

## UNESCO Learning City Award Application Form

### Introduction

The biennial UNESCO Learning City Awards recognize cities that have demonstrated significant progress in enhancing lifelong learning opportunities for all by implementing the [Guiding Documents](#) of the UNESCO Global Network of Learning Cities. Up to six cities in each of the five UNESCO regions may receive an Award in each cycle. The next UNESCO Learning City Awards will be conferred in 2017.

**Any city wishing to apply for the UNESCO Learning City Award 2017 must submit the following documents to its country's National Commission for UNESCO:**

- The Award application form and consent form (p. 5 of the application form)
- Five high-resolution photos (original, uncompressed and not resized) depicting learning city actions. Each photo must be accompanied by a short description as well as copyright information

Please note that cities must submit their application forms to their countries' National Commissions for UNESCO by **31 August 2016**. After reviewing the application forms, each National Commission will nominate a maximum of three cities for the Award. National Commissions will send an Award nomination form for each city along with the cities' Award application forms plus any supporting documents to the UNESCO Institute for Lifelong Learning by **30 September 2016**. Please note that National Commissions and the Award jury have the right to request additional documents and records from your city if necessary.

If you have any enquiries, please contact:

The Coordination Team of the UNESCO Global Network of Learning Cities  
UNESCO Institute for Lifelong Learning  
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Germany  
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## UNESCO Learning City Award 2017 Application Form

### For official use

Date received:  
Reference No.:

### Part 1: Basic information on your city

#### Your city

Name of city: Mação

Country: Portugal

Official city website address: [www.cm-macao.pt](http://www.cm-macao.pt)

#### Mayor

☐ Ms ☒ Mr

Full name (surname, first name): Estrela, Vasco

Official title: Presidente da Câmara Municipal de Mação

#### Contact person for the UNESCO Learning City Award

☐ Ms ☒ Mr

Full name (surname, first name): Estrela, Vasco

Official title: Presidente da Câmara Municipal de Mação:

Organization: Câmara Municipal de Mação

Postal address: Rua Padre António Pereira de Figueiredo

Postcode: 6120-750

Telephone number (including country code): 00351241577200

Fax number (including country code): 00351241577280

Email address: [presidente@cm-macao.pt](mailto:presidente@cm-macao.pt)



## Part 2: The city's overall strategy for developing into a learning city

Please illustrate your city's overall strategy for developing into a learning city by answering the questions below.

### 1. How does your plan for building a learning city address the challenges facing your city?

Outline the medium- and long-term objectives and summarize the key action points of your plan for building a learning city, relating them to your city's challenges (max. 400 words).

Mação faces three scales of challenges: those shared by Portugal as a whole (need to diversify the economy; need to foster cultural diversity and sociocultural cohesion; need to counter the growing alienation of people; need to resume a central role of the Humanities in daily life; need to promote critical reasoning and the understanding of the dilemmas imposed in the context of global transformations; need to overcome the growing generation gaps); those related specifically to the inner regions of the country (ageing and exodus of population; loss of productive activities and, as a consequence, of jobs; loss of knowledge on traditional skills); those specific of Mação itself (related to its history, to its dominant and minority beliefs and to its traditional knowledge and economic opportunities).

Since 2001, Mação launched an ambitious project to promote its Museum and cultural and educational activities as a major priority. This would eventually grow into becoming one of the two pillars of development of the region (the other, also related to learning, being the forest and related activities). A learning strategy was identified as the only strategic way to prevent alienation and to foster the required critical reasoning that may allow our society to imagine an alternative and sustainable future. It took over a decade to fully structure such strategy, but we now have a dynamic of participation in a critical assessment of the collective challenges. Learning all time and throughout the whole life is what is fully understood, from pre-school to senior university people. The awards received by the different education and culture structures, but also for the local research on how to manage the forest or how to design dispersed aged population social care, illustrate this relation between learning, then facing the dilemmas and solving the problems.

