

EN

VOL. 6. Nº 11

AN INTRODUCTION TO “THE EDUCATING CITY: VIEWS AND PRAXIS”

Coord. **Paulo Louro**
Professor at Instituto Superior de Educação e
Ciências, Lisboa, Portugal
(paulo.louro@iseclisboa.pt)

Why Educating Cities?

At a time when cities face unprecedented challenges, where urban life is increasingly diverse and complex, where the majority of the world's population is concentrated in cities and where 2 or 3% of the planet's land consumes the 60% of energy and produces 70% of the world's garbage, we have to see cities and the role of local governments as fundamental elements in the process of transformation of societies. What some call development carries immeasurable risks in terms of resources, heritage conservation, social divisions ...

The paradigm of the educating city, inspired by Fauré and developed since Barcelona since 1990, presents a conceptual framework, inspired by the 20 principles of the Charter of Educating Cities, which are potentially tools for local governments to build forms of coexistence, I find and sustainability.

The international network of educating cities, under the auspices of the International Association of Educating Cities (aice), brings together almost 500 local governments from different parts of the world, committed to promoting the quality of life of their citizens, with a particular focus in Education as a transversal element to all political action in the territories.

Governance in these territories is with everyone, with those who are here and there, the youngest and the oldest, those who have always lived here and those who arrived yesterday, those who have and those who do not have a religion ... always assuming that we can and should contribute to the common good.

Of course, to achieve this goal, although based on common principles, different strategies and actions are used in relation to different socio-political contexts.

Therefore, in this issue of kult-ur, we have participations from Japan, Brazil, Spain, Mexico and Portugal.

We have sought collaborations that equate the current relevance of the concept, reconciling them with the practical experiences of the actions that consolidate the concept.

Before the Àgora section we can read an article by Jaqueline Moll, an experienced Brazilian researcher, who for many years has dedicated her work to the idea of an educating city, both in terms of politics and pedagogy.

Jaqueline Moll, using the image of the trapeze artist, who does not know if she will find the trapeze in the next movement, for today's world, equals the need to reinvent the city based on an aspect that seems common to the local governments that chose this approach governmental. The commitment. The commitment of all those who inhabit, work or visit a territory is fundamental so that the communities are sustainable and their empowerment is one of their fundamental aspects.

The Àgora section opens with an article on empowerment within Education for All and Education for Sustainable Development, where Kiichi Oyasu reflects on the role of Community Learning Centers in Asia.

By presenting a historical perspective and discussing the current role of the Community Learning Centers (cca), the author establishes the bridge between these centers and the Sustainable Development Goals, considering



the importance of community participation (within an intersectoral and intergenerational framework) and networks for the construction of better societies.

From Mexico, through Monica Morales and Cinthia Balderas, we receive an account of an experience, inspired by the principles of educating cities, about a network of women without violence. An experience with first-person reports that show how empowerment and one's own abilities promote social transformation.

Being a collective-based prevention program, there is an example of how a group that struggles and organizes itself for a cause can improve everyone's life. In this article we also emphasize that the "invisibility of women" (referred by the authors) changes, fulfilling one of the designs of the educating city that is to make everyone visible in the city.

Heterogeneity in cities is the motto of the article by Joana Lúcio, who, based on an experience in the city of Porto, Portugal, analyzes the ideas of the explicit, implicit and claimed curriculum of cities, equating the meanings assigned to a space, which has to be a meeting, by whom it projects and by who appropriates this space.

Participating in the construction of the city is what is proposed in the city of Santa Coloma de Gramenet, an experience richly described by Dafne Saldaña and his colleagues about the co-creation in the public space and how, inspired by the work of Lefevre treated in an earlier issue of Kult-Ur, children participate in urban planning in an exercise of full citizenship, creating the conditions for this planning to include the perspectives of all, including the youngest.

This is, in fact, one of the concerns of educating cities, planning for everyone and the possibility of everyone participating in the life of the city.

It is on this aspect that the last article, by Domingos Rasteiro, which sought to study the practices and policies of the Portuguese local governments on inclusion issues.

Based on the conclusions of his work, we verify the need to continue deepening the concept of educating city and how the academy can help those who have responsibilities at the level of public policies, so that we can reach a society with a better quality of life .

Also in this issue of kult-ur, in the Stoa section, we can read an interview with Laura Alfonso, head of the Latin American delegation of Educating Cities.

In her interview, Laura Alfonso tells us about the steps that are being taken in this area of the world within the framework of intervention of educating cities.

Also, in the Biblos section, we can access the review of Hope for Democracy by Alexandra Anibal, which gives us a balance of participatory budgets, an important tool that promotes participation in the world.

I would like to thank all the authors for the exchange, contributions and reflection provided for the construction of increasingly educating cities.

June 2019