



**CIDADES EDUCADORAS**  
XV Congresso Internacional

**CIUDADES EDUCADORAS**  
XV Congreso Internacional

**EDUCATING CITIES**  
15th International Congress

**VILLES EDUCATRICES**  
XV Congrès International

**Cascais 2018**

# SUMMARY OF EXPERIENCES



**CASCAIS**

The Charm of the Atlantic Coast

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## **THEMED TABLES**

### **ALMADA**

#### **DESIGNING ALMADA**

The Designing Almada project intends to take a group of the population who is disabled to interact with the community, sharing knowledge and emotions in a playful manner. This will therefore foster greater integration and social inclusion. The project's aim is to set off on a discovery and truly "see Almada". For this end, it counts on the participation of artists, architects, designers, senior universities and the population in general. Records (drawings) will be made of each session using several techniques according to what each person desires, and at the end of each session we will therefore have a differentiated record of a given site or location. We intend for each session to become a true drawing feast, a feast of affection and knowledge of the city. There will be small demonstrations of the pieces at each parish and the project will be concluded with a Gathering-Exhibition for all participants and friends.

#### **#OCEANO DE PALAVRAS / #OCEAN OF WORDS**

Collective artistic project geared towards all the state schools in the Almada Council. This project sought to drive a collective intervention that enabled the requalification of the cladding of two of the seven walls that had been vandalised and which lead to Santo António beach on Costa de Caparica, near the cliff adjacent to the Urban Garden on the Atlantic front. The fundamental tenets for this proposal were its location and proximity to the sea, the possibility of involving several municipal services, as well as the opportunity to develop a collective project with the participation of the council's educational community. Its undertaking allowed the cross-over, from the schools' perspective, of several syllabus areas with experimentation, reflection, creative writing, fine motor skills and research on contemporary artistic practices. The project's theme is the sea and the formal element to be developed is the wave.

### **ARGAMASILLA DE CALATRAVA**


#### **CREATION OF THE CHILDREN'S AND ADOLESCENT'S COUNCIL FOR PARTICIPATION**

The Argamasilla de Calatrava town hall finds it vitally important that children and youths should participate in detecting needs and in the design of specific policies through social participation. As such, it has created a vision of children and adolescents for a more inclusive and healthier city, where their needs are met and their rights guaranteed; so their development phases are addressed and we can stimulate them. Our project is based on the participation of all children under age and the implementation of varied activities that will meet the demands of the child and youth population, organised into themed areas.

### **BARCELONA**

#### **PROGRAMME FOR PROMOTING SCHOOLING AMONG THE GIPSY COMMUNITY IN THE CITY OF BARCELONA**

The Programme for "Promoting Schooling amongst the Gipsy Community in Barcelona" is an initiative that fits in with the Barcelona Town Hall's line of action, its commitment to implement the local strategy for the gipsy population, based on a prism of recognising cultural diversity and fostering intercultural relations. One of the main goals is to reduce inequality and promote opportunities, especially when it comes to formal education. The aim of the programme is to promote full schooling for gipsy pupils in Barcelona, to prevent, diagnose and act early on against school absenteeism, and attain successful school participation. Priority initiatives for the social and labour promotion of gipsy students have also been set up, as well as fostering



the values of gipsy culture within the school syllabus and life in school. The key figure in this project is the "school sponsor". This school sponsor is a professional who is part of the gipsy community and has at least the mandatory secondary education, although most of the gipsy people who belong to the team have higher education.

### **CIVIC PARTICIPATION PROCESS "LET'S RETHINK 22@"**

Seventeen years onwards from the approval of the urban plan 22@ in Poblenou neighbourhood, Barcelona town hall decided to initiate a civic participation process to rethink jointly a strategy to fight the current social, economic and urban challenges in Poblenou neighbourhood and the former industrial areas of 22@ that are still pending development. Rethinking 22@ is a participatory process geared towards the inhabitants of the Poblenou, Besòs and Maresme neighbourhood, with the willingness to develop, through an open and inclusive methodology that ensures true civic participation, a shared diagnosis of the challenges and needs, as well as a strategic proposal to rethink the 22@ urban model.

### **ARNAU ITINERANTE (ARNAU ITINERANT, IN CATALAN)**


The town hall promoted a civic participation process with the involvement of all the cultural players and inhabitants who showed their interest in taking part in the decision on the job and uses of the Arnau Itinerante building and its future management, something which worried the community due to the fact it was inactive and damaged. The participatory process that took place from June 2016 to February 2017 generated consensus regarding the uses of the new Arnau Theatre, a functional needs programme and a cultural and community project for the Arnau Theatre, based on performing arts, recovering the building's memory and the whole of the Paral.lel avenue, and the community work with the surrounding neighbourhoods. From the defined uses, Barcelona town hall bid for the rehabilitation and restoration of the old building, which became public in February 2018. While the requalification and restoration works are underway, and expected to last from two to four years, the entities that are more engaged in the participatory process, with municipal funding, will decide on how to drive the Arnau Itinerante. The Arnau Itinerante is thereby a cultural and community project born during the first quarter of 2018 to give life to the theatre while its requalification works are underway.

### **PROMETHEUS. ACCESS TO UNIVERSITY FOR THE YOUTHS OF RAVAL**

The aim of the Prometheus Project is to attract young post-compulsory secondary education students who are in a situation of risk of education, access to university education and remaining at university. This project, which is based in Raval neighbourhood in Barcelona, is characterised by the large percentage of population of an immigrant origin, incomes below the average in the city of Barcelona and the low percentage of graduates and university students. The Prometheus Project seeks to contribute to transforming this social and educational reality from the need to cause an impact and change the schooling expectations of the young people in the area.

### **BAOBAB PROGRAMME: EDUCATION IN SPARE TIME FROM A COMMUNITY PERSPECTIVE. EDUCATIONAL LEISURE AND COMMUNITY PROGRAMME TO FOSTER INTERACTION, SOCIAL COHESION AND THE FEELING OF BELONGING IN THE NEIGHBOURHOODS**

Baobab is a comprehensive and transforming educational programme, driven by the Barcelona municipality through the Municipal Institute for Education (IMEB), whose purpose is to consolidate community-based educational leisure in the neighbourhoods where the leisure network is either weak or lacking. The Baobab programme aims are enshrined in the Government Measure for Driving the City's Educational Project (2016), in order to turn



Barcelona into an educating innovative city: it views community education as an educational marker to reach the goal of wider-ranging education (for all), for longer (lifelong learning) and one that is greater (dignified). The Baobab programme is thus born with the willingness to offer a solution to the situation of inequality in educational and leisure opportunities in the city of Barcelona. The target population is children and youths who reside in the neighbourhoods of primary intervention in Barcelona that lack educational opportunities during their free time. It falls under the Neighbourhood Plan (a municipal programme to address inequality between the city's neighbourhoods) and is part of a series of strategic initiatives that the current local government has implemented under the scope of the educational policy whose goal it is to reduce inequality in Barcelona and foster interaction, cohesion and a feeling of belonging among the various stakeholders. The Baobab programme seeks to drive and strengthen leisure projects organised by young people from the neighbourhood itself, who will carry out their work through educational associations, based on volunteering and with an explicit educational intention aimed at the children and youths and their respective families.

### **SINÈRGICS, COWORKING WITH SOCIAL RETURN**

Sinèrgics Coworking with Social Return is the first coworking space that drives the development of entrepreneurship and corporate development in a community of professionals who work with and for the citizens in their surroundings. It came about with a dual goal: to create a cohesive coworking community made up of professionals and companies which, stemming from the collaboration among them, would grow and consolidate professional projects. At the same time, this community would impact the area's social and economic reactivation in a positive manner. The second goal is to turn these professionals' talent into a resource for the neighbourhood citizens and bodies, involving them in the projects being implemented. Sinèrgics Baró de Viver is the demonstration of the success brought by this working model. Coworking is a shared work space where community builders add value to the professionals. Within this shared space professionals can find the necessary tools and resources to develop their projects (furniture, Wi-Fi, etc.). Yet the differentiating factor is that community builders take care to generate a community where everybody is willing to collaborate, fostering the connections between the co-workers themselves and with other players, etc.


### **BRAGA**

#### **JUNIOR EXECUTIVE**

This initiative, driven by the S. Victor parish council together with Braga town hall, reaches every elementary school in the parish – each one of them will offer a "Junior Executive" made up of 7 pupils who will follow the chair of the S. Victor parish council as he or she goes along their daily life and job. The S. Victor parish council requests 7 pupils from each school to make up the Junior Executive, since, due to its size, it is the only parish in Braga with a 7-person executive. As such, we feel that it is also important for pupils to grasp the notion of size and difference from other local councils.

### **(CON)VIVER O BAIRRO / (CO)EXPERIENCING THE NEIGHBOURHOOD**

Renewing public space(s) in order to create places with a soul where citizens can resume their social life, granting greater significance to the place's identity and public participation, somewhere where children feel safe. The pilot projects include 4 areas that require physical intervention: the area around MAKRO, Quinta da Fonte, Montélios and Torre Europa. Whereas the intervention and investment priorities focus at the onset on eliminating the urban and architectural barriers in the different pilot zones, this document seeks to identify the interventions that may be carried out during the next stages, in the medium and long run, locating spaces with potential for reconversion in terms of their use (namely new squares,



playgrounds and leisure areas or green areas), new parking management, and others. The intention here is for this project to not be merely an interventive operation with single immediate resolution measures, rather a whole strategy for planning urban mobility and the reconversion of the public spaces in the pilot zones, to meet the inhabitants' expectations and those of the community at large, giving an inkling of what these housing agglomerates deserve and building a more inclusive city, which is friendlier and more sustainable.

## **TRANSCREVER: PARTICIPATORY INITIATIVES IN THE BRAGA SOCIAL HOUSING PROJECTS IN BRAGA**

Organised by the Space Transcribers under the project "(Re)Writing our Neighbourhood", driven by Braga municipality. This initiative stemmed from a historical and urban investigation on the social housing projects in Braga and unfolded into 6 in-situ artistic, multidisciplinary and social-spatial initiatives with the inhabitants throughout 2017: "The monuments in my neighbourhood: Photography Workshop"; "Building my neighbourhood: Collective Scale Models Workshop"; "Documenting my neighbourhood: Video workshop"; "Neighbourhood sounds: Soundscape workshop"; "You tell me: Social-spatial stories of the women from the social housing projects in Braga" and "Transcrever Summer Lab 2017: Social-spatial practices in the social housing projects in Braga".

## **BRUSSELS**


### **CITIZENSHIP PATH**

This programme is geared towards French and Dutch speaking 7th grade students. They must perform at least 30 hours of modular, unpaid work outside their school hours at our partners' facilities. The students are accompanied and monitored during Philosophy and Citizenship classes. The citizenship path is a unique municipal initiative that encompasses several public services – mostly municipal – yet also our schools' non-commercial partners, namely public entities or those with a public nature, which operate in the social, cultural, environmental sectors and so on. Their values are the same as those developed under the Brussels municipality's educational and pedagogical projects. The success of this initiative is based on the process of drafting an individual and collective project to discover less usual practices and contexts and have moments for exchanges in Philosophy and Citizenship classes. During the project design and the choice of internship, interns discover the themes to be developed, listen to reports on engagement with the projects and prepare their intervention during philosophy workshops. Then, during the internship, students are placed in new environments that have nothing to do with their usual references, where their only possibility is to apply and enrich their knowledge. Lastly, we have the evaluation where students present the ideas they had over their citizenship path. What did they learn from the people they met? How do they set up a connection between their experience and the notion of commitment? From this experience, what is their vision of the future as citizens?

## **CASCAIS**

### **THE VET (VOCATIONAL EDUCATION AND TRAINING) LEARNING COMMUNITY**

The VET (Vocational Education and Training) Learning Community is a project where European vocational schools, of both regular and special teaching, collaborate towards improving the quality of their services. The TVLC project has two main goals: Improve overall performance in terms of quality, as well as the quality culture of the VET schools involved in the project; Contributing towards inclusive education through the creation of sustainable partnerships between the VET schools involved in the project. Regarding the first goal, the EPVR is developing improvement plans in terms of the coordination between the different parts of the organisation and the involvement and motivation of the teaching and non-teaching body in guaranteeing quality. As for the second goal, the EPVR is surveying the needs and priorities of



action to be undertaken that will contribute to a school with more inclusive education. The project began in November 2016 and will last for 30 months. The partner schools are Dutch, Slovenian, Lithuanian, Estonian and Portuguese. The TVLC, of which EPVR is proud to participate, is part of the European Union's Erasmus + programme.

## **CAGUAS**

### **ADVISORY BOARD FOR CHILDHOOD AND ADOLESCENCE**

The Advisory Board for Childhood and Adolescence falls under our Democratic Governance Model. In Caguas, we govern with people and that is why our municipal administration recognises that children and youths can participate in an active and representative way in our city. The Board is contemplated in the Caguas New Generation 2010-2020 Strategic Plan, which sets up the following: in Strategic Line 1: Caguas is youth and a healthy co-existence, we commit to the human development values established by the international community; Goal 4: Caguas, the city for all; Goal 5: Caguas Educating City. In line with these principles, our administration and the municipal education department, under its commitment to promote healthy co-existence and civic engagement, created the Advisory Board for Childhood and Adolescence (CANA), under Executive Order number 2014-003. In this order, the importance of promoting spaces for children and youths to participate in the city's public policy is set, fostering dialogue and respect and promoting common meeting spaces and programmes geared towards the development and promotion of the rights of children and adolescents.

## **CHANGWON**

### **BUILDING THE BEST (EUTTEUM) NEIGHBORHOOD**

Local citizens, NGOs, and other professionals participated in the city's deteriorated environment restoration movement together. -The project began by assembling a project implementation committee. Incentives were provided to the committee to implement citizen-led pilot projects. Every year, the "Building the Best (Eutteum) Neighborhood" project plans were drawn and presentations were conducted in January and February. Then later from April to May, the city selected a public project targeting "Building the Best (Eutteum) Neighborhood Committee". The public project was broken down into several different categories and sought to incorporate various ideas from citizens. -Later each committee would select one task meeting to meet a neighborhood's needs. Based on the selection, the city planned and implemented the project from July to November. To curb insufficiency, the pilot project focused on the facility improvement, with each neighborhood fulfilling two projects as a part of the "Clean Neighborhood Environment Campaign," a community spirit development program. Citizen Education for Sustainable Management -The city actively ran programs to increase citizen participation in the "Building the Best (Eutteum) Neighborhood" project. Leader development training was held every March. In addition, from August to September, the city provided the neighborhoods with such support as the "Mobile Citizen Education" program and a "Customized Consultation" program. These education programs were conducted regularly by a neighborhood-building support group established at the Changwon City Alliance for Sustainable Development. -The city identified special environmental projects for each neighborhood and conducted continuous workshops and conferences as part of an exchange activity. This helped each of these neighborhoods transform into "green neighborhoods."



