



# GLOBAL CITIZENSHIP **EDUCATION STRATEGY** 2030



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# INTRODUCTION

We update Ayuda en Acción's Education for Global Citizenship (EfGC) strategic framework at a time when the world is still shaking under the effects of COVID-19, a health emergency that has already claimed hundreds of thousands of lives, and which has turned into an economic and social crisis, whose depth and scope is still unknown, but which is feared to be very severe for the most vulnerable groups. This crisis shows us once again, and very closely, how interconnected we all are in the world and the need to activate, if possible even more strongly, the **tool for social transformation that is the EfGC**.

While it was necessary to update our **EfGC** guidelines based on the [organization's current strategic framework](#), doing so now helps us to focus on some elements of what will be our main guidelines in this area. COVID-19 has made even more evident an economic system that is not designed to stop, even when the stop has been provoked to protect us. A system based solely on increasingly excessive consumption, which the emergence of climate change - to which we have not yet paid the necessary attention - has been making evident for years.

## OUR STRATEGIC FRAMEWORK 2030

The current Strategic Framework offers a long-term vision linked to the 2030 Agenda that serves as a compass to guide us, together with other stakeholders, in building a better world for all people. It is born with a 12-year horizon, which we will review every three years in order to update it and keep it focused on achieving our mission.

The care and protection of children continues to be our main objective. In addition, the **mobilization of** society's youngest sectors in **defense of the environment is** also of enormous significance for our organization, as is our determination to work for **gender equality**, whose demands we want to make part of our hallmarks, as well as the **response to the mobility of millions of people in the world**, which requires decisive and urgent action.

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*The care and protection of children remains our main objective.*

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Our aspiration in these years is to contribute to closing some of the **gaps - GAPS** - that generate inequalities and perpetuate situations of poverty and exclusion. To this end, we focus on four main areas.

## Generating opportunities

We support people in vulnerable situations so that they have access to opportunities, using quality education, the development of value chains in different sectors and the promotion of decent and quality work as levers.

- ▶ **We promote quality, inclusive and equitable education** to combat early school leaving and the intergenerational transmission of poverty, through educational innovation projects in the classroom and the community.
- ▶ **We develop sustainable value chains** in sectors such as agriculture, livestock, fishing, tourism or energy, ensuring the inclusion of the most vulnerable population to enable them to obtain a sustainable and fair income. **Promote employment and entrepreneurship** so that all people have opportunities to engage in an activity that provides a sustainable income to improve their living conditions.

 <p>1 ENDING POVERTY Ending poverty in all its forms worldwide</p>	 <p>4 QUALITY EDUCATION Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.</p>
 <p>8 DECENT WORK AND ECONOMIC GROWTH Promoting sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p>	 <p>10 REDUCED INEQUALITY Reducing inequality within and between countries</p>

## Adapting to cope with climate change

We support communities and individuals to reduce the vulnerability of their livelihoods to the effects of climate change, without forgoing the benefits of technology to ensure access and maintain the water-energy-food nexus.

- ▶ **We guarantee sustainable access to food**, through sustainable agriculture adapted to climate change and variability, contributing to adequate food security conditions.
- ▶ **We promote sustainable access to drinking water**, prioritizing contexts that suffer the recurrent impact of drought and fighting the causes of desertification.
- ▶ **We support a fair and inclusive transition** towards more sustainable energy models that promote the abandonment of practices that have a negative impact on the environment and natural resources.

 <p>2 ZERO HUNGER To end hunger, achieve food security and improved nutrition and promote sustainable agriculture.</p>	 <p>6 CLEAN WATER AND SANITATION Ensuring the availability and sustainable management of water and sanitation for all</p>
 <p>7 AFFORDABLE AND CLEAN ENERGY Ensuring access to affordable, reliable, sustainable and modern energy for everyone</p>	 <p>13 CLIMATE ACTION Adopt urgent measures to combat climate change and its effects.</p>

## Protecting against violence and intolerance

We offer protection to people at risk in the communities and build safe neighborhoods free of violence, promoting peaceful coexistence and solidarity as a strategy to reduce situations of violence.

