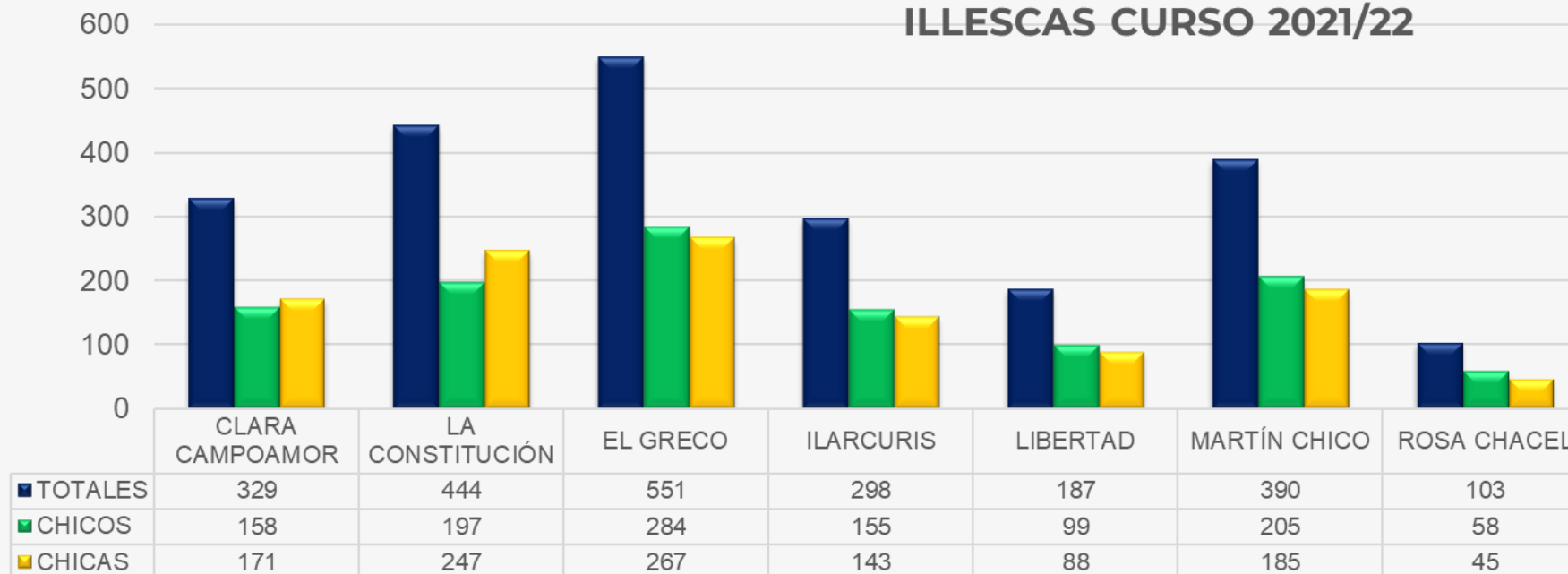
Actual, con 7 centros y más de 2,500 estudiantes de Ed. Primaria



Ayuntamiento de Illescas – Fases del proyecto



ALUMNADO POR COLEGIOS ILLESCAS CURSO 2021/22



Total : 2.302 estudiantes





BENEFICIOS DEL AJEDREZ EN LAS AULAS

Comprensión lectora

Estructuración
mental

Relaciones
sociales

Memoria

Concentración

Atención



Superación

Lógica y sentido
común

Organización

Planificación

Crecimiento personal

Fomento de valores

Aprendizaje de
errores



BENEFICIOS DEL AJEDREZ EN LAS AULAS

- **Pensar antes de actuar**
- **Inclusión**
- Desarrollo de la **inteligencia**, la capacidad de **concentración** y el grado de **madurez**
- **Pensamiento crítico y creativo**
- **Incorporación** de los **contenidos** de forma transversal
- **Trabajo en equipo, colaboración e igualdad**
- **Respeto**



