



# IAEC 2022 ANDONG

REPUBLIC OF KOREA

16th International Congress of Educating Cities Andong 2022  
제16회 안동 국제교육도시연합(IAEC) 세계 총회



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

주관  
ANDONG CITY

경상북도  
GYEONGSANGBUK-DO

후원  
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Ministry of Education

유네스코한국위원회  
Korean National Commission for UNESCO

국가평생교육진흥원  
National Institute for Lifelong Education

전국평생학습도시협의회

경상북도교육청  
Gyeongsangbuk-do Office of Education

# Multiplicando oportunidades educativas:

Identidade e pertença em documentos norteadores e materiais pedagógicos da Secretaria Municipal da Educação de Curitiba



**CURITIBA**

*Multiplicando las oportunidades educativas: identidad y pertenencia en los documentos guía y materiales pedagógicos de la Secretaría Municipal de Educación de Curitiba*

*Multiplying educational opportunities: identity and belonging in the guiding documents and pedagogical materials of the Municipal Secretariat of Education of Curitiba*

*Multiplication des opportunités éducatives: identité et appartenance dans les documents d'orientation et le matériel pédagogique du Département Municipal de l'Éducation de Curitiba*



**Curitiba**  
CIDADE  
EDUCADORA

**Profª Drª Maria Sílvia Bacila**

Secretária Municipal de Educação de Curitiba

*Secretaria Municipal de Educación de Curitiba*

*Municipal Secretary of Education of Curitiba*

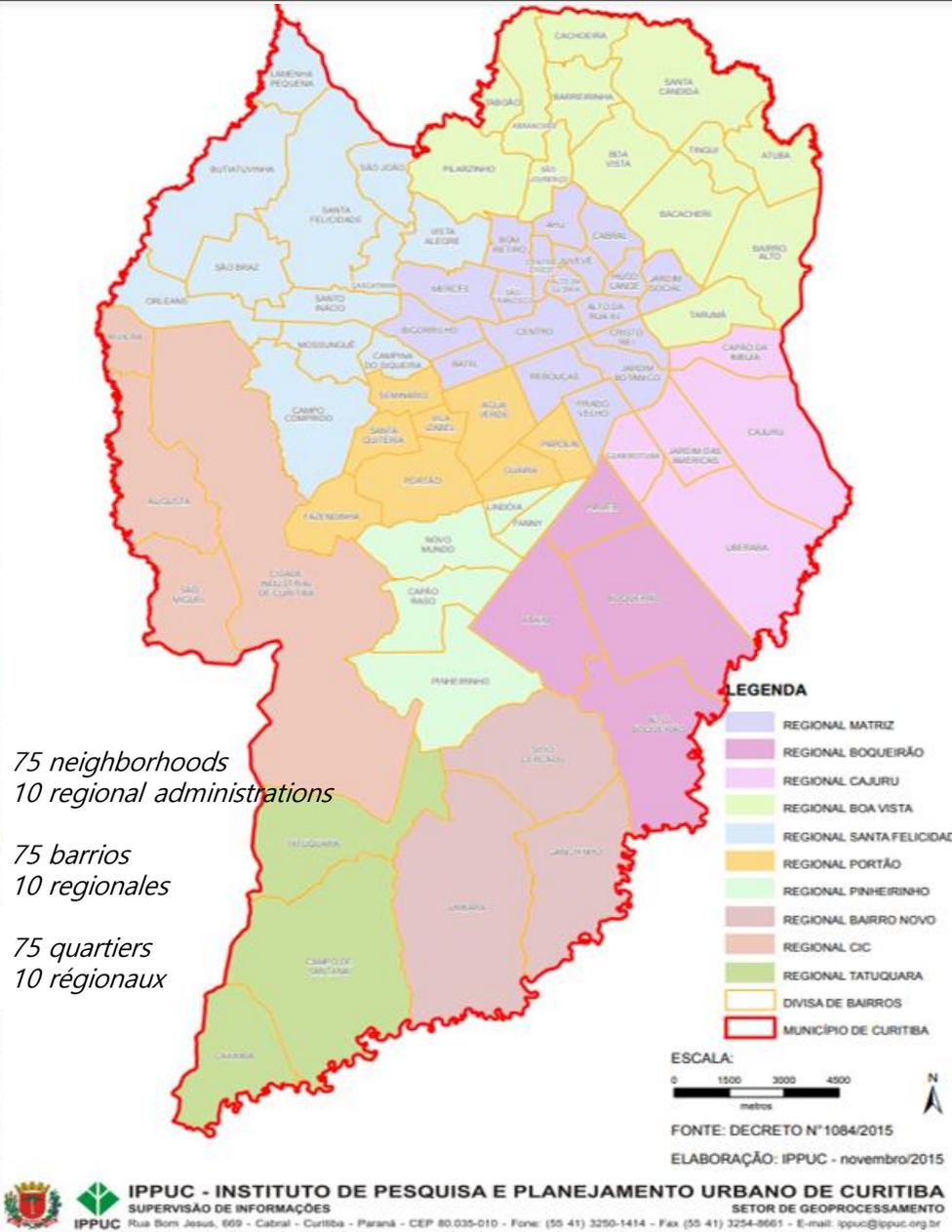
*Secrétaire Municipal de l'Éducation de Curitiba*



**IAEC2022** ANDONG  
REPUBLIC OF KOREA



**75 bairros - 10 regionais**



**Localização**  
do Sul do Brasil

**Extensão territorial**  
434.892 km<sup>2</sup>

**População**  
1.963.726 pessoas  
(IBGE, estimativa 2021)

*Ubicación*  
Sur de Brasil

*Localisation*  
Sud du Brésil

*Extensión territorial*  
434.892 km<sup>2</sup>

*Population*  
1.963.726 personas  
(IBGE, estimación 2021)



# 10

## Identidade da cidade

*Identity of the city / Identidad de la ciudad / Identité de la ville*

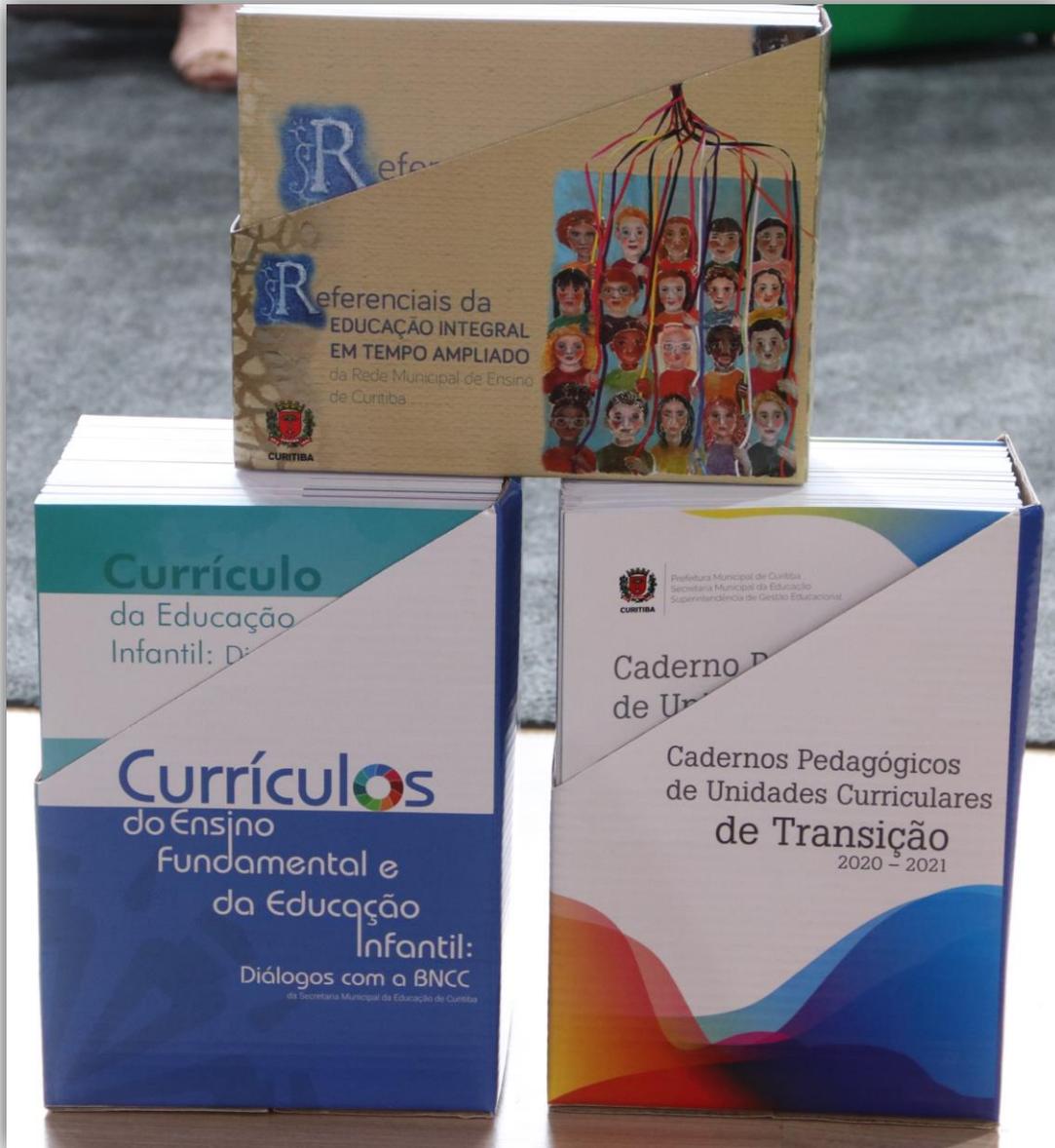
Encontrar, preservar e apresentar a identidade da cidade, que é própria, mas também complexa e mutável.

*Find, conserve and present the city's identity, which is its own, but also complex and changeable.*

*Encontrar, preservar y presentar la identidad de la ciudad, que es propia, pero también compleja y cambiante.*

*Trouver, préserver et présenter l'identité de la ville, qui est la sienne, mais aussi complexe et changeante.*





Consolidar a perspectiva das Cidades Educadoras em documentos norteadores e materiais pedagógicos da Secretaria Municipal de Educação de Curitiba.

*Consolidate the Educating Cities perspective in guiding documents and teaching materials from the Municipal Secretariat of Education of Curitiba.*

*Consolidar la perspectiva de Ciudades Educadoras en documentos guía y materiales didácticos de la Secretaría Municipal de Educación de Curitiba.*

*Consolider la perspective des Villes Éducatrices dans les documents d'orientation et les matériels didactiques du Département Municipal de l'Éducation de Curitiba.*



Fomentar e fortalecer a identidade cidadã e o sentimento de pertencimento à cidade, pela valorização da sua história e patrimônio material e imaterial.

*Foster and strengthen citizen identity and the feeling of belonging to the city, by valuing its history and material and immaterial heritage.*

*Fomentar y fortalecer la identidad ciudadana y el sentimiento de pertenencia a la ciudad, valorando su historia y patrimonio material y inmaterial.*

*Favoriser et renforcer l'identité citoyenne et le sentiment d'appartenance à la ville, en valorisant son histoire et son patrimoine matériel et immatériel.*



Foto: Daniel Castellano





Foto: Daniel Castellano

Desenvolver propostas e recursos didáticos que possibilitem a ampliação da leitura de cidade, sua compreensão e decodificação, multiplicando oportunidades educativas sobre o espaço urbano.

*Develop didactic proposals and resources that enable the expansion of the reading of the city, its understanding and decoding, multiplying educational opportunities on the urban space.*

*Desarrollar propuestas y recursos didáticos que permitan ampliar la lectura de la ciudad, su comprensión y decodificación, multiplicando las oportunidades educativas sobre el espacio urbano.*

*Développer des propositions et des ressources pédagogiques permettant d'élargir la lecture de la ville, sa compréhension et son décodage, en multipliant les opportunités éducatives sur l'espace urbain.*



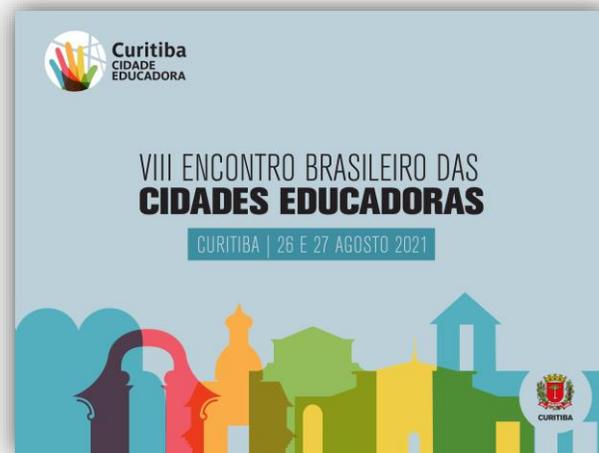
## **FASE DE FORMAÇÃO** *Formation phase / Etapa de formación / Étape de formation*

Perspectiva da Cidade Educadora desenvolvida enquanto temática central de reflexão em ações formativas da Secretaria Municipal da Educação.

*Perspective of the Educating City developed as a central theme for reflection in the training activities of the Municipal Secretariat of Education.*

*Perspectiva de Ciudad Educadora desarrollada como tema central de reflexión en las acciones formativas de la Secretaría Municipal de Educación.*

*La perspective de la ville éducatrice s'est développée comme thème central de réflexion dans les actions de formation du Département Municipal de l'Éducation.*



## **FASE DE ELABORAÇÃO** *Elaboration phase / Etapa de elaboración / Étape d'élaboration*

Prospecção e elaboração de estratégias pedagógicas alinhadas ao currículo formal para construção de encaminhamentos e materiais de apoio, a exemplo:

*Prospecting and development of pedagogical strategies aligned to the formal curriculum to develop pedagogical strategies and support materials, e.g.:*

*Prospección y diseño de estrategias pedagógicas alineadas con el currículo formal para construir estrategias pedagógicas y materiales de apoyo, por ejemplo:*

*Prospection et élaboration de stratégies pédagogiques alignées avec le programme formel pour la constitution de références et de matériel de soutien, par exemple:*

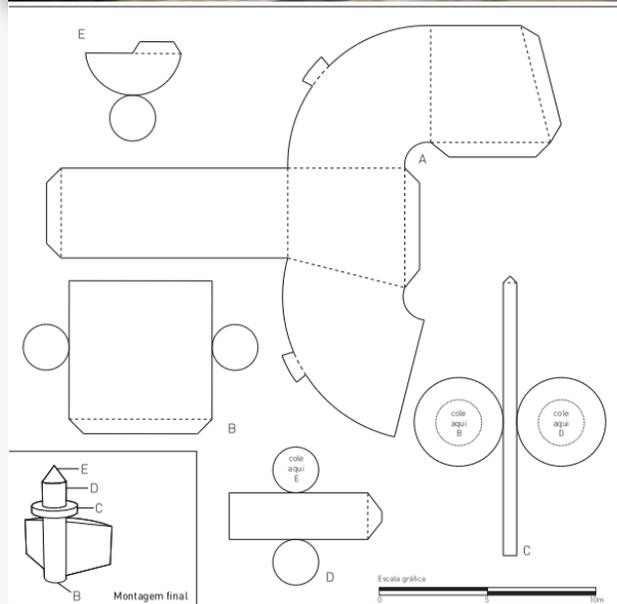
### Brincando com Curitiba: Curitiba na palma da mão

*Playing with Curitiba - Curitiba in the palm of your hand*

*Jugando con Curitiba - Curitiba en la palma de tu mano*

*Jouer avec Curitiba - Curitiba dans la paume de votre main*





**Farol do Saber Machado de Assis**  
Santa Felicidade Dificuldade: ●●●○○

Os Faróis do Saber são bibliotecas localizadas em praças de Curitiba. Nas escolas municipais chamam-se Faróis do Saber e Inovação, pois no mezanino há um espaço maker com impressora 3D. Sua arquitetura é inspirada na biblioteca e no farol de Alexandria e marca a paisagem da cidade de Curitiba. O Farol do Saber Machado de Assis está localizado no bairro Vista Alegre e foi o primeiro a ser construído em Curitiba em 1994. Atualmente, o município conta com 32 faróis do saber em escolas e 9 em praças.

**Você vai precisar:**

- tesoura sem ponta;
- cola líquida branca;
- canetinhas para colorir.