- ▶ **We promote systems of protection and attention** to situations of violence, abuse and exploitation such as sexual violence or forced labor, prioritizing those groups at greatest risk, such as young people and children, guaranteeing the full exercise of their rights.
- ▶ **We recognize the fundamental role of women** in development processes, ensuring equal opportunities and eliminating any type of discrimination, making them the protagonists of community development processes.
- ▶ **We encourage strategies** that promote a culture of peace, solidarity and citizen participation as a mechanism for the prevention of violence and conflicts that can guarantee peaceful coexistence.

 <p><b>5</b> GENDER EQUALITY</p> <p>Achieving gender equality and empowering all women and girls</p>	 <p><b>8</b> DECENT WORK AND ECONOMIC GROWTH</p> <p>Promoting sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all</p>
 <p><b>10</b> REDUCED INEQUALITIES</p> <p>Reducing inequality within and between countries</p>	 <p><b>16</b> PEACE, JUSTICE AND STRONG INSTITUTIONS</p> <p>Promote peaceful and inclusive societies for sustainable development, facilitate access to justice for all people and build effective, accountable and inclusive institutions at all levels.</p>

## Saving lives

We assist people affected by humanitarian crises and forcibly displaced persons, attending to their most basic needs, offering protection and providing the means necessary to undertake a rapid recovery of their lives.

- ▶ **We provide an effective response** to people affected by humanitarian crises, ensuring their basic needs, protection and rapid recovery of their dignified lives and livelihoods, and fostering the link between humanitarian work and development.
- ▶ **We support refugees** and internally displaced persons, as well as migrants, who require humanitarian assistance, offering protection and support to rebuild their lives with dignity, access opportunities or return home.
- ▶ **We promote disaster risk management** as a prevention, mitigation and preparedness strategy that contributes to saving lives and protecting the livelihoods of disaster victims by making communities more resilient.

 <p><b>1</b> NO POVERTY</p> <p>Ending poverty in all its forms worldwide</p>	 <p><b>2</b> ZERO HUNGER</p> <p>To end hunger, achieve food security and improved nutrition and promote sustainable agriculture.</p>
 <p><b>11</b> SUSTAINABLE CITIES AND COMMUNITIES</p> <p>Making cities and human settlements inclusive, safe, resilient and sustainable</p>	 <p><b>13</b> CLIMATE ACTION</p> <p>Adopt urgent measures to combat climate change and its effects.</p>

# AYUDA EN ACCIÓN AND EDUCATION FOR GLOBAL AND INTERCULTURAL CITIZENSHIP

At Ayuda en Acción we talk about **Education for global and intercultural citizenship as we understand this discipline as:**

**An educational process aimed at social transformation**, which allows us to discover, through dialogue, how global, economic and political dynamics affect our way of life, while orienting us to daily action and participation in community networks, within the local space. An active and continuous learning process that facilitates the person to become aware of reality and its capacity to transform it.

**A process for citizenship** that seeks to form subjects capable of having a critical attitude towards their reality, taking responsibility for social inequalities and injustices and exercising their rights through active participation, being direct protagonists of the solutions.

**A global commitment**, because we seek that their responsibility as citizens transcends the local sphere, committing themselves to the rights of all people as a whole, becoming aware of the consequences that daily decisions can have on global effects. In short, that they recognize themselves as citizens belonging to a world community of equals in search and demand of global justice, concerned about collective issues and claiming a leading role in the development of social and political processes.

**An intercultural commitment**, because we seek dialogue between cultures, generating lasting bonds of solidarity, as a necessary vehicle for social transformation that generates greater integration and coexistence. Ayuda en Acción defines itself as an organization of people helping people.

This "aid" (solidarity bond) is the cornerstone of our organization. For us, it is an expression of this global, intercultural and supportive citizenship, which places itself at the side and service of the most disadvantaged groups of society, whose empowerment towards a freer and fairer society must be defined and implemented.