INCLUSIÓN, VALORES, CRECIMIENTO MENTAL Y APRENDIZAJE

INCLUSION, VALUES, MENTAL GROWTH AND LEARNING



Aprender jugando, jugar aprendiendo
Learning by playing, playing by learning

Trabajar los valores y el respeto al compañero
Working on values and mutual respect





Mejorar la memoria visual y la atención
Improving visual memory and attention

Aprender a ganar o perder
Learning to win or lose

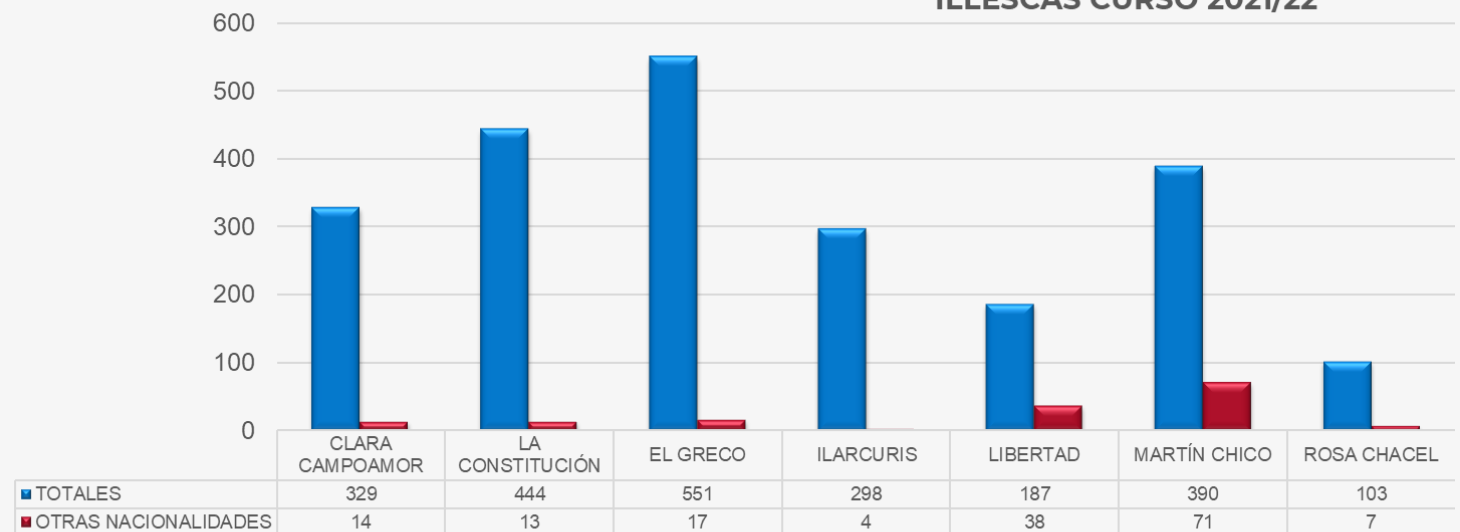




Educación en igualdad de género
Educating on gender equality

Educación en integración e inclusión
Educating on integration and inclusion

ALUMNADO EXTRANJERO POR COLEGIOS
ILLESCAS CURSO 2021/22



7% de alumnado de otras nacionalidades

Colombia, Marruecos, Yemen, Ucrania, Chile, Nigeria, Argentina, Bulgaria, Paraguay, China o Portugal, etc.