**Instruções:**

1. Corte nas linhas cheias e dobre nas linhas tracejadas.
2. Passe cola nas abas para formar os objetos 3D.
3. Para montar, siga a sequência conforme "montagem final".
4. Solte a imaginação e consulte o Guia Pedagógico para se inspirar!



**Museu Oscar Niemeyer | MON**  
Matriz Dificuldade: ●●○○○

O Museu Oscar Niemeyer, também conhecido como Museu do Olho, foi construído em 1978, porém só em 2002 ganhou o anexo em formato de "olho" e passou a funcionar como museu. O edifício, feito em concreto, combina formas retas e curvas, uma marca dos projetos do arquiteto brasileiro Oscar Niemeyer, e é um dos pontos turísticos mais visitados no município.

**Você vai precisar:**

- tesoura sem ponta;
- cola líquida branca;
- canetinhas para colorir.

**Instruções:**

1. Corte nas linhas cheias e dobre nas linhas tracejadas.
2. Passe cola nas abas para formar os objetos 3D.
3. Para montar, siga a sequência conforme "montagem final".
4. Solte a imaginação e consulte o Guia Pedagógico para se inspirar!





## Brincando com Curitiba – Memórias de Curitiba

*Playing with Curitiba - memories of Curitiba*  
*Jugando con Curitiba - recuerdos de Curitiba*  
*Jouer avec Curitiba - souvenirs de Curitiba*

BRINCANDO  
com  
CURITIBA

Guia  
Pedagógico

MEMÓRIAS  
de  
CURITIBA



## Curitiba: caminhos que educam

*Curitiba: paths that educate*

*Curitiba: caminos que educan*

*Curitiba: chemins qui éduquent*



## E-books que contam a história de Curitiba

*E-books that tell the history of Curitiba*

*Libros electrónicos que cuentan la historia de Curitiba*

*Livres électroniques qui racontent l'histoire de Curitiba*

- Volume 1: Rua da Cidadania
- Volume 2: Bairros de Curitiba
- Volume 3: Pontos Turísticos
- Volume 4: Parques e Bosques

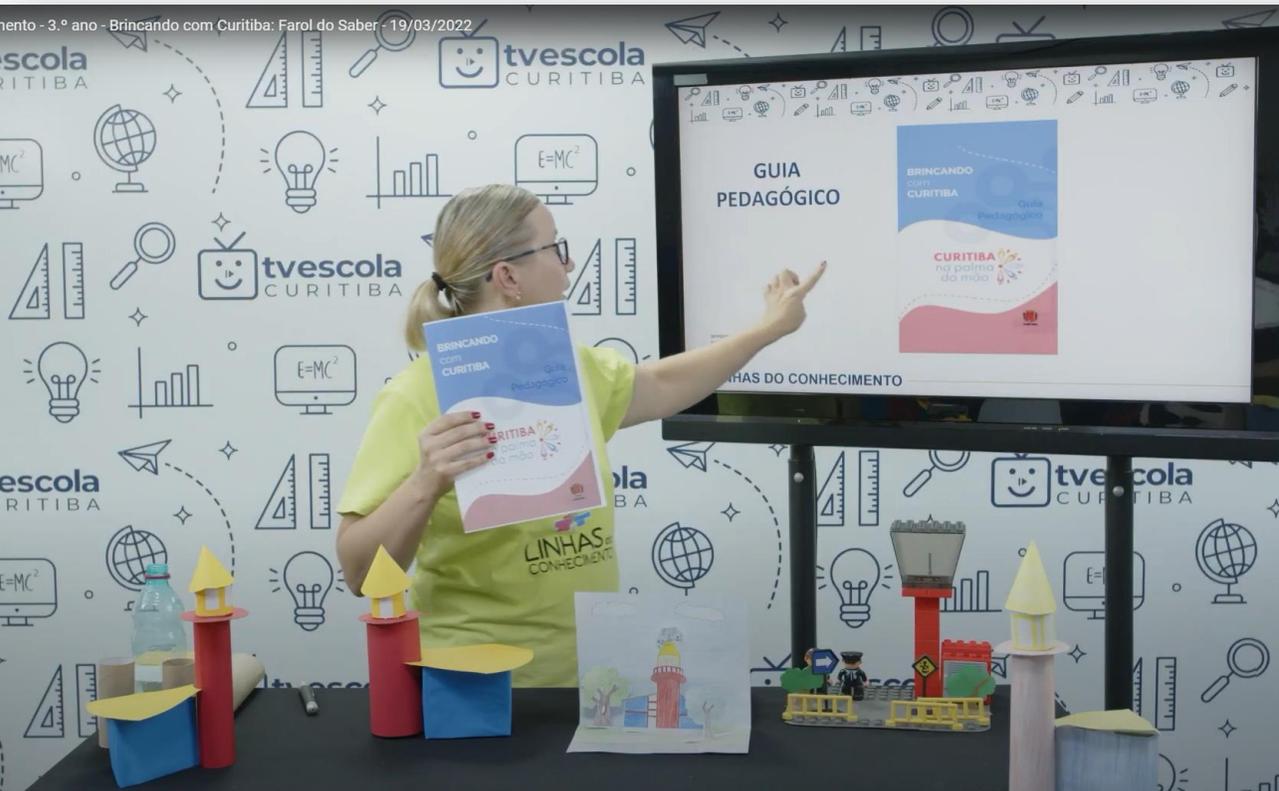
*Volume 1: Citizenship Street*  
*Volume 2: Neighborhoods of Curitiba*  
*Volume 3: Tourist Sights*  
*Volume 4: Parks and Woods*

*Volumen 1: Rua da Cidadania*  
*Volumen 2: Barrios de Curitiba*  
*Volumen 3: Lugares de interés*  
*Volumen 4: Parques y bosques*

*Tome 1: Rua da Cidadania*  
*Tome 2: Quartiers de Curitiba*  
*Tome 3: Curiosités*  
*Tome 4 : Parcs et bois*



**FASE DE APROPRIAÇÃO** *Appropriation phase/ Etapa de apropiación / Étape d'appropriation*



Identidade  
Conhecer  
Dialogar  
Criatividade  
Interlocução  
Ensino  
Contextos



*Identity / Identidad / Identité*  
*To meet / Conocer / Rencontrer*  
*Dialogue / Diálogo / Dialogue*  
*Creativity / Creatividad / Créativité*  
*Interlocution / Interlocución / Interlocution*  
*Teaching / Enseñando / Enseignement*  
*Contexts / Contexto / Contextes*

**PERTENCIMENTO À CIDADE**

*Belonging to the city*  
*Pertenencia à la Ciudad*  
*Appartenant à la ville*



- Pontos fortes:
  - incentivo à promoção de mudanças nas formas de olhar, viver e sentir a cidade;
  - disponibilizados digitalmente - os materiais podem ser acessados por qualquer cidadão ou comunidade interessada.



#### Strengths:

- *encouraging the promotion of changes in the ways of looking at, living and feeling the city;*
- *made available digitally - materials can be accessed by any interested citizen or community.*

#### Puntos fuertes:

- *impulsar la promoción de cambios en las formas de mirar, vivir y sentir la ciudad;*
- *disponible digitalmente: cualquier ciudadano o comunidad interesada puede acceder a los materiales.*

#### Points forts:

- *encourager la promotion de changements dans les manières de voir, de vivre et de ressentir la ville;*
- *mis à disposition sous forme numérique - les documents sont accessibles à tout citoyen ou communauté intéressé.*



- Pontos a fortalecer:
  - Criação de mecanismos de compartilhamento das experiências que tenham como base o uso destes recursos;
  - Aprimoramento da sua divulgação e maior espraiamento para demais contextos educativos.



*Points to improve:*

- Creation of mechanisms for sharing the experiences that are based on the use of these resources;
- Improve communication and expand it to other educational contexts.

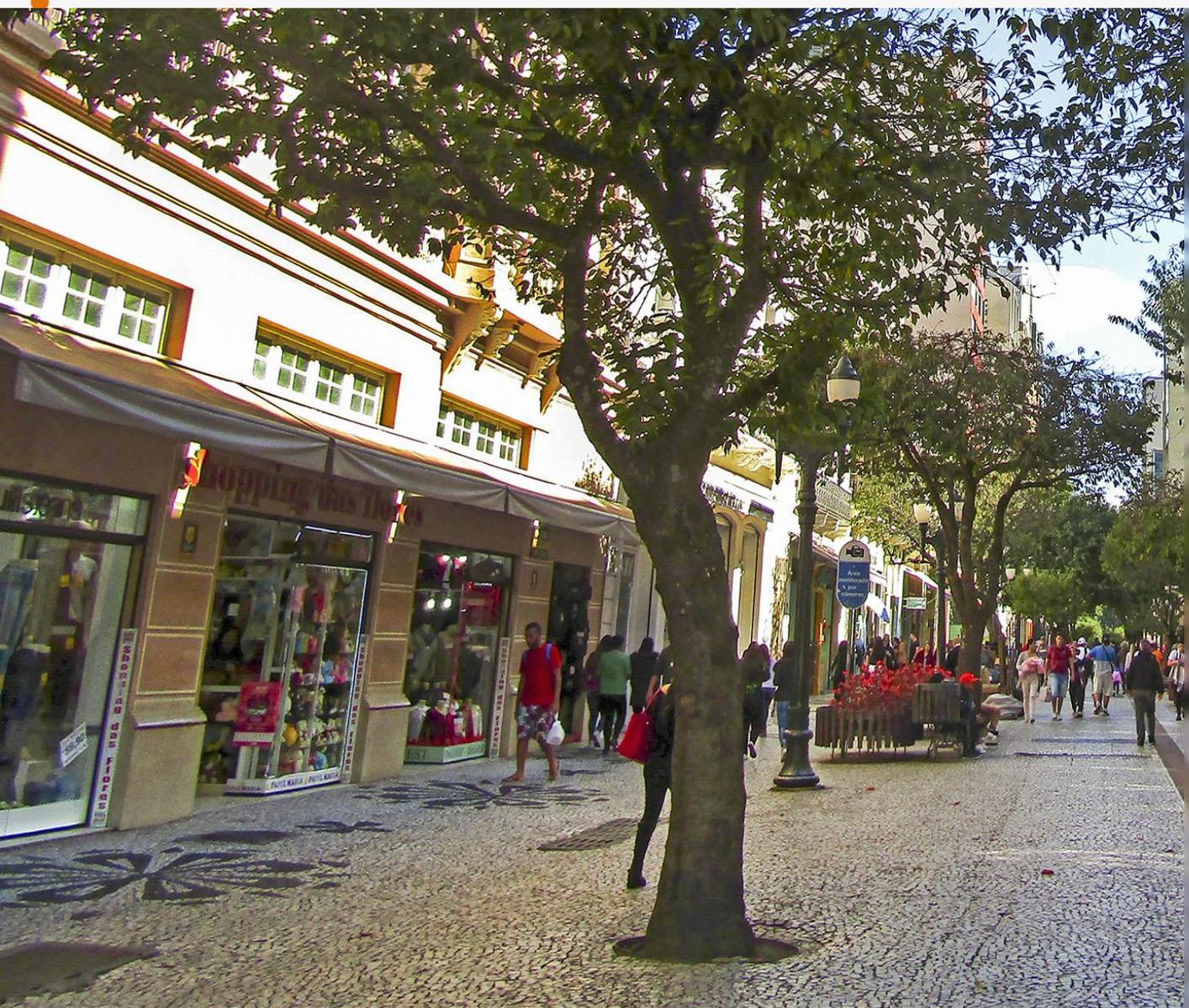
*Puntos a fortalecer:*

- Creación de mecanismos para compartir experiencias basadas en el uso de estos recursos;
- Mejorar su difusión y mayor expansión otros contextos educativos.

*Points à renforcer:*

- Création de mécanismes de partage d'expériences basés sur l'utilisation de ces ressources;
- Amélioration de sa diffusion et plus grande diffusion à d'autres contextes éducatifs.





**OBRIGADA!**  
*Thank you / Gracias / Merci*

**Contato**  
*Contact / Contacto / Contactez*



**CURITIBA**

**bacila@curitiba.pr.gov.br**



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# Programme municipal d'alimentation saine et durable





## OBJECTIF

LAISSEZ LA NOURRITURE  
ÊTRE VOTRE MÉDECINE





# OCCASION

SANTA MARIA DA FEIRA – VILLE  
CRÉATIVE UNESCO DANS LE  
DOMAINE DE LA GASTRONOMIE





# MOTIVATION

RÉÉDUQUER À LA CONSOMMATION  
CONSCIENTE

(LOCAL, BIO, SAISONNIER ET  
DURABLE)





## BUTS

AMÉLIORER LA LITTÉRATIE ALIMENTAIRE  
ET NUTRITIONNELLE DANS LES ÉCOLES

ENGAGER TOUT L'ÉCOSYSTÈME ÉDUCATIF  
DANS DES HABITUDES SAINES ET  
DURABLES

ACCOMPAGNER LES NOUVELLES  
GÉNÉRATIONS POUR DES CHOIX  
ÉCLAIRÉS ET MEILLEURS





# ALIGNEMENT STRATÉGIQUE

OBJECTIFS DE DEVELOPPEMENT DURABLE /  
AGENDA 2030 (ONU)

STRATÉGIE DE LA FERME À LA TABLE DE L'UE

LA NOUVELLE CHARTE DES VILLES  
ÉDUCATIVES



## 6 AXES



ÉDUCATION ALIMENTAIRE ET NUTRITIONNELLE  
RECHERCHE DU PATRIMOINE GASTRONOMIQUE  
LOCAL

FORMATION ET QUALIFICATION DES  
PROFESSIONNELS ET DES FAMILLES

FAVORISER LES PARTENARIATS ENTRE LES  
DIFFÉRENTS DOMAINES CRÉATIFS

COOPÉRATION À DES ÉVÉNEMENTS ET ÉCHANGES  
INTERNATIONAUX

COMMUNICATION ET SENSIBILISATION





## GROUPES CIBLES

ÉTUDIANTS DE JARDIN  
D'ENFANTS À L'ÉCOLE PRIMAIRE  
(4-9 ANS)

PARENTS

ÉCOLE ET COMMUNAUTÉ LOCALE





## PARTENARIATS

UNIVERSITÉ DE PORTO - FACULTÉ DES  
SCIENCES DE LA NUTRITION ET DE  
L'ALIMENTATION

UNITÉ DE SANTÉ PUBLIQUE LOCALE

ASSOCIATIONS DE PARENTS

CHEFS LOCAUX





RÉALISATIONS

GUIDE DES  
COLLATIONS  
SANTÉ POUR LA  
PAUSE

POTAGERS  
SCOLAIRES

PARTENARIAT AVEC LES  
ÉTABLISSEMENTS  
SOCIAUX PRIVÉS  
LOCAUX POUR LA  
FOURNITURE DE REPAS

2 CANTINES EN  
GESTION  
DIRECTE

ATELIERS  
ALIMENTATION  
SAINE



VISITES D'ÉTUDE -  
FERMES ET  
PRODUCTEURS  
LOCAUX

CLUB NUTRITION  
POUR LES  
PARENTS







감사해요

GIL FERREIRA

SANTA MARIA DA FEIRA - ADJOINT POUR LA CULTURE,  
L'ÉDUCATION, LA JEUNESSE ET LE TOURISME  
GIL.FERREIRA@CM-FEIRA.PT





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# fundão

365 dias à descoberta



- ÁREA 700,2 KM<sup>2</sup>  
- 23 FREGUESIAS

## POBLACIÓN

26 509 hab. (2021)

## ESTUDIANTES

2866

## ÁREA

700km<sup>2</sup>





**fundão**  
365 dias à descoberta





# NUESTRO PROYECTO EDUCATIVO LOCAL

## **ENRAIZAMIENTO**

### Casas y Lugares de Sentimiento





## En el espíritu de los ecomuseos ...

*"El mejor museo es el que está al servicio de su territorio, de las comunidades, de su entorno natural e social; es el que se elabora, se anima, se gestiona por sus propios intereses."*

*Hugues de Varine*



- 1 **CASA DO BARRO**  
*Casa del Barro*
- 2 **CASA DO BOMBO**  
*Casa del Bombo*
- 3 **CASA DA CEREJA**  
*Casa de la Cereza*
- 4 **CASA DO FOLCLORE**  
*Casa del Folclore*
- 5 **CASA DO MEL**  
*Casa de la Miel*
- 6 **CASA DAS MEMÓRIAS**  
**ANTÓNIO GUTERRES**  
*Casa de las Memorias António Guterres*
- 7 **CASA DOS OFÍCIOS**  
*Casa de las Artesanías*
- 8 **CASA DA PASTORÍCIA**  
*Casa de lel Pastoreo*
- 9 **CASA DA POESIA**  
**EUGÉNIO DE ANDRADE**  
*Casa de la Poesia Eugénio de Andrade*
- 10 **CASA DO QUEIJO**  
*Casa del Queso*
- 11 **CASA DA ROMARIA**  
*Casa de la Romería*
- 12 **CASA DAS TECEDERAS**  
*Casa de las Tejedoras*
- 13 **FAB LAB**





CASA DO  
**BARRO**

TELHADO

*Casa del Barro*



**PENTECOSTES**  
(50 DIAS DEPOIS DA PÁSCOA)  
"FOLIAS DO ESPIRITO SANTO"

"Folias do Espírito Santo" manifestavam-se na região ainda nos séculos XV e XVI. Estas celebrações com raízes na Idade Média conjugavam uma festa religiosa com outra profana.