This commitment is materialized through a direct relationship between people and groups from different countries, driven by Ayuda en Acción to **promote the exercise of citizenship around the defense and promotion of human rights and to foster the experience of interculturality** from the knowledge and mutual respect by the people and groups involved in the relationship.

From this concept of **EFGC**, we face the current context and activate ourselves to promote and contribute to the challenges we face as a society.

# ANALYZING THE CURRENT CONTEXT

As we mentioned at the beginning, COVID-19 has once again revealed the weaknesses on which our system is based. For years now, we have been living in a world where there are elements that need global understanding, individual awareness to change some of our attitudes and mobilization around collective actions of lesser or greater depth that promote solutions based on improving our well-being and that of the planet, a world where there are the same real opportunities for all people and where the gender gap is no longer a burden for more than half of the world's people: women and girls.

A system that is socially, ecologically and economically unsustainable.

We live in a society where consumption of natural resources, goods and services is the driving force of the prevailing socioeconomic system, and which for years has been jeopardizing the sustainability of life on the planet as we know it today. A fragile system that has failed, once again, those most vulnerable groups.

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*More and more people suffer  
from the consequences of  
poverty and exclusion*

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More and more people are suffering the consequences of poverty and exclusion, the result of social and economic inequality based on gender, age, ethnicity, place of origin... and that makes us accept structures of discrimination and/or violation of rights with little questioning, as in the case of forced migration, where migrants, forced by a hostile context in their places of origin, are perceived as citizens without rights against whom we must defend ourselves, considering them a threat to the increasingly weak welfare systems of the countries of transit and destination and turning our borders into walls.

A context of increasing polarization around the world

A confrontation of seemingly irreconcilable positions has also become established in politics. In a world where problems and their consequences are interconnected and transcend borders, we see with concern the increasing proliferation of voices in the world's political class that exacerbate differences in the face of what unites us.

These voices focus on short-term solutions, almost exclusively national and with excessively simplistic views - almost in "tweet" format - to complex and global problems that require cooperation, collaboration, empathy and innovation and, above all, consensus, in an environment

where consensus, instead of being perceived as an achievement that allows us to advance in the proposals, is seen as a defeat or a surrender to the political adversary.

We are seeing governments that, once in power by democratic means, are capable of questioning and even acting against the very foundations of plurality and diversity that have brought them to power. It is clear that part of the political representation does not condemn or even encourages, if not promotes, discourses of hatred, confrontation and conflict, which in many cases entail contempt for what is different and xenophobia.

A rarefied climate that is reflected exponentially through the media and extends to society facilitated by access to social networks: a media that, increasingly, measure their results by virality, rather than by the quality and rigor of the information.

Social networks, boosted by the global opportunities that a large part of the population has by living connected immediately, allow us to access a large amount of information, but the speed, the lack of critical reading and the ease of dissemination of messages means that, in a climate of social polarization, *fake news* and hoaxes are very easily installed as irrefutable truths and opinions replace, almost entirely, data and facts when analyzing or assessing many situations.

## The preponderance of the individual over the collective

A system based more on competition than on collaboration and cooperation. This is another element that adds to the social context in which we live. A crisis such as that of COVID-19 should teach us that there are collective interests above personal ones and should mobilize us to promote an awareness of the importance of the community, in order to face global challenges from a vision that goes beyond the particular or group viewpoint.

The most important challenges that affect the local level are generally direct or indirect consequences of problems that affect the whole of humanity; the climate emergency, forced migrations, inequalities and violence against women, poverty, the weakness towards which democracies are moving, the gradual curtailment of rights as a defensive measure against the impossibility of governments to solve problems from the national or local level, all of these issues are global and require cooperation, collaboration and consensus with those groups with which they do not share all positions.



A system where problems are considered distant and diversity is viewed with an absence of empathy, as something alien and from the discourse of fear to the inclusion of intercultural enrichment and different capabilities.

## The invisibility of the care economy

COVID-19 has reemphasized that life-sustaining occupations are the most important that have been among the most essential to the time to offer the first line of response and its consequences, are the following some of the most invisible and precarious jobs, the vast majority of which are performed by women.