## **CIUDAD REAL**

### **REVITALISATION OF THE INHABITANTS, SOCIAL ENGAGEMENT AND COMMUNITY STRENGTHENING IN THE GRANJA NEIGHBOURHOOD IN CIUDAD REAL**

The professionals working on the project will hold weekly meetings with the various population sectors of La Granja neighbourhood, so that the inhabitants can take part in the decisions that affect the neighbourhood's communal surroundings, the community co-existence and the resolution of conflicts and definition of points of interest, and accepting the proposal and intervention projects, fostering mutual respect, co-existence, participation, integration, solidarity, creativity, respect for the environment and giving a voice to all participants. Individual assistance will also be granted, as well as meal vouchers for those people who are at risk of exclusion in this peripheral neighbourhood of Ciudad Real. Likewise, there will be debates and workshops in the spaces for interaction for the various sectors of the population, according to their interests and by agreement among the inhabitants – practical exercise classes, story tellers, graffiti – children's drawings, arts and crafts, drama, sports teams, dance balls for young people, Christmas event, Carnival and other neighbourhood celebrations, as well as an annual market for integration.

#### **“WE PROPOSE!” – “WE ACCEPT!”**

The Ciudad Real town hall and the University of Castilla-La Mancha created the Spanish version of the Portuguese initiative “Nós Propomos” (we propose). It retains the basic goals of participation, educational innovation and the development of geography skills in students. A strong municipal, social inclusion and social and cultural drive component was introduced. The participation in all stages of compulsory schooling is made easier and the teacher training is managed by the municipality. Through this convergence we intend to promote and encourage civic engagement among youths, fostering educational innovation through interdisciplinarity and teamwork. The students are organised into work teams; we then ask them to identify a problem in the city, carry out the diagnostics and come up with possible solutions at the end. Students need to present their work to a qualified jury panel (university). The local council will respond by accepting some proposals and amending others, yet the students will always be informed of the reasoning behind the decisions made in all cases. This is not competitive in nature. A group is selected from each school to present their proposal to the university, but this is selected based on rigorous analysis criteria and the feasibility of being put into practice. In addition, the community participation is encouraged (school board, parents, heads) to select one of the assignments.

## **FUNCHAL**

### **MUNICIPAL YOUTH COUNCIL**

Aimed at students of the third cycle of basic schooling, the Municipal Youth Council seeks to awaken participatory citizenship among youths. The project is organised into 4 moments: Recreational activity on local power; Development of proposals by each council bench; The actual council meeting; Implementation of the winning proposal.

#### **“RECREATING HOMES” PROJECT**

An informal education project that seeks to foster psychosocial and parental skills and everything that entails family dynamics, working in a systemic manner with families who are socially vulnerable. This intervention is based on theoretical and practical components, with follow-up at a later stage.

## **GENERAL ALVEAR**

### **INCLUSIVE BAND**

The inclusive musical band was formed in 2012 at a sensory school in General Alvear, by the school's head and a musician. At the start, the band was made up of seven boys, five of which were hearing impaired and two were visually impaired. They found in music a way to express themselves and break the social barriers felt for being impaired. Meanwhile, people with Down's Syndrome, mental handicaps and motor disability also joined, making this band truly inclusive. The purpose of the inclusive band is self-fulfilment, allowing its members to feel they belong to a group, giving them an identity and making them recognise their own significance. Several impairments and handicaps are addressed, so they are not an obstacle to taking part in the project. A person with visual impairment, hearing impairment, reduced mobility, Down's Syndrome or mental handicap can join the band according to their possibilities and interest. It is important to note that music is a creative expression, that helps a disabled person discover and make the most of any skills they possess. Some of them don't become great artists but music is still an admirable means of verbal and non-verbal communication for the disabled person and their social circle.

## **GIJON**

### **OTHER GLANCES. EDUCATING IN EQUALITY AND FOR THE PREVENTION OF GENDER-BASED VIOLENCE**


General aim: for students to become active agents for the development of equality and prevention of gender-based violence practices. Specific aims: A. Of a general nature. 1. Foster basic values such as equality among men and women, people's autonomy, the freedom to decide on their own life without sexist restraints, respect for the fundamental rights and freedoms, responsibility and peaceful resolution of interpersonal conflicts. 2. Trigger activities in the surroundings through the ApS methodology, counting on the collaboration of several social bodies. B. Respect for educational centres and teachers. 1. Promote interaction in centres via cooperation of the entire educational community. 2. Advise and train teachers in equality and prevention of gender-based violence. 3. Exchange experiences and best practice on the prevention of gender-based violence. C. Respect students. 1. Foster student responsibility and their reasoning ability, offering them the resources and skills to adopt attitudes and behaviours that will lead them to settle their conflicts in their interpersonal relationships and relationships as a couple in a peaceful manner. 2. Foster and develop appropriate social behaviour in the contexts of cooperative and team work: respect for others, dialogue, participation, exchange, assistance, cooperation. 3. Motivate the change of attitudes to promote equal relationships. 4. Favour critical attitudes in students when it comes to sexism and any other form of interpersonal violence, particularly gender-based violence. D. Respect for families and other members of the educational community. 1. Engage the students' families in spreading the values that invest in education in equality from an early age, and to have them reject behaviours related to sexism and violence.

## **GONDOMAR**

### **PLATAFORMA + SABER – A FILIGRANINHA / + KNOW-HOW PLATFORM - FILIGREE**

Taking into account the guarantee of the promotion of a Geração D'Ouro (Golden Generation) in an EducAtivo (educational and active) municipality, and based on this executive's guiding principle to promote the council, enhancing and showing citizens and students Gondomar's heritage and natural wealth, we intend to instil in youths a fondness for their land, in the certainty that these citizens who know their council will value it and foster it throughout their educational and career paths. Accordingly, through the Percursos D'Ouro (Golden Paths) project, the municipality will offer students from the council the possibility to visit the White House of Gramido where they can view the permanent exhibition "The Face of Filigree,





techniques and know-how from Gondomar”, made up of the assets collected and restored by the municipality, fruit of the gifts made by several goldsmiths, as well as to watch a demonstration on how to work the filigree given by an artisan in-site. The students will also have the opportunity to participate by handling the silver threads. During their visit to CINDOR – Vocational Training Centre Goldsmithery and Watch Industry, students are in touch with the Gondomar goldsmithery industry and the chiselling and mounting techniques, trying them out for themselves with the trainers. The municipality also invested in creating a platform from which the mascot called “Filigraninha” came about, in order to promote the use of IT, creating an innovative, dynamic and interactive learning environment, where students, teachers and guardians share know-how and experiences.

## **GRANOLLERS**

### **EDUCATIONAL VOLUNTEERING**

The Granollers Educational Volunteering project began in 2012-2013 to enhance education in a city that is part of the Educating Cities network. The lack of economic and human resources at educational centres led the Granollers Municipal School Council to create this initiative with social intervention in mind. Volunteers of different ages and training carried out educational tasks to support and monitor children, adolescents, families, students from adult learning centres and also special education schools during a given time (a school term or a school year). The tasks carried out by the volunteers were under a specific request by the educational facilities. They took part in several initiatives, such as language support and monitoring of newly arrived students and/or families, school tutoring, artistic activities, reading and maths, at the school library, translation and mediation. There were walks, visits and a huge array of activities. Participants are given special training for this, which offers them the educational tools to develop their work in the education centres. About 50 volunteers took part in the programme, a number that doubled in the following editions, which showed on the one hand the need that education centres have for this type of support and, on the other, the high level of commitment to citizenship.

## **HORIZONTE BRASIL**

### **ASSOCIATIONS IN ACTION PROJECT – DECIDING THE FUTURE**

The Horizonte municipality has been promoting democratic management of education and the city with several integrated and articulated programmes and projects. The implementation of the Student Associations Projects has been taking place since 2009 and falls under a global policy that envisages the practice of collegiate bodies in each school. The associations are spaces for students’ political action, allowing them to experience democracy with decisions that have an impact on the school and the land’s daily life. This project is in touch with the notion defined in the Charter of Educating Cities, which proposes dialogue between groups of people of different ages, with civic action with an intergenerational nature of exploring the capabilities and values inherent to each age group. Its character is innovative since it fosters juvenile empowerment in a critical manner, being co-responsible for the political paths of the city with civic engagement, promoting the sense of belonging among the young participants from the land and the commitment to the city they live in.



## **LA LAGUNA**

### **FROM THE HEART OF EGUEREW**

The leading players of From the Heart of Eguerew are the municipality's children and youths. The determination is to turn La Laguna into a role model as to education in the community's natural and cultural values, making these players local drivers. Everything starts with the phrase "From the Heart of Eguerew". Eguerew is the origin, the root, the word "aguere", which means lagoon in the ancient language of the primitive Guanches, the first inhabitants. The project's path runs from the heart of Aguer, where the city of La Laguna begins, to the various neighbourhoods and villages in its outskirts. Students from the 6th year of basic schooling, 3rd grade of secondary education, training courses and the university of La Laguna take part in this project, as well as the municipal youth associations. The first stage is an in-class workshop where the different (natural and social and cultural) resources from the Canary Islands, Tenerife and the La Laguna municipality are explained. They envisage a pedagogical impetus that makes it easier to grasp the content and the language amenity: legends, tales, music, magic. The assignments are free choice and creativity, originality, student participation, content and the capacity to draft the assignments are all valued. The second stage of the game takes place in the Anaga Rocky Mountains using a path that connects the ancient way of living of the Ganuaches to the present day.

## **LEÓN**


### **CITIZEN CONSULTATION AND SOCIAL PARTICIPATION FOR DRAFTING THE MUNICIPAL DEVELOPMENT PLAN**

Drafting the Municipal Development Plan with several consultations of citizens and social participation. To this end, a notice was published in two local daily papers, a mail box was set up at the Mayor's office building and a portal was created so citizens could view the Municipal Planning Institute (IMPLAN) website online. Thirty-four workshops were carried out in strategic territorial areas and approximately 1,500 citizens took part. Consultations were undertaken with equally strategic population segments, involving more than 1,800 inhabitants and there were also seven workshops with residents, alongside interviews with more than 70 experts and 50 bodies in charge of public policy, where more than one thousand people took part. The IMPLAN Steering Council undertook a work process under the Strategic Planning Committees: Sustainable Development, Economic Direction, Housing and Population Settlement, Infrastructure and Facilities for Development, Education, Health, Culture, Good Governance and Rule of Law. The purpose of the participatory process was the formation of think tanks on the needs of the various territorial areas in the municipality, to the benefit of a collective interest engagement culture.

## **LISBON**

### **"A SQUARE IN EVERY NEIGHBOURHOOD" \_PARTICIPATION PROCESS**

The Lisbon local city government's programme for 2013/2017 contemplates central measures that include the creation of a City with a Friendly Public Space and a City of Neighbourhoods. The programme "A Square in Every Neighbourhood - interventions in public spaces" programme was set up with these aims, as one of the central themes of the referred to local city government's programme. With the implementation of this programme we intend for public spaces to become spaces for citizenship par excellence, environmentally sustainable and ones that calls for enjoyment and interaction. In order to attain this goal, the interventions are characterised by "bringing" nature into the city, introducing garden spaces, broadening the pavements, building cycle paths, creating kiosks and terraces and reorganising car traffic and parking. This increase in the number of terraces and kiosks will enhance and leverage street commerce, creating more jobs and new hubs for tourism. The "A Square in Every Neighbourhood" programme is one of the fundamental drivers for fulfilling the Lisbon Pedestrian Accessibility Plan, which aims to transform the city into one universal accessibility



space. The intention is to have a requalified city, not just in terms of buildings but in its broader sense, a city with requalified and friendly public spaces available to all and without restrictions. This concept is important given the numerous examples of public spaces with problems and contradictions. The whole process's intent is to create a more sustainable and people friendly city – a City for the People.

### **THE COMMUNITY DREAMS, MOBILIZES AND THE PROJECT HAPPENS – CARNIDE ARTS INCUBATOR**

This is one of the winning projects of Lisbon's Participatory Budget. The need to create a cultural impetus in the northern part of the city led a group of citizens to come together and mobilise towards the existence of a cultural facility that would target the creative industries' drive and entrepreneurship.

### **CULTURE BOUTIQUE: WHEN PEOPLE TRANSFORM A COMMUNITY**

When a group of people mobilizing, even in a peripheral territory, changes happen. The culture Boutique is a group of citizens who use culture as a tool for the promotion of active citizenship, fostering the sense of belonging to a community.

### **LÉRIDA**

#### **CHRISTMAS LIGHTS TO BE SEEN**

To promote innovative artistic and educational practices using exhibitions and artists associated with the Arts Centre shows programme. These projects are aimed at several communities in the city and are undertaken in collaboration with other agents, whether public or private. The challenge is to democratise culture and pay special attention to contemporary arts.

### **LOULÉ**

#### **ENPAR - ENCONTRO DE PARTILHA DE EXPERIÊNCIAS / EXPERIENCE SHARING GATHERING**

Schools follow high quality citizenship educational practices that are "locked behind school walls". The ENPAR Programme's aim is "Opening the school's doors" to the community, presenting their ideas/projects, valuing and disseminating practices through sharing. Giving students a voice is a current educational need and in this sense this programme prioritises the activities that promote the school as their own, appropriating activities that make them "go up on stage" and show others what they're capable of doing and acting as interventive citizens in developing the society around them. Another of the programme's aspirations is to involve other bodies and civil society in this task. ENPAR aims at promoting educational attainment and is projected on the National Education Strategy for Citizens and the Sustainable Development Goals, contributing to the schools' openness towards the community, generating a happy work environment where all the players feel appreciated, through the dissemination of their best practice and where students feel that school makes sense for life. As an educating intention, it represents a space for the exchange of experiences, projects and ideas on encompassing themes: Intergenerational dialogues; Experiencing the School in the 21st Century; Return to Origins – Vegetable Gardens and Mediterranean Diet; Memory Bank; Young Entrepreneurs and themes related to the European Year of Cultural Heritage and mainstreaming of culture for peace.



## **LOULÉ WITHOUT BORDERS PROJECT**

This project aims to ease the social, schooling and professional integration of immigrants. Participating in interaction/intercultural dialogue activities is of added value in that it allows immigrants to share their values and cultures with the Loulé community.

