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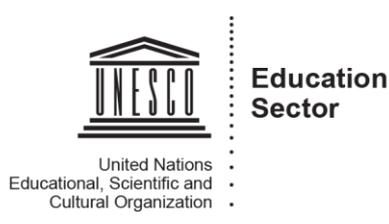
A large, vibrant watercolor illustration of a tree. The canopy is a mix of pink, orange, and yellow, with green leaves scattered throughout. The trunk and branches are dark brown and black, and the base of the tree is shaped like a pencil tip.

# Non-formal education, sustainable development and the Education 2030 Agenda

Study of civil society practices in  
Latin America and the Caribbean

### 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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## UNESCO Mexico Foreword

UNESCO conceives education as a common good, as an enabling and fundamental right. Sustainable Development Target 4 of the 2030 Agenda seeks to guarantee inclusive, equitable and quality education, and promote lifelong learning opportunities for everybody. Target 4.7, which is included in this goal, leads to consolidating the essence of the Agenda.

In target 4.7, UNESCO proposed to guarantee the acquisition of the theoretical and practical knowledge necessary to promote sustainable development through the adoption of sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, world citizenship, the appreciation of cultural diversity and the contribution of culture to sustainable development for everybody. Additionally, the 2030 Agenda makes a special call to establish alliances and to promote the commitment of all sectors of society in order to work together towards the achievement of the 17 Goals. For this reason, this initiative of the Regional Office of Education for Latin America and the Caribbean (OREALC-UNESCO), the UNESCO Office in Mexico and the SES Foundation, Argentina, is highly relevant.

This publication shows 27 civil society initiatives from various countries in the region that work to promote actions and programs to comply with Target 4.7 within non-formal education. The study seeks that these organizations show their work, the challenges they face as regards the implementation of their programs and their greatest achievements.

The exposed examples shown here allow us to verify that civil society support within educational communities is of the essence to complement the educational efforts they carry out. Educational centers -sometimes in alliance with academic university institutions- find the support in associations and local foundations, as they need to promote better learning opportunities among their educational community. They are essential in support teacher training, the development of educational materials and fieldwork in educational communities.

In addition, local associations understand the local culture and appreciate cultural diversity. In this way, they generate relationships of trust with schools, which allows the consolidation of important changes aimed at favoring a greater participation of students to elaborate proposals in order to promote sustainable development and solve problems that affect their communities.

In this document, there are many examples of good non-formal education practices aimed at achieving Target 4.7, and we know that there are many more in towns and corners of our region, supporting their educational communities. We want to promote and motivate those organizations that develop this type of initiatives, so that they systematize their practices and recognize the value of their contributions and disseminate them.

Within the crisis we are facing in 2020, due to the COVID 19 pandemic, we have seen that these civil societies have been constantly working and providing their support to educational communities. Likewise, they have raised funds to provide those students in need with digital resources, they have collaborated to deliver didactic resources and learning materials to those who do not have access to distance education and have supported the teaching staff in their efforts to stay in touch with their students and support them.

For this reason, the UNESCO Office in Mexico considered relevance to promote the realization of this regional study, since we understand the value that civil society adds to educational communities with non-formal education programs that contribute to the development of learnings linked to Target 4.7.

It is encouraging to find so many good practices in different countries of our region, organizations that tirelessly seek to reduce such wide inequality gaps, and support educational communities with initiatives that recognize cultural diversity and promote the participation of the main actors in sustainable development within their towns.

Frédéric Vacheron

UNESCO Representative in Mexico

# Regional Office of Education for Latin America and the Caribbean (OREALC/UNESCO Santiago)

## Foreword

UNESCO is committed to complying with the 2030 Agenda for Sustainable Development and the 17 Sustainable Development Goals (SDGs) that comprise it, which were adopted by 193 Member States in September 2015. Specifically, UNESCO is the mandated agency to support the efforts of the Member States in order to advance in the fulfillment of SDG 4, which consists of guaranteeing an inclusive, equitable and quality education and promoting lifelong learning opportunities for all". One of its ten targets -4.7- promotes theoretical and practical learning of the students to acquire the necessary knowledge in order to promote sustainable development:

**(...) through education for sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, world citizenship and the appreciation of cultural diversity and the contribution of culture to sustainable development.**

Target 4.7 has to do with the social, humanistic and moral purposes of education. At UNESCO, we believe that ensuring learning around the issues addressed in this goal is key, not only to deepen the achievement of quality, inclusive and equitable education, but also to achieve compliance with the entire 2030 Agenda for the Sustainable development. For this reason we say that this goal constitutes the heart of the previously mentioned Agenda, since it aims to create the conditions and advance in the preparation of people, so that they participate and lead the transformation processes. Only with this will the construction of more sustainable, democratic, equitable, peaceful, inclusive societies with social justice be possible. Societies where no one is left out and no one is left behind. This, in the context of the COVID-19 pandemic, becomes even more relevant to strengthen our resilience and be able to recover from this crisis by reviewing and rethinking policies, approaches, and work modalities.