This situation has had and is having negative consequences for this part of the population, increasing inequalities and demonstrating, once again, the need to incorporate the gender perspective in all policies.

The closure of educational centers and day centers for the elderly has increased care work in the home. Tele-working in confinement or working outside the home as essential personnel has made it even more difficult for women to reconcile personal, work and family life, aggravating in many cases the labor gap, as well as increasing the risk to their safety by also increasing cases of violence against women and girls in confinement. Even in the midst of this situation, women have proven to continue to be a key factor for the resilience of society.

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*those life-sustaining occupations, performed overwhelmingly by women, have been among the most essential in providing the first line of response to the pandemic.*

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## The lack of attention paid in recent years to the defense of the so-called global public goods

Basic public services, increasingly weakened by the cuts they have suffered in recent years around the world, have been the first line of response to this new crisis, while solidarity and co-responsibility between countries, regions and even social classes have been called into question.

Public goods that, although weakened, in an emergency such as COVID-19, have been the best tools to ensure that no one is left behind, regardless of their economic status, gender or origin.

In this sense, education appears as one of those public goods necessary to face the present challenges. A quality and inclusive education that generates opportunities for life, such as decent and dignified employment for all, in a world where the entire labor market will be in constant change thanks to technology.

# Lack of ownership of AGENDA 2030 when designing public policies and budgeting for them.

The 17 Sustainable Development Goals (SDGs) that make up the 2030 Agenda, which all governments agreed in 2015, are so far the only global consensus on a common path to address the challenges facing humanity and build a sustainable future without leaving anyone behind. However, the policies needed to implement the SDGs have yet to be substantiated with due speed.

One of the stumbling blocks is the lack of knowledge of this global Agenda by the majority of the population. In this sense, the socialization and appropriation by the majority of citizens of the 2030 Agenda and what it means, is one of the guarantees to comply with it, both from the attitudes and individual behaviors of each one, as well as from the exercise of demanding compliance from our political leaders.

## THE ROLE OF EFGC

But crises, such as that of COVID-19, also make more visible and strengthen the rebirth of support networks, of spontaneous movements of neighborhood solidarity, of scientific collaboration that show elements and values that are the basis of the tools of the EfGC. Values without which we will not be able to solve the challenges we face.

**The value of our social and collective nature** as a realization of our interdependence, where the learning is that, in the face of problems that affect the world as a whole, responses must be global.

**The recognition of what is "what is important":** basic services that reach everyone; health, education and social protection systems, an economic system that promotes decent jobs that allow not only access to decent housing and healthy and sufficient food, but also to quality leisure and access to culture.

**The recognition of solutions based on solidarity, collaboration, cooperation and consensus, as well as** the special importance of life-sustaining care work, mostly performed by women without recognition or economic and/or social retribution, which has proved to be essential in this and other crises, but never attended to their vindication and rescue, giving them the social and economic value they really have. If we only try to face problems from our individual point of view, we will not be able to solve global issues.

**A framework that allows us to reinterpret reality and look for spaces to act on it and transform it.** EfGC offers us elements to question what is socially and culturally established, makes us aware of situations of inequality, and puts the focus on values such as shared well-being or diversity, which focus on complementarity and on establishing what unites us, from where we can debate in a participatory manner and reach consensus on aspects that may seem irreconcilable.

**A tool to involve citizens in the construction and development of policies.** The **EfGC** provides a framework for citizens to learn about, debate and contribute to the different public policies that concern them, such as the 2030 Agenda itself. The 2030 Agenda entails major changes that require, in order to be realized, a civil society that understands and shares the challenges it faces. Governments will not be able to unilaterally consolidate the social changes implied by this Agenda, since society as a whole must be able to participate in the design of the policies that translate the 17 SDGs into action.

The strategies offered by the **EfGC**: training, social mobilization and awareness-raising, appear as essential to involve citizens in the defense of sustainable development values, so that, from the appropriation, it is demanded and supported by civil society.

