

**Planning Child-Friendly, Educating, and Learning Cities:  
An Urban Framework for Sao Paulo**

By

Natalia Isabelle Vidigal Coachman

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Author \_\_\_\_\_  
Department of Urban Studies and Planning  
May 20, 2020

Certified by \_\_\_\_\_  
Professor Ceasar McDowell  
Department of Urban Studies and Planning  
Thesis Supervisor

Accepted by \_\_\_\_\_  
Ceasar McDowell  
Professor of the Practice  
Chair, MCP Committee  
Department of Urban Studies and Planning

*“A cidade somos nós  
e nós somos a cidade”*

“The city is us  
and we are the city”

Paulo Freire

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## **Abstract**

By 2030, if socioeconomic inequalities are not tackled soon, worldwide, almost 70 million children under age five will die, and 60 million children of primary school age will not be attending school (UNICEF 2016). In cities, socioeconomic inequality between urban regions, and huge disparities in educational access prevents excluded children from developing their full potential, thus perpetuating intergenerational cycles of inequity. This thesis argues that cities and city planners have a crucial role in the collective responsibility of guaranteeing children's and educational rights. I use three city concepts promoted internationally by UNICEF, UNESCO, and IAEC to guarantee children's rights, lifelong learning, and educational rights to propose a new urban plan. I use a multi-method approach including historical analysis, semi-structured interviews, spatial analysis, and participation in public meetings to analyze six Brazilian multi-sector projects, propose a framework and apply the framework to the city of Sao Paulo. The framework is an integrated urban and education strategy to create a *Child-Friendly, Educating, and Learning City*, or what I call a *CEL City*. This research makes diverse contributions to the existing literature on city planning, education, and children's rights. First, the new framework allows cities to put both children and education at the center of the urban planning agenda. Second, my work fosters a strategic urban plan that builds multi-sector, intergenerational, and interdisciplinary cooperation for a more inclusive and effective process for urban and educational development. Third, I create a CEL City Master Plan formed by a *Network of CEL Territories* – place-based community systems, which include a Democratic Forum, a Socio-Educational Network, and Integral Education Schools – that foster the intellectual, social, cultural and educational development of children and youth and make them agents in the development of their city.

Thesis Supervisor: Ceasar McDowell

Title: Professor of Civic Design. Chair, MCP Program.

Thesis Reader: Tereza Herling

Title: Professor of Urban Planning. Mackenzie University.

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# Chapter 1

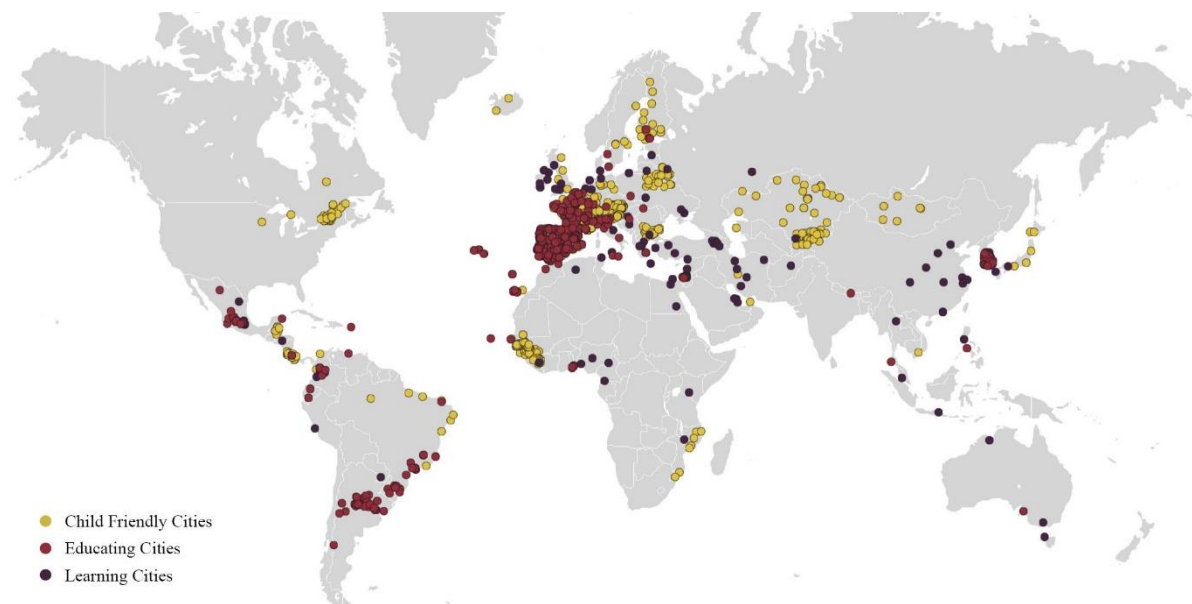
## 1. Introduction

By 2030, if socioeconomic inequalities are not tackled soon, worldwide, almost 70 million children under age five will die, and 60 million children of primary school age will not be attending school (UNICEF 2016). As many studies have proven, life chances and access to opportunities are determined by the country, community, gender, or circumstances in which each person is born. For example, children in Somalia are 60 times more likely to die before their fifth birthday than children in Iceland (UN 2017). In cities, socioeconomic inequality between urban regions and huge disparities in accessing the fundamental right to education is repeatedly preventing poor and excluded children from developing their full potential and thus perpetuating intergenerational cycles of inequity. Since children have a huge capacity to learn, and during early childhood, their brains develop more quickly than at any other time in life (Bernard Van Leer Foundation 2019), if given a fair chance to a healthy beginning along with an opportunity for educational development, they could later change not only their future but also bring equitable prosperity to their societies (UNICEF 2016). In this thesis, I argue that cities and city planners have an important role in the collective responsibility of guaranteeing children's and educational rights.

Over the last 20 years, cities have gained increasing power in attracting people and organizations for economic development, responsibility in taking action in climate and environmental issues, as well as political leadership in providing solutions for the social benefit. Alongside this, city planning has developed to respond, anticipate, and propose urban economic, environmental, and social transformations. However, children are still on the periphery of the urban planning agenda and even representing over 25% of the world's population (World Bank 2018), they lack political and economic power to influence decisions that will impact them (Kingston et al. 2007). On the other hand, public educational systems have significantly expanded to reach the whole population and improving the quality of professors and schools to offer better education. In the essential quest of providing full educational development and lifelong learning opportunities for all, educators have creatively found ways to diversify learning spaces and places, increase education periods, and expand educational methods (Barrera 2016). However, educational infrastructure and school-city relationships are rarely included in city planning research and practice (Riggio 2002) (Vincent 2006). To guarantee children's rights, and offer full educational development, city planners and educators need to join efforts and involve children's voices in the creation of integrated policies and multi-sector projects.

In this thesis, to understand how to create urban plans focused on children, education, and learning, I investigated three city concepts promoted internationally: *Child-Friendly City*, *Educating City* and *Learning City*. The Child-Friendly City concept was created by UNICEF in 2000 in response to the UN Convention on the Rights of the Child (1989) with the goal of ensuring "children's rights to a healthy,

caring, protective, educative, stimulating, non-discriminating, inclusive, culturally rich environment is addressed” (Riggio, 2002, p. 45). The Educating City concept was defined by the International Association of Educating Cities (IAED) in 1990 in response to The Right to Education from the Universal Declaration of Human Rights (1948). The Educating City undertakes an educating function with its environments directly towards the education, promotion, and development of all its inhabitants with a special focus on children (International Association of Educating Cities 2004). The Learning City concept was created by UNESCO in 2013 and intends to tackle the 2030 Sustainable Development Goals 4 (‘Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all’) and 11 (‘Making cities and human settlements inclusive, safe, resilient and sustainable’). The three initiatives promote their agendas independently and the three city concepts are discussed and put in practice separately. Since they are grounded in similar principles and are pursuing complementary goals, I see an important opportunity for cooperation when implementing them in policies, projects, and urban plans. Although the three initiatives have cities committed to their agendas worldwide (Figure 1), it is alarming that there is no urban plan to transform the city environment towards children's well-being and educational development.



**Figure 1:** Cities Associated to UNICEF Child Friendly Cities Initiative, International Association of Educating Cities, UNESCO Global Network of Learning Cities

Motivated to understand how cities can be made into places that guarantee children’s rights, promote integral educational development and provide lifelong learning opportunities for all, I study six Brazilian case projects and integrated policies that follow the principles of *Educating Cities* and propose the creation of *Territories* for children’s development and lifelong learning. I analyze the selected policies/projects—*Parques Infantis Mário de Andrade (1935)*, *Escola Parque (1950)*, *CIEP (1984)*,



*Bairro-Escola (1997), CEU (2001), and Território CEU (2013)* - concerning the development of their concepts; city-school connections; school-community connections; territorial scales and human network scales; and territorial activation methodologies. The methodology used to analyze these cases included a multi-method approach iterating between internet-based research, historical analysis, semi-structured interviews, active participation in one public meeting and spatial analysis. The study of these projects revealed how community initiatives, schools, and city governments are putting in practice the concept of *Educating Territory*, a territorial unit around a school that forms a socio-educational network for social protection, providing the conditions for the integral development of the community and the territory. The interviews with experts and my participation in the public meeting showed me the need and opportunity for creating an urban framework for collective action. Seeing the potential of creating cities for children and educational development from a network of Educating Territories, I ask: *What could be a city-wide plan for Child-Friendly, Educating, and Learning Cities? Who should be involved and what methods of collaboration should be used in the creation, development, implementation and governance of this urban plan?*

To answer these questions and propose a framework to encourage collaboration between city planners, educators, communities, and city governments in the creation of Child-Friendly, Educating and Learning Cities, I draw from different sources. The CEL City foundations are based on the *UN Convention on the Rights of the Child (1989)*; *The Charter of Educating Cities* (International Association of Educating Cities 2004); *Building Child Friendly Cities: A Framework for Action* (UNICEF 2004); *Guidelines for Building Learning Cities* (UNESCO 2015); *The World Declaration on Education for All (1990)*; *Integral Education Concept* (Centro de Referências em Educação Integral n.d.); *Territórios Educativos* (Singer 2015); *Território CEU Policy* (Secretaria Municipal de Desenvolvimento Urbano 2013-2016); and *Urban95 Starter Kit* (Bernard van Leer Foundation 2019). The framework is an integrated urban and education strategy to create a *Child-Friendly, Educating, and Learning City*, or what I call a *CEL City*. The purpose of the CEL City Framework is to offer a pathway to encourage intersectoral, intergenerational, and interdisciplinary cooperation for the formulation of an integrated urban and educational policy that includes local communities from the beginning of the formulation process. As a highly context-based strategy that responds to local urban conditions and local community needs, the framework serves as a structure to encourage local people to come together and co-create the plan for their CEL City.

The CEL City promotes the development of its inhabitants' full potential from childhood and involves all generations in the planning and development of the urban territories to reach their full potential. For that, this framework proposes a strategy that goes beyond a set of policies to guarantee children's rights or definitions for child-friendly urban design. The proposed strategy is the creation of a child-friendly, educating, and learning territory called CEL Territory. The CEL Territory is a place-based community system committed to creating the conditions for human, educational, and territorial development focused on children. To achieve these goals, each CEL Territory has its own project,

leading agents, and infrastructural elements. The CEL Territory project is a local integrated Integral Education Plan and an Urban Development Plan formulated by the community, including the participation of children in planning, designing, and decision-making. The three leading agents are *School Leadership* responsible for activating the CEL Territory and promoting Integral Education daily; the *CEL Territory Forum* responsible for formulating and managing a local integrated educational and urban plan; and the *Socio-Educational Network* formed by people, places, and facilities that are perceived as educating agents and integrated as a local system for social protection and educational development. The CEL City is formed by an interconnected system of CEL Territories that cover the city-wide environment while encouraging human, educational, and urban development at a local scale to allow children and the community to participate.

In the CEL City Framework, I propose three CEL Territory typologies created to respond to three different contexts within cities. It is especially important to have more than one CEL Territory typology in cities with high spatial inequalities because urban regions vary a lot. While marginalized urban areas usually lack the socio-educational infrastructure adequate to the local demand and therefore fail to offer the conditions for integral development, central urban areas are usually well-served with socio-educational infrastructure, transportation systems and metropolitan cultural assets. According to each region's needs and existing circumstances CEL Territories in vulnerable areas include the construction of new socio-educational infrastructure, and CEL Territories in central areas focus on connecting the existing infrastructure and activating the existing potential. The framework includes criteria to allocate the typologies in the city territory; criteria to define CEL Territory epicenters; guidelines to define territorial boundaries; and methodologies to plan and activate the CEL Territories. The ultimate goal of the CEL City is to promote the development of its inhabitants' full potential and involve them in the planning and development of its territories' full potential.

I applied the framework and developed a CEL City Master Plan for Sao Paulo. Sao Paulo represents a promising case to explore the application of the framework for four main reasons. First, it is part of the three international initiatives—CFCI, IAEC, GNLC—and is committed to implementing their agendas in policies and projects. Second, the current Strategic Master Plan encourages intersectoral cooperation and directly proposes to strengthen the *Network of Centralities* fostered by the *Território CEU*. Third, there are several social organizations and a strong academic community committed to advancing these agendas. Finally, the current political and educational scenario under the Bolsonaro Administration generated a resistance movement led by several social organizations, community leaders, the public schools' communities, and advocates of children's rights, who support *Integral Education*, the *Territorialization of Education*, and *Democratic Education*. I used a mixed-methods approach to operationalize the steps of the framework and offer a CEL City Master Plan for Sao Paulo that would serve as a starting point to engage local stakeholders in the collaborative process of further developing the urban plan and implementing the CEL City Framework.

My research is grounded in the literature of three city concepts *Child-Friendly City*, *Educating City* and *Learning City*. The literature on *Child-Friendly Cities* has focused on theories and practices concerned with guaranteeing “children’s rights” in the city and their “right to the city.” They mainly discuss the benefits of building cities adequate to the well-being of children, engaging children to care for the environment, as well as including young citizens in urban planning and policy-making. However, this literature has put less attention on children’s education and does not explore the relationship between cities and schools. In contrast, the planning literature has mostly ignored the field of knowledge on children’s use and perception of the built environment, the children’s needs, and child-sensitive perspectives on urban places and spaces (Christensen 2003). Although the planning field has generally put children on the margins of the discussions on housing, transportation, environmental planning and economic or international development, some scholars concerned with children in the city have brought important contributions to the field.

The literature on *Educating Cities* includes theories and practices that focus on the educational potential of the territory, the need to expand the educational connections between cities and schools and possible ways to make these connections. This literature is the result of collaboration between scholars from different disciplines interested in the intersection between cities, education, educational infrastructures and children. It might represent an example of multi-sector research and practice towards advancing multi-sector projects and integrated policies. In this case, the planning literature on *Educating Cities* does not exist as a separate body. It is merged with the research of educators, sociologists, geographers and architects. This literature includes rich conceptual and practical references especially in Brazil, Argentina, Portugal, Spain, Italy, and France. There are no authors or project references in the United States directly discussing the *Educating City* concept. Because of the complexity behind this concept and the lack of parallel to the traditional view North American scholars and planners have about cities and education, this thesis includes an explanation on the three underlying concepts that are essential to understand the *Educating City* concept: *Integral Education*, *Territory*, and *Educating Territory*.

The literature on *Learning Cities* is very linked to the idea of promoting Lifelong Learning in the city and has focused on civic engagement, democratic governance, and participatory technologies for learning. Learning Cities are related to mainly three dimensions of lifelong learning (1) as green and healthy learning cities; (2) as equitable and inclusive learning cities; and (3) through decent employment and entrepreneurship in learning cities (Popovic et al. 2020). The first dimension is explicitly seen in the connection between the Learning City and the Sustainable Development Goals. The second dimension is linked to the idea that Lifelong Learning is a new philosophy of education in which there is value in sharing knowledge, expertise, and talent between organizations as well as between cities and citizens through open data, open learning software and genuine co-operation (1996). The third dimension regarding equitable and inclusive learning cities seems to be the most discussed among scholars that are interested in the multiple

relationships between city governments and citizens in the creation of Learning Cities. In this thesis, I argue that all three urban concepts are complementary and have similar origins and goals.

This research makes several contributions to the existing literature on city planning, education, and children's rights. First, I propose a new framework to develop cities that put both children and education at the center of the urban planning agenda. Although the importance of guaranteeing children's rights and the crucial role of education in creating equitable societies is widely discussed, both applications in the city are still on the side of the urban agenda (Vincent 2006). Although not mainstream, there exists relevant research and evidence highlighting the benefits of child-friendly urban planning and design. There are also significant advancements related to exploring the educational potential of cities. There is even a combined idea that young citizens that learn from/in/the city can better understand the city and meaningfully help co-create the city. In this thesis, I offer a pathway for educating in the city, learning from the city, and participating in co-creating a child-friendly city for all.

Second, I offer an original analysis of the three city concepts in parallel. There is a lack of literature discussing the relationship between *child-friendly*, *educating*, and *learning cities*. Each body of literature have their own sub-concepts and discuss the relationship between them and their contribution to other city concepts such as the *sustainable city*, *the inclusive city*, *the democratic city*. However, I found no secondary sources making direct comparisons between them. In my historical analysis of CFC, EC, LC's principles and goals, I highlight their complementary nature and intention and point out opportunities for the local practices and governments interested in implementing each global agenda to join efforts. By showing three global movements and the richness of multi-scale projects applying their agendas, I hope to inspire more cities to take responsibility in guaranteeing children's rights, advancing educational development, and lifelong learning in the urban environment.

Third, I offer another example of a project that multi-sector cooperation in many dimensions is crucial for its existence and success. There are relevant projects in many areas that require cooperation and even governmental policies that use cooperation as a criterion for granting funding (Sao Paulo, SMDU, 2013-2016). However, the reality of traditional governmental, institutional, and organizational structures does not encourage cooperation. By showing the cooperation requirement and the benefits of multi-sector projects' process and outcomes generate, I encourage multi-sector cooperation in many dimensions. Primarily, cooperation between urbanists and educators, to plan cities and educational infrastructure together. Then, between government sectors: between regional town-halls, inter-secretarial, and inter-ministerial collaboration in the creation of integrated policies and plans. Lastly, and most important, cooperation between communities, researchers, practitioners, government officials, and organizations. As Jane Jacobs said, "Cities have the capability of providing something for everybody, only because, and only when, they are created by everybody" (1961). In the case of CEL Cities, there is no other way than cooperation, since everyone has an equally important role, the city can't be built when anyone is missing.

The remainder of the thesis is structured as follows. Chapter 2 reviews the literature on Child-Friendly Cities, Educating Cities, and Learning Cities. Chapter 3 outlines the research design and methodology used in the case studies, the development and application of the framework. Chapter 4 studies six cases of Brazilian multi-sector projects through an analysis of their concepts, the development of school-city and school-community connections, their territorial scales, and participatory methodologies they proposed. Chapter 5 presents the proposed framework including foundations, steps and criteria to develop a master plan. Chapter 6 applies the framework in the city of Sao Paulo to propose contextual pathways for transformation. Chapter 7 concludes with lessons learned and a summary of contributions.

## Chapter 2

### 2. Literature Review

In this section, I review the literature on three city concepts that are centered on children, education, and lifelong learning. First, Child-Friendly City, which is focused on guaranteeing children's rights. Second, Educating City, which is focused on promoting the full development of people through Integral Education. Third, Learning City, which is focused on providing lifelong learning opportunities for all citizens. For each concept, I include a conceptual definition, the emergence of the concept at the global level, the international initiatives advancing their agendas, and a review of the concept from city planning scholars' perspective. For the Educating City concept, specifically, I include an explanation of three important underlying concepts, which are Integral Education, Territory, and Educating Territory.

#### 2.1 Child-Friendly City

Child-Friendly City refers to any geopolitical unit or system of governance that incorporates children's rights in their decisions, policies, projects, and design.

A child-friendly city is a city, town, community, or any system of local governance committed to improving the lives of children within their jurisdiction by realizing their rights as articulated in the UN Convention on the Rights of the Child. In practice, it is a city, town, or community in which the voices, needs, priorities, and rights of children are an integral part of public policies, programs, and decisions. (UNICEF Child Friendly Cities Initiative)

The Child Friendly City concept emerged at the global level in 1996, in response to the United Nations (UN) Conference on Human Settlements (Habitat II) that declared that “the well-being of children is the ultimate indicator of a healthy habitat, a democratic society and of good governance.” At the same time, the Child Friendly Cities Initiative (CFCI) was launched by UNICEF and UN-Habitat to urge cities to act on the UN Convention on the Rights of the Child (1989). The four general principles of the UN Convention are non-discrimination (article 2), best interests of the child (article 3), the right to life and maximum development (article 6), and respecting children's views (article 12). To support cities further develop the framework, share knowledge, and create local practices at the local level, UNICEF set up the Child-Friendly Cities Secretariat in 2000 (UNICEF 2009). According to the coordinator of CFCI Secretariat, Eliana Riggio, the framework started to be widely adopted after the UN Special session on Children in 2002 because the document “A World Fit for Children” commits UN member nations to develop child-friendly communities and cities (Riggio 2002). This commitment means that city governments and municipal authorities are responsible for translating children's rights

to the local urban environment. According to the CFCI, Child-Friendly Cities aim to guarantee the right of young people to be equal citizens able to influence decisions about their city, express their opinions on the city they want, and evaluate the city from their perspective.

The general literature on Child-Friendly Cities or Cities for Children has focused on theories and practices concerned with guaranteeing children's rights in the city and their "Right to the City." They mainly discuss the urgency and benefits of building cities adequate to the well-being of children, and the need to engage children's voices in the decisions that will affect them. Riggio (2002) offers an important contribution describing the features that make a city child-friendly and the legal, institutional, budgetary, and planning measures needed to underpin them. Regarding the planning measures, she goes as far as laying out the necessary characteristics of the city-wide plan for children: the plan involves all concerned, is rooted in the whole convention, enjoys high government priority, is integrated into other local and national plans, adopts a decentralized process for implementation, includes priorities and time-bound measurable goals, covers all children, is widely disseminated, and is regularly assessed and monitored (Riggio 2002).

In contrast, the planning literature has mostly ignored the field of knowledge on children's use and perception of the built environment, children's needs, and child-sensitive perspectives on urban places and spaces (Christensen 2003). Although the planning field has generally put children at the side of the discussions on housing, transportation, environmental planning, and economic or international development, some scholars concerned with children in the city have brought important contributions to the field. Among scholars who discuss children's relationships with the built environment, there is a consensus that children use and perceive the built environment in a different way than adults (Checkoway, Pothukuchi, and Finn 1995) (Pia Christensen, Margaret O'Brien, Karen Malone and Louise Chawla). Moreover, planners also agree that because planning and development of cities greatly impact children's well-being (Arial Bierbaum, Deborah McKoy, Jeffrey Vincent), there is a need to include their perspectives. For example, O'Brien asks about children's perception of their neighborhoods and Malone and Chawla raise the importance of considering children's evaluation of neighborhood quality. To this point, Christensen says when children are allowed to explore their surroundings they add to the reality the small details they celebrate in life, building a detailed knowledge of places. Discussions about children and place go beyond their relationship with the physical environment: the concept of place simultaneously embody a physical, social and cultural dimension (Karen Olwig), and the urban space contributes to the construction of children's identity (Hugh Matthews).

Among the scholars who discuss children's participation in city planning, there is a focus on community-scale and participation methods. In 1995, Checkoway, Pothukushi, and Finn pointed out forms of participation (social action, community planning, public advocacy, community-education, and local services development) as well as benefits of youth participation (increase involvement of individuals, contribute to organizational development and create community change), concluding that

despite the benefits and the planners' strategic position, “most planners have done nothing to increase youth participation” (Checkoway, Pothukuchi, and Finn, 1995, p. 136). Later in 2007, analyzing the first US Child Friendly City, Denver, Chawla highlights the importance of Learning Landscapes and Safe Routes to School as examples of community-based efforts in the creation of a child-friendly city. Roger Hart emphasizes not only the importance of children's participation in community development but also for environmental sustainability. His book, *Children's Participation: Theory and Practice of Involving Young Citizens in Community Development and Environmental Care* (2008), brings important methods for children's participation in practice towards these goals (International Association of Educating Cities 2004).

Despite the relevant contributions and independent efforts to include children's discussion in urban planning, the question of “how cities can be built to the well-being of children” and “how is city planning going to incorporate knowledge of children and meaningfully involve them in transforming their neighborhood,” remain unanswered. Answering these questions is extremely relevant now that, 30 years after the UN Convention on the Rights of the Child, in 2019, more than 100 mayors and local leaders signed the Cologne Mayors' Declaration for Child Friendly Cities based on the manifesto called “Our cities. Our lives. Our future” made out of ideas from 120 thousand children from 160 countries. This thesis explores these questions to develop a possible urban plan for Child-Friendly Cities.

## 2.2 Educating City

Educating City refers to cities that recognize and plays an educating role in the lives of their inhabitants and promote the Integral Educational of children and youth.

The educating city must undertake and develop this function while undertaking its traditional functions (economic, social, political, and as a purveyor of services) with its sights squarely on the education, promotion, and development of all its inhabitants. The educating city will give priority to children and youth, but with a commitment to including persons of all ages in lifelong learning. The reasons which justify this function are social, economic, and political, orientated especially to an efficient, coexistence-based cultural and educational project. (Charter of Educating Cities 2004)

The Educating City emerged at the global level in 1990, during the 1st International Congress of Educating Cities in Barcelona. The participant city representatives defined the educational driving principles of a city able to “edify” its inhabitants (International Association of Educating Cities, n.d.). The principles written in the Charter of Educating Cities were improved and adapted during the following international, and its final update was in 2004 in the 8th International Congress in Genova. Stated in the Charter, its principles are based on the Universal Declaration on Human Rights (1948);



the International Covenant on Economic, Social and Cultural Rights (1966); the Convention on the Rights of the Child (1989); the World Declaration on Education For All (1990), and the Universal Declaration on Cultural Diversity (2001). The Charter is divided into three parts: the right to an educating city, the commitment of the city, and serving its inhabitants. The right to an educating city is understood as an extension of the fundamental right of all to education (International Association of Educating Cities 2004).

The International Association of Educating Cities was founded in 1994 to encourage cities to commit to the principles of the Charter. It is a non-profit association with a collaborative structure uniting global governments. In 2020, according to their list of member cities, there are more than 500 member cities from 34 countries and all continents. While the country with most cities committed to the Educating City Agenda is Spain with 217 cities, there are no cities from the United States officially committed to the IAEC Agenda. Brazil is the sixth country with the most cities associated. The Brazilian Association of Educating Cities (REBRACE) has 21 member cities that organize meetings to evaluate previous years' advancements, discuss action plans, and present to promote the idea of becoming an Educating City to other Brazilian cities. To promote the agenda on the global level and to build a network of shared commitments, the IAEC council sponsors an Award and an International Day of the Educating Cities, as well as congresses, meetings, territorial networks, exhibitions, and training.

The literature on Educating Cities includes theories and practices that focus on the educational potential of the territory, the need to expand the educational connections between cities and schools, and the formation of communities committed to education. This literature is the result of collaboration between scholars from different disciplines interested in the intersection between cities, education, educational infrastructures, and children. It might represent an example of multi-sector research and practice towards advancing multi-sector projects and integrated policies. In this case, the planning literature on Educating Cities does not exist as a separate body; it is merged with the research of educators, sociologists, geographers and architects. This literature includes rich conceptual and practical references especially in Spain, Portugal, Italy, Brazil, Argentina, and France. There are no authors or project references in the United States directly discussing the Educating City concept. Because of the complexity behind this concept and the lack of parallel to the traditional view North American scholars and planners have about cities and education, I will explain three underlying concepts that are essential to understand the Educating City concept: Integral Education, Territory, Educating Territory. After explaining these concepts, I will include a discussion of the relationship between cities and schools, to which a group of North American planning researchers and practitioners from Berkeley's Center for Cities and Schools have made important contributions.

*Integral Education* refers to a holistic educational process that both perceive the human being in all its dimensions - intellectual, physical, emotional, social, and cultural - and provides the conditions for the full development of humans in all their dimensions. According to the Brazilian Reference Center for Integral Education, in practice, Integral Education is completely linked with the principles of

“centering the pedagogic project on the singularities of each student; connecting the curriculum with the knowledge of students, the community, and the territory; including a participatory, democratic management structure; expanding learning times and learning spaces through an intersectoral network in the community and the urban territory” (Centro de Referência em Educação Integral). Integral Education is a fundamental condition of the Educating City. As stated in the Charter of Educating Cities,

In one way or another, the city contains within itself major elements for integral education and training that make it a unique and the same time a complex system, object of educational attention and a permanent, plural, multi-faceted, educating agent capable of counteracting inimical educating elements.” (p. 2) and “[Municipalities] shall put forward a broad and integrated education policy, to include all the modalities of formal, non-formal and informal education and the different cultural manifestations, sources of information and paths of the discovery of the reality of the city. (p. 5)

Integral Education, as a process of development, has to include all the “modalities of formal, non-formal, and informal education.” As Jaume Trilla (2008) affirms, the term “non-formal education” emerged in 1975 and became institutionalized in the pedagogical language. Arantes, Ghanen, and Trilla (2008) explains the definition of the three educational modalities as follows:

Formal Education: understood as “the educational system” highly institutionalized, chronologically graduated, and hierarchically structured. Non-formal education: all systematic, educational activities carried out outside the framework of the official system. Informal education: a process that lasts a lifetime in which people acquire and accumulate knowledge, skills, attitudes, and modes of discernment through daily experiences and their relationship with the environment (Arantes, 2008, p. 33).

Under these modalities, Integral Education, cannot be limited to the school environment, requiring the expansion of the educational process to the territory. For the Educating City, “Territory” refers not only to the physical dimension of a place but also to the social, historical, emotional, relational, and spiritual dimensions of any place and space. The ideas of territorial identity (Santos 1999), territory as a product of social dynamics and life journeys (Rolnik 2015), and the idea that a territory cannot exist or develop without a project from its inhabitants (Goncharoff 1999) are very important for expanding the traditional concept of territory to understand and create the Educating City. According to the Brazilian geographer Milton Santos (1926-2001):

The territory is not just the set of natural systems and systems of overlapping things. The territory has to be understood as the used territory, not the territory itself. The used territory is the ground plus the identity. Identity is the feeling of belonging to what belongs to us. The territory is the foundation of work, the place of residence, material, and spiritual exchanges, and the exercise of life (Silva, 2019, p. 38).

This idea that any place has an identity and that identity generates a sense of belonging is very important for creating communities and for recognizing ethnical origins and cultural aspects of societies.

Interestingly, it also connects to Matthews' idea discussed in the section on Child-Friendly Cities that places contribute to the construction of children's identity. Building from Santos territorial concept, the Brazilian sociologist Iara Rolnik adds a new dynamic layer to the concept of Territory:

The territory is the product of social dynamics where social subjects are tensioned. It is built based on the daily work-home, home-school journeys, of the relationships that are established in the use of spaces throughout life, of days, of people's daily lives (Singer, 2015, p. 11).