We consider that a participatory and multidimensional approach that encourages articulation and collaboration between diverse actors is essential. In this framework, the study seeks to highlight the voices, practices, and work methodologies of organizations and civil society groups (CSOs) around the promotion of transformation processes. At the same time, it systematizes, analyzes and produces knowledge about the experiences that result from these efforts.

The contribution made by CSOs with respect to the development of public policies in favor of ensuring the right to education, as enshrined in SDG 4, has been and is a fundamental variable to deepen the democratization processes.

Its actions in these countries have become, both at local and national levels, in a true vector of promoting public policies and programs many times. CSOs are essential for the dissemination, systematization, analysis and production of data and knowledge on the different experiences, as well as for advocacy and the design, implementation, evaluation and replicability of practices. Civil society organizations and groups also play a fundamental role in the creation of networks that ease the convergence of the most diverse social agents and institutions. This has favored the materialization of the principles and values promoted by the 2030 Agenda for Sustainable Development. In particular, it highlights its role in the fulfillment of the right to education in a contextualized, pertinent and relevant way with the cultures, histories and experiences of the different populations of our region.

This study aims, based on the initiatives of individuals and organizations, to make practices and experiences visible, to be a bridge of communication and interaction between actors and to give continuity to the debates on the matter. Knowing the work of CSOs allows us to nourish ourselves with these practical experiences, approaches and work methodologies through the knowledge of concrete models that help us to ground the principles and values that

based on the right to education, guide the UNESCO and other key social agents in education within the region.

**Learning from these experiences, lessons learned, , and their challenges and will allow us to continue increasing our learnings about how to achieve a world in which sustainable development and many other goals are a reality, from a multidimensional and inter sectoral perspective, with a transformative vocation and of collaboration.**

This study is an important step forward in the recognition of civil society organizations and groups as central and necessary social agents in the face of the challenges of the 2030 Agenda, and in the face of the opportunities it provides for collaboration and articulation. The practices implemented by CSOs show the diversity of innovative initiatives that are there to guarantee the fulfillment of SDG 4. Today, more than ever, this experience and collaboration is required to face not only the educational challenges of the region, but also the effects that the COVID-19 pandemic has had on exacerbating inequalities and, therefore, on the exercise of human rights and fundamental freedoms.

We hope this effort will allow us to continue providing collective solutions that respond effectively to social needs, from an empathic, respectful, diverse and solidary aspects.

Claudia Uribe

Director of the Regional Bureau for Education in Latin America and the Caribbean

OREALC/UNESCO Santiago

## Fundación SES Foreword

Fundación SES arrived in the public arena two decades ago with convictions, with some hypotheses and, above all, with dreams of social justice for our societies and, in particular, for youth.

We, Fundación SES, promote access, permanence and graduation of young people from formal educational systems, strengthening the socio-educational spaces that are part of non-formal education. We work from a *rights* perspective to promote and strengthen youth leadership and active citizenship through training in socio-emotional skills, socio-productive capacities and democratic values for peaceful coexistence and sustainable development.

We believe it is a priority to consolidate educational policies for the construction of more just, humane, integrated societies without exclusions. These policies should contribute to the formation of participatory and supportive citizenships that use new technologies in a creative and critical way.

**Education is a human right and, as such, it must be guaranteed, since it is universal, indivisible and enforceable. The right is fulfilled when education is sensitive to the particular needs of each student. We learn and teach with dignity, without violence and without prejudice. In this way, a fair and equitable education is achieved.**

SDG 4, through Target 4.7, refers to the purposes of education based on cultural diversity as a heritage of humanity. This Goal promotes an agenda that commits States to plan social transformation in a complementary way with social organizations, through collective actions oriented by each dimension of this goal. These dimensions highlight the interdependence of people, as well as the notion of peace and security associated with robust democratic practices that the multiplicity of social agents enables in the daily citizen exercise.

For twenty years, we were witnesses and protagonists of the transformations in the field of rights. However, on this path of conquest, there have also been pitfalls and we understand that, in the future, there will be greater challenges. This study gives an account of the experiences of organizations and the methodologies they develop, the capacity to work within a network and the way in which social demands were transformed into public policies through the advocacy processes that we promote.

We hope that these examined and systematized practices in the study framework will be inspiring for those organizations in the region. We trust that they are replicated, open new debates and return as open questions that are answered in ever-widening communities of practices, where people are on the spotlight.

Alejandra E. Solla  
Fundación SES President

## Thoughts of civil society organizations that were part of the study

"The 2030 Agenda for Sustainable Developments is the road map that involves all peoples: their governments, their communities and their organizations. The common commitments must be the reason that drives us to fight for dignity and justice, and education lights the path".

Refat Sabbah, Presidente de Campaña Mundial por la Educación (CME)

"ANCON reiterates its commitment to continue with its environmental education programs in the communities we serve, both urban and rural with the same quality. That's why we seek to exchange experiences with organizations of the regional network with which we share the same objective."