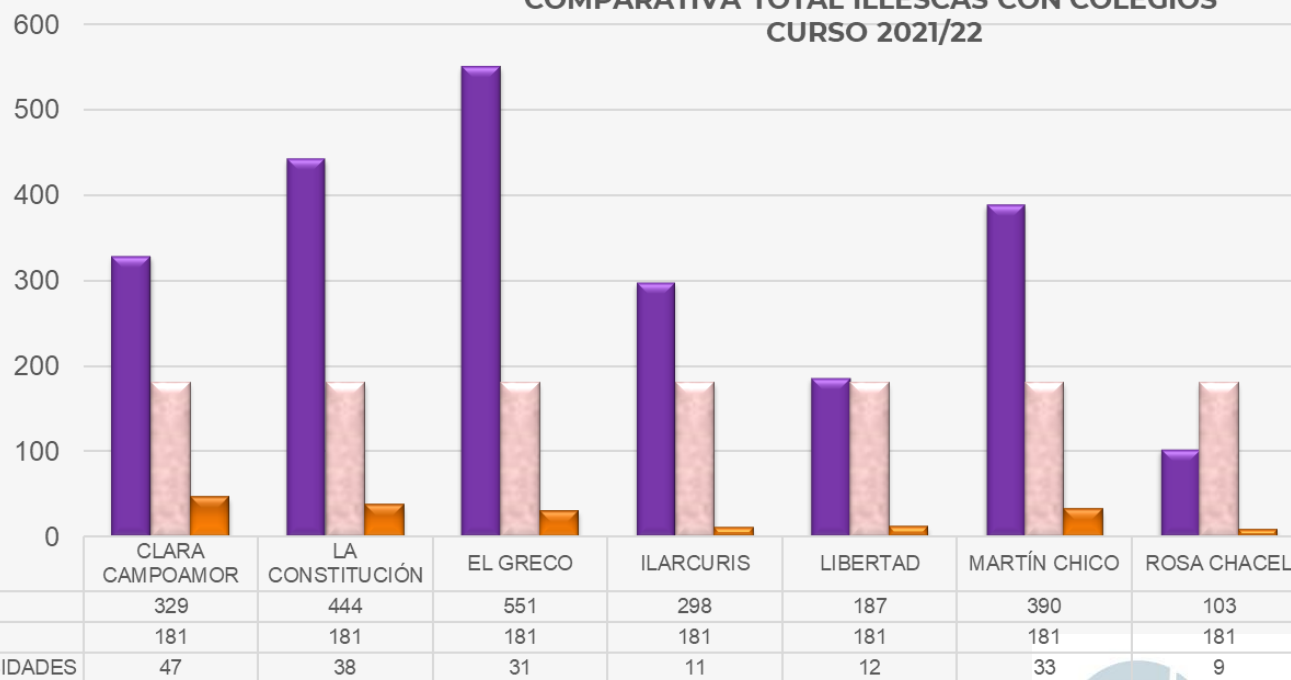


Integración y empatía hacia el alumnado con capacidades diferentes

Integration and empathy for students with different abilities



ALUMNADO CON NECESIDADES EDUCATIVAS ESPECÍFICAS
COMPARATIVA TOTAL ILLESCAS CON COLEGIOS
CURSO 2021/22



8% de alumnado con capacidades diferentes



Mural de piezas **texturizado** para el alumna do con **discapacidad visual**

Textured mural of chess pieces for the **visually impaired**



Prácticas de anotación de la partida de ajedrez utilizando la **lectura fácil**

Chess game annotation practice using **easy-to-read**

Lectura fácil: herramienta para la **mejora de la comprensión lectora** con **respaldo empírico** (Fajardo, 2013, 2014).

Otras actividades y talleres inclusivos realizados



Jornadas de convivencia con el alumnado de todos los centros docentes
Más de 20 actividades transversales e integradoras



Marzo 2022 - I Jornadas de Ajedrez en la escuela de Illescas
Clase magistral de Leontxo García, actividades colaborativas, ajedrez vi
viente, cuentacuentos...