**A more resilient society:** a civil society aware of its duties and rights also forms a more resilient citizenry in the face of adversity, as in the case of this crisis.

Through its strategies, the **EfGC** reinforces the value of co-responsibility, interdependence and collective and cooperative work, thus contributing to societies capable of rising up to repeated blows or crises, emerging stronger and with new capacities to face future community challenges.



From these values that make up the **EfGC**, **youth have a key role to play in claiming and advocating against global challenges**. A role that has already begun to be exercised in issues such as the fight against climate change and violence against women. Youth should be the focus of our action in **EfGC**.

# OBJECTIVE OF THE STRATEGY FOR GLOBAL CITIZENSHIP EDUCATION

## Objectives and lines of action to achieve them

General Objective: Promote the construction of a committed citizenry that, by changing its attitudes and behaviors, actively contributes to the fight against poverty, exclusion and inequalities, and thus be an active part in the construction of a fairer and more united world.



### Specific Objective 1

Promote the construction of this citizenship from childhood, but especially in adolescence and youth, through reflection and critical action among peers and providing professionals in the socio-educational field with pedagogical resources that address the structural causes of inequalities and the role that children and youth also have in the construction of a fairer world.

#### Shares:

- ▶ Design of proposals oriented to formal and non-formal education.
- ▶ Promotion of child and youth participation in the decisions that affect them, through the design of more digital models that also facilitate the design of their own specific actions for change, awareness and/or advocacy.
- ▶ Interaction between young people from different geographical areas (localities, regions, countries) promoting the spirit of global community, dialogue, exchange and joint actions that, from a digital perspective, reflect global responses and proposals for action.

## Specific Objective 2

Encourage and reinforce the construction of this global citizenship among our social base. Providing them with elements of reflection and citizen action oriented to the transformation of their immediate environment, being aware of the impact of their living and consumption habits in the context of globalization.

### Shares:

- ▶ Generation of awareness-raising elements in our recruitment, advocacy and communication campaigns.
- ▶ Creation of proposals aimed at our social base so that they become activists of our causes.

## Specific Objective 3

Encourage and promote the creation of networks of citizens committed to social transformation and aware of their capacity to change the realities of injustice and inequality.

### Shares:

- ▶ Promotion of volunteering as a mechanism to consolidate action networks.
- ▶ Supporting the work of local actors in the environments in which we work to promote community support networks.

## Specific Objective 4

Prioritize the dissemination and appropriation of the 2030 Agenda as an instrument of global consensus that sets out a common path to face the challenges facing humanity and build a sustainable future without leaving anyone behind, placing special emphasis on those issues that we prioritize in this strategy and in our current strategic framework.

### Shares:

- ▶ Elaboration of action proposals for the dissemination of the 2030 Agenda as a whole.
- ▶ Elaboration of specific proposals around some of the SDGs prioritized in our thematic lines; climate emergency, defense of women's rights, right to a worthwhile education and creation of spaces for coexistence and peace.

## Specific Objective 5

Promote the elements of Global Citizenship Education in our internal and external actions.

### Shares:

- ▶ Visibility and revaluation of Education for global citizenship as a strategy to achieve the institutional mission.
- ▶ Dissemination and appropriation of the objectives defined in this strategy throughout the institution.
- ▶ Promotion of a culture of solidarity that is also projected outside the organization.
- ▶ Promotion of communication as an instrument of education for global citizenship and social change.
- ▶ Promotion of networking, seeking complementarity with other actors.



# TARGET AUDIENCE, AREAS, DIMENSIONS, PRINCIPLES AND THEMATIC LINES OF ACTION OF GLOBAL CITIZENSHIP EDUCATION.

## Our target audience

### Priority 1

#### External public

- ▶ Students of formal and non-formal education; childhood, adolescence and youth up to university and master's degree. Teachers and families of the educational communities we work with. Young people belonging to clubs, associations and youth movements.