Integram-se elementos musicais patrimoniais e antigos, em que danças assumem as peças de "Bai", "Vilena", "Folgas" e "Moinho". Nas 50 dias seguintes à Páscoa e à Pentecostes, realizam-se missas sencionadas e realizavam refeições comunitárias em casa de um dos moradores.

Nas "Folias", tocava-se o "Bombo no Tombo da Folia" que, nas "alvoradas", anunciava o desenvolvimento da celebração.

O capelo do Espírito Santo de Lavacolhos ainda se conserva o antigo Tombo da Folia, de dimensões mais reduzidas do que um bombo normal.



**CASA DO**  
**BOMBO**

LAVACOLHOS

*Casa del Bombo*

"O tumulto musical  
é nas festas populares  
um grande recurso  
de alegria."

António Botelho Pinto





MAIS CEREJA



CASA DA  
CEREJA

ALCONGOSTA

*Casa de la Cereza*





CASA DA  
**PASTORÍCIA**

TRÊS POVOS

*Casa del Pastoreo*



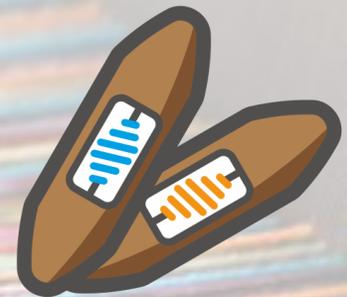


CASA DO  
**QUEIJO**

ORCA

*Casa del Queso*





CASA DAS  
**TECEDEIRAS**

JANEIRO DE CIMA

*Casa de las Tejedoras*





A po



**CASA DA  
POESIA**

Eugénio de Andrade

---

PÓVOA DA ATALIAIA

*Casa de la Poesia*  
*Eugénio de Andrade*



CASA DAS  
MEMÓRIAS

ANTÓNIO  
GUTERRES

DAS DONAS  
PARA O MUNDO



CASA DAS  
MEMÓRIAS

António Guterres

DONAS

*Casa de las Memorias*  
*António Guterres*



# FUNDÃO TIERRA DE ACOGIDA

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# EXTRANJEROS

4,5% da población

1206

+ 70 NACIONALIDADES



NUESTRO PROYECTO  
EDUCATIVO LOCAL

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RAÍZ E ALAS



# GRACIAS

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# **PROUD TO BE FROM ALENQUER...**

## **A 12-year global educational project**

**Preserving the legacy of the past for future generations**  
**Rui Costa - Alenquer**

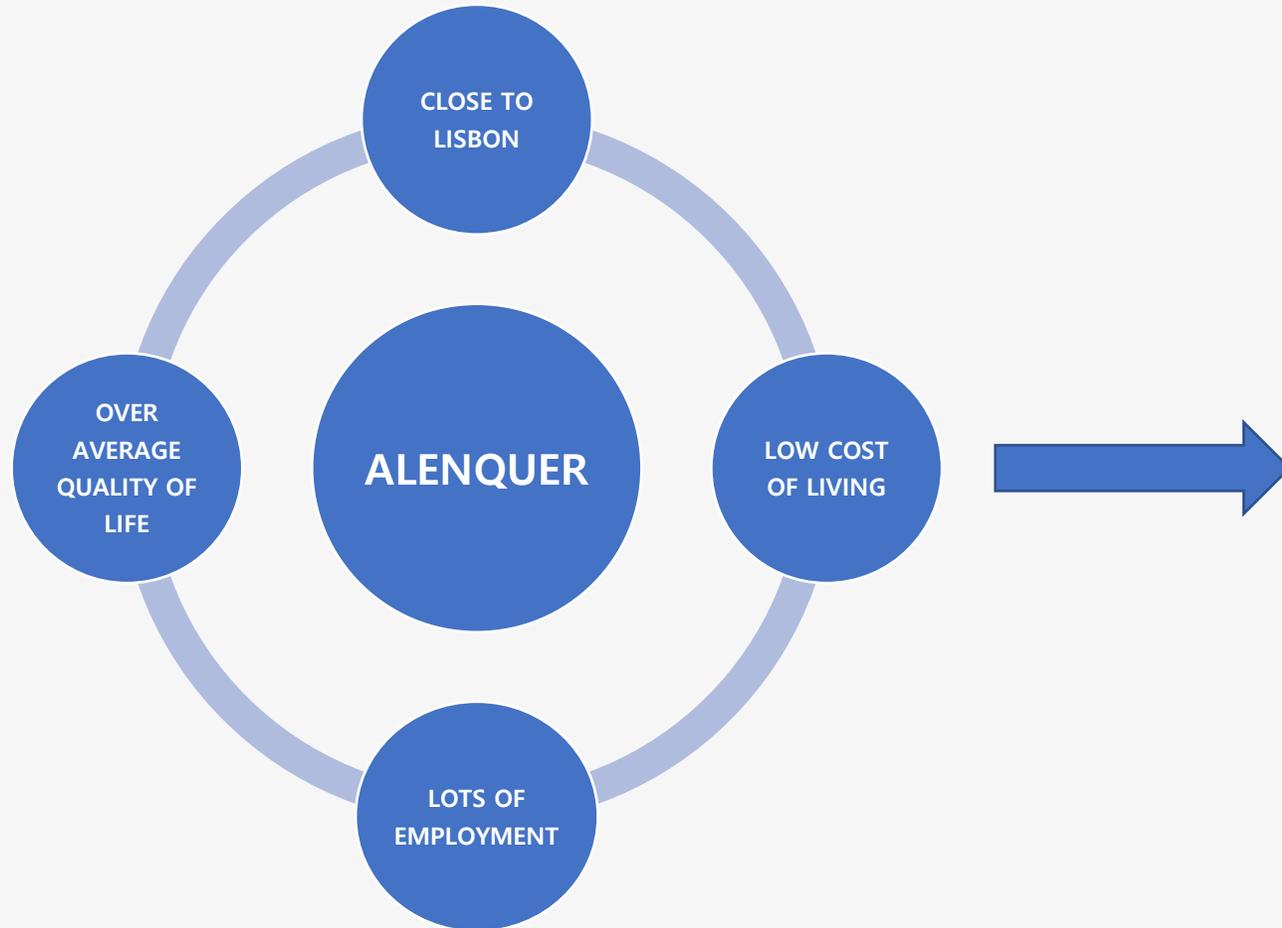


- ALENQUER, PORTUGAL
- Known occupation since Pre-History (pre-history national monuments)
- Conquered to the Moors by the 1st portuguese King in 1148
- 874 years of History and Heritage (tangible and intangible)
- Municipality with 45.000 habitants in 305 sqKM

**(Aerial view of Old Town)**



**CONTEXT:**



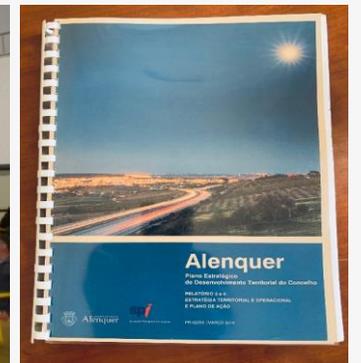
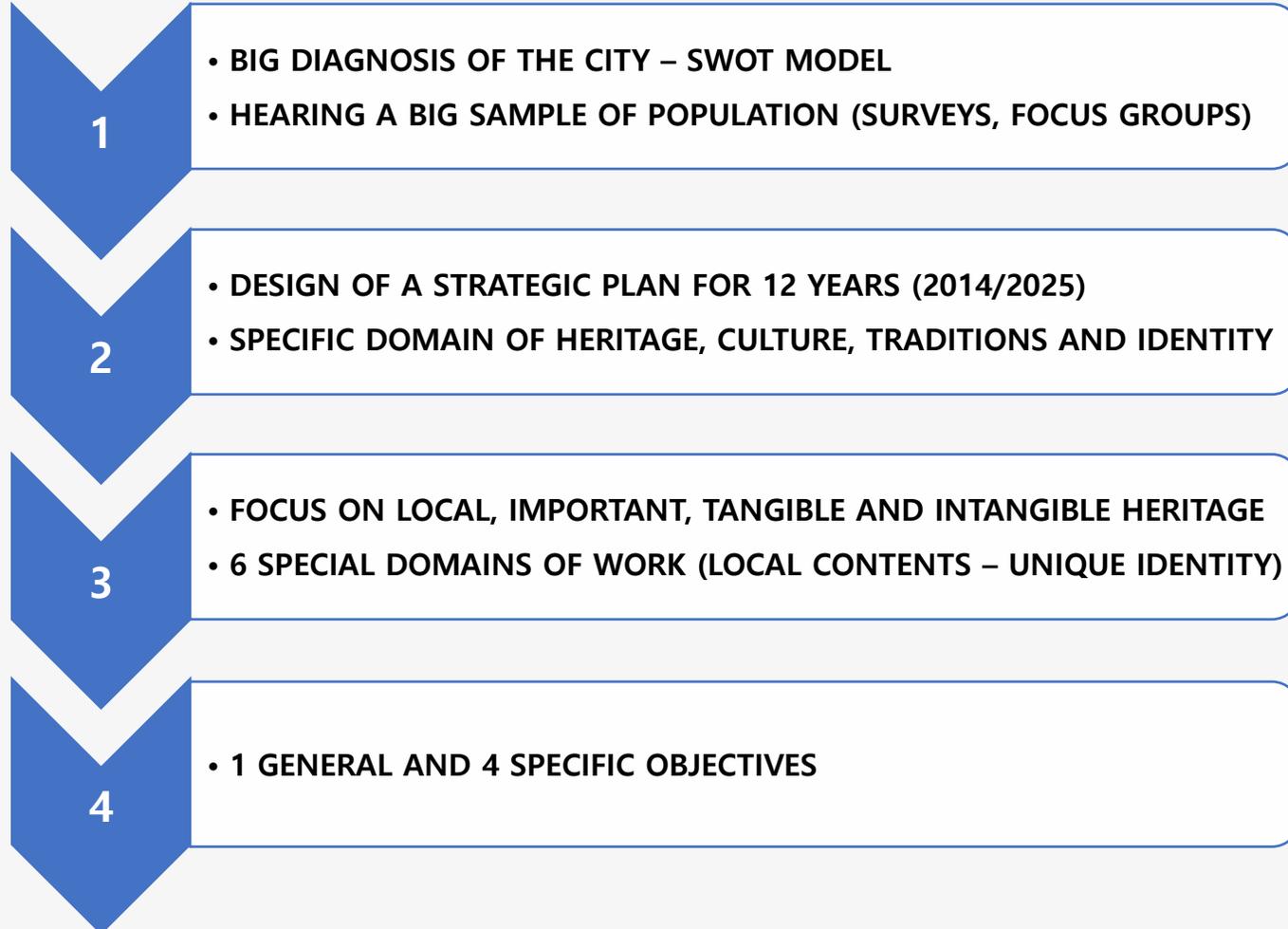
**FROM 1990 TILL PRESENT (30Y)**

**POPULATION GROWTH  
YOUNG NEW RESIDENTS AND  
MIGRANTS WITH CHILDREN**

**LACK OF SENSE OF BELONGING  
LOSS OF OUR IDENTITY MATRIX**



## STARTING POINT OF THE PROJECT (OCTOBER 2013)



# METHODOLOGY

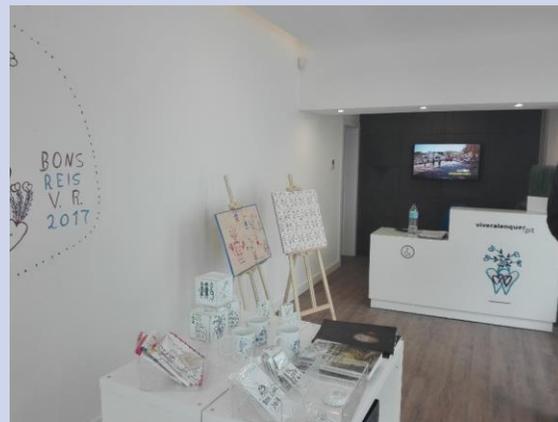
Phase 1 – 2014/2017  
**COMPLETED**



Damião de Góis  
Museum



Interpretation Center  
"Painting of the Kings"



Monument "800 years of  
Franciscans"



Annual event  
"Land of The Holy Spirit"



Annual event  
"Land of Vine and Wine"



Annual event  
"Crib of Portugal"



Cultural Educational  
Services



Senior University new  
cultural subjctcs



# METHODOLOGY

Phase 2 – 2017/2021  
**COMPLETED**



Alenquer Wine Museum



"Nativity Scene" Crib Museum



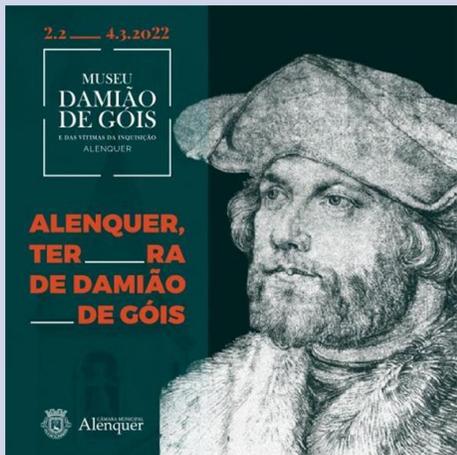
Alenquer Castle Wall Open Air Auditorium



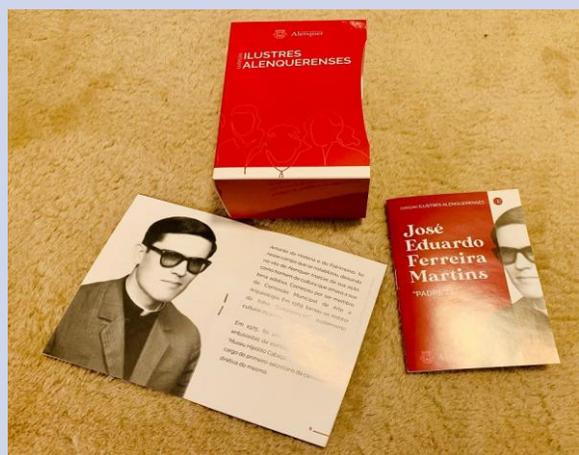
Monument "700 years of Holy Spirit Festivities"



Annual event "Land of Damião de Góis"



Illustrious Alenquer Citizens



"Painting the Kings" Portugal National Heritage



Senior University new cultural subjects



# METHODOLOGY

Phase 3 – 2021/2025  
**ONGOING**



Rehabilitation of the  
Municipal Museum



Holy Spirit Festivities  
Gallery



Family cultural weekly  
events



Application to Portugal  
National Heritage

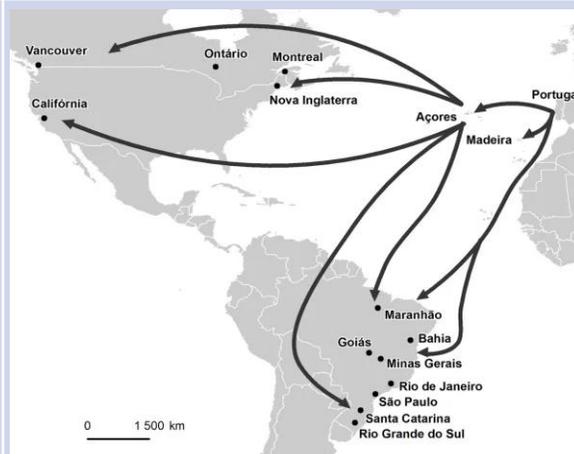
## MatrizPCI



Application to Unesco  
World Heritage



World Network of Holy  
Spirit Festivities



Cultural Publishing  
Divison



Senior University new  
cultural subjctcs



- ACTUAL ASSESSMENT:





제16회 안동 국제교육도시연합  
(IAEC)세계 총회

16th International Congress of  
Educating Cities Andong 2022



# IAEC 2022 ANDONG REPUBLIC OF KOREA



주최  INTERNATIONAL ASSOCIATION OF  
Educating Cities  
ASSOCIATION INTERNATIONALE DES  
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 경상북도교육청  
Gyeongbuk Office of Education

**DISCOVERING THE PAST: A  
REFLECTION ON THE PRESENT.  
THE AIR RAID SHELTER IN SANT  
JUST DESVERN**



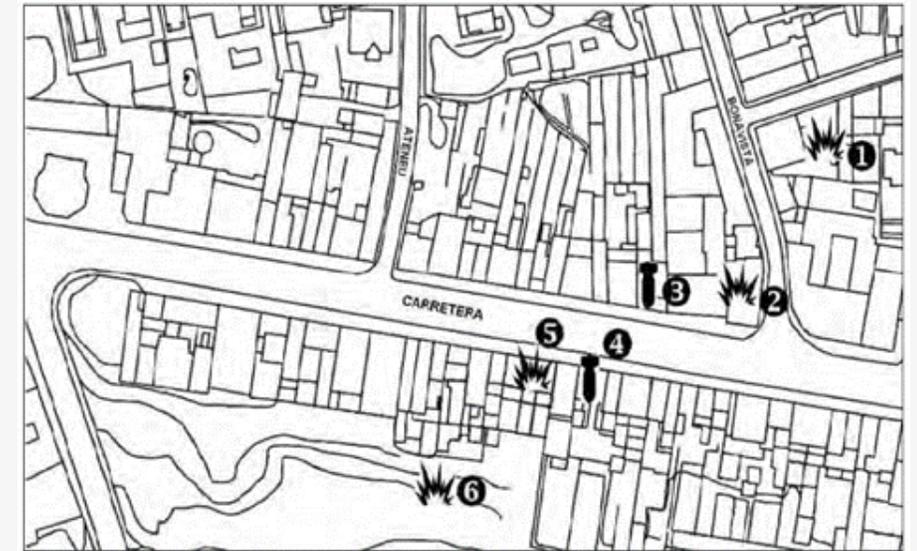
# DISCOVERING THE PAST: A REFLECTION ON THE PRESENT. THE AIR RAID SHELTER IN SANT JUST DESVERN



In July 1936, the Spanish Civil War began.

In March 1938, after the terrible bombing of Barcelona, the Local Passive Defense Board of Sant Just Desvern began construction work on the Ateneo air-raid shelter.

The shelter has been closed for a long time. On October 8, 2018, it was inaugurated, opening its doors to the public.





**The proposal allows history to be brought back to life,**

Through virtual reality, spaces and situations are recreated to relive them in an immersive way.

**from different perspectives,**

Teaching many perspectives allows us to present different realities, which enrich global history when they are shared.

**to explain a real event,**

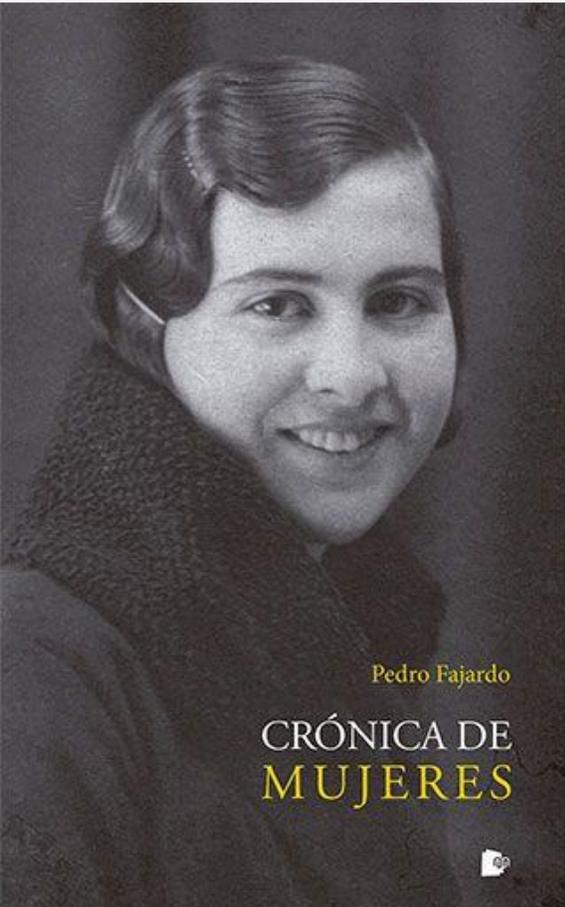
There are valuable accounts from witnesses who occupied the shelter in 1936.



**located in a specific space,**

The physical space helps to recognize and make the experience more meaningful.

**generating a feeling of belonging and a reflection on the consequences of armed conflicts.**



The experience takes us on a journey through different characters who shared a historical moment, using virtual reality technology and with the performances of local and well-known actors and actresses, based on the anecdotes recounted by the witnesses who occupied the shelter during the bombing of the 8th of October 1938.

We plan to live the same story from 5 different points of view, each one from a different perspective.

Through 5 fictional characters: a grandfather, a girl, a pregnant woman, a wounded soldier and a teacher. Inspired by the stories of the shelter's witnesses, we reveal the history of the shelter and how the moments of the bombing were experienced in Sant Just Desvern.

# HISTORY FROM DIFFERENT POINTS OF VIEW



Each character has an archetype, a role and a specific attitude, in the face of what they are experiencing, which will in turn determine their actions. The luck factor also plays a role in each story.

The 5 characters interact with each other, deal with current issues and share, each from their own perspective, their thoughts and concerns.

In each visit, through their VR glasses, visitors can only follow the experience of one of the characters.



At the beginning of the visit, a guide / information panel welcomes visitors, introduces the historical space and briefly explains what the visit consists of.

Before starting the virtual reality experience, groups of 5 people are formed. The guide shows the group 5 cards, each one of them presents one of the characters and their story. Within the group, each person chooses a card, they are given the VR glasses and headphones of the specific story, explaining how the glasses work.

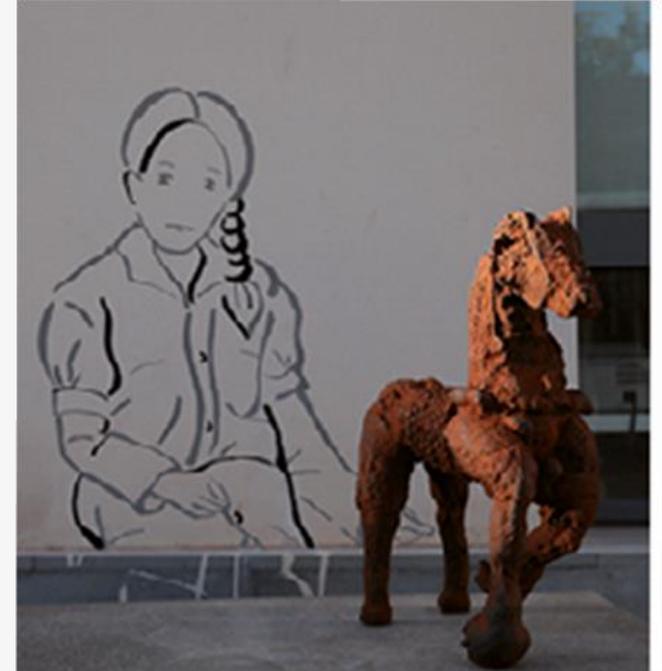




Each character has a small installation (a methacrylate background with the character's silhouette and a bench where they can sit).

Visitors will also find a physical element that clearly identifies with the story they are about to live through in the 360 experience.

These facilities are located on the front wall of the murals, that is, on the façade of the courtyard located above the shelter.





## SILHOUETTES

- An old man
- A girl
- A pregnant woman
- A wounded soldier
- A teacher

## SCULPTURES

- Some shoes
- A toy (horse)
- A basket of food
- A projectile
- A notebook

## WALL PAINTING

- Forced migrations
- The Solidarity
- Hunger
- The human cost
- The effects of education
- The bombing and the fear

# EXPERIENCE EXPLAINED WITH REAL EVENTS



## CHARACTERS



## SCULPTURES



## WALL PAINTING





Inside each installation, the visitor puts on the virtual glasses and headset and watches virtual reality videos related to their character.

The videos will have a cinematographic and documentary character.

## DOCUMENTARY TRANSITION

Images, maps, texts, etc. are introduced to give more content to the stories and complete the audiovisual narrative with infographics within the same video, between scenes.

# THE REAL EXPERIENCE



Once each visitor has viewed the video about their character, the 5 members of the group will meet right at the entrance of the shelter, where they will share the different points of view of each character, experienced through the VR glasses and thus completing the story of each character with the stories of the other characters.

After experiencing and sharing the different perspectives, the group goes on to visit the real shelter.

Although this experience is designed to be lived in the same space where the shelter is located, it can also be taken to other places (fairs, schools, etc.)

The idea is that, once the virtual reality experience has been lived, a moment of exchange and debate is created, to share the experience of each visitor and reflect on the historical moment, before visiting the real shelter.



**5 VR EQUIPMENT (5 GLASSES + 7 DEVICES + 5 HEADPHONES) with maintenance service**

**5 CHARACTER CARDS**

**5 FACILITIES FOR THE SPACE**

**CARDBOARD SOUVENIR GLASSES**



# THE BOMB SHELTER IN SCHOOL



## CONTENTS OF THE CASE

- The suitcase provides a dossier for the teacher in which its use and work dynamics are explained.
- The suitcase provides an initial message for each of the stages of education to which it is addressed.
- The suitcase has four box-folders with different types of sources information: textual, photographic, etc.
- Each box-folder poses one or more enigmas (defense work, control, attack) that must be solved by analyzing the documents and objects



# THE BOMB SHELTER IN SCHOOL



## CONTENTS OF THE CASE

- To facilitate the task of the students inside each folder box there will be a series of "information clues".
- In order for the research tasks carried out by the students to be collected in a field dossier, inside each folder-box there is a series of files that are used depending on the education level (Primary or Secondary Education).





## APPROACH

- The suitcase consists of teaching material that serves to bring students closer to various issues related to the Sant Just Desvern Shelter, allowing them to delve into some concepts related to the Civil War in this town.
- The suitcase has a task proposal for Primary and Secondary.
- The suitcase has four enigmas that the students will have to solve. These enigmas are solved by following the clues (primary sources) left by their protagonists, who may be real characters or institutions.
- The learning strategies that the suitcase entails are a combination of scientific method with gamification methodologies aimed at discovery through the use of primary sources.



## LEARNING GOALS

- Learning to work with primary sources.
- Proposing hypotheses based on the facts and validate them or not with the documents.
- Analyzing sources with scientific criteria.
- Relating sources to facts to reach conclusions.
- Developing one's critical thinking skills.
- Working on methodological, communication and scientific skills based on research with primary sources.



## SPONSORSHIP OF THE MONUMENT

A school of the municipality, previously located in this space, has sponsored this monument and has carried out a center project around the SHELTER and its historical VALUE.



A city that embraces

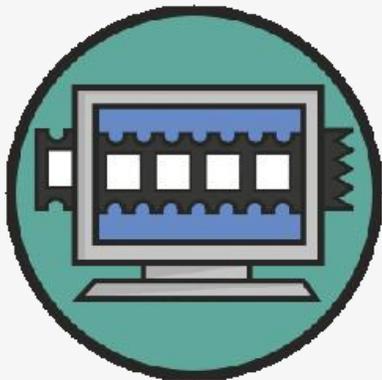




For the videos, a creative agency was contracted, specialized in the creation of videos and websites, to develop an innovative experience. A specific website for the action was also created and managed with the same producer of the videos to reserve visits to the shelter and present the overall project.

## 1) A WEB PAGE

With documentation on history and space  
real testimonials  
360° teaser video  
Information about schedules, location, etc.  
Guided tour schedule



## 2) A VIDEO TEASER

The experience begins outside the physical space of the shelter with a promotional video, which presents the virtual reality experience and invites the visitors to want to enter the shelter.



### 3) CARDBOARD GLASSES

As a merchandising gadget, we thought it was a good idea to produce cardboard glasses, silk-screened with the shelter's corporate image, so that visitors can take them home as a souvenir and view the promotional video.

The QR code is scanned and the 360 trailer is displayed through the smartphone



**Escaneja el codi  
QR i visualitza el  
tràiler 360.**

<https://youtu.be/vygrkoFhse4>

<http://refugi.santjust.net/>

<https://youtu.be/84wcJvJ aJ1Y>





# IAEC 2022 ANDONG REPUBLIC OF KOREA

제16회 안동 국제교육도시연합  
(IAEC)세계 총회

16th International Congress of  
Educating Cities Andong 2022

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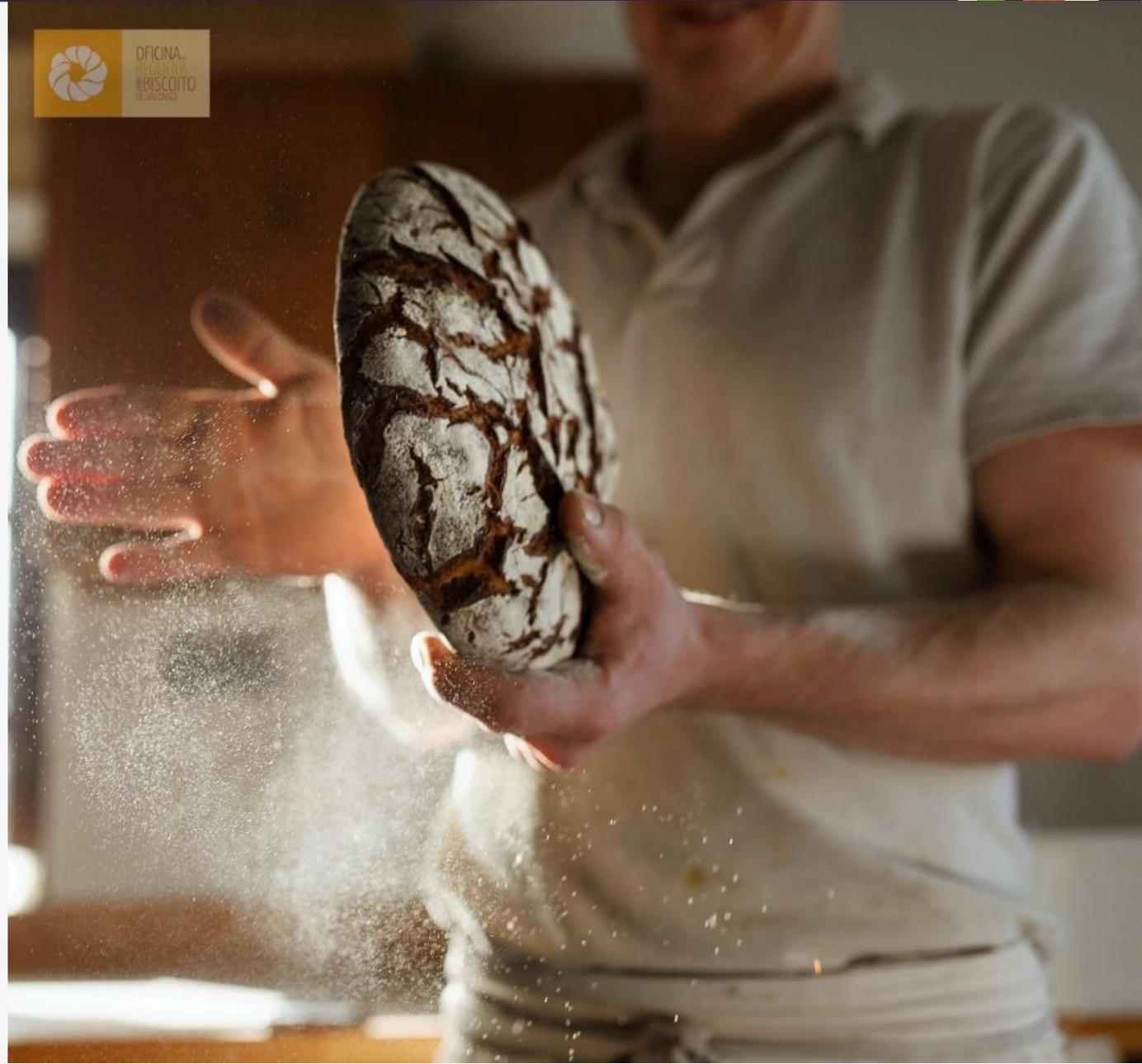
**A municipality that is proud of its history:**

**A cultural and educational policy to preserve  
bread, regueifa, and biscuits traditions**

José Manuel Ribeiro  
Mayor of Valongo



- Baking tradition in Valongo was the main driver of the municipality's economy for many centuries.
- Forgotten over time as a result of the progress and development in the area.
- New boost since it became part of the strategy to renew local identity.