Asociación Nacional para la Conservación de la Naturaleza (ANCON)

"At Ania we are encouraged to be part of this publication and of a group that undertakes initiatives that train girls, boys and young people as agents of change for sustainable development, and value Mother Earth as a fundamental ally for that purpose."

Asociación para la Niñez y su Ambiente (ANIA)

"The possibility that we are offered to be part of the study of Goal 4.7 for Sustainable Development Agenda to 2030 means meeting with multiple 'walkers' who are builders of new just, supportive societies, caregivers of life on the planet, which constitutes a great strength to advance in the transformation of Education."

Corporación Maestra Vida

"A very good opportunity at regional level to share work experiences and influence public policies, from our conviction that achieving social justice is essential to guarantee an inclusive, equitable and quality education for everybody."

Fundación de Organización Comunitaria (FOC)

**“We, Fundación Cartoneros y sus Chicos, highly value spaces for exchanging experiences with other organizations. They invite us to a process of self-assessment and continuous improvement in order to generate new proposals for socio-educational intervention in our community.”**

Cartoneros y sus Chicos

**“At Fundación Semilla (Chile), we are proud to participate in this type of international effort to strengthen innovative initiatives that aim to tear learning barriers apart within the current educational model. We are convinced that through the design of playful and participatory methodologies -together with the transversal involvement of the school community in decision-making processes- we can transform a teaching model that has contributed to social segregation into one model focused on granting real opportunities, through a horizontal school culture where communities and their heterogeneity are the protagonists of the educational process.”**

Fundación Semilla

**“No Visibility, No incidence”.**

Corporación Acción Colectiva Educación y Comunidad (ACEDUC)

**“It has been a pleasure to contribute to the initiative with the work carried out from Paraguay and particularly from Fundación CIRD. What has been outlined reflects the organization's commitment to the 2030 Agenda and particularly to the construction of a democratic society and respect for human rights.”**

Centro de Información y Recursos para el Desarrollo (CIRD)

“We, GESEC, want to thank the visibility that the Report gives to education in contexts of sustained punitive confinement from a Human Rights perspective. In a historical moment of extreme difficulty in keeping the pedagogical link with our students, we consider it key to spread our commitment to guaranteeing this right, which undoubtedly has a favorable impact on the whole of society. ”

Grupo de Estudio sobre Educación en Contextos de Encierro (GESEC)

“At Asociación Conciencia, we work to contribute to the achievement of the dimensions of target 4.7 of SDG 4 and the right to education. Having this survey that values the contribution of civil society, while providing practical recommendations, is a valuable and useful tool for our daily work.”

Asociación Conciencia

“At Servicios a la Juventud A.C. (SERAJ) we work day by day for inclusive and equitable quality education for young people; thus we contribute to their development, so they can exercise their rights, have better opportunities and transform society into a more just and inclusive one. Therefore, it is an honor to be part of the survey of non-formal education practices of organizations in the Latin American and Caribbean region. ”

Servicios a la Juventud A. C. (SERAJ)

“UNESCO’s survey allows us to systematize the experience and make it known to different social agents in different countries. It allows us to know how target 4.7 can be worked on specifically, it creates synergies and we hope to scale these good practices to the formal educational system.”

Oxfam

“At ETIS we are proud to continue working for quality and inclusive education with a view to the community of the vulnerable neighborhoods, as well as reflecting data in the survey and being part of a regional network”.

Equipo de Trabajo e Investigación Social (ETIS)

"Fe y Alegría promotes the right to quality education for everyone, which means recognizing that all people need and should be educated to develop their potential and fully participate in society. It promotes inclusive and equitable popular education. It promotes the result of pertinent and innovative educational processes for the formation of conscious, competent, compassionate, creative and committed subjects to influence the improvement of their quality of life and the transformation of their environment for the construction of a more just and humane society."

Fe y Alegría

““At Encontrarse en la Diversidad, we understand that discrimination is something humans learn and teach. Therefore, we continue working on these issues, ask questions and produce reflections allows us to keep training people who are proud of their identities and are committed to promoting rights in all areas within education”.

Encontrarse en la diversidad para la educación intercultural

"It will continue to be a priority to continue our work until reaching an inclusive and humanized education, where all peoples can use their stories, their knowledge and their own learning processes, to achieve decolonization of thought and education in the world."

Tzuk-Kim Pop

## Acknowledgements

This document, Study of non-formal education practices related to Target 4.7 of Goal 4: Sustainable Development. The contribution of civil society in the Latin American and Caribbean region is an initiative carried out by the Regional Office of Education for Latin America and the Caribbean (OREALC/UNESCO) and the UNESCO Office in Mexico, in collaboration with Fundación SES, Argentina; under the leadership of their respective authorities: Ms. Claudia Uribe, Mr. Frédéric Vacheron and Ms. Alejandra E. Solla.

