In *The Man Without Qualities*, Robert Musil writes: "Cities, like people, can be recognized by their walk". This could be the motto for the exhibition *Educating Cities: Local actions, global values* that aims to make public some significant projects carried out by member cities of the International Association of Educating Cities –IAEC– (www.edcities.org). That is to say, to recognize and celebrate their educational trajectories.

At the 10th Congress of the IAEC, which took place in Sao Paulo in April 2008, the Executive Committee decided to add this new initiative to the ongoing Seminar *Educating Cities and Local Governance*, addressed to politicians and city decision makers, as well as the civil society of member cities. The initiative is also connected to the recent publication of the book *Education and Urban Life: 20 Years of Educating Cities*. The objective of all this is to come up with new forms of cooperation among cities that promote, in each of them, the conditions needed to assure long-lasting peace.

The exhibition intends to show some of the collective improvements that can be reached when communication and collaboration between local governments and civil society are open and fluid. Concretely, this exhibition aims to present the implications and the educational impact of local policies and to strengthen the bonds among local governments through the exchange of experiences. With this in mind, seven cities from the Association have been invited to take part in this first phase in order to illustrate, with examples, their interpretation of some of the principles of the Charter of Educating Cities.

The exhibition will be first presented in these cities and thereafter it will begin a more widespread tour, which will welcome new themes representative of government actions in other cities. The final objective is, on the one hand, to offer a rich and diverse assortment of experiences to be added to other existing tools of dissemination of good practices –such as the Association’s International Documents Databank. And on the other hand, to make these experiences internationally known as to become a source of inspiration for interesting initiatives in other member cities. Exchange and collaboration are two words that are key to understanding this exhibition.

The fact that reality changes, is no secret. To know how to adapt to these changes is a virtue that the exhibition *Educating Cities: Local actions, global values* would like to achieve through the projects it presents and the activities planned throughout the tour.
In order to know and understand a city, it is necessary to appreciate the ensemble of its symbols, legends and customs. This intangible heritage reinforces a sense of belonging to a city. In addition, a community's collective expression of its identity can serve as a tool for building citizenship based on democratic values.

May 31, 1938: The Bombing of Granollers
Seventy years after the city was bombed during the Spanish Civil War, high school students and their teachers gathered together with survivors of that tragic event to commemorate it and to make a clear statement of commitment to peace. Since then, this event has been repeated every year.

Tampere: ICTs and Social Cohesion: The City of Tampere
Tampere became an important industrial center in Northern Europe during the mid-19th century, the so-called Manchester of Finland. Today, the city is still one of the driving forces of the Finnish economy, thanks to the active role played by its IT industry and university research.

The City’s Festival of the “Whites” and “Blues”
The city of Granollers’ main annual festival was created around an age-old competition between two tile makers to see who was the fastest at his job, recreating a rivalry among two heterogeneous groups of citizens -the “whites” and the “blues”- that carry out a friendly competition to win the right to organize the opening ceremonies for the following year’s festival. The competition revolves around a program of activities aimed to strengthen the sense of belonging to the city and to encourage an encounter between tradition and innovation.

The Granollers Soup Pot
In 1982, the Neighborhood Association for downtown Granollers suggested reviving and updating an old tradition known as L’Olla dels Pobres (Soup Pot for the Poor). Ever since then, on the Saturday before Christmas, the association invites the people of the city to a bowl of escudella (a traditional Catalan stew) in the centrally-located Soup Pots Square. In addition, association members visit the schools to teach young children about the tradition.

Granollers: Historic Memory and Identity: The City of Granollers
The situation triggered the idea of using theatre as a powerful instrument of expression, learning and social cohesion; an outlet through which young people could express their concerns and wishes, and an ideal means of encouraging intergenerational dialogue.

Budapest: The Educating Role of Culture: The City of Budapest
Budapest is the capital city of Hungary, a Central European country that was devastated by the two world wars and following that underwent repeated changes of its political system. After the restoration of democracy in the country, the marks left by many of those conflicts still remain but have never been brought out in the open and examined.

The Koliibri Theatre
The Koliibri Child and Youth Theatre was created as a space in which to rehearse and carry out theatrical projects targeted both to children and young people and to the adults in their lives.

The Kolibri Theatre programming includes 28 performances covering a range of subjects from interactive musical pieces to puppet shows or short readings. There is additional didactic material provided with each performance.

The City of Budapest’s Departments of Education and Culture recognize the important role theatre plays in young peoples’ social integration. As a result, theatrical training has expanded into all areas. In addition to the Koliibri Theatre, the City Council supports thirteen other theatres.

The presence of theatre in public spaces, festivals, celebrations, etc., extends beyond the actual city limits. The fact that theatrical events can be programmed both in large open spaces and in small classrooms alike, is proof of the City of Budapest’s commitment to education.

The new technologies that can be seen as factors leading to social fragmentation can become, in the hands of the local administrations, one of the elements that most strengthens social cohesion among citizens.
In keeping with the Senegalese government’s decentralization policy, the political authorities in the capital city of Dakar addressed the issue of citizen involvement in city management decisions.

In order to set the foundations for this new relationship, specialists from the City of Dakar met in late 2002 with representatives from civic associations for several work sessions culminating in The Civic Action and Citizenship Agreement.

The main point of this agreement stressed the need to work together in a transparent manner on a shared project agreed upon by the citizens with the final aim of achieving harmonious, stable and sustainable city development.

Likewise, they carry out community mediation actions to resolve conflicts within the community and to encourage citizens’ participation in local management issues.