## **RIVAS VACIAMADRID**

### **INTERACTION PROJECT IN ELEMENTARY SCHOOLS**

This project is intended as a support to the C.E.I.P.s in Rivas Vaciamadrid. It is offered to all elementary schools covered by state funding through the Municipal Support Plan for Educational Centres. The main goal is to offer teachers, students and families the tools to build an interaction model based on dialogue and equality among all stakeholders in the educational community. For this purpose, the project has three intervention lines: 1. Preventive socialisation: awareness raising sessions in all classrooms from years 1 to 6. 2. Assistant Students: diagnostics sessions for the students on the school's situation in order to improve the school's dysfunctions and increase engagement among students and the entire educational community. 3. Mixed Committees: a group made up of all the agents that take part in the school's life, with family, personnel and student representatives. The aim of these committees is to work on the boost, analysis and improvement of interaction within the school. These three lines intend to drive the school's proper functioning and maintenance, building capacities rather than merely assessing what needs to be improved / changed, that is, acting from a positive perspective. Another aim is to foster the participation of children, teaching staff and families inside the school, building structures, tasks and the necessary climate for these groups' opinion to be taken into account in the classroom and school. The starting point is an assessment of the students' perception of interaction in schools, thereby giving the schools information on what could guide their intervention.

## **MATOSINHOS**

### **INCLUSIVE MATOSINHOS – A RESPONSE FOR SPECIAL NEEDS STUDENTS DURING SCHOOL HOLIDAYS**

The outreach and connection with the School Groupings in the Matosinhos council with regard to special needs students has been defined by a wide range of solutions offered to these students under the Inclusive Matosinhos project. It offers such activities as adapted physical education and music taught in-class by the syllabus enrichment teachers with the right profile for the task. In addition to these activities, these students, through the partnerships set up by the local government, have hippotherapy, adapted swimming classes and canine therapy. All these activities only take place during the traditional school year. This year (2017) the need arose to provide a solution to the students attending Structured Teaching Units for Autism (UEEA) and Multi-disabilities Specialised Support Units (UAEM) and to the their families during the school holidays, namely Summer (June, July), Christmas and Easter, which led to the construction of an intervention line that arose as a response to a need for assistance to the families while, at the same time allowing these students to be in touch with different experiences that would enable them to enrich their daily life with regard to informal education. The project offers an innovative solution in Matosinhos council that allows families to obtain quality support for free during a time period when the institutional offerings are scarce and/or costly.



## **MEDELÍN**

### **YOU'RE THE LEADERS**

Student leaders think, build and undertake the Sustainable Transformation Plans as a team. These are initiatives for transformation in some of the following categories: Co-existence and Peace; Health and Well-being; Civic Culture and Engagement; Environmental Sustainability and a Proper Use of Resources. There was a willingness to monitor them in their management processes and feasible transformation plan, by offering advice, capacity-building and motivation in constructive leadership, which allows for interaction and the commitment to build democratic schools and sustainable territories as spaces for the full development of the communities. Acknowledging that education plays a fundamental role when it comes to giving student leaders the know-how, capacity and skills to enjoy effective and constructive participation in society, all the initiatives undertaken sought to foster training arising from institutional co-responsibility, not just for the effective compliance with their duties, but also at the level of the required necessary competences to do so.

## **MONTEVIDEO**

### **FRIENDSHIP PARK – A PLACE TO PLAY AND LEARN WITHOUT BARRIERS**

The Friendship Park is one of the most comprehensive investments in inclusion and accessibility. This is the first inclusive park in Montevideo, fully accessible, which allows children to play, and youths and grownups alike. Socialisation, inclusion and learning are encouraged through entertainment and educational activities. The activities and experiences are designed to stimulate curiosity, empathy, imagination, and creativity. This venue is open to the public and people with disabilities can meet up, play and have fun in safe surroundings. The games are adapted to visitors' functional disabilities thereby allowing them to use these in a more independent manner.


## **MORÓN**

### **HEALTHY MORÓN**

In January 2018 we started to implement the "Healthy Morón" programme, which includes three action lines. The first is the prevention of inactivity which aims to offer all local citizens the possibility of exchanging an inactive life for a healthy and active one. The local government of Morón therefore extended its offering of free physical activities to the community in a decentralised way so as to reach as much as possible the neighbourhoods in each of the localities in the district. The second action line is teaching healthy cooking. A chef, who is a teacher at our Municipal Catering School, teaches healthy cooking at each of the seven community management units into which the district is divided. The third is awareness raising for better quality of life. This line is based on the dissemination of information, whether digital or through hard copy educational material, distributed at strategic points in order to raise the awareness of residents as to the care they should take with their health and well-being (Community Management Units, Gorki Grana Gymnasium, Primary Health care Centres, Municipal Hospital).

### **GREEN MORÓN**

The programme operates in a comprehensive manner to educate and raise awareness on the care and responsible use of natural resources. For this purpose, the local government of Morón intends to educate not just the younger ones, but also adults at all levels of society. It is vital that we instil good habits in children to form responsible adults, but also inform and re-educate the adults who did not grow up in an environment that fostered civic culture. Problems such as global warming and environmental pollution are a consequence of our everyday acts. Acts that generate huge problems yet are easily avoidable if everyone works together to remedy



them. The local government of Morón believes that in order to reach this goal the State must be present and society active. The programme has teams of experts that work with their eyes cast on an increasingly green Morón to ensure a commitment towards the environment 365 days of the year. As for the programme's cultural component, recycling waste units and containers were set up and local campaigns were developed to make sure all residents had a recycling bin nearby. Trucks were bought for compaction of recyclable materials (plastic, glass, cartons, paper, foliage) and trucks with backhoes for removing other materials (debris, earth, occasionally large amounts of glass, foliage and other waste from seasonal pruning).

## **MOURA**

### **ÁRVORE DA PARTILHA / THE SHARING TREE**

In 2005, Moura town hall began to implement the INTERAGIR (INTERACT) programme, funded by POEFDS – Operational Programme on Employment, Training and Development's Measure to Support Social and Community Development. The aim is to foster actions that strengthen competences, social and cultural entertainment and interactive workshops that encourage intergenerational interaction, interpersonal relations and community engagement. The interactive workshops carried out (painting, art expression, dancing, accessibilities, the environment, sport sponsors, PARA-Interagir games and SHARING) alerted to the importance of interpersonal relations between children, youths and grownups, with or without disability. Many of them continued after the project with THE SHARING TREE, which has been running continuously and every year it has greater impact, whether on the educational community or the local community. The materials are collected during October and November and prepared to collectively design the decorations for the Sharing Tree (through school class groups, institutional groups or families) and the tree is put up before the entire educational and local community on 3 December – International Day of People with Disabilities to the sound of Christmas carols and a song composed by the partner bodies and sung that morning.

## **ODEMIRA**

### **"LIFE CHARCOS" / LIFE PONDS PROJECT**

The LIFE Charcos project will be implemented at the Sítio de Importância Comunitário (Site of Community Importance - SIC) on the southwest coast of the Rede Natura 2000 (which partially coincides with the Natural Park of the Southwest Alentejo and the Vicentina Coast), more precisely on the Odemira council moorlands, as some of the main temporary ponds at national level are located there. The planned activities are highly diversified, of which we note:

- Drawing up georeferenced maps for ponds and associated biodiversity;
- Studying these habitats' hydrogeological functioning;
- Setting up management standards for maintaining a conservation status that is beneficial to the ponds;
- Demonstrating the techniques for ecologically restoring this habitat;
- Promoting connectivity between these habitats;
- Recovering a pond for educational and visitation purposes;
- Creating a seed bank specific to this habitat that will be used for the restoration initiatives and as a safeguard of these habitats' flora's genetic reference;
- Raising awareness of the value of this habitat and the emblematic species it houses and the importance of retaining this natural wealth that dates back thousands of years.

We therefore hope that with this project we can drastically reduce the trend of decline in temporary ponds that we've witnessed so far (estimated at 52% in the last 10 years for Odemira council alone) and that we are able to recover ponds that are in a less than favourable conservation status.



## **GROWING TOGETHER: IMMIGRANTS' EMPOWERMENT AS LOCAL CITIZENS AND EDUCATORS**

This project is aimed at adult immigrants with school-aged children who live in S. Teotónio (Odemira, Portugal), Lérida (Spain) and Follonica (Italy). It seeks to contribute to the well-being and integration of these citizens and to promote a society with intercultural dynamics, ensuring educational attainment and the social integration of the migrants' young children (2nd generation) in the long-term and through early intervention. The project thereby intends to relate two factors – the participation of migrants as parents in their children's schooling and also their participation in society. The project envisages workshops for adult migrants in order to empower them for better integration, promoting their participation and engagement in the local community. These workshops also allow the migrants to acquire or adapt skills to create and develop projects that foster their civic and public engagement and thereby guarantee equal opportunities in their surroundings. The transnational scale of this project enables knowledge of different perspectives, experiences and critical thought, allowing European issues to be addressed that need to be solved collectively. This project is innovative in its approach and the partnerships it sets up, where issues that are normally handled separately, in this project are worked on and developed in an integrated manner, namely migrant participation in schools and society.

## **POMBAL**


### **PARENT ADVISORY COUNCIL**

As an educating municipality we share the notion of belonging, in the belief that dialogue and cooperation towards integration are indispensable factors in the development of know-how and experiences in each and every person. We cannot fathom the promotion of the essential values of democracy without joint cooperation based on collaborative work. The need to build and rebuild the ties and bonds between people, to cooperate mutually in the enriching development of individual and collective self-esteem is always present in the way in which we engage with all the educational projects. Under the scope of the Municipal Programme for Maximisation of Educational Attainment, developed by Pombal municipality together with the Association EPIS, the council's school groupings and the Care in the Community Unit, in the 2016/2017 school year the "Parent Advisory Councils" were set up. They have now spread to several schools, accounting for around 1000 people and were set up with the aim of promoting reflection on the role of parents and families in schools. Six mediators, with training in the fields of psychology, sociology, psychomotricity, nutrition, teaching and speech therapy operate at the council's schools on a daily basis and organise sessions for teachers, assistants, students and their families outside working hours. These awareness raising sessions are not formal, whereby someone regurgitates techniques and strategies. In a relaxed manner and through sharing experiences, the goal here is to give the educational community the capacity for everyone to find their own answers. These initiatives have enabled the creation of a relationship of trust between all the players, which should be maintained during the entire 1st cycle of basic schooling.

## **PORTO**

### **THE CITY OF PROFESSIONS**

The mission of Porto City of Professions is to promote people's employability and entrepreneurship, supporting them in managing new challenges and professional transitions, helping them find their professional potential and define new strategies to approach the current labour market. The Porto City of Professions intends to provide solutions to the citizens' needs, as well as those of the business fabric in Porto. Seeking to integrate the information that is spread throughout the various resources in the labour market, the City of Professions promotes a more comprehensive and effective solution for the citizens, facilitating relations and collaboration for a network-based work with its various competences and functions at the



service of guiding and empowering for employability and entrepreneurship: universities, schools, job centres, local associations and others. The City of Professions values collaboration and mutual respect in team work and partnership. Its mission is fulfilled through customised consultancy services on professional paths, workshops and assistance by partner bodies who are experts in the field of employment, entrepreneurship and digital tools. In addition to this, it carries out, on occasion, networking and professional marketing workshops, initiatives that aim to develop the participants' employability and entrepreneurship skills, as well as bringing them closer to the labour market (whether as employees or as self-employed workers).

## **PORTO ALEGRE**

### **ELDERLY PEDESTRIAN PROJECT**

The Traffic and Circulation State-Owned Enterprise - EPTC, the Municipal Health Secretariat – SMS, the Rio Grande do Sul State Traffic Department – DETRAN/RS and other institutional partners have thoroughly analysed each of the accidents with fatalities that happened in the city. The idea was to use this analysis to map out the predominant factors in each accident and through this channel define the educational, supervision and engineering initiatives to prevent further accidents. This analysis also seeks to identify the users who, through their behaviour, contributed to the accident and develop initiatives aimed at these specific groups. One of the most vulnerable profiles in traffic is the elderly as pedestrians. Furthermore, this group also stands out as the users who contributed to accidents happening. Accordingly, in 2016 the Elderly Pedestrian Project was created, a joining of intersectoral efforts in order to foster a new understanding of this reality. Four capacity-building initiatives were developed for health care, sports, public transport, social service professionals and for community leaders. After the sessions, the multipliers carried out educational activities in their respective institutions, counting on the support and guidance of the EPTC Education for Mobility sector. Changes to traffic signs were implemented, as well as other events that promoted the integration between the bodies involved in preventing road accidents and the elderly population. The initiatives carried out involved 992 elderly, as well as people in the field of providing care to people aged over 60.

## **PÓVOA DE LANHOSO**

### **PONTIDO: A RIGHT TO THE CITY**

The Pontido Park began to be built in 2005 based on a collective policy for transforming the city's spaces and venues, environmental conditions and the social practices for a new configuration to respond to life changes that will benefit everyone. This configuration was discussed with the city's agents and the people's contributions were decisive to the project undertaken. In one single space set up in a large-scale space, about 7 hectares, we can find a building of modern and simple lines called "Youth Space". This venue offers a permanent programme of events, which include a wide range of workshops. It also drives the "Youth in Movement" programme, which allows the youths in the council to have their first foray into the labour market in the various fields of municipal services, for which they are given a grant. Outdoors there is a synthetic lawn sports field for various sports, changing rooms and toilets, as well as a park with fitness equipment that can be used by children, youths, adults and people with special needs alike, namely the visually impaired, thereby fostering interaction and inclusion. In the same space one also finds a fixed platform that can be used as a stage for a wide variety of shows. On another scale, the Pontido Park has a station for caravanning fans where people can stay overnight and tend to their caravan.





## **PRAIA**

### **MUNICIPAL COMMUNITY CENTRE: THE PATH TO ENGAGEMENT AND SOCIAL COHESION**

The Community Centre is a municipal structure that seeks to work with the Bela Vista community. A series of initiatives are carried out on several themes and aspects pertaining to the life of a community, identified jointly by the community's staff and representatives. The initiatives undertaken have focused on aspects such as: Health, through talks on reproductive health, dental health and dermatological issues, health care fairs in the neighbourhoods, referral to the health units; Education, through the implementation of the project in-class and recreational activities; Environment: talks and cleaning up the neighbourhood; Leisure and Interpersonal Relations: talks and debates; Substance abuse: referral to the service and support units; Childhood: support to the inclusion of children in the pre-school education system, celebration of various dates with children, namely Father's Day, Mother's Day, Grandparents' Day, Children's Day; Citizenship: talks on raising awareness of gender-related issues, gym classes and talks on the importance of physical exercise for women; Empowerment: namely assistance, senior citizens and talks on issues related to senior citizens.

