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Sustainable
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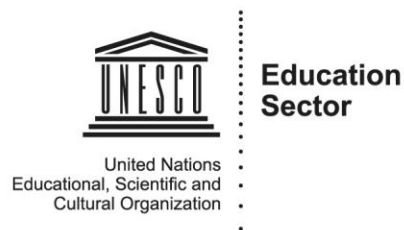
Meeting on Learning to Live Sustainably in Cities in Latin America and the Caribbean

Villa María, Argentina (26 - 28 April 2017)

Meeting Report

UNESCO Education Sector

Education is UNESCO's top priority because it is a basic human right and the foundation on which to build peace and drive sustainable development. UNESCO is the United Nations' specialized agency for education and the Education Sector provides global and regional leadership in education, strengthens national education systems and responds to contemporary global challenges through education with a special focus on gender equality and Africa.



The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to ***“ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”*** The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.



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Meeting Report

I. Overview

Villa María, the first Argentinian city to join the UNESCO Global Network of Learning Cities (GNLC), co-hosted the first GNLC meeting in the region, titled 'Learning to live sustainably in cities in Latin America and the Caribbean'. This three-day event was a joint effort of the City of Villa María, the UNESCO Institute for Lifelong Learning (UIL), UNESCO Headquarters, and the UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago). Participants explored new ways to implement sustainable solutions at the local level, as well as increase awareness and training related to Education for Sustainable Development (ESD).

Ideas for promoting the learning city initiative in Latin America and the Caribbean (LAC) were explored, as was the critical role played by lifelong learning in addressing social, cultural, economic and environmental challenges in cities. GNLC representatives and experts in the field of lifelong learning were at hand to share experiences and best practices with cities in the region looking to join the UNESCO GNLC. They also imparted information regarding the achievement of the 2030 Agenda for Sustainable Development Goals (SDGs) through ESD and lifelong learning in the city.

More than 170 city representatives from over 40 cities and 20 countries (including mayors and deputy mayors, experts, authorities and practitioners) were welcomed by the host city. The first day of the meeting was composed of plenary sessions; the second day consisted of two parallel workshop sessions: (1) a regional workshop on the Global Action Programme (GAP) on ESD and Cities, and (2) a regional workshop on learning cities.



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II. Opening Session

Welcoming remarks

Mr Raúl Valdés-Cotera, from the UNESCO Institute for Lifelong Learning (UIL), opened the session by stressing the importance of lifelong learning as a central element for the development of a sustainable city. He emphasized that cities sharing their different experiences in different contexts is a fundamental component of the UNESCO GNLC.

Mr Arne Carlsen, Director of UIL, provided his opening comments through a video message. Mr Carlsen reiterated the importance of lifelong learning and ESD, which provide the knowledge, skills, attitudes and values necessary to achieve progress with regard to achieving all 17 SDGs.

Mr Atilio Pizarro, on behalf of the Regional Bureau of Education for Latin America and the Caribbean (OREALC)/UNESCO Santiago, gave the welcome speech. He asserted that lifelong learning and the knowledge society play a crucial role in empowering citizens and in creating more sustainable societies.

Mr Martin Gill, Mayor of Villa María, warmly welcomed all participants. Mr Gill explained his inspiration for hosting the event: he believes lifelong learning is the engine, tool and path for cities' development and achieving sustainable development. He defined the humanist concept of education as a public good, and stressed the importance of collaboration between all citizens and organizations, together with the commitment of the municipality, in achieving learning goals. Mr Gill advised the mayors and city representatives present that taking the political decision to become a learning city does not imply a city has reached its goals, but signals the time to start learning.

Walter Grahovac, Minister of Education, Córdoba, Argentina, stressed the importance of lifelong learning and community involvement in ensuring the health and well-being of citizens. He said that Argentina's ability to reduce the school dropout rates could only be resolved when schools and communities worked together.

III. Introduction

This session examined the importance of education and learning in fostering sustainable, inclusive and prosperous cities and other human settlements.

Moderator: Mr Walter Mario Grahovac, Minister of Education of Córdoba, Argentina

Keynote speaker: Mr Raúl Valdés-Cotera, UNESCO Institute for Lifelong Learning (UIL)

Panellists:

- Ms Rebeca Otero Gomes, UNESCO Office Brazil, on the Global Action Programme (GAP) on Education for Sustainable Development
- Mr Sung Lee, UNESCO Institute for Lifelong Learning (UIL), on the UNESCO Global Network of Learning Cities (GNLC)

Mr Valdés-Cotera delivered the keynote speech. He said lifelong learning should be relevant to realities on the ground. He also identified key aspects of learning city development. These include cross-sectoral approaches to policies and strategies; ensuring the operational definition of lifelong learning is tailored to local needs; developing multiple and flexible learning pathways for all ages and levels of education; expanding

the provision of learning environments in rural and urban communities; and identifying links between lifelong learning and the SDGs.

Ms Otero Gomes stressed the importance of education for quality of life and the planet. Education for all is fundamental to ensure a sustainable future; therefore, she explained, it must be made more attractive to young people. This can be done by creating an environment that fosters sustainability, political regulation and invention.

Mr Lee shared a video presentation of the learning city concept. He explained that one of the main purposes of the UNESCO GNLC is to support learning city development by enabling members to share information and best practices. He encouraged participants at the meeting to join the UNESCO GNLC, which already has more than 200 members. Mr Lee also introduced the UNESCO Learning City Award, which is used to promote and recognize the advancements UNESCO GNLC members have made. Villa María was identified as one of this year's 16 Learning City Awardees.



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IV. Plenary sessions

Plenary session 1 – Planet: Respect and safeguard our common home

Ways in which education can be used to protect the environment and address the impact of climate change were examined in the first session.

Moderator: Ms Alicia Jimenez, Director, Earth Charter Initiative, San José, Costa Rica

Keynote speaker: Ms Nikita Shiel-Rolle, Founder & Executive Director, Young Marine Explorers, Bahamas

Panellists:

- Mr Enrique Ortiz, Director of Environmental Education, Ministry of the Environment, Mexico City, Mexico
- Ms Cecilia Estrabou, National University of Córdoba, Argentina

Ms Shiel-Rolle presented a programme designed to promote youth awareness of maritime preservation and the importance of climate change. She stressed that many environmental problems and disasters are the

result of people not having access to information and education about the environment. She called for national curriculums to include this.