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This study wants to highlight the contribution made by the networks of organizations that collaborated with the identification of the initiatives: Campaña Argentina por el Derecho a la Educación (CADE), Campaña Latinoamericana por el Derecho a la Educación (CLADE) and their membership; Campaña Mundial por el Derecho a la Educación (CME); Red Encuentro; main groups of the United Nations mechanisms for the 2030 Agenda, such as Mecanismo de Articulación de la Sociedad Civil de Latinoamérica y el Caribe (LACEMOS); thematic groups Educación, Academia y other relevant social agents, and Education WG of the Mecanismo de Participación de la Sociedad Civil de la CEPAL; Red de Educación Popular entre Mujeres de Latinoamérica y el Caribe (REPEM); la Liga Iberoamericana de Organizaciones de la Sociedad Civil, y la Coordinadora de la Mujer de Bolivia

Above all, we want to thank the 27 initiatives from Argentina, Chile, Colombia, Guatemala, Jamaica, Mexico, Panama, Paraguay, Peru, the Dominican Republic, Uruguay and Venezuela: ACEDUC, Alianza ONG, Alianza para la Paz, Asociación Conciencia, Asociación Nacional para la Conservación de la Naturaleza (ANCON), Asociación para la Niñez y su Ambiente (ANIA), Cartoneros y sus Chicos, CIRD, Convivencia productiva, El Abrojo, Encontrarse en la diversidad, ETIS, Fe y Alegría, Fundación Organización Comunitaria, Fundación Semilla, Fundación SES, GESEC, IBBY, Juventud Unida en Acción, Maestra Vida, Oxfam, Paraguay Educa, SERAJ, The University of the West Indies, Tzuk Kim Pop, Vía Educación y World Vision.

To all people, thank you very much for making this world a more just place through your daily educational actions!

# Executive Summary

## Rationale and Presentation of the Study

**The 2030 Agenda for Sustainable Development** is an intergovernmental commitment assumed by Heads of State and Government, and Senior Representatives, met at the United Nations headquarters in New York, in September 2015. The 17 Sustainable Development Goals (SDGs) that compose it are integrated and indivisible, and combine the three dimensions of sustainable development: economic, social and environmental. Education occupies a prominent place in the achievement of the 2030 Agenda for Sustainable Development, in which broad scope of action, education appears as an objective in itself: (SDG 4) “Quality education”, broken down into seven goals and three means of implementation, and transversal to other objectives.

SDG 4, through dimensions of Target 4.7, (i.e. education for sustainable development, human rights education, education for gender equality, education for peace, non-violence and human security, education for global citizenship, education for the valuation of cultural diversity, education for the valuation of the contribution of culture to sustainable development, and education for health and wellbeing), the opportunity to organize agendas and actions around social transformation are provided. This agenda commits the States to plan social transformation together with social organizations, through collective actions oriented by each of the dimensions of this goal. The dimensions reveal the interdependence of people, as well as the notion of peace and security associated with robust democratic practices and sustained by the voice of the multiplicity of social agents.

**“By 2030, ensure that all students acquire the knowledge and necessary skills to promote sustainable development, through education for sustainable development and the adoption of sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and the contribution of culture to sustainable development, among other non-violence, world citizenship and the appreciation of cultural diversity means.”**

Target 4.7 of SDG 4

## The role of civil society organizations in Latin America and the Caribbean, and their role in meeting the SDGs

Although the 2030 Agenda gains momentum from the commitment of one hundred and ninety-three States, its fulfillment will only be possible with effective partnerships in the public, public-private and civil society spheres. Hence, the multiple transformation processes necessary to make it possible challenge civil society organizations (CSOs).

For decades, CSOs have been a fundamental support for the most disadvantaged sectors of Latin American and Caribbean societies. They make extraordinary efforts in successive cycles of structural adjustment in which, many times, they assume the responsibilities of contracting States. The region faces the enormous challenge of setting up production and distribution models that favor a more inclusive economic growth, that offer development opportunities and well-being to the entire population. In synchrony, democratic systems must be redesigned to find steady ways of representing and articulating a growing diversity of interests and demands through a political order that ensures the exercise of rights and freedoms. Although it must be recognized that, in such a diverse Latin American scenario, it is necessary to analyze experiences in light of historical and cultural contexts, it can also be admitted, as a general premise, that the type of relationship that is promoted by the State with civil society has to do with the development model to be sowed. This idea stimulates inquiry into the various expressions of CSOs with a view to strengthening their work, their ability to articulate with the State and their potential in consolidating processes of social change included in the SDGs.

Focusing on Target 4.7, CSOs establish themselves as strategic agents committed to sustainability and global citizenship. The primary function of CSOs, in meeting Target 4.7, is to reach all age groups, beyond educational institutions and the ages theoretically included in the formal education system, through non-formal education for development practices, sustainability and global citizenship. In this sense, when faced with the challenge of consolidating citizenry - which is committed to peace and equity, that responds to human rights violations, inequality and poverty at global, regional and local levels, the capillarity of social organizations in the territories in an organized manner- it has a comparative advantage with a view to strengthening their capacity to articulate with the State and its potential in consolidating the processes of social change contained in the SDGs.