## **RENNES**

### **FABRIQUE CITOYENNE: PLACE DES PARENTS USAGERS DE L'ECOLE (CITIZENSHIP FACTORY, THE ROLE OF PARENTS IN SCHOOL)**

Under the citizenship factory, parents' and children's participation is at the core of this municipal initiative with regard to educational policy. Several projects were set up that involve the board of education of Rennes municipality and the parents, in order to give a voice to the school users, their needs and to strengthen their user experience, \* outside the school remit: using a communication workshop, updating the activity guide together with the parents, \* school enrolment: parents' associations aimed at testing the dematerialisation of enrolment, \* parents represented at the school board: proposals for workshops for parents on the goals and tools of local educational policy with a view to the evolution of practices.

## **CHILDREN'S CHARTER**

The Children's Charter resulted from a year of collaborative work that combines the Rennes municipality Board of Education for Children, school headmasters, teachers, "Asem" (agents specialising in kindergartens), pedagogical advisors, education and leisure officers and entertainment advisers. This document is aimed at all the professionals who work with children aged 3 to 6 at the 230 classes of the 42 state kindergartens in Rennes, that is, around 6,000 pupils per year. Having been totally reformulated by and for the professionals who are the service of the children, this charter represents an adaptable and evolutionary scope for reflection, drafted around three main themes: • the children's needs, • the parents' role, • the professions that focus on children aged 3 to 6. A child who is in kindergarten can interact with 10 different grownups in one single day. If there aren't any common thoughts agreed upon in advance, then the child risks having to deal with ten different discourses, each one with different goals, rules or interpretations. This background collaborative work has allowed us to refocus the reflection on the children's educational assistance on the time they spend at school, around or outside it. From the welcome in the morning to leaving at the end of the day, the daily care and the teacher's educational support, lunch, monitoring during nap-time and the transition to outside the school, each professional becomes a reference for the child, who guides him or her throughout the day. The Charter was signed by the Mayor and the Academic Director and disseminated among all professionals. The Charter contains a timeline depicting a child's typical day at kindergarten.



## **RIO CUARTO**

### **RECOVERING A FORGOTTEN FIGURE: EL PLACERO**

With the “Recovering a forgotten figure: el placero” programme, the local government set up in 2016 the placero as a marker in neighbourhoods, as the municipal employee who takes care of the maintenance of the pavements, lighting, street furniture, and the garden areas in squares. With this new programme, the placero achieves a new status as educating agent and the discloser of municipal public policies, with the aim of fostering good civic habits. Accordingly, in addition to caring for the squares, he or she is in charge of correcting any uncivil behaviour and/or vandalism, encourage good co-existence and be the multiplier of the municipality’s educational campaigns (health, culture, tourism, etc). The placero is given training in order to perform all these tasks. The Río Cuarto municipality is aware of its importance in promoting public spaces, the cooperation of residents, town hall staff, businessmen, other institutions and even NGOs, etc. The educational scale of this programme fosters true civic engagement in the city’s public spaces, giving new meaning to the role of the municipal placero as an educator of local policies that instil in residents a feeling of belonging to these public spaces, thereby responding to the local government’s ideal of having “an integrated city, with shared responsibilities in favour of sustainable development and innovation”.

## **ROSARIO**

### **CO-EXISTENCE PROGRAMME**

This programme aims at promoting democratic and inclusive co-existence on several scales, of which we note the most vulnerable people in terms of mobility, which is considered a right. As for the means of mobilising, pedestrians and cyclists are the most vulnerable. Furthermore, we acknowledge that other specific groups also need priority because they suffer or may suffer from situations of inequality in their travels around the city and/or their enjoyment of the public spaces. Here we are referring specifically to the elderly, women and people with reduced mobility. In order to achieve the goals set in the programme, we need to overcome standardised perspectives and “think about the subject in his or her social setting as defined by society. No one acts alone, no one acts out of context, no one configures him or herself without the influence of others, without the stamp of history and the culture to which he or she belongs. Many changes in individual conduct depend on changes to the cultural paradigm.” In this sense, several initiatives are developed jointly with the Rosario Municipality Inclusion Directorate, the Women’s Institute and other local government bodies, as well as several civil society organisations that focus on people with disabilities, to ensure accessibility and the rights of all people in this situation to the goods and services required for their mobility.

### **EDUCATIONAL EQUITY FOR STUDENTS WHO ARE MOTHERS OR ARE PREGNANT**

Over the years the Women’s Area, in addition to progressing at the level of drawing attention, has also done so at the level of the promotion of the full exercise of citizenship through different programmes which implicitly had the intent of introducing changes in gender relations. For this purpose, it was necessary to implement comprehensive policies for the youth population in the city of Rosario. The programmes that responded to this goal were as follows: The Educational Equity Programme for Students who are Mothers or are Pregnant and the Programme for Sexual Rights and Non-Violent Relationships. The Educational Equity programme is a grant programme that lasts for 10 months. Through individual interviews, group meetings in a workshop format, follow-up jointly with several territorial and school institutes, it offers the tools to contain problems, guide and fully support young women to ensure sustainability and/or insertion in different educational trajectories. In this way, the beneficiaries’ participation is facilitated, avoiding difficulties in their access to education that may become obstacles. This proposal consists of giving young women the capabilities to build a life project that goes beyond motherhood, that generates active participation in building citizenship and allows the promotion and appropriation of their rights.



## **SAINT BOI DE LLOBREGAT**

### **FREDDOM AND EDUCATIONAL VOCATION AS A TASK FORCE AGAINST SCHOOL BULLYING**

Irruptive responses to disruptive conduct. The Saint Boi conviviality team has a profile that sets the difference: it falls under the Municipality's Education, Conviviality and Solidarity Area. Accordingly, it has a distinctive seal when compared to the counterpart services in neighbouring municipalities, where these resources fall under remits such as Safety and Security, Social Service, Equality, etc. And bullying places a central role with this seal of prevention, which combines positive conflict management and education. Our team carries out two types of intervention: immunological or surgical. The first acts downstream and seeks to prevent the conflict. The second types of intervention are operational: they provide a response. In both cases, they are irruption movements where the school is the centre for developing systematic strategies.

## **SANTA MARIA DA FEIRA**

### **ERASMUS + "IOS - IMPROVING OUR SKILLS"**

We are all aware that many of your youths and adults will work in jobs that haven't yet been created and that many of the existing occupations will disappear. "Teaching" and "learning" are very different to what they used to be. We/they need to be prepared for this reality and this task needs to be performed as soon as possible. All this within a local initiative of fighting unemployment and the strategic plan for the local government's mission of increasing the number of residents attending learning courses for adults by 2 percentage points, given that of the 4,982 illiterate people recorded by the census 2011 survey, only 724 attended adult learning courses in the last 3 years. To corroborate even further the need for a qualitative development and internationalisation of this project, we note that 10,799 residents have no level of schooling whatsoever. We intend to drive a series of pedagogical goals that encourage learning and the development of capabilities for life-long and training skills that allow our youths and adults to be proficient in solving problems. It is worth knowing and enhancing best practice in terms of formal and informal education for adults in order to contribute to the knowledge of the educational situation and the existing problems with regard to training and qualifying youths and adults. If we have good qualification of the staff associated with adult education, we will clearly motivate more youths and adults to engage in life-long learning, thereby responding to our territory's better and longer qualification, innovation, and internationalisation.


### **CHILDREN ASSEMBLY – "HERE, YOU DECIDE!"**

The Children Assembly is a Citizenship project where opinions are shared. The participants question their surroundings, reflect on and discuss subjects of interest to the community. A space where 3rd and 4th year students from the council's primary schools play an active and participatory role. Part of this municipal educational project's mission, as was developed since 2006 by the Santa Maria da Feira's Municipal Educational Resource Centre, is to implement a coherent and partnership policy, to work towards a new vision for education that gives participants a place in the municipality.

## **SANTO TIRSO**

### **PMUS SANTO TIRSO: THE CITY MOVING**

The main driver for the Santo Tirso Sustainable Urban Mobility Programme (PMUS) is to give back the city to the people. It intends to give the council more than 20km of cycle paths and restructure the main city's public spaces to benefit pedestrians by 2023. The PMUS arose from a more global strategy that has been followed by the municipality as regards urbanism, transport and environmental policies. Based on the importance of returning the city to the



people and bearing in mind the territory's features and identity, by developing the PMUS we will attempt to intervene in public spaces, requalifying them and bringing them closer to the population without nonetheless overlooking the historical, architectural and natural heritage. In this sense, this intervention in public spaces includes the spaces that are most emblematically associated with the city's history and identity, namely: 1) Requalification of the River Ave's banks through the connection of a recreational cycle path and the leisure areas associated to the city's natural heritage, such as the Sara Moreira Urban Park. This physical intervention has driven a series of projects on an educational, cultural and playful scale, examples of which are the building of an Environmental Educational Centre in Quinta de Fora and a Catering Vocational School; 2) Creation of the Ribeira do Matadouro Urban Park, whose implementation project is already finished; 3) Creation of the panoramic path, bringing the city closer to the river with improved accesses that are compatible with the new sustainable mobility demands; 4) Urban beach, a proposal that arose from the youth participatory budget and which allowed the requalification of the River Ave's banks with open-air cultural and recreational activities.

## **SÃO BERNARDO DO CAMPO**


### **OPEN SCHOOL PROJECT**

The Open School Project is based on the principle that the school is a privileged location for promoting citizenship and strengthening the school community's leadership. The Open School Project falls within this setting of expanding opportunities, harmonious co-existence and establishment of partnerships. The project is being developed in 15 schools of the municipal network and counts on a "Papp" (Teacher to Support Programmes and Projects, acronym in Portuguese) at each one, chosen among the municipal network's teachers to operate exclusively on the project, and who carries out the mediation with the community, recruits volunteers and discloses the project initiatives in their region, in addition to operating in the schools at weekends to promote the activities or coordinate them. The choice of the first participating schools was driven by the physical space's feasibility and the distribution of schools throughout different points of the city. Notwithstanding, we've witnessed a growing demand by schools who wish to take part in the project, and currently this show of interest and demand by the communities has been one of the criteria to broaden the project. All the activities undertaken under the Open School Project are driven by volunteers and are related to the following areas: health, culture, sports, arts, recreation, leisure and the generation of revenue and they can be workshops, talks, ongoing courses or ad hoc courses, always non-profit.

## **SÃO JOÃO DA MADEIRA**

### **INTEGRATED PLAN FOR PSYCHOPEDAGOGIC INTERVENTION AND TRIANGULAR EMPOWERMENT BETWEEN THE SCHOOL, STUDENT AND FAMILY. BUILDING SUCCESSFUL EDUCATIONAL PROCESSES**

The S. João da Madeira Municipality's Psychopedagogic and Family Support Programme was construed in such a way as to provide a response to the needs identified, based on the council's specific characteristics. The identification of the eligible beneficiaries is carried out by the school groups, through the educators and teachers throughout the 1st cycle of basic education. The main vulnerabilities of the student and/or family are flagged using a specific form for this, as well as the impacts these vulnerabilities have on the teaching/learning process. Once the eligible children are identified, the intervention initiative begins with awareness raising sessions for the student's family on the learning situation the student is in, in order to guarantee that monitoring situations aren't just authorised but are also accepted as necessary by the family. An evaluation is conducted in an articulated and multidimensional manner, which stems from a psychological evaluation of both students and their social and family setting. Once the vulnerabilities are identified, a coordinated and convergent intervention is designed between the school/student/family and the process begins with an agreement for action



between the various players, where the roles of each and the goals to be achieved are defined. Parental socio-affective empowerment is developed during the intervention as an accessory measure for structuring means of support and incentive, as conditions that will benefit the extrinsic motivation that lead the students to invest in studying and all the background work done at home. This programme also seeks to empower the educational community through themed sessions where specific subjects are addressed according to the target audience's interests.

## **SETÚBAL**

### **+CITY +RIVER**

Investing in the consolidation, rehabilitation and enhancement of the existing fabrics is still pressing; the urban renewal of the historical centre is something we cannot ignore, which depends on the recovery of the buildings and diversifying their uses, the revitalisation of traditional commerce and the capacity to attract new inhabitants and new economic activities, the setting up of social and cultural facilities and the improvement of housing and accessibility conditions. This strategy's implementation is laid down in the municipal planning strategic guidelines, realized in the various plans that have been approved and are being drafted. We must note three interventions that act specifically in this territory: the POLIS Programme, whose design was based on a set of structural projects with a strong urban planning and environmental component and the central goal of strengthening the city's connection to the river Sado, leveraging all the drivers associated with culture, leisure, entertainment and tourism; The Integrated Programme for Enhancing the Setúbal Riverside Area, designed in articulation with POLIS and structured according to goals relating to the urban reintegration of run-down and abandoned areas pending intervention, the improvement in the functionality of the urban structure and public spaces, and the reinforcement of the quality and diversity of facilities, functions and services available in the area; the Urban Generation Programme for Setúbal Historical Centre, which is a tool to guide and drive a wide range of intents and interventions geared towards promoting the urban regeneration of Setúbal's historical centre.

## **SEVILLE**


### **FAMILY GATHERINGS**

When we are addressing the somewhat difficult task of raising our children, most of the time we aren't ready or we don't feel up to the task because raising is not just about attending to basic needs, rather it assumes guiding the development of all our children's capacities. Families increasingly demand a space for participation where they can address and think about the subjects related to their children's education, since they are aware of the challenges that the current society, which is constantly shifting, sets on children and youths. And seeing that schools play a prominent role in the construction and strengthening of a democratic society, it becomes necessary to collaborate more with families. These general concerns felt by the parents are a determining factor to understand the necessity to create the Schools with Families as tools that allow the reflection and learning of all issues relating to children and adolescent development and which are deemed important. The Rolling out of the "FAMILY GATHERINGS" programme is done through the Family Schools programme, Kindergarten service – Playroom, Seminar for Training and Closing Meeting.