Mr Ortíz outlined Mexico's environmental education programmes, which take place in three environmental education centres that also act as community centres. He described efforts to bring the younger and older generations together, emphasizing that the disconnection between generations is problematic.

Ms Estrabou shared the efforts in relation to climate change. She called for new approaches, such as stronger environmental knowledge and understanding, to cope with environmental issues. She reiterated that, given the serious effects of climate change, environmental approaches must comprise action with knowledge. Environmental education, she said, could lead to social transformation.

Ms Jimenez closed the session by emphasizing that everyone must get involved intellectually as well as emotionally. She added that it is important to see the connections between intellectual intervention and emotional intervention, even though there is a long way to go.

Plenary Session 2 – Place: Cities as a favourable setting for learning and education and addressing the SDGs at local level

The second session looked at how cities be used to localize SDGs.

Moderator: Ms Rebeca Otero Gomes, UNESCO Office Brazil

Keynote speaker: Mr Des Cahill, Mayor of Cork, Ireland

Panellists:

- Mr Gustavo Nuñez Esquel, Coordinador of Advisers, Secretariat of Education of the City of Mexico
- Ms Ghisene Santos Alecrim Gonçalves, Director of Continuous Education, Municipality of Contagem, Brazil

Mr Cahill profiled Cork's learning city experience, which started in 2002 in an effort to provide lifelong learning for all in the city. Stakeholders from formal, non-formal and informal areas joined forces to develop a lifelong learning city and continue to see learning as a long-term initiative for all. About 600 events take place in libraries, cafés, restaurants, parks and playgrounds for the city's learning festival each year.

Mr Núñez Esquel presented his city's integral educational platform, which enables learners to access distance-learning activities.

Ms Santos Alecrim Gonçalves shared Contagem's reasons for joining the UNESCO GNLC, which include developing quality education programmes, reducing inequality, promoting peace and justice, and generating alliances. She added that the city has resolved many social and economic problems through active participation of citizens in lifelong learning activities. Contagem, she said, was proud to be a member of the UNESCO GNLC and a 2017 UNESCO Learning City Awardee.

Ms Otero Gomes stressed that learning cities have to pursue continuous development regardless of changes of leadership in local government by implementing integrated policies the way the city of Cork did.



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Plenary Session 3 – Partnership: Strengthen global solidarity to achieve the SDGs

Here, ways to ensure adequate financing, policy coherence and multisector capacity were examined.

Moderator: Mr Juan Carr, Red Solidaria de Argentina

Keynote speaker: Mr Julio Ruiz Zuñiga, Coordinator of ICLEI Mexico and Central America

Panellists:

- Mr German Falo, Director of Project Management and Coordination of the Secretariat of Education, Santa Fe, Argentina
- Mr Atilio Pizarro, UNESCO Regional Bureau for Education in Latin America and the Caribbean

Mr Ruiz Zuñiga stressed the need to find a harmonious relationship between nature and human beings. Addressing the SDGs requires both public policy and financial support. He emphasized that sustainable development is a long-term policy that requires community participation, integrative education and non-budgetary approaches.

Mr Falo outlined three strategies the city is working on: socio-educational inclusion, quality education and school as a social institution. A programme called 'I study again', which aims to reengage students who have dropped out of school in recent years, was also presented. Online programmes and family involvement are fundamental to its success.

Mr Pizarro shared the results of the Global Education Monitoring Report (GEMR) 2016, which is the monitoring system of SDG 4 and E2030. He explained how the report underlines the importance of education in achieving the 16 other SDGs. After reiterating this message, Mr Pizarro proposed collaboration between educators and planners, increasing accessibility for marginalized groups as a way of reducing inequalities, formal and non-formal education and training as key to addressing cross-sectoral problems, the need for more predictable and equitable funding for education systems, and rethinking what kind of learning is necessary.

Mr Carr added that achieving the SDGs requires the involvement of companies, while funding is not significant, but can influence the objectives.

V. Parallel sessions (ESD)

Parallel session 1 – Live in peaceful, diverse, harmonious societies, free from fear and violence

On the second day of the event, the group was divided into two parallel workshops (one on ESD and one on GNLC). The first session in the ESD workshop looked at ways to maximize education's potential to foster peaceful, just and inclusive societies.

Moderator: Ms María Elena García, Coordinadora Nacional Bandera Azul

Keynote speaker: Ms Alicia Jimenez, Director of Programmes, Earth Charter Centre for Education for Sustainable Development

Panellists:

- Mr Dionys De La Cruz, Environmental Planner and Community Coordinator, Terrenas, Dominican Republic
- Ms Edith Palma Flores, Head of Environmental Center and Member of Administration, León, Nicaragua

Ms Jimenez underlined the importance of learning cities orienting their actions towards the building of a culture of peace and sustainability. Earth Charter places peace at the center of efforts: this must begin at the individual level and branch out from there. The comprehensive concept of 'citizen security' goes beyond prevention and requires active participation by citizens in the lives of the places where they live and the development of sustainability. This can only take place if empowerment and relevant competencies are developed such as dialogue. Systemic approaches are necessary.

Mr De La Cruz discussed the importance of territorial regulation in order to understand how cities function and how citizens can guarantee their rights and responsibilities. He shared his experiences working in territorial planning in Dominican Republic, and underlined that it was key to responding to climate change issues in a way that provided for the needs and desires of vulnerable people such as women and the LGTBI community.

Ms Palma Flores explained that she works in a small, urban community in León, Nicaragua, with challenges of violence and drug addiction. She stated that respect and tolerance must unite us. She underlined the need to give value to life, strengthen human values, have a vision of leadership, and integrate environmental sciences. The relationship between the social and natural sciences, lifelong learning and experience allow us to describe, analyze, reflect on and contextualize educational processes. We need to be aware of the role of human rights, of animals, of plants in nature.

Parallel session 2 – Leave no one behind and attain sustainable livelihoods and lifestyles

The second session focused on how to include education in plans to help people fulfil their potential in dignity and equality, and in a healthy environment.