# A cultural and educational policy to preserve bread, regueifa, and biscuits traditions



## Objectives:

- Sharing local history and cultural identity, driven by new technologies such as 3D films and holograms;
- Preserving tradition, providing the opportunity to follow one of the oldest and most traditional recipes used to make Valongo biscuits;
- Urban renewal;
- Bringing life into the city's historic centre thanks to recreational and educational activities, festivals and celebrations held outdoors.





## Valongo Regueifa & Biscuit Workshop (ORBV)





## Regueifa and Biscuit Fair & 19th Century Market





## From Grain to Bread Circuit



# Some highlights



- New technologies
- Active community involvement
- Increasing involvement by local economic agents
- Growing appeal of new investments linked to boosting culture;
- Entrepreneurship and openness to innovation and change;
- Regular cultural events that support intergenerational understanding and allow to learn about culture / tradition.







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Gyeongbuk-do Office of Education

 Ayuntamiento  
de Vitoria-Gasteiz  
Vitoria-Gasteizko  
Udala

 Vitoria-Gasteiz  
Hiri Hezitzailea  
Ciudad Educadora

## **An educational itinerary**

# **‘A story worthy to be told: women in Vitoria-Gasteiz’**

**City Council of Vitoria-Gasteiz**



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# DESCRIPTION



**Vitoria-Gasteiz  
(Basque Country)**



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- ✓ A guided historical and artistic educational tour of the historic centre of Vitoria-Gasteiz, with eleven visits to buildings. The last stop is at the Vitoria-Gasteiz Women's Centre.
- ✓ Women have been left out of history. Therefore, this itinerary aims to make their actions visible and to highlight their value, as well as to make their contribution to the shaping of the city known. It combines two distinct elements: history and feminist thought.
- ✓ The programme is part of the 'Vitoria-Gasteiz Educating City' project, which embodies the city's commitment to creating an environment that responds to educational challenges, acting intentionally and in a coordinated manner to increase social cohesion and promote equality.





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# WHAT IS INVOLVED



Women's contribution to society has been silenced in history. The tour of the city aims to highlight this contribution, both of the important women whose biographies we know, as well as the anonymous women. For this purpose, an itinerary is followed through the historic centre of Vitoria-Gasteiz, visiting places related to women who played an important role in fields as diverse as education, culture, art, religion, research, leisure and politics, in different historical periods.



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# WHAT IS INVOLVED



The itinerary ends with a visit to the Vitoria-Gasteiz Women's Centre: a feminist space dedicated to promoting the individual and collective feminist empowerment of women. It therefore brings together different feminist projects and initiatives, with the aim of becoming a space of reference for both women and feminist groups in the city.



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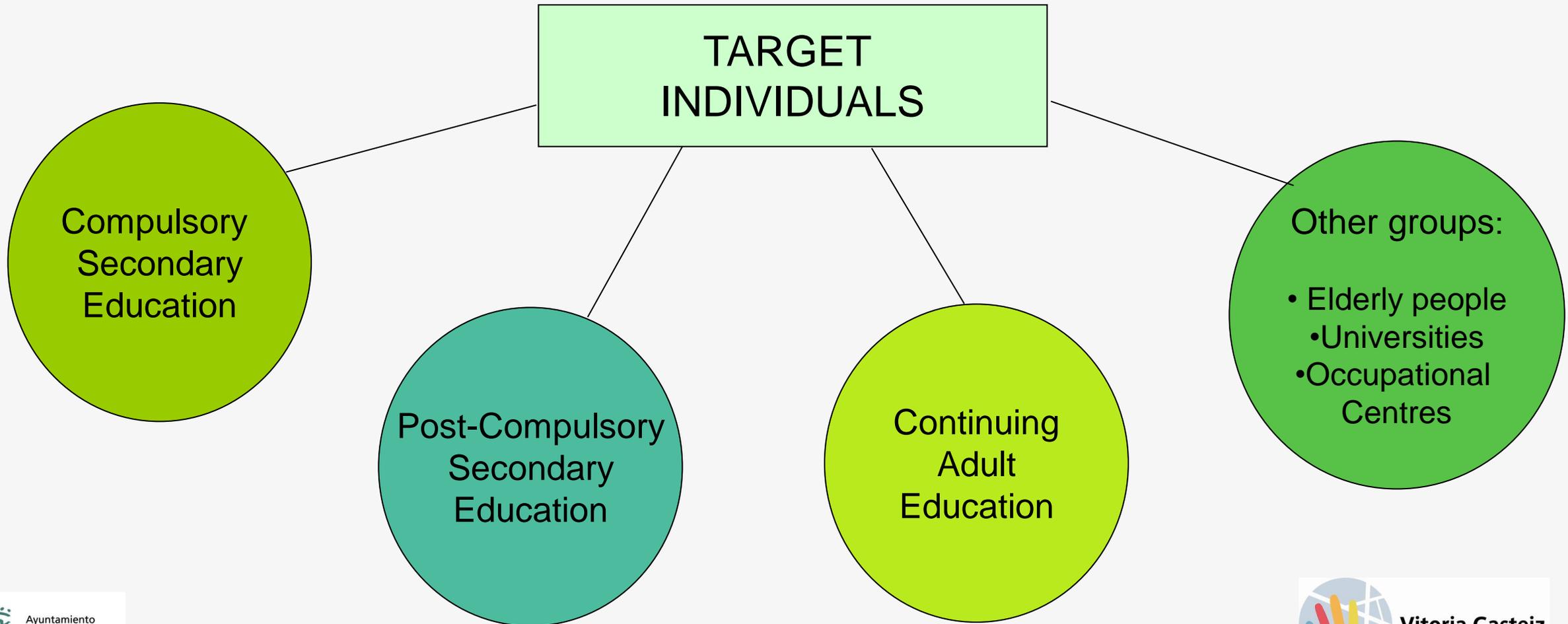
Raise awareness of the role of women, make their contribution to history and, in particular, to the creation of Vitoria-Gasteiz as a city and society, known and valued.

Contextualise women's participation within the framework of the main historical, artistic, social and political characteristics.

Discover how and where women lived in Vitoria-Gasteiz, their tasks and responsibilities.

Encourage students to think critically about the forgotten reality of women in history, which facilitates a coherent and active stance towards gender equality.







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THANK YOU!



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**New elements of design in public space.**

**Let's protect schools: proximity and environmental quality**

IAEC Congres – ANDONG

October 2022



Ajuntament  
de Barcelona

**new needs / new challenges / new tools**

**GLOBAL:** climate emergency / reduce footprint / global justice

**LOCAL – METROPOLITAN:** gentrification/ social vulnerability / proximity

**HUMAN SCALE** / health/ gender / co-creation

**Tactical urbanism**

**Less resources / quick implementation / economic**

**As a motor of transformation**

**THIS IS  
NOT A  
DRILL**

CLIMATE  
EMERGENCY  
DECLARATION  
15<sup>TH</sup> JANUARY, 2020  
BARCELONA

## LET'S PROTECT SCHOOLS



The **most sensitive areas of the city** must be protected as a matter of priority in terms of environmental pollution, both air and noise.

Make schools a **priority for all actions to transform public space to pacify the city,**

We are moving towards a **new urban model** in which schools must be the focal points and of special attention in public space. We want all schools in Barcelona to have a public space as a meeting place at their access.

The aim is that by the end of the term (2023), we have reached the goal that **1 of every 3 schools in the city already have a traffic-calmed, safe and lively surroundings.**

## LET'S PROTECT SCHOOLS

### OBJECTIVES

Improve **environmental quality**

Improve **comfort of public spaces**

Improve **road safety**

Increase **visualization**

**Involve communities (school and neighborhood)**  
in configuration and use of new spaces



## LET'S PROTECT SCHOOLS GOALS ACHIEVED

### 1/3 schools improved

Executed schools surroundings:

2015-19	25 schools
2020	26 schools
2021	76 schools
2022	74 schools

**Total 2022 200 schools**

**80.000 benefited students**

**35.000 m2 space won for pedestrians**

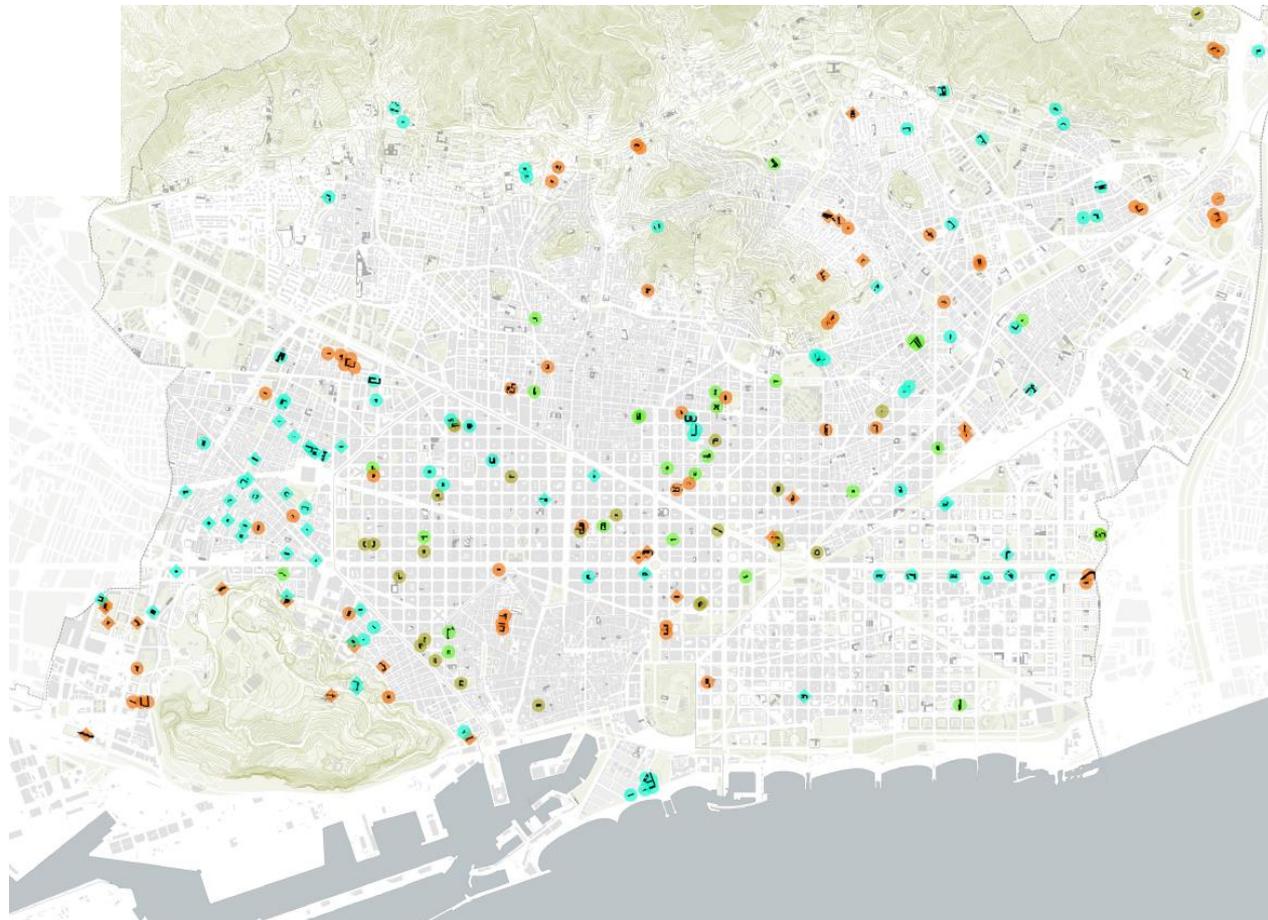
### Territorial distribution

Execution in 60 neighborhoods : 82%

### BUDGET

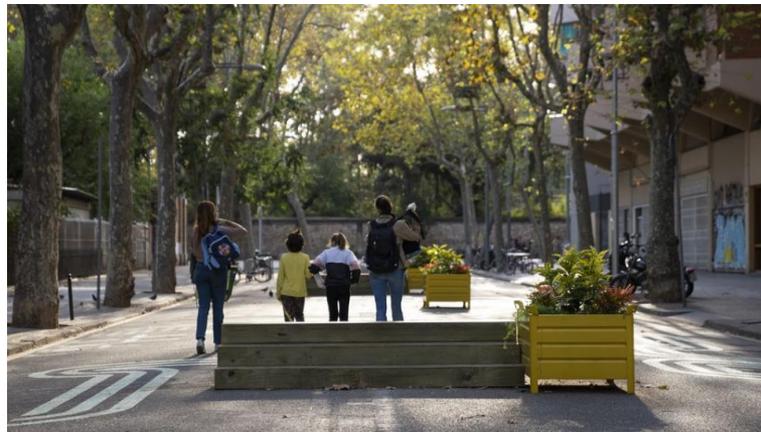
**16M€**

Cost average per intervention 70.000 €



## LET'S PROTECT SCHOOLS PRIORIZATION CRITERIA

- 1.-Schools from 0 to 12 years
- 2.-Schools with road safety problems detected by the Local Police
- 3.- Schools with educational needs
- 4.-Schools selected by the Districts
- 5.-Schools with a high environmental pollution



## TYPOLOGIES OF INTERVENTIONS



**SCHOOL STREETS**

32 interventions



**XAMFER  
ENLARGEMENT**

25 interventions



**SIDEWALK  
ENLARGEMENT**

68 interventions



**HABITABILTY  
IMPROVEMENT**

29 interventions

**+ PACIFICATION**



**- PACIFICATION**

## TYOLOGIES OF INTERVENTIONS SCHOOL STREET



Escola Lavínia (Carrer Fígols, Les Corts)

## TYOLOGIES OF INTERVENTIONS CARRER ESCOLA



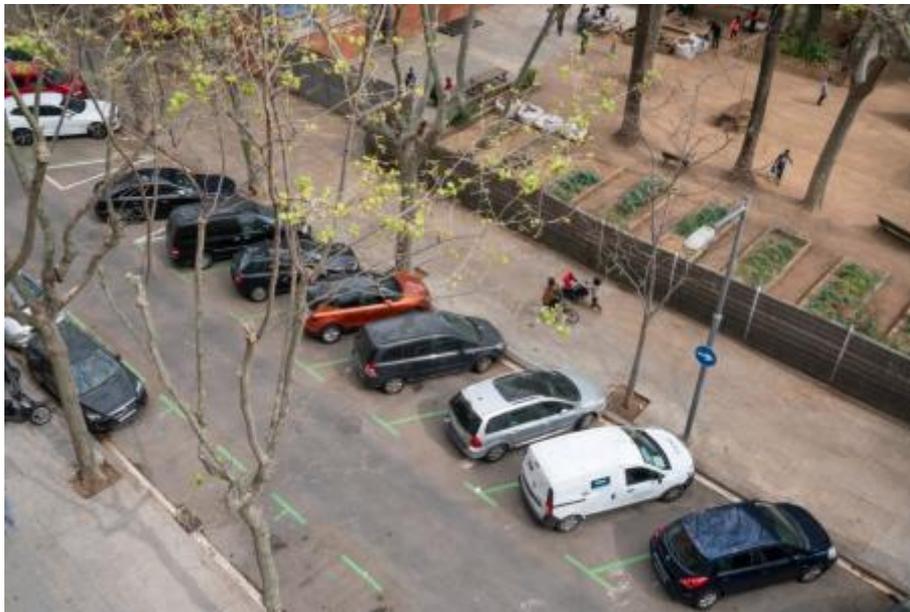
**Institut Escola Arts** (Carrer Leiva, Sants)