As for many inland cities in Portugal and Europe facing common challenges related to age structure, logistic constraints and economic difficulties, the current context is the result of a long term coastal megapolis concentration. In order to conceive reversing the current trends, advanced knowledge and skills are fundamental, to secure both the cultural and social cohesion and to enlarge an adequate human capital that may accommodate new economy activities that may generate new jobs and new models of territorial occupation and use. Within this, short-term problems also require urgent answers, and innovation is crucial, namely concerning social care or new economic activities.

### 2. Has your city created a coordinated structure involving all stakeholders?

Describe how you are involving all stakeholders (e.g. civil society organizations, the private sector and non-governmental organizations) in building the learning city and outline the roles and responsibilities that have been assigned to these stakeholders. If you have established learning city committees and forums, joined networks or formed alliances with other cities, please provide details (max. 250 words).



In Mação there is an involvement of the Municipality services engaged in learning activities, such as the Museum (central place of reflexion articulated with higher education through IPT master and phd programmes, developing with the schools of Mação annual creative projects strongly based on experimental learning and with civil society through the creation and dinamization of Memory Spaces in small rural villages of Mação), the Public Library (regular educative activities with children and meetings for adults promoting the discussion on varied themes), the Artistic residence (organization of residences with national and international artists), the Art Gallery (regular exhibitions) and the Senior University (regular classes on varied subjects promoting learning and active ageing).

These services cooperate with the Earth and Memory Institute - Advanced Studies Centre of Mação (ITM), which is a non profit scientific association that articulates the Municipality, local enterprises, the Politechnic Institute of Tomar and numerous national and international research institutions and Universities. They also actively cooperate with the public schools of Mação at all levels of teaching. These stakeholders - Museum, Earth and Memory Institute, Public Library, Artistic residence, Art Gallery, Senior University and Public schools cooperate outlining articulated programmes of activities that promote learning throughout life.

Mação secures the coordination of all these fronts of intervention through the municipality itself (for all activities related to the city public structures) and with ITM (for the articulation with other relevant stakeholders intervening in Mação). All these stakeholders coordinate their agendas and share all their resources.

### **3. How is your city mobilizing and utilizing resources?**

Describe the resources – financial and otherwise – that your city is utilizing to build a learning city. If applicable, give examples of cost-sharing mechanisms involving multiple stakeholders and other innovative approaches to mobilizing resources (max. 250 words).

All main facilities in Mação are mainly the result of public investment, namely the pre-University schools, the Museum (including research degrees of IPT), the Earth and Memory Institute, the municipal Library, the Art Gallery, the municipal Auditorium, the Artistic Residence, the Senior University and the community's spaces of memory. These infrastructures are fed not only by regular public education at all levels, but also by private sector training courses (B&P) and a very intense volunteer work of several local NGOs.

One fundamental rule is the full sharing of the infrastructures, but also of the human resources attached to them. This has allowed to reinforce the regular funding of the municipality (according to Portuguese laws) with a very significant number of projects, funded by the State but also the European Commission, several Foundations and the private sector.

For example: the Museum staff and ITM researchers cooperate with the Senior University delivering taught modules; the pre-University schools use the Museum as a central place for learning; the academic meetings of ITM take place on the Municipal Auditorium; the Knowledge Socialization Services of the Museum develop annual projects with the public schools; these services also create

and promote, with local population, ethnographic Memory Spaces in rural villages of Mação; through european projects and regional cooperation, Mação welcomes artists; etc. Another example of the integrated mobilization of all these stakeholders is the organization of the «Learning fortnight: knowledges, thoughts and actions» next september with numerous learning activities, commemorating Mação recognition as a Learning city.

#### **4. How is your city ensuring that learning is accessible to all citizens?**

Describe the projects your city has initiated to respond to the learning needs of all citizens, especially marginalized and underprivileged groups. Provide examples of how you are creating an inclusive, learning-friendly environment in the city and of how you keep citizens informed about learning opportunities (max. 400 words).

All the activities organized by the mentioned stakeholders are unpaid (except IPT research degrees, co-funded by students) corresponding to an effort made to provide accessible learning to all citizens.