Moderator: Ms Kerstin Forberg, Director, Planeta Océano

Keynote speaker: Mr Mateo Ledesma, Consultant, UNEP regional office

Panellists:

- Mr Julian Nicolas Grajales, Project Manager, Environmental Education, Bogotá, Colombia
- Ms Viviana Rodriguez, Head of Environmental Education, Panama City, Panama

Mr Ledesma presented the 10 Year Framework of Programmes on Sustainable Production and Consumption (10YFP), coordinated by UN Environment. This is a global framework of action to enhance international cooperation to accelerate the shift towards sustainable consumption and production (SCP) in both developed and developing countries. There are seven programmes under the 10YFP, and Mr. Ledesma focused on the “Sustainable Lifestyles and Education Programme”, and its linkages with ESD. He mentioned about the opportunities to join efforts, especially at the regional level, working with the Ministries of Environment and Ministries of Education in programmes that promote sustainable lifestyles. Creating sustainable lifestyles requires a change in social norms and in the design of the systems that support lifestyles. It means rethinking our ways of living – including how we buy and organize our everyday lives. There are also implications for how we socialize, exchange, share, educate, and develop our identities. As citizens, at home and at work, the choices we make on food, housing, mobility, consumer goods (including clothes and appliances, etc.), leisure (including tourism products and services), communication, and interaction contribute to building sustainable lifestyles.



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Mr Grajales shared relevant elements about the environmental management efforts that are been developed in Bogotá, Colombia, which include actions to connect community based initiatives with the city’s action, using environmental education activities. He highlighted Environmental education as a fundamental platform for citizen participation, including the creation of knowledge from communities and recognition of ancestral knowledge. Including education in all age groups, without distinction or exclusion, helps generate ethical principles of respect and care for the natural environment and a real example for future generations. The articulation between the processes of environmental education and the different instances of participation of the city generate appropriation of the environment by local communities, favoring the improvement and protection of nature, as well as bringing with it social and environmental improvements among people in the city. He also shared about efforts to generate a public policy on education for sustainable development that covers a broad range of aspects, from administrative to economic and politics.

Ms Rodriguez described the municipalities of Panama as having a duty to provide communities with programs and projects that benefit the environment where these populations live. In Panama, although an environmental culture is advancing slowly, understanding of environmental issues has greatly increased and

the development of new initiatives by municipalities offer a great opportunity towards sustainable development. For instance, an Environmental Education Plan has been launched for the municipality of East Panama that promotes the development of activities to protect nature, ensure protection, conservation and better management of natural resources, along with promoting environmental education and citizen participation. She also presented a number of ongoing initiatives around environmental sustainability.

Parallel session 3 – Prosperity: transform societies to have sustained, inclusive and sustainable economic growth, and sustainable lifestyles

The third session focused on using education to reduce poverty and stimulate green and inclusive economies.

Moderator: Ms Nikia Shiel-Rolle, Founder and Executive Director, Young Marine Explorers, Bahamas

Keynote speaker: Ms Rosa Marie Inojosa, Director, Open University of the Environment and a Culture of Peace

Panellists:

- Mr Kornel Brown, HEART/NTA Kingston, Jamaica
- Ms Verónica López Aguilar, Strategy Advisor – The Alternative Energy Program and Environmental Education Manager, La Paz, Bolivia

Ms Inojosa shared information about the experience of the Open University of Environment and Peace of Sao Paulo City. This University offers open programmes for citizens, in an effort to promote lifelong learning opportunities. The University has trained thousands of teachers on the skills and values of ESD, and also has interesting programmes related to training community facilitators to identify local problems and communicate these to the city administrators. More information about this experience can be found in a video (https://www.youtube.com/watch?v=b_xj1JrpLhs).

Mr Brown talked about the challenges faced by municipalities in Jamaica in terms of ensuring lifelong learning opportunities that promote full and productive employment and decent work. He highlighted among other the facilitation of new teaching and learning methodologies that lead to income security (such as through e-learning opportunities, as well as reinforcing training in critical thinking from the early childhood level. He also mentioned the development of sustainable apprenticeships and work experience protocols.

Ms López Aguilar presented the Municipal Climate Agenda of La Paz city, in Bolivia. The objective of this agenda is to consolidate the environmental management system of La Paz city, incorporating actions for the adaptation and mitigation of climate change effects. The Municipality is using the principles of eco-efficiency, co-responsibility and citizens' participation as leading principles for this Agenda. La Paz is a complex city, with many sustainable development challenges; the Municipality is working hard to bring about new urban development models with a strong vision of environmental efficiency. Eco-efficiency is a way of life in which all daily human needs can be met, minimizing the environmental impacts and effects of climate change, reducing energy and water consumption, generating less solid waste, encouraging reuse and recycling, in order to generate a citizen culture of co-responsibility and environmental respect.

Parallel session 4 – Discussion and sharing of ESD good practices and localizing the SDGs in cities

The fourth session was an opportunity to share a tool to help connect ESD and the SDGs at local level, and enhance the sharing of good practices on ESD and implementing the SDGs at local level.

Facilitators:

- Ms María Elena García, Coordinador Nacional Bandera Azul
- Ms Alicia Jimenez, Director of Programmes, Earth Charter Centre for Education for Sustainable Development

This was an interactive session to allow participants to learn about a tool developed by Gaia Education and the UNESCO GAP Secretariat: SDGs Community Implementation Flashcards. The aim was to get participants acquainted with the 17 Sustainable Development Goals, using the flashcards that contain background information and structured questions to allow conversations among participants around the SDGs implementation in their local context.

In this session, the focus was on SDG 4 as a catalyst for implementing the other SDGs. The facilitators divided the group into 2 sub-groups, according to the size of the city they were representing: small and medium cities (less than 1 million people), and big cities (more than 1 million people).



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After getting acquainted with the Flashcards, the participants in each sub-group put the SDG4 card in the center of the table with a large paper, and then they tried to identify the stronger links between SDG4 and other SDGs, the idea was to map the connections between quality education and other objectives. For each link, participants identified Policies, Resources or Activities that are being implemented in the participant's city, that make that link strong.

Then, participants mapped the weak links, that is, links between SDG4 and others that are not that obvious, and came up with ideas to make those links stronger. Each sub group then shared their findings with the larger group.