## TYOLOGIES OF INTERVENTIONS SCHOOL STREET



**Escola Lurdes** (Carrer Lincoln, Sarrià)

## TYOLOGIES OF INTERVENTIONS SCHOOL STREET



**Escola Antoni Brusi** (Carrer Llull, Sant Martí)

## TYOLOGIES OF INTERVENTIONS SIDEWALK ENLARGEMENT



**Institut Moisès Broggi** (Carrer de Sant Quintí, Sant Martí)

## TYPOLOGIES OF INTERVENTIONS SIDEWALK ENLARGEMENT



**Escola Josep Maria de Segarra** (Ronda de Dalt, Gràcia)

## TYOLOGIES OF INTERVENTIONS SIDEWALK ENLARGEMENT



**Escola Teresianes** (Carrer Nàpols, Gràcia)

## TYOLOGIES OF INTERVENTIONS PUNTUAL SIDEWALK ENLARGEMENT



**Escola Poeta Foix** (Carrer Balmes, Sarrià)



**Escola Carlit** (Carrer Roger de Flor, (Eixample))

## TYOLOGIES OF INTERVENTIONS SIDEWALK ENLARGEMENT ITINERARI



Escola Mercè Rodoreda (Carrer del Vesubi, Nou Barris)

## TYOLOGIES OF INTERVENTIONS SIDEWALK ENLARGEMENT ITINERARI



**Escoles Heura, SAFA Horta i Torrent de Can Carabassa (Carrer Peris Mencheta, Horta)**

## TYOLOGIES OF INTERVENTIONS XAMFER



Centre Educatiu Lestonnac (Eixample)

## TYOLOGIES OF INTERVENTIONS HABITABILITY IMPROVEMENT



**Escola Santa Teresa (Les Corts)**

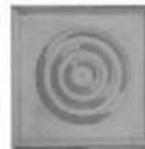
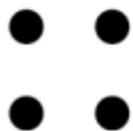
## TYOLOGIES OF INTERVENTIONS SECURITY



**Escola Jacint Verdaguer** (Carrer Lleida, Sants)

## TOOLS

PAINTING: COMMON COLOURS, RECOGNIZABLE PATTERNS



## TOOLS

### URBAN FURNITURE: DIFFERENT PLACES TO STAY



**BANKS**



**STEPS**



**CHAIRS**



**BENCHES**



## TOOLS

### PLAYING SPACES



**VOID SPACES**



**URBAN FURNITURE**



**PLAYING CIRCUITS**



**“SITTING DIFFERENT”**



**BOARDS**



**PAINTED GAMES**



**“ACTIVITY CARPETS”**



**MATERIALITY**

## TOOLS

### VISIBILITY - ROAD SAFETY ELEMENTS



**VISIBILITY**



**TRAFFIC CALMING**



**PEDAGOGICAL RADARS**



**SUSTAINABLE  
MOBILITY**

## METHODOLOGY

### TRANSVERSAL TECHNICAL WORK - PARTICIPATION

#### **Impulse Group**

Urban Model, Education, Local Police, Mobility and districts.

#### **Table of school environments in each district**

Meeting space for the educational communities, district and municipal technical services to monitor the program, analyze problems in the school surroundings and propose actions for improvement.

#### **Monitoring group**

City space with entities and people interested in making contributions and monitoring the program.



## METHODOLOGY

### TRANSVERSAL TECHNICAL WORK - PARTICIPATION

#### Scholar community

Each project is participated with the scholar community.

Participation of the educational community. Guide to Creating School Environments: A tool for the participation of children and the educational community in the improvement of the school environment.

IMPULS: Department of Educating Neighborhoods of the Directorate of Educating City and Culture in the Neighborhoods. With the support of: Institut Infància i Adolescència de Barcelona-Institut d'Estudis Regionals i Metropolitans de Barcelona.

[https://media-edg.barcelona.cat/wp-content/uploads/2021/05/14140319/2021\\_05\\_14-Guia-cocreacio-protectim-escoles\\_def.pdf](https://media-edg.barcelona.cat/wp-content/uploads/2021/05/14140319/2021_05_14-Guia-cocreacio-protectim-escoles_def.pdf)

#### Guia

Cocreació d'entorns escolars

Eina per a la participació dels infants i la comunitat educativa en la millora de l'entorn de l'escola



Programa "Protegim les escoles"



## PILOT PROJECTS / CO-CREATION



## CONTINUOUS IMPROVEMENT

### EVALUATING THE PROGRAM AFTER MORE THAN 200 INTERVENTIONS IN 4 YEARS

air quality: measures  
new uses: observation  
school community surveys  
design auditory

## LESSONS LEARNED

SELECT PLACES ACCORDING CHARACTER INTERVENTION

GLOBAL – LOCAL

SCHOOL COMMUNITY ENGAGEMENT – NEIGHBORHOOD – PARTICIPATION – CO-CREATION

COMMON CRITERIA – PLACE ADAPTATION – HIGH KNOWLEDGE OF THE SITE

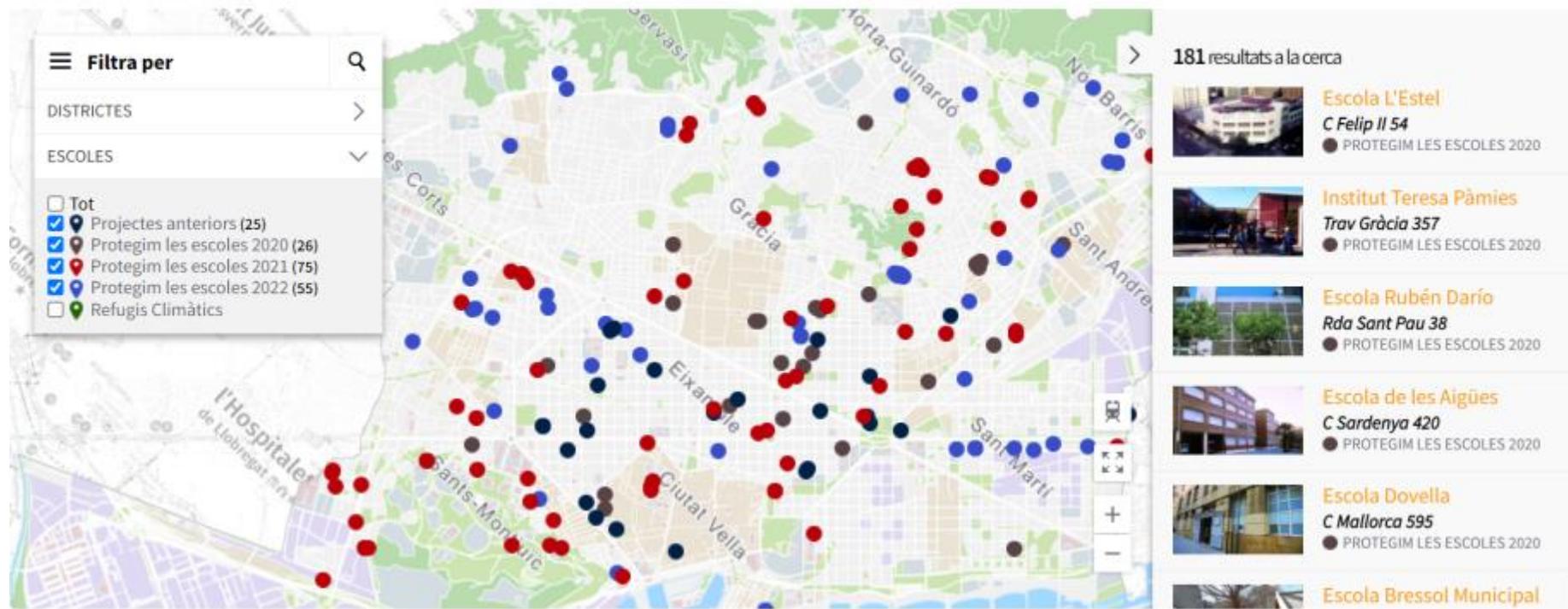
IN TERMS OF DESIGN: VISIBILITY – LEGIBILITY - SHARED SPACE - ORDER - PLACEMAKING

SOMETIMES NOTHING IS NEEDED

## MORE INFORMATION

<https://ajuntament.barcelona.cat/ecologiaurbana/es/que-hacemos-y-porque/urbanismo-para-los-barrios/protegemos-escuelas>

Consulta les escoles pacificades



**Filtra per**

DISTRICTES

ESCOLES

- Tot
- Projectes anteriors (25)
- Protegim les escoles 2020 (26)
- Protegim les escoles 2021 (75)
- Protegim les escoles 2022 (55)
- Refugis Climàtics

181 resultats a la cerca

-  **Escola L'Estel**  
C Felip II 54  
● PROTEGIM LES ESCOLES 2020
-  **Institut Teresa Pàmies**  
Trav Gràcia 357  
● PROTEGIM LES ESCOLES 2020
-  **Escola Rubèn Darío**  
Rda Sant Pau 38  
● PROTEGIM LES ESCOLES 2020
-  **Escola de les Aigües**  
C Sardanya 420  
● PROTEGIM LES ESCOLES 2020
-  **Escola Dovella**  
C Mallorca 595  
● PROTEGIM LES ESCOLES 2020
- 



Direcció d'Estratègia Urbana

<https://ajuntament.barcelona.cat/ecologiaurbana/es/que-hacemos-y-porque/urbanismo-para-los-barrios/protegemos-escuelas>

<https://www.barcelona.cat/imatges/es/52/protegem-les-escoles/>



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16th International Congress of  
Educating Cities Andong 2022



# IAEC 2022 ANDONG REPUBLIC OF KOREA



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# arrelats

GRANOLLERS

CONVERSES EN CONSERVA



rocaumbert|f.a.



Granollers

**Només d'anada**

Del 21 d'abril al 22 de maig  
de 2022

**Relats de viatges migratoris**

Relatos de viajes migratorios

Histoires de voyages migratoires

قصص من رحلات الهجرة

Migratory travel stories

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# NOMÉS D'ANADA

# ARRELATS – Només d'anada





## Grup impulsor

Adama Sylla, Moussou Sylla, Arnau González, Marta Llinares, Joan Sanz, Ivet Muñoz, Xavier Macanàs, Pilar Pereira, Glòria Gorchs, Esther Álvarez, Cristina Santiso, Alberto Garcia, Vanessa Jiménez, Daniel Smith, Marta Ruiz, Dusan Tomic, Andrea Salgado, Maite Cadenas, Marc de Blas, Jaume Coll, Agnès Boixader, Josep Lluís Campoy, Juan Araujo, Josep Maria Segura, Josep Pujadas, Antònia Hernández, Marco Antonio Puente, Esteve Garrell, Martí Majoral, Joaquim Fradera, Paco Monja, Dani Guixé, Eugènia Garjo i Rosa Vico.



*Somos una especie en viaje  
No tenemos pertenencias, sino equipaje  
Nunca estamos quietos, somos transhumantes  
Somos padres, hijos, nietos y biznietos de inmigrantes  
Es más mio lo que sueño, que lo que toco*

*Yo no soy de aquí, pero tú tampoco  
Yo no soy de aquí, pero tú tampoco  
De ningún lado del todo y  
de todos lados un poco.*

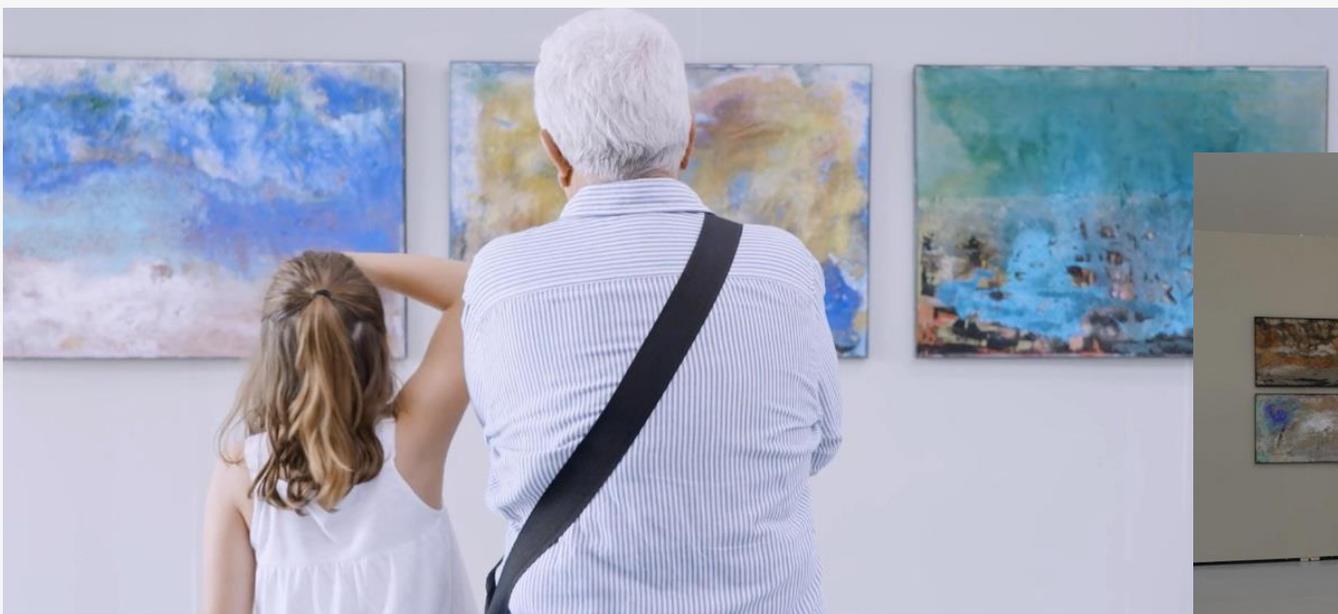
**Movimiento**  
Jorge Drexler  
Música



## NOSALTRES - NOSOTROS - WE - NOUS



# ARRELATS – Només d'anada



# ARRELATS – Només d'anada



# ARRELATS – Només d'anada



# ARRELATS – Només d'anada



# ARRELATS – Només d'anada



## El pot Continguts



### ETIQUETA

- 01 MARCA de les CONVERSES en CONSERVA
- 02 Marca de CIUTAT
- 03 Nom de la persona de la qual es dona TESTIMONI
- 04 Nom de la COL·LECCIÓ de CONVERSES
- 05 Número de REGISTRE
- 06 Fotografia de la persona TESTIMONI
- 07 Paragraf de la CONVERSA
- 08 Nom de la persona de la qual es dona TESTIMONI
- 09 Nom de la persona que EXPLICA la història.
- 10 Nom de la persona que CONVERSA amb el testimoni.
- 11 DATA de NÀXEMENT de la persona de la qual es dona testimoni
- 12 Lloc d'ORIGEN de la persona de la qual es dona testimoni
- 13 DATA de l'ARRIBADA a Granollers
- 14 DATA de la conversa
- 15 LENGÜJA de la versió oral.
- 16 QR - Versió AUDIO

### LLIBRET

- 17 Transcripció de l'entrevista
- 18 Fotografia de la persona TESTIMONI
- 19 Fotografia de la persona que EXPLICA el relat
- 20 Fotografia de la persona que fa d'ESCOLTADOR de la conversa

### OBJECTES

- 21 Es poden incloure alguns objectes significatius dins el pot



# ARRELATS – Només d'anada



# ARRELATS – Només d'anada





**MOLTES GRÀCIES**



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This is the Presentation on 8 sept. 2022  
In Andong some little changed might appear due  
to last news

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# How to bring more nature and equality in schoolyards ?