Despite the scarce resources long-life learning is a priority in Mação starting with an investment on children in the Public school through, for example, the projet Philosophy for Children or the 100% student, the first promoting critical thought and the second the educative success trough the improvement of learning behaviour and assiduity. These initiatives developed in the Public school are fundamental in Mação where school abandonment is frequent due to poverty. The effort for an inclusive learning is also expressed by the activities of the Senior University where old people have the opportunity to learn various thematics and to acquire new competences. Again this is of outmost importance in a region where the majority of population is aged and where active ageing is fundamental to prevent the isolation and exclusion of elderly people.

Complementing these learning programmes are the activities of the Museum and Earth and Memory Insitute such as: workshops on handicrafts involving local craftstman; the regular conferences «Histories of Mação - a cicle of conversations» involving researchers and local historians; creation and dinamization of ethnographic Memory Spaces together with the local population; knowledge socialization activities for childrens and adults based on experimental learning using contents that emerge from the scientif research developed in the Earth and Memory Institute; frequent Seminars and congresses open to all publics. The Public library also develops numerous learning activities such as the initiave «Talking with...» or the celebration of the World Poetry day where children select poems that are displayed on the streets of Mação. These are some examples of how Mação implements a learning-firendly environment where the value of learning is transversal to all generations and accessible to all citizens. The activities are all divulgated in the Municipality Cultural Magazine, announced in social networks and by posters displayed all over Mação. Some of the activities are recorded and can be seen on youtube. See for example:

<https://youtu.be/kUiWgeovdZk> (Apheleia round table on the Humanities, with UNESCO)



<https://youtu.be/GhbLN5J0w38> (local history: Ortiga)

<https://www.youtube.com/watch?v=b4htDZLUq2k> (school of painting)

<https://www.youtube.com/watch?v=F-tvTJ3vO2s> (GESTART project)

<https://www.youtube.com/watch?v=iZ4zy4CplGc> (Schools project Student 100%)

<https://www.youtube.com/watch?v=tVjESVRUoXY> (itinerary library project)

<https://www.facebook.com/benefitsprofits/> (B&P private training courses)

### **5.What celebratory events has your city organized to promote and maintain the process of building a learning city?**

Provide some brief examples of events that promote your learning city and lifelong learning in general (max. 250 words).

Mação annually organizes the «Feira Mostra» a four days event where all the mentioned stakeholders, local associations (cultural, musical and sportive) and craftsmen are represented and animate the event with numerous activities. Apart from this big event there are the celebration of thematic days such as the mentioned World Poetry days by the Public Library, the Museum International Day, the Sites and Monuments international day, the European Days of Culture organized by the Museum or the World Philosophy Day.

Mação joined the UNESCO Learning cities this year and will organize the «Learning fortnight: knowledges, thoughts and actions» from 18 September to 1st of October. This initiative will sum learning activities promoted in an articulated calendar by the Museum, Earth and Memory Institute, Public Library, Art Gallery, Public school (member of the UNESCO network of schools) and Senior University. It will include the public defence of Erasmus Mundus masters, conference on local history, a guided visit to the rock art complex, the public presentation of the proposal to include Iberian Schematic Art in the WHL, an international seminar organized with the Chinese Social Sciences Academy (Learning skills and understanding cultural diversity: silk roads and sino-western exchanges), a round table on "Learning and Creativity for the Global Understanding", a meeting with private entrepreneurs and several other activities.

### **6.Has your city established mechanisms to monitor and evaluate the development of the learning city?**

If so, provide a brief outline of these mechanisms. If possible, show how these mechanisms are related to the *Key Features of Learning Cities* (max. 250 words).

Monitorization and evaluation of the learning programmes in Mação is done through several mechanisms such as: the quality heritage certification of the Museum by the International HERITY; the integration of the Museum in the Portuguese Network of Museums; the awards given to the by the Portuguese Association of Museology to the educational resources and the internationalization; the Public School is permanently evaluated by the internal mechanisms of the Ministry of Education; the Geoscience Centre of which ITM is part was also evaluated by the Science and Technology Foundation and all the international projects funded by the European community are evaluated by external commissions.