VI. Parallel sessions (GNLC)

Parallel session 1 – Helping citizens be proactive contributors to a more peaceful, tolerant, inclusive and secure city

On the second day of the event, the group was divided into two parallel workshops. The first session in the GNLC workshop focusing on learning cities, looked at ways to help citizens become more proactive.

Moderator: Mr Denis Barrett, Learning City Coordinator, Cork, Ireland

Keynote speaker: Ms Sian Alison Rees, Director, The Ultimate 10 Percent Limited

Panellists:

- Mr Francisco Daniel Calderón, Mayor, Municipality of Real de Catorce, Mexico
- Ms Isabel Dias Cardoso, Sorocaba, Brazil

Ms Rees shared her experiences of helping Bristol in the UK create a plan to become a learning city. She explained the cross-partnership approach that was used, which involved more than 200 partners and 70 organizations from business, non-profit and public sectors working collaboratively. She emphasized that the partnership, as part of a governing framework, helps Bristol meet its challenges and gives stakeholders a clear direction. She ended her presentation by stressing that learning city partnership groups work well when all the partners have a great awareness of the value of learning.

Mr Calderón demonstrated how his city has been transformed from a mining town to a tourist city through lifelong learning. He said that learning and participatory approaches have helped citizens, particularly youths with alcohol problems, be proactive contributors to a more inclusive and resilient city.

Ms Dias Cardoso emphasized that importance virtual learning, which provides learning opportunities to students who are out of school and to citizens who are not being educated. She pointed out that the city of Sorocaba involves various departments of the municipality in providing lifelong learning for all, including vulnerable groups.

Mr Barrett reiterated that importance of multi-stakeholder involvement in building a learning city.

Parallel session 2 – How lifelong learning strategies can ensure healthy lives and promote well-being

The second session focused on the how lifelong learning strategies promotes well-being for all.

Moderator: Ms Silvana, Director of Education, Valparaíso, Chile

Keynote speaker: Mr Luis Guillermo Patiño Aristizábal, Secretary of Education, Municipality of Medellín, Colombia

Panellists:

- Ms Ruth Linger, Head of Department of Education, Ministry of Education, Culture, Youth and Sports, Philipsburg, Sint Maarten
- Ms Laura Alfonso, Director-General, Latin American delegation, City of Rosario, Educator Cities, Argentina

Mr Patiño Aristizábal shared Medellín's experience of transforming what was once a city of high crime rates to a safe and healthy community. Medellín has been awarded several international prizes for its contribution and efforts in politics and education for sustainable development.

Ms Linger shared Philipsburg's efforts in building a sustainable learning city. She explained the strategies for implementing ICT, building awareness of lifelong learning, and the challenges to overcome.

Ms Alfonso agreed that students should be provided with a wide range of learning opportunities in order to enhance their engagement in the community.

Parallel session 3 – Lifelong learning that promotes employment and decent work for all in cities

The third session focused on lifelong learning that promotes full and productive employment and decent work for all in cities.

Moderator: Mr Luis Negretti, President, Villa María National University, Argentina

Keynote speaker: Ms Elsa Osorto, Executive Director, FUNAZUCAR, Honduras

Panellists:

- Mr Robert Hill, CEO Kingston & St Andrew Municipal Corporation, Jamaica
- Mr Javier Caballero Gaona, Mayor, Santiago, Mexico

Ms Osorto pointed out that lifelong learning has helped FUNAZUCAR's efforts to help people in rural areas find job opportunities and make communities more resilient. She stressed that most of the foundation's learning-based projects have had positive outcomes, such as increasing jobs, mobilizing resources, changing mind-sets, and building communities. She reiterated that lifelong learning provides not only immediate solutions but also the power to change communities for the better.

Mr Hill began his presentation by sharing Kingston's high youth unemployment rates (27.4 per cent of 18-34 year olds) and high illiteracy rates (7.1 per cent of males and 1.5 percent of females aged 15-24) as of 2016. He introduced the city's approaches to solving the problem, which include improved partnership strategies between agencies, the facilitation of new teaching and learning methodologies, and e-learning programmes.

Mr Caballero Gaona explained how joining the UNESCO GNLC led to Santiago's positive transformation. As many presenters already stressed, he also emphasized that a comprehensive approach involving human development, learning, health, community, parents, teachers, family, businesses, and the private sector and public sectors is fundamental to promoting lifelong learning for all.

Parallel session 4 – Roles and experiences of municipal governments in implementing lifelong learning

The fourth session looked at the role played by municipal governments in implementing lifelong learning.

Moderator: Mr Luis Scasso, Organization of Ibero-American States (OEI)

Panellists:

- Ms Silvana Saez, Valparaíso, Chile
- Ms Verónica López Aguilar, La Paz, Bolivia
- Mr Martin Gill, Mayor, Villa María, Argentina

Ms Saez provided an overview of the situation in Valparaíso, Chile, which has a population of 300,000 – 60 per cent of whom are functionally illiterate. Lifelong learning policies and strategies to solve this problem are crucial for the city's future, and require involvement from various sectors of the city.

Ms López Aguilar stressed the importance of municipal governments in implementing lifelong learning for socially marginalized groups.

Mr Gill finalized the session by stressing the importance of the active involvement of communities, schools and citizens in building a learning city. A broader concept of learning must be adopted, because learning in schools alone is not enough. He provided participants with very important points on establishing a learning

city based on his city's experiences, stressing that cross-sectional, cross-institutional and cross-administrative collaboration are crucial to overcoming the challenges of lifelong learning.



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VII. Other activities

On day three of the event, field visits were organized by the municipality of Villa María. The mayor of the city was on hand to act as a guide. Participants went to the National University of Villa María and several kindergartens in vulnerable areas. After that, participants visited municipal cultural centres and the Park of Life, an old train station which has been transformed into a set of learning spaces to provide various learning opportunities for all in the city.

The workshop officially finished with lunch at Campo Yucat, a farm in rural Villa María.



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VIII. Villa María Declaration

We, the mayors, deputy mayors, officials and representatives of 40 cities, participating in the meeting entitled “Learning to live sustainably in cities in Latin America and the Caribbean”, held in Villa María, Argentina, from 26 to 28 April 2017, recognize the efforts made by Villa María in innovating and promoting lifelong learning, but also its great generosity and care in hosting the event. We recognize UNESCO, the joint organizer of the event, for its continuing commitment to equity, inclusiveness and quality in education in communities, cities and nations, and the Government of Japan, through its Trust Fund, for its generosity in supporting this meeting.