## The experience of the city of Rennes

 Ville de  
**RENNES**



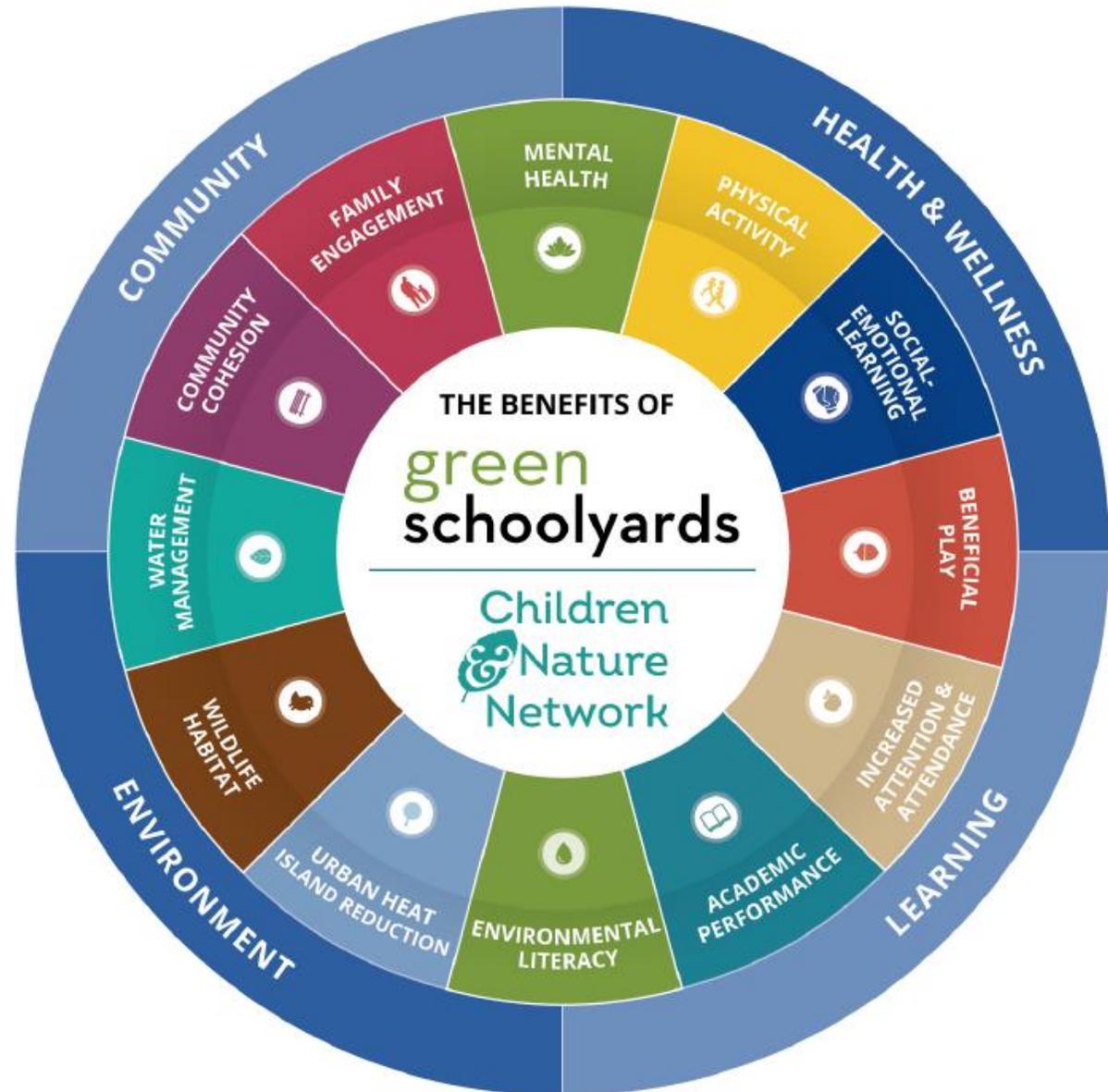
# Why ?



## NATURE

Green schoolyards:

- > provide many proven benefits for kids, from enhancing academic achievement to promoting health and wellness
- > benefit environment (biodiversity, water management...) and help the adaptation to climate change (cool areas)





## EQUALITY

- > Gender equality : surveys on utilization of schoolyards have revealed differences between girls and boys related to gender stereotypes which limit children's choices
- > Others equality dimensions :
  - "classic" schoolyards do not favor equal occupation of space between the different groups (ex: younger and older, + situation handicap...)
  - outside of school, less advantaged children have less access to nature than others,





## STEP 1 – DECISION AND RESOURCES

We first:

- > Considered it as a political objective
- > Secured a budget
- > Mobilized the relevant city departments, mainly Green spaces and Education



*Le Conseil Municipal de Rennes (A. Loubry)*



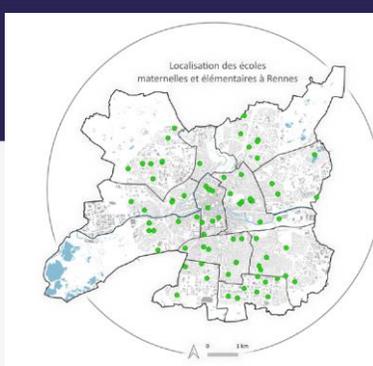
# How?

## STEP 2 – TECHNICAL DIAGNOSTIC AND PROGRAMATION

Diagnostic of the schoolyards has been carried out (83 schools, 45 locations) => planning



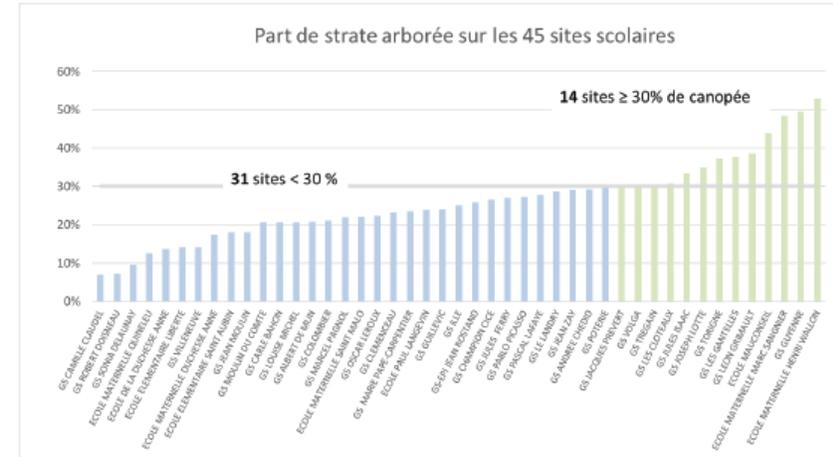
Objective: from 2 to 4 making / year



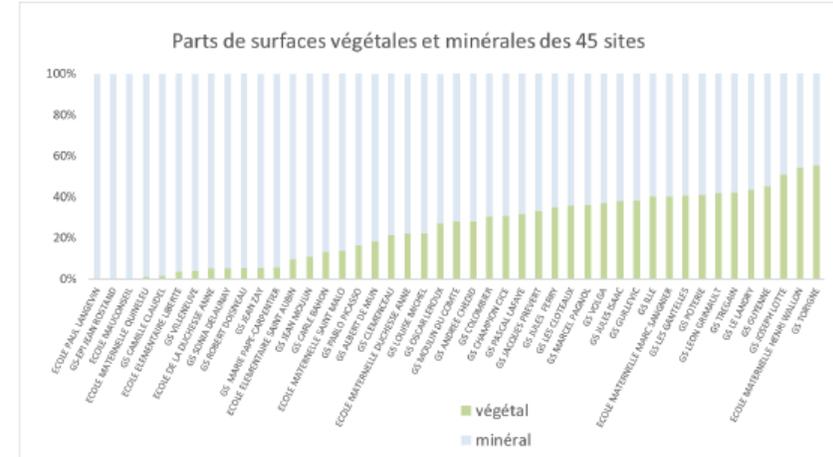
26 %  
de  
couverture  
arborée

75 %  
de  
surfaces  
minérales

25 %  
de  
surfaces  
végétales



Calculé à la  
parcelle, bâti  
compris

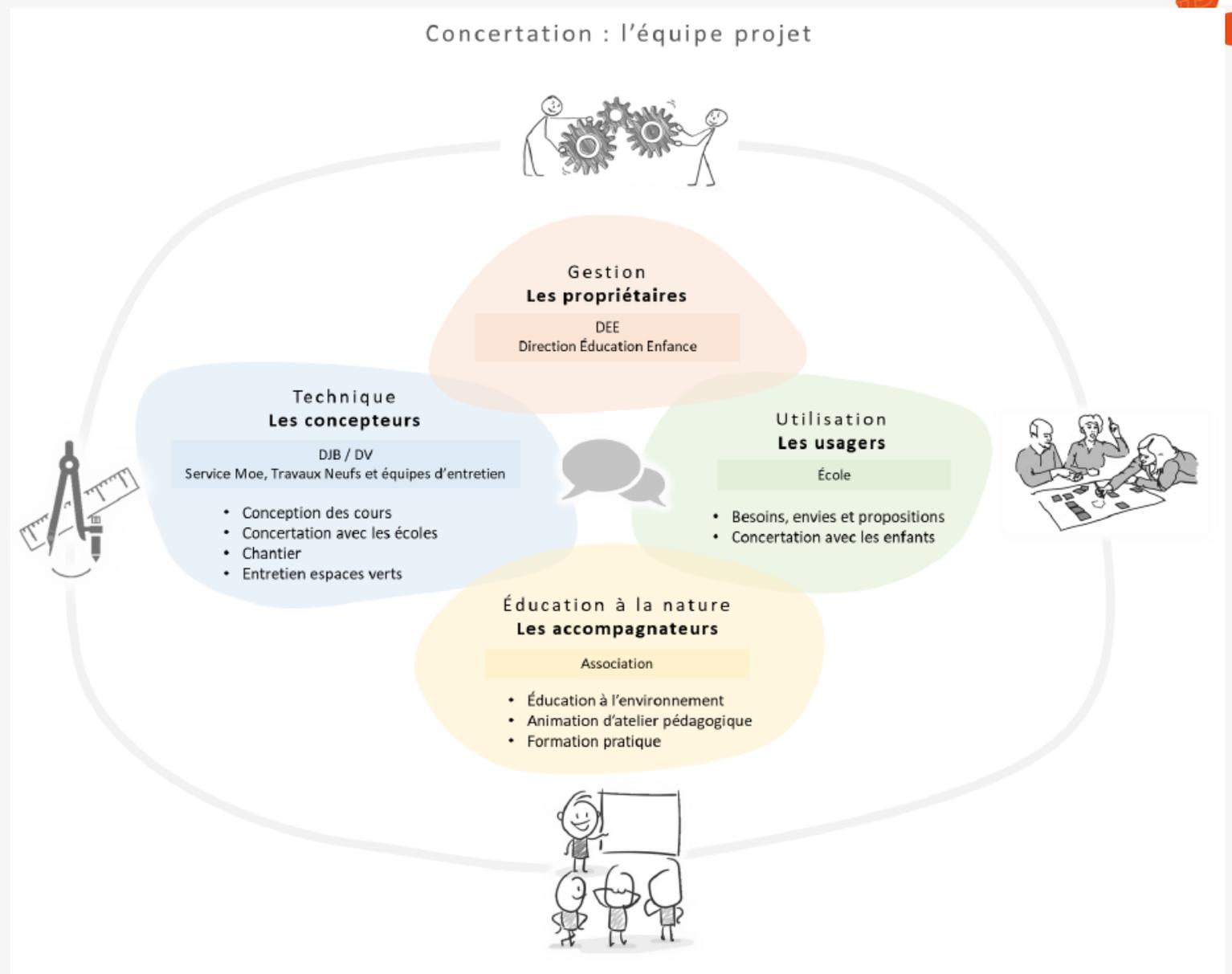


Calculé sur  
les surfaces  
extérieures  
des sites

# How?

## STEP 3 – CONCERTATION

When a schoolyard is identified, concertation begins with all the stakeholders



# How?

## STEP 3 – CONCERTATION *FOCUS ON THE CHILDREN*

Consultation with the children can begin with a phase of oral exchanges which permits everyone's desires to be expressed without limits, from the most eccentric to the most realistic.

In a second step, the findings and ideas can be reworked through various activities: drawing maps, visiting other places, making a photo documentary...

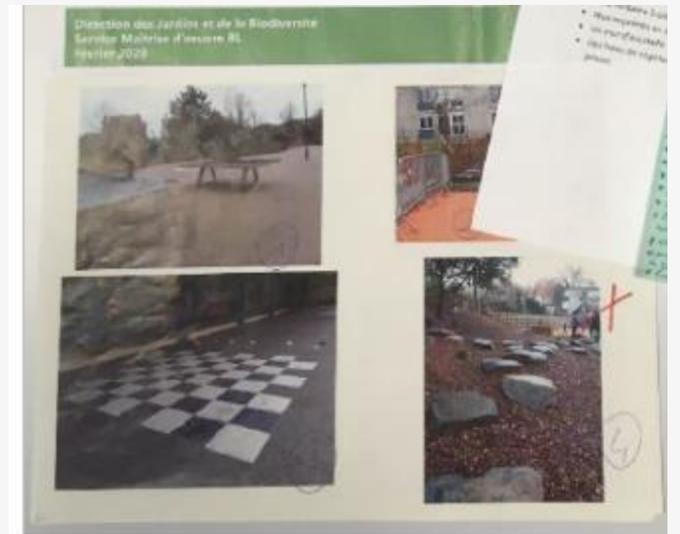


La carte du genre



Map of occupation of the space by gender in a schoolyard (Ile)

Photo documentary following a schoolyard visit (Ile/ Clemenceau)





## STEP 4 – WORKS

The work is carried out during the summer school holidays (8 weeks in France) by the city services, which permits to improve our internal expertise



# Examples



Principle:  
renature  
everywhere  
except certain  
surfaces:  
walkways,  
service access,  
sport fields,  
standardized  
play area...



Ille



# How?



The permeability of the soil is favored

Clémenceau



Surfaces  
végétalisées

Maximiser



Surfaces  
perméabilisées

Favoriser



# Conclusion



The space must also be playful and accessible to all.

Torigné





## **STEP 5 – INAUGURATION**

Inaugurating the new courtyard is an important step.

In addition to educational staff and children, parents are invited.

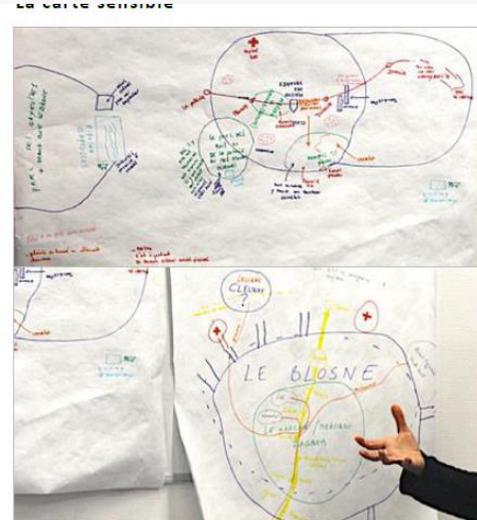
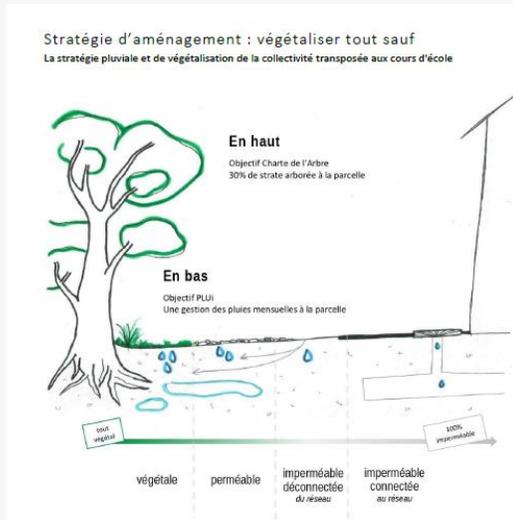
Inauguration of a new schoolyard in 2022 (Torigné)





## SHARING AND IMPROVING

A “référentiel” guide has been written for all stakeholders involved in these projects and for those wishing to consult some tools relating to schoolyards.