#### Internal public

- ▶ Social base.
- ▶ Volunteering.
- ▶ Ayuda en Acción Staff

### Priority 2

#### External public

- ▶ Networks of which we are part.
- ▶ Local, regional, national and supranational administrations. Media. Foundations, business groups, private and public alliances with which we interact. The general public.

## Our areas of intervention

### Formal regulated education

Priority from primary education to higher university cycles. Where we reach children, youth and young adults. We also include teachers and families. We seek to weave a network towards the environment or neighborhood where they are located to generate synergies that achieve social transformation.

Traditionally, this is where we have developed our greatest experience and we seek to continue strengthening it through our initiatives. We want an education that develops personal and social skills, that allows people to learn about the functioning of the social system in order to develop in it on a daily basis, as well as to question and positively develop their own roles and their interaction with institutions.

## Non-formal or non-regulated education

In those extracurricular environments where we work with young people and children. Similarly, we work with families who are participants in our socio-educational intervention program with vulnerable populations called *Aquí también*.

## Informal education

From spaces, initiatives and institutions that indirectly influence the social and individual development of people. From our actions with the media, volunteering proposals or campaigns.

# Our dimensions of action

We work in the four dimensions that make up the **EfGC**, all of which are necessary for social transformation: awareness raising; education and training; research; and political advocacy and social mobilization.

## Awareness

We understand it as a means to raise awareness about the causes of poverty and inequalities, as well as the structures that perpetuate them, seeking to awaken critical consciences and solidarity practices. Through awareness-raising, we promote the fulfillment of people's rights and their participation as protagonists in development. To put this dimension into practice, we launch and promote campaigns aimed at our target audiences.

Likewise, in our communication with the social base, we seek to strengthen a relationship of solidarity that is assumed as a commitment to human interrelation that translates into an equitable and enriching exchange, beyond the economic contribution. Promoting, from this area, the concepts of interdependence, solidarity and co-responsibility in the face of intolerance discourses from a rights-based approach.

We have as objectives of this dimension of Sensitization:

- ▶ Promote awareness and application of the **EfGC** among the priority target groups identified above for Ayuda en Acción.
- ▶ Promote the reflection and mobilization of all the actors of the educational community around the education we have and the education we want.
- ▶ Promote the reflection and mobilization of key groups around the objectives of campaigns and other institutional actions.

## Education and training

We face it as a medium and long term process, training in contents, skills, attitudes and values from our proposals, completing the cycle information-training-understanding/reflection-action. From Ayuda en Acción, we believe that the **EfGC** is an educational process that seeks to generate a critical awareness of reality, and that provides people with tools for empowerment and emancipation for a social and responsible participation in the collective construction of more democratic models.

In this sense, one of the educational proposals that we promote is *Service Learning*, which proposes to learn by doing a service to the community by attending to real needs of its environment in order to improve it. Likewise, we promote the use of innovative methodologies such as the use of debate as an educational tool, which develops critical analysis, teamwork, public speaking and the assumption of responsibilities, while favoring the assimilation of models of democratic behavior.

It is also key in this educational area to generate skills for the proper use of digital tools and social networks that, although they are an ally in access to knowledge, participation, awareness and activism, are also a gateway to *fake news* and the generation of polarized discourse.

The objectives of this education and training dimension are as follows

- ▶ Promote training processes to generate and strengthen capacities in the exercise of citizenship. Beyond the proposal of activities and dynamics that we offer, we are committed to this process approach, which does not end at a specific moment, but remains embedded in people in a spiral of reflection-action. We develop these processes among the target audiences so that they become promoters and executors in the awareness and advocacy activities from the approach of enforceability and the exercise of citizenship.
- ▶ Promote an internal training plan in **EFGC** for Ayuda en Acción staff and volunteers.

## Research for development

We analyze different issues, thus providing content and contrasted arguments to the other dimensions and to our work in the field of cooperation.

We have as objectives of this dimension of research for development:

- ▶ Promote the search for knowledge from the base, seeking to gather the perspectives and analysis of all the actors, giving the main role to the participants.
- ▶ Promote the preparation of reports related to the topics we work on, based on the analysis of the reality in which we are present, in order to make it visible to the general public and to the administrations and, in this way, to change attitudes in the first case and, in the second, to generate changes in the policies of the different administrations in order to improve the living conditions of vulnerable people.