This concept includes not only the territory itself but the imaginary territory we build from our perceptions. This idea might explain why many scholars emphasize the importance of creating Safe Routes to Schools that allow children to explore the territory freely and also to learn through active engagement with people and places. Going beyond the idea of creating educational projects in the Territory, the French politician George Gontcharoff suggests that without a common project, the Territory not even exists:

There is no real territory without the design of the actors that inhabit it. The territory is determined by the network of actors who can work together on a local development project. (Gontcharoff, 1999, p. 4)

From the Integral Education need of expanding learning places to promote the development of all human dimensions and the Territory as the place where all these dimensions exist, emerges the idea of creating "Educating Territories." Educating Territories are community systems committed to the collective project of fostering the conditions for the integral development of children and youth. It is a concept under constant development towards expanding education from the school to the territory and involve all community members as educating agents. As defined by Cidade Escola Aprendiz Association:

An Educational Territory is one that, in addition to its traditional functions, recognizes, promotes, and plays an educating role in the lives of subjects, assuming as a permanent challenge the integral formation of children, youth, adults and the elderly. In Educational Territories, different policies, spaces, times, and actors are understood as pedagogical agents capable of supporting the development of all human potential. (Cidade Escola Aprendiz)

Several multi-sector projects incorporate the idea of Educational Territory and integrate educational and urban policies in the urban territory. In France, there is the ZEP (Zones d'Éducation Prioritaire), an educational system created in 1981 in zones where schools had to overcome social difficulties. In Portugal, there is the TEIP (Território Educativos de Intervenção Prioritária), a program developed by the Portuguese State since 1996 to support the educational development in vulnerable areas to overcome social exclusion and school exclusion. The TEIP educational policy implemented in 1996, and still active today, allowed the construction of over 137 territories with school groupings (Direção-Geral da Educação). In Brazil, we see an interesting "genealogy" of educational projects based on the principles of Integral Education that developed different connections to the surrounding Territories, the community, and the city since 1935. Building from previous projects and policies each project

strengthens relationships between cities and schools some resulting in Educating Territories aligned with the principles of the Educating City. In this thesis, I study six of these projects – Parques Intantis (1935), Escola Parque (1950), CIEP (1950), Bairro-Escola (1996), CEU (2001), and Território CEU (2013) – as cases to analyze their development of spatial, human and programmatic relationships between cities and schools in an attempt to draw lessons on how to build Educating Cities. Since Educating Territories are focused on building the conditions for educational development and guaranteeing children’s rights in the city, I believe these projects might offer relevant insights for the planning and development of Child-Friendly Cities and Learning Cities as well.

As the relationship between cities and schools is important for both the Educating City and the Child-Friendly City, I reviewed the planning literature concerned with this relationship but not directly relating it to any of the two city concepts. To give an overview, this body of literature focuses on the relationships between cities and schools regarding geographic location, infrastructure planning, and institutional linkages. Here city refers to the traditional view of cities as urban space or system of governance; schools do not follow a particular educational method, and relationships analyzed between them are not for pedagogical activities. This body of literature has several representatives in Western countries and is more discussed in the planning field. Researchers and practitioners from the Berkeley Center for Cities and Schools, make the case that the “quality of cities depends on the quality of schools, and the quality of schools are impacted by the quality of cities” (Vincent 2006). Scholars from this Center published several papers urging city planners to include school planning in the planning of cities. In the context of the Bay Area, Ariel Bierbaum, Jeffrey Vincent, and Deborah McKoy brought important discussion in their publications *Opportunities for Aligning High-Quality Public Education and Sustainable Communities Planning* (2011), *Linking Transit-Oriented Development with Families and Schools* (2010), *Engaging Schools in Urban Revitalization* (2007); and *The Mechanics of City-School Initiatives* (2009).

By saying that their research pioneered these discussions, they urge the inclusion of these topics on the city planning academic curriculum and call planning researchers and practitioners to take action. Jeffrey Vincent in *Public Schools as Public Infrastructure: Roles for Planning Researchers* layout several topics of interest for planning cities and schools including references on previous research such as “school location (Beaumont 2003; Beaumont and Pianca 2002); student walkability and transportation access (Ewing and Greene 2003; McMillan 2002); school types (small schools, joint-use facilities, schools in urban infill sites) have joint benefits for cities and schools (Chung 2002); urban segregation and school segregation (Boterman et. al, 2019); and social and spatial inequalities of educational opportunity (Ownes and Candipan)” (Vincent, 2006, p. 435). Many of these topics are discussed in the context of Educating Territories in Brazil, and my analysis will cover some of them.

### 2.3 Learning City

Learning City refers to cities in which institutions, businesses, and communities offer learning spaces, resources, technologies, open data, and open software to promote lifelong learning for all ages. As defined by the UNESCO Global Network of Learning Cities:

A Learning City promotes lifelong learning for all. It is a city that: effectively mobilizes its resources in every sector to promote inclusive learning from basic to higher education; revitalizes learning in families and communities; facilitates learning for and in the workplace; extends the use of modern learning technologies; enhances quality and excellence in learning; and fosters a culture of learning throughout life. In doing so, the city enhances individual empowerment and social inclusion, economic development and cultural prosperity, and sustainable development. (UNESCO Global Network of Learning Cities)

The Lifelong Learning concept emerged in the international scenario in 1996, led by UNESCO and OECD. The European Commission named that year as the “European Year of Lifelong Learning” and Longworth and Davies published their book “Lifelong Learning” (1996). Although the authors include implications for communities, schools, business, and industry, the concept of Lifelong Learning was linked to the city only in Longworth's book *Making Lifelong Learning Work: Learning Cities and Learning Century* published in 1999. Apart from being connected to the concept of Lifelong Learning, referring to learning from the cradle to the grave (Longworth, 1999), the Learning City concept also refers to a means to build a Learning Society (Faure et al. 1972). The Learning Society concept goes beyond the idea of learning throughout life; it has the underlying principle that everything offers learning opportunities and contributes to developing people’s full potential (Delors et al. 1966, p. 38). UNESCO’s report *Learning to Be: The World of Education Today and Tomorrow* (Faure et al., 1972) was the first time UNESCO did a direct call to member states to restructure education towards building learning communities. Osborn, Kearns, and Yang (2013) state that there exist many concepts referring to “a geographically based learning concept” such as “Learning Communities of Place” (Faris 2005), “Cities of Learning” (DfEE 1998) and “Educating Cities” (IAEC, 1990). They argue that all these concepts are related to the concept of Learning Societies. Using Learning and Educating Cities almost interchangeably, these authors highlight the growing importance of these initiatives in developing countries. They highlight their concentration in South Europe, East Asia, and the predominance of Educating Cities in Latin America, asserting that it became a considerable worldwide phenomenon.

Although the Educating City and the Learning City share many principles and goals, their respective international initiatives advance their agendas independently. The first International Conference on Learning Cities happened only in 2013 in Beijing, and the UNESCO Institute for Lifelong Learning (UIL) created their definition of the concept. There, it was linked to respond to the 2030 Agenda for Sustainable Development and the need to localize the Sustainable Development Goals

(SDGs) into municipal actions guided by the principle of lifelong learning (UIL). Learning Cities, specifically, intends to tackle the SDGs 4 ('Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all') and 11 ('Making cities and human settlements inclusive, safe, resilient and sustainable'). To help cities take action, UNESCO established the Global Network of Learning Cities (GNLC) that proposes eight "Key Features of Learning Cities" (UIL, 2017). Today, there are 173 member cities around the world committed to introducing the proposed key features and share lessons learned on policy and project implementation.

Learning Cities are related to mainly three dimensions of lifelong learning as stated by Katarina Popovic "(1) as green and healthy learning cities (sustainable development); (2) as equitable and inclusive learning cities (individual empowerment, intercultural dialogue, and social cohesion); (3) through decent employment and entrepreneurship in learning cities (economic development and cultural prosperity)" (Popović et al. 2020, p. 35). The first dimension is explicitly seeing in the connection between the Learning City and the SDGs. The second dimension is very discussed by Longworth and Davies when they describe Lifelong Learning as a new philosophy of education in which there is value in sharing knowledge, expertise and talent between organizations as well as between cities and citizens through open data, open learning software and genuine co-operation (1996). The third dimension regarding equitable and inclusive learning cities seems to be the most discussed among scholars that are interested in the multi relationships between city governments and citizens in the creation of Learning Cities. As the second point of the UNESCO Guidelines for Building Learning Cities says "create a coordinated structure involving all stakeholders", building a Learning City requires changes in governance structures to allow for collaboration and coordinated partnerships. The importance of collaboration here is mainly regarding civic engagement and participatory governance in and for lifelong learning. However, many authors argue that projects of Learning Cities are mostly led by governments rather than by a collaboration between cities and active citizens. For example, after studying Korean Learning Cities that supposedly promote the development of resident-led learning communities, Sangok Park concludes that planning is still being done by central governments (Park 2020).

Other authors challenge the necessity of city-citizen collaboration in the creation of Learning Cities. In the paper "New Learning Sites in Learning Cities: Public Pedagogy and Active Education," Popovic, Maksimovic, Jovanovic, and Joksimovic question the leading role of governments and policymakers in creating Learning Cities by bringing examples of "rebellious cities" in which civic action against governments are based in principles of Public Pedagogy (Popović et al. 2020). As they say, Public Pedagogy offers a discourse that sees activism in the context of learning, but also as an educational goal in itself.

The movements and initiatives of free municipalities, rebellious cities, and civic protest in urban areas reveal a potential to rethink and re-conceptualize the existing concept of learning cities. A new kind of governance is the most outstanding feature of these movements since they put citizens in focus – not as the main 'beneficiary' but as the active creator of the learning content, spaces, and approach. Even more than that – the educational goals come from the citizens so the learning is not

reduced to a limited instrumental role but goes beyond that and becomes a way of transforming people, community, and society (Popović et al. 2020, p. 48).

The ideas that civic education empowers individuals to participate in city creation and that civic actions are important kinds of learning are both very intrinsic to these movements as well as relevant to the discussion of bottom-up planning and creation of learning cities. Interestingly, all these principles are completely related to the concept of Educating Cities, that focus on the integral development of children that includes the development of civic, ethical, and collaborative values. To the questions of the authors, “Is it possible to teach a person to be active in a community, and are active citizenship, activism, and human rights “teachable,” especially to adults?” (Popović et al. 2020, p. 47), scholars from Integral Education would possibly answer that it is possible. They argue that engaging children and youth to participate in the development of their communities fosters the development of ethical, democratic and social values essential for citizenship.

After reviewing the three city concepts, Child-Friendly City, Educating City and Learning City, through their international initiatives and scholars discussion, I claim that each of them brings important contributions to possible ways cities could promote the development of their inhabitants’ full potential and involve them in urban planning and development. The contributions revolve in the rich relationship between children/humans, education/learning, and city/territory. Child-Friendly Cities have contributed to the discussion on guaranteeing children’s rights and involving children in neighborhood planning. Educating Cities have incorporated expanded views of education for integral development and have explored the close connection between human development and territorial development. Learning Cities have proposed ways to provide lifelong learning opportunities for all and have highlighted the importance of civic engagement, democratic governance and participatory technologies. In this thesis, I would explore the potential of creating a framework that incorporates the principles from the three concepts and proposes an integrated strategy to create Child-Friendly, Educating, and Learning Cities.

## Chapter 3

### 3. Research Design and Methodology

Recognizing the interrelationship between principles, goals, implementation agents, and people who potentially benefited from initiatives aligned with the three city concepts, this thesis aims to provide a framework to achieve the goals of Child-Friendly Cities, Educating Cities, and Learning Cities mutually. The literature on the three city concepts offered relevant insights and principles to guide cities towards these agendas. However, they do not solve the question of *how* this knowledge should be applied in the creation of a Master Plan and *how* cities and citizens should collaborate to achieve these goals. The following three research questions guided the analysis and methodology of this thesis:

- I. *How can cities be made into places that guarantee children's rights, promote integral educational development, and provide lifelong learning opportunities for all?*
- II. *What could be a city-wide plan for Child-Friendly, Educating, and Learning Cities?*
- III. *Who should be involved, and what methods of collaboration should be used in the creation, development, implementation, and governance of this urban plan?*

Before going to the details of the methodology, and understanding that the researcher always brings a specific (not neutral) perspective to the research, I want to make a note on the perspective I bring to this research that surely influenced the definition and development of the analysis and the outcomes of this thesis. I was born and raised in Sao Paulo, Brazil, and brought to this research a strong will to both understand and contribute to my city and country. These two facts played a significant role in the selection of the context for the research analysis. I learned the principles of Integral Education empirically during my humanistic and artistic primary school, a Waldorf School, in the context of a privileged neighborhood of Sao Paulo. This empirical knowledge might have led me to skip the explanation of some concepts that seem common sense for me. I learned architecture and urbanism experientially during my bachelor studies at *Escola da Cidade* university in the context of cultural pride and socioeconomic inequality of downtown Sao Paulo, as well as during architecture trips in the context of Brazil and South America. This creative process of knowledge creation might have oriented me to choose drawings as a methodology to analyze the case studies in Brazil. I learned city planning through both the intellectual and technical rationale of the Massachusetts Institute of Technology and the DUSP's social justice, environmental sustainability, and economic equity lens in the context of the United States during the Trump Administration. Using the traditional planning lens and thesis structure, as I learned at DUSP, to analyze concepts and cases developed in different contexts under a different cultural, educational, political and social system represented both a challenge and an opportunity to contribute to the research bodies of both countries.



### 3.1 Case studies

I study Brazilian cases of multi-sector projects and integrated policies created for the education system with a territorial perspective to analyze possible ways to create an urban plan that promotes the conditions for children's well-being, integral educational, and lifelong learning. The projects I selected are *Parques Infantis Mário de Andrade (1935)*, *Escola Parque (1950)*, *CIEP (1984)*, *Bairro-Escola (1997)*, *CEU (2001)*, and *Território CEU (2013)*. Apart from my intention of understanding projects from the same context where I intended to apply the framework, Brazilian cases might be promising for several reasons. One reason is that, in response to Children's Rights, The Right to the City, and the Right to Integral Education and Lifelong Learning included in the Brazilian Constitution, the Federal and several Municipal Governments created policies, incentives, and resources for initiatives that promoted these rights. Another reason is that, since the concepts of Integral Education, Territory, Educational Territories, and Citizen Education have been consistently explored both in research and practice, infrastructural projects based on these concepts might have brought relevant contributions. Finally, the integrated projects and policies analyzed, have been and are being led by initiatives from different positions ranging from governments, social organizations, and communities, which might have proposed methodologies considering different perspectives.

The goal of the case studies was to (1) understand the projects in the context and from the concepts that they responded to, (2) identify the fundamental elements that constituted each project, (3) map the development of relationships they established with the city, and (4) identify the implementation methods and agents. The methodology used for that included mixed-methods iterating between historical analysis, interviews, and participation in one public meeting. The historical analysis combined searches on Google Scholar and Barton Plus databases with an iterative exploration of articles, reports, videos, and publications done by or available on the initiatives official websites or related websites. Additionally, the content was analyzed through graphic explorations and diagrams I developed to systematize the physical, programmatic, and social connections between the projects and the city.

The purpose of the interviews was to complement the information researched on the internet by providing perspectives from scholars and practitioners specialized or involved in the topic and cases. The eight in-person or online interviews were conducted in a non-structured or semi-structured way, depending on the person being interviewed, the goal of the interview, and the stage of the research in which the interview was done. People interviewed included but are not limited to the former Secretary for Urban Development of Sao Paulo (Fernando de Mello Franco), former Assistant Secretary of Urban Development and Coordinator of *Território CEU* Policy (Tereza Herling), Director of Cidade Escola Aprendiz Association (Natacha Costa), Architect and Urbanist specialized in Educating Territories (Beatriz Goulart), and the Director of the Public Preschool Monteiro Lobato (Maria Cláudia). The complete list of interviews is included in the appendix.

Participation in the public meeting was a fortunate coincidence and resulted in an important experience that both gave me the context on the current movement of *Educating Territories* happening in Sao Paulo and influenced the direction of this thesis. I happened to be in Sao Paulo at the moment the group called *Território Educativo das Travessias (Educating Territory of Crossings)*, led by four public preschools, made a public invitation to discuss action plans for “territorializing education.” The meeting was held in the public preschool *EMEI Gabriel Prestes* and had the participation of educators, urbanists, activists, and school directors interested in “collectively build actions to make education more territorialized, emancipatory, democratic and participatory” (Garcia 2020). I was present during the whole meeting that lasted for six hours, taking notes and participating in the discussions. I had the chance to talk about my research and get input from professors and a school director, who I contacted later for interviews.

### 3.2 Framework development

I develop a framework for the integration of urban and education planning to create a Child-Friendly, Educating, and Learning City, or what I call a *CEL City*. The CEL City Framework includes CEL City Foundations, CEL Territory (concept, project, agents, infrastructure, typologies), CEL City Master Plan (typology allocation, territorial size definition, territorial boundaries definition, leading schools mapping, social infrastructure mapping, urban master plan consideration). To develop each part of the framework, I used different methods. To develop the CEL City foundations, I first analyzed the implementation manuals and action guides from the three international initiatives: *Charter of Educating Cities* (International Association of Educating Cities 2004), *Building Child Friendly Cities: A Framework for Action (UNICEF 2004)*; *Guidelines for Building Learning Cities (UNESCO 2015)*. From the first, I drew the principles embedded in the definition of an Educating City as well as the “Educating City Responsibilities” described. From the second, I drew ideas from the proposed “12 Children’s Rights that a Child-Friendly City Should Guarantee”, as well as the proposed “Nine Elements to Implement a Child-Friendly City in a Local Governance Setting.” From the third, I drew ideas from the proposed “Six Guidelines for Planning a Learning City.” Since these manuals offer very few insights regarding urban form, urban planning, and design, I analyzed other manuals and project reports. I studied the *Urban95 Starter Kit* (Bernard Van Leer Foundation 2019), and drew insights from the chapter including “Six Ideas for Family-Friendly Urban Planning and Design” as well as the three ideas to create “Healthy Environments for Children.” Additionally, I considered the *UN Convention on the Rights of the Child (1989)*, *The World Declaration on Education for All (1990)*, and tried to apply the rights to the city’s environment. Finally, I incorporated principles analyzed in the Brazilian case studies.

To develop the Master Plan, I drew primarily from the Educating Territory concept analyzed in the case studies that are based on the Educating City principles. I create the CEL Territory incorporating

and adapting some of the essential elements of an Educating Territory defined in *Território Educativos Experiências em Diálogo com o Bairro-Escola Vol. 1 and Vol. 2* (Singer 2015) as well as the concept of public integrated infrastructure, network of facilities, and urban elements from the (*Bernard Van Leer Foundation 2019*) *Território CEU: Rede de Equipamentos e Espaços Públicos* (Secretaria Municipal de Desenvolvimento Urbano 2016). To incorporate child-friendly and lifelong learning principles to the CEL Territory, I incorporated ideas from the *Urban95 Starter Kit* chapter “Family-Friendly Urban Planning and Design” (Bernard Van Leer Foundation 2019), and from concepts studies in the literature review.

### 3.3 Framework application

To test the framework in a specific context, I operationalized its steps developing a CEL City Plan for Sao Paulo. Sao Paulo represents a promising case to explore the application of the framework for five main reasons. First, it is part of the three international initiatives – CFCI, IAEC, GNLC – and is committed to implementing their agendas in policies and projects. Second, the current Strategic Master Plan encourages intersectoral cooperation and directly proposes to strengthening the “Network of Centralities” fostered by the *Território CEU* projects. Third, there are several social organizations and a strong academic community committed to advancing these agendas. Fourth, the current political scenario generated a resistance movement that is organizing against the expropriation of public schools and a military school model proposed by the President Bolsonaro administration. This movement in Sao Paulo is led by several social organizations, community leaders, the public schools’ communities, and advocates of children’s rights, who support Integral Education, Educating Territories, and Democratic Education. Finally, Sao Paulo is the city I was born and raised, giving me the local perspective needed to apply the framework in the creation of a preliminary CEL City Master Plan.

To apply the framework to Sao Paulo, I first assessed the urban context, the education system and children’s current scenario. Second, I operationalized each step proposed in the framework to create a network of CEL Territories, applying the proposed criteria through available data and resources from Sao Paulo. Third, combining the results of each step of the process, I create the CEL City Master Plan for Sao Paulo. The Master Plan serves as a starting point to engage local stakeholders in the collaborative process of further developing the Master Plan and implementing the CEL City Framework. Finally, I propose the creation of a toolkit for each CEL Territory including the CEL City Framework, the Master Plan and specific details from their territorial unit.

In this process, I used a mixed-methods approach, including data collection, data analysis and spatial analysis. I collected and analyzed data mainly from websites such as the Sao Paulo City Hall, Municipal Secretary of Urban Planning (SMDU), *Portal de Dados Abertos da Educação* (Education Open Data Portal), and *Observatório da Criança e do Adolescente* (Observatory of Children and Adolescent). The whole list of sources is included in the appendix. To develop the spatial analysis and

create the maps for the CEL City Plan, I used data and shapefiles from the Sao Paulo Open Geodatabase called *Geosampa* (<http://geosampa.prefeitura.sp.gov.br>). Data and shapefiles included georeferenced layers of administrative limits (municipality, subprefecture, districts, census tracts), facilities (education, culture, sports, healthcare, social assistance, human rights), transportation (metro lines, bus corridors, bike lanes, railways, road system), natural resources (municipal parks, conservation units), social vulnerability index (IPVS), urban legislation (sectors of the urban structuring macro-areas, regional plans, urban operation zones), public schools (preschools, primary, secondary, technical education and CEUs). I also used shapefiles provided from the *Sao Paulo Urbanismo* including the demand for education facilities (Municipal Secretary of Education), location of *Território CEU* projects, and a layer of regions that combine high demographic concentration and families with high vulnerability index.

To localize leading schools for CEL Territories, I searched schools aligned with the principles of Integral Education. I was able to geolocate four groups of schools participating in four different initiatives aligned with Integral Education. The first group is the CEU (Unified Integrated Center), which were already available in the *Geosampa* database. The second group is formed by the public schools that joined the *Sao Paulo Integral Program 2020*, a municipal program that promotes practices aligned with Integral Education. To geolocate these schools, I used the list of schools published in the official communication number 791 from December 2019 (Instrução Normativa SME nº 21), and created a CSV file with the 148 names. Then, I generated longitude and latitude from the school point file from *Geosampa* (Prefeitura de São Paulo n.d.) and exported the attributes table containing all the public schools' names and locations. Finally, I matched the names in both files extracting the schools enrolled in the Sao Paulo Integral Program and generated a shapefile containing their location point. The third group is formed by schools that were part of the study developed by Cidade Escola Aprendiz Association on schools that develop practices connecting their surrounding territory and community. The study was published in the *Escolas em Rede* report (Networked Schools) (Associação Cidade Escola Aprendiz n.d.) and include the names of the participant schools. To geolocate the schools, I did the same process done for the second group of schools but using the names of the public schools included in the report. The fourth and final group is formed by the four preschools that are leading the initiative *Territórios Educativos das Travessias* (*Educating Territory of Crossings*), and I did the same process described above using the names of the four schools provided by the Director of the Preschool *EMEI Monteiro Lobato*.

## Chapter 4

### 4. Case studies in Brazil

In this chapter, I study Brazilian cases of multi-sector projects and integrated policies that follow the principles of *Educating Cities* and build Territories for children and lifelong learning.

#### 4.1 Analysis of multi-sector projects and integrated policies

Over the last 100 years, Brazil has seen the emergence of relevant multi-sector projects and integrated policies involving education, culture, sports, and the city. These projects include thoughtful architectural and urban concepts that generated multiple connections between the school and the neighborhood. These projects and policies both inspired the theories of educators and advocates of educational rights, Integral Education and education for democracy, and also were drawn from them. For them, education cannot be separated from the context, the identity, and the territory in all its dimensions. Therefore, the education infrastructure in these experiences was planned carefully as an essential part of the education project. As such, architecture and urban projects explored different ways to connect the school with the surrounding territory as well as to incorporate facilities to be used by the community. During the last 30 years these experiences had strong participation and leadership from community initiatives, social organizations, and community educators, adding different perspectives to the discussion.

From this movement, I selected six projects or policy concepts to study as relevant references of the Educating Cities principles in practice: *Parques Infantis Mário de Andrade* (Infant Paks), *Escola Parque* (Park School), *CIEP* (Integrated Public Education Center), *CEU* (Unified Education Center), *Bairro-Escola* (Neighborhood-School), and *Território CEU* (CEU Territory). In this chapter, I analyze these projects concerning (1) the development of their concepts and the ideas of their advocates, in chronological order (2) the school-city connections they create; (3) the school-community connections they propose; (4) the territorial and human scales in which they operate; and (5) participatory mappings proposed to define and activate the *Educating Territory*. I selected these specific projects because they are recognized references in the context of Brazil for pioneering the implementation of the most advanced education and urban philosophies at their time, and for proposing direct transformations regarding the physical aspect of both the educational infrastructure and its relationship to the surrounding urban territory. There are other projects based on Integral Education that focus on the pedagogical aspects and could be analyzed in future research such as projects included in the book *Educação de Alma Brasileira* (Bissoli et al. 2018) and included in the publication *Territórios Educativos* (Singer 2015, vol. 1 and vol. 2).

### 4.1.1 Projects and their advocates

To understand the projects' concepts and the advancements between them is very important to analyze each concept in the context and historical moment in which they were developed. My analysis will focus on the original concept of the projects and not on specific infrastructure built from the concepts. Figure 2 shows a visual chronological overview of the concepts applied in projects or policies (in red on the right) and the ideas and advocates of each concept (on the left in black). Some of the projects were built in two or three phases or different locations, and I included all of them on the red side. Each idea or project appears in a different line according to the respective year in which they were developed, published, or built. Some ideas do not include a specific year because they were not "fixed in time," but I included them in the order they influenced the next project.

Ideas and advocates:	Multi-sector projects:
<i>Democracy and Education</i> book by John Dewey	1916
"Neighborhood Unit" Clarence Perry	1929
<i>Manifest of the New Education Pioneers</i>	1932
"pedagogy of early childhood education" Mario de Andrade	1930
"right to free education for all, towards democracy" Anisio Teixeira	1935 <i>Parques Infantis</i> in Sao Paulo by Mario de Andrade
"Neighborhood Unit in the modern city (Brasilia)" by Lucio Costa	1950 <i>Escola Parque</i> in Bahia by Anisio Teixeira
"citizen education" in <i>Pedagogy of the Opressed</i> by Paulo Freire	1956 <i>Escola Parque</i> in Brasilia by Anisio Teixeira
<i>The Right to the City</i> by Henri Lefevre	1960
"schools to strengthen a civic culture" Florestan Fernandez	1968
"education committed to identity and territory" Darcy Ribeiro	1968
"prefabricated schools with flexible spaces" Oscar Niemeyer	1983 <i>CIEP</i> in Rio de Janeiro by Darcy Ribeiro
"multidimensional territories for citizenship" Milton Santos	1991 <i>CIEP</i> in Rio de Janeiro by Darcy Ribeiro
"Educating Cities" 1st International Congress in Barcelona	1990
"Integral Education" in the National Education Law	1996
"Bairro-Escola" Cidade Escola Aprendiz Association (CEAA)	1996
"Learn/create in the city, think/transform the city" Portal Aprendiz	1997
"The Right to the City" in the Brazilian Constitution	2001
"CEU: local urban centrality" Delijaicov, Takiya e Ariza from EDIF	2001
"Integral Education and Urban Pedagogy" Jaqueline Moll	2001 <i>CEU</i> in Sao Paulo by EDIF
<i>The School in the Educating City</i> by Moacir Gadotti	2006 <i>Bairro-Escola</i> in Nova Iguacu by CEAA
<i>Citizen School</i> by Moacir Gadotti	2006
	2007 <i>CEU</i> in Sao Paulo by EDIF
	2010 <i>Bairro-Escola</i> in Recife by CEAA
"CEU Territory" Urban Planning Municipal Secretary (SMDU)	2014
<i>Educating Territories</i> by Cidade Escola Aprendiz Association	2013 <i>Territorio CEU</i> by SMDU
	2015

**Figure 2:** Chronological overview of multi-sector projects, ideas, and advocates

This figure condenses a lot of information that will be disclosed throughout this chapter in the same chronological order. I will start with a quick overview of the figure before going into more detail. As the figure shows, the first and second concepts were created in 1935 and 1950. Then we have a gap of 33 years between the second and the third concept that was created later in 1983. This gap coincides

with the Brazilian Military Dictatorship (1964 and 1984) that had a great negative impact on the development of these projects. After the ending of the dictatorship, we can see a relevant theoretical production that generated the conceptual base for the projects and policies developed from 2001 to 2015. Before explaining the first concept, *Parques Infantis*, I will include a brief description of the educational context and the right to education that was starting to be discussed in Brazil right before the creation of *Parques Infantis*.

Anísio Teixeira (1900-1971) educator, intellectual, and lawyer is considered the first advocate for the right to education for all in Brazil. Together with the progressists of Nova Escola, he wrote the Manifesto dos Pioneiros da Educação Nova (New Education Pioneers Manifesto) advocating for a national system of public schools that were free, laic, and for everybody in 1930. Their proposal was reflected in the constitution of 1934, when Anísio Teixeira was Education Secretary, during the Getúlio Vargas populist dictatorship regime (1930-1945). At that time, this right was not mandatory for any specific age, and it was unclear who was responsible for delivering it. Later in 1946, the first year after re-democratization, Anísio Teixeira, as the current Minister of Culture and Education, reformulated the right to education in the constitution as free and mandatory between 7 and 12 years old under the responsibility of the State. As a reference, the right to education was only recognized in an international convention as one of the fundamental human rights in 1948 during the Universal Declaration of Human Rights (Article 26).

### **Parques Infantis Mário de Andrade**

*Parques Infantis* (Infant Parks) pioneered in Brazil two ideas that are central to the Educating City: the idea of educating in the public place as well as the idea of uniting education, culture, and health in an integrated project. The *Parques Infantis* concept was created by Mário de Andrade (1893-1945), a poet, writer, and folklorist who took over the creation and management of the first Culture Department of São Paulo (1935-1938) invited by the current Mayor Fábio Prado. Mario's idea was to put in practice his research on culture and Brazilian folklore in a project that would offer learning and cultural opportunities for children in the public space (Portal Aprendiz, 2015). The parks were built in the neighborhoods of *Ipiranga* and *Lapa* as well as in the park Dom Pedro I and were primarily oriented towards children of working-class European immigrants. They offered a possibility for immigrants to go to work while their children were assisted with opportunities to play, learn, sing, eat, and get dental care. I argue that the *Parques Infantis* concept is also very aligned with Child-Friendly City because it intentionally offers a safe public space for children to play and learn in the city. As there was no public education system for young children at that moment, Andrade is recognized for having inspired the creation of the Brazilian "early childhood pedagogy," which is central to the child-friendly city agenda.

