



# UNESCO LEARNING CITIES

## LEARNING CITIES BIENNIAL PROGRESS REPORT 2018

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City: MAÇÃO

Country: PORTUGAL

Submission date: 18.02.2019

## 1. PROGRESS REPORT RATIONALE

Please submit your biennial progress report to the Coordination Team of the UNESCO Global Network of Learning Cities (GNLC) according to the submission deadlines stated in the membership regulations. This report should reflect your city's progress in learning city development, regardless of whether this development is in its initial stages or the learning city is firmly established. Reports are evaluated on achievements as well as on efforts made to implement sustainable lifelong learning initiatives. The report can include supporting materials such as illustrations, case studies or videos. Please note that reports should be concise and informative, focusing on key points and actions that can showcase learning city initiatives and attract other cities' interests. It is highly recommended not to exceed a maximum of 12 pages in length. Reports should be emailed to [learningcities@unesco.org](mailto:learningcities@unesco.org).

## 2. GENERAL INFORMATION

Name of city		Mação
Country		Portugal
Date of membership designation		2016.06.03
Reporting year (yyyy)		2019
Mayor	Name:	ESTELA, Vasco
	Email:	presidente@cm-macao.pt
Focal point	Name:	OOSTERBEEK, Luiz
	Email:	museu@cm-macao.pt
	Phone:	+ 351 241 571 477
	Position:	Director of the Museum of Mação
Official website of the city		<a href="http://www.cm-macao.pt">www.cm-macao.pt</a>

### 3. MONITORING AND EVALUATION

**How is your city tracking its learning city development?**

Please tick only the activities that your city has successfully implemented and for which you can provide concrete details.

The UNESCO GNLC recognizes that member cities are at different stages of development in terms of becoming a learning city, and anticipates that not all questions below will be answered with 'yes'.

If 'yes', please provide concrete details.

		yes	no
<b>PLANNING TO BECOME A LEARNING CITY</b>			
1	<p>Do the results of your city's learning city projects to date align with your original vision?</p> <p>As explained in the initial application, Mação faces three levels of challenges: those shared by Portugal as a whole (need to diversify the economy; need to foster cultural diversity and sociocultural cohesion; need to counter the growing alienation of people; need to resume a central role of the Humanities in daily life; need to promote critical reasoning and the understanding of the dilemmas imposed in the context of global transformations; need to overcome the growing generation gaps); those related specifically to the inner regions of the country (ageing and exodus of population; loss of productive activities and, as a consequence, of jobs; loss of knowledge on traditional skills); those specific of Mação itself (related to its history, to its dominant and minority beliefs and to its traditional knowledge and economic opportunities).</p> <p>To face this Mação pursued a strategy of strengthening its integrated education and training programme, from pre-school to senior population. In the last two years Mação consolidated itself as a global learning city, with relevant results in terms of performance indicators (namely in schools, research degrees and participation of senior citizens in educational activities) and wider recognition (including the award, by the Erasmus + programme, of its "Apheleia project", run with the Polytechnic Institute of Tomar, as a "best example" of the KA2 Erasmus + programme. Another important indicator is the approval of a Cultural Landscape Management Chair, of IPT, which is based in Mação since 2018.</p> <p>In this context, Mação's projects are fully in line with the vision presented in the application.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Has your city progressed in achieving the main goals, objectives and/or targets of your learning city vision?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	<p>In terms of results, apart from the reinforcement of the education and training pillar of development of Mação (which is defined in the Strategic Development Plan approved by the municipality), this approach continued to secure both the cultural and social cohesion and to enlarge an adequate human capital, contributing to generate some economic activity too, despite the very difficult constraints of inland territories in Portugal (facing relevant emigration and low birth rates trends).</p> <p>Some achievements, as mentioned below, are good indicators of such advances.</p>		
3	<p>Has your city implemented the major tasks and actions of your learning city project?</p> <p>Mação keeps on implementing its integrative approach, which involves not only the traditional education structures and informal education through activities of structures like the museum, but also finds a consolidation in the close collaboration between the educational-cultural sector and the health and social care one. The “Senior University” is an example of such an approach. All the tasks and actions that were included in the plans, namely the structuring of “spaces of memory” in the districts (“freguesias”) of Mação, are being implemented. One very important achievement is the establishment of a Museological centre in one of these districts, Ortiga, which will be run by the local population.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>INVOLVING STAKEHOLDERS AND MAKING PARTNERSHIPS</b>			
4	<p>Has your city involved key stakeholders in building the learning city?</p> <p>Yes, all relevant stakeholders, also with a strong attention to individual leading persons, have been involved, including schools, cultural structures, associations, local newspaper and the local commerce. All the institutions mentioned in the application remain involved and deeply committed. One evidence of this “common feeling of belonging” is the display of the Global Learning Cities logo in several public spaces (schools, library, museum, town hall, etc.) and its inclusion in a vast series of educational and training events (including fairs and workshops).</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
		<b>yes</b>	<b>no</b>
5	<p>Has your city assigned roles and responsibilities to key stakeholders?</p> <p>As mentioned in the application, in Mação there is an involvement of the Municipality services engaged in learning activities, such as the Museum (central place of reflection articulated with higher education through IPT master and PhD programmes, developing with the schools of Mação annual creative projects strongly based on experimental learning and with civil society through the creation and dynamization of Memory Spaces in small rural villages of Mação), the Public Library (regular educative activities with children and meetings for adults promoting the discussion on varied themes), the Artistic residence (organization of residences with national and international artists), the Art Gallery (regular exhibitions) and the Senior University (regular classes on varied subjects promoting learning and active ageing). This is reinforced, now, by a stronger connection with local commerce.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Has your city established a core learning city team, committees or forums?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