## Advocacy and social mobilization

Proposing alternative policy proposals and recommendations aimed at achieving human and sustainable development. This dimension is developed mostly, but not only, from our membership in various networks and platforms, such as the State NGDO Coordinator, the regional coordinators where we are present, the Global Campaign for Education, the Children's Platform, the EAPN, the Alliance 2015...

We seek to influence political decisions that may affect social, economic and/or political structures in areas ranging from the local to the global, appealing to the social mobilization of the general population and educational communities, so that people with political responsibility are more receptive to the proposals.

We have as objectives of this dimension:

- ▶ To influence the cooperation policies of governments at the national, regional, local and supranational levels to improve the quantity and quality of ODA, with emphasis on the issues expressed in our current strategy.
- ▶ To influence educational and social protection policies at the national, regional, local and supranational levels based on the defense of human rights.

## Our principles and values

We assume and reaffirm our institutional principles and values in our actions in all these dimensions:

**Independence;** As a driver of participation and the right to freedom of expression, access to information and the opportunity to express an opinion.

**Collective effort;** as an engine of change based on the co-responsibility of people for common interests, alongside others and their organizations, through networks and alliances committed to our vision of the world.

**Commitment to human rights and human dignity;** we aim to ensure that all people can exercise and demand their rights and are able to enjoy a dignified life. In this sense, the intercultural and gender approach to all our actions is one of the main tools to ensure both internally and externally that we contribute to a fairer and more equitable world for all people on the planet.

**Transparency** in all the actions we develop from Education for global citizenship and from the different dimensions. Being accountable to the people and institutions we work with and for, to those who support us and to society in general, always seeking in our way of acting the greatest effectiveness and efficiency in the use of our resources.

## Thematic lines that we will approach from EfGC

In the Strategic Framework section of this document, all the thematic lines of action for the coming years are outlined. In one way or another, all these lines will be susceptible to appear as thematic in our **EfGC** proposals, however, we will mark some priorities in this area.

- ▶ **Dissemination and knowledge of the 2030 Agenda:** Because we believe that, as the Agenda is the agreed route among the international community to address global challenges, it will be necessary for society to know about it and understand its relevance. Only in this way will citizens be able to push and monitor the actions of governments which, without the participation of civil society, will not be able to achieve all their objectives.
- ▶ **Environmental sustainability and climate emergency:** Because action in the face of the climate crisis can no longer be postponed. The leadership shown by young people in this area must be supported and backed by organizations like ours, as well as contribute to the growth of this awareness and translate it into a change of attitudes and proposals for awareness and advocacy.

We must contribute to the knowledge of the connections between the climate emergency and other challenges on the international agenda, such as health, the crisis of the current economic model, humanitarian crises, food security, or forced population displacements.

- ▶ **Gender equity:** Because without real equality between men and women we will not be talking about a just society. Youth groups with women's leadership are pushing the feminist agenda with renewed strength.

We must highlight the connections of this agenda with the proposals and actions we propose to incorporate and make visible the problems faced by women and girls in the world.

- ▶ **Education that is worthwhile:** Because the improvement of education systems in the world is another of the urgencies we face as societies and is undoubtedly one of the levers of change and transformation to achieve the challenges of the 2030 Agenda.

The education we pursue incorporates the **EfGC** because for education to be worthwhile, it must, in addition to being equitable and inclusive, focus on developing people's full potential, not only through the transmission of knowledge and skills that are useful for occupational, social and emotional development, but also promote critical thinking and offer resilience; that is, it must provide the tools, skills and knowledge necessary to face, both individually and collectively, the current and future global challenges and crises.

- ▶ **Creation of spaces for coexistence and peace:** Because we believe that every effort made among young people to promote dialogue, tolerance, debate and reflection is an essential investment to build peaceful, safe and just societies.