### **Escola Parque**

The *Escola Parque* (Park School) was one of the first schools in Brazil to offer full-time education, including not only opportunities for intellectual development but also cultural, professional, and creative development. The concept was created by Anísio Teixeira in 1950 as an educational center for a low-income community in the city of Salvador, in the Bahia state. The school called the Educational Center Carneiro Ribeiro was idealized by Teixeira, including what he named “schools-class” and “school-park,” places with different characteristics oriented to complementary learning activities. Anísio Teixeira was influenced by the ideas of the American philosopher and pedagogue John Dewey (1859-1952), who wrote several books on school, society, democracy, and education. For Dewey, “the school is a microcosm of the democratic city,” which is a powerful idea incorporated in the *Escola Parque* project. I would argue that different from *Parques Infantis* that offered education in a public park, *Escola Parque* tries to recreate the city inside the school by building a park environment as part of the school infrastructure. The “school-park” was the ideal place for cultural, physical, and technical skills development. Although the “school-park” was not built in the public space, the whole school was designed to integrate the surrounding territory and constitute a “pillar for urban development” (Linha do Tempo, Aprendiz).

After the Educational Center Carneiro Ribeiro that is still active today (2020), other *Escola Parque* projects were built in the city of Brasilia. In Brasilia, the *Escola Parque* projects were a central element of the city’s Neighborhood Units (*Unidades de Vizinhança*). Lucio Costa, the urban planner who developed the modernist Master Plan for the new capital of Brazil, drew the concept of Neighborhood Unit from the urban planner and sociologist Clarence Perry (1872-1944). Perry developed the Neighborhood Unit in 1929 for New York City as a planning model for building residential neighborhoods around a primary school. He defined the urban size of the neighborhood as a function of the size of the school. That is, the neighborhood should be as big as to accommodate the number of houses for the number of families who have their children in the neighborhood school. For him, this size would generate an ideal place for community life, where grocery stores and social infrastructure would be within walking distances (Instituto do Patrimônio Histórico e Artístico Nacional 2015). Costa incorporated Perry’s concept in the Brasilia’s Neighborhood Units and included the *Escola Parque* as the central school of the neighborhood. Both the Neighborhood Unit and the *Escola Parque* are important references for creating Educating Territories.

Between the *Escola Parque* project built in Brasilia (1960) and the next project analyzed, CIEP (1983), there were no similar projects developed. I want to highlight the impact of the Brazilian Military Dictatorship (1964-1985) during this gap. During these 20 years, the right to education from the Constitution of 1946 was deeply disrespected, causing major student protests. Several educators and advocates for Integral Education were exiled such as Paulo Freire, and Florestan Fernandes. Paulo Freire (1921-1997), the author of the *Pedagogy of the Oppressed* (1968), was the main advocate of popular education for social transformation. He created important programs of adult literacy and



advocated for civic education towards free citizens. The sociologist and politician Florestan Fernandes (1920-1995) made important contributions to the idea of “schools as places to strengthen a civic culture.” Apart from the people who were exiled, an estimated 300 students and professors disappeared or were killed (Portal Aprendiz 2012). Among them, Anísio Teixeira was found dead in 1971 and the military is suspected of having killed him.

After this period of great losses for education and human rights, the new Brazilian Constitution of 1988 brought important advancements. The Constitution included legal rights to education, the responsibility of the State to provide every child the right to access good quality public schools, and legal mechanisms for people to demand educational rights before justice. The constitution of 1988 was also the first official law to manifest the “Right to the City” on the national scale. The “Right to the City” defined by the sociologist and Marxist philosopher Henry Lefebvre in his book *Le Droit à la Ville* (Lefebvre 1968) was rapidly acclaimed by Brazilian academia and appropriated by social movements that were fighting against the Brazilian Military Dictatorship (Tavolari 2016). The Estatuto da Cidade (City Statute), developed during many years and finally added to the Constitution in 2001, “establishes norms of public order and social interest that regulate the use of the urban property for the benefit of the collective good, security and well-being of citizens, as well as environmental balance” (Law number 10.257, 2001). Guaranteeing both the Right to Education and the Right to the City are central goals of Educating Cities and Child-Friendly Cities.

#### **CIEP (Centro Integrado de Educação Pública)**

The *CIEP* (Public Education Integrated Center) constitutes the first time Integral Education and full-time education were implemented in the system of State Public Schools in Rio de Janeiro (Centro de Referências em Educação Integral n.d.). The concept was created by Darcy Ribeiro (1922-1997), who was the Vice-Governor, Cultural Secretary, and Coordinator of the Special Education Project. More than 500 schools were built during the two administrations of Governor Leonel Brizola (1983 – 1987 and 1991 – 1994). The *CIEP* project reorganized the curriculum including cultural activities, technical studies and physical education. Sensitive to the reality of low-income families and aiming at guaranteeing learning outcomes, the *CIEP* schools provide the didactic material, all the daily meals for children, and medical and dental care. The goal was even to offer homeless children a place to leave and study. The architect Oscar Niemeyer (1907-2012) developed the project for the CIEPs based on prefabricated concrete pieces that would allow for fast construction and cost reduction. There was no urban project and the school was not physically connected to the neighborhood, but they actively promoted the relationship between the school and the community.

As described in the book *Educação de Alma Brasileira*, Darcy Ribeiro, “dreamed of a more just, honest, egalitarian country” (Bissoli et al. 2018). Able to extract all the potential of its people and territory. And made education one of the ways for that search. “He helped build a Brazilian education system committed to the identities and needs of Brazil” (Bissoli et al. 2018, p.145). As a sociologist

who studied the indigenous ethnology and actively fought for the cause of native indigenous people, education could never be dissociated from identity, culture, and the meaning each territory has for its subjects. For him “The integration as an affirmation of identity is, in this sense, resistance to all exploitation - the exploitation that objectifies man, work and nature, which disintegrates and decontextualized” (Bissoli et al. 2018, p.29).

For the Brazilian indigenous people: “*we belong to the land and not the other way around.*”

For African roots Ubuntu: “*I am because we are*” “*it takes a whole village to educate a child.*”

The idea of an expanded concept of the territory was defended and developed by many educators in Brazil. Milton Santos (1926-2001), an internationally renowned geographer and theorist of what he called “third world urbanization” was the main responsible for giving a multidimensional aspect for the concept of territory. As a grandchild of African enslaved people, he had a profound awareness of social aspects and believed in the function of geography to explain the country and create conscious citizens.

The territory is not just the set of natural systems and systems of overlapping things. The territory has to be understood as the used territory, not the territory itself. The used territory is the ground plus the identity. Identity is the feeling of belonging to what belongs to us. The territory is the foundation of work, the place of residence, material, and spiritual exchanges, and the exercise of life (Santos, 1999, p. 08).

For Santos, the education project could never be dissociated from the identity and history each territory owns; therefore, the territory itself and the diverse ethnic and racial groups that formed the national territory of Brazil had to be an intrinsic part of the educational curriculum. From this perspective, the sociologist Iara Rolnik Xavier defines:

The territory is the product of social dynamics in which social subjects are strained; socially shared space that could be appropriated in the symbolic sense, and dominated in the political-economic; a place that is built from daily work-to-work-home, home-school and the relationships established in the use of spaces over people's days and lives (Singer, 2015, p. 11).

The Integral Education movement in Brazil recognizes this expanded view of the territory and proposes the integration of agents, resources and spaces in a territorial policy to guarantee the physical, intellectual, emotional and social development. The concept of Integral Education was incorporated in the National Education Law (n9.394/1996) in 1996, and later inspired the creation of important national programs – *Programa Escola Aberta* (Open School Program) in 2004, *Programa Mais Educação* (More Education Program) in 2007, and others – to promote the integral development of children and youth by connecting the education project to the learning experiences available in the territory.

### **Bairro-Escola**

The *Bairro-Escola* (Neighborhood-School) was developed by the Cidade Escola Aprendiz Association (ACEA), a social organization of the public interest based in Sao Paulo. As they define the “Bairro-Escola is a system of co-responsibility between schools, families, and communities with a focus on

ensuring conditions for the development of people, especially children and young people. In perspective of a system, the Bairro-Escola interconnects elements to foster an integrated whole: the Educating Territory” (Singer 2015, vol.2, p.5). The *Educating Territory* is perceived as an agent of education itself, by naturally providing learning opportunities in its multi-dimension layers of social, cultural, and physical environments. They argue that although every territory carries in itself these diverse learning potentials, there are four elements that need to exist in order to activate the potentials of each Territory. The essential elements of an Educating Territory are defined by ACEA as follows: “(1) a public-democratic forum oriented towards the continuous planning and evaluation of the Educating Territory; (2) schools with political-pedagogical projects aligned with the principles of Integral Education; (3) an intersectoral network of social protection able to guaranteeing children’s rights; and (4) programs, events and activities that recognize the expanded educating agents and promote diverse educating opportunities” (Singer 2015, vol.1, p.5).

ACEA proposed this model based on their learnings from all the educational and community mobilization experiences they developed with children, professors, and communities in the public space of different cities since 1997. According to the available resources and conditions in each place, the Bairro-Escola was implemented in parts or as a whole in several opportunities and contexts. In 2006, was the first time the Bairro-Escola was fully implemented as a public policy. The Governor of Nova Iguaçu, a city in the state of Rio de Janeiro, wanted to create a program of Integral Education but had no resources for building an integrated school. Assisted by ACEA, the city created a Bairro-Escola Department in charge of promoting intersectoral programs and policies to encourage the use of existing urban infrastructure for cultural and educational purposes. They transformed the whole city in a school in which houses, churches, clubs, public spaces and furniture were turned into educating places and agents. According to the Architect and Urbanist who developed the project with ACEA, Beatriz Goulart, “Territory is a subject, it is curriculum content, it is the place where educational actions take place and it is also an agent as if it were also subject” (Interview 7). Under this perspective, all citizens were involved in the educational project as active participants interested in the development of their children and prosperity of their city. As defended by ACEA and one of the proponents of the Educating City, Jaime Trilla, learning “in” the city and “from” the city a person “understands” the city and is able to “transform” the city (Cidade Escola Aprendiz n.d.).

The *Bairro-Escola* in Nova Iguaçu, was deactivated in the change of administration leaving lessons regarding both the importance of multi-sector cooperation for community development as well as the challenge of generating it through the compartmentalized public administration system. According to the ACEA director, Helena Singer, they started to systematize what they call *Social Technologies of Bairro-Escola* as tools to help communities and governments overcome two main problems. First, the disarticulation between institutions, social infrastructure, services and spaces oriented towards children, and youth. Second, the low access to educational and cultural urban resources

several low-income communities face. The goal of overcoming the same challenges led the development of the integrated public policy called CEU.

### **CEU**

The *CEU* (Centro Educacional Unificado, Unified Education Center) is a public policy created in 2001 during the administration of Sao Paulo Mayor Marta Suplicy, as an inter-secretary project that emerged from popular consultations through participatory budgeting (Sanchez 2014). It was created responding to the unequal access of marginalized communities to public schools and cultural facilities as well as the need for creating local centers for community life in the peripheries of Sao Paulo City. The *CEU* was conceived as an integrated public infrastructure open and managed by the local community. The idea behind the *CEU* concept emerged around 1992 from city hall architects' discussions on the importance of managing public urban areas in the city when Paulo Freire, who advocated for citizen education, was the Education Secretary (Padilha 2004). The project was developed in the Edifications Department (EDIF) by the architects Alexandre Delijaicov, Andre Takyia, and Wanderley Ariza, inspired by integrated public policies that were previously developed such as *Escola Parque*, *CIEP* and *CIAC* (Integrated Child Care Centers) (Secretaria Municipal de Desenvolvimento Urbano 2016). As the previous policies the *CEU* project integrates education, cultural and sports facilities but it advanced in the idea of making the infrastructure not only open to the community but also managed by the community through a managing council. The democratic management allows each *CEU* unit to be appropriated by the surrounding community independent from educators and administrators as well as to empower the community to "own" their territory (Bissoli et al. 2018).

The program of the *CEU* combines several public facilities in one complex: primary and secondary municipal schools, and facilities for daily sports recreation and cultural activities. Each unit is equipped with a theater, multisport court, playground, swimming pools, library, computer center as well as multi-purpose rooms for workshops, labs and meetings completely open to the community during the weekends and non-school hours. In a context of lack of space in public schools and lack of cultural and sports opportunities in the marginalized communities, the first 21 *CEU* units (2001-2004) increased the available public school seats in 10,5%, public libraries in 30%, public theaters in 300%, swimming pools in 97% and public computer labs in 40% (Padilha 2004). Another 23 units were built between 2007 and 2012, and the 44 *CEU* localized in the borders of Sao Paulo City brought the conditions for educational development to these vulnerable communities.

### **Território CEU**

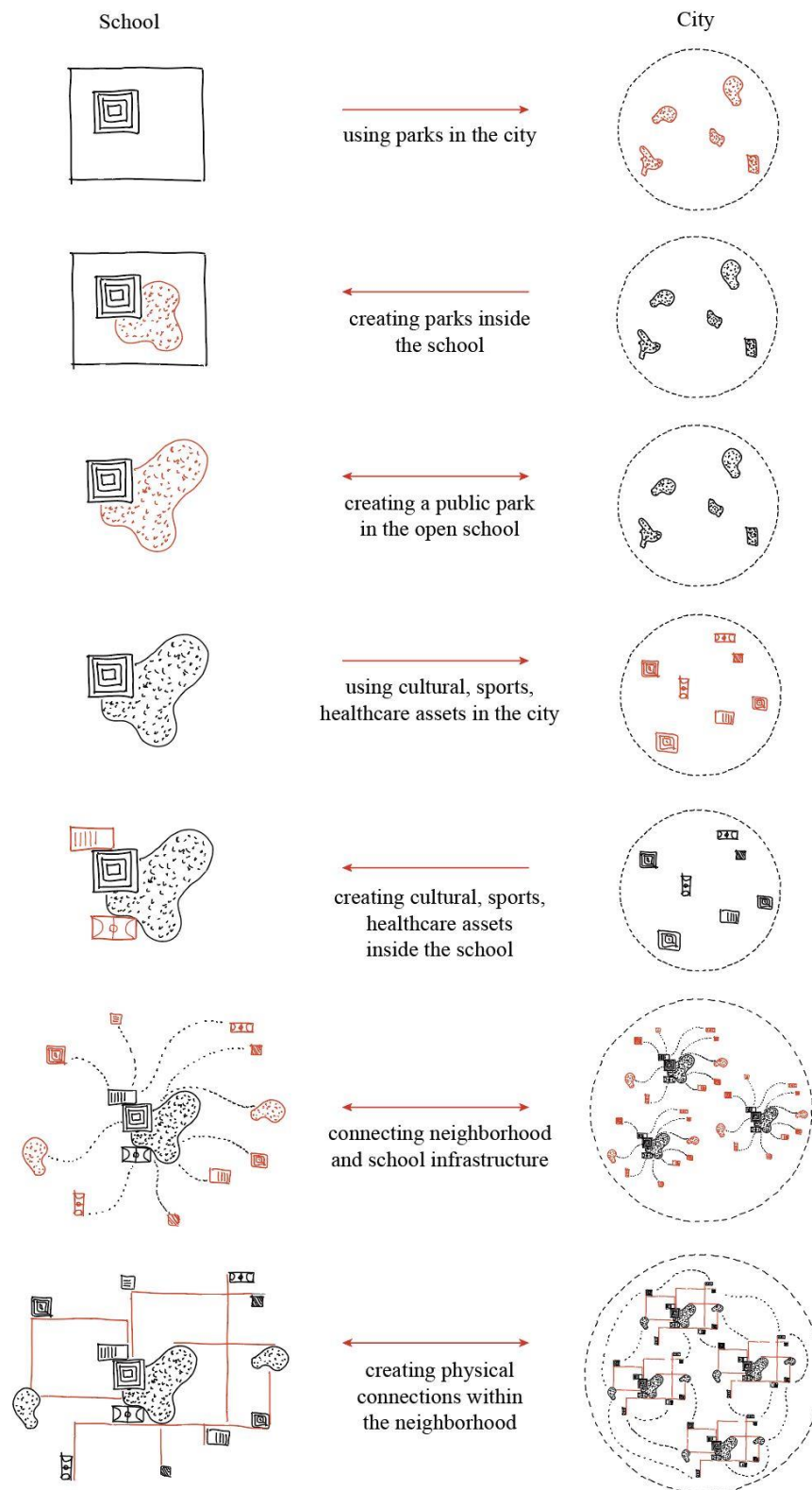
The transformation of *CEU* in *Território CEU* (CEU Territory) happened during the administration of the Sao Paulo Mayor Fernando Haddad when the Municipal Secretary of Urban Development (SMDU) proposed the new Strategic Master Plan for Sao Paulo (2013-2016). The urban policy proposed recognizes the importance of requalifying local urban spaces at the microscale and the importance of

the network of public facilities for this qualification. According to the Urban Development Secretary, Fernando de Mello Franco, the “territorialization” and integration of public policies in a network of public facilities and spaces is essential to attend the fundamental needs and rights of every citizen as well as provide diverse spaces for meeting and daily living (Secretaria Municipal de Desenvolvimento Urbano 2016). The SMDU team created the *Território CEU* to strengthen the potential of *CEU* as “agents that structure urban centralities.” The SMDU team proposed physical and programmatic connections between each *CEU* unit and the surrounding public spaces and public facilities. The physical connections through a requalification of sidewalks, streets and public spaces would improve the urban environment, and the programmatic connections would allow the formation of an integrated network of public assets in the community. The team also incorporated a public park adjacent to the *CEU* buildings to offer a place for intergenerational interaction and appropriation by the community for cultural activities in the city. At the center of this integrated territory, *CEU* educators and children would be able to explore the pedagogic possibilities of the territory and incorporate them into the Integral Education and the community development project.

The development of the *Território CEU* policy required collaboration between different Municipal Secretaries and also between local governments, communities, and technical teams. The participatory methodologies developed during the development of the *Território CEU* policy serves to encourage the creation of more integrated public policies for the creation of citizenship territories (Franco, 2016). In the following section, I analyze the development of school-city connections to understand their possible contribution to the creation of *Child-Friendly, Educating, and Learning Cities*.

#### 4.1.2 Development of school-city connections

During the efforts of diversifying and expanding territories for education and learning purposes, several actions generated interesting connections between schools and cities as well as physical transformations in both. I argue that there are three types of actions. (1) actions that bring children from the school to learn in the city environment, (2) actions that “recreate” city environments inside the school, (3) actions that create physical connections between cities and schools. Figure 3 shows the development of school-city connections that I systematized from the multi-sector projects analyzed. They do not appear in chronological order.



**Figure 3:** Development of school-city connections

**Using parks in the city:** this action is represented in the *Parques Infantis Mario de Andrade* in which public parks were transformed in learning places for children with artistic and sports activities. Since there was no pre-school for young children at that time, Mario did not take children from a specific

school to the parks. Instead, he transformed the park into a kindergarten. There are other projects and school activities that bring children from schools to parks in the city as a special activity. These activities temporarily activate city parks leaving schools empty and generate no continuous connection between schools and parks. The *Bairro-Escola* concept proposes to use neighborhood parks in a more regular way, which was possible in smaller cities under safer conditions.

**Creating parks inside the school:** concepts such as *Escola Parque* and *CIEP* recreated parks inside the school to use them for educational purposes. Although traditional schools usually have schoolyards, the yards are used for recreation and not for curricular activities. In contrast, schools aligned with the principles of Integral Education use schoolyards and parks for educational activities towards the development of all human dimensions. When the schools are walled and closed to the city, “schoolyards” become empty outside of school periods. If the school only relies on schoolyards, city parks remain empty of children during school periods.

**Creating public parks in the “open school”:** this action is proposed intentionally in the *Território CEU*. As stated in the project report the public park created adjacent to CEU buildings “substantially alter the character of the buildings and reinforce the role of public buildings in the qualification of the city's land structure” (Secretaria Municipal de Desenvolvimento Urbano 2016, p.52) (SMDU). The *Território CEU* retreats or eliminates schools’ closing walls and locates cultural or sports infrastructure close to the public park. These strategies leverage the interaction and social connection between children and the community as well as allow the community to use the park independent from school times. I believe creating or adapting public parks adjacent to school buildings is an important component in the school-city connection and does not exclude the possibility of using other city parks.

**Using cultural, sports, healthcare assets in the city:** all the analyzed projects encourage the use of cultural, healthcare, and sports assets in the city in different ways. While *Escola Parque* and *CIEP* do it implicitly, the three more recent projects include visits to metropolitan cultural resources and encourage the regular use of neighborhood resources. It is important to be able to bring children to metropolitan cultural resources. For that, public schools need financial and human resources, and the public transportation system needs to be accessible and adequate for children. *Território CEU* and *Bairro-Escola* encourage children to use the network of public healthcare facilities in the neighborhood whenever possible.

**Creating cultural, sports, healthcare assets in the school:** while all the six analyzed projects include cultural and sports facilities inside the school, the inclusion of health facilities vary a lot between projects. *Parques Infantis* included dental care but there is no mention regarding other health-related facilities. *Escola Parque* does not mention any health facilities as part of the project. *CIEP* is the first project which intentionally includes healthcare and dental care facilities as an intrinsic part of the educational and architectural project. In this case, all the service was free to guarantee children's health for educational performance and was open to the community members. This measure received critics for increasing the cost of each school unit. The *CEU* and *Território CEU* models include only a first-

care clinic and propose building a network of public healthcare facilities prepared to serve the school community. Regarding cultural and sports facilities, the *CEU* public policy was structured to serve as a community infrastructure in areas that lack cultural and sports facilities offering them access to a library, theatre and sports facilities. After the original *CEU* program was reviewed regarding the new community's needs, more facilities were incorporated in the *Território CEU* to be used by both students and community. These facilities include recording studios for individuals and band groups, music rooms, and digital studios.

**Connecting neighborhood facilities and school facilities:** Connect here means to integrate the services, create staff connections, communication channels, or programmatic connections. This strategy is incorporated in the *Bairro-Escola* and the *Território CEU* projects. The *Bairro-Escola* project includes the creation of a Socio-Educational Network of people and facilities that should integrate systems, data and services to serve children better. The *Território CEU* model proposes a participatory mapping to identify resources in the neighborhood that could form part of the network of local infrastructure use.

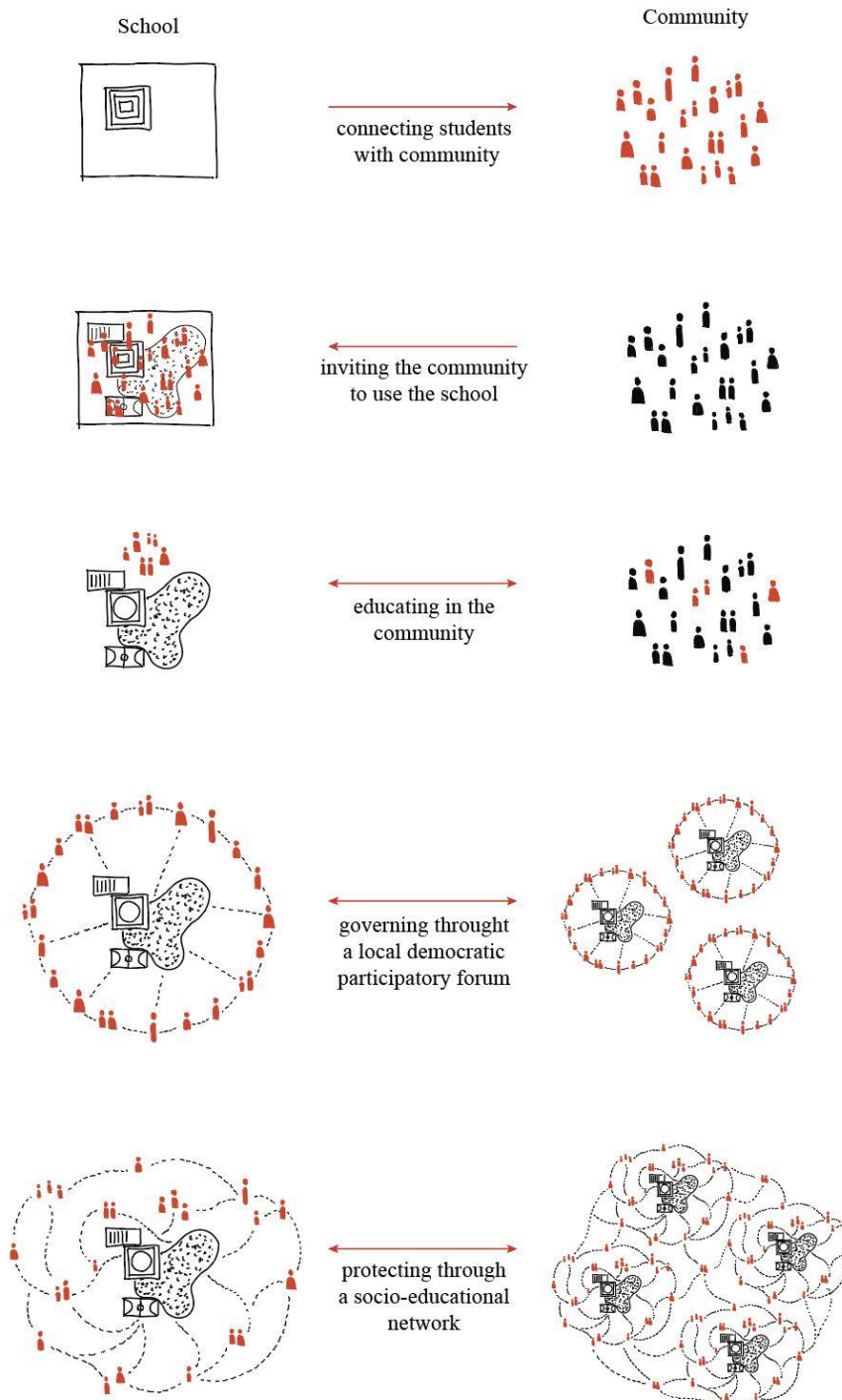
**Creating physical connections within the neighborhood:** The *Território CEU* project proposes to improve sidewalks and streets connecting the neighborhood public infrastructure. They propose a participatory mapping involving community members and children to define which connections to create, improve and prioritize. The outcome from the participatory mapping informs the urban project developed by the Municipal Secretary of Urban Planning, and the local government is responsible for the actual construction of the paths. *Bairro-Escola* project includes several references of physical connections that could be created by children in the neighborhood. These references include Educating Trails, Artistic Interventions in the public space, and ludic elements along the paths used by children in the neighborhood.

As we can see, the school-city connections created with educational intentions strengthen the formation of an integrated territory for human and urban development. In the following section, I analyze the school-community connections to understand their potential for creating *Child-Friendly, Educating, and Learning Cities*.

#### 4.1.3 Development of school-community connections

School-community connections refer to the human connections between the school community (students, educators, staff) with the neighborhood community (families, individuals, workers). The human connections were widely explored and strengthened, becoming an important part of the integrated educational projects. Figure 4 shows the development of human relations between schools and communities that I systematized from the multi-sector projects analyzed. They do not appear in chronological order.





**Figure 4:** Development of school-community connections

**Connecting students with the community:** under the Integral Education philosophy, community member and the community as a whole are pedagogical agents that help children develop in many ways. Under this logic, connecting students with the community is an important action for promoting educational development. These connections can happen in diverse environments such as parks, public places, or buildings in the community. These types of connections are promoted in the Bairro-Escola and Território CEU project as an important part of the educational activities held outside

school. For example, when children play in public parks connecting with other people or learning from specific people in the community or museums. The Bairro-Escola and Território CEU also incentivize the connection of children with people through the Socio-Educational Network.

**Inviting the community to use the school:** this action started to happen in the *CIEP* and become central to the last three projects. The schools from Bairro-Escola are completely open to the community and serve as a community asset that promotes intergenerational interaction and participatory activities to join community members. The CEU project was created as multi-sector project that combines educational, cultural, sports and vocational opportunities to counter the lack of these opportunities in marginalized communities. As such, the CEU becomes the community center that is used and managed by the community. The Território CEU project incorporated even more facilities and programs open to the community. The infrastructure provides lifelong learning opportunities for all including professional courses, the CEU university, the Brazilian Open University, the Pronatec (technical school), and the School for Youth and Adults (Secretaria Municipal de Desenvolvimento Urbano 2016).

**Educating in the community:** this action is central to Bairro-Escola and the formation of Educating Territories. Educating in the community requires the creation of programs aligned with the principles of Integral Education. That means creating the conditions for the development of all human dimensions: intellectual, social, physical, cultural, and spiritual. As classrooms cannot provide the ideal conditions for developing all these dimensions, Integral Education programs allow students to learn from the community, in the surrounding territory, and about the city. ACEA proposes that schools should develop their political-pedagogical projects incorporating Integral Education principles to “expand educating places, agents and times.” They emphasize the importance of a network to enable the diversification of educational opportunities through the integration of policies, programs, and educational projects in different areas, such as culture, sport, environment, arts, human rights, communication, and health.

**Governing through a local democratic, participatory forum:** a democratic participatory governance system is proposed in the *Bairro-Escola* and the *Território CEU* projects. As defined by ACEA, one of the four fundamental elements of the Bairro-Escola is the Public Forum formed by an intersectoral, intergenerational, and interdisciplinary group of people from the community. The public forum is responsible for “formulating and managing a local integrated educational plan” (Singer 2015, vol. 2, p. 11). The Public Forum is a “democratic space for political participation by the community, including spaces for the direct participation of children, adolescents, and young people.” The technologies of Bairro-Escola include specific methods of action research that allow all the interested actors from the community, researchers, and educators to understand the potentials of the territory and design a plan to guaranteeing the conditions for the integral development of people and territory (Singer 2015, vol. 2). In this sense, all the information, plans, goals, and assessments are collaboratively created by the community that becomes the collective agent of transformation. ACEA asserts that in an

Educating Territory, public management is characterized by community ownership of what is public (TE vol.2, 2015). They consider this appropriation and the creation of the Public Forum both fundamental and a challenge, especially when the local government manages in an authoritarian way the scarce public resource defining where to spend according to criteria imposed by central governments.

The *Território CEU* is an integrated public policy that resulted from collaborative work between different secretaries, local city halls' representatives, and planners in constant dialog with the community. During this process, they realized the challenges of centralized decision making, and they proposed the creation of Regional Planning Departments for each Subprefecture. The SMDU argues that the Regional Planning Departments would be better positioned to connect and understand the needs of their community and territory. Under the same decentralization logic, the *Território CEU* infrastructure is managed by a Managing Council that includes school and community members. Each Managing Council is connected to the Subprefecture, the Regional Planning Departments and the community using democratic and participatory methodologies developed during the creation of the *Território CEU* policy. The *Território CEU* policy and the Strategic Master Plan for Sao Paulo developed by SMDU (2013-2016) are deeply rooted in democratic and participatory values. Unfortunately, the construction of the 20 *Território CEU* units proposed by SMDU was interrupted in the change of Municipal Administration.