## **SILVES**

### **PRIVACY AND EQUITY: PUBLIC POLICY FOR REORGANISING SPACES THAT FOSTER WELL-BEING**

Following on from the project, which includes sessions with students, teachers and families, we note the importance of finding strategies that protect people's privacy, respecting their individuality and ensuring their well-being in public spaces. Exposing body parts and managing



privacy when sharing spaces for hygiene are identified as sensitive issues with a direct influence in users' self-esteem and intimacy. At schools, during puberty, many students report discomfort in exposing their bodies. The lack of privacy leads to refusal to take a shower after physical education class, which has an impact on the students' hygiene and health. After the sexual education sessions, we identified that this refusal could be overcome by improving the sanitary facilities through building individual spaces that ensure privacy and intimacy during moments of cleaning and hygiene. Restructuring public sanitary facilities therefore becomes a priority, reflected in the structural interventions that have meanwhile been undertaken in schools and municipal swimming pool complexes, likewise identified as spaces with greater vulnerability. In public spaces, children are normally attended to by their mother or other female carers in female bathrooms or the new unisex children structures, where the fathers are excluded in given circumstances. To encourage and promote the participation of the father, we are now investing in the reorganisation of these areas, building them adjacent to the existing male and female facilities and others, individualised, so that adults, male and female, can be with their children.

## **SOROCABA**

### **READING AND STORY TELLING FOR CHILDREN**

To turn children into readers is a project that belongs to the school and the community. As such, it is a project for all the professionals who perform their educational work there on a daily basis. Considering the fundamental role of reading, the project's proposal is to democratize access to the books, foster reading and train mediating teachers. A child's contact with books is a good opportunity, since even if they only speak and can't read yet, by handling the book they can feel its smell, experience its texture, learn how to turn a page and see the pictures. When we read to little ones, we stimulate their perception... the pace at which we read and our tone of voice deliver a model and help in forming a reading behaviour. The project makes it possible to have meeting between readers, adults and children, and amplifies the poetic, cultural and educational experiences for the students, families and educational professionals in the municipality. The schools that wish to host the project apply through a link. After this stage, a timeline for service is defined. The activity is carried out through reading sessions for mediating teachers, organised into three moments: Free exploring of the books on offer; Reading out loud a book chosen by the mediators; Individual reading or in small groups based on the children's choices, with an average length of 40 minutes. The mediating teachers take a literary collection and travelling material (rugs, cushions and many baskets with books), thereby creating a themed and cosy environment for the activity to unfold.

## **TAUBATÉ**

### **THE CITY OF TAUBATÉ AND THE MONTEIRO LOBATO HISTORY, FOLKLORE AND PAEDAGOGICAL MUSEUM**

I hereby present two projects carried out by the Monteiro Lobato History, Folklore and Pedagogical Museum (MHFPML) and which foster a link with the city where it is housed: Taubaté (São Paulo state). The projects are: Cultural Trail and Passeio do Visconde - The Path of the Viscount. The first takes some museums in the regions to the municipal schools with the aim of raising children's curiosity and getting them over to the museums. The second is a stroll through the city's heritage so the population can learn about and value it.



## **TAMPERE**

### **ADOPT A MONUMENT - A MISSION TO GIVE JOY THROUGH CULTURAL HERITAGE**

The Adopt a monument program aims to maintain the cultural environment for the people and with the people. This programme enjoys the support of a team that consists of several professionals in the Vapriikki museum centre: archaeologists, building researchers and restoration experts. The programme provides the adopter network with training, meetings, excursions and other types of events. There are currently more than 1000 volunteers involved with the programme. The concept has been adopted elsewhere in Finland, and there is interest in many other countries as well. The body in charge of organising the programme, should assume the role of a facilitator. The main mission of the adopters is to make the sites accessible and to bring joy to themselves and others. Other important values to be kept in mind are voluntariness, a sense of community, hands-on management work, a systematic, plan-based approach, and inclusivity. The idea of inclusion is built into the Adopt a Monument programme in its aim to promote understanding of cultures and generations that may seem foreign today and to preserve their monuments. The concept can be used to nurture all kinds of cultural encounters.

## **TORRES VEDRAS**


### **MOVING AND LEARNING OUTSIDE**

Moving and Learning Outside is the title of the European project led by Torres Vedras municipality under the Erasmus+ programme, which seeks to promote education outdoors by addressing games and physical exercise in pre-school age. The need for physical movement and activities is a feature at these ages because it encourages overall physical and mental development. Children nowadays play indoors a lot, especially on digital devices, which makes them less active, which in turn has a negative impact on their health. A survey is being conducted at this stage of the project with parents and educators through questionnaires, in order to understand their perception of the use of outdoor spaces as a vehicle to promote physical activity and learning through games. The following resources will stem from this project:

- Pedagogic training plan for kindergarten teachers – the result of this project's research, including an assessment of the training courses and the contribution of educators after implementing the activities;
- Didactic and pedagogic resources – a set of 12 initiatives implemented by the kindergarten teachers and operational assistants with the children, focused on the main fields of children's development – physical and motor, social, emotional and cognitive;
- Guide and recommendations on the benefits of educational activities outdoors in pre-school children – The main focus of these recommendations are the benefits of implementing outdoor activities, which will be validated through a diagnosis of the current use and assessment of the use of outdoor spaces by children, taking into account the different partners' perceptions; implementation of the 12 initiatives designed under this project; reassessment of the use of outdoor spaces by children.

### **ON SUNDAYS THE STREETS ARE OURS**

The Plan to Encourage Informal Physical Exercise implements strategies focused on reducing inactivity and the barriers on practicing exercise. Through interventions and partnerships with different areas of local political action, creating the conditions for there to be environments that benefit exercise where the people live and work and having them recognise the advantages of a more active lifestyle. The perception of the need for exercise and physical activity implies a new layout of the urban spaces, making them wider and combining spaces that have so far remained separate. The idea is to make the types of spaces that already exist compatible with a new type of use, leveraging the relationship. Accordingly, to spaces such as sports pavilions and green gardens we add the city's streets and squares. Adopting healthy lifestyles is an individual decision and is influenced by the environment and context. Two main



issues are therefore acknowledged: The potential to boost the surrounding spaces for physical activities and sports and the population's knowledge of the possibilities and opportunities for this practice. "On Sundays the Streets are Ours!" therefore came to be. By shutting traffic down in one of the city's busiest streets to dedicate it on occasion to informal physical activity and sports and exercise, we are shifting the mental and formal notion of this space, bringing the city closer to the already existing spaces such as Parque Verde da Várzea.

## **TURIN**

### **GUIDELINES FOR INTERCULTURALITY AND PARTICIPATION**

Inclusion of citizens in the political processes is the challenge the City of Turin has decided to face. Two are the major objectives: the fight against any form of discrimination (in particular racism) and the building of spaces, tools and policies to ensure equal and free participation to the democratic process and strengthen a sense of community in the city. The City of Turin has adopted on the 20th March (in occasion of the International Day for the Elimination of Racial Discrimination, on the 21st), the new "Guidelines for intercultural and participation". The Guidelines design a three-pillar strategy: First and foremost, the Public Administration decided to act upon itself in order to change its internal structures and practices. Two tools were created: a political Steering Committee and a technical Working Group will coordinate different services and offices of the City of Turin. Both SC and WG provide not only a strong vehicle for transferring knowledge and practices, for raising the quality of intercultural actions and projects and for coordinating policies of different offices, but – most important – they give the different services a space to jointly elaborate the needs and requests expressed by the communities. The second pillar focuses on the creation of Communities Working Groups. Finally, the third pillar is represented by the activities and projects jointly organized by Local Authority and Associations. The specific aim is to further increase mutual trust and knowledge between offices and communities' representatives, increase the communities' public visibility as well as empower the communities' members and representatives.

## **VALONGO**


### **OTL ESPECIAL@RTE**

A project to occupy disabled children and youths' free time, from the age of 6 who reside in the Vialongo council. Based on a principle of equal opportunities, fostering access to culture and arts, we implemented in 2015 at a 1st cycle school that wasn't operating, a space for occupying free time through playful and educational activities for disabled children and youths, developing art, drama and musical skills, boosting their development, cooperation, mutual assistance and teamwork, with a view to encouraging autonomy, initiative and creativity. We also offer the development of personal and social skills through moments of leisure and fun. It runs during all the school holidays: Easter break (2 weeks), Summer holidays (July and August) and Christmas break (1 week). The space operates during weekdays from 9 am to 6 pm and is divided into different areas (art room / playroom / gym / stimulation room / garden). Eighteen children / youths take part per week. The activities are carried out using partnerships based around three axes – Cultural / Artistic, Leisure and Other Knowledge / Occupational, with a fortnightly plan of activities, with a weekly frequency.

### **PROJECT: "MY NEIGHBOURHOOD HAS NO WALLS"**

The "My neighbourhood has no walls" project seeks to give residents the tools to become authors and implementers of the policies and policy measures for personal, social, family and local development in each neighbourhood: - Driving the CEF (Employment and Training Club) Solution Office, which ensures people have assistance when looking for a job or vocational





training, capacity-building for acquiring knowledge with regard to the behaviour and attitudes to adopt when seeking a job; - defining the Resident Space, in terms of appropriation of space, the organisation and management of the territory by its inhabitants, giving the residents the know-how and tools necessary to perform these functions: Empowerment / initiative of future Resident Space managers; Draft the rules and regulations for the operation of each Resident Space, defining each of its functions; Drafting a Resident guide; - Empowerment initiatives for the development of a capacity-building path adapted according to the following themes: work and employment in the present day world; a balance of skills; citizenship; managing and organising home economics; managing family conflicts; being competent fathers/mothers; Moving on with letters (Basic literacy); Basic IT notions; Manual arts and crafts workshop; Contact with professional activities; Contact with sociability locations; Educating for entrepreneurship and self-employment; Training and the labour market; - Empowerment of local mediators, selection of resident individuals who fit the profile to perform the task of local mediator; - Education initiatives for citizenship, equality and non-discrimination; - Education for health initiatives; - Initiatives for inclusion through art, music and sports.

## **VILA NOVA DE FAMALICÃO**

### **REQUALIFICATION OF THE VILA NOVA DE FAMALICÃO MUNICIPAL MARKET**


The requalification of the municipal market intends to be a collaborative experience in the project that assumes at the onset the interaction between several players.

The process was based on the knowledge of several existence settings, flows and audiences. We can summarise by saying that the market is one space: collective, as this is a common collective structure that combines several means of commerce and a collective nature is enhanced; complementary competition between differentiated products and means of production; the common value moves between businesses and generations; Mouldable, since it has multiple combinations of type of establishment, pace, commitment, type of products; it varies the pace, configuration and offering throughout the day/week/year; it combines internal business with external business; and it combines the market as a whole with other platforms/events such as flea markets; it offers products-services-relationships, that is [the] "product is a service that is a relationship", and these three components are difficult to distinguish; the business is based on the relationships established throughout the entire chain, from suppliers to customers; the relationships are also transferrable business capital; and the relationships offer negotiating advantages, trust and ties. As such, the market is a space for: Meeting – it hosts rituals for the meeting of people from Famalicão and attracts visitors, boosting the new system of surrounding public spaces; Business – it supports the collective positioning of foodstuffs and complementary businesses as a flagship for proximity trade in the urban centre; Know-how – it encourages open and comprehensive learning of how we produce, distribute and consume. In sum, this process management is based on the close relationship between consumers / trader and the awareness of quality that this space represents as a humane reference location.

## **VILADECANS**

### **DEBATE ON EDUCATIONAL INNOVATION (EDUCATIONAL INNOVATION NETWORK)**

The Viladecans Educational Innovation Network (XIE) was triggered in October 2013, associated with a major programme called the Local Plan for the Improvement of Educational Attainment. The XIE is composed of an interdisciplinary working group, made up of people either as individuals or representing institutions that wish to work by contributing with ideas, participating in discussions, conferences, and so on, with the goal of creating a space for constant dialogue and dedication to educational innovation at schools. Innovation culture at schools and among teachers is driven through the XIE, benefiting and stimulating the creation and development of innovative initiatives and educational projects, whether these are driven by the local government, or encouraging those that come from the educational centres or



community, including from civic and corporate organisations. The XIE facilitated a space for collaboration between public administration, schools, companies and households and since its creation it has enabled the renewal of education in Viladecans.

## **VITÓRIA**

### **MONITORING OF MUNICIPAL INDICATORS TOWARDS THE SUSTAINABLE DEVELOPMENT GOALS**

The project was structured in January 2017, followed by scientific research and similar best practice. The goal was to determine where the city was found in terms of economic, environmental, and social sustainability, and governance. Furthermore, the city took on the commitment with civil society organisations and development agencies to monitor and assess in a systematic manner the municipal public policies. After one year of planning and structuring, it was set up in the Municipal Policy for Monitoring Indicators (through a Mayor's Decree), whose purpose is the intensive, real-time monitoring of the performance indicators for municipal public policies, based on the principles of transparency, shared management, efficiency and effectiveness of municipal management, secrecy as an exception, ongoing improvement of public policies and the breakdown of data by administrative territories and regions, among others. For this purpose, the indicators will be on an internet portal where they can be accessed freely. The Indicator Observatory Portal is a tool for social control and support in decision-making.


### **“VITÓRIA CLEAN CITY”**

#### **ENVIRONMENTAL EDUCATION PROJECT FOCUSING ON WASTE**

Environmental Education focusing on solid waste: “Vitória Clean City” being undertaken with the community in general, teaching institutions and units in the Vitória municipality – ES (Espírito Santo). The project's goal is to implement the educational strategy for the process of managing solid waste through shared management. At the core of the environmental issues lies the urgent need to encourage our communities to incorporate suitable socio-environmental values and attitudes, aiming to promote awareness of environmental protection, recovery and improvement, and consequently quality of life. The activities to be used in this project are participatory in nature. At the end of the project's implementation, together with the teaching units, health community agents, agents to fight endemics, associations of residents, community movements, leaderships and people engaged, we expect that the municipality's populations in their different communities will be empowered and qualified to combine effectiveness and efficiency in managing the public policies on solid waste, being able to continue with the environmental education process focusing on solid waste.

#### **VISUAL ARTS AND FULL EDUCATION IN THE CITY SPACES**

A record of the experience felt at times of training with professionals who operate in Full Education with Extended Timetables, in the Vitória Municipal Teaching Network, ES. The challenge set was to study the syllabus and educational territories connected to visual arts, since there is an understanding that both full education and arts education are influenced by historical and contemporary notions. The pieces used in the training courses are in their most part by artists from the state of Espírito Santo, with the aim of offering more information on local artists, acknowledging their work and fostering a sense of belonging. We took the opportunity of this ongoing training to propose other paths, reflect on and experience themes such as cultural diversity, environmental education, cultural architectural heritage, among others, breaking the ground where it's inserted, or the land that is yet to be discovered. There are pedagogical activities in this work proposal that involved different languages in different school spaces/times, its surroundings and the city. For this purpose, a school bus is made available twice a month for each teaching unit so as to allow educational fields trips



systematically. Accordingly, roaming the school's, neighbourhood's or city's educational territories is to discover artistic potential, arts and crafts, the architectural beauty in the streets, oftentimes looked at without being seen, and paying due attention.