We recognize that, in today’s world, where social, economic and political patterns are constantly changing, people also need to reassess and update their learning continually throughout their lives. This lifelong learning is a key resource to help individuals and their communities to achieve sustainable social and economic development.

Learning to live sustainably requires collective action and collaborative efforts from stakeholders at various levels, from international organizations and national governments to communities and families. To ensure the health and well-being of their citizens and promote the prosperity of their inhabitants, cities increasingly focus their attention on lifelong learning and education. Thus, Learning Cities are contributing to the sustainability of the urban environment, which also has rural and global impacts, thereby ensuring their viability for future generations.

We reaffirm our commitment to UNESCO initiatives and programmes in the field of education, learning and sustainable development, particularly through the Global Action Programme on Education for Sustainable Development and the UNESCO Global Network of Learning Cities.

We also reaffirm our commitment to the 2030 Agenda for Sustainable Development and its 17 Goals, particularly Goal 4, which urges countries to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”. UNESCO has a leading role in this area, particularly in respect of the commitments undertaken in the Buenos Aires Declaration, adopted at the first Meeting of Ministers of Education of Latin America and the Caribbean, held on 24 and 25 January 2017, jointly with the Ministry of Education and Sport of Argentina.

With these points in mind, we commit to promoting the following activities in our communities:

- Set up a support group with cities representing the Mercosur countries, in order to strengthen their partnerships and promote the creation of other networks of cities interested in developing as Learning Cities.
- Develop strategies for lifelong learning and Education for Sustainable Development with intersectoral approaches and solid partnerships.
- Ensure that education is taken into account in town planning and integrated into discussions of urban policy, in order to take the best approach to intersectoral commitment, community participation and the development of locally relevant solutions.
- Review and propose curricular changes in the teaching of students, taking account of education for world citizenship, peace, education for sustainable development programmes and the reduction of and risk management for disasters and, where relevant, the ancestral knowledge of indigenous peoples.
- Promote the development of approaches which improve gender equity and diversity, including multiculturalism and multilingualism and the rights and needs of migrants and refugees.
- Provide information and training to all public officials and to communities on themes relating to Learning Cities.
- Promote consideration of local policy and an Action Plan on Education for Sustainable Development.
- Participate in the third International Conference on Learning Cities, to be held in Cork, Ireland, from 18 to 20 September 2017.

Villa María, 27 April 2017

Annex I - Workshop Agenda

Workshop Agenda	Day 1 26 April 2016
9:00-9:30	Registration <u>Venue:</u> Hotel Amerian
9:30-10:00	Opening Welcome and introductions <ul style="list-style-type: none"> • Mr Raúl Valdés Cotera, UNESCO Institute for Lifelong Learning (UIL) • Mr Atilio Pizarro, UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago) • Mr Martin Gill, Mayor of Villa María, Argentina • Mr Juan Schiaretti, Governor of Cordoba, Argentina
10:00-11:00	Introduction > How education and learning can foster sustainable, inclusive and prosperous cities and other human settlements <u>Keynote speaker</u> <ul style="list-style-type: none"> • Mr Raúl Valdés Cotera, UNESCO Institute for Lifelong Learning (UIL) <u>Introduction of the GAP and the UNESCO Global Network of Learning Cities</u> <ul style="list-style-type: none"> • Ms Rebeca Otero Gomes, UNESCO Brazil Office Global Action Programme (GAP) on Education for Sustainable Development • Mr Sung Lee, UNESCO Institute for Lifelong Learning (UIL) UNESCO Global Network of Learning Cities (GNLC) <u>Moderator:</u> Mr Walter Mario Grahovac, Minister of Education of Córdoba, Argentina
11:00-11:30	Coffee Break
11:30-13:00	Plenary Session I - Planet: Respect and safeguard our common home > Link with education to lessen environmental degradation and the impact of climate change <u>Keynote speaker:</u> Ms Nikita Shiel-Rolle, Founder & Executive Director, Young Marine Explorers, Bahamas <u>Panellist 1:</u> Mr Enrique Ortíz, Director of Environmental Education, Ministry of the Environment, Mexico City <u>Panellist 2:</u> Ms Cecilia Estrabou, Universidad Nacional de Córdoba <u>Discussion</u> <u>Moderator:</u> Ms Alicia Jimenez, Director, Programs of the Earth Charter for Sustainability Education Center
13:00-14:00	Lunch <u>Venue:</u> Hotel Amerian
14:00-15:30	Plenary Session II - Place: Cities as a favourable setting for learning and education and addressing the SDGs at local level > Cities as main driver to localize SDGs at the local level <u>Keynote speaker:</u> Mr Des Cahill, Mayor, Cork, Ireland <u>Panellist 1:</u> Mr Gustavo Nuñez Esquel, Coordinador of Advisers, Secretariat of Education of the City of Mexico <u>Panellist 2:</u> Ms Ghisene Santos Alecrim Gonçalves, Director of Continuous Education, Municipality of Contagem, Brazil <u>Discussion</u> <u>Moderator:</u> Ms Rebeca Otero Gomes, UNESCO Brazil Office
15:30-16:00	Coffee Break
16:00-17:30	Plenary Session III - Partnership: Strengthen global solidarity to achieve the SDGs > Ensure adequate financing, policy coherence and multisector capacity <u>Keynote speaker:</u> Mr Julio Ruiz Zuñiga, Coordinator of ICLEI Mexico and Central America <u>Panellist 1:</u> Ms Claudia Elisabeth Balagué, Minister of Education, Province of Santa Fé, Argentina <u>Panellist 2:</u> Mr Atilio Pizarro, UNESCO Regional Bureau for Education in Latin America and the Caribbean <u>Discussion</u> <u>Moderator:</u> Mr Juan Carr, Red Solidaria de Argentina