The Public Forum and the Managing Council have complementary responsibilities and bring relevant contributions to creating Educating Territories. The Public Forum allows the community to take the lead in defining what transformations they want to see in their territory, and the Managing Council is responsible for taking the community's definitions to the central government and bringing public resources to implement them. When the government does not employ democratic participation methods, the Public Forum empowers the community to advocate for their needs.

**Protecting through a Socio-Educational Network:** the Socio-Educational Network is another essential element of the *Bairro-Escola*. The Network connects several resources oriented towards children and youth such as educational, healthcare, social assistance and human rights facilities and services. As an intersectoral network, it would allow the alignment of agendas, the unification of information systems, and the integration of all the agents responsible for guaranteeing children's rights in a logic of transparency and collaboration. This integration promotes the "territorialization" of policies, programs and actions to form a network for social protection (TE vol. 2, 2015, pg. 24)

The *Território CEU* also recognizes the importance of a social protection network and incorporates a CRAS unit (Reference Center of Social Assistance) inside the CEU building to connect the students with the network of public socio-assistance facilities in the neighborhood. As stated in the SMDU report "the goal of the *Território CEU* is to contribute to the formulation of public policies that focus on the integration of sectoral policies to attend the needs of all city dwellers integrally (Secretaria Municipal de Desenvolvimento Urbano 2016 p. 8). They also proposed a type of "seal" that all the

facilities prepared to receive children would have in their facades as a sign of a safe place that children could rely on in case they feel at risk while walking and playing in the neighborhood (Interview 1).

The diverse school-community connections developed through the multi-sector projects analyzed were fundamental to form integrated communities and a network for social protection. This network is particularly important to guarantee the rights and well-being of children and youth in the community. In the following section, I analyze the territorial scales and human network scales in which each project operates.

#### 4.1.4 Territorial and human network scales

As we saw in the previous sections, scales of *territories* and *human networks* connected in/by the projects vary significantly. By territorial scales, I mean all the physical environments intentionally included in the educational program as part of their learning activities and educational development going from the school spaces to the city-wide territory. By human network scales, I mean all the groups of people that support children's development as educating agents from professors/parents to the network of people in society. Figure 5 allows visualizing the scales of each multi-sector project. The graph shows human networks on the y-axis, including four scale references: educators, community, educating network, and society. Territorial scales appear in the x-axis, including five scale references: school, yard, public space, neighborhood, and city. The six projects studied were positioned in relation to the two axes, at the maximum territorial scale they occupy and the maximum human network scale they intentionally connect. These positions come from my analysis of the projects' concepts and not from a specific project construction or their ultimate use.

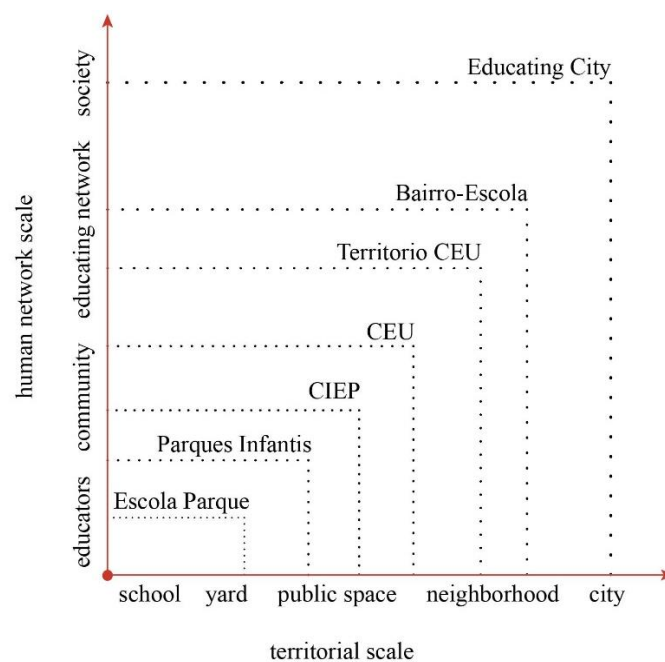


Figure 5: Territorial and human network scales of multi-sector projects

The *Parque Escola*'s educational project relies on educators and uses the spaces of the schoolyards as educating agents. It has a park built inside the school for educational purposes; however, there is no mention of professors taking children to places outside the school area for learning experiences. Although the *Parque Escola* project recognizes the role of the community in the development of children, there is no mention of curricular activities outside the school. The *CIEP*, in terms of territorial scale, it does not connect with the public space; however, it incorporates more types of spaces than *Parque Escola*. For example, it includes a library and a healthcare center, and offers activities for the whole community that allows for shared learning. The *CEU* concept was conceptually planned to be a "local urban structuring center" and provides the complete infrastructure for cultural, sports, and artistic activities open for the whole community. It is much more physically and programmatically open to the community; however, it does not incorporate educating territories and educating agents from the neighborhood.

*Território CEU* and *Bairro-Escola* are both able to connect the neighborhood territorial scale and the human network that extends beyond the community. While *Bairro-Escola* does not propose a specific architectural and urban project, it suggests using the whole neighborhood as an educating place. Additionally, *Bairro-Escola* provides social technologies, activities, and methodologies to connect both the territorial and the human network as educating agents. *Território CEU* proposes an urban project that includes the removal of the school walls to integrate the school in the surroundings, a public park adjacent to the school buildings, and network of public facilities in the neighborhood.

Over time, projects expanded scales in the direction of the Educating City. However, it is important to notice that no projects reached the scale of the city. *Território CEU* and *Bairro-Escola* are the projects that reach the territorial scale of the neighborhood and the human educating network. I argue that these two projects achieve the scales and principles of Educating Territories because they build strong connections with a large human network and explore the educational potential of the neighborhood territory. Regarding territorial sizes, *Território CEU* policy proposes an integrated territory of maximum 500-meter radius around the CEU building. ACEA proposes that the *Bairro-Escola* should have the size of a community united by identity and offer several criteria to be used by community members to define the ideal size. Both territorial sizes seem to dialog with Perry's Neighborhood Unit that considers walkability and school catchment area.

The discussion of the ideal territorial size is particularly important if we consider the Educating Territory as a promising community system to create Child-Friendly, Educating, and Learning Cities. If we consider the average territorial dimension proposed by the above projects as an ideal limit size for an Educating Territory, and if the city territory is larger than this ideal limit size, we could potentially create the Educating City by a Network of Educating Territories. This Network would permeate the city-wide territory and offer the conditions for children's well-being, educational development and lifelong learning for all children and all communities.

#### 4.1.5 Participatory mapping

In the previous sections, we analyzed school-city connections, school-community connections, and the scales in which the multi-sector projects operate. I believe these three aspects are very important to be considered when planning cities for children and educational development. There is a fourth aspect that is particularly important for city planning: the agency behind the planning and development process. Taking the *Bairro-Escola* and the *Territory CEU* as Educating Territory references, I analyze who is involved in the process of defining territorial boundaries, school(s) and geographic locations. For both Bairro-Escola and Território CEU projects, participatory mapping methodologies constitute an important tool to identify the territory's potentials, to mobilize the community, and involve everyone in the planning and development of the neighborhood. However, community involvement in the process is very different in each project.

#### **Território CEU**

The *Território CEU* policy recognizes that identifying the interest points in the territory to be part of the network has to go beyond a technical diagnostic and definition of ideal road connections. As stated in the *Território CEU* report, "it is essential to identify in the territory what are its remarkable points of encounter, and of spontaneous socialization among populations of different age groups and different interests" (Secretaria Municipal de Desenvolvimento Urbano 2016, p. 30). For that reason, the Municipal Secretary of Urban Planning (SMDU) together with culture, education, and social assistance secretaries proposed a methodology they called "collaborative, affective cartography." The proposed cartography is an open dialogue between technicians and the local community based on a fluid, uninterrupted, and spontaneous listening through ludic workshops and collective mapping.

The methodology included (Secretaria Municipal de Desenvolvimento Urbano 2016, p. 32):

1. Partnering with *LabMovel*, a group of artists that specialize in collaborative hearings using a van equipped with digital media technologies and artistic materials to realize activities in public spaces;
2. The team of *LabMovel* had knowledge and experience in different cartography methods, but they researched local stories to guide the development of a personalized process;
3. Conduce meetings to prepare the local city hall staff who would be responsible for hearing and registering communities needs and demands;
4. Offer ludic workshops using artistic activities to engage people and hear their needs through different mediums such as written documents, videos, picture and recordings;
5. Facilitate collaborative cartography using printed maps, aerial photos or three-dimensional models as well as objects, Lego, etc. for people to identify interest places in the map and "build" what they would like to see and transform in the territory;
6. Digitize their proposals and analyze the content hearing products to inform territorial project;

7. After developing the territorial project, ask community feedback, and validate the final project. According to SMDU, the goal of this process was to expand traditional public hearing methods in a mobilizing process that offered different mediums and activities to enable the community to express their needs and wills respecting their timing and conditions. In general, I believe the methodology they proposed met their goals and is sensitive to the reality of the territories. As a sensitive hearing method, it might have produced an adequate environment and methods for getting communities' specific needs and wills. However, since it was a one-day workshop it might not have given a chance for a wider community group to participate. As collaborative cartography, it certainly offered rich ways of ideas generation and creative engagement between participants, possibly encouraging deeper reflections. However, this method does not allow for direct engagement with the actual places and people in the territory does not include direct interventions or the participation of the community in the creation of the mapping process or the definition of territorial limits. These four aspects are present in the methodologies developed throughout several Bairro-Escola experiences.

### **Bairro-Escola**

The Bairro-Escola model includes a participatory mapping process that is more than collaborative cartography of community needs; it is a mobilization strategy in which the community is the leading agent and the process itself is the mechanism for definition and activation of the territorial network of people and places. As defined by ACEA:

Participatory Mapping differs from a common mapping by involving the community in the entire research process. In it, the community becomes the proposition of the action and not just its recipient. Aprendiz proposes that the different community actors - ranging from leaders to teachers and children - are invited to build themselves the entire mapping proposal. Thus, this type of mapping is an important tool in a social mobilization process, bringing together more and more the school of the community in which it is inserted. It is the connection starting from the organization of the action - which, in addition to legitimizing community, allows the school to get to know itself and the territory better, approaching something that is not always visible daily (Singer 2015 vol. 2, p. 76).

The proposed participatory mapping is not through a representation of the territory as in Território CEU; it is a collective mapping of the territory itself. By being physically present in the territory, the community has the chance to find potential places that were not in their minds and interact with people discovering possible partners for the network. Therefore, the mapping process becomes a participatory action for the effective access of the school community to public resources. Additionally, ACEA proposes that participatory mapping should include the definition and operationalization of the territorial boundaries. From many participatory mapping experiences with different communities and careful consideration of the limitations behind defining specific steps, they propose a methodology to

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help guide communities in the creation of contextualized processes. The summary of the steps included in the methodology they propose are as follows:

Five guiding principles for territorial delimitation: Prioritize looking at the micro territory (the community scale); Focus on the conditions for the integral development of children and youth; Take the school as a central element of the territory; Consider children, teenagers and young people who study and children, teenagers and young people who live in the territories; Ensure the principle of replicability. Operationalization of territorial limits: Definition of a district of operation; Survey of all schools present in the selected district; Definition of a central school; 2km radius definition around the chosen central school (2km is the criterion for enrollment in the municipal network). (Singer 2015 vol. 2, p. 40).

According to the five principles they propose, we can see that territorial delimitation does not follow an administrative boundary but the “community scale.” Determining the community can only be made by the same community because only they know the invisible boundaries. At the same time, they recognize the importance of being part of a specific district of operation as well as relating to educational administrative determinations such as the school enrolment. Another interesting aspect is that by including children and young people who live in the territory but not necessarily study in the central school makes the creation of the territory inclusive for all and encourage the formation of a community unites by the territory they inhabit or attend daily. As we can see, participatory mapping including territorial boundaries could be understood as a planning process that is defined, conducted, and developed by the territorial subjects. This process increases the chances that the processes and outcomes would be aligned with the local context, social reality, and community needs. At the same time, each citizen is empowered to become an agent of transformation able to meaningfully contribute to the planning and development of their city’s full potential.

The multi-sector projects analyzed in this chapter provided relevant insights for creating Child-Friendly, Educating, and Learning Cities. The analysis included projects’ concepts, school-city connections, school-community connections, territorial and human network scales, and participatory mappings. Each section revealed elements that are key to the creation of Educating Territories. The Bairro-Escola and Território CEU projects would serve as Educating Territories references. As a place-based community system oriented towards children’s well-being and educational development, the Educating Territory oriented the creation of the framework proposed in the following chapter.



## Chapter 5

### 5. Framework: Child-Friendly, Educating, and Learning City

The proposed framework is an integrated urban and education strategy to achieve the goals of Child-Friendly Cities, Educating Cities, and Learning Cities. As their main goals – guaranteeing children’s rights, promoting Integral Education and fostering Lifelong Learning – are complementary and focus on children and educational development, an integrated strategy to achieve these goals would allow cities and communities to allocate limited resources more efficiently and potentially achieve better results. The purpose of the CEL City Framework is to offer a pathway to encourage multisector, intergenerational cooperation in the formulation of an integrated urban and educational policy that includes local communities from the beginning of the formulation process. Additionally, it aims to provide a tool to encourage different initiatives that are working independently towards similar goals to join efforts towards developing a common plan to achieve city-wide impact.

The framework defines a Child-Friendly, Educating, and Learning City and proposes a systemic strategy to engage local people in transforming their city. A Child-Friendly, Educating, and Learning City is called a CEL City. The CEL City promotes the development of its inhabitants’ full potential since childhood and involves all generations in the planning and development of the urban territories to reach their full potential. For that, this framework proposes a strategy that goes beyond a set of policies to guarantee children’s rights or definitions for child-friendly urban design. The proposed strategy is the creation of a place-based community system committed to creating the conditions for human, educational, and territorial development focused on children. This community system is based on a territorial unit around schools, includes a *Socio-Educational Network* of people and places that foster the intellectual, social, cultural and educational development of children and youth and an *Intersectoral, Intergenerational Forum* that make children and the whole community agents in the development of their territory. This place-based community system is a child-friendly, educating, and learning territory called CEL Territory. The CEL City is formed by an interconnected system of CEL Territories that cover the city-wide territory while encouraging human, educational, and urban development at a local scale to allow children and the community to participate.

As an intersectoral, intergenerational, and interdisciplinary strategy, it requires cooperation between several groups of people. As a highly context-based strategy that responds to local urban conditions and local community needs, the framework serves as a structure to encourage local people to come together and co-create the plan for their CEL City. As an integrated strategy oriented towards children, education and urban development it requires four main groups of people to foster collaboration and joint action: urbanists (urban planners, urban designers, planning researchers), educators (school

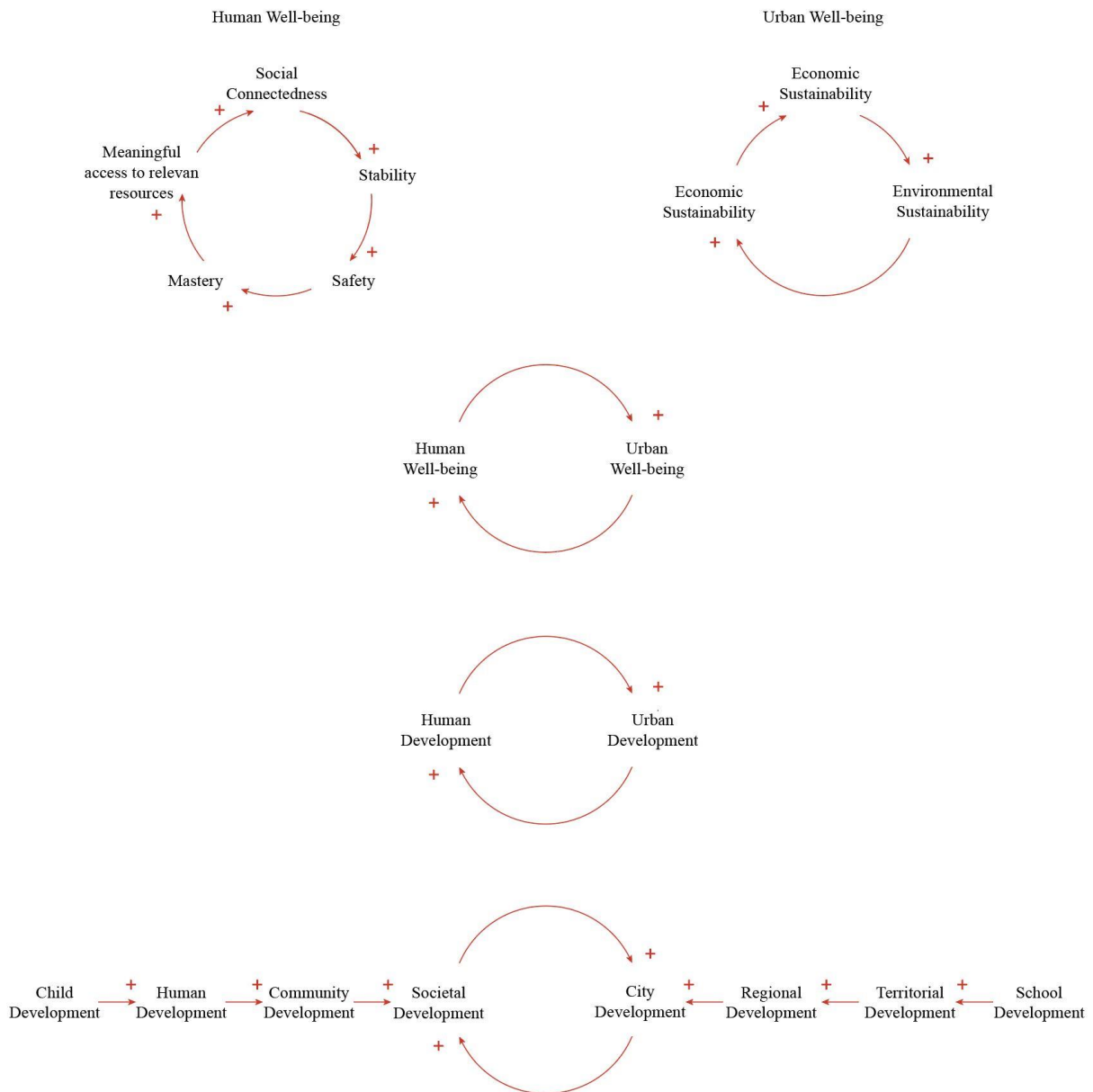
directors, professors, community educator), communities (children, families, community leaders and organizations), government (ministries, secretariat, policymakers, governors, city hall staff). Through a collaborative process, local people should adapt the framework to the local context, considering urban, educational, social, political, and economic characteristics and priorities.

The framework includes CEL City foundations (5.1), the definition and characteristics of CEL Territories (5.2), the steps and criteria to develop the CEL City Master Plan (5.3), and participatory implementation strategies, and governance structures (5.4).

### **5.1 CEL City foundations**

The CEL City foundations draw from concepts and methodologies from previous attempts to leverage the educational potential of city territories, transform cities for children's well-being, and promote a lifelong learning culture. More specifically, the foundations are based on *UN Convention on the Rights of the Child (1989)*; *The Charter of Educating Cities* (International Association of Educating Cities 2004); *Building Child Friendly Cities: A Framework for Action* (UNICEF 2004); *Guidelines for Building Learning Cities* (UNESCO 2015); *The World Declaration on Education for All (1990)*; *Integral Education Concept* (Centro de Referências em Educação Integral n.d.); *Territórios Educativos* (Singer 2015); *Território CEU Policy* (Secretaria Municipal de Desenvolvimento Urbano 2013-2016); *Urban95 Starter Kit* (Bernard van Leer Foundation 2019).

The focus on children's well-being and children's social, intellectual, cultural, political, and spiritual development through Integral Education is crucial to allow all human beings to achieve their full potential, break inequality cycles, and foster societal development. The importance of making places child-friendly, connecting the education project to the territory, and involving children in the planning and development of the place they live is that, when children learn in the city and from helping create the city, they grow as citizens empowered to transform their city. As human well-being depends on urban well-being and urban development depends on human development, it is essential to involve and empower everyone including children to participate in transforming the city from a critical and co-responsible point of view. The following diagrams show these interdependencies on a conceptual level.



**Figure 6:** CEL City foundational concepts

These diagrams show the interdependency between children, education, and city development that offers an argument for creating CEL Cities. The CEL City foundations presented in the following list disclose in more detail the relationships that need to exist and be considered in a strategy to create a CEL City. The foundational elements are divided into (1) conditions for children, human, community, and societal development, and (2) conditions for place, neighborhood, Territory, and city development. Each foundational element, from *a* to *x*, has a dependency relation in itself and connects to the following foundational element forming a system of interdependency. Although they are meant to be read in order, each element stands alone and can be considered independently. The foundations articulate connections mainly related to education, children, community, territory, and city. The CEL Territory proposed in this framework is a possible way to incorporate these foundational elements in a place-based community

system. When adapting the framework to different city contexts, the CEL City foundations should guide adaptations to the CEL Territory or the creation of new integrated systems.

### **CEL City Foundations**

The development of places, Territory, neighborhoods, and cities depends on the development of their inhabitants, communities, and societies; therefore, cities should have an integrated urban and educational plan.

Child, human, community, and societal development:

- a. The full development of societal potential depends on societal wellbeing and the full development of all humans' potential.
- b. The full development of each human's potential depends on their wellbeing (The Five Domains of Wellbeing Fact Sheets n.d.) and their integral development during childhood (Centro de Referência da Educação Integral).
- c. Children's wellbeing needs to be fulfilled, and all children's rights guaranteed to allow the full development of children's potential (UNICEF).
- d. An intersectoral network for social protection from the neighborhood to the city is needed to guarantee children's wellbeing and children's rights (Singer 2015).
- e. The full development of humans' potential depends on the integral development of their social, intellectual, cultural, political, and spiritual dimensions through diverse educational and lifelong learning opportunities (Centro de Referência da Educação Integral).
- f. The development process of all these dimensions happens more quickly and more directly during childhood (Bernard Van Leer Foundation 2019); therefore, the city should focus on children and young citizens first and provide conditions for Integral Education (International Association of Educating Cities).
- g. Integral Education is a holistic educational process that offers opportunities for the development of all human dimensions extending the educational process from the school to the community and city (Centro de Referência da Educação Integral).
- h. Integral Education requires the expansion of times, places, and agents of education and, thus the recognition and activation of times, places, and agents for learning purposes (Associação Cidade Escola Aprendiz).
- i. Since the human development process continues to happen through life, the full development of human potential requires diverse and continuous lifelong learning opportunities (UNESCO Institute for Lifelong Learning).
- j. The educational and learning process is a shared commitment in the community that connects and brings together schools, social organizations, companies, and public authorities to promote conditions for the integral development of children, individuals, and territories (Singer 2015).

School, territorial, regional, and city development:

- k. The Territory has multi-dimensions (physical, natural, social, historical, emotional, relational, and spiritual), it has its own identity (Milton Santos), and it is built through social dynamics (Iara Rolnik), and by the collective project of its inhabitants (Gontcharoff).
- l. Places, neighborhoods, territories, and cities naturally offers opportunities for Integral Education, that could be maximized if connected to the educational project and the collective project of its inhabitants (Associação Cidade Escola Aprendiz).
- m. If people learn in the city, from the city, and about the city, they develop as citizens' empowered to contribute to the collective project of transforming the city (Portal Aprendiz).
- n. The planning and development of the neighborhood should involve all its inhabitants, including children and young citizens (UNICEF CFCI; Chawla; Vincent).
- o. Children have the right to be equal citizens and thus have the right to influence decisions about their city, express their opinions on the city they want and participate in the planning and development of their city (UN Convention of the Rights of the Child).
- p. Children and young citizens have a unique perspective on the Territory, and the Territories' identity shapes children's identity; therefore, they have the potential to both contribute to and benefit from the process of transforming the territory.
- q. Schools with a political-pedagogical project aligned with the principles of Integral Education are the best platform to empower children to participate in transforming the community from a critical and co-responsible point of view (Associação Cidade Escola Aprendiz).
- r. Schools are usually the public infrastructure that is the most repetitive and evenly distributed public facility in the city (Bierbaum); they have the potential to provide educational, cultural, sports, and lifelong learning opportunities for all communities (Secretaria Municipal de Planejamento Urbano 2016).
- s. School activities, programs, and events open to the community have the potential to encourage dialog in equal conditions and between generations fostering community spirit (Associação Cidade Escola Aprendiz).
- t. The territory surrounding a school should configure an integrated community in which a network of infrastructure, public spaces, and human resources are physically and programmatically connected to the school (SMDU 2016; Singer 2015).
- u. The neighborhood or Territorial unit around the school(s) is the scale in which children and adult inhabitants are more interested and equipped to plan, design, and transform.
- v. The planning and development should be decentralized in multiple "centralities," to encourage participation, strengthen local identity, and foster city diversity (Secretaria Municipal de Planejamento Urbano 2016).

- w. The planning, governance, and assessment of the “territorial centralities” should be participatory (Secretaria Municipal de Planejamento Urbano 2016) and continuous so that each Territory would need a democratic public forum (Singer 2015).
- x. The democratic public forum is intersectoral, intergenerational, and interdisciplinary formed by the community members, subprefecture officials, and local managers connected to municipal government secretaries (Associação Cidade Escola Aprendiz).

In conclusion, the full development of people and places depend on integrated research, intersectoral cooperation, and participatory planning, development, and governance of cities and education focused on children’s needs and involving children and community participation.

## 5.2 CEL Territory

The CEL Territory is a place-based community system that responds to the CEL City foundations. The CEL Territory is the anchor of this framework, the local-scale system that structures the CEL City Master Plan, and the building-block of CEL Cities. It explicitly dialogs with the concept of *Educating Territory* developed in both the *Território CEU* by the Urban Development Municipal secretary of Sao Paulo (2013-2016), and the *Bairro-Escola* developed by Cidade Escola Aprendiz since 1997.

The CEL Territory is a place-based community that in addition to its traditional functions creates the conditions for guaranteeing children’s rights. It promotes the Integral Education of children and youth, fosters a culture of lifelong learning, and promotes territorial development. To achieve these goals, each CEL Territory has its own project, leading agents, and infrastructural elements. The CEL Territory project is a local integrated *Integral Education Plan* and an *Urban Development Plan* formulated by the community, including the participation of children and youth in planning, designing, and decision making. The three leading agents are *School Leadership* responsible for activating the CEL Territory and promoting Integral Education daily; the *CEL Territory Forum* responsible for formulating and managing a local integrated educational and urban plan; and the *Socio-Educational Network* formed by people, places, and facilities that are perceived as educating agents and integrated as a local system for social protection and educational development. To allow children to learn in the territory and foster lifelong learning opportunities for all members of the community, the CEL Territory’s infrastructure, facilities, and public spaces would be child-friendly and offer possibilities for learning. Schools are considered public infrastructures open to the community to foster intergeneration interaction and community building. Schoolyards are open to the surrounding territory and the school community uses public parks for educational purposes. School’s cultural, sports, and health assets would be open to the community and children would use existing Social Infrastructure in the territory for curricular activities. Finally, schools, social infrastructure and public spaces would be connected through child-friendly, ludic and learning paths.

In the following subsection, I will describe the project, the three leading agents, and the four infrastructure connections as well as show how they are related to the physical territory forming an interconnected system inside the CEL Territory.

### **5.2.1 CEL Territory project**

The goal of the CEL Territory project is twofold: engage the community in a shared education project and involve them in planning, designing, and transforming their territory. The purpose is to empower children and youth to become agents in the creation of better environments, build a sense of belonging, strengthen a collective identity, and build democratic participation since childhood. The local project consists of a local integrated Integral Education Plan and an Urban Development Plan. The Integral Education Plan involves a vision for extending the educational process from the school to the territory and an agenda of events and activities that offer opportunities for the development of all human dimensions. This project starts with a participatory mapping of educational assets in the territory, including physical infrastructure to immaterial places of natural gatherings or historical moments.

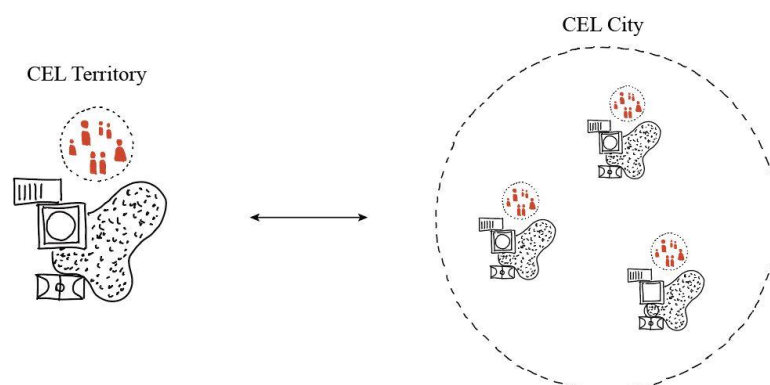
The Urban Development Plan includes a vision for developing the territory and an agenda of actions needed to collectively transform the place according to the needs and goals of their inhabitants and a site plan that indicates the places for infrastructural improvement. Children and youth are involved in developing the plan as well as in creating and executing the actions through school projects or community-led activities. The project begins with a participatory mapping of the territory to identify, for example, missing physical connections, public places that need renovations, walls that could be eliminated to increase visibility or streets that could be temporarily closed for pedestrians. After identifying potential places, the actions could involve creating learning trails that connect the schools with points of interest in the territory through ludic paintings on the sidewalks, planting trees, or building community gardens. Both projects are managed by the CEL Territory agents in dialog with local government and educational directories, possibly leveraging resources from public policies.

### **5.2.2 CEL Territory agents**

#### **Schools Leadership**

*Schools Leadership* is formed by one or more schools existing in the territory that “develop democratic political-pedagogical projects, in line with the principles of Integral Education. They recognize community knowledge, get involved with local problems, and promote the appropriation of the territory” (Singer 2015, vol. 2). As these schools understand the value of Integral Education and are familiarized with the concept of Educating Territory, they should be responsible for leading the definition of the CEL territorial area, activating the CEL Territory as a living community system and promoting Integral Education practices daily. The pedagogic curriculum should include activities to empower children to participate in the planning and development of the territory from a critical and co-

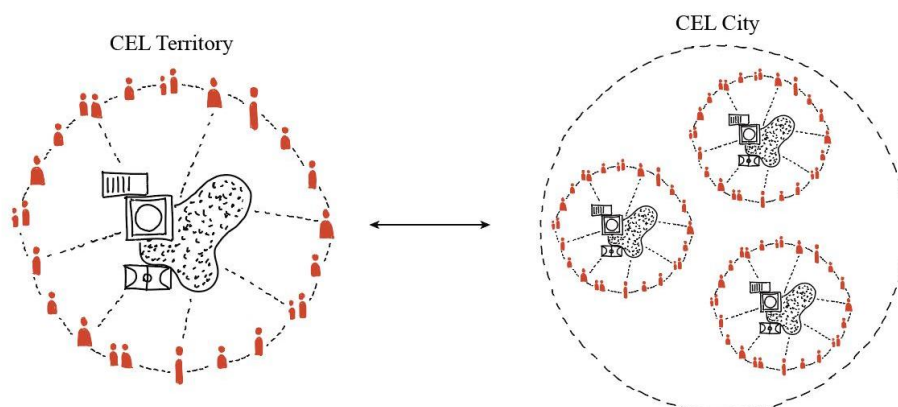
responsible point of view. Teachers should be responsible for facilitating the participation of children and youth in the CEL Territory urban and educational project.