Lema del XVI Congreso de ciudades educadoras:
"Ideando el futuro de la educación en la Ciudad"

AJEDREZ EN LA ESCUELA, UNA ESTRATEGIA EDUCATIVA

CONSOLIDACIÓN

DESARROLLO



INCLUSIÓN

IGUALDAD

DIVERSIDAD

Muchas gracias por su atención
Thanks for your attention
주목 해 주셔서 감사합니다

*Belén Beamud González
Concejala Ayuntamiento de Illescas
belen.beamud@illescas.es*





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Bringing together project



Focus of the experience

Inclusive education through theatre

Target group

Learners with learning disabilities and difficulties (with measures to support learning and inclusion)





Benefits of theatre

Increase the cooperative work

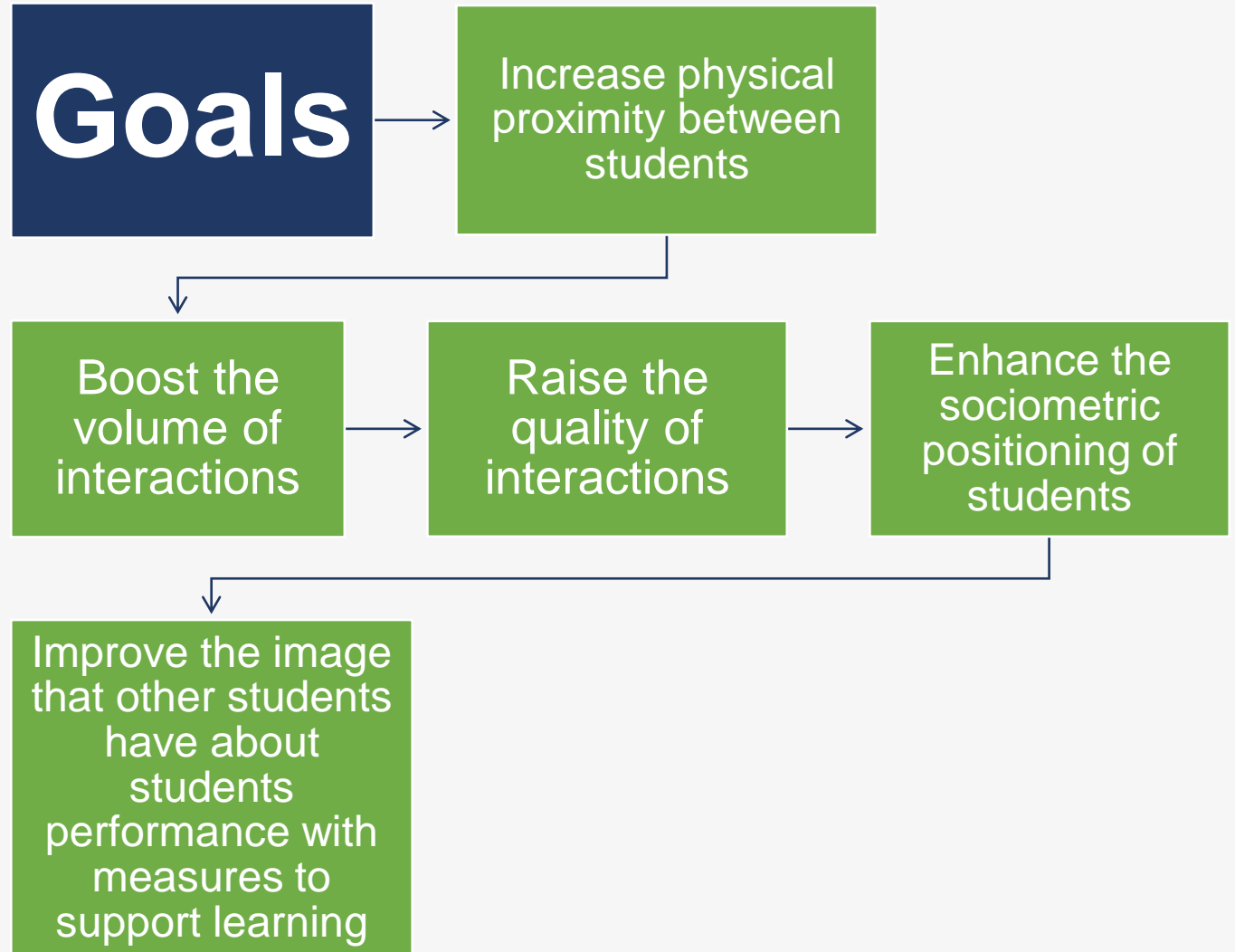
Improve personal and social skills

Develop the ability to dialogue

Foster an environment of equality and equity



Bringing together project



Methodology

Intervention program through theatre, split into 12 sessions

Introduction to dramatic play

Dramatic expression through inducers