17:30-18:00	Wrap-up Session • Wrap-up and summary	
18:00-20:00	Dinner Venue: Hotel Amerian	
Day 2 27 April 2016		
	Latin America & the Caribbean Regional Workshop on the Global Action Programme (GAP) on Education for Sustainable Development (ESD) and Cities Venue: Hotel Amerian	Latin American and Caribbean learning cities meeting Lifelong learning from a cross-sectoral approach. Experiences in the promotion of sustainable cities Venue: Hotel Amerian
9:00-(tb)10:30	Session I	
	Peace: Live in peaceful, diverse, harmonious societies, free from fear and violence > Maximize education's potential to foster peaceful, just and inclusive societies <u>Keynote speaker:</u> Ms Alicia Jimenez, Director of Programmes, Earth Charter Centre for Education for Sustainable Development <u>Moderator:</u> Ms María Elena García, Coordinadora Nacional Bandera Azul <u>Panellist 1:</u> Mr Dionys De la Cruz, Environmental Planner and Community Coordinator, Terrenas, Dominican Republic <u>Panellist 2:</u> Ms Edith Palma Flores, Head of Environmental Center and Member of Administration, Leon, Nicaragua <u>Discussion</u>	Lifelong learning guiding and helping citizens to be proactive contributors to a more peaceful, tolerant, inclusive and secure city <u>Keynote speaker:</u> Ms Sian Alison Rees, Director, The Ultimate 10 Percent Limited <u>Panellist 1:</u> Mr Francisco Daniel Calderón, President, Municipality of Real de Catorce, San Luis Potosí, Mexico <u>Panellist 2:</u> Ms Isabel Dias Cardoso, Sorocaba, Brazil <u>Discussion</u> <u>Moderator:</u> Mr Denis Barrett, Learning City Coordinator, Cork, Ireland
10:30-11:00	Coffee Break	
11:00-12:30	Session II	
	People: Leave no one behind and attain sustainable livelihoods and lifestyles > Include education in plans to help people fulfil their potential in dignity and equality and in a healthy environment <u>Keynote speaker:</u> Mr Mateo Ledesma, Consultant, UNEP regional office <u>Moderator:</u> Ms Kerstin Forsberg, Director, Planeta Océano <u>Panellist 1:</u> Mr Julian Nicolas Grajales, Project Manager, Environmental Education, Bogota, Colombia <u>Panellist 2:</u> Ms Viviana Rodríguez, Head of Environmental Education, Panama City, Panama <u>Discussion</u>	How lifelong learning strategies can ensure healthy lives and promote well-being for all at all ages <u>Keynote speaker:</u> Mr Luis Guillermo Aristizábal, Secretary of Education, Municipality of Medellín, Colombia (tbc) <u>Panellist 1:</u> Ms Ruth Linger, Head of Department of Education, Ministry of Education, Culture, Youth and Sports, Philipsburg, Sint Maarten <u>Panellist 2:</u> Mr Laura Alfonso, Director-General, Latin American delegation, City of Rosario, Educator Cities, Argentina <u>Discussion</u> <u>Moderator:</u> UIL
12:30-13:30	Lunch Venue: Hotel Amerian	
Session III		
13:30-15:00	Prosperity: Transform societies to have sustained, inclusive and sustainable economic growth, and sustainable lifestyles > Utilize education to reduce poverty and stimulate green and inclusive economies <u>Keynote speaker:</u> Ms Rosa Marie Inojosa, Director, Open University of the Environment and a Culture of Peace (UMAPAZ)	Lifelong learning that promotes full and productive employment and decent work for all in cities <u>Keynote speaker:</u> Ms Elsa Osorto, Directora Ejecutiva, FUNAZUCAR, Honduras <u>Panellist 1:</u> Mr Robert Hill, CEO Kingston & St Andrew Municipal Corporation, Jamaica <u>Panellist 2:</u> Mr Javier Caballero Gaona, Mayor, Santiago, Mexico

	<p><u>Moderator:</u> Ms Nikita Shiel-Rolle, Founder & Executive Director, Young Marine Explorers, Bahamas</p> <p><u>Panellist 1:</u> Mr Kornel Brown, HEART/NTA Kingston, Jamaica</p> <p><u>Panellist 2:</u> Ms Verónica López Aguilar, Strategy Advisor - The Alternative Energy Program and Environmental Education Manager, La Paz, Bolivia</p> <p><u>Discussion</u></p>	<p><u>Discussion</u></p> <p><u>Moderator:</u> Mr Luis Negretti, President, Universidad Nacional de Villa María</p>
15:00-15:30	Coffee Break	
	Session IV (Parallel discussion sessions)	
15:30-17:00	<p>Discussion and sharing on ESD Good Practices and localizing the SDGs in cities</p> <p><u>Facilitators:</u></p> <ul style="list-style-type: none"> Ms María Elena García, Coordinadora Nacional Bandera Azul Ms Alicia Jimenez, Directora de Programas del Centro Carta de la Tierra de Educación para la Sostenibilidad <p><u>Discussion Group 1</u></p> <p><u>Discussion Group 2</u></p> <p><u>General Discussion:</u> Presentations of the Parallel Session Discussions</p>	<p>Discussion and sharing experiences of Learning Cities:</p> <p>> Roles and experiences of municipal governments in implementing lifelong learning for all in the cities.</p> <p>Representatives of 4 cities of Latin America and Caribbean</p> <p><u>Facilitators:</u></p> <ul style="list-style-type: none"> Mr Luis Scasso, Organization of Ibero-American States (OEI)
17:00-18:00	<p>Closing Session</p> <p>> Promote and encourage ownership of the ESD Policy & Action Pact and the Learning Cities concept as tools to localize the SDGs</p> <ul style="list-style-type: none"> Mr Raúl Valdés Cotera, UNESCO Institute for Lifelong Learning Mr Martin Gill, Mayor, Villa María 	
18:00-20:00	<p>Dinner</p> <p><u>Venue:</u> Hotel Amerian</p>	
	<p>Day 3</p> <p>28 April 2016</p>	
09:00-11:00	<p>Study Tour / Field Trip</p> <p>National University of Villa María, meeting with Rector and authorities</p>	
11:00-12:30	<p>Park of Life</p>	
13:00-15:00	<p>Lunch</p> <p><u>Venue:</u> Campo Yucat</p>	

Annex II - Participants

- **City representatives**

Ms Laura ALFONSO

Director-General, Latin American delegation, City of Rosario, Educating Cities, Argentina