**Figure 7: Schools Leadership**

### CEL Territory Forum

The CEL Territory Forum is “inter-sectoral (local government, private initiative and organized civil society), interdisciplinary (education, health, culture, rights guarantee network, local development, etc.) and intergenerational (children, youth and adults) dedicated to formulating and managing a local integrated educational and urban plan” (Singer 2015, vol. 2, p.11). The Forum should employ participatory methodologies to first, involve all the community in the planning, design, and development of the neighborhood, and second identify places for urban improvement, and third define priority areas for child-friendly interventions. The *Forum* should also be responsible for connecting the CEL Territory to the Local Government and Education Directories for cooperation in planning, project development and policymaking. The Local Government and Education Directories teams should be responsible for articulating CEL territories’ priorities and needs to municipal and federal levels and collaboratively creating public policies to support the CEL City agenda.

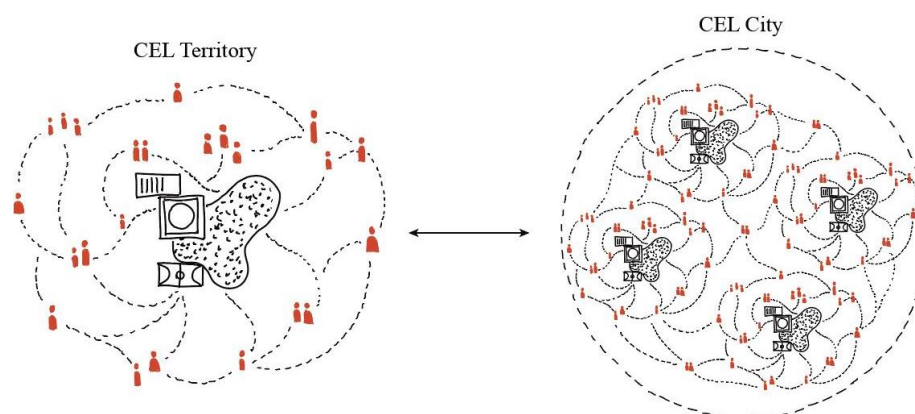


**Figure 8: CEL Territory Forum**



### Socio-Educational Network

The Socio-Educational Network is formed by people, facilities, and services that are perceived as educating agents and are integrated as a local system for social protection and educational development. “The network would include health facilities (health centers, hospital, etc.), social assistance facilities (Guardianship Councils, etc.), cultural facilities (museums, libraries, cultural centers, points of culture, etc.), sports facilities (multisport centers, fields, courts, etc.), education (school clubs, universities, research centers), public environments (green spaces, water spaces, public parks, streets, open built environments, etc.), justice, and security” (Singer 2015, vol. 2, p.35). “The network of “education, social development, health, and human rights facilities and services fulfills its tasks in an integrated manner, sharing data and agendas, aligning principles, and building common strategies for work” (Singer 2015, vol. 2, p.11). The network is responsible for building social protection and safety, guaranteeing children’s rights, and offering child-friendly spaces and services. For example: “museums develop programs aimed at audiences commonly excluded from these spaces, such as small children, immigrants or the disabled; a restaurant provides space for computer courses in which teenagers teach the elderly; community-run cultural spaces are created in public schools” (Singer 2015, vol. 2, p.12).



**Figure 9:** Socio-Educational Network

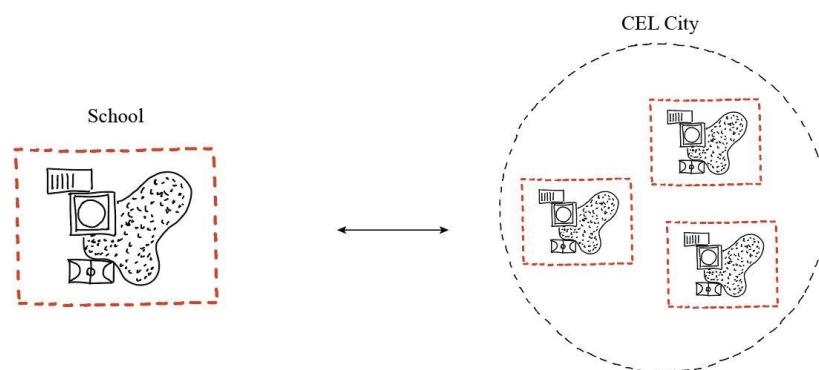
#### 5.2.3 CEL Territory infrastructure

From an urban perspective, the physical and programmatic connections between the different infrastructures, and public places are crucial to forming an integrated territory. As schools are the main educational infrastructure used every day by children and the school community, they should be central elements in the territory. They should also be responsible for activating the educational potential of the place and, therefore, should be connected to the facilities of the social-educational network. For these connections to happen, the school should be physically connected to these places and facilities through child-friendly paths as well as programmatically connected through family-friendly activities and programs. Urban spaces and facilities should be safe, accessible, comfortable, and stimulating for children, caregivers and educators. Child-friendly urban planning and design make places inclusive for

all (Bernard van Leer Foundation 2019) and when regularly used by multi-generations they can potentially increase the livability of the neighborhood. The four main connections between schools and the city proposed are the following:

### Open Schools

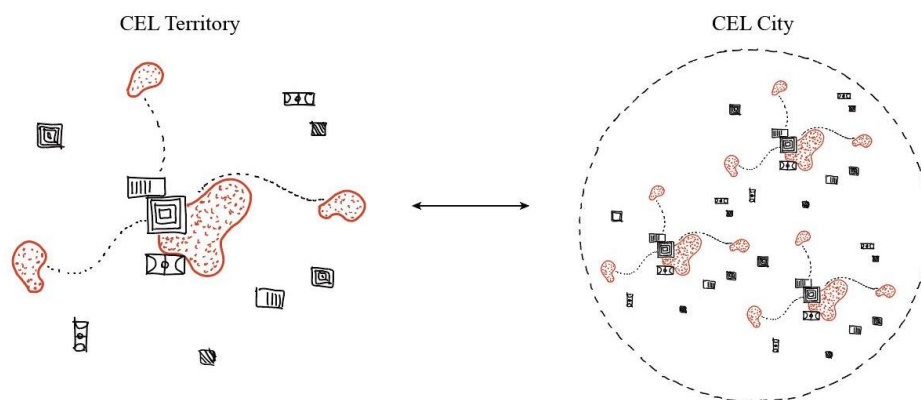
Schools should be opened and connected to the surroundings as a destination for lifelong learning opportunities for all. They should retrocede or eliminate surrounding walls to be physically open to the city. They should always represent a place of public interest and not a barrier in the city.



**Figure 10:** Open schools

### Connections Schoolyards and public parks

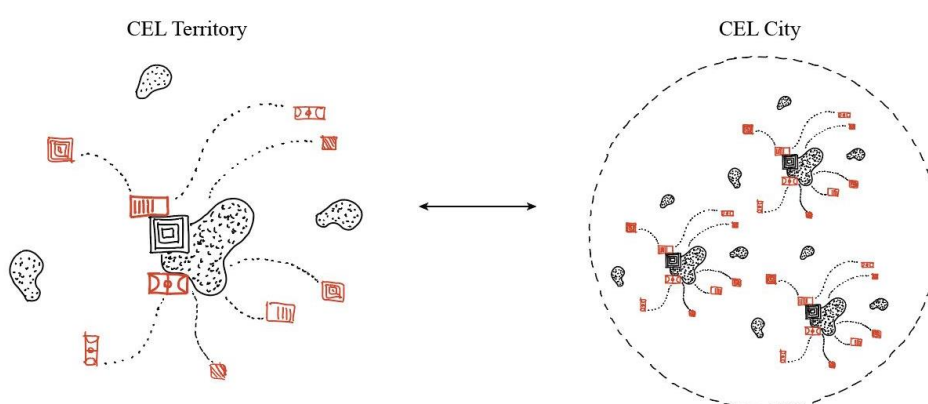
The schoolyard, green areas, and open spaces are open for the use of the community, representing a spatial transition between the school and the city. To activate the space, the school promotes events or offers open areas for festivals and activities that could be conducted by artistic and musical groups from the community. The social development of young children is fostered when the territory provides safe places for children to play in the public space as well as promotes interactive playing between generations. The school should also incentivize the use of open areas and public parks in the community by including educating activities at these spaces in the pedagogic curriculum and bringing children to learn in the city. This process includes using public playgrounds or bringing children to natural environments near rivers or lakes for both explorations and environmental education. Places are planned and designed for children as well as for caregivers and educators. School activities include making ludic interventions in these places to make them more attractive to children as well as creating community gardens.



**Figure 11:** Connections between schoolyards and public parks

### School's facilities and territory's facilities

Schools should open their cultural assets, sports gymnasium, and laboratories to the community during the weekends or outside school periods. They should invite the community to use facilities by offering cultural events such as music concerts or theaters, promoting sports programs for families, or providing open technical skills workshops, for example. Storytelling, singing, and reading are especially important for young children's development (Bernard van Leer Foundation 2019), and these activities do not require a lot of resources. They only require the school to open the infrastructure to the spontaneous use of community members. At the same time, the school should use the potential of the neighborhood in terms of cultural, sports, and laboratory assets. These assets could include museums, gyms equipment in open parks, maker spaces, or even churches or clubs. Not all neighborhoods have metropolitan facilities such as museums, but all neighborhoods have hidden assets that could be leveraged for learning purposes.



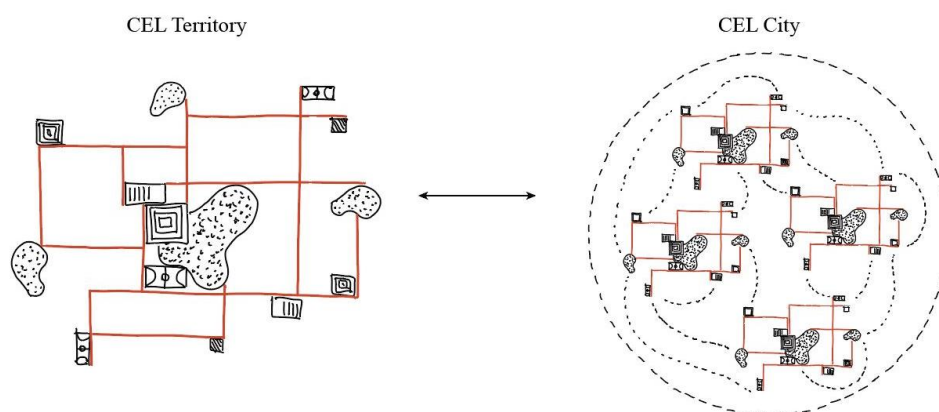
**Figure 12:** Connections between socio-educational facilities

### Physical connections between the school, social infrastructure, and public spaces

Schools should be connected to the network of public spaces and facilities in the neighborhood. Creating or improving these connections is crucial to both improving children's access to them, and strengthening

the network of public assets. As children develop their image of the world from their experiences in the places they inhabit and live, the paths to school are not functional sidewalks and streets. They are a path of exploration in which children discover new physical elements, social and natural dynamics, and from these interactions, they develop their identity. In this sense, these paths are also learning places and should be safe and playful to invite children and youth to explore the city. Designing for playing along these paths can include paintings, signs with content for children, or ludic public equipment in any part of the landscapes: stairs, ramps, walls, street floor, benches, etc. Children should participate in the creation of the learning trails and ludic paths to allow them to directly participate in the transformation of their territory.

Additionally, schools should be connected to bike lanes and public transportation systems. All urban mobility systems should be planned for children's needs. When school teachers want to take their students to a metropolitan museum or park, they should be able to take them using the public transportation system. For that, not only the design of these systems should be child-friendly, but also the service and the staff should be prepared for attending children.



**Figure 13:** Physical connections between facilities and public spaces

These three spatial and programmatic relationships between schools and the neighborhood are fundamental to configure the CEL Territory. All the CEL Territories together permeate the whole CEL City while strengthening educational and territorial development at a small local scale and allowing the effective participation of inhabitants in the development. As each part of the city has its unique context, the proposed framework includes three CEL Territory Typologies formed by the same three agents and four infrastructure elements organized in different ways. Each typology responds to different local needs and conditions to integral development.

#### 5.2.4 CEL Territory typologies

It is especially important to have more than one CEL Territory typology in cities with high spatial inequalities because urban regions would vary a lot in the availability of schools, socio-educational

assets, and public spaces. While marginalized urban areas usually lack the adequate socio-educational infrastructure to the local demand and therefore fail to offer the conditions for integral development, central urban areas are usually well-served with socio-educational infrastructure, transportations systems and metropolitan cultural assets. This framework considers that all city contexts could benefit from the creation of CEL Territories because they have the potential of guaranteeing the conditions for integral development according to each region's needs and existing circumstances. This framework proposes three CEL Territory typologies that were created to respond to three different contexts that usually exist in cities. The three contexts are (1) vulnerable areas that lack public facilities, (2) central areas that abound public facilities, and (3) intermediate areas with varying facilities. While CEL Territories in vulnerable areas require building new socio-educational infrastructure, CEL Territories in central areas focus on connecting the existing infrastructure and activating the existing potential. Each CEL Territory typology is oriented to attend the different needs and adapts to the local circumstances while still constituting a Child-friendly, Educating and Learning Territory.

### CEL Territory #1: CEU style

The first CEL Territory typology considers places that lack both schools and socio-educational facilities, these places are usually the most vulnerable and require the construction of new infrastructure to improve access of these communities to social infrastructure and the conditions for integral development. This typology is inspired by the Território CEU public policy, which proposes the construction of an integrated educational, cultural, and sports facility that is open and managed by the community, constituting a new centrality in the neighborhood.

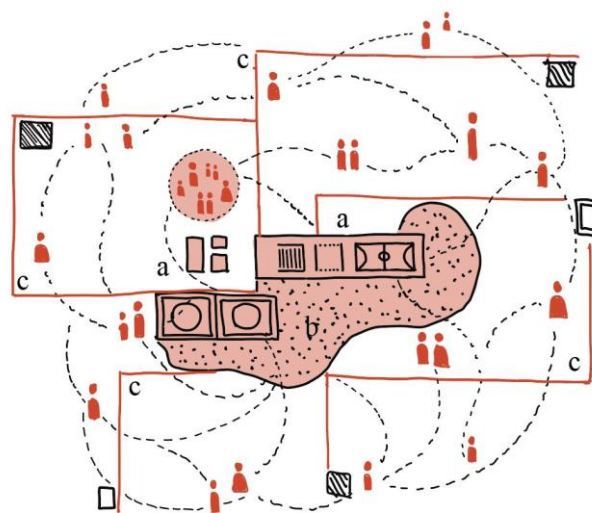


Figure 14: CEL Territory Typology #1

#### Infrastructural Components:

- a. CEU Buildings: incorporate educational (nursery, primary, secondary and technical schools), sports (multisport courts, fields and swimming pools), cultural (theater, cinema, music rooms,

library), and multipurpose facilities (computer labs, music recording studios, maker spaces, etc.), primary social assistance center to serve as the entry door to the network of social assistance facilities in the neighborhood or the city.

- b. CEU Public Park: a park that is open to the neighborhood and is placed next to the CEU cultural facilities. It could include public restrooms, public furniture, or landscape design for gatherings.
- c. Create physical connections between CEU buildings and other socio-educational infrastructure and public spaces in the neighborhood: the existing conditions might be precarious, so sidewalks, stairs, and streets might need improvements to make them child-friendly and safe for children.

### CEL Territory #2: Bairro-Escola style

The second CEL Territory typology considers places with some socio-educational facilities as well as existing public schools equipped with cultural and sports facilities. This typology is inspired in the Bairro-Escola, which proposes social technologies and methodologies to connect and activate local assets and opportunities in the territory independent of the existing conditions. As the Bairro-Escola project was implemented in very different contexts, it provides relevant examples for adapting schools and the neighborhood for Integral Education.

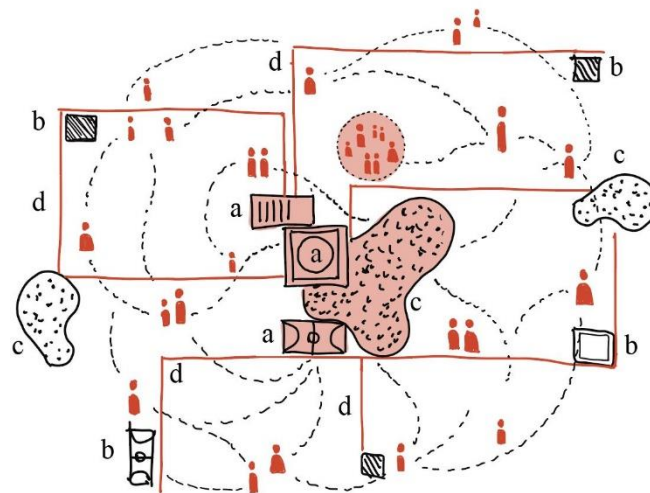


Figure 15: CEL Territory Typology #2

Infrastructural components:

- a. Central School: Existing educational infrastructure (primary or secondary schools), that could be adapted to open its cultural, sports, and multipurpose facilities to the community. To represent a public centrality in the community, the school should have at least a couple of places that could be used for community gatherings and events. Some of them could include multisport courts, multipurpose rooms, auditoriums, libraries, and computer labs.

- b. Possible social-educational facilities in the city: the existing infrastructure might provide interesting opportunities to complement the cultural and sports facilities of the school. These opportunities should be discovered in each place and should be activated to form a network in the territory.
- c. Schoolyards and Public Park: in some cases, schools would have yards and green places that could be open to the community, and in other cases, the neighborhood would have some parks and squares that could be used by the schools and the community. Both schoolyards and public parks should be explored for educational activities and intergenerational interactions.
- d. Improve physical connections: would probably exist and be consolidated, but maybe not adequate to children. Sections for improvement should be identified by the community and transformed through public resources. Ludic interventions should be organized and done by the community of children and adults.

### CEL Territory #3: Educating Territory

The third typology considers places with a vast supply of socio-educational infrastructure as well as several public schools adequate to the local demand that might or might not be equipped with cultural or sports facilities. The third context usually exists near the city center, and even if schools lack the space for cultural and sports facilities for the community, the school and the community would be able to access socio-educational facilities in the region.

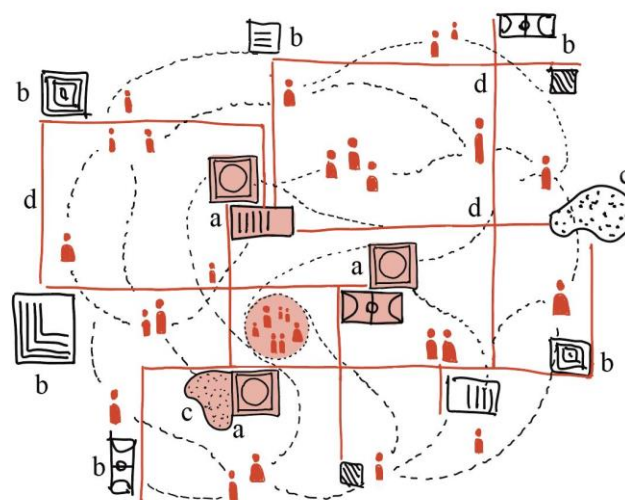


Figure 16: CEL Territory Typology #3

#### Infrastructural Components:

- a. The network of schools: Existing educational infrastructure (nursery, primary, secondary or technical schools), that would be connected sharing an agenda for Integral Education and urban transformation. They will not constitute a centrality in the neighborhood but a network of agents who organize and activate public spaces and resources in the territory.

- b. Strong Social-educational facilities in the city: these territories might already provide a variety of cultural, sports, and metropolitan facilities that could be explored by the school community. The school should take advantage of the existing resources for example through cultural programs in museums, partnerships with private sports facilities, and organized activities in public parks.
- c. Public Park and Metropolitan parks: in some cases, schools would have yards and green places that could be open to the community, and in other cases, the neighborhood would have some parks and squares that could be used by the schools and the community. Both schoolyards and public parks should be explored for educational activities and intergenerational interactions.
- d. Make physical connections child-friendly: the existing physical connections would probably exist and be consolidated, but maybe not adequate to children. Traffic might be intense and side-walks narrow and followed by continuous walls. Ludic interventions should be organized by the community and transformed with children and youth to create attractive paths for them.

### CEL Territory Network

The CEL Territory Network, formed by several CEL Territory units, will cover the city-wide territory creating the CEL City. Figure 17 shows a conceptual diagram of how typologies would be distributed in the city. Typology #3 in the central area, typology #1 in the vulnerable areas near the city borders, and typology #2 in the intermediary areas.

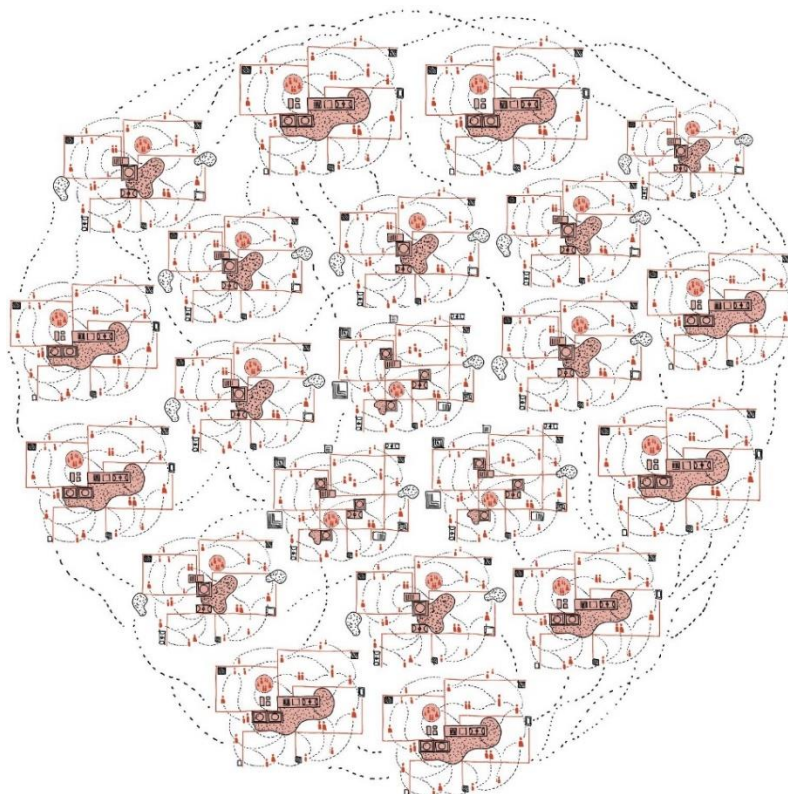


Figure 17: CEL City conceptual diagram



In this section (5.1), I described the important agents and infrastructural elements as well as their relationships within the CEL Territory. However, to create the network of CEL Territories that would form the CEL City, we need to define the relationship between CEL Territories and understand the geographical areas each territory will occupy. These aspects will be discussed in the following section.

### **5.3 CEL City Master Plan**

As discussed, the CEL City is formed by an interconnected system of diverse CEL Territories that cover the city-wide territory to benefit everyone. That means CEL Territory units are arranged in a way that leaves no place uncovered. For that, CEL Territories' location, size, and geographical borders need to be defined. As presented in the previous section, the framework proposes three CEL Territory typologies that respond to different urban contexts. What would be the criteria to allocate the typologies in the city? Regarding size, we know that the CEL Territory is a community system based on a territorial unit around a school or a group of schools. What would be the ideal size for each CEL Territory? Regarding geographical borders, there are several competing criteria that needs to be considered to define the ideal boundaries for a CEL Territory such as administrative boundaries, urbanistic aspects, census areas, and others.

As the CEL Territories should cover the whole city, we cannot define the ideal borders for one isolated CEL territory. We have to define shared borders that would comply with the ideal borders for every CEL Territory at the same time. This process is a challenge because defining geographical boundaries by following criteria for one CEL Territory unit end up imposing the boundaries for the adjacent units that not necessarily result in the ideal area for them. Additionally, it is very important to consider that the ideal boundaries for each territory are not fixed in time. As the CEL Territory is a system formed by living human beings and evolving territories, its borders need to be flexible to allow for dynamic change. Finally, as a living community system, the ultimate boundaries should be defined by the community that inhabits or study in the territory. For that, it is important to define who is the community and how to define a place-based community even before having defined the boundaries of the place.

In sum, creating a Master Plan for the CEL City is a complex process involving competing criteria to define the ideal conditions for each CEL Territory while making sure they form a cohesive whole. As we saw, there are some clear steps that need to be done in order to define the master plan, but the order of the steps is not so clear as they sometimes need to be developed simultaneously. What is clear is that every city will have a different master plan according to the criteria reflected in the local context and the priorities determined by the local people. Under these considerations, I propose some steps that I consider crucial to create the CEL City Master Plan as well as important criteria to be considered in context for each step. The steps are the following: Typologies allocation (5.3.1),

Territorial size definition (5.3.2), Territorial boundaries definition (5.3.3), Leading schools mapping (5.3.4), Socio infrastructure mapping (5.3.5), and Urban Master Plan consideration (5.3.6). The CEL City Master Plan resulting from this process should serve as a starting point to invite the communities from each predetermined territorial area, through the leading schools identified, to define the final CEL Territory, and activate the agents' networks.

### **5.3.1 Typology allocation**

Typology allocation refers to the process of identifying areas in the city that have adequate conditions for each CEL Territory typology. The criteria for typology allocation have to respond to their infrastructural requirements and the concentration of vulnerable families that justifies the level of public investment required by typologies. As presented, the infrastructural requirements of the three CEL Territory typologies are mainly related to school and cultural infrastructure. As regards to vulnerability, typology #1 should only be allocated in places with high concentration of vulnerable families, whereas the other two typologies could be allocated under any level of vulnerability. By analyzing the variations in number of schools, number of cultural infrastructure, and levels of vulnerability in each area of the city, we should be able to define three types of areas according to the adequate combination of these three aspects for each CEL Territory typology. To do that, we need to use a geographic information system to be able to analyze all the aspects georeferenced in the city territory at the same time. As a result of the analysis, we should have a map that shows several areas in the city symbolized with one of the three typologies.

This process will be different in each context according to the availability of georeferenced data and the variations between the three aspects. Depending on the local conditions, a third or a fourth typology will need to be created to adapt to more than three types of local conditions. Additionally, it is important to notice that since typology #1 requires the construction of new infrastructure, the availability of resources for construction and the construction time would delay the activation of many CEL Territories typology #1 in areas that usually need immediate solutions. This situation should be evaluated in each case and the allocation of typology #2 as a first step in the supposed areas for typology #1 should be considered. From all these considerations, this framework proposes some criteria to consider in the allocation of each typology.

#### **Placing CEL Territory #1**

Since this typology requires a great public investment in the construction of a new infrastructure that combines schools, cultural, and sports facilities, it should be allocated in the most vulnerable areas with existing demand for schools and a lack of socio-educational opportunities. After identifying areas with these characteristics, public land within these areas should be used for the construction. In case there is

no public land in the area, acquiring land or making public-private partnerships should be considered. CEL Territory typology #1 should be allocated in urban areas that combine the following criteria:

1. Existent demand for primary, secondary and/or technical schools;
2. Lack of cultural, sports and social assistance facilities;
3. Areas that combine both high demographic concentration and families with a high social vulnerability index.

### **Placing CEL Territory #2**

This typology is the most adaptable to existing contexts, but requires the existence of public schools with cultural and/or sports facilities as well as the existence of some cultural facilities in the area. The idea is that by opening the school's cultural and sports facilities to the community and exploring the few infrastructures and public places in the area would generate the conditions for educational and human development in the territory. CEL Territory typology #2 should be allocated in areas that combine the following criteria:

1. Existence of at least one public school (primary, secondary and/or technical schools) equipped with at least a couple of cultural or sports facilities or space to build them;
2. Existence of just a few cultural, sports, and social assistance facilities.
3. Areas that do not combine high demographic concentration and families with high social vulnerability index.

### **Placing CEL Territory #3**

This typology requires no construction of new infrastructure; therefore, it should be allocated in urban areas where there is both adequate educational infrastructure to the demand and multiple cultural infrastructures that provide diverse learning opportunities. CEL Territory typology #3 should be placed in areas that combine the following criteria:

1. Existent supply of public schools (primary, secondary and/or technical schools);
2. Existent supply of diverse cultural, sports, and social assistance facilities or easy access to these facilities using public transportation.
3. Areas might or might not combine high demographic concentration and families with a high social vulnerability index.

#### **5.3.2 Territorial size definition**

The CEL territory dimension should consider the ideal area to form a community that should be involved in the Integral Education of children and the planning and development of the territory. The size of the territory would vary according to the urban context, geographic characteristics, participatory mapping of local opportunities, and immaterial boundaries between communities that share different

identities. As a reference, other Educating Territories proposes sizes varying between 500-meters and 2-kilometers radius. While the dimension would vary depending on the context and community decision, the following criteria are important to be considered and evaluated in context:

- **Size of school catchment area:** consider the size of the school catchment area to maximize the chances of involving children who live and study in the same territorial area. This is an important aspect because children who live and/or study in the place should be involved in the planning and development process. It also has the potential to unite families that share the same territory by living and bringing their children to the same school for many years.
- **Walkable size:** consider an area with dimensions that allow people to reach places and facilities by foot so that the territory is accessible and has livable streets. As walkable distances vary depending on the geography, the distances should be measured through walkability analysis of what area a person could reach within a maximum of 15 minutes from a central point.
- **Community size:** consider the invisible sizes of place-based communities that share cultural, historical, ethnic, or any other type of identity that unites them.
- **Dynamic size:** consider that the CEL Territory is a living concept that might change in dimensions according to community and territorial changes.
- **Community planning:** consider that as children would be involved in community planning, the size of the CEL territory should be adequate for children to be familiarized with and understand it to be able to contribute from a critical perspective.