Theatre of the oppressed

Construction of a Final Mini Show





Assesment

- Sociometric test
- Straight assessment form
- Non-participant observation



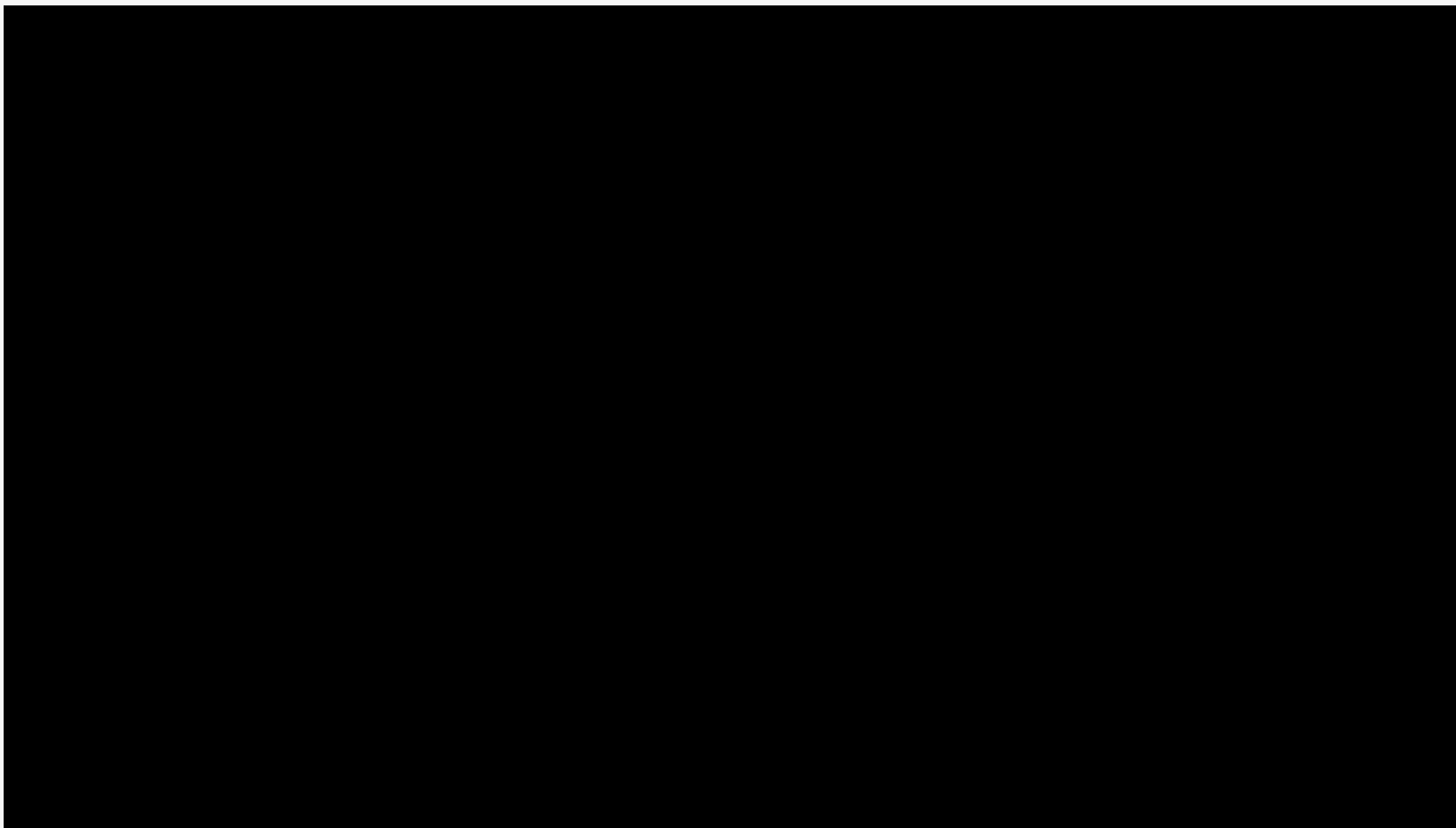
Outcomes

Using a strategy that privileges cooperation in an environment of equity, it was possible to significantly increase the physical proximity between pupils, volume and quality of interactions, providing better conditions for establishment of friendship and feeling of well-being at school regardless of the difference.





Bringing together project



Thank you for your attention!

Andreia Santos

Head of the Municipal Division of Education and Youth

City Council of Santa Maria da Feira

PORTUGAL

andreia.santos@cm-feira.pt

www.cm-feira.pt





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Artistic Expression Programme at Vitoria-Gasteiz City Council's network of Municipal Nursery Schools



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de Vitoria-Gasteiz
Vitoria-Gasteizko
Udala



Vitoria-Gasteiz
Hiri Hezitzailea