Ms Verónica López AQUILAR

Strategy Advisor, La Paz, Bolivia

Mr Luis Guillermo ARISTIZÁBAL

Secretary of Education, Municipality of Medellin, Colombia

Mr Denis BARRETT,

Cork Learning City Co-Ordinator, Cork, Ireland

Mr Kornel BROWN

HEART/NTA Kingston, Jamaica

Mr Des CAHILL

Mayor, Cork, Ireland

Mr Francisco Daniel CALDERÓN

Mayor, Municipality of Real de Catorce, San Luis Potosí, Mexico

Ms Isabel Dias CARDOSO

Sorocaba, Brazil

Mr Dionys De la CRUZ

Environmental Planner and Community Coordinator, Terrenas, Dominican Republic

Mr Gustavo Nuñez ESQUEL

Coordinador of Advisers, Secretariat of Education of the City of Mexico

Ms Edith Palma FLORES

Head of Environmental Center and Member of Administration, Leon, Nicaragua

Mr Javier Caballero GAONA

Mayor, Santiago, Mexico

Mr Martin GILL

Mayor, Villa María, Argentina

Ms Ghisene Santos Alecrim GONÇALVES

Director of Continuous Education, Municipality of Contagem, Brazil

Mr Julian Nicolas GRAJALES

Project Manager, Environmental Education, Bogota, Colombia

Mr Robert HILL

CEO, Kingston & St. Andrew Municipal Corporation, Jamaica

Mr Enrique ORTÍZ

Director of Environmental Education, Ministry of the Environment, Mexico City

Ms Viviana RODRÍGUEZ

Head of Environmental Education, Panama City, Panama

- **Experts**

Ms Claudia Elisabeth BALAGUÉ

Minister of Education, Province of Santa Fé, Argentina

Mr Juan CARR

Red Solidaria de Argentina

Ms Cecilia ESTRABOU

Córdoba National University, Villa María, Argentina

Ms Kerstin FORSBERG

Director, Planeta Océano

Ms María Elena GARCÍA

Coordinadora Nacional Bandera Azul

Mr Walter Mario GRAHOVAC

Minister, Ministry of Education of Córdoba, Argentina

Ms Rosa Marie INOJOSA,

Director, Open University of the Environment and a Culture of Peace (UMAPAZ)

Ms Alicia JIMENEZ

Director of Programmes, Earth Charter Centre for Education for Sustainable Development

Mr Mateo LEDESMA

Consultant, UNEP regional office

Ms Ruth LINGER

Head of Department of Education, Ministry of Education, Culture, Youth and Sports, Philipsburg, Sint Maarten

Mr Luis NEGRETTI

President, Villa María National University, Villa María, Argentina

Ms Elsa OSORTO

Directora Ejecutiva, FUNAZUCAR, Honduras

Ms Sian Alison REES

Director, The Ultimate 10 Percent Limited

Ms Silvana SAEZ

Valparaíso, Santiago, Chile

Mr Luis SCASSO

Organization of Ibero-American States (OEI)

Mr Juan SCHIARETTI

Governor of Cordoba, Argentina

Ms Nikita SHIEL-ROLLE

Founder & Executive Director, Young Marine Explorers, Bahamas

Mr Julio Ruiz ZUÑIGA

Coordinator of ICLEI Mexico and Central America

- **UNESCO Institute for Lifelong Learning (UIL)**

Mr Raúl VALDES COTERA

Programme Coordinator

Mr Sung LEE
Project Officer

- **UNESCO Regional Bureau for Education in Latin America and the Caribbean (OREALC/UNESCO Santiago)**

Mr Atilio PIZARRO
Section Chief for Planning, Management, Monitoring and Evaluation

Ms Idoia LANDALUCE
Specialist assistant in Education

- **UNESCO Brazil Office**

Ms Rebeca Otero GOMES
Coordinator, Education and Culture Units

- **Participants invited by Villa Maria**

Abog. Fabián CORTEZ (Señor), Secretario de Gobierno de la Ciudad de Villa Unión

Adrián MADERNA (Señor), Intendente Municipal de Trelew

Alberto Edgardo WERETILNEK (Señor), Gobernador de la Provincia de Río Negro

Alberto Marcelo ZORRILLA (Dr., Señor), Ministro de Cultura y Educación de la Provincia de Formosa

Alberto PAREDES URQUIZA (Señor), Intendente de la Ciudad de La Rioja

Alberto RODRÍGUEZ SAÁ (Señor), Gobernador de la Provincia de San Luis

Alejandro FINOCCHIARO (Dr., Señor), Director General de Cultura y Educación de la Provincia de Buenos Aires

Alicia KIRCHNER (Señora), Gobernadora de la Provincia de Santa Cruz

Ana María CROVETTO (Señora), Secretaria de Educación de Mar del Plata

Ana María MEINERS (Señor), Intendente Municipal de la Ciudad de Esperanza

Andrés GUZMÁN (Señor), Diputado Nacional

Arq. Luis Sergio LECUONA (Señor), Intendente Municipal de Frías

Arq. Miguel Roberto MUKDISE (Señor), Intendente Municipal de Termas de Río Hondo

Arq. Raúl JORGE (Señor), Intendente Municipal de San Salvador de Jujuy

Atilio BASUALDO (Señor), Intendente Municipal de Las Lomitas

Brenda AUSTIN (Señora), Diputada Nacional

Bruno POGLIANO (Señor), Intendente Municipal de El Bolsón

C.P.N Miguel VEGA (Señor), Intendente Municipal de San José de Jachal

Carlos A. FERNÁNDEZ (Dr., Señor), Intendente Municipal de Oberá

Carlos Alberto LINARES (Señor), Intendente Municipal de Comodoro Rivadavia

Carlos SÁNCHEZ (Dr. Señor), Secretario de Relaciones Institucionales del Ministerio de Educación de la Provincia de Córdoba

Claudia BALAGUÉ (Señora), Ministro de Educación de la Provincia de Santa Fe

Claudio Eduardo QUENO (Señor), Intendente Municipal de Tolhuin

Cr. Gustavo CASTAN (Señor), Ministro de Educación de la Provincia de Chubut

Cr. José Enrique DELGUY (Señor), Subsecretario de Deporte, Cultura y Turismo de la Ciudad de Formosa