	As explained in the application, Mação secures the coordination of all these fronts of intervention through the municipality itself (for all activities related to the city public structures) and with ITM (for the articulation with other relevant stakeholders intervening in Mação, including schools, universities and the private sector). All the stakeholders coordinate their agendas and share all their resources. There is a permanent consultation process involving all parts. An evidence of this convergent approach is illustrated in the video on ITM: <a href="http://www.institutoterramemoria.org">www.institutoterramemoria.org</a> .		
7	Has your city joined networks or alliances with other learning cities?  No. This initial period was devoted to consolidate the processes in Mação. We invited the coordination of the GNLC programme to join one major event, but this was not possible for them. We expect to establish such connection in the next cycle. also learning better how the network operates.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>ENSURING SUSTAINABLE FUNDING</b>			
8	Has your city increased the mobilization and utilization of monetary and non-monetary resources to provide lifelong learning for all?  Through several applications, addressed to national and European funds, Mação was able to secure the necessary financial resources, and expects to continue to do so.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Is there a system in place to safeguard your learning city project budget?  Apart from the municipality budget, in which learning is a priority, there are several decentralized budgets depending from the different stakeholders. The strongest guarantee of sustainability is not coming from an institutional system, but from the renewed commitment of partners and the engagement of new partners. the establishment of a UNESCO chair in Mação is an indicator in this direction.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>MAKING LEARNING ACCESSIBLE FOR EVERYONE</b>			
10	Has your city improved access to lifelong learning?  Given the very strong and wide coverage of the learning programme in Mação, already back in 2016, we cannot speak of improved access. But there has been a continuity of an ambitious and inclusive strategy, which, apart from providing access to all, is also improving indicators of quality. For instance, in 2018 the Mação high school came 25 <sup>th</sup> in the ranking of Portuguese exams for entry in college, which projects it directly to the best 5% in this discipline, while being in the top 20% in the country.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Has your city responded to the learning needs of marginalized and underprivileged groups?  Mação devotes a special attention to all types of inequality and exclusion. This includes, apart from education plans (including very successful and inclusive professional training in the public school and a policy to employ citizens with special needs) also an	<input checked="" type="checkbox"/>	<input type="checkbox"/>