The Civic Action and Citizenship Agreement is a fundamental element in legitimizing municipal action and encourages growing understanding of the roles and functions of social players.

Bethlehem is located in a region that has been wracked by violent conflict for many years. It is a city of great social diversity; of profoundly different political convictions and religious beliefs coexisting in the same space.

Bethlehemites use their differences to strengthen their mutual understanding and respect as a way of building peace, harmony and solidarity.

The Bethlehem Municipality plays a basic role as a mediator in solving the social problems within the community of Bethlehem. To that end, the Municipality has a committee composed of members of the City Council which is entrusted to follow up and mediate in the day-to-day problems and conflicts that arise among citizens. The City adopted these procedures in conflict resolution as a supportive measure to guarantee the security and the stability of the community.

Beyond the City’s action, the social structure of Bethlehem also includes conciliators who intervene in conflictive situations or attacks on personal honor. Their judgments are based on traditions and customs handed down by elders from generation to generation. The rules operate as real social laws regulating the relationships between families and clans.

These mediators are appointed by the elderly, whose wisdom is recognized by the social entities and the Bethlehem Municipality. The conciliators are not substitutes for the legal authorities; instead, their involvement is seen as an element that reinforces social stability. They work together with government agencies to maintain peaceful coexistence between the different social sectors in Bethlehem.

Another important means of administering justice in Bethlehem is through application of the tenets of the Islamic Religion, widespread in Palestine due to the long history of nomadic and immigrant populations in the region.

The traditional code of justice in effect in Bethlehem is a clear example of how the most everyday conflicts in the city are resolved. Incompatible goals or different perceptions between individuals or social groups require the presence of a third party capable of fostering peaceful coexistence.

The Huasco River, that ties together and gives life to the terraced valley of the same name, has attracted a variety of settlements along the shores of its long course, with the Chilean city of Vallenar situated in the heart of the valley. When Vallenar began to take shape as a city, the river was not seen as a space to be integrated in this urban environment, where there was already a serious scarcity of green areas and parks for recreational use. In the mid-1990s, the city government decided to develop a project to address this issue.

Rehabilitate a series of natural pools to create a spa for people in the community.

That is how a multi-purpose green space of over 2,000 linear meters complete with sports and recreational equipment was created, offering the entire community a broad range of outdoor leisure activities.

From the outset, the community participated in this ambitious project to transform the riverside, providing input on the initial plans and, at the same time, gaining awareness of the importance of the surroundings and of respecting the environment.

Today, the Huasco River, newly-revived as the central core of an ecosystem and integrated in urban life to the citizens’ benefit, is a focal public space in the City of Vallenar.
Sports as an Instrument of Social Inclusion: The City of Guadalajara

Public space is where a horizontal and broad communication can be established among citizens. It is a place that generates democracy, culture and education. Experiencing the city offers the opportunity to continue building it and restoring it to revive the values of each of the communities within it.

La Vía Recreactiva

La Vía Recreativa (Recreational Route) is a program developed by the City of Guadalajara (the capital of the Mexican state of Jalisco) with the primary aims of recovering public space, improving coexistence and social cohesion among its citizens, reinforcing the sense of belonging to the city, and encouraging alternative means of moving around the city.

The route extends 25 kilometers along the length of the city’s main avenues and crosses the city from east to west through numerous communities of varying socioeconomic levels. It also connects with three other cities in the larger metropolitan area: Tlaquepaque, Tonalá and Zapopan.

The Recreational Route involves freeing some of the city’s main streets of traffic on Sundays, turning them into recreational areas where pedestrians can ride bicycles, skate, walk and enjoy educational and entertainment activities offered in the nearby squares. An average of 120,000 people use the route every Sunday.

Different city departments organize coordinated interactive activities such as traveling book and toy libraries, interactive science exhibitions, family-focused workshops, concerts, etc.

The use of this route has also led to programs focused on improving the urban landscape, as in the case of San Jacinto Park, a recovered green space more than 25,000 square meters in size, and the “Green City” Project for developing green areas on the sidewalks along the city’s Route 1.

The singularity of the exhibition that is now being presented lies in the very process of cooperation among the participant cities. That is to say, the seven cities that make up part of the show now, as well as those that subsequently wish to become part of it, on presenting their own experiences, will demonstrate to what extent local government action can promote democracy and thus favour the conditions for peace among its inhabitants.

Using public space in the service of fostering citizenship, means creating conditions to promote respect, community living, solidarity and the defence of public interest. This context, reflected in the Charter of Educating Cities, is ideal for a large number of educational, cultural and social practices and experiences that generate dialogue, a key necessary element to build peaceful societies.

Through this new initiative, the International Association of Educating Cities also intends to make visible the importance of civil society in cities’ governance, as the experiences of this initial phase prove it. These processes of interaction are needed in order to implement political decisions.

The IAEC has organized the exhibition Educating Cities: Local actions, global values in collaboration with the Spanish Agency for International Development Cooperation. The UNESCO Chair of Cultural Policy and Cooperation at the University of Girona has developed a specific line of reflection which applies to the design of some educational proposals in accordance with the fundamentals of human rights. The Chair contributes to this project by emphasizing the educational side of the cultural experiences and practices chosen in this first phase, and by producing an educational guide that can be adapted and applied according to local requirements. This guide contains educational proposals for working in a rigorous and interesting way to promote the global values illustrated in the exhibition to school children, young people, families and citizen groups.

The IAEC, in conjunction with the UNESCO Chair, will compile, analyze and evaluate the results of this first phase in order to propose new road maps for future exhibitions.