## **VITORIA – GASTEIZ**

### **PILOT PLAN FOR EDUCATIONAL COMPENSATION**

Experimental intervention of an inclusive nature aimed at underprivileged households and school students. It was designed with the intention of offering greater equity in opportunities and accelerating reaching the values of equality and social cohesion.

## **ZARAGOZA**

### **ZARAGOZA SOCIAL CIRCUS SCHOOL**

Social Circus is a social cohesion programme that operates in the city's most depressed areas; city spaces where cultural diversity and the difficulty felt in social and labour insertion have reached the highest levels. In order to overcome these hardships, the Comprehensive Plan for the Old Town (PICH) was designed to implement policies to support the resident community. The aim is for residents to be fully integrated in the urban socio-economic and cultural dynamics. Under the framework of this task the Social Circus School was thus created, a project that began as the result of a community process triggered by the Socio-Educational and Artistic Intervention Team, which seeks human development in citizenship through circus. This is a pedagogical proposal, which transforms community activity, seeking to boost the participants' creativity and foster social attitudes. The work begins with children and youths in their own schools and is progressively transferred to civic interaction or public spaces (intervention in requalified facilities, auditoriums, squares, etc), where the intervention centre interacts with the residents of these underprivileged areas. How was it done?



## **EXPERIENCES ON SMART SCREENS**

### **ALENQUER**

#### **“PINTAR E CANTAR DOS REIS” (PAINTING AND SINGING THE KINGS) IN ALENQUER COUNCIL**

As we identified the risk of decline or even extinction of the traditional Pintar e Cantar dos Reis in several localities of Alenquer council, the Alenquer municipality identified the need to put in place a project to preserve this rich Immaterial Local Cultural Heritage following the logic of the Charter of Educating Cities, principle number 7. The project began with research, study, literary and video edition, which entailed a thorough survey of everything that relates to the local tradition Pintar e Cantar dos Reis, the result of which is available in a book and a set of documentaries, with the goal of it being classified Municipal Intangible Cultural Heritage in a first stage, and then at national level in a second stage (application with the DGPC), and lastly, being classified UNESCO Intangible World Cultural Heritage. We also intended to create and carry out a series of activities for the most diverse targets, that would promote the safeguard, dissemination and enhancement of this tradition, with a view to long-term sustainability, strengthening the feeling of belonging of our entire community and its identity. To this end we built a Pintar e Cantar dos Reis Interpretation Centre, an educational programme that sought to identify this tradition early on among children and youths, a tourist guide along the council, conferences, seminars, arts, entertainment activities and others that placed the tradition at the centre of attention for all and which has preserved and enhanced it, reinforcing the feeling of identity and belonging to all our residents.


### **ALMADA**

#### **YOUTHS IN FOCUS**

Being in focus is having a focus. A focus on human and scientific knowledge, culture, sports, but above all a focus on the motivation of doing what we enjoy with dedication, talent and determination. These values are examples that need to be followed, as they represent an individual and collective effort among colleagues and staff, teachers and trainers, friends and relatives, who make a difference by monitoring, guiding, encouraging and believing in youngsters. The 1st edition of the book Youths in Focus seeks to share the merit of youths who are linked to Almada who have become renowned at national and international level. The municipality is proud to witness this virtuous path of many young girls and boys who are linked to Almada. This generation is capable of showing that the drive to do more and better is possible.

#### **PORBATUKA ALMADA PROJECT**

The goal of the “Porbatuka Almada” project is inclusion through percussion, considering this traditional music technique a means to achieve inclusive community development and distinguish traditional Portuguese culture. An orchestra was set up under the project, driven by a young music teacher. Teacher Tiago Araujo began to structure the musical, cultural and artistic project “Porbatuka” in 2016, whose principles are based on promoting solidarity, friendship and social integration. As it was successful, in 2017 the “Porbatuka Almada” musical project was created with funding by the Almada town hall and the Parish of Laranjeiro Feijó and the drivers A Voz do Operário education and charitable society and Portão Verde Football Club. A cooperation agreement was signed by these four bodies, the latter two of which are the drivers for the “Porbatuka Almada” project, key elements for the project’s development, namely by loaning the facilities for the percussion sessions and the orchestra rehearsals. During the sessions the children are taught how to play the instruments and their techniques, as well as the instruments’ history and the traditional Portuguese rhythms. They learn the



component of musical training linked to rhythm, where they explore exercises for group integration, body percussion and they also have an expression and movement component.

## **PROJECT TO ENHANCE THE QUINTA DO ALMARAZ ARCHAEOLOGICAL SITE: EXPERIENCING THE ECOLOGICAL HERITAGE**

The project to enhance the Quinta do Almaraz Archaeological Site is the realisation of a reflection process within the Almada town hall museum division, as well as of a debate that was extended to the whole community. The mission of the enhancement project was defined as ensuring the management, safeguard and enhancement of the archaeological structures and the estate's space as a whole, to ensure research on the archaeological station and its broad dissemination among the local scientific community. The intention is to transform Quinta do Almaraz into an Archaeological Park in the short term. The challenge of the first year was making the archaeological station accessible once more and having people visit. In this sense, through a large-scale intervention to dignify and clean the space, Almada town hall set up partnerships with local associations that resulted in the creation of several elements to ensure the basic conditions to receive and host initiatives at the archaeological station, through several artistic residences. At the same time, a guided tour programme was developed that counted on large support by local associations and teaching institutions, as well as the Almada community. A programme of activities was likewise structured that has enabled a guarantee of better enjoyment of the space and foster the awareness and training of several targets, boosting Quinta do Almaraz as a heritage and educational resource in Almada. The goals of the various initiatives to be undertaken throughout 2018 are to promote the understanding and appropriation of the archaeological site by the residents and visitors, encouraging contact and connection with the site, the artefacts, stories and daily life in the past, driving the process for construction of an individual and collective memory of Almaraz.

## **ALCIRA GIGENA**


### **HERITAGE RECOVERY AND RESTORATION OF THE TREGUA CHAPEL**

The Chapel of Our Lady of the Rosary of Tregua, located in a rural area between Elena and Alcira Gigena, stands for the past in Córdoba province. Its distant origin dates back to an original construction of 1696 using clay bricks, and then rebuilt in stone and glazed bricks in 1746. Due to its high heritage value, it was declared a National Historical Monument in 1976 (Decree no. 1.256/76). The tasks consisted of the collective awareness and commitment to boosting the monument. Conferences were held regarding the historical-cultural heritage with the participation of both municipalities, the NOGO Camino de Arrias and the Native Studies Programme at the Córdoba National University Advanced Studies Centre. A committee was set up with the Villa de la Concepción de Río Cuarto diocese, the municipalities of Alcira and Elena and also the parishes of these villages. Everyone worked together to build a foundation in the future that would then be in charge of this national monument. Thanks to the management of the Tregua Chapel Monument Committee, the government of the province of Córdoba took under its charge the restoration works, the design project and the costs of which were born by that executive's Architecture Secretariat, and the Córdoba Tourism Board was tasked with the reconstruction. Multiple actions led to the success of enhancing regional, provincial and national culture, and the centuries-old references that shape local identity, placing the southern region of Córdoba province as a new cultural tourism landmark.

## **BARCELONA**

### **CHALLENGE BARCELONA – OPEN DATA**

The CHALLENGE BARCELONA – OPEN DATA municipal project seeks to promote the use of open data to the public, published on the Open Data BCN through a bid. This bid entails the



training of teachers and a final public ceremony to present the project. This one, specifically, intends to place Barcelona as a pioneering city in the introduction of knowledge of open data in an educational context. Students analyse their surroundings with the information available on the Open Data BCN portal and should propose initiatives to introduce improvements, which they then defend in a final act to be evaluated by a jury panel made up of renowned university professors and experts in data analysis. In order to perform these tasks, the students count on the support of their teachers, who are given specialised training.

### **VEGETABLE GARDEN ON THE TERRACE**

The project began at the head office of the Barcelona town hall social rights area, where in 2016 a large terrace was discovered that was not being put to use. A pilot project was therefore launched with the support of the Techno-Agrifood Research Institute (the IRTA, a benchmark institution in the sector) regarding the technical and agricultural side, and the participation of three day centres for individuals with intellectual disabilities in Barcelona. The project has an educational scale when it comes to the work done with individuals with intellectual disabilities, an environmental scale regarding the reuse of spaces, another scale with regard to opening up a public space to the citizens, an innovation scale for the sustainable production of vegetables and lastly, a social scale through the donation of the crop surplus to vulnerable people, via the soup kitchens and food banks. The users who take part in the project are given training on horticulture and they develop their learning in all the crop growth processes (planting, pruning, watering, harvesting, plague detection). At the same time, the project includes an emotional training that involves the labour relations of those who tend to the vegetable garden: how to deal with frustration when their initial expectations fail, satisfaction for watching the entire process of produce growing and their end donation, etc. The sharing of the lessons learnt with other groups in the land (children, youths, the elderly) is implicit in the project.

### **MUSIC CYCLE IN THE GARDENS**

The citizens' access to culture according to quality criteria is a right in an Educating City. With an average of 50 free concerts during the months of June, July and August, the audience can reach 15,000 spectators. Music in the gardens offers a cycle of classical music, jazz, blues, choir singing and music school concerts, as well as concerts by orchestras in the urban gardens at the end of the afternoon during the Summer. In order to boost the participation of young artists, aged 16 to 35, a selection is made based on criteria that are publicised in advance. A jury panel, made up of teachers from different music schools, such as the Conservatário del Liceo de Barcelona (the Barcelona Music Conservatory), and accredited musicians assess the proposals and select the musicians that will take part.

### **MIST – MISSION TROLL-FREE INTERNET**

The aim of this project is to raise awareness to the detection of hate speech and the need to generate counter-narratives or alternative narratives that value concepts such as diversity, a peaceful co-existence and human rights. MIST is a project that combines, on the one hand, knowledge of the creative and technological processes that lead to a videogame and, on the other, the work with the young school population and teenagers in general, in the fight against the messages that can generate hate on social media. Regarding the premise of awareness to the way in which the comments that a user makes on social media can affect others, and with the intent of generating analytical, critical and responsible thought by online users in general, a project was thought out and designed based on two angles, in two stages. At the end of the project, professionals from the creative videogame sector combine the content, characters, drawings made by the students, etc, adapting all the contributions that are possible to the end product. The students themselves will be the testers. Once the youngsters give their feedback, the videogame is concluded and made available for download, together with a dissemination campaign in several different media.



## **ACTIVE BARCELONA PROJECT: MENTORING + 40 IN THE TERRITORY**

Mentoring +40, driven by Barcelona Activa (Active Barcelona) together with social agents, puts volunteers in touch who carry out this type of follow-up with the residents of the target community. The volunteers, who are given brief training, carry out their activity on two scales: one is operational, to empower people to effectively seek a job, and the other is personal, so that they can regain their motivation and self-esteem. The programme's differentiating factor is that this empowerment and capacity-building is done through a network of mentors from various bodies in the territory and who are more readily identified by the target audience as "peers" (neighbours), which wouldn't be the case with a random civil servant. The unemployed people highlight the improvement in their self-confidence and motivation to seek a job. It is also of note that group feelings and mutual support are created, which are essential to strengthening the social fabric which frequently ends up generating new professional opportunities.

## **EDUCATION FOR SOCIAL JUSTICE AND SERVICE-BASED LEARNING**

The aim of this project is to foster critical awareness of the causes that may generate inequality and conflict. It also contributes to a change in attitudes and practices towards responsible, respectful and engaged citizenship. Furthermore, ApS (Service-based learning) is an educational proposal that combines learning processes and community service in one single well-articulated activity, where participants train by working on the real needs felt in their surroundings with the goal of improving the situation. Therein lies the potential: global justice and service-based learning have an influence on the perception of the pedagogic action as a transforming practice with a political dimension, geared towards global justice and equal opportunities, that seeks to empower people for engaging in an active and responsible citizenship. The programme stems from a cooperative work process between the university and the administration to develop public policies that wish to cause transformation, based on the participation of the various agents on the ground. A new way of working is thereby set up between public administration and the university, a horizontal collaboration relationship that breaks away from the traditional institutional roles. The objective is to contribute towards building public policy for citizenship, counting on all possible agents in the city. It becomes paramount that each institution, each agent, in an equal way and without wanting to stand out, contribute simultaneously with their learning and service under the programme's framework.

## **PUBLIC HEARING FOR THE BOYS AND GIRLS OF BARCELONA**

The Public Hearing project for the boys and girls of Barcelona is a way of getting children and teenagers in the city, aged between 11 and 17 to take part and have a voice. They will be able to present their ideas and proposals to the town hall executive team and the chairs of a dozen parish councils. Accordingly, the city recognises and boosts young people's participation in urban life. Each edition of the programme addresses a theme of interest to the youths and the capital of Catalonia. In addition to the specific goals of each edition's theme, the programme proposes civic engagement to identify and prioritise needs, as well as to contribute with possible solutions, with the youths', the community's and the regional politicians' intervention to offer proposals. This is about facilitating a civic engagement process where children and teenagers can think about the city and can identify improvements in their parishes, develop action and initiatives, define and organise their own participation and favour critical thought with regard to themes that are very much real in a social context. The process allows youths to see themselves as active citizens, who know how to take part and can drive initiatives to come together with the community. As for the participation process itself, the groups in question present their inputs to the team's governing team or the chair of their parish, through a public hearing format.



## **SESSIONS FOR BOYS AND GIRLS AT THE SANTA EULÁLIA FESTIVITIES**

This educational project focuses on recognising boys and girls as full citizens and, as such, proposes a series of dynamics, initiatives and activities that follow up on the exercise of their rights and commitments. As has been previously stated, the didactic formulation of this activity stems from a tactical recognition and, as such, the pedagogical activities and resources designed facilitate and promote the democratic practices adapted to the boys' and girls' capacities and inclinations, with the aim of allowing them to understand and assimilate abstract and global concepts, set up dialogue and consensus processes, and feel involved in an activity shared by other schools in a cooperative network. The political institutions and spaces for civic engagement the city has are analysed. Children are stimulated and encouraged to think about the right to participate in a broader perspective, reflecting, analysing and becoming aware of their importance as players in building a friendly, solidary and welcoming city. A methodology that focuses on values such as sharing is used, on behalf of civic co-existence, fostering a likewise shared responsibility and student participation in improving their surroundings.