## Presentation of the study on non-formal education practices linked to the dimensions of Goal 4.7 of SDG 4, implemented by organizations and civil society groups in Latin America and the Caribbean

UNESCO recognizes and wants to value the great contribution of civil society organizations and groups, together with States and other key agents, in the field of non-formal education. The aim of this contribution is the full realization of human rights, peace, and responsible exercise of local and global citizenship, gender equality, sustainable development and health.

In non-formal education practices, there are rich experiences in diversity of approaches, which provide and recover cognitive and non-cognitive learning content. These experiences also provide the knowledge, skills, values, and attitudes that people need to live fruitful lives, make informed decisions, and take an active role locally and globally in solving problems related to dimensions of Target 4.7. Consequently, the Regional Office of Education for Latin America and the Caribbean (OREALC / UNESCO) and the UNESCO Office in Mexico, in collaboration with Fundación SES (Argentina), set out to make visible all the practices that organizations and groups of civil society perform in the field of non-formal education around the dimensions of Target 4.7. The task consisted of systematizing their experiences, challenges and lessons learned, with a view to formulating recommendations that inspire the implementation or strengthening of the development of initiatives towards this direction.

On the one hand, the starting point, which determines the search and selection criteria for projects and initiatives, was to recognize that, besides contemplating education throughout life without restricting interventions to a specific age group, Target 4.7 allowed for the deployment of multiple actions in which education was articulated with different areas, such as the productive and the cultural. The study also set out to identify non-formal education projects that could account for the broad spectrum of the dimensions contained in this Goal. It was decided to identify projects that included the complete life trajectory and adjust their intervention to different age groups or that covered one, several or all life stages.

On the other hand, the search for projects that extend throughout the entire region, with a presence in Latin American and Caribbean countries, was taken as a guiding criterion.

We selected, at least, 6-months old ongoing projects which completion would take no more than a year. All this as a condition of possibility to carry out the balance and systematization exercise called for by the data collection instrument that has been prepared. Also, to be able to account for the results of its implementation. The construction of knowledge goes hand in hand with the democratization of access to knowledge and the circulation of experiences. For this reason, Fundación SES made a wide call with the aim of identifying initiatives related to Goal 4.7, relying on a set of associated organizations, networks of formal and informal organizations with different identities, scale and territorial belonging.

Having identified a wide universe of organizations, we established contact and a consultation instrument specially designed was attached so that organizations could show the non-formal education practices linked to Target 4.7 of SDG 4 that they carry out. Once all the information related to **27 initiatives from 13 countries had been gathered (Uruguay, Paraguay, Chile, Panama, Peru, Colombia, Venezuela, Argentina, Jamaica, Dominican Republic, Chile, Mexico, Guatemala)**, we proceeded to analyze it. We did it by tracking regularities associated with challenges that had to be faced in order to put these initiatives into practice, the strategies that were used to resolve these challenges, and the necessary alliances and articulations to implement them.

## CSOs Experiences. Their voice in relation to opportunities, challenges, strategies and recommendations in order to achieve Target 4.7 in Latin America and the Caribbean

### I. **Achieved outcomes within the framework of non-formal education initiatives aimed at achieving Target 4.7: the experience of CSOs in Latin America and the Caribbean**

The achievements mentioned by CSOs to reduce the gap that allows reaching Target 4.7 can be organized around the following axes, which are not necessarily mutually exclusive.

#### a) **Impact on public policies and legislation**

Impact is part of the framework of citizen participation as the capacity and possibility of people and groups of influencing the conditions that affect their lives. It involves the use of a range of actions aimed at achieving changes in the public sphere, mainly aimed at activating the rights of people, rebalancing the distribution of power, and building more equitable and inclusive communities.

#### b) **Improvement in the capacity of articulation and convergence of efforts among different sectors**

In terms of the inclusive alliances proposed by SDG 17 as a necessary condition for the fulfillment of the agenda, CSOs display great ability to establish ties with different sectors and even the ability to build tripartite articulations (State, private sector and civil society), without the detriment of the non-delegable responsibilities and the competences of each sector.

**The analysis we carried out allows us to identify** that the articulation capacity has direct impact on the possibility of sustainability of the actions initiated in a territory and on the scalability strategy.

#### c) **Generation of content from rights, equity, solidarity, sustainability, peace and justice perspective**

The experience we acquired when working with highly vulnerable populations, supported by the tools used by the non-formal education sector, constitutes the great benefit and differential value of CSOs. These tools enable the exploration of the three learning domains on which global citizenship education is based. The different experiences generate favorable scenarios and highlight the importance that the capacities for reflection and acquisition of knowledge necessary to better understand the world and its complexities are associated with social-emotional strengthening that later results in better performance and commitment (behaviors). This strengthening is made up of values, attitudes and social competences that contribute to the affective, psychosocial and physical development of the students, and allow them to live with others in a respectful and peaceful way.