Cr. Mario Raúl MERLO (Señor), Intendente Municipal de Villa Mercedes

Cr. Omar Ángel PEROTTI (Señor), Senador Nacional

Cr. Omar GUTIERREZ (Señor), Gobernador de la Provincia de Neuquén

Cr. Sergio Guillermo CASAS (Señor), Gobernador de la Provincia de La Rioja

D. Domingo PEPPO (Dr., Señor), Señor Gobernador de la Provincia del Chaco

D. Sergio Napoleón LEAVY (Señor), Señor Intendente Municipal de Tartagal

Daniel Oscar FARÍAS (Prof., Señor), Ministro de Educación, Cultura, Ciencia y Tecnología de la Provincia del Chaco

Delia PROVINCIALI (Señora), Secretaria de Educación

Diego ROMERO (Señor), Ministro de Educación de la Provincia de Tierra del Fuego

Dip. Nac. José Luis RICARDO (Señor), Presidente de la Comisión de Educación de la HCD de la Nación

Dr. Gildo INFRÁN (Dr., Señor), Gobernador de la Provincia de Formosa

Dra. Cecilia VARELA (Señora), Secretaria de Gobierno de la Ciudad de Chilecito

Enrique Ariel PONCE (Dr., Señor), Intendente Municipal de la Ciudad de San Luis

Enrique CRESTO (Señor), Intendente Municipal de Concordia

Esc. Claudia Alejandra Ledesma ABDALA de ZAMORA (Señor), Gobernador de la Provincia de Santiago del Estero

Esteban Martín PIAGGIO (Señor), Intendente Municipal de Gualaguaychú

Franco ARANDA CROCE (Señor), Intendente Municipal de la Ciudad de San Juan

Gerardo CIPOLINI (Señor), Intendente de la Ciudad Presidente Roque Saénz Peña

Gerardo MORALES (Señor), Gobernador de la Provincia de Jujuy

Germán Enrique ALFARO (Señor), Intendente Municipal de San Miguel de Tucumán

Gustavo Adolfo Ruberto SAÉNZ STIRO (Señor), Señor Intendente Municipal Ciudad de Salta

Gustavo BORDET (Señor), Gobernador de la Provincia de Entre Ríos

Gustavo Carlos GONZALEZ (Señor), Intendente Municipal de Puerto Deseado

Gustavo GENNUSO (Señor), Intendente Municipal de San Carlos de Bariloche

Gustavo MELELLA (Señor), Señor Intendente Municipal de Río Grande

Horacio QUIROGA (Señor), Intendente Municipal de la Ciudad de Neuquén

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Ing. Rossana Beatriz ARTERO (Señor), Intendente Municipal de Rawson
Intendente Municipal de Maipú, (Señor)

Ioana PICCARDINI (Señora), Secretaria de Turismo y Deporte de Rawson

Isolda CALSINA (Dra., Señora), Ministro de Educación

Javier NOGUERA (Señor), Intendente Municipal de Tafí Viejo

Jorge CAPITANICH (Señor), Intendente de la Ciudad de Resistencia

Jorge YAPURA ASTORGA (Señor), Intendente Municipal de Tafí del Valle

José Luis FOULKES (Señor), Intendente Municipal de Viedma

José Manuel CORRAL (Dr., Señor), Intendente de Santa de Fe de la Veracruz

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Juan José RAINONE (Prof., Señor), Intendente Municipal de General Pico

Juan Luis MANZUR (Dr., Señor), Gobernador de la Provincia de Tucumán

Juan Manuel URTUBEY (Señor), Señor Gobernador de la Provincia de Salta

Juan Pablo LICHTMAJER (Señor), Ministro de Educación de la Provincia de Tucumán

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Abog. Aldo PAREDES (Señor), Vicerrector de la Universidad Nacional de Villa María
Abog. Luis NEGRETTI (Señor), Rector de la Universidad Nacional de Villa María
Abog. Rodolfo TERRAGNO (Señor), Embajador en Comisión ante la UNESCO
Claudio FARÍAS (Señor), Intendente Municipal de Cruz del Eje
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Fabio GUASCHINO (Señor), Intendente de la Municipalidad de La Carlota
Federico GARCÍA (Señor), Intendente Municipal de Laguna Larga
Francisco MIGUENZ CAMPOS (Señor), Secretario de la Comisión Nacional de Cooperación Internacional
Franco MORRA (Señor), Intendente de la Municipalidad de General Deheza
Gabriel FRIZZA (Señor), Intendente Municipal de Jesús María
Gastón RE (Señor), Intendente Municipal de Oncativo
Gloria PEREYRA (Señora), Intendente de Villa Dolores
Gloria VADORI (Dra., Señora), Decana de Instituto Académico Pedagógico de Ciencias Humanas de la UNVM
Héctor BARAVALLE (Señor), Intendente de la Municipalidad de Etruria
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Lic. Patricia ACCASTELLO (Señora), Inspectora ZONA Nº Nivel Primario
Lic. Raúl PADILLA (Señor), Sub Inspector General de la Tercera Región Escolar
Lic. Rodolfo TECCHI (Señor), Presidente del Consejo Interuniversitario Nacional (SIN)
Lic. Silvia BALLARINO (Señor), Inspectora Regional de la Dirección de Enseñanza Secundaria
Luis LIBERMAN (Señor), Director de la Cátedra del Diálogo y la Cultura del Encuentro en Argentina
Magister Danya TAVELA (Señora), Subsecretaria de Gestión y Coordinación de Políticas Universitarias de la Secretaría de Políticas Universitarias
María A. GARRIDO (Prof., Señora), Inspectora Zona Nº Nivel Inicial – Jardines de Infantes
Mgter. Elizabeth THEILER (Señora), Decana del Instituto Académico Pedagógico de Ciencias Sociales de la UNVM
Miriam MACAÑO (Prof., Señora), Inspectora Dirección General de Educación Técnica y Formación Profesional

Natalio GRAGLIA (Señor), Intendente de la Municipalidad de Villa Nueva

Prof. Sergio CORNATOSKY (Señor), Inspector de la Dirección General de Educación de Jóvenes y Adultos

Roberto ROVERE (Prof., Señor), Rector de la Universidad de Río Cuarto

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