## **BINISSALEM**

### **ADDRESSING THE LOCAL STUDY NEEDS**

This project was drafted with the main goal of "organising an education fair in the town of Binissalem, which includes the local study analysis and presentation conferences that are done by all community agents". The main goal is explained in three blocks that comprise specific objectives, together with the respective desired outcomes. 1. Present the results of local study given the educational and cultural needs felt in Binissalem, with their action lines. 2. Facilitate the creation of strategies by the community that will respond to the local study needs detected. 3. Broaden the knowledge and promotion of the Education City principles among the local population and in other towns and island cities in the state.

## **BRAGA**


### **PROJECT / PLATFORM + CITIZENSHIP**

The + Citizenship project has a clear and objective intent of engaging and implicating several players in the community in a social and community network for the common good and was designed under the theme Education for Citizenship. It is aimed particularly at children from the 1st cycle of basic schooling and its mission is to prevent and reduce early school dropout and promote equal access to quality education. It necessarily implies the involvement of the various agents who are involved in this group's education. The project's working lines are general skills, local content and educational and community projects.

## **WHO'S AFRAID?**

The urban concentration that we can see at a given time with the "insertion" of groups of gipsy ethnicity in western society hasn't always been peaceful, nor is it now, leading most of the time to reactions with varying degrees of intolerance, racism, violence and exclusion. It is worth recalling that throughout history, times of greater political, economic and social unrest have only worsened and heightened aggressive and intolerant behaviour. "Who's afraid?" is born from the need to bring the gipsy ethnic culture closer to the society/culture where they are inserted, namely the attempt to avoid early school dropout among this social group and foster values of accepting others and differences as one of the greatest pillars of mankind. Geared towards a group of 22 students of gipsy ethnicity, with failed success potential and a





risk of being marginalised, from 5th to 7th grades of schooling up to 9th grade, this initiative encompasses several art expression activities with the aim of fostering attitudes of mutual respect for differences. Three workshops will be conducted in a museum context, through informal education over the three-year period – 2017 to 2020 – focusing on dance, music and drama, elements that are structural to this culture's identity.

## **YOU DECIDE**

The YOU DECIDE budget is a co-management project between Braga municipality and the municipal youth council. Dialogue between citizens and the local government is a fundamental axis for a city's development. Everyone participating in choosing and defining public policies is not just a right for all citizens, rather a right that is enshrined in the constitution. Following the implementation of the participatory budget in 2014, Braga town hall developed another means of participation in 2015, this time geared towards the Braga council's youth population, which is an instrument for social innovation, driving a pilot experience in municipal co-management and including youths in the creation of this pilot project, fostering social development and meeting the growth goals objectives for Portugal and the European Union. Braga wants to listen to youths and foster their participation in community life, implementing their ideas and fulfilling their projects. With a budget of EUR 75,000 to work with, the young people of the city of Braga can present their projects for the city in several areas of intervention. After voting, the winning projects will be awarded the municipal budget for implementation in close collaboration with the young person who suggested it. The regulations are approved annually at the Municipal Youth Council meeting.


## **SPORTS, HEALTH AND BRAGA**

Boccia Sénior is a physical activity programme for senior citizens that intends to contribute towards improving quality of life, seen as the physical, social and emotional well-being of this specific target population. The main goal behind Senior Swimming is to foster exercise in water environments, encouraging healthy lifestyle habits, fighting the inactivity that has settled among the current population. BragActiva is a senior physical activity programme whose main goal is to promote informal exercise among this specific age group, through general exercise for mobility, muscle resistance, walking and dancing. The programme "The Pirates hit the Pool" is a physical exercise programme for children aged 3 to 6 and who are enrolled in the various kindergartens in Braga council and is deployed throughout the school year. It is driven by Braga municipality in collaboration with the parish councils / parish unions and school groupings. The MEXE-TE Braga (MOVE Braga) is the leading programme to encourage the practice of sports and exercise. It intends to get the population of Braga moving and encourage various sports among the people. The programme is free of charge and although it has two different scales on which it is run, the end result is the same, just as the name implies: get Braga moving! Braga municipality makes aquarobics classes available at the municipal pool. This exercise is very much in demand and many doctors recommend it.

## **CASCAIS**

### **EDUCATION FOR GLOBAL CITIZENSHIP**

An action undertaken under the Educating Better in Cascais Platform and the Education for Global Citizenship Project, developed by the Union of Portuguese Language Capital Cities together with Cascais town hall and the Cascais council school training centre. The aim is to promote relevant empowerment in terms of new practices, methods and approaches for the design and implementation of Education for Global Citizenship activities and projects; the dialogue and capacity-building in teachers and educators to implement educational activities and projects; the appropriation, participation, sharing and autonomy in designing educational projects; Education for Global Citizenship project development practices in a school context,



in-class and with the school community; experimentation, debate and dialogue for joint knowledge building (cooperated training); and publishing a Pedagogical Work Manual with reflection, analysis, experiences and work proposals that represent the main knowledge and skills in Education for Global Citizenship.

## **CASTELLÓN DE LA PLANA**

### **“PAINTSCHOOL” AND “TWELVE ARTISTS, TWELVE SCHOOLS”**

This is a pedagogic, didactic and cooperative project that involves the entire educational community. The idea is to make the courtyards and walls of the schools prettier, by painting them. And in order to do so, the project counts on the participation of art school and design school students, who assisted and helped the schools that so requested it by painting murals with the aim of obtaining better quality in the representations. The services for the pilot project “Twelve Artists, Twelve Schools” were also hired through the Unfinished Urban Art Museum Association (MIAU) as well as the selection of the artists to paint the murals a tour city’s schools.

## **CIUDAD REAL**

### **MUNICIPAL SCHOOL PLENARIES**

On too many occasions, the meetings where children take part are designed in the same way and in the image of the adults’ plenary sessions, or grand meetings, thereby reproducing their flaws and virtues. Our project sought to imprint a pedagogic formulation on the municipal school plenary bodies, where a student from each school in the city will take part. Three times per year, this child will be a spokesperson for his or her school on local subjects. For this, they are to work with their colleagues beforehand on the content of the session and the proposal to be presented, both when it comes to form and substance.

## **ÉVORA**

### **“JANEIRAS” SONGS (SINGING OF THE KINGS) – MUSIC AS A LEVERAGE FOR IDENTITY, INTEGRATION AND SYMBOLIC CONTENT**

The “Cantos de Janeiras” song initiative takes place in Évora during the month of January, from 2015 to the last edition, which was held in 2018. It is an event organised and driven by Évora town hall and the three city parish councils. It also counts on its partners – most of the Évora music groups and associations. Each music group that sings these songs travels through several areas of the city, old town and peripheral neighbourhoods, where they sing two or three tunes from their musical repertoire and then gather round the snacks that are handed out by the café or the association hosting the activity. The groups sing on the streets, near the fires that set the event’s location. Once several groups have travelled through the city, they all meet at the town hall square for a final concert, where each group sings one song and shares another collective moment around roasted linguíça sausages and a glass of wine bringing some sense to the verses that were sung in the olden days, and the good practices of the time in exchange for a linguíça or chouriço sausages. This is an initiative that shows how much culture and sharing converge towards a feeling of collective belonging, while also contributing to the redefinition of symbolic content, affection for urban regeneration, social cohesion and the union and reuniting of identities.



## **GAVÀ VILADECANS**

### **TALENT IN CLASS**

The Talent in Class project seeks to highlight entrepreneurship in an educational manner, foster the entrepreneurial talent of the students at schools in Gavà and Viladecans and promote the values of entrepreneurial culture among secondary school teachers and students. In order to motivate student participation, a project presentation was organised initially, which consisted of an exchange of impressions to enliven the young entrepreneurs, where the competition rules were laid out and explained. Participants need to present a business idea in groups of two. The 12 best ideas from each municipality are then selected, to a total of 24 projects, based on the following: the needs to be overcome, business opportunities, innovating aspects, marketing plan, revenue forecast. The proposals then move on to the mentoring stage, which is done jointly with the team of students, the mentor allocated to the team (the mentor is an entrepreneur or businessperson from the city who volunteers to the project), the school and the technical team. The six best ideas are taken from the 12 ideas proposed by each municipality. The finalists are picked by a jury panel made up of relevant figures from the world of teaching, entrepreneurship business.

## **GENERAL ALVEAR**

### **FROM THE FARM TO THE SCHOOL**

The project called FROM THE FARM TO THE SCHOOL came about to offer a solution to the need to address one of the local problems stemming from the transmission of information and was conducted by the Health Care Centre team for children from the 1st to 7th grade of schooling in 36 primary schools in the department, the results of which indicated high rates of excess weight and obesity, obtained using the children's BMI (Body Mass Index – weight-height ratio). It was also noted that when it came to supplying the school canteens, no local produce was on the list. Accordingly, a scheme was proposed following a chain of the producer, supplier and end consumer, with the participation of each of the players involved in their specific task, thereby opening the doors to local, varied and quality fresh produce. Different lines of action were set in the project to feed children in a healthier way, encouraging consumption of fruits and vegetables, as well as activating mechanisms relating to the sale of local produce, incorporating produce from other locations, with a high nutritional value, in order to meet the basic needs of under age children in their school canteens. A chain was set made up of the producer, supplier and end consumer.


## **GIJON**

### **TRANSFORMING A PATIO INTO A CREATIVE VEGETABLE GARDEN**

The goals of the "Sustainable Patios" project, in addition to improving and dignifying the schools in the city of Gijón's public spaces, are to involve the entire educational community in the design, management and maintenance of school's public spaces. This, without overlooking the development of educating through values such as use of renewable energy, lack of resources and sustainability.

### **RECAL – PROJECT MEMORY**

The neighbourhoods of Gijón are undoubtedly defined by their industrial past. The Carbonear Street (1842), the Langreo railway (1856), the northern railway (1874), the expansion of the El Musel port... these are landmarks that drove a remarkable industrialisation process in the city, much more intense in the west, the areas closest to the railway lines and the coast with the port, as exceptions. The West Gijón, an Industrial Memory exhibition selected a sample of



the various companies that are based there. Others, that are still operating, yet in other locations, such as the La Gloria canned goods, the Viña litography or the Gijón Fabril, whose future is still uncertain. Others yet, from key sectors such as the Riera shipyards, or the steel company Moreda. Textile companies like La Algodonera or La Sobrerera. Those that still play an active role in the collective memories are Avello-Suzuki, the La Estrella de Gijón brewery and restaurant and Fábrica de Loza. The ones that maintain part of their buildings are La Cordelera and most of all, Cristasa. But there are more, from the food sector, such as La Harinera or La Azucarera de Veriña. And lastly, another that has been long forgotten – La Cerillera, which lent its name to a neighbourhood in the west. These and many more that currently define the character of western Gijón’s neighbourhoods.

## **GUARDA**

### **PROJECT TO MANUFACTURE THE POPE’S BLANKET**

The Pope’s Blanket is a handmade blanket made of 100% pure wool. In season, specifically in the Summer, the thick and long wool from the local Churra sheep is spun and woven in an old, fully manual loom. It is sent to a fulling mill to be washed and polished, then it goes into a carding machine, that pulls its fur, and at last it is stretched to dry out in the sun. Only in this way can we manufacture the true Pope’s blanket, consistent and very warm, either in block colour or with a colourful design, with its characteristic shaggy looking and long fur. In 2011, the Maçainhas School of Arts and Crafts initiated the project to produce the “Pope’s Blanket”, since the manufacturing unit that existed in Maçainhas parish (Guarda) closed down. One of the reasons that led to the implementation of this project was the fact that the people who held the know-how and art skills to produce the Pope’s Blanket were becoming less and less, given the ageing population, and in this way the know-how of those who in time dedicated themselves to this handmade product could be passed on and endure. As such, the School began offering training in beaming and weaving in order to train craftsmen who could boost the project, which happened with every person who was part of the project from 2011 to 2017. In order to take the Pope’s Blanket to other contexts, venues and publics, a creative process to deconstruct the Pope’s Blanket was entered into, and a wide range of decoration items, fashion accessories and even clothing were created. In 2014, the Cobertor de Papa trademark was registered with the National Trademark and Patent Institute.

## **LAGOA / AZORES**

### **DISCOVERING AND POPULATING THE AZORES**

The goal of this project is to create a 3D videogame like Quest. The technical team is made of students from the Lagoa Middle School Technical-Vocational Course in Managing and Programming IT Systems. The whole process implies historical and technical research, designing a prototype and holding several events to present the videogame’s evolution.

## **LAGOA / ALGARVE**

### **EQUALITY, GENDER AND CITIZENSHIP – MARIA BARROSO PRIZE**

In addition to being able to be replicated in other cities, this experience is geared to the whole country and any Portuguese person or institution or those who reside/are based in Portugal can apply. The educating part of this experience, which has now begun and has no fixed term, is particularly evident, as it intends to enhance the relevant contributions of men and women for a social construction of equality, gender, citizenship and non-discrimination. The greatest desire of the Maria Barroso prize is to contribute towards the elimination of stereotypes.



## **LÉRIDA**

### **TOGETHER BIG AND SMALL**

To foster innovative educational practices through the development of intergenerational activities in the city's different neighbourhoods, in collaboration with volunteers and professionals. The playful-educational proposals focus on toys, art, culture and interaction among the different generations.

## **LISBOA**

### **(IN)FORMATION PLAN FOR SPORTS ASSOCIATIONS**

The (In)Formation Plan for Sports Associations began with a survey of needs through a questionnaire sent to the clubs, with more than 100 respondents from several bodies, out of a potential universe of 120, which showed a high level of engagement by the clubs. Priority intervention areas were defined using this consultation process and the Lisbon town hall sought the partners who could address the respective themes/areas that could represent know-how and competence in a training context that is adapted to the reality of those entities' leaders, a vast majority of them amateurs who don't have any training in sports leadership. The (In)Formation Plan for Sports Associations was thus created on 07 November 2016 for the organisational development of the associations and the management skills of their respective leaders and staff. Participants enrolled with the partner entities, paying the defined enrolment fee. The enrolment revenue funded the initiatives and/or were channelled to the entities with relevant social and sporting intervention in Lisbon. During a 1st stage of the programme's implementation, 8 of the 11 envisaged initiatives were carried out, to a total of 33 hours of training with 107 people representing 83 of the city's clubs.