### 5.3.3 Territorial boundaries definition

Territorial boundaries definition refers to the process of determining the geographical limits for each CEL Territory while making sure limits from adjacent CEL territories coincide so that the resulting areas cover the whole city territory. This process is not a simple effort such as dividing the city area into random small parts; the subdivision process has to prioritize the ideal characteristics for each small part, each CEL Territory. The challenge is that first, the ideal characteristics for each CEL Territory include several competing criteria, and second, the definition of geographical boundaries following criteria for one CEL Territory unit end up imposing the boundaries for the adjacent units. By competing criteria, I mean that several existing administrative, and urban boundaries that should be considered do not share the same geographical limits. When selecting what borders to prioritize, it is important to evaluate if the size of the resulting area is ideal for CEL territories as discussed in the previous section. Some existing administrative subdivisions have larger areas such as sub-prefectures, while others have smaller areas such as neighborhoods.

Additionally, it is important to consider that each territory should have both physical and immaterial boundaries. The physical boundaries are important for administrative and planning purposes, while immaterial boundaries exist naturally as a result of human dynamics and probably

overlap with near territories. The goal is to unite people who live, and study in a place to feel part, identified, and committed to helping develop that place. That means determining a specific region is very important, but the physical boundaries should only be fixed for administrative purposes. As the CEL Territory is a system formed by living human beings and evolving territories, the fixed boundaries should also be reevaluated as time passes and changed if needed.

Finally, boundaries definition occurs in two phases. The first one is when all the criteria are evaluated in context and the ones that best serve the ideal characteristics for all CEL Territories are selected as a preliminary subdivision. According to this subdivision, communities who live and study in these predetermined regions should be invited by the leading schools in that territory to engage in participatory mapping of the territory (explained in section 5.4.1) to define the ultimate boundaries together. That means, the boundaries predefined are not imposed on any community, they serve as a mechanism to gather communities that will ultimately define the criteria that makes more sense for them considering their local context. The framework proposes that the following criteria should be considered and evaluated in context when defining territorial boundaries in both phases:

#### Educational administrative boundaries

- Regional Education Directory zones: schools from different directories usually have different agendas or priorities, so it is better if schools from a CEL territory respond to the same directory.
- School District: in some countries, there are school districts defined by specific geographical limits that limit children to enroll only in schools from the district they live. It is very important to consider this type of boundary because they already determine school communities.

#### Urban administrative boundaries

- Subprefecture boundaries: since CEL Territories Forums should work together with subprefecture offices in urban plans and transformations, it would be ideal if the whole area of the CEL Territory fits inside the same regional city hall boundary.
- District boundaries: district areas usually fit inside subprefecture areas and could help define CEL Territories so that they fit inside both levels of administrative areas.

#### Census boundaries

- Census tracts boundaries: are relevant to consider because having a CEL Territory inside census tracts could facilitate future research, measurement, and evaluation of educational and urban factors impacting human development inside that territory. Although the geographical limits of census tracts might have no relation to the urban context, they usually cover an average number of families that could help define the average size of CEL Territory communities.

#### Urban boundaries

- Avenues, railways, and rivers: these three elements are important to be considered as they divide the territory into two sides. Especially in cases where there are no bridges for pedestrians

it is hard for communities on each side to connect and share everyday life. At the same time, CEL Territories should not contribute to separate even more the two sides, they should work together to create more territorial connection.

- Lakes or natural preservation areas: naturally define limits to communities and no CEL Territories should be defined inside these areas. Different from small parks and squares that would be incorporated inside CEL Territories, these areas are usually larger than a whole CEL Territory unit. Therefore, cell territories should be defined around them and should use their natural environments for educational activities.
- Large closed properties: these properties usually constitute barriers that people cannot cross or visualize their interior. Therefore, they should determine CEL Territory limits.
- Steep lands: depending on the slope of the terrain, these areas might also constitute natural borders between two communities. If a whole region has steep terrain, the CEL territories in this region should occupy smaller areas as people take more time walking on sloped terrain.

#### **5.3.4 Leading schools mapping**

Each CEL Territory should have at least one school that develops its political-pedagogical project aligned with the principles of Integral Education. As these schools are familiarized with the concept of learning in the city and creating educating territories, these schools should be responsible for inviting the surrounding community to participate in defining the final territorial boundaries, as well as activating the territory. The process of identifying and mapping schools should consider both schools that are formally part of Integral Education programs, and schools that develop activities aligned with the principles independently. In the Bairro-Escola and the Território CEU projects, these schools were considered the epicenter of the territory that should be defined around them. This strategy is ideal when we think about isolated territories, however, since this framework proposes that CEL territories occupy the whole city, it is impossible to have these schools at the center of each subdivided territory. In this case, these schools should have a central role and be open to the community independent from where they are located in the CEL Territory geography. Schools' selection criteria for CEL Territories:

- CEL Territory #1: Existing or future integrated educational and cultural infrastructure aligned with Integral Education principles.
- CEL Territory #2: schools that are both committed to Integral Education and are willing to open their cultural and sports facilities to the community.
- CEL Territory #3: a group of schools that exist inside the same CEL Territory predetermined boundaries, and are committed to Integral Education.
- Some predetermined CEL Territories might have no schools currently committed to the principles of Integral Education. In this case, all schools from these territories should be invited to workshops and events to learn about the principles and their benefits. Ideally, some of these

schools would get engaged in the program and lead to the formation of CEL Territories in their region.

### **5.3.5 Social infrastructure and public places mapping**

Social infrastructure should be mapped to form one of the three important agents of CEL Territories, the Socio-Educational Network. All the social infrastructure should be geolocated in the CEL Territory Master Plan so that each CEL Territory can access and connect them to the network. Social Infrastructure to be mapped include:

- Education (all private and public schools, school clubs, universities, research centers)
- Healthcare facilities (health centers, hospital, etc.)
- Social assistance facilities (Guardianship Councils, etc.)
- Cultural facilities (museums, libraries, cultural centers, points of culture, etc.)
- Sports facilities (multisport centers, fields, courts, etc.)
- Justice and security facilities (human rights centers, police offices, etc.)
- Public environments (green spaces, water, public parks, streets, open built environments, etc.)

### **5.3.6 Urban Master Plan consideration**

Finally, the CEL City Master Plan considers and incorporates priorities established in the existing Strategic Master Plan. Strategic Master Plans usually determine land use, zoning regulations, planning policies, recommendations, and proposals for short, medium, and long term goals. The CEL City Master Plan should consider planning policies, recommendations and proposals in two ways they relate to CEL Territories. First, in terms of the impacts the policies and proposals might impact CEL Territory so that they can prepare and mitigate negative impacts. Second, in terms of how the CEL Territory local plan could be aligned and contribute to the local urban priorities to help achieve city-wide urban goals. To help CEL territory communities access the Strategic Master Plans priorities, they should be included in the CEL City Master Plan.

## **5.4 Implementation and governance**

The implementation of the CEL City framework is the mechanism for transforming existing cities into Child-Friendly, Educating, and Learning Cities. The framework should be adapted to the local context following the CEL City foundations and related principles. The use of the framework and development of the Master Plan should involve all people concerned. The CEL City Master Plan should enjoy high government priority which should put forward policies and incentives to implement the plan. The planning, implementation, development, and governance requires cooperation between several municipal secretaries and CEL Territory Forums. It should be of special interest in the Urban Planning,

Education, Culture and Sports Secretaries as well as sub-prefectures. The following general steps for implementation give an idea on the role of agents and how this process is participatory and requires cooperation on many levels.

### **General Steps**

1. First, the city commits to this agenda, and incentivizes intersectoral, interdisciplinary and intergenerational cooperation for the framework adaptation and implementation;
2. Second, a multi-secretarial group including the Urban Planning, Education, Culture and Sports Secretaries organize a participatory, democratic process inviting civil society, experts and organizations to co-create the preliminary CEL City Master Plan according to the context;
3. Third, the Municipal Urban Development and Education Secretaries create a public policy based on the CEL City Framework and Master Plan and promote a decentralized implementation process;
4. Fourth, Schools aligned with Integral Education invite the community in each predetermined territory to define the CEL Territory boundaries;
5. The schools and the resulting community come together to select an intersectoral, intergenerational, interdisciplinary group of people to form the CEL Territory Forum;
6. Each CEL Territory Forum leads a participatory mapping involving the community and its children to map and activate the Socio-Educational Network.
7. The three agents Schools Leadership, CEL Territory Forum, and Socio-Educational Network organize a participatory process with the community to create the CEL Territory Integrated Education and Urban plan including priorities and time-bound measurable goals;
8. The CEL Territory Forum discusses the plan with the subprefecture and municipal secretaries and that should integrate the plan into other local and national public plans and policies.
9. The government put forward policies and incentives to implement the plans and CEL Territory Forums together with their subprefecture technical staff leverage urbanistic tools, municipal and local policies as legal and financial resources;
10. The CEL Territory integrated plans should be regularly assessed and monitored in a holistic integrated process with other sector plans such as transportation, housing, public health, etc.

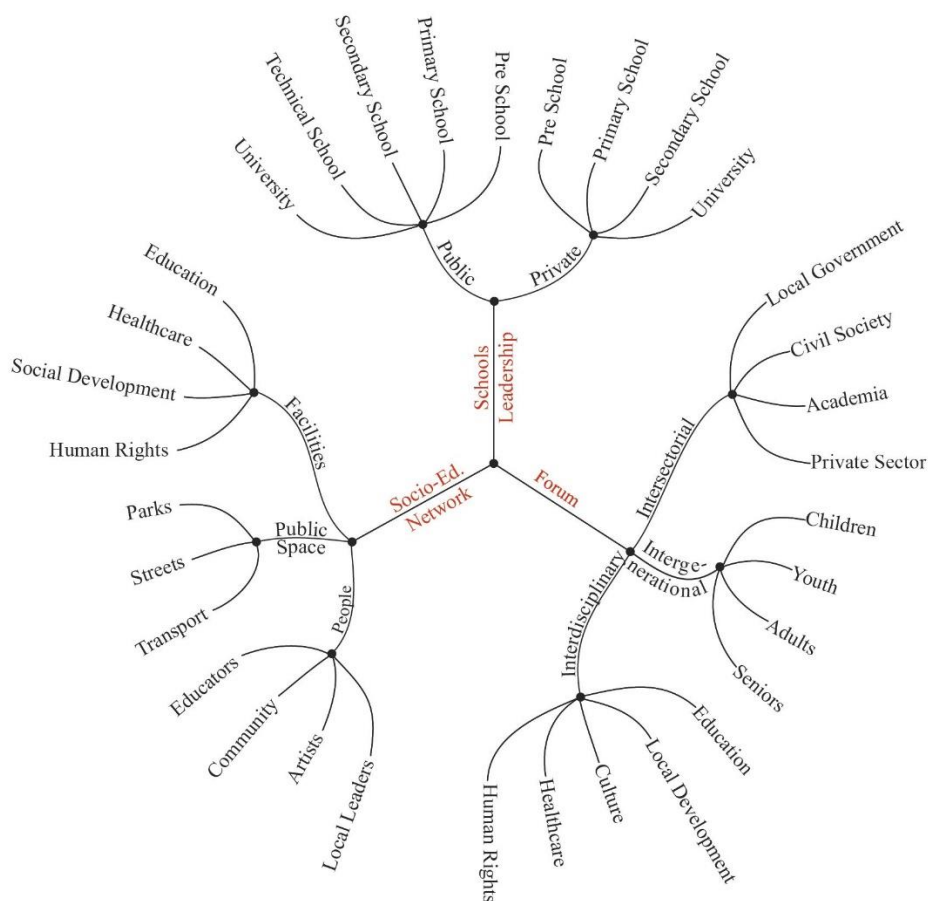
The leading agents and cooperation in each step vary a lot so I will explain governance systems and cooperation structures before explaining the participatory implementation in more detail. Governance systems are intersectoral, interdisciplinary, and intergenerational and the cooperation structures involve democratic participation and inclusive collaboration at many levels.

### **CEL Territory governance**

Each CEL Territory have their own system of governance formed by three agents. As described before, the three leading agents are: *School Leadership* responsible for activating the CEL Territory and



promoting Integral Education daily; the *CEL Territory Forum* responsible for formulating and managing a local integrated educational and urban plan; and the *Socio-Educational Network* formed by people, places and facilities that are perceived as educating agents and integrated as a local system for social protection and educational development. The following diagram show the structure and diverse members that each *agent* group includes.

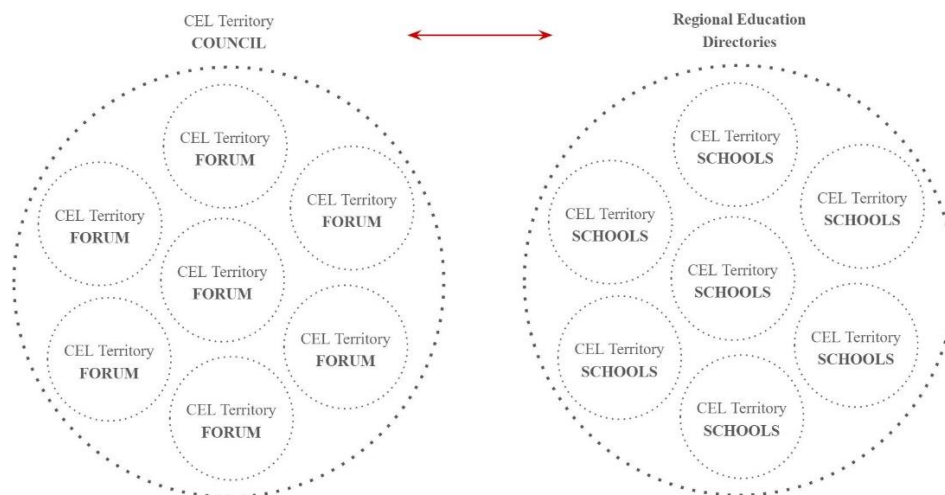


**Figure 18:** CEL Territory governance system

Apart from the internal governance system, the CEL Territory Network would be governed by a general CEL Territory Council.

### **CEL Territory Network governance**

The CEL Territory Council should be responsible for activating and connecting the network of CEL Territories through each CEL Territory Forum. The Forums should select the council members that should be changed at specific intervals decided by the Forums. The council should be responsible for communicating with all forums, leading the creation of shared agendas, promoting knowledge sharing, and publishing lessons learned and project reports. The following figure X shows a conceptual graph of the governance structure.

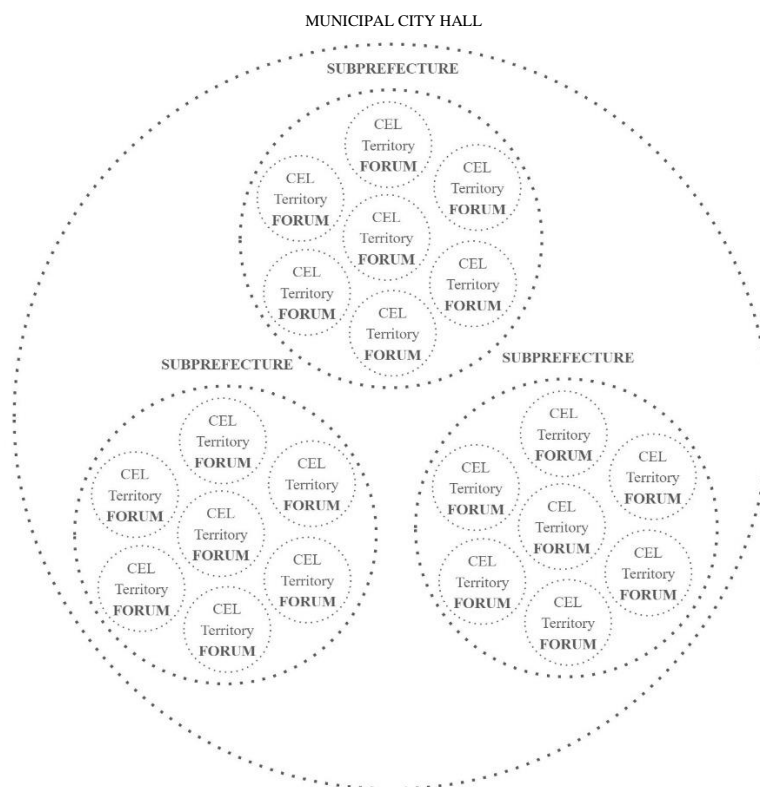


**Figure 19:** CEL Territory Network governance

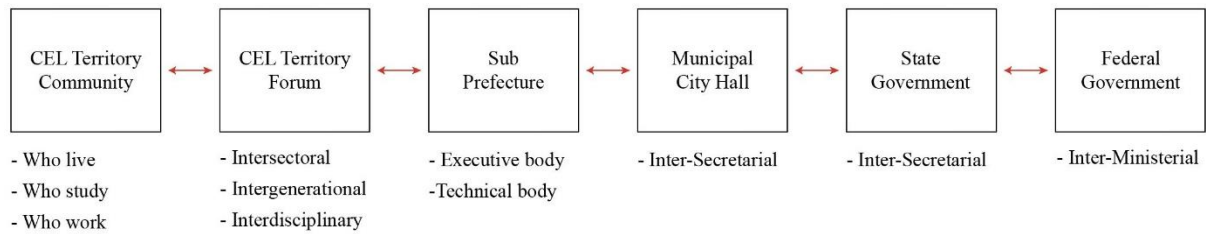
The CEL Territory should be also the main responsible for representing the CEL Territories in cooperation with governments, urban planning departments, and education directories.

**CEL Territory and Government Cooperation**

The cooperation between CEL Territories and the government should include several administrative and technical levels and should be led by both sides on different occasions. The following figure X shows a conceptually how this cooperation is structured spatially.



**Figure 20:** CEL Territory and government cooperation spatial diagram



**Figure 21:** CEL Territory and government cooperation flow diagram

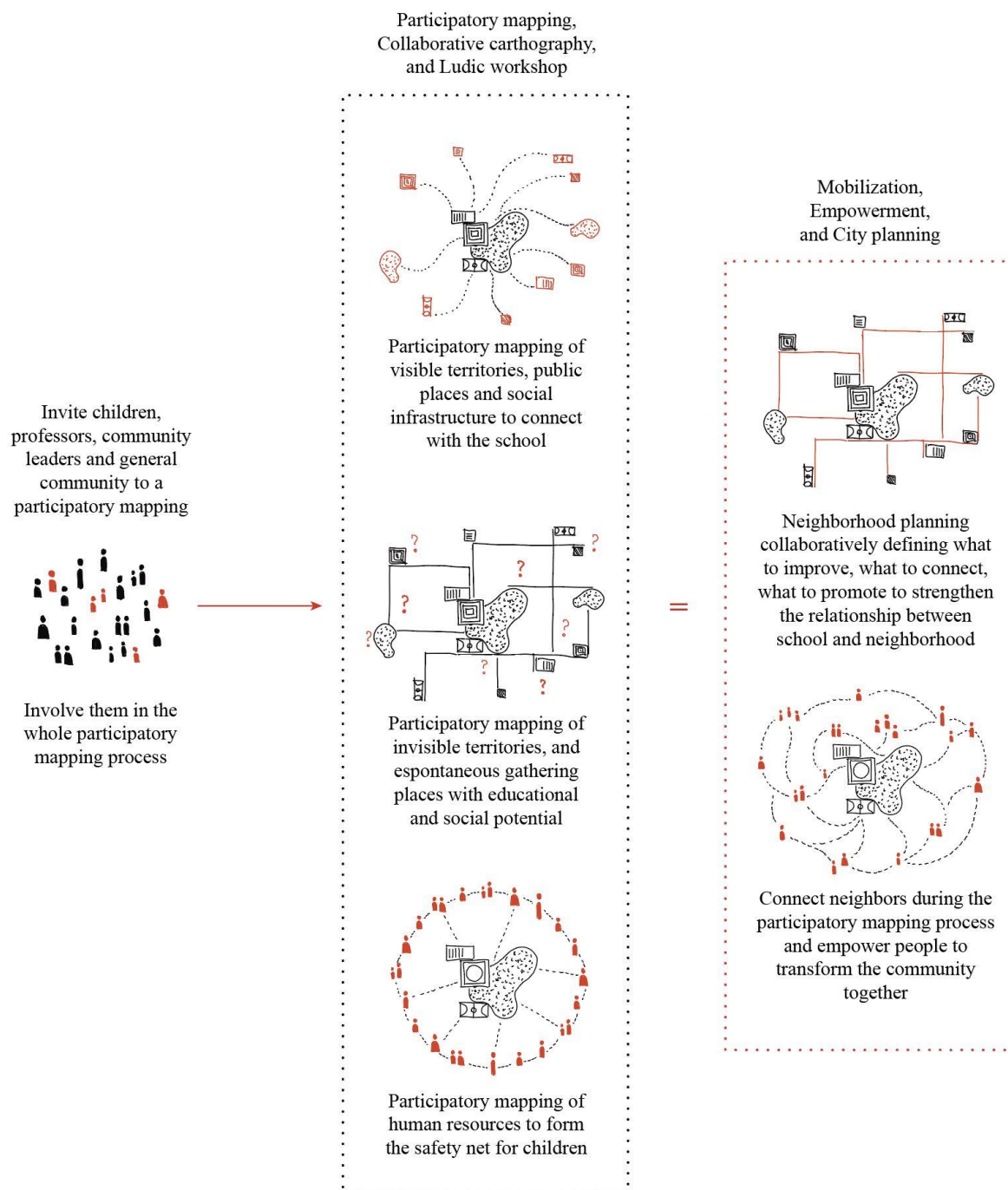
### Implementation Steps

The general steps for implementation were described at the beginning of section 5.4. The following table (next page) shows in more detail the participatory implementation steps done by each CEL Territory after the public policy was created. It includes the step activity, their goals, and who would lead and participate in each step. The steps go from defining agents and territory to implementation of the integrated urban and educational plan each territory created.

<b>Steps</b>	<b>Activity</b>	<b>Goal</b>	<b>Who would be involved</b>
1	Workshop to discuss the CEL Territory concept using specialized methodologies from Educating Territory experts to engage the participants in collaborative ludic activities.	Discuss the concept through activities to align the community in a common project for their territory as well as define the inter-sectoral forum.	Led by Educating City/Educating Territory experts and Regional City Hall. Participants include Schools, children and youth; community members.
2	Participatory Mapping of CEL Territory boundaries using place-based critic cartography methodologies in walking focus groups and with printed maps and design materials.	Starting from the defined radius of around 1km around the central school, the goal is to identify the actual boundaries that conform the community. The end goal is to end up with a map of the geographical limits.	Inter-sectoral forum; interested community members; Schools; children and youth; Regional City Hall; Urban Planning Department technical team; Educating City/Educating Territory experts or organization/artists that develop participatory mapping methodologies.
3	Participatory Mapping of socio-educational facilities and human resources using ludic and active participation methodologies.	Collectively map the facilities existing inside of the defined territorial boundary and the human resources this facilities or independent people provide. End up with a map and a list of facilities and organizations that want to join the network.	Inter-sectoral Forum; interested community members and leaders; Schools; children and youth; Organization or artists that develop participatory mapping methodologies.
4	Participatory Mapping of visible and invisible public territories using ludic and active participation methodologies.	Collectively walk through the community mapping parks, public open places and spontaneous gathering places used by several community groups.	Inter-sectoral Forum; interested community members and leaders; Schools; children and youth; Organization or artists that develop participatory mapping methodologies.
5	Participatory mapping of physical paths connecting the network of socio-educational facilities and public places using ludic and active participation methodologies.	Having identified the locations of the socio-educational facilities and public places, the goal is to define the best paths to connect them. The best in terms of geography, the ones people prefer to use, the ones that would be best to use if conditions permitted and the ones that allow for artistic interventions.	Inter-sectoral Forum; interested community members and leaders; Schools; children and youth; Organization or artists that develop participatory mapping methodologies.
6	Collaboratively define an integrated urban and educational plan for the CEL Territory, through several workshops and collaborative activities involving different mediums of expression.	Create a plan that could benefit the educational and urban development of the territory, a contextualized plan that respond to community needs and aspirations in the short, medium and long term.	Inter-sectoral forum; Schools; socio-educational network; children and youth; interested community members; Regional City Hall; Urban Planning Department technical team; Education Department technical Team; Culture and sports department; Educating City/Educating Territory experts.
7	Assess the need for school infrastructure upgrade.	Typologies #2 and #3 might need to adequate school infrastructure to receive the community.	Inter-sectoral forum; school; children and youth.
8	Develop an urban revitalization plan based on the integrated plan definitions.	formalize territory definitions in a project of the Regional Development Office.	Urban Planning team from the Regional City Hall; approval by inter-sectoral forum.
9	Apply to public urban resources to finance and execute the qualification.	Get the public city hall to execute the construction or get financial resources to organize a community-led intervention.	Urban Planning team from the Regional City Hall; approval by inter-sectoral forum.
10	Apply to public education programs to get resources for the project.	Get policy support and financial resources to develop educational activities in the territory.	Schools; Regional Education Directory; Inter-sectoral forum.
11	Collaboratively create a communication strategy to connect the socio-educational network, using participatory activities and prototyping methodologies.	Maintain all the agents in the socio-educational network connected to share agendas, data and services.	Inter-sectoral forum; Schools; socio-educational network; children and youth; regional city hall;
12	Create integrated agendas to develop activities along the year that connects, children, educators, families, community and the whole socio-educational network.	Maintain the CEL Territory connected and activated strengthen conditions for human and urban development.	Inter-sectoral forum; Schools; socio-educational network; children and youth; regional city hall; Urban Planning Department technical team; Education Department technical Team; Culture and sports department.

## Participatory Mappings

The participatory mappings listed in steps from 2 to 5 are more than collaborative cartography of the neighborhood. CEL Territories should organize participatory mappings and invite the community, including children and youth, to participate in the whole process. The community should define the final geographical limits of the territory; map physical spaces, assets, and human resources in the territory; map places for urban infrastructure improvement as well as define a plan for urban qualification and development. Figure 22 illustrates the process:



**Figure 22:** Participatory mapping diagram

# Chapter 6

## 6. Urban Framework for Sao Paulo

In this chapter, I apply the CEL City Framework to the context of Sao Paulo to encourage the integration of existing efforts in a collective vision to transform Sao Paulo into a city that guarantees children's rights, promotes integral educational development, and provide lifelong learning opportunities for all. As the director of ACEA, Natacha Costa, told me, "the difference between urban planners and educators is that for urban planners, the project is the final thesis whereas, for educators, it is the starting point." To challenge this reality, this framework serves as a starting point to foster continuous collaboration between urban planners, educators, and everyone interested in urban, human, and educational development.

The purpose of the CEL City Framework is to offer a pathway to encourage intersectoral, intergenerational, and interdisciplinary cooperation for the formulation of an integrated urban and educational policy that includes local communities from the beginning of the formulation process. As an integrated strategy oriented towards children, education and urban development it requires cooperation between four main groups of people: urbanists (urban planners, urban designers, planning researchers, etc.), educators (teachers, professors, school directors, community educators, scholars, etc.), communities (children, families, community leaders, social organizations, etc.), government (Subprefectures, diverse Municipal Secretaries, Ministries, policymakers, elected officials, etc.). As a highly context-based strategy that responds to local urban conditions and local community needs, the framework serves as a structure to encourage local people to come together and co-create the plan for their CEL City. Through a collaborative process, local people should adapt the framework to the local context, considering urban, educational, social, political, and economic characteristics and priorities.

In this chapter, I assess the urban, children, and educational context of Sao Paulo (6.1), operationalize the steps defined in the framework to create a preliminary Master Plan for Sao Paulo (6.2), and provide a synthesis of the CEL City Framework components for Sao Paulo.

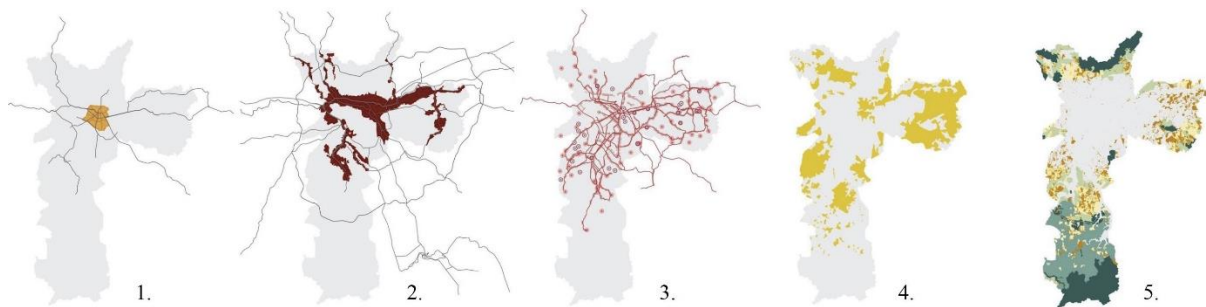
### 6.1 Assessing the context of Sao Paulo

Sao Paulo is the Brazilian largest city and the world's fifth-largest. It has around 12.25 million inhabitants in the municipal area and 21.6 million inhabitants in the metropolitan area (IBGE 2019). The metropolis concentrates important financial, commercial, and industrial complexes as well as 63% of the multinational company offices based in Brazil. While Sao Paulo is the city with the 10<sup>th</sup> largest GDP in the world (IBGE 2017), the wealth is highly concentrated and 1.5 million households have income per capita below one minimum salary (Secretaria Municipal de Desenvolvimento urbano 2013).

Socioeconomic inequality between urban regions are alarming and result in huge disparities preventing marginalized populations from accessing basic needs and opportunities provided by the city. These disparities greatly affect children; for example, children from the *Pari* neighborhood are 17 times more likely to die before the age of five than children from *Pinheiros* neighborhood (Abrinq 2017). While children from *Brasilandia* wait 41 days for a pediatric consultation, a few kilometers South, children from *Moema* wait only two days. The strong economic capacity, combined with high socio-spatial inequality and significant population growth poses challenges and opportunities for urban planning. Driven by a long-term goal to overcome socio-spatial inequalities, the new Strategic Master Plan for Sao Paulo, developed by the Municipal Secretary of Urban Development during the administration of 2013-2016, proposes strategies for urban development centered in the right of every citizen to access opportunities and participate in decisions about their city.

### Urban Master Plan

The Strategic Master Plan for Sao Paulo (Plano Diretor Estratégico 2013), developed through a democratic, participatory process, proposes five territorial articulations of sectoral goals to strengthen the connections between sectoral demands, budget planning, and urban development taking into consideration the different needs and assets between urban regions. The following figure shows the five strategies they proposed as (1) Renewing the Central Area; (2) Structuring the Arch of the Future; (3) Strengthening the Network of Centralities; (4) Rescuing Citizenship in the Most Vulnerable Territories; (5) Reordering the Borders of the City.