	articulation with the justice system (monitoring cases of child or women abuse, for instance). All these are part of a single approach in which learning is a common driver.		
		<b>yes</b>	<b>no</b>
12	<p>Has your city reduced local barriers to participation in learning?</p> <p>There is a constant effort in that direction, and the support to informal learning mechanisms, combined with a full use of national funding opportunities to implement integrative strategies, is widely recognised.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>CELEBRATING LEARNING</b>			
13	<p>Has your city maintained public enthusiasm for its learning city vision with celebratory events?</p> <p>As mentioned in the application, Mação's biggest event is an annual fair (Feira Mostra) and this has presented the GNLC as a core driver of the collaboration of various stakeholders. The notion of learning is also disseminated through events such as the World Poetry days organized by the Public Library, the Museum International Day, the Sites and Monuments international day, the European Days of Culture organized by the Museum or the World Philosophy Day organized by the schools cluster.</p> <p>When launching the project of Mação as a Learning City, we have organized the «Learning fortnight: knowledges, thoughts and actions» from 18 September to 1st of October 2016, which also included a special journey organized in partnership with a delegation from the Chinese Academy of Social Sciences. In 2017 and 2018 we also organized major international seminars which included social artistic and performative events, in the spring.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>MONITORING AND EVALUATING PROGRESS</b>			
14	<p>Are the goals and results of your learning city initiatives reflected in qualitative reporting?</p> <p>Yes they are, in relation to each domain of intervention (senior university, schools, higher education, etc.).</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15	<p>Are the goals and results of your learning city initiatives reflected in quantitative indexes?</p> <p>Not on systematic basis. Quantitative indexes do exist in some domains (namely formal education), but they are not fully structured for the informal ones, even if reporting on these also exists and quantifies attendants, for example.</p> <p>A new social and cultural project is currently been prepared, which will also include a strong computer based set of resources, which will allow to produce much more quantifiable data.</p> <p>However, some sector already have detailed quantitative indicators, the pre-university schools having a very robust and detailed monitoring software for assessing a large number of indicators.</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16	<p>Is your city measuring the <i>Key Features of Learning Cities</i>?</p> <p>Not all the indicators are measured yet. Those depending from official data are available, and Portugal has a relevant online platform for the whole country (PORDATA)</p>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

	<p>which we extensively use. However, mainly due to budgetary restrictions, surveys were not yet conducted on the other indicators.</p> <p>In terms of expert review: the education for sustainability is very good (and now articulated with the UNESCO chair); the support for disadvantaged groups and senior citizens is excellent; the support for families is excellent (including grants for students); the learning support in the context of work is fair; there is an excellent advocacy for learning and a good policy of recognition of learning outcomes in different environments; leadership and strategy are excellent; monitoring is still good; stakeholders participation, commitment and coordination are very good; the use of resources is very effective and cost-efficient, and with a particular attention to disadvantaged citizens; and internationalization is excellent (Mação, as a result, receiving temporary inhabitants, mostly students, from over 50 countries).</p>		
17	<p>Has lifelong learning contributed to resolving substantial challenges in your city?</p> <p>Yes, because it improves awareness, and this reflects in the quality of the public debate to face the complex dilemmas of our city. It also contributes for self-esteem and social commitment of citizens.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	<p>Other (please specify) <a href="#">Click or tap here to enter text.</a></p> <p>In these two years Mação received several prizes in many domains. It also had its cluster of schools integrated in the ASP-Net of UNESCO schools and welcomed the approval of a UNESCO chair on Humanities and Cultural Integrated Landscape management, which has a main focus on territory-people based projects.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## 4. CONTRIBUTION TO THE UNESCO GNLC

Has your city participated in/contributed to UNESCO GNLC's activities in the reporting period?		
If 'yes', please provide concrete details.		
	yes	no
Hosted UNESCO GNLC training workshops	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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Organized domestic training workshops for other cities and stakeholders	<input type="checkbox"/>	<input checked="" type="checkbox"/>

<div></div> <div></div> <div></div>		
Participated in events/meetings of the UNESCO GNLC <div></div> <div></div> <div></div>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Disseminated the learning cities concept Mação has disseminated this concept and, namely through the newly established UNESCO chair, is encouraging other cities, which are our key partners in various countries, to take this concept and implement it as well.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shared documents/ news on the activities of your learning city These have not been sent but may be organised and sent separately. It is unclear to us to which mail or post address these should be sent, however.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Sent secondees to the UNESCO Institute for Lifelong Learning (UIL) These have not been sent but may be organised and sent separately. It is unclear to us to which mail or post address these should be sent, however.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Provided peer-learning through inter-city cooperation and collaboration <div></div> <div></div> <div></div>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	<b>yes</b>	<b>no</b>
Contributed to the UNESCO GNLC's research activities <div></div> <div></div> <div></div>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other (please specify): <a href="#">Click or tap here to enter text.</a> <div></div> <div></div> <div></div>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## 5. SUPPORT FROM THE UNESCO GNLC