## **ORIHUELA**


### **A NEIGHBOURHOOD'S SOCIAL TRANSFORMATION PROCESS: THE SAN ISIDRO MURALS**

In 1976 to celebrate the TRIBUTE BY THE PEOPLES OF SPAIN TO MIGUEL HERNÁNDEZ in Orihuela, a large number of intellectuals made their way to San Isidro neighbourhood, together with artists and the population in general, to honour the figure and oeuvre of the universal poet. Renowned painters such as Arcadio Blasco, Azorín, Castejón, Genovés or Ibarrola, writers such as Blas de Otero, José Augustín Goytisolo, Caballero Bonal or Cerdán Tato, actresses such as Lola Gaos, voices such as those of Enrique Morente, Raimon or Araceli Bañlus all turned this historical event and its indelible mark in Orihuela into the roots of the project that we can all enjoy today.

## **PAREDES**

### **GOLF FOR EVERYONE**

The Paredes Golfe Clube at the Campo de Golfe do Aqueduto golf club began operating in September 2012. At the origin of the project one found the willingness to, on the one hand, diversify the sports on offer in Paredes council and, on the other, promote the democratisation of golfing. The local government has been a partner/anchor for Paredes Golfe e Clube right from day one, making it possible to teach golf to the children of Paredes, and all other residents who are interested in discovering and developing a taste for the game. In this scope the Campo do Aqueduto welcomes everyone and offers the possibility of diluting social asymmetry by offering technical and pedagogical resources to 1500 students from the first, second and third cycles of education, and to 209 School Sports students (average monthly numbers). Paredes Golfe Clube is also a benchmark project when it comes to teaching golf to children, youths and adults with special needs, whether from the schools, the social welfare organisations from Paredes council or the Penafiel Parents' Association and Association of the Mentally



Handicapped. Around 400 senior citizens from Paredes council, who come from the Paredes social welfare organisations have been in touch with the game, for free. In fulfilment of its social responsibility, the Paredes Golfe Clube has opened up to the community and organised charitable tournaments to assist institutions such as AIJA – Association for the Inclusion of Youths and Adults.

## **RIO CUARTO**

### **MY GIFT TO THE CITY**

On 11 November 2016, the locality of Río Cuarto celebrated 230 years since its founding. The Open Government and Modernisation Secretariat and its Innovation counterpart, both local, proposed to organise a civic engagement programme for the anniversary celebrations under the motto “my gift to the city”. Taking participation as “taking part in” and “being part of” the event, civic mobilisation for the city was encouraged. This commitment generated positive outcomes and initiatives that contributed towards improving the common good. Civic engagement is seen as a complement to follow the public management processes in a democratic State. The MY GIFT TO THE CITY project was inspired by the experience in Bariloche, that promoted the idea and gave the know-how for Río Cuarto to implement it locally also. The initiative is part of the Engagement Agreement between cities (see attached). In Río Cuarto we see the MY GIFT TO THE CITY programme as a creative and motivating way to drive the participation and engagement of the residents, traders, businessmen, students, teachers, sports clubs and civil society organisations, as well as municipal bodies and institutions, in a spirit of collaboration to improve quality of life in the area and make it more appealing.


## **ROSARIO**

### **DIGITAL POINTS. YOUTH PRODUCTION FACTORIES**

The Digital Points are multimedia spaces for public and free use of new technologies aimed at youths. They operate as factories to play, build and learn collectively, favouring social inclusion processes. Each point has at least two educators who welcome these users to work under a logic of digital inclusion, setting guidelines on use, ties, and a healthy co-existence. The educators’ task is to, on the one hand, recognise potential and interests and fulfil them through digital language and, on the other, build bridges to create with others (organisations, institutions) the strategies to address and monitor the problems that young users may face. The project envisages opening a total of 6 Digital Points. These are designed as territories for learning and experimentation in new means of communication and collaboration. Via the devices, tools and language that enable different paths and uses, coordinated proposals are developed, as well as spaces for free access to computers, cameras, projectors and other digital devices. These are not just thought out in terms of the possible outcomes - production and content that may be generated - rather as spaces that the youths from the neighbourhoods in which they are located in each district can visit permanently. The proposals that arise here favour the language and fields that are specific to culture because they stir curiosity and creativity, as well as being used together, fostering association and solidarity through a combination of cutting edge technology and the experiences that are unique to a symbolic youth universe.

### **CYCLING SCHOOL: WE BUILD A CITY FOR THE PEOPLE**

The Cycling School is a fundamental training venue to share the shift in the way we view mobility in the city and to offer theoretical and practical knowledge so that all inhabitants can ride their bicycles in a safe and responsible way and as their usual means of transport. The Cycling School works with each of the districts over six continuous meetings, where activities are also offered to children and services such as workshops on how to repair bikes, and so on. The specificities of each neighbourhood and its reality are taken into account when planning



the classes, through a prior analysis and assessment of the place in question. The goal is for the Cycling School to contribute towards improving quality of life for people, combined with other initiatives in the area, such as those that prioritise health care or women's autonomy, among others. The work team is made of teachers from BiciEscola – Funes, staff from the Civic Relations area of the Rosario Mobility Entity and, more recently, students from the School of Physical Education (ISEF) have also joined under an agreement with the institution's Association for Cooperation. The work is carried out in a customised manner according to each student's profile and the context under which the work at schools is carried out.

## **SANTARÉM**

### **SANTARÉM MUNICIPALITY PEDAGOGIC POUCH**

The Santarém municipality Pedagogic Pouch is an educational support for the school manuals for Environmental Studies in the 1st Cycle of basic schooling and History and Geography in the 2nd Cycle of basic schooling, dedicated to studying the region or locality where the student resides. As well as offering some material in an analogue format, the "Pedagogic Pouch" also offers most of the materials in a digital format to be printed according to each teacher's needs and goals. It includes a guide in which various activities are suggested for each one of the 11 subjects addressed. It is up to the teacher to choose from the available material the one that best meets his or her needs. The proposed activities range from building a puzzle where each piece represents a parish in the municipality, to the "product cycle" game, reading and discussing a news item, creating the "Santarém municipality atlas", which includes several maps, charts, graphs and drawings. Although 6th grade students are the only ones capable of completing the atlas in full, the maps and drawings that are part of it can be worked on with 1st cycle and 5th grade students without the ultimate goal of creating the atlas. The important aspect here is for the students to develop map reading and interpreting skills while at the same time applying the knowledge learnt about the municipality where they reside.

## **SÃO CARLOS**

### **CITY CHARTER**

The City Charter is an educational activity developed from the elaboration of didactic material with the aim of addressing some of the systems implemented in the cities, such as transport, basic sanitation or urban gardens... with an impact on the state schools' network. As for the project's goal, we wish to note the encouragement of debates with youths on the systems that make up the city, with the contribution made by universities for communicating with the schools. Among the reasons that led to the project being implemented in the cities, the most relevant are those that have to do with quality public transport, access to basic services, urban sprawl and its organisation, or urban separation. We note the lack of general understanding and weak participation with regard to the mechanisms to transform the cities. Under this setting, we saw the possibility of creating communication channels between São Paulo University and the city of São Carlos, through schools. This educational action seeks to trigger collective appropriation of its operation by students, enabling the understanding of the spaces, organisation, systems and rights. In addition to involving schools from the São Carlos region, it aims to disseminate the material produced through events open to the community, called City Charter Study. The intention of these workshops is to address in a controversial way what belonging to the city means and the importance of the community, indicating as strengths the development of research and expansion projects.



## **SÃO PAULO**

### **EDUCATING TODAY**

The Educating Today Cycle arose as part of the programme to celebrate 30 years of the Curumim programme. It proposed to discuss Full Education and Educating Cities as a multiplier for these concepts and also as one of the possibilities to rethink education in Brazil nowadays. Presenting a more dialogue-based way that is connected to the contemporary society's demands. The Educating Today Cycle – Full Education and Educating Cities took place in 2017 in 21 units of São Paulo, between the capital, inland area and coastal area, bringing with it inspiring rounds of talks with educators.

## **SETÚBAL**

### **A PRETTIER SETÚBAL**

“A Prettier Setúbal” is a municipal project to requalify and improve the council’s urban image. The goal is to engage the population, companies and other bodies in improving quality of life locally, through their voluntary participation. It is based on the premise that all action is to be done by the citizens and generate their involvement in the proposed interventions, fostering responsibility, collective growth and enhancement of the common space. Furthermore, it also intends to ensure the active participation of companies, through patronage and also through corporate social responsibility programmes.

### **MARAVILHA DO SADO VESSEL**

The “Maravilha do Sado” is a vessel that has been assessed as being of historical interest and which the town hall has decided to recover to be used as a tool for disseminating the collective memory of the community from the River Sado, connected to the sea and for exploring the riverside resources, as well as a tool to boost the fisheries sector’s image and that of its respective players, enabling the undertaking of joint projects to capitalise on the new cultural and social facilities at the council’s service.

### **RENEWAL OF THE MUSEUM PROJECT FOR THE MUSEUM ON MICHEL GIACOMETTI’S WORK**

The Memory Centre for the Museum on Michel Giacometti’s Work is a project to collect a spoken memory, which uses methods on the ground, life stories and recorded themed interviews with the ultimate goal of creating an oral collection and thereby contributing positively to the increase and democratisation of knowledge of the contemporary social realities in Setúbal. The goals to safeguard the cultural heritage, seized in a holistic manner in its many dimensions (tangible and intangible) show the need for museums to promote specific initiatives, contemplating their operational levels, ranging from scientific research, documents, records, communication, education and dissemination, becoming privileged agents in setting up inventories, archives, dissemination initiatives and fall-back plans, within a framework of qualified action and close proximity to the communities where they belong. The Convention driven by UNESCO placed the heritage owners in a central place, in a bottom-up perspective for the knowledge representation and transmission processes, calling for decentralisation and community engagement. This cooperation work between the communities and their heritage, which needs to be undertaken by these and the local agents, re(affirms) and (re)signifies the role of museums and the heritage itself in contemporary days, turning them into producers of questioning and knowledge, including through the direct impacts on their action/intervention.





## **CASA D'AVENIDA / AVENUE MANOR**

Casa da Avenida is a cultural space located in the centre of the city of Setúbal. Its scale and features turn it into a privileged place for artistic production and dissemination. This was an old family home that became open to the population through private initiative and since 2011 it has undertaken a series of activities that turn it into another one of the city's significant cultural resources. Located on Luísa Todi avenue, the Casa da Avenida, with its Pombaline architectural traits and balcony facing the river, invites one to think what a house like this is for and so we offer: to disseminate old and new artists, be a stage for demonstrations, hold shows, have parties, welcome guests, listen to music, read poetry... It began operating in June 2011 and since then its doors have remained open to all those who appreciate art, literature, music, those who are interested in science, education. It also operates somewhat as a laboratory for experiments associated with these various sectors. The Casa da Avenida project has an educational service geared preferably to children and youths and which is a fundamental part of its activity as a place for learning and sharing knowledge.

## **SEVER DO VOUGA**

### **MANEIRAS DE SEVER / WAYS OF SEEING**

"Maneiras de Sever" is a Design for Social Innovation project that arose in 2013 from a partnership between the Aveiro University Master's Degree in Design (by Pedro Fragoso Lopes) and the Edite Costa Matos Foundation - Mão Amiga (Friendly Hand) with the goal of settling the youth population of Sever do Vouga council in the area, through the recognition and feeling of belonging to the land with the assistance of multimedia tools. "Maneiras de Sever" is the only project at national level that works with the population to fight the population exodus that has been noted in many councils in Portugal over the last few years.

## **VILADECANS**


### **SCHOOL OPEN TO THE NEIGHBOURHOOD**

The School Open to the Neighbourhood is a programme that has been running since the 2006/2007 school year, and it falls under the activities envisaged in the Educational Plan for the Viladecans Area. It aims to support and offer visibility to the projects undertaken by the schools, as well as by the different bodies in the city and/or local businesses to expand, transform and configure a new use for the schools. The programme intends to go beyond mere participation and take on a dimension of collaboration, interaction, the educational community (educators, students and parents), as well as the whole of the city (bodies, associations, foundations, companies). We believe that these agents' participation in driving the collaborative networks and the optimisation of the use of schools outside school hours is of paramount importance to the city. Definitely to promote shared projects to improve and broaden the activities on offer in the neighbourhood. The project is carried out through grants requested, and those centres and/or bodies that are interested can then carry out their projects.

## **VITÓRIA**

### **CONTINUOUS IMPROVEMENT DYNAMIC SYSTEM, SAFE SCHOOL IN THE TRAFFIC OF LIFE**

To reach the goal of the Safe School in the Traffic of Life project, the steering group of the Life in Traffic Project wishes to encourage and enhance preventive action in schools, guide the communities, parents and students regarding the risk factors on the way to school and organise educational talks and capacity-building in traffic education. The idea is to get the teaching institutions in Vitória to join in. One of the road safety integrated initiatives is the



Continuous Improvement Dynamic System - SDMC, where the Safe School programme, which belongs to the Life in Traffic Programme, fits in. It is geared towards promoting safety in traffic by the communities, seeking positive change in road behaviour. In this proposal, municipal schools should join the SAFE SCHOOL IN THE TRAFFIC OF LIFE project, to then be assessed in terms of the teachers' and students' compliance and progressive commitment to promote road safety. Once the activities are concluded, the school will present the successful experiences.

## **VITORIA – GASTEIZ**

### **A BRIDGE BETWEEN ART AND CHILDHOOD**

The project's main goals are: to develop proposals to unite the various levels of community intervention, tied to a school (educators, children, families); offering and using urban resources that foster educational practices; think about Artistic Education and how it can be applied to youngsters; adapt the school's surroundings and its spaces as connections for educational communication, meeting points and participation; and lastly, to develop "space-light" projects.

## **SAINT BOI DE LLOBREGAT**

### **SANT BOI COMMUNITY ORCHESTRA**

The Sant Boi Community Orchestra is an artistic project organised by the city's Blai Net Municipal Music School, made up of groups that can belong to the school community or not, with the dual purpose of having quality musical productions open to the citizens and favouring the participation of people who would otherwise find it difficult to have access to artistic training and activities. The Community Orchestra annually proposes a large-scale production (symphonic-choir), where the orchestra that is made up of young students from the Music School take part, although other community groups can also join (youth and adult choirs, adult instrumental ensembles...), as well as other metropolitan bodies that can range from dance schools to popular culture bodies, such as the folklore representations of the "geganters" or double flute ("grallers") players. One must note the collaboration agreements with the Sant Boi psychiatric hospitals, especially the Benito Menni Support Centre, that enable people with mental illness to take part in this project. The participation is based on musical training with an instrument, choir singing, dancing and music therapy, carried out by teachers from the Music School and with the final production in mind. The project takes place on a weekly basis during the school year the Music School facilities. All of the Community Orchestra productions count on the participation of the ME TOO class students, a programme by the Blai Net School for students with functional differences. Another important aspect is the interaction that the Music School students have with other collectives engaged in this project thr