Ciudad Educadora

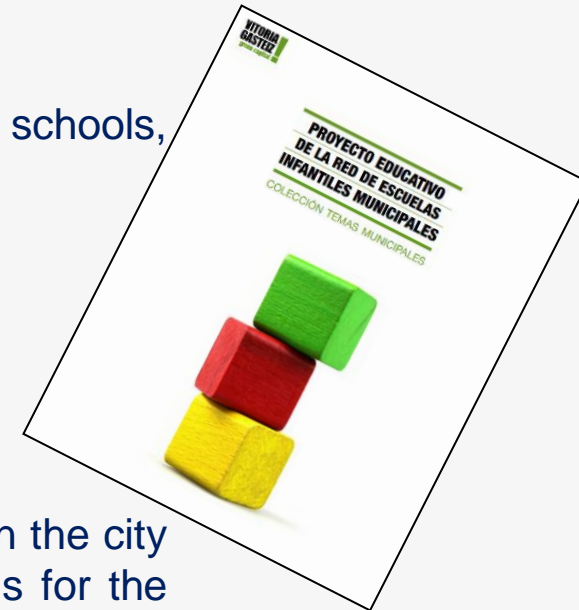
ABOUT US



Vitoria-Gasteiz
(Basque Country)



- ✓ The City Council of Vitoria-Gasteiz has a network of nursery schools with more than 40 years of experience – a reference in the first cycle of pre-school education (0-3 years old).
- ✓ The City Council currently directly manages five nursery schools, distributed across different districts of the city.
 - ✓ Haurtzaro Nursery School
 - ✓ Lourdes Lejarreta Nursery School
 - ✓ Sansomendi Nursery School
 - ✓ Zabalgana Nursery School
 - ✓ Zabamaga Nursery School
- ✓ The Basque Government also runs 19 nursery schools in the city of Vitoria-Gasteiz. There are therefore 24 public schools for the first cycle of pre-school education.
- ✓ Public nursery schools are suitable spaces for the education and care of children from 0 to 3 years of age, providing support to their families in their upbringing and education.
- ✓ They are artistic and innovative spaces that are comfortable, beautiful and welcoming.