**Figure 23:** Five territorial articulations from the Sao Paulo's Strategic Master Plan.

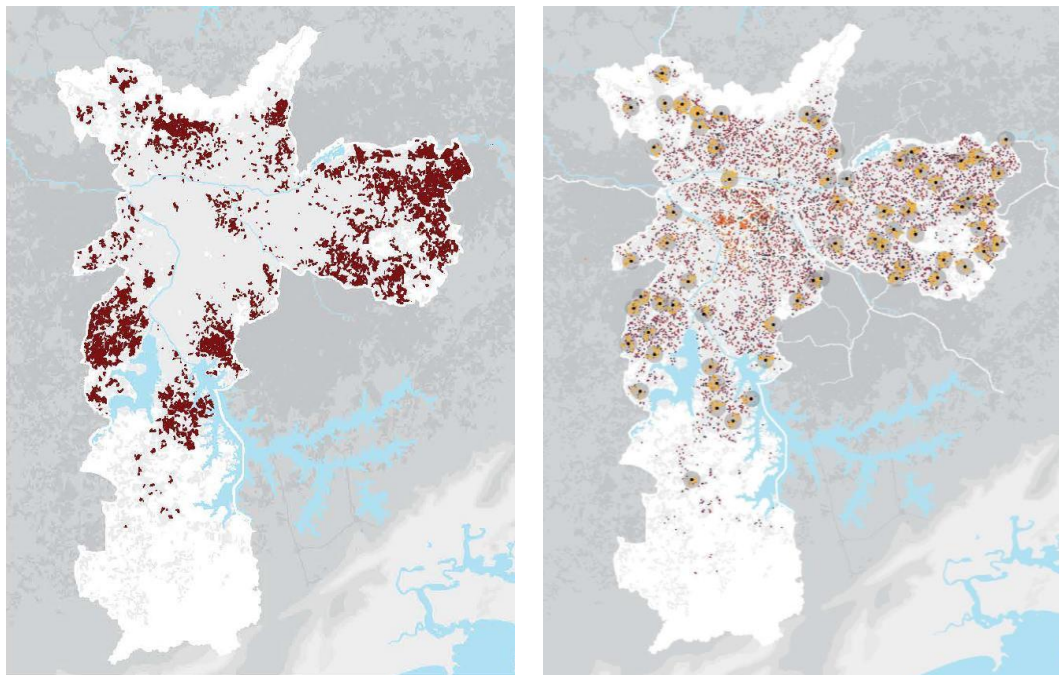
Source: Plano Diretor Estratégico. Lei nº 16.050/14 - SMDU, 2013

The CEL City framework proposed in this thesis should help achieve these strategies' goals. Additionally, it should anticipate and prevent possible negative impacts on children and schools as well as take advantage of the opportunities provided by the transformations to benefit children and schools:

1. Schools and children in the central areas could participate in the planning and development process for renewing the central area, making them more livable through child-friendly urban design while strengthening their presence in the territory to prevent schools and families' displacement.

2. Structuring development along the major transportation axes would increase construction and population density near public transportation stations. If the increased demand for family housing and schools is planned and met, these transformations could benefit children and increase access to education infrastructure. CEL Territories in these areas could have an important role in advocating for new family housing and new public schools.
3. The SMDU proposed the Território CEU policy as an important mechanism to “activate these new centralities.” As the CEL Territories proposed are based on the Território CEU, the network proposed would help to strengthen the network of centralities not only by multiplying them in the peripheral areas but also by connecting the marginalized centralities to the network of centralities in the whole territory.
4. Rescuing citizenship in the most vulnerable areas also means providing access to opportunities and public resources to inhabitants from vulnerable regions. In this sense, the proposed creation of new CEL territories bringing integrated facilities to vulnerable areas would help to achieve this goal.
5. This strategy wants to bring sustainable development for the urban fringes that combine both irregular settlements and important environmental assets. Fostering educational development and environmental learning through the network of CEL territories could be an effective strategy for achieving this goal.

Strategies number three and number four are very related to the CEL City framework. To see in more detail, the following figure shows vulnerability and the Território CEU that is part of strategy three.



**Figure 24:** Vulnerability and CEU Territories from the Strategic Master Plan of Sao Paulo.

Source: Plano Diretor Estratégico. Lei nº 16.050/14 - SMDU, 2013



Figure 24. On the left, the red regions show the concentration of families with high vulnerability index (vulnerable areas according to IPVS crossed with areas with density higher than 1,400 inhabitants/ha). On the right, small points represent social infrastructure, and the grey circles the locations of the existing and proposed Território CEUs. We can see that they propose to bring cultural and educational infrastructure exactly to the vulnerable areas that are consistent with their goal of overcoming socio-spatial inequality. The location of vulnerable areas and the CEU Territory concept are important elements that would orient the application of the proposed framework in the city of Sao Paulo.

Together with the Strategic Master Plan, the SMDU created a new Land Use law, Regional Plans for each Subprefecture, sector plans, and several urbanistic tools to foster equitable development. Some urbanistic tools could potentially be used to create and strengthen the proposed Network of CEL Territories. For example, the urbanistic tool called *Outorga Onerosa* (Onerous Grant) is a tool for land value capture of building rights that direct financial resources to the Urban Development Fund (FUNDURB | Acompanhamento dos Projetos Aprovados n.d.). These funds are oriented towards urban improvements of less privileged areas and the construction of urban infrastructure aligned with multi-sector goals. Urban improvement projects planned by CEL territories could consider this tool to get resources for project implementation.

### **Children and Education**

In the State of Sao Paulo, almost 30% of the population, a number equivalent to 12.8 million, are children and adolescents under 19 years old (IBGE Census 2010). Sao Paulo has 95.9% of students between 4 and 7 years old enrolled in school, the Brazilian state with the highest rate (Pnad 2015). The education system is divided into daycare (0 to 3-year-old), preschool (4 to 6-years-old), primary school (6 to 14-years-old), and secondary school (15 to 17-years-old). In 2017, primary school evasion was 1.01% and 2.53% in secondary school (ObservaSampa n.d.). In the same year, the system of free public schools attends the demand from preschool to secondary school but does not attend 5.57% of the demand for daycare (ObservaSampa n.d.). According to the *Mapa da Desigualdade da Primeira Infância* (Inequality Map of Early Childhood) 2020, while in *Guaianases* neighborhood, a child waits an average of 18.5 days to be enrolled in daycare, in *Vila Andrade* neighborhood waits an average of 260.9 days (Rede Nossa São Paulo and Fundação Bernard van Leer 2017). This online map was created to help track and overcome inequality in early childhood, showing differences in 26 indicators related to children's wellbeing between the 96 districts of Sao Paulo. The Bernard Van Leer Foundation, founded in 1949 in Holand, is developing several projects in Sao Paulo including the creation of an Observatory of Early Childhood (Observatório da Primeira Infância) and an Action Plan for Sao Paulo that involves the participation of children.

The Ministry of Education promotes several programs and policies at the national level to increase access to technical education and employment, for example, Pronatec, and to increase access

to public higher education such as the *Universidade Aberta do Brasil* (Brazilian Open University). Between 2002 and 2014, during the administrations of President Luis Inácio Lula da Silva and the first administration of President Dilma Rousseff, the Federal Government developed diverse programs that promoted educational development aligned with the principles of Integral Education. Programs such as *Escola Aberta* (Open School) launched in 2004 (MEC n.d.) and *Programa Mais Educação* (Portaria Interministerial nº 17/2007. Decreto 7.083/10) launched in 2007 aimed to provide resources to promote cultural, sports, artistic, and ethical learning activities as well as strengthen the relationship between the school and the community. Although the program *Escola Aberta* does not exist anymore and the new *Programa Novo Mais Educação* (Portaria MEC nº 1.144/2016 and Resolução FNDE nº 17/2017) from 2017 completely lost the original goal of promoting Integral Education, these programs worked and might serve as examples for the creation of new federal programs to support CEL Territories. The current Municipal Government of Sao Paulo is promoting Integral Educational through the Sao Paulo Integral Program 2020 (Legislação n.d.) that have more than 196 public schools enrolled. In parallel to government programs, several independent initiatives, social organizations, and foundations are advocating for these agendas.

For example, the Cidade Escola Aprendiz Association (ACEA) is highly committed to the agenda of Integral Education and promotes several efforts aligned with Educating Cities since 1997. Apart from the projects and workshops they develop, they created an online portal called, Portal Aprendiz (Associação Cidade Escola Aprendiz), that provides articles and discussions divided into three sections: “Learn in the city,” “Create in the City,” “Think the city,” and “Transform the city.” In 2013, in partnership with several other organizations, ACEA coordinated the creation of a Reference Center for Integral Education that promotes research, methodological development, improvement and free dissemination of references, strategies, and tools that contribute to strengthening the agenda of Integral Education in Brazil. To celebrate Educating Territory projects and experiences, the Tomie Ohtake Museum created the *Prêmio Territórios* (Territories Prize) (Instituto Tomie Ohtake n.d.), which grants financial resources to 10 Educating Territories every year. Another example is the *Alana Foundation* that focuses on children’s integral development and guaranteeing healthy socio-environmental conditions for the full experience of childhood. There are several other organizations, foundations, and researchers whose work focuses on Integral Education, Educating Territories, Child-Friendly City and Learning City. I recommend they should all be identified and invited to participate in the development and implementation of the CEL City framework in Sao Paulo.

After 20 years, from 1997 to 2017, of significant investment on the Integral Education agenda with national incentives, municipal public policies, civic organization’s programs, and community initiatives, the current administration is taking decisions in the opposite direction. President Bolsonaro and the Minister of Education proposed a political-pedagogical project of *Escola Cívico-Militar* (Civic-military schools) (MEC 2019) that goes against important principles of Integral Education and the idea of democratic and citizen education. However, the majority of the initiatives aligned with Integral

Education endured, and new movements and activist groups are organizing to offer resistance to the current political and educational scenario. In conclusion, São Paulo has a complete system of free, public education, shows high inequality indexes among children and youth, and has a significant number of programs and organizations aligned with the principles of Integral Education and Educating Cities. The proposed Network of CEL Territories has the potential to connect the several initiatives in a joint effort to tackle inequalities and promote the integral development of all children and youth. If the Network of CEL Territories involves all the public and private schools up to secondary school, it would have the potential to impact more than 12.8 million children.

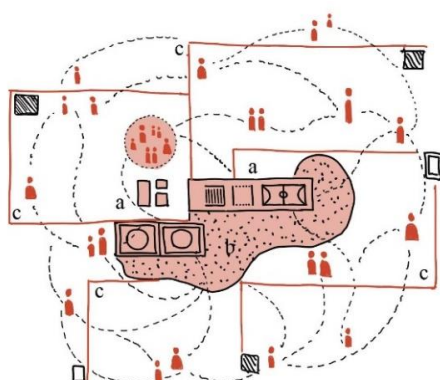
## 6.2 Developing the CEL City Mater Plan for Sao Paulo

Based on the CEL City principles and goals, the city-wide urban plan is structured from the concept of a territorial unit around a school or a group of schools: a child-friendly, educating, and learning territory that would be called CEL Territory. CEL City is formed by an interconnected system of diverse CEL Territories. Each CEL Territory would correspond to one of the three CEL Territory typologies defined in the framework, would occupy a specific geographical area in the city and would have their own system of governance formed by one *Democratic Forum* (Inter-Sectoral, Interdisciplinary, Intergenerational), one *Socio-Educational Network* (education, social development, health, human rights) and at least one *School* that develops their political-pedagogic project aligned with IE. In this section, I will operationalize each of the three elements based on the current context of Sao Paulo.

### 6.2.1 Defining CEL territory typologies

#### CEL Territory #1: Território CEU

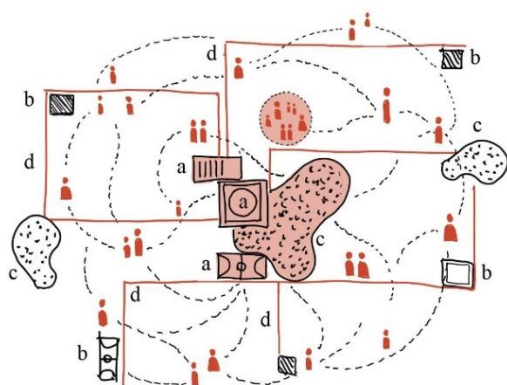
The first typology was inspired by the Território CEU public policy, which proposes the construction of an integrated educational, cultural, and sports facility that is open to the community and constitutes a new centrality in the neighborhood. Since the Território CEU policy was created in Sao Paulo and has the potential to be activated, this framework considers the exact policy. The policy includes public laws, an architectural project, an urban project, and participatory methodologies presented on the website of the Municipal Secretary of Urban Planning.



- a. CEU buildings (educational, cultural and sports facilities)
- b. CEU Public Park
- c. Physical connections between CEU buildings and other socio-educational facilities and public spaces

### CEL Territory #2: Bairro-Escola

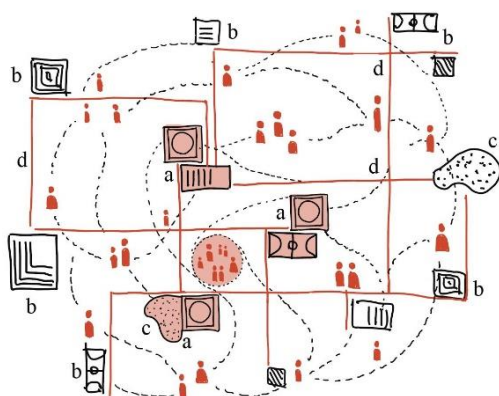
The second typology was inspired in the Bairro-Escola, which proposes social technologies and methodologies to connect and activate local assets and opportunities in the territory independent of the existing conditions. As the Bairro-Escola model was developed by a social organization based in Sao Paulo and the concept was implemented in several contexts of the city, I would encourage CEL Territories under this typology to research previous experiences developed by Cidade Escola Aprendiz. Lessons learned in the previous experiences and the social methodologies proposed by ACEA would serve to improve the following elements proposed for this typology:



- a. Central School(s) aligned with IE
- b. Few social-educational facilities existing in the territory.
- c. Schoolyards and public parks
- d. Improve physical connections existing in the territory

### CEL Territory #3: Território Educativo das Travessias

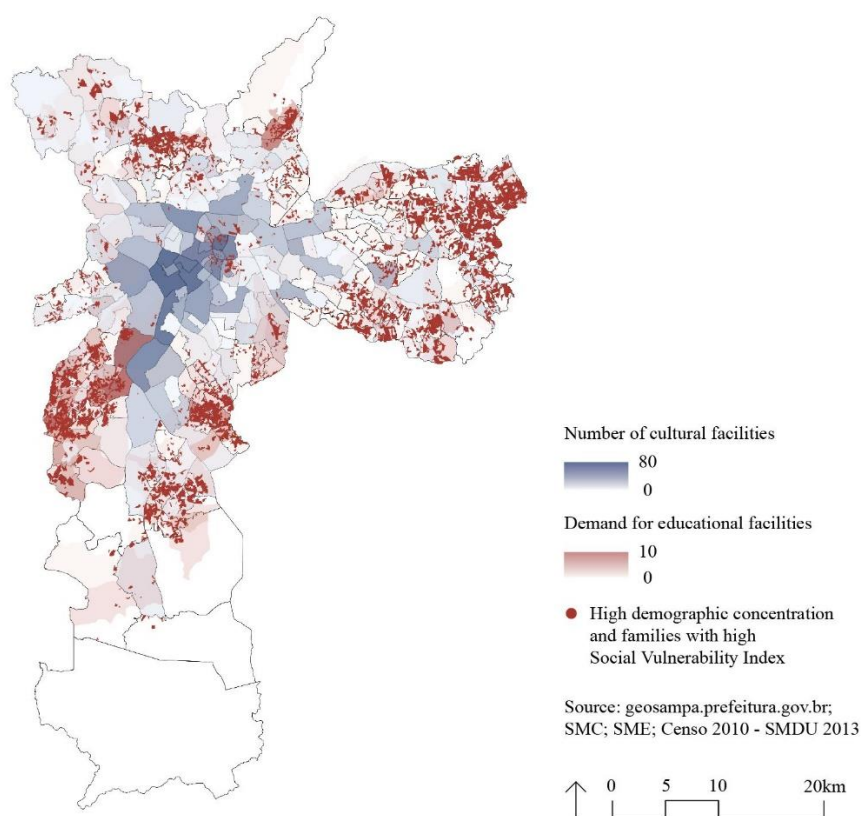
The third typology considers places with a vast supply of socio-educational infrastructure as well as several public schools adequate to the local demand that might or might not be equipped with cultural or sports facilities. As this typology was inspired in the *Território Educativo das Travessias*, an initiative currently being led by four public preschools located in the *Consolação Neighborhood*, I recommend analyzing the methodologies they are developing to form their Educating Territory. The following elements were not based on their proposal but based on the Bairro-Escola principles and adapting them to the urban context of *Território Educativo das Travessias*.



- a. Network of Leading Schools aligned with IE
- b. Diverse and abundant social-educational facilities existing in the territory.
- c. Public squares and metropolitan parks
- d. Qualify physical connections existing in the territory to become child-friendly

### 6.2.2 Placing Typologies in the city

The three CEL typologies respond to different urban contexts primarily related to the existing conditions of educational and cultural infrastructure as well as vulnerability levels. Figure 25 shows these three aspects in the city. We can see a high concentration of cultural infrastructure (library, museum, theaters, cinemas, concert halls, cultural centers, and other cultural spaces) in the city center and very few of them in the city's peripheries. Contrarily, we can see that high demographic concentration and families with high social vulnerability index are mainly clustered in the peripheries with small clusters in the city center core. Demand for at least one educational infrastructure is more spread out but also higher in the peripheries. This pattern, which can also be observed in many cities, oriented the allocation of each CEL territory typology according to specific criteria.



**Figure 25:** São Paulo's cultural supply, education demand, and vulnerability

#### Placing CEL Territory #1

Typology #1, which requires great public investment in the construction of new educational infrastructure, offers cultural and sports facilities and is meant to create a new centrality in marginalized areas, would be placed in the most vulnerable regions with exiting demand for educational infrastructure and lack of cultural and sports infrastructure. In the context of São Paulo, the CEL Territory typology #1 would be placed in areas that combine the following criterion:

1. City blocks that combine both high demographic concentration and families with high social vulnerability index;
2. Census tracts with existent demand for at least one primary or secondary school;
3. Census tracts that might or might not exist the demand for new nursery infrastructure;
4. Census tracts that have less than ten cultural infrastructures.

### **Placing CEL Territory #2**

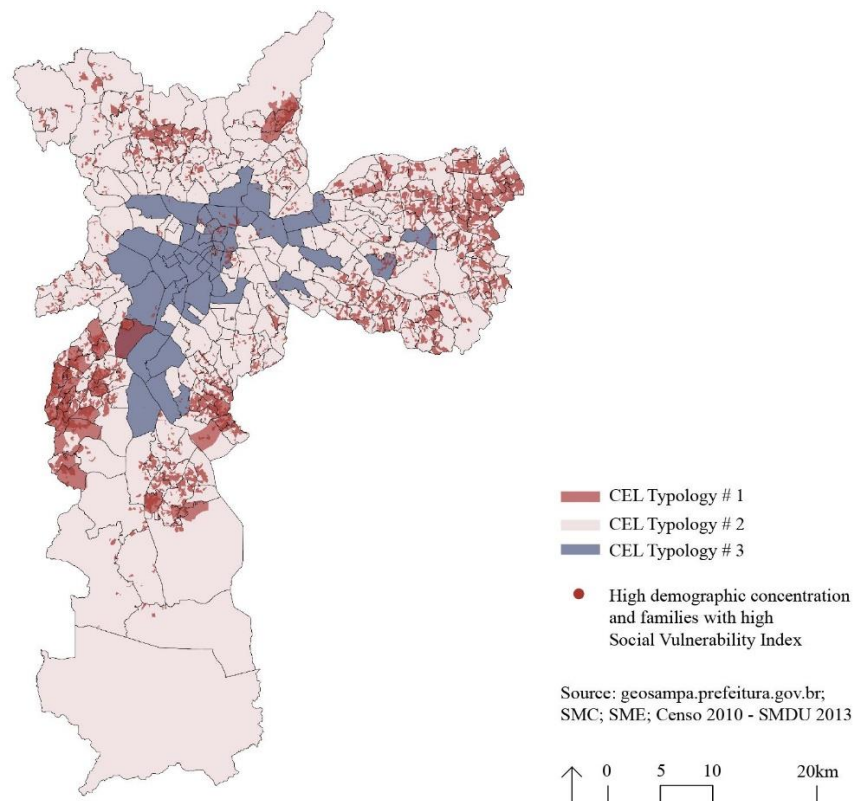
This typology is the most adaptable to different existing contexts; however, it requires the existence of public schools with cultural or sports facilities as well as some existing cultural and sports infrastructure in the region. The idea is that by opening the school's cultural and sports facilities to the community and exploring the few infrastructures and public places in the area would generate the conditions for educational and human development in the territory. In the context of Sao Paulo, and assuming every public school would have at least one cultural or sports facility that could be open to the community, the CEL Territory typology #2 would be placed in areas that combine the following criterion:

1. Census tracts with no demand for new primary or secondary public school;
2. Census tracts with between zero and ten cultural infrastructures that could include a library, museum, theater, cinema, concert hall, cultural center, or other cultural spaces;
3. Census tracts that might or might not exist the demand for new nursery infrastructure;
4. City blocks that do not combine high demographic concentration and families with high social vulnerability index.

### **Placing CEL Territory #3**

Typology #3, requires no construction of new infrastructure, so it would be placed in areas where there is both adequate educational infrastructure to the demand and multiple cultural infrastructures that provide diverse learning opportunities. In the context of Sao Paulo, the CEL Territory typology #3 would be placed in areas that combine the following criterion:

1. Census tracts with at least ten cultural infrastructures that could include a library, museum, theater, cinema, concert hall, cultural center, or other cultural spaces;
2. No demand for new primary or secondary public schools;
3. Census tracts that might or might not exist the demand for new nursery infrastructure;
4. City blocks that usually do not but might combine high demographic concentration and families with high social vulnerability index.



**Figure 26:** CEL Territory typology zones in Sao Paulo

Figure 26 shows the specific areas for each typology in the city. While typology #3 is clearly placed within census tract boundaries, typology #1 is allocated in more granular areas similar to the city block scale. That is because typology #1 requires the selection of a specific plot to build a new infrastructure that should be as near as possible to the targeted people. The ideal plots to allocate new Território CEUs would be where the vulnerable city blocks are clustered; however, it depends on the availability of public land, underused public land, or empty plots that could be acquired.

The allocation criterion did not consider the existence or inexistence of public health infrastructure or public social assistance infrastructure for three reasons. First, that educational infrastructure should exist independently of the existence of health and socio assistance facilities. Second that the CEL territory implementation and governance would help recognize the need for new health and social assistance facilities. Third that the CEL territory public schools would strengthen the network of the existing public facilities.

### 6.2.3 Defining territorial size and boundaries

After identifying in what regions each CEL typology would best respond to the context conditions, it is important to define what would be the ideal size of each unit and their territorial boundaries. During this definition, it is very important to consider two aspects at the same time: the community unit size, and the administrative-territorial divisions. While the sense of community is very important for the CEL

Territory because it should unite people in a shared project for human and territorial development, being inside of some official administrative boundaries would allow CEL Territories to dialog and access resources from several levels of the public administration system allowing cooperation as well as synchronizing data and facilitating research.

The community unit does not necessarily follow any predetermined physical boundaries, but the immaterial boundaries unite people with similar identity, culture, needs, etc. In Sao Paulo, a city that received a lot of immigrants especially since the First World War, this idea can be seen in the scale of whole neighborhoods that are traditionally occupied by communities from certain nationalities such as *Liberdade Neighborhood* by Chinese and Japanese, *Mooca* and *Brás Neighborhoods* by Italians. However, beyond communities formed by nationality, the idea of diverse communities is not very strong and gets a little lost in the immensity of this 22 million people metropolis. In this context, the CEL Territories could potentially encourage the formation of communities of people who share a territory to live, work, and study, strengthening a sense of belonging. Primary schools are a promising starting point to define communities because they are formed by families that share the development of their children for many years.

The unit size, according to the CEL City Framework, should consider the school catchment area and walkability conditions. In Sao Paulo, there is no formal school catchment area such as in the United States; however, a family has preference to enroll their children in public schools that are up to 2 kilometers from their home's zip code. Walkability distance would vary depending on the topography and geographical barriers, but considering a 15-minutes' walk, it would give varying radius of around 1 kilometer. The CEU Territory Policy considers radius between 600 meters and 1 kilometer. As a reference size to begin the study I propose circles with a radius of 1 kilometer.

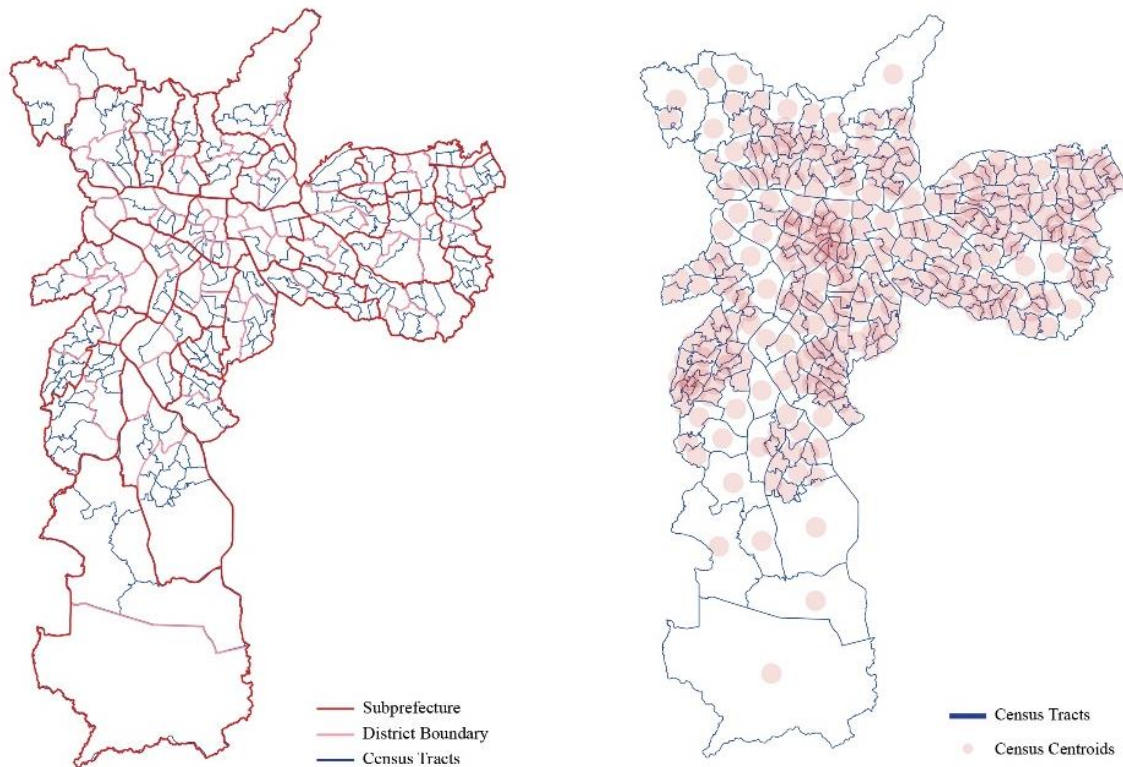
### **Administrative Territorial Divisions**

From the many administrative boundaries, Sao Paulo has including political, transportation, health, housing, educational and environmental borders; the most important for the CEL Territories are the political and educational ones. Figure 27 (left) shows the considered political boundaries as follows:

- Sub City Hall boundaries: 32 administration regions responsible for the regional administration, governance, and urban development of the 96 districts.
- District boundaries: 96 regions defined to help municipal administration and governance.
- Census tracts boundaries: 13,120 urban sectors including between 150 and 400 housing units and delimited by IBGE.

As we can see, the three types of urban division share boundaries being the Sub City Hall the larger units, followed by the district boundaries and ending with the census tracts as the smaller boundary unit.

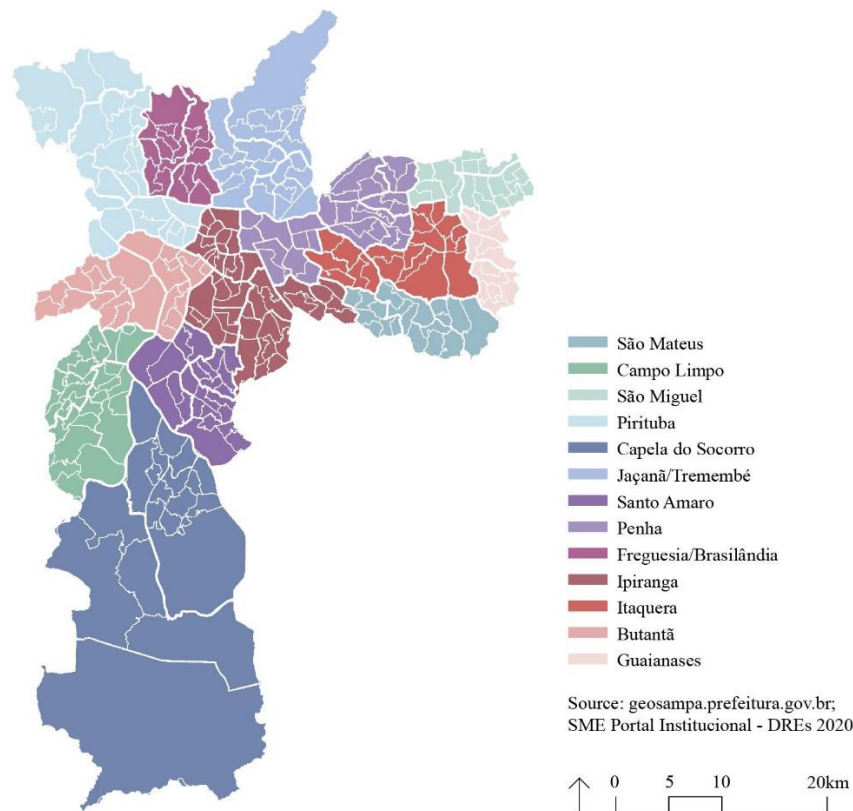




**Figure 27:** Sao Paulo's administrative boundaries & census tracts

Figure 27 (right) shows the reference CEL territory unit of a 1-kilometer radius drawn at the center of each census tract. As we could see, the census tract size approximately follows the territorial reference size presenting a potential boundary to define CEL Territory units. If we consider the reference unit as an ideal size, and excluding the rural areas on the South of the city, the vast majority of the census tracts would have one CEL Territory, while some would have two or three inside the same census tract and some CEL Territories could embed two census tracts. Another benefit of using the census tract boundaries to define the CEL territory boundaries would be that each CEL territory would be part of only one district and only one subprefecture facilitating collaboration eliminating governance conflicts.

Apart from the urban administrative divisions, the educational administrative divisions are very important for the CEL Territory. In Sao Paulo, the Municipal Secretary of Education is responsible for administering, developing, and maintaining municipal public schools divided in Regional Education Directories. Figure 28 shows the 13 Regional Education Directory zones.



**Figure 28:** Sao Paulo's Regional Directories of Education

As we can see they follow administrative-territorial boundaries but are bigger than the Sub City Hall zones. That means each Regional Education Directory administers schools located in more than one Sub City Hall. Regarding the CEL Territory, if they follow the census tracts territorial divisions each CEL Territory unit will be under one single Regional Education Directory, which would facilitate communication and cooperation with the Municipal Secretary of Education.