#### d) **Increase in awareness regarding the importance of citizen participation with impact for the transformation of values and daily behaviors**

Through its projects, CSOs challenge and contribute to strengthening children and adolescents as agents of change. They recognize that this also enhances the length of initiatives, as younger generations bring the information and transfer their commitment to their families and communities. CSOs, many times, have great achievements in terms of identification and empathy with the young public, by moving away from the adult-centered paradigms and questioning them about their imaginary and the need to rebuild them.

#### e) **Cooperate in order to scale**

All the collected experiences allow us to include neglected social problems on the public agenda that are naturalized or relegated. Therefore, the actions that arise from the projects seek to promote guarantees or the restitution of rights linked to the dimensions of Target 4.7. **The scope and impact of initiatives, even the smallest ones, become powerful because** organizations leave resources and installed capacity **to give them continuity through empowered groups and decision-makers who include them on the political agenda or legislators who turn them into regulations. Peer-to-peer and inter sectoral cooperation** is what allows diverse social agents to take ownership of the proposals and the tools to use in dissimilar contexts. **Thus, the social transformations that are expected and required from each one of the “territorial experiences labs”** generate replicability or scalability conditions that cannot be wasted **in this historical moment of deepening inequalities in the region.**

## II. Strategies implemented by organized civil society

Given the results, it is interesting to know what the most significant strategies used in the collected experiences are, in order to transfer the learning.

- a) **Non-formal education tools** are recognized as a strategy in itself. They allow dialogue between people of different ages and countries, beyond language. In turn, it is possible that they give a greater depth to the issues organizations want to address, because they usually include body movement in the educational act and go beyond the vital stages associated with the compulsory education stage.

**Teacher training** is an SDG goal (4.c) and one of the means to achieve the rest of the goals in this SDG. Therefore, it would be essential to have the tools (recreational elements, community projects and the strengthening of socio-emotional skills -which are so useful for the fulfillment of the goal) that exist in the field of formal education in initial and continuous training, with the aim to enhance the role and leadership of the teaching body within the educational institution and in the community to which it belongs.

- b) **Inter sectoral work**, a **comprehensive look** and a **working team consolidation** are strategies mentioned by organizations that act in socially complex contexts. The development of competencies in the community has been mentioned as a strategic aspect to continue to manage and establish installed capacities, regardless of the organization behind the project and its financing. In projects with a wide geographic scope, facilitators play a central role. The joint efforts between the latter (under contract) and **volunteering** constitutes a necessary strategy to achieve the proposed extension in contexts of limited resources. **Good communication, unity in diversity and creativity** are also part of this tool bag.
- c) **Adaptation of technology for educational purposes** targeted at audiences of different ages has already been presented as a necessary action in order to get the expected results.

**A strategic approach in territorial work lies in the** integration of the resources and knowledge of the communities with scientific and technological advances.

- d) Faced with the challenge of ensuring the sustainability of projects, whether in terms of the resources needed to implement high-quality programs or the impact on the decision-makers' agenda, the best strategy is the **establishment of alliances**.
- e) In addition, CSOs promote the development of ties with the communities in favor of a better political influence on the State.

Finally, it is vital to emphasize that the path that organized civil society walks day after day helps to position it as a key informant. It briefs the rest of the protagonists of the Education 2030 Agenda what the situation is like in the region today as regards Target 4.7.

## III. Opportunities to achieve Target 4.7 in Latin America and the Caribbean: the experience of CSOs

From CSOs, There is an experienced voice emerges from CSOs to discern the opportunities and challenges that are manifested in the region in order to achieve Target 4.7. These opportunities are transformed into learning experiences that this study organizes as detailed below:

- a) **The increase in the level of awareness**, which is progressively spreading among citizens regarding the importance of introducing **changes in practices, consumption and lifestyles**, indicates - for many social organizations consulted - a great moment to demand the States take the necessary course of action to turn towards sustainable development. In Latin America and the Caribbean, in general, the progress in the rights agenda has gone hand in hand with processes in awareness and strengthening of citizenship, which generates synergies between currents of thought and social activism.
- b) **Crises that many democracies in the region have been going through** represent a great challenge, but at the same time, they open the possibility of participating in the **construction of a new policy for current times**. This is stimulating and convergent with what Target 4.7 proposes. In this sense, it is valid to promote the participation of youths linked to the strengthening of education for world citizenship, so that people of

all ages can have active roles, both locally and globally, in the construction of more peaceful, tolerant, inclusive and safe societies<sup>1</sup>, and promote the expansion of communication channels between civil society and the State.