ART IN MUNICIPAL NURSERY SCHOOLS



Learning

PLEASURE

Play

ACTION

Symbolism

EMOTION

NON-VERBAL
LANGUAGE

CURIOSITY

Relationships

LIFE

Creation



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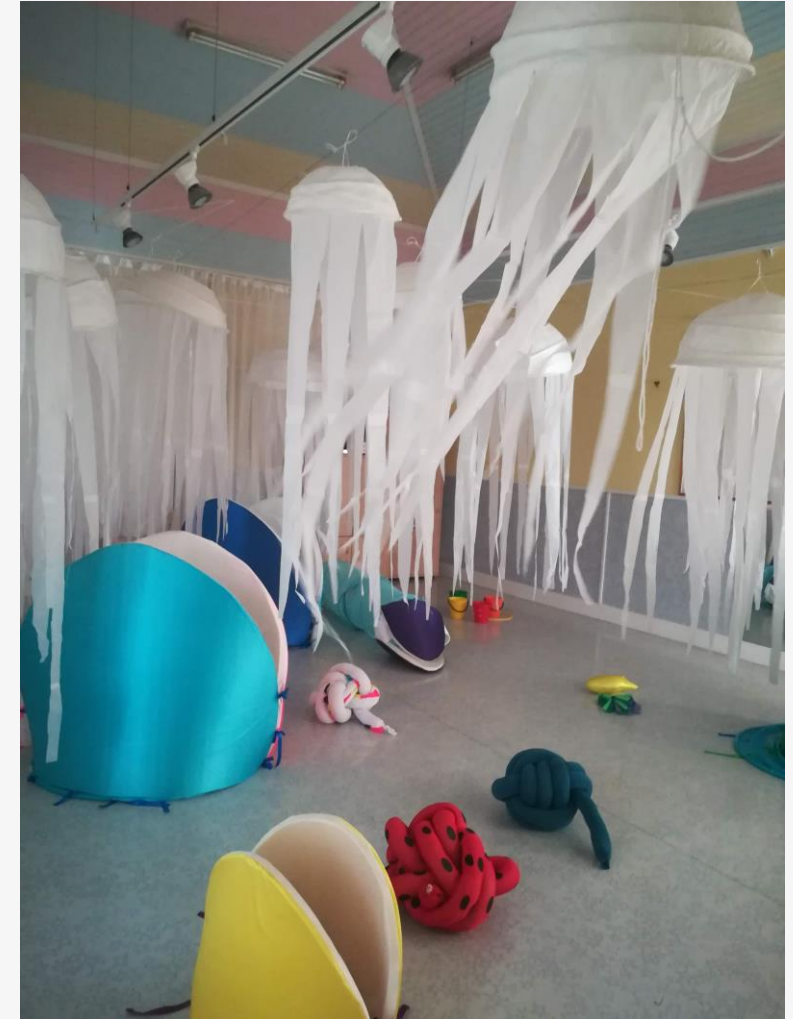
The Artistic Expression Programme is run through two major initiatives:

1.- Transformation of spaces and creation of artistic play installations:

- It is carried out in collaboration with the Vitoria-Gasteiz School of Arts and Crafts. Its origins date back to 2011, within the framework of the educational conference 'Art, emotion and the development of identity in early childhood'.
 - This collaboration makes the most of the city's resources, enriching both the nursery schools and the School of Arts and Crafts.
 - The creation of artistic play installations are linked to the works of creators.

2.- 'Art and Early Childhood' programme:

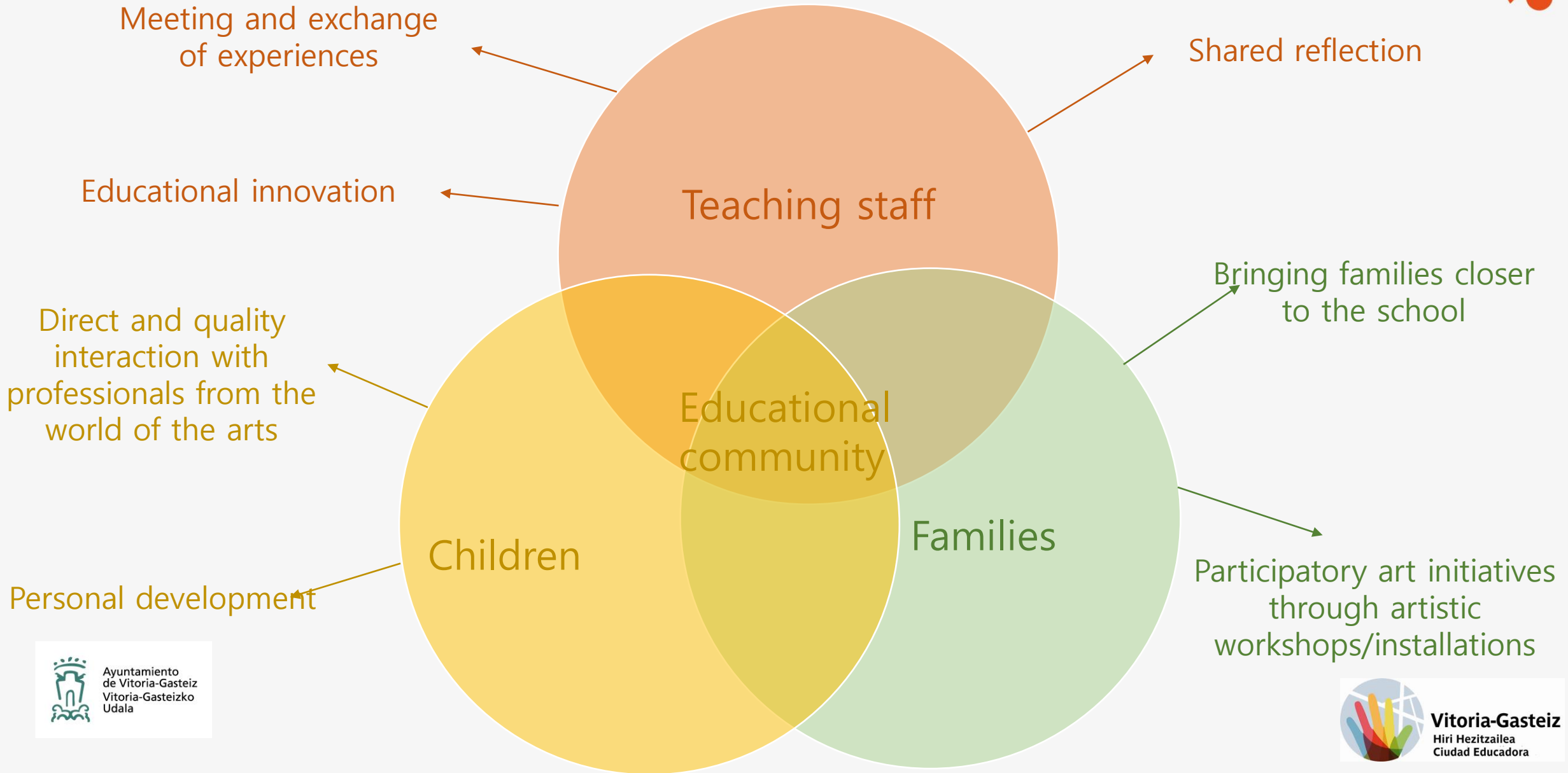
- This programme has been running in schools for more than 20 years, in collaboration with local theatre groups.
- It assigns human and financial resources to promoting exchanges between artists from different fields and early childhood.
- It generates quality meetings and guarantees the right of access to culture.





- 1.- Bridging the gap between art and childhood. The work is experimental and investigative and is centred on the field of artistic expression didactics and the role of creativity in education.
- 2.- Living and enjoying art in nursery schools, both by the children and by the teaching staff and families.
- 3.- Demonstrating possibilities for the aesthetic configuration of spaces based on the approaches offered by forms of contemporary art.
- 4.- Fostering an intense emotional experience through the creation of 'landscapes' for play, inspired by the work of contemporary artists who understand art as a global experience.
- 5.- Deepening the creation of a context of global and multi-sensory expression (integrating all the expressive languages) in nursery schools, creating a specific environment that permeates throughout the whole of school life.

TARGET AUDIENCE AND COURSES OF ACTION





THANK YOU!



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