After analyzing administrative-territorial divisions and their relationship with the ideal reference size for CEL Territories, I define the census tracts as the best territorial division to be used as a reference in the definition of CEL territories. Communities inside of each census tract would be responsible to define the ultimate CEL Territory boundary in a participatory mapping process that I would describe in another section. To maximize alignment with public administration CEL territories and facilitate cooperation, communities should consider CEL Territory boundaries to match a single census tract boundary, a combination of two/three census tracts or a division of a census tract into two/three CEL Territories. The territorial divisions within a census tract would be completely defined by the community. These physical territorial limits should primarily serve administrative and planning purposes. The immaterial boundaries determined by the human and programmatic dynamics will go beyond any physical boundaries.

Due to time and distance constraints, I was not able analyze and consider urban criteria in the development of the preliminary Master Plan. I recommend that further research or development of the

Master Plan by local people should consider urban boundaries as criteria for defining ultimate CEL Territory boundaries. Urban boundaries should include (1) avenues, railways, and rivers; (2) Lakes and natural preservation areas; (3) Large closed properties; and (3) steep lands and sloped regions.

The ultimate boundaries of each CEL Territory should coincide with the boundaries of the adjacent Territories to guarantee that every urban area will be covered. The goal is to create a network of CEL territories that would permeate the whole city territory while strengthening local development potential. To form the CEL Territories and activate the network, schools aligned with the principles of Integral Education are needed to lead the formation and activation of the territory.

#### 6.2.4 Mapping schools aligned with Integral Education

As defined in the CEL City Framework, based on the Bairro-Escola model, one of the three fundamental elements of a CEL Territory is the existence of *School(s)* that develop democratic political-pedagogical projects in line with the principles of Integral Education. These schools would have a very important role in the definition, creation, and activation of the CEL Territories. To find what schools are directly or indirectly employing the principles of Integral Education, it is important to use diverse methods such as making a public call, using communication channels used regularly by professors, or doing online research on schools participating in related policies, programs, or awards. To map the schools, I recommend creating an online platform that allows each school to geolocate their position in the city creating a collaborative mapping tool. Apart from schools, it is important to map social organizations, researchers and others whose work focuses on Integral Education, Educating Territories, Child-Friendly City and Learning City. It is important to have experts, initiatives, and organizations in a unique and collaborative platform to increase visibility and foster cooperation.

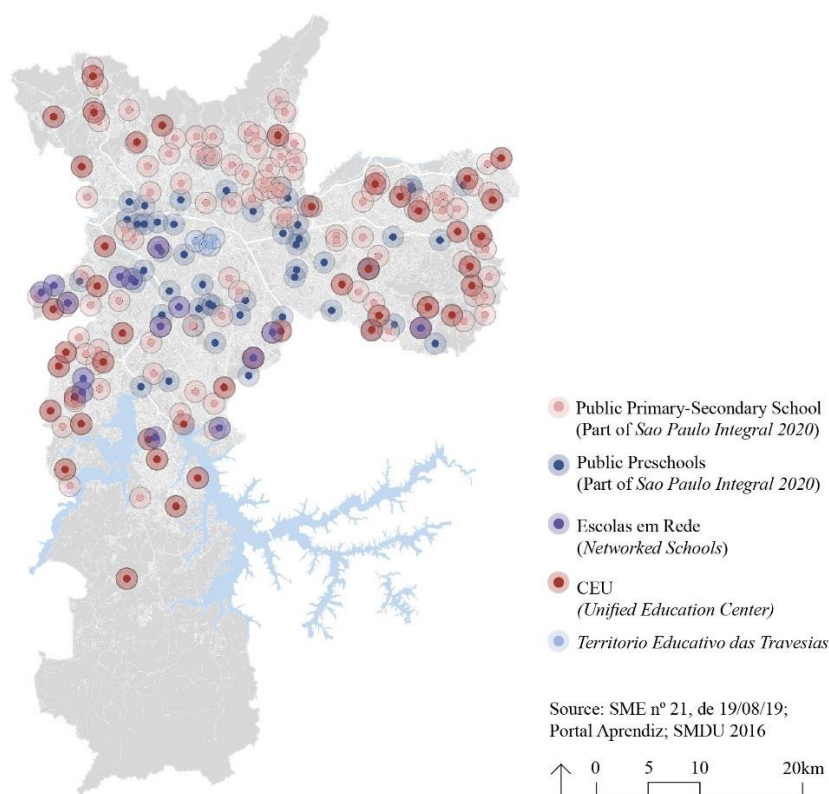
In this thesis, I was able to geolocate four groups of schools participating in four different initiatives aligned with Integral Education. In the case of actually implementing this framework, other initiatives and schools should be mapped through a participatory process. The initiatives I mapped are the following:

**Território CEU:** Existing and operating CEU units accounting for a total of 45 educational infrastructures that include nursery, pre-school, primary, and secondary schools. To cover the urban areas defined for typology #1, I would give three suggestions. First, I would encourage the construction of the 20 Território CEU projects that were developed during the Mayor Fernando Haddad administration (2013-2016) and got their construction interrupted in the change of administration. Second, I would suggest considering the other public sites that had been approved for future Território CEU construction. Third, I would encourage the analysis of other public lands available in the typology #1 areas to check their feasibility for future Território CEU construction.

**Sao Paulo Integral Program:** includes public schools that joined the program called Integral Sao Paulo 2020 listed in the official communication number 791 from December 11, 2019 (Legislação n.d.). This program is oriented towards providing full-time education with a diverse curriculum including life project, study guidance, experimental practices, as well as youth clubs for students to organize themselves according to topics of interest such as dance, chess, debates etc. (Governo de SP anuncia maior expansão do ensino integral da história 2019). According to the list of school names, I geolocated 51 municipal public pre-schools and 148 municipal public primary and secondary schools.

**Escolas em Rede (Networked Schools):** studied and presented in the report called *Escolas em Rede 2015* by *Associação Cidade Escola Aprendiz (ACEA)*. Fifteen schools were recognized in this study for focusing their work on social mobilization actions, expansion and deepening of the relationship with local equipment, the establishment of innovative curricular proposals, and the development of processes for the political participation of its students. The complete list of schools and details of the initiatives they develop can be found in the *Escolas em Rede* report (Associação Cidade Escola Aprendiz n.d.).

**Território Educativo das Travessias:** schools leading the initiative called *Território Educativo das Travessias (Educating Territory of Crossings)* that is mobilizing public schools' professors and directors to territorialize their educational project based on ideas of Integral Education. There are different schools interested in this initiative joining the open meetings the leading schools promote. Here I was able to map only the four leading schools which are: EMEI Gabriel Prestes, EMEI Monteiro Lobato, EMEI Patricia Galvão, and EMEI Armando Arruda Pereira.



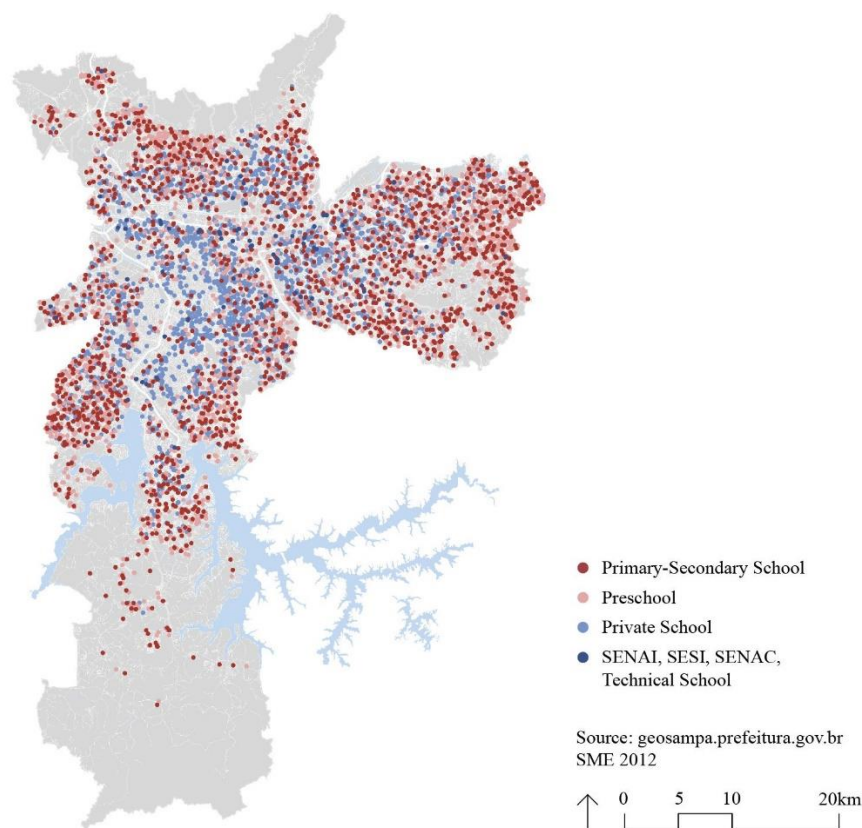
**Figure 29:** Schools aligned with Integral Education in Sao Paulo

Figure 29 shows the locations of each school in the city. In total, there are 263 schools relatively well distributed in the urban territory leaving a hole in the central region and the East side of the city. By visualizing each school with the reference circle of 1-kilometer radius, we can see that 263 schools are not enough to cover the urban territory nor to have at least one school in each census tract. We can also see that while some schools are clustered in the same area, some regions have no schools from these four initiatives. The ideal scenario of having at least one school in each census tract would require further research and open call of public schools.

### 6.2.5 Mapping social infrastructure

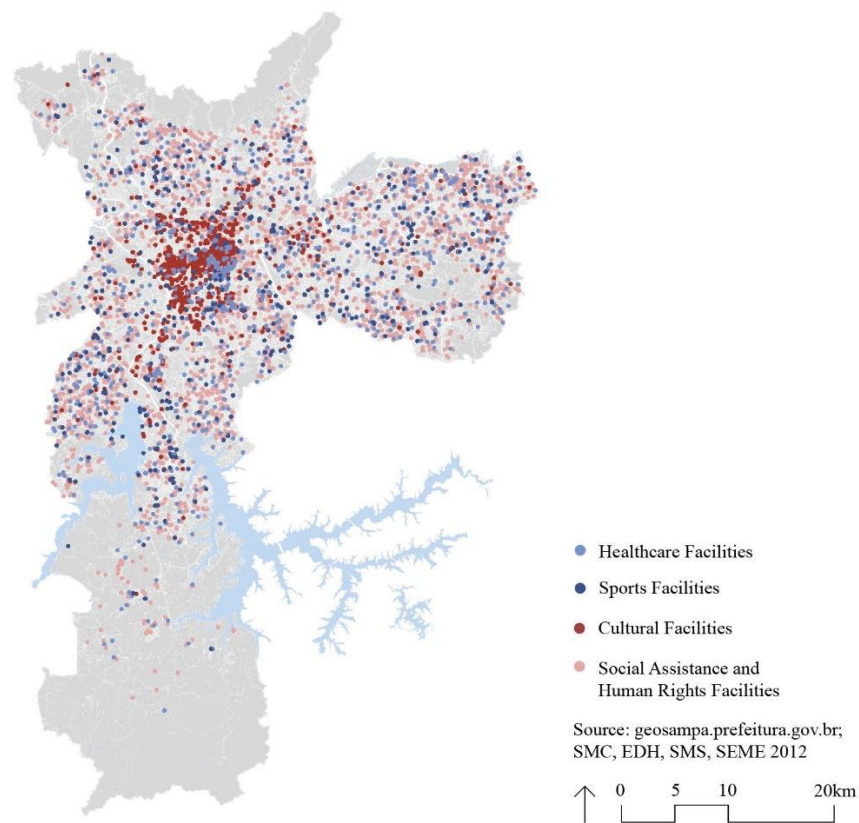
As each territory would have a Socio-Educational Network formed by educational, cultural, health, social assistance, and human rights facilities, I mapped them in Sao Paulo to include them in the CEL City Plan.

Figure 30 shows educational infrastructure including both private and public schools. We can see that they are well distributed throughout the city with private schools concentrated in the center and public preschool, primary and secondary schools concentrated in all the surrounding regions.



**Figure 30:** Sao Paulo's educational infrastructure

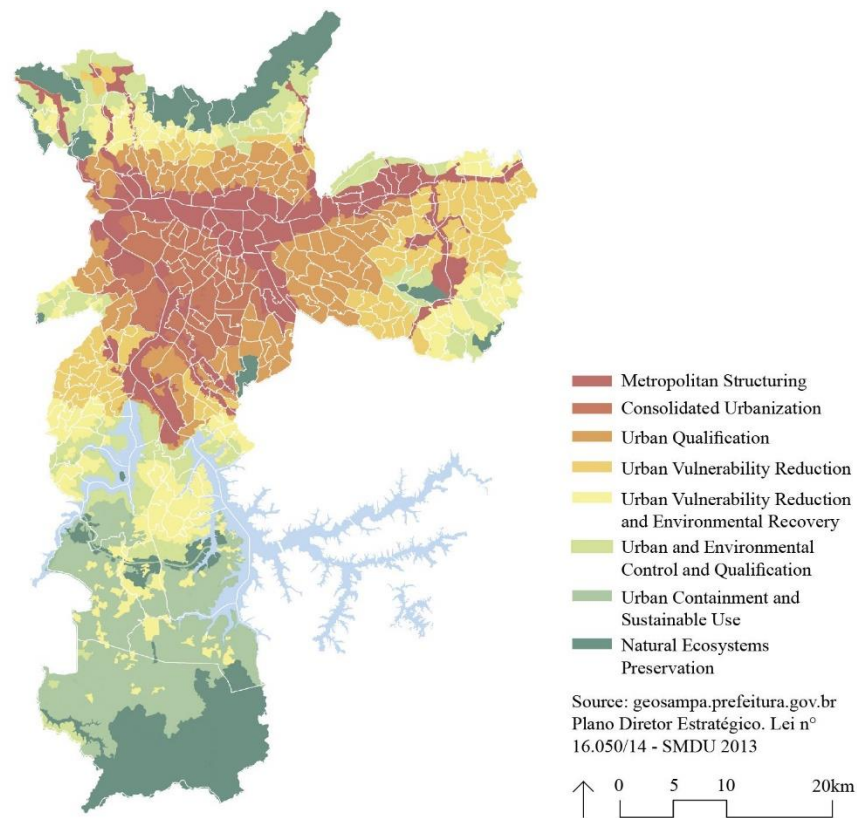
Figure 31 shows the distribution of cultural, sports, health, and social assistance/human rights facilities. Regarding cultural infrastructure, they are completely concentrated in the center of the city. Regarding public healthcare infrastructure, we can see that they are spread throughout the city. Regarding social assistance and human rights facilities, they are less frequent but also evenly distributed on the urban territory. Each territory would identify the social infrastructure existing in their territory to strengthen the network and work in an integrated way towards guaranteeing children's wellbeing.



**Figure 31:** Sao Paulo's social infrastructure

### 6.2.6 Identifying urban development priorities

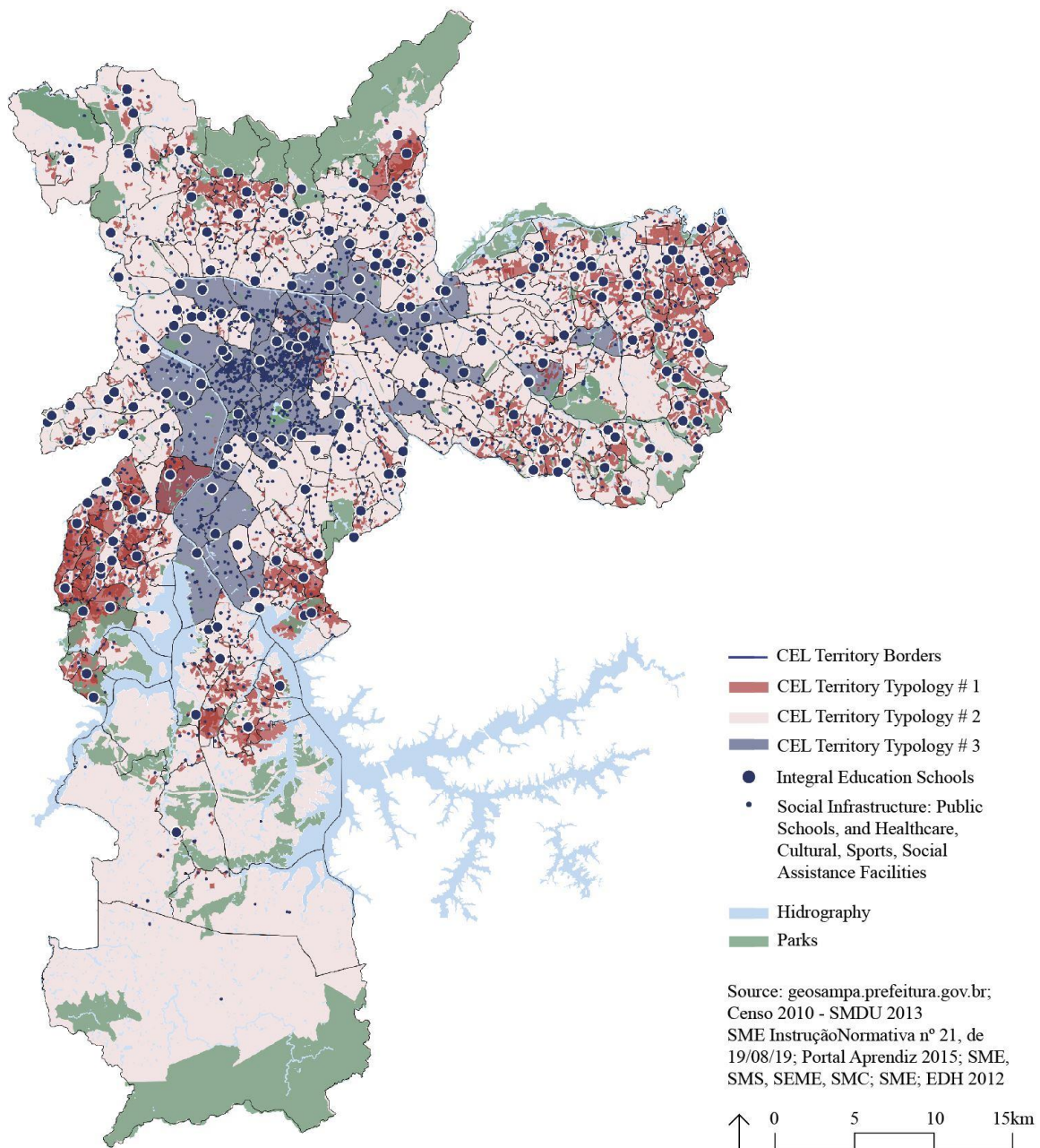
As each CEL Territory would participate in the planning and development of their territory, I analyzed the urban development priorities in each part of the city defined in the Strategic Master Plan developed by the Municipal Secretary of Urban Planning in the administration of 2013-2016. I propose each territory should be conscious about the urban development priority in their area and include participatory planning programs with children and the community aligned with these priorities, municipal guidelines, and urbanistic tools available for each region. Figure 32 shows the eight types of regions with different development priorities, from consolidated urbanization towards the center to natural ecosystems preservation in the city borders.



**Figure 32:** Macro-areas from Sao Paulo's Strategic Master Plan

### 6.2.7 CEL City Master Plan

The CEL City Master Plan is a preliminary Plan that resulted from the operationalization of the CEL City Framework's steps and criteria to the context of Sao Paulo. The Master Plan is formed by the elements that were selected or mapped during the process, according to the limitations discussed. The CEL City Master Plan for Sao Paulo (Figure 33) includes (1) the three region types to allocate each CEL Territory Typology, (2) the preliminary CEL territory boundaries represented by the census tracts that would guide the ultimate boundaries definition, (3) the schools aligned with the principles of Integral Education that would constitute the *Leading Schools* in each CEL Territory, and (4) all the social infrastructure and parks that would form the *Socio-Educational Network*.



**Figure 33:** CEL City Master Plan for Sao Paulo

The CEL City Master Plan constitutes an important tool to guide the formulation of the integrated urban and educational policy towards the creation of the Network of CEL Territories that would bring city-wide benefits. The preliminary Master Plan offers a pathway to encourage multisector, intergenerational cooperation including children and local communities. As a comprehensive map, it serves as a general guide to facilitate the community-led creation of each CEL territory. Each CEL Territory community should define their territory and their local urban project that would ultimately be incorporated to the Master Plan. The following guidelines should orient the development of the Master Plan that should always involve democratic, participatory processes.



- Initially, CEL Territory boundaries would follow census tracts' geographical divisions;
- The ultimate size and boundaries would be determined by the community during a participatory mapping. Ultimate boundaries would result from one, two or half census tract zones and would be added to this map;
- The areas for each of the three typologies are presented in the map according to the proposed criterion and using data from 2012. The areas should be updated using more recent data.
- 264 Schools aligned with the principles of IE are located on the map. More schools should be identified and added to the map;
- Some census tracts shown on the map have more than with more than one school aligned with IE. The school community would decide if one or all the schools would lead the activation and governance of the territory considering human and infrastructure capacity.
- Some census tracts shown on the map have no schools aligned with IE. If after further research to identify more schools some census tracts remain without leading schools, public schools from these census tracts should be reached out, invited to participate in the CEL Territory network and asked to define leading schools in their territory.
- All the existing schools shown on the map would be invited to participate in the Socio-Educational Network of each CEL Territory.
- All the existing social facilities that appear in each census tract should be considered and invited to make part of the Social-Educational Network of each CEL territory.

### **6.3 Synthesis of CEL City Framework for Sao Paulo**

As previously discussed, the CEL City Framework for Sao Paulo serves as a starting point to engage local stakeholders in the collaborative process of further developing the urban plan and implementing the CEL City Framework. The framework should be adapted to the local context, needs and priorities, and the adaptation process should involve all concerned including intersectoral, intergenerational, interdisciplinary groups of people. The purpose of the framework is to bring children, educators, and planners, and governments to cooperate in the creation of urban environments for the well-being and development of every human being to their greatest potential. Implementing the Network of CEL Territories through a participatory process should transform Sao Paulo in a city that guarantees children's rights, promotes integral educational development, and provide lifelong learning opportunities for all. The following list show a synthesis of the elements presented in this thesis that form the CEL City Framework for Sao Paulo.

### The CEL City Framework for Sao Paulo

- **CEL City Foundations (section 5.1):** includes diagrams, a list of interrelated foundational elements that should serve as a base adapting the framework in different contexts.
- **CEL Territory (section 5.2):** includes the CEL territory's concept, agents, infrastructure and typologies. The CEL Territory concept is the building block of the CEL City and should guide the creation of the CEL Territory Network.
- **CEL City Master Plan (section 5.3):** includes the criteria and considerations for each step of developing the Master Plan. It should guide the following steps: typology allocation, territorial size definition, territorial boundaries definition, leading schools mapping, social infrastructure mapping, and urban plan consideration.
- **Implementation and Participatory Mappings (section 5.4):** includes general implementation steps, detailed participatory steps, and participatory mappings diagram. These implementation methodologies should provide an idea of the activities, goals, and agents involved in the participatory process of developing the framework and activating the CEL Territories.
- **Governance and Cooperation Structures (section 5.4):** includes CEL Territory governance structure, Network governance structure, and cooperation structure. The diagrams should layout possible cooperation structures that should be defined according to specific context.
- **Master Plan for Sao Paulo (section 6.2):** include the maps created in the operationalization of the framework's steps to Sao Paulo and the Master Plan for Sao Paulo combining all the elements to create a CEL Territory Network. The maps and the Master Plan should serve as a reference for further development of the Master Plan through a participatory process using updated data.
- **Toolkit for CEL Territories:** although not included in this thesis, I recommend the creation of a toolkit for each CEL Territory community including a booklet with the whole CEL City Framework, the CEL City Master Plan for Sao Paulo, and small maps of the specific CEL Territory with detailed information of the territory unit. Providing a toolkit to each CEL Territory should provide the basic tools to encourage collaboration and joint action.

The proposed CEL City Framework aims to involve all inhabitants in the creation of place-based community systems committed to creating the conditions for human, educational, and territorial development focused on children. It aims to foster intersectoral, intergenerational, and interdisciplinary cooperation to transform Sao Paulo into a Child-Friendly, Educating, and Learning City.

# Chapter 7

## 7. Conclusions

Cities have the potential to play an educating role in the lives of their inhabitants, provide lifelong learning opportunities, and guarantee children's rights. The lack of planning to make cities child-friendly, educating, and learning environments is a global problem and spoils cities' potential to foster the development of its inhabitants' full potential. This thesis proposes a framework for the integration of urban and education planning to create the Child-Friendly, Educating and Learning Cities or what I call CEL Cities. Applying the framework to the city of Sao Paulo, I create the first Master Plan for achieving the goals of Child-Friendly, Educating and Learning Cities.

The journey throughout this research revealed several discoveries. First, the investigation of the three concepts - Child-Friendly City, Educating City, and Learning City – and their respective international initiatives, revealed the potential of planning cities centered on children, education, and lifelong learning. The fact that more than 1700 cities worldwide are already committed to the implementation of at least one of these concepts having no urban planning strategy for implementation highlights the need for involving city planners to take action. This relevant need motivated this research and the creation of the proposed framework as a strategy for collaborative action.

Second, the analysis of Brazilian multi-sector projects exposed a promising mechanism, the *Educating Territory*, to use in creating Child-Friendly, Educating, and Learning Cities. The Educating Territory, a concept under constant development based on Integral Education, demonstrates the importance of building school-city and school-community connections as well as participatory governance to promote the development of children's full potential. The case studies that embody this concept show that it is possible to connect children's rights and education policies to the territory. Place-based children and education policies have the potential to foster the intellectual, social, cultural, and educational development of children and youth and empower them to transform their *territories*.

Third, the proposed CEL City Framework exposes the need for integrated research and practice and offers a structure to foster multisector, interdisciplinary, and intergenerational cooperation in the creation of CEL Cities. At the core of the framework, the CEL Territory suggests that a place-based community system has the potential to sustainably guarantee children's rights, promote the integral educational development of children, and provide lifelong learning opportunities for all. The Network of CEL Territories constitutes a viable strategy to foster the conditions for human, educational, and territorial development at both the local and the city level.

Fourth, the application of the proposed framework to Sao Paulo, suggests that the creation of CEL City Master Plans is possible and can constitute an important tool to align local people in joining efforts towards a common goal. As a plan that guides the formulation of an integrated urban and

educational policy for community-led CEL Territories, it promotes inter-ministerial and inter-secretarial collaboration as well as collaboration between government, communities, and organizations. In general, this research shows that it is possible to bring children, educators, and planners together to cooperate in the creation of urban environments for the well-being and development of every human being to their greatest potential.

These discoveries and proposed strategies are potentially relevant to the field of urban planning, education, and human rights. The new framework allows cities and city planners to put both children and education at the center of the urban agenda and planning practice. As around 25% of the world's population are children, who have no political or economic power to influence the decisions affecting them, there is an urgent need for including their voices, needs and priorities in urban planning and public policies. The CEL City Framework offers a viable mechanism to help urban planners and educators engage children in urban planning from a critical perspective. As the development of equitable, just and inclusive societies depends on providing every human being with the learning opportunities for developing their full potential, the CEL Territory constitutes a promising system for leveraging these opportunities.

The proposed framework could also be relevant to the worldwide movement of Child-Friendly, Educating, and Learning Cities, as it can scale to various cities' sizes and adapt to different contexts. In the case of a village, the CEL Territory Network can be formed by a couple of CEL Territories, whereas in the case of a megalopolis, the Network would be formed by hundreds of CEL Territories. The framework constitutes an initial structure to be used by people embedded in each context to guide the development of a place-based integrated strategy to transform their city into a CEL City. The framework is a highly context-driven plan that requires an inclusive, democratic process.

Time and distance had an impact on the development of this thesis. I believe the framework should have been created through a more participatory process; however, given the COVID-19 crisis and the fact that I was not living in Sao Paulo, I was not able to develop participatory processes with the local communities. To counter this limitation, I tried to draw elements from the case studies of projects that resulted from participatory processes, and I also stayed in constant communication with on-the-ground people to get advice and learn from their extensive experience on local projects. The fact that I was born and raised in Sao Paulo was crucial to bring the local perspective needed to apply the framework in the creation of a preliminary CEL City Master Plan. While the CEL City Master Plan for Sao Paulo constitutes just one case, it offers a valuable example for future applications of the framework in other cities. I hope this work offers a starting point for future integrated research and a structure to encourage collaboration between city planners, educators, children, communities and governments in transforming their cities into child-friendly, educating and learning environments.

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## Appendix

<b>Interviews</b>			
<b>Number:</b>	<b>Interviewee:</b>	<b>Position, Organization:</b>	<b>Date:</b>
1	Fernando de Mello Franco	Former Secretary of Urban Planning for São Paulo 2013-2016	01/22/20
2	Luisa Vellutini	Project Manager at Cidade Escola Aprendiz Association	01/22/20
3	Iuri Barroso de Moura	Urban Development Project Manager at Institute for Transportation and Development (ITDP Brazil)	01/24/20
4	Tereza Herling	Former Assistant Secretary of Urban Planning, and Coordinator of Território CEU Project	02/07/20
5	Maria Claudia	Director of Public Preschool EMEI Monteiro Lobato	03/06/20
6	Natacha Costa	Director of Cidade Escola Aprendiz Association	03/02/20
7	Beatriz Goulart	Independent Architect and Urbanist, expert in Educating Territories	04/01/20
8	Lilian Amaral	Coordinator of TICP - Território de Interesse da Cultura e da Paisagem (Territory of Interest for Culture and Landscape)	04/24/20

<b>Public Meeting</b>	
<b>Name:</b>	Território Educativo das Travessias (Educating Territory of Crossings)
<b>Date:</b>	1/22/2020
<b>Location:</b>	Public Preschool EMEI Gabriel Prestes
<b>Agenda:</b>	welcoming experience; analysis of current panorama of education and city; discussion of action plans per region; plenary.
<b>Presenters:</b>	Anderson Kazuo Nakano (Unifesp) Eduardo Donizeti Giroto (FFLCH/USP) Iracema Santos do Nascimento (FE/USP)
<b>Organizers:</b>	Projeto Territorialidades; Território Educativo das Travessias; Professors, directors, pedagogic coordinators; supervisors from Municipal Education Network.
<b>Participants:</b>	Aro 60; Biblioteca Raul Bopp; CAPs Quixote; Cooperifa; Corrida Amiga; Instituto Cultural Thomaz Ianell; NAI – FE/USP; Permaperifa; Quebrada Maps; Sarau do Binho.
<b>Main question:</b>	"How are we going to map and activate each educational territory? What urban tools can we leverage to establish our educational territories?"