Participative evaluation is crucial: most activities are evaluated by participants and results of these are rendered publicly to all; the Museum's restructuration project started with an inquiry to the population of Mação to assess their opinion and willing to embrace the strategy proposed; the project has been regularly subject to impact assessments undertaken by independent teams, namely on the cultural and economic impacts.

This quality control methodology meets the key features of learning cities, namely:

- \* promoting transparency and feed-back, pre-requisites of empowerment and social cohesion;
- \* consolidating a sustainable development approach that also targets economic and cultural prosperity as a priority;
- \* engaging families as the basis for an inclusive strategy for critical reasoning;
- \* promoting quality through diverse learning methods and contents, from experimentation to digital learning;
- \* sharing of resources on the basis of a multi-stakeholders governance.

## **7. What impact are learning city programmes having on your city's social, cultural, environmental and economic development?**

Please provide some specific examples of the benefits of building a learning city (max. 250 words).

"The sector of education, health, culture and social care represents 27th of the labour market, followed by distribution and trade (15%)", states the development plan of Mação, conducted by an independent company in 2016, that identified education as a main strength with development potential for Mação, intelligent specialization and management being, with internationalization, at the core of the mid-term vision. The education programme, with the focus on culture for all, stands as 2 of the 6 projects of the approved strategy, the other 4 also being related to learning: forest management (with projects such as village enterprises or risk management), endogenous resources enhancement (traditional activities and skills), social innovation and entrepreneurship (new activities), territorial marketing (namely to attract new residents and activities). The project foresees an integrated landscape management that takes learning at its basis ([www.cm-macao.pt/index.php/pt/83-info-municipal/noticias/434-plano-desenvolvimento](http://www.cm-macao.pt/index.php/pt/83-info-municipal/noticias/434-plano-desenvolvimento)).

Previous independent studies confirmed the impact of the learning strategy in the reinforcement of the community identities, the projects having also attracted new young residents and having a strong impact in the accommodation and related services in Mação (up to 30%).

The labels of excellence obtained by the Schools of Mação and by the Museum and IPT courses (all with national and international prizes), involving also the cultural and social care sectors, have attracted the media and a growing attention to Mação. This is a major lever for the future.



## Consent Form for use and distribution of materials

### For official use

Date received:  
Reference No.:

**To: The UNESCO Institute for Lifelong Learning (UIL)**

On behalf of my city, I agree as follows:

- I. That the reports and photos I have submitted may be shared with others and presented on the Internet and in publications and other materials, on the understanding that they will be fully acknowledged and credited to my city.
- II. That UIL has my city's permission to use any statements and quotes my city makes in its entry for the award, during the award ceremony or in any other materials related to the award and the promotion of lifelong learning.
- III. That UIL will not be liable to my city for any distorting or misleading effect resulting from the publication of my city's name, picture, report or likeness.
- IV. That no fees or revenues are payable by UIL to my city or any third party in connection with the above granting of rights.
- V. That all materials submitted will not be returned.
- VI. That this agreement does not oblige UIL to use any of the materials I have submitted.

I represent my city and warrant to UIL that:

- I. The report submitted is original and reflects the real situation of my city.
- II. The statements made in the submission, interview, filming or other recording pursuant to this agreement are expressions of my city's current experience and belief. I agree to notify UIL of any changes in this regard.
- III. To the best of my knowledge, the materials and ancillary materials of my city's entry will not violate any right of, or duty owed to, any third party.
- IV. I am over eighteen years of age and am under no legal or contractual disability to grant the rights above on behalf of my city.
- V. I accept that the jury's decision is final and correspondence will not be entered into.

I hereby release UIL and UNESCO subsidiaries, affiliates, licensees and assignees of all liability to my city of any nature arising out of any use or uses of the material.

**Signature of city's mayor or official representative:**

**Date:**

If you have any enquiries, please contact:

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