**Based on your achievements and challenges to date, what kind of further support from the UNESCO GNLC would you consider most useful?**

*Please note that the Network does not provide financial support.*

Please rate your answer from 1–5, where 1 = ‘no support’ and 5 = ‘substantial support’.	1	2	3	4	5
Guidance and capacity-building (e.g. technical expertise)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Support in networking with other member cities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Visibility of your city’s activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Other (please specify) <a href="#">Click or tap here to enter text.</a>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Please provide details (100–200 words).**

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## 6. MAJOR INITIATIVES IMPLEMENTED/ BEST PRACTICES

Please describe what your city has done to promote lifelong learning for all by summarizing the main *policies, strategies, programmes, projects and actions, measures, monitoring processes and partnerships* implemented over the reporting period. Please focus on the impacts of the initiatives and **present only the most distinguished/relevant practices that showcase how lifelong learning is taking place in your city, that have inspired other member cities** (thus contributing to peer-learning), and **that showcase how your city is promoting green and healthy living environments, equity and inclusion, and decent work and entrepreneurship.**

Initiatives involving the public and private sectors, civil society, professional associations and institutions are encouraged. **Please present a maximum of three innovative or unique initiatives**, including initiatives in formal and non-formal education and informal learning, taking into account:

- transformative initiatives or changes resulting from strong political leadership and steadfast commitment;
- roles and responsibilities clearly executed by the coordinated structure for developing, implementing, monitoring and financing the learning city;
- innovative celebratory events that promoted active engagement of organizations and people, particularly of vulnerable groups and individuals, including women and youth;
- major initiatives, policies, strategies, and partnerships that improved access to lifelong learning, particularly for vulnerable groups and individuals, including women and youth;
- monitoring and evaluation processes that helped ensure the impact of lifelong learning, particularly relating to the *Key Features of Learning Cities*;
- major initiatives that effectively contributed to improving your city's Key Performance Indicators;
- effective initiatives that utilized sustainable funding and resources, particularly partnerships involving the public and private sectors and civil society;
- research and analysis that your city supported and the implications of the study;
- challenges and implementation strategies to overcome.

*In the 'main achievements' section below, you can either list several positive outcomes of your initiatives or describe one success story in detail. Based on the achievements and challenges you might have encountered, please briefly describe how you plan to continue the work in the following years.*

<b>Initiative 1</b> (300–400 words):
<i>Name of initiative:</i> <i>Apheleia seminar</i>
<i>Background/description:</i> <i>This is a yearly seminar and Humanities Festival, which brings to Mação about 100 experts from over 10 countries at least, discussing key themes of global sustainability. The seminar includes several open sessions that are open to the population of Mação and are widely participated. This is part of the Apheleia network, coordinated from Mação: <a href="http://www.apheleiaproject.org">www.apheleiaproject.org</a></i>
<i>Objective:</i> The Apheleia project started as a network of 17 partners from 8 European countries, with the collaboration of several other global and national institutions from Europe, South America, Africa and Asia. It is now an NGO, member of the International Council for Philosophy and Human Sciences, which aims at structuring a convergent set of strategies based in the methodology of the Humanities that will foster the need for a properly Integrated (as opposed to dispersed) Cultural (i.e. human and diverse) Landscape Management (rooted in human understandings and leading towards governance through awareness and critical thinking) for Local and Global Sustainability (addressing the great global dilemmas, but also focused on individual anxieties and needs). <i>Apheleia</i> , the spirit of simplicity in ancient Greece, stands as the leading and inspiring word for the project, since rendering simple the complexity of things is an academic obligation and an urgent need to foster tangible down-the-line convergent actions. The whole strategy is to foster territory-people based projects, and continuous learning is one of its four priorities,
<i>Main beneficiaries:</i> students (formal and informal), academics, leaders, institutions.
<i>Stakeholders involved:</i> All the stakeholders mentioned above, involved in the global learning programme of Mação. A major partner is, also, the MOST programme of UNESCO. Other partners, including local authorities, universities, research centres and NGOs, are from Spain, France, Italy, Lithuania, Czech Republic, Germany, Switzerland, Brazil, Uruguay, Cape Verde, Senegal, Angola, China, USA and other countries.
<i>Funding source:</i> National and European funds.
<i>Main achievement(s):</i> Seminars, training courses and publications on specific societal challenges: Education, training and Communication (2016), Low demographic density territories (2018), Tangibility and the

cognitive consequences of digitalization (2019). All these include academic research and community-based practices, in which learning is the backbone component.