- c) **The growing appreciation of children and adolescents as agents of change** is recognized as another opportunity, insofar as it implies aspiring to a different social reality that is, moving towards a greater extension of practices and lifestyles committed to sustainable development, environmental education and an inclusive perspective of citizenship.
- d) The organizations we consulted recognize **the concrete and transformative impact of educational practices** provided by non-formal areas.

The picture of an **organized civil society that sees education as a tool for change and transformation** is an element in favor in Latin America and the Caribbean, given that it has broad adherence to the compulsory nature of primary and secondary education.

- e) In the region, there is extensive experience in **articulation, exchange and coordination of organized civil society at continent level** and there is vast knowledge on the subject, which creates good conditions for the preparation of regional plans related to Target 4.7; supported by Cooperación Sur-Sur (CSS).

Political planning processes, the exchange of knowledge and the possibility of influencing a regional agenda are enriched with the participation of multiple stakeholders. Opportunities are opened for horizontal joint action and knowledge transfer. As cooperation adopts the principle of South-South solidarity, States chart new routes to work together; they listen to each other, share knowledge and responsibilities.

- f) **Opportunities offered by new technologies are endless and go in multiple directions.** For example, historically marginalized populations, such as people with disabilities, can access the knowledge and skills necessary to promote sustainable development thanks to specifically designed programs through new technological tools.

In addition, **new technologies, virtual platforms and social networks** enable an agile organization of campaigns and advocacy that transcend borders, and allow organizations to converge in the search for solutions to common problems and objectives.

- g) **Advances in regulatory issues** that are necessary to promote sustainable development in each of its dimensions are notably dissimilar in the region; such is the case, for example, of commitments in the field of health or, in particular, of sexual and reproductive rights.

#### IV. Challenges to reach Target 4.7 in Latin America and the Caribbean: the experience of CSOs

Identifying all those challenges that CSOs went through in the start-up and implementation of their programs and projects allows anticipating future mistakes by those who want to join the 2030 Agenda so as not to leave anyone behind.

- a) **Access to resources** has been mentioned, repeatedly, by organizations as a permanent challenge to guarantee funds that allows them to start and sustain their practices over time and with quality. Clearly transmitting the institutional solidity and projects objectives is a pointed out way when looking for financing. Associativity is the strategy par excellence to mitigate this challenge.
- b) **Coordinate actions with actors with different priorities, ideas and rhythms**, and set agreements have been aspects highlighted when reflecting on the challenges that must be faced within the framework of projects in which the State participates (national, provincial and local levels), civil society and the private sector.

In terms of operations, **implementing a project in different areas** is another challenge that organizations refer to. They say difficulties in movement within the territories usually demand patience and flexibility. In addition, the **search for physical spaces to carry out highly convening activities** is another common operational challenge.

- c) CSOs have expressed two ideological aspects as obstacles. The first of them has to do with **the extension of the idea that children and young people are the future and not the present** as a guiding principle that relegates the consideration of their rights today and makes their role as agents of change invisible.

<sup>1</sup> [https://en.unesco.org/themes/gced/definition\\_op\\_cit](https://en.unesco.org/themes/gced/definition_op_cit).

The second aspect has to do with **the participation of women in highly marginalized communities**. Gender equality, the object of SDG 5, is stated in Target 4.7 as a necessary component for sustainable development. The purpose is to shed some light on the webs that intertwine, in one way or another, each of the 17 SDGs and their specific goals, and the requirement to delve into deeply rooted issues in the patriarchal cultures that cut us across.

- d) **The consideration of nature as an object** at the service of the human species is another guiding principle that is important to attend to in order to accommodate lifestyles compatible with sustainable development and a citizenship which is aware of the inseparable interweaving between economic, environment and social issues, whose challenge is proposed by the 2030 Agenda.
- e) Although important progress has been made, **some issues still need to be included on the agenda** to legitimize certain lines of action, assuming that, when social events are not problematized or recognized as priorities, it is strange that they arouse interest and commitment.
- f) Work in the territory and at community level invites to generate links that, many times, transcend the initiative under development. Frequently, the organizations referred to the fact that the teams responsible for the implementation of the initiatives become 'ears' and support for people in the communities where they implement the project. People who are immersed in various situations of violence and social injustice. These situations often cause teams to continually and collectively wonder and rethink about the limits of their role. Civil society organizations frequently collaborate with the development of community enforcement mechanisms and facilitate dialogue with State institutions. In addition, they have faced challenges in relation to state institutions at local level when coordinating with specific offices to attend to the specific needs of families. For example, within the framework of territorial work with boys and girls, the detection of cases of domestic violence has led to contact with the local child protection team to ensure a state response that offers support and monitoring.
- g) In contexts in which it is complex to ensure the continuity of initiatives due to uncertainties and fluctuations in relation to funding, **the instances for monitoring and evaluating the results are set aside**. These instances constitute an extremely rich resource to identify possible strategic and fruitful courses of action, efficient and plausible approaches to be adapted to other contexts, given the details proclaimed in the 2030 Agenda about the imperative strengthening of an active citizenry in the face of local and global problems.
- h) **National circumstances**, particularly major economic and political-institutional crises, have also been pointed out as an obstacle to the implementation and continuity of many non-formal education practices that CSOs deploy.
- i) **The active absorption of concepts from a regional perspective**. In this sense, it is necessary to advance in a definition of global citizenship with local or regional identity, which includes people in situation of mobility. In addition, it is necessary to deepen the actions of the Red Regional de Educación para una Ciudadanía Mundial (Regional Network of Education for World Citizenship), whose basic document is recognized and has been mentioned by many of the organizations that were consulted.
- j) The convergence and possible synergies between the practices implemented by CSOs and the work carried out from the formal educational system require greater efforts. For this reason, it is important to strengthen learning between these two complementary areas and scale up learning that promotes educational justice.