## LE RÉFÉRENTIEL DES COURS D'ÉCOLE

de la ville de Rennes



**Thank you for  
your attention**





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# Culture – “From and for all



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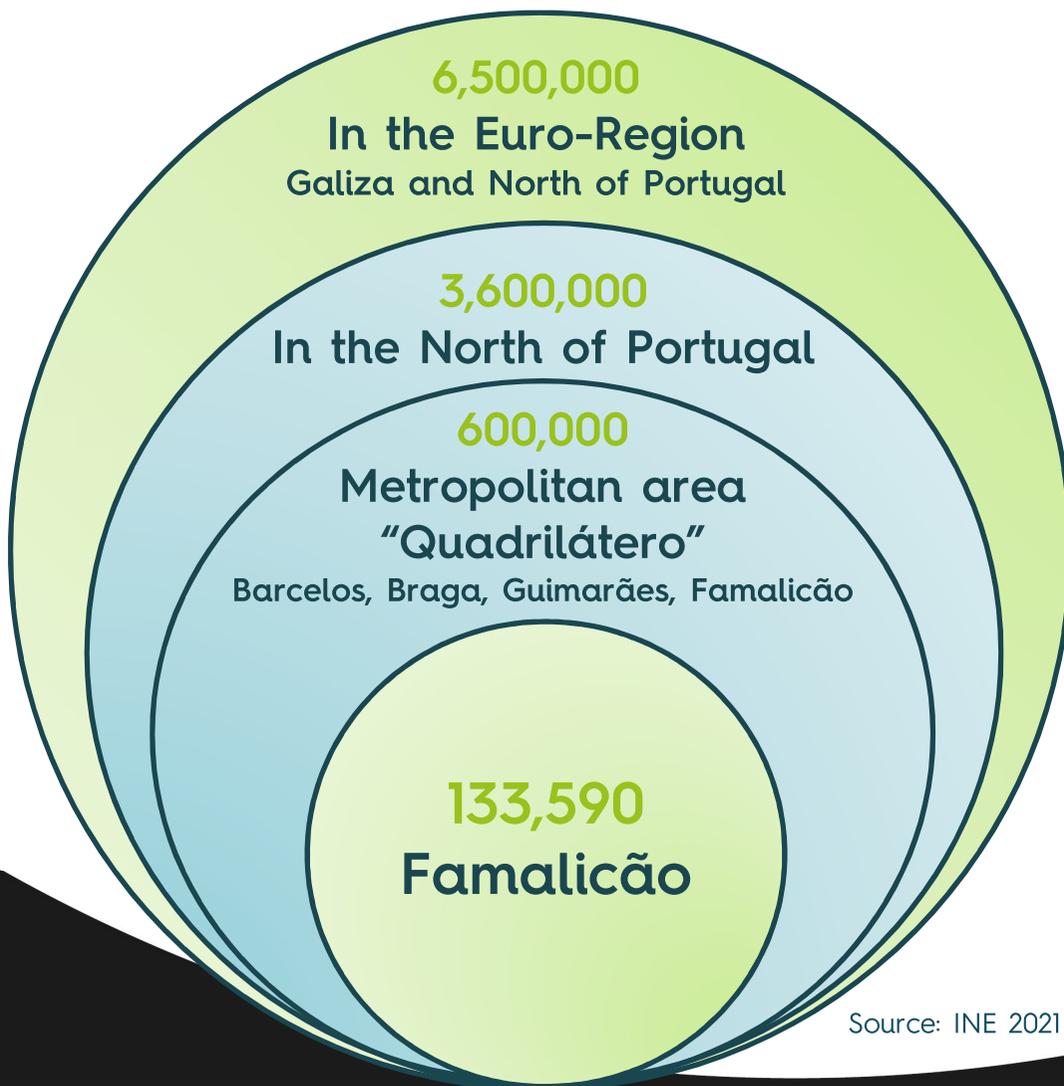




## Strategic Location

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





## Inhabitants

Famalicão benefits from a wide area of influence.





## Education, Training and Qualification

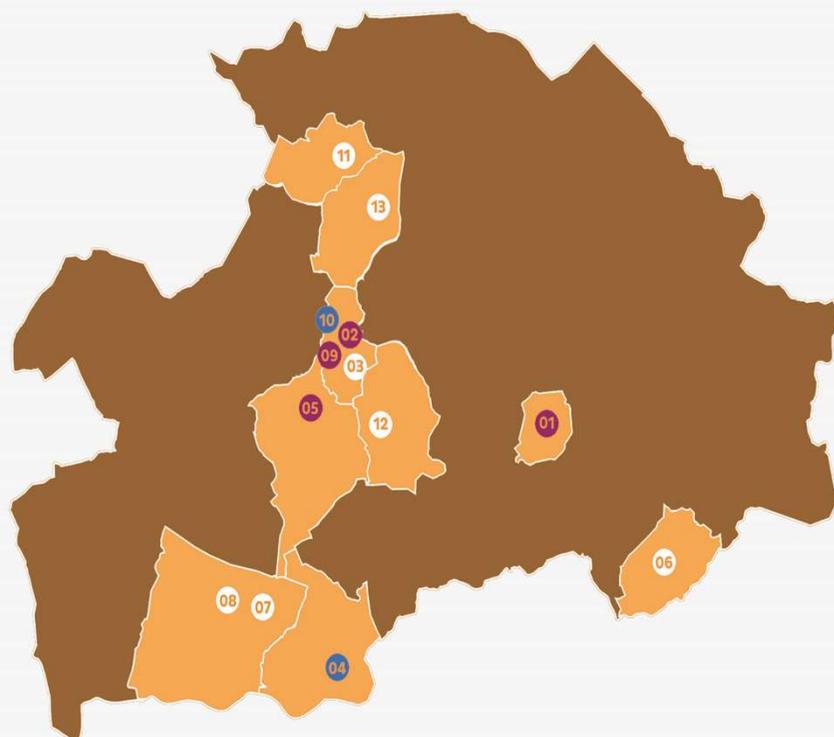
- All levels of education
- Professional Training
- Erasmus and other international projects
- Distinction by the International Association of Educating Cities



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## Vila Nova de Famalicão – Educating City

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Travel along the paths of History and Local Heritage through the thirty-four parishes of the county, associating artistic manifestations, places with memory, secular and heritage traditions, represented in archaeological remains, civil and religious architecture, typical rural areas, handicrafts , in ethnography, in traditional gastronomy, in the natural landscape are aspects that lead the educational and cultural program "From Famalicão to the World" to promote, in an educational context, local identity, memory and citizenship, combining the digital platform "Famalicão ID

<https://www.famalicao.org/>

as a resource providing information and knowledge.



Is promoted by the Municipality of Vila Nova de Famalicão.

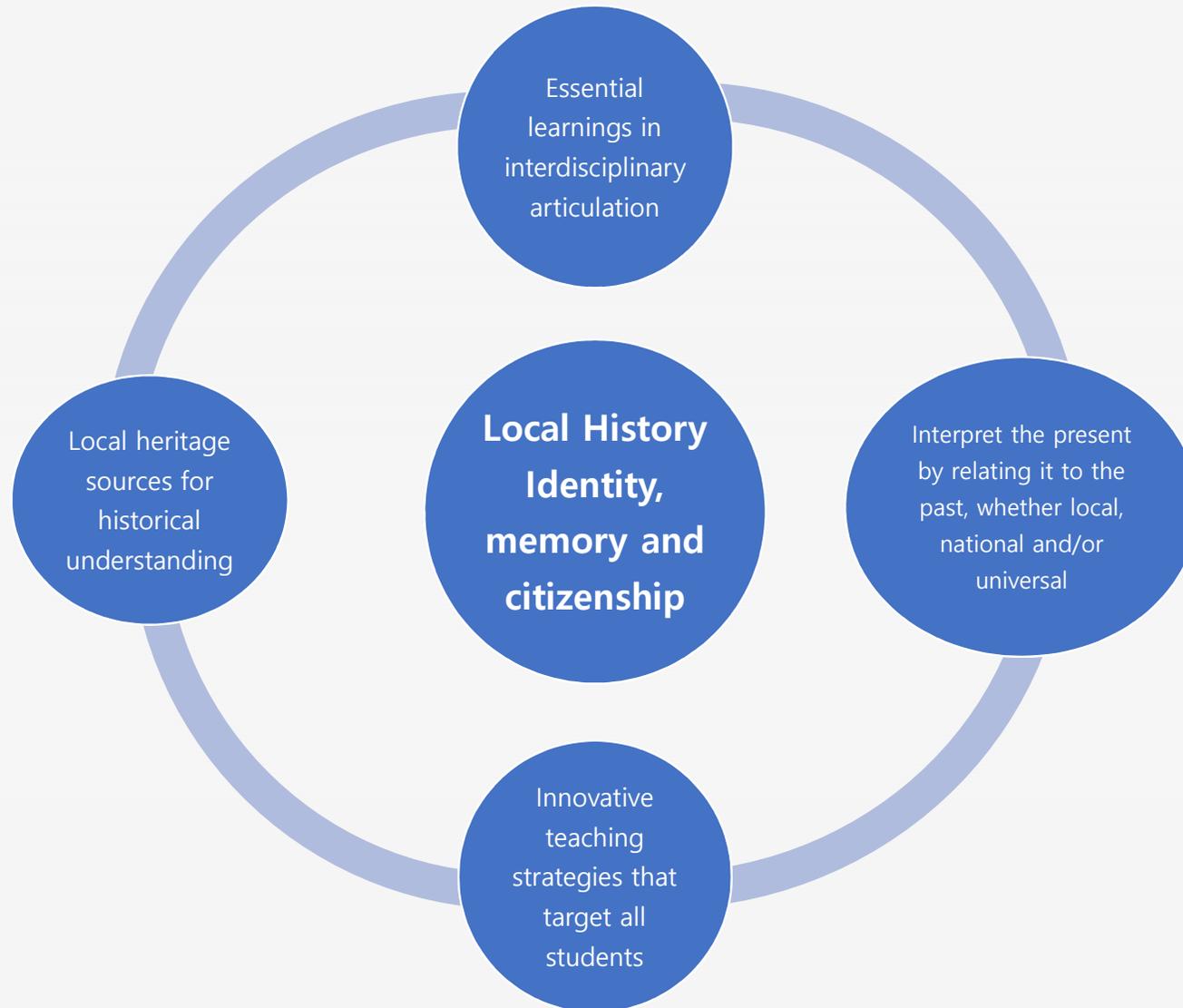
It comprises two parts:

- the first, in the context of the classroom, with the exploration of a Pedagogical Bag carried out with the displacement of a technician from the municipality;
- a second part, in which students go on a study visit to the heritage context, previously presented:



- ✓ Camilo's House - Museum. Study Center –
  - ✓ <http://www.camilocastelobranco.org/>
- ✓ Perrelos Archaeological Station;
- ✓ Bernardino Machado Museum;
- ✓ Museum of the Textile Industry of the Ave Basin;
- ✓ National Railway Museum – Lousado Nucleus.





# Education program - From Famalicão to the World & Famalicão ID

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The educational program "From Famalicão to the World" and the digital platform "Famalicão ID" seek to boost History, Heritage and Local Identity. Through the digital platform that gives direct access to information, in a simple and integrated way, to teachers, students, researchers and the general public, it allows everyone to have access to thousands of records related to local identity supported by documentation and placing the information according to a chronotopic reading (space and time) of the territory and contemplating the information areas, with emphasis on the Intangible and Material Identity; Community; Events; Itineraries and Themes.



Marco Magalhães  
marcomagalhaes@famalicao.pt



**Famalicão**

Famalicão, your place





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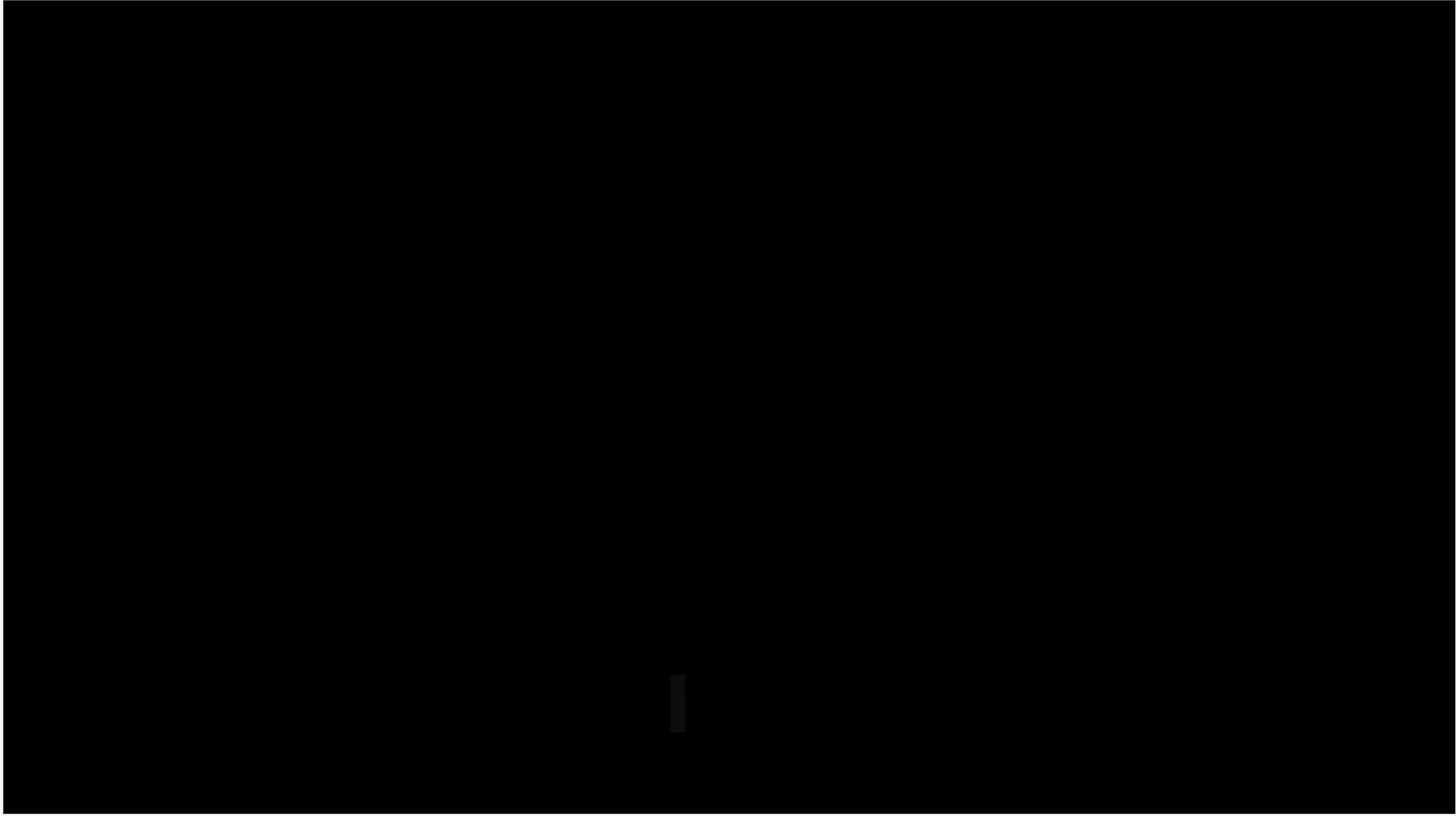
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# In the Heart of my Childhood





- Restore the feeling of community, building better relationships across generations
- Support the role of older people, valuing their knowledge and experience
- Breakdown myths and barriers reinforcing personal and social capital
- Explore potentials from persons of all ages, social and educational status;
- Serve as tool to build cohesive communities;
- Bring up real lives, valuing and preserving the autobiographical heritage;

- **“No one loves what doesn’t know” St. Agostinho**



- Presentation of the project;
- Interviews with seniors with a retrospective reflection and appreciation of the travelled pathways;
- Contextualization of the memories collected by the creation of a “chronological dictionary”



- Transformation of the registered memories into family novels
- Creation of memory books made in workshops with seniors, technicians and artists
- Meetings between seniors and young pupils (attending artistic areas at school), their teachers and the invited artists, with the intention of producing artist and altered books



- Creation of artist and altered books, by the young pupils with the help of their teachers
- Choral reading workshops made in classroom (Primary School)
- Choral singing workshops for and with children accompanied by a music educational teacher that works the memories of the elders (lullabies and nursery rhymes collected)



- A “Patchwork Books” exhibition with the books made by the young art students under the guidance of their teachers and the invited artists
- Life Stories’ Festival with public presentation of the project products and testimonies of the experiences lived by all the involved
- Balance of activities



# Thank you for your attention!



[Rodrigo.ramalho@cm-tvedras.pt](mailto:Rodrigo.ramalho@cm-tvedras.pt)