*Contribution to sustainable development:* The strategy fostered by Mação is the basis of the UNESCO chair approved in 2018. It has a direct and evident link with SDG 4, on Quality Education, and SDG 11, on the sustainability of cities, but it also relates to goals that directly condition the perceptions of humans and thus their actions in the territories (SDG1 No poverty; SDG 2 Zero hunger; SDG 3 Good health and well-being; SDG8 Decent work and economic growth; SDG10 Reduced inequalities; and SDG16 on its focus on strong institutions) and it also has an impact on those that directly relate to landscape management (SDG 5 Gender equality, SDG 6 Clean water and sanitation; SDG 7 Affordable and clean energy; SDG 9 Industry, innovation and infrastructure; SDG11 Sustainable cities and communities; SDG12 Responsible consumption and production; SDG13 on the relation to resilience; SDG 14 Life below water; SDG 15 Peace, Justice and strong institutions; and SDG 17 on partnerships).

*Main challenge(s):* The main challenges of the Apeleia project, in Mação and beyond, are:

1. To consolidate a solid consortium, involving academic and non-academic partners, focusing in education and best practices that for students' applied training in transdisciplinary innovative approaches to integrated cultural landscape management.
2. To train students on the complex use of convergent multidisciplinary tools for cultural integrated landscape management, through theoretical teaching and collective applied training, as well as tailored made individual study and essay, all combined in a new Intensive Program on Integrated Cultural Landscape Management for Local and global sustainability, rooted both in academic knowledge and in regional authorities co-operation.
3. To collect, analyse and synthesize the rich field experiences gathered by the partner members on diverse case studies distributed worldwide in order to present practical testimonies, records and professional perspectives to the involved students.
4. To involve basic disciplinary core required competences (archaeology, history, communication, geography, technology, economy, law, sociology, urban planning, etc.), permanently integrated through transversal competences on materiality, anthropology, communication, leadership and entrepreneurship.
5. To maintain and improve the website [www.apheleiaproject.org](http://www.apheleiaproject.org) and a series of reference publications on the topic, merging theoretical and applied knowledge.
6. To collaborate with other international research and education organisations, namely UNESCO and the International Council for the Philosophy and Human Sciences, also implementing the program of the International Year of Global Understanding on the level of education and everyday practices.

*Future directions/next steps:* The project, in 2019, will expand to southern America in a more organised way, launching there, from 2020, seminars and festivals following the example of Mação. In Mação, the initiative in 2020 will focus the topic of arts and creativity in low density territories. The topic for 2021 will be selected during the seminar of 2020.

## **Initiative 2 (300–400 words):**

*Name of initiative:* Senior University presentation

*Background/description:* The senior University of Mação is a voluntary-based life long learning programme, which brings together senior population and all the stakeholders involved in the global learning project of Mação.

*Objective:* The objectives of the senior objective relate to promoting active and creative ageing, through knowledge sharing and construction. The activities combine the learning of academic contents and of traditional knowledge, and they also lead to the preservation and dissemination of this latter one.

<i>Main beneficiaries:</i> Main beneficiaries are the senior inhabitants of Mação. However, since some activities are of public nature, namely open presentations and performances, the whole population benefits.
<i>Stakeholders involved:</i> Municipality, ITM, cluster of schools, several NGOs and companies.
<i>Funding source:</i> Municipality
<i>Main achievement(s):</i> Engaging about 2,5% of the senior population, and growing, this is a very successful project which is expected to grow further (opening in 2018: <a href="https://www.youtube.com/watch?v=IWto1ME567w">https://www.youtube.com/watch?v=IWto1ME567w</a> ).
<i>Contribution to sustainable development:</i> The focus of the activity of the cluster is SDG 4. However, given its holistic approach and the integration in the global learning approach of Mação, it has relevant contributions to meet other objectives, namely SGD 3 (Good health and well-being), SDG 5 (Gender equality), SDG10 (Reduced inequalities), SDG11 (Sustainable cities and communities) and SDG12 (Responsible consumption and production).
<i>Main challenge(s):</i> To augment the number of participants.
<i>Future directions/next steps:</i> Further integrate the project with the various stakeholders.

<b>Initiative 3</b> (300–400 words):
<i>Name of initiative:</i> Educational project of the cluster of schools of Mação
<i>Background/description:</i> The cluster of schools (Agrupamento de Escolas Verde Horizonte) is a public cluster of pre-University schools, offering both traditional and vocational education and training.
<i>Objective:</i> The cluster defined as strategic objectives: to reinforce the global success rate of students; to reinforce success in structuring disciplines; to improve external evaluation results; to motivate students for school; to improve attendance as a factor for learning; to provide equal opportunities to disadvantaged students; to promote the engagement of education tutors in the school life of students. As they are objectively and clearly defined in the Vision, Mission and Values enrolled in the Educational Project, scientific and technical education are important but not sufficient. There is a social component that cannot be neglected and that our cluster very much values, for example, when the school hosts official meetings of the Municipal Assembly, the City Hall, with the presence and intervention, of the students. We also enable participation in the "Youth Parliament", "European Youth Parliament", "Club of Debates", etc. projects. Thus it seems to us unequivocal that we cultivate an education for an active and interested citizenship.
<i>Main beneficiaries:</i> Students, from the 1 <sup>st</sup> till the 12 <sup>th</sup> years of compulsory education.
<i>Stakeholders involved:</i> All the stakeholders of the Learning City, as mentioned above. Furthermore, there is a strong territorial articulation with neighbouring municipalities, welcoming students from Abrantes, Gavião, Sardoal, Vila de Rei and Proença-a-Nova.
<i>Funding source:</i> Public.
<i>Main achievement(s):</i> Success rate (98% in the first cycle, around 0% in the 2 <sup>nd</sup> and 3 <sup>rd</sup> cycles and close to 85% in secondary school, figures raising on a regular base by the year). Introduction of various innovative strategies, conceived in the cluster and now widely recognised in the country and beyond: Senses awakening; learning feedback; artistic read and writing skills; Parental compromise. Training for solidarity is a widespread concern in all years and cycles and has a major impact on student training. Involvement in a wide variety of projects, from collecting food to the Food Bank Against Hunger, CARITAS actions, various campaigns, including patients animation in the three hospitals in the Middle Tagus district, organizing events to help people in need, contribute for this purpose. The success of each student's school career depends on a multiplicity of factors and agents. The smaller the accompaniments and external

<p>compensation to students, family members or others, the more decisive and impactful is the schooling, as is the case of Mação.</p> <p>Examples of achievements in the context of a Global Learning strategy are: participation in national competitions (e.g. prize obtained in the programme “Enhance your homeland”, with the spot “Un hero in your homeland”), interviews and news on national television, a diffusion and educative radio, the collective building of a <i>Human Rights Tree</i>, the joining of the Cards Marathon organized by Amnesty International, the organization of cycles of conferences and debates with guests, the elaboration of leaflets to raise awareness on seismicity in Portugal, a collective research on the role of the UN in fostering global peace, the participation in the eTwinning project <i>The People in Our History - You Can Be a Hero, too!</i>, the retrieval of local traditional games, and the support to the Centre of Recovery and Integration of Abrantes (for people with special needs).</p>
<p><i>Contribution to sustainable development:</i> The focus of the activity of the cluster is SDG 4. However, given its holistic approach and the integration in the global learning approach of Mação, it has relevant contributions in preparing citizens for all other SDGs. The association to the ASP-NET of UNESCO further reinforces the promotion of UNESCO values and of sustainability in all education and learning activities.</p>
<p><i>Main challenge(s):</i> Keeping its improvement and excelling at a national level, despite all the constraints of public schools in low density and less favoured territories. This challenge is being successfully met.</p>
<p><i>Future directions/next steps:</i> Continuous collaboration within and beyond the territory of Mação.</p>