## In conclusion: CSO recommendations to achieve Target 4.7 in Latin America and the Caribbean

Among the recommendations made by the organizations that were consulted, space was made for considerations about the **role of UNESCO in strengthening the work of CSOs in pursuit of Target 4.7 in the region**. Recommendations can be organized according to the following strategic objectives:

### 1. Form learning communities

The organizations that were consulted stated as important the possibility of strengthening network work, form face-to-face learning communities or supported by new technologies that allow capitalizing experiences, replicate or carrying innovative intervention modalities at scale.

CSOs experiences and lessons learned from their work in the region allow them to contribute to charting a possible path to achieve Target 4.7. Given the extent and variety of the dimensions involved in sustainable development, it is

necessary to define, from a Latin American perspective, both the state of affairs and the possible itinerary. To do this, it can be productive to use the experience of Latin American organizations that are experts in various topics.

Organizations recognize the leadership of the various United Nations agencies and, in particular, UNESCO, with regard to education, and they recommend that a relationship of critical attention be kept with public activity that hinders the advancement of a sustainable agenda in the countries of the region. In a complementary manner, the responses obtained also highlight the importance of convening social organizations to exert their influence on national governments so that sustainable development is technically and conceptually incorporated, with a view to generating processes of social transformation.

#### Components and initiatives

- Identify and disseminate good practices.
- Use digital portals for organizations to present their experiences. Form communities of practice where organizations, together with UNESCO, can share experiences, collectively build, and democratize information and knowledge about the 2030 Agenda, SDG 4 and Target 4.7.
- Define a theoretical framework from a Latin American perspective that guides the possible itinerary for the fulfillment of the 2030 Agenda.
- Record progress in meeting Target 4.7.
- Coordinate with the States for the design of public policies.
- Act as an intermediary between the States and the organizations, generating bonds of trust and collaboration between both parties to articulate and enrich proposals.
- Create a fund to support the scaling of initiatives.

### 2. Strengthen organizations and topics with the greatest flaws on educational agendas

The organizations identify interdependence between Target 4.7 and SDG 5, which aims at ending all forms of discrimination against women and recognizes gender equality as a necessary dimension of sustainable development. At the same time, they identify other groups that have historically been left behind and for whom the 2030 Agenda presents an opportunity for inclusion. The following initiatives recognize the responsibility of States in this field and the support that social organizations can provide when promoted by UNESCO.

#### Components and initiatives

- Carry out a mapping of organizations led by women or that promote the transformative leadership of girls, adolescents and young people.
- Provide technical and financial support to the practices examined with the aim that women's groups are recognized as social partners and political agents in the countries of the region.
- Provide support and encourage programs, awareness campaigns, roundtables with key decision-makers so as to guarantee access to education for the rural population, people deprived of liberty and those in a context of mobility. Address circumstances in which situations of discrimination and exclusion affect women especially.

### 3. Promote training and homologated self-assessment on prioritized topics

Specific training contributes to raise the level of projects proposed from non-formal education, to guarantee their sustainability and develop the appropriate evaluation instruments. The role of UNESCO is essential so that, from an anticipatory perspective, it promotes agendas of substantive and crosscutting issues that offer theoretical and practical knowledge on how to promote developments that contemplate the transnational challenges of the 21st century. These topics should help to CSOs referents and government technical teams. Undoubtedly, the expansion of information and communication technologies has enormous potential for the exercise of global citizenship. Being able to nourish yourself with truthful and plural information is key.

A lesson learned that CSOs reveal is the fact that we should take risks: not to remain in our comfort zone of known formulas and to take out the orientation of disciplinary and punitive from education. To promote an education for world citizenship it is necessary to break with the traditional behaviorist education scheme and address the issues where students are the protagonists. As already mentioned, one of the triumphs of non-formal education is that it departs from the monochrome sequence, where everyone must go at the same pace and level. This type of education uses chronological strategies, that is, varied educational resources that address to the diversity of students and contexts.

#### Components and initiatives

- Hold regional training meetings with experts linked to the following thematic axes:

- **World citizenship.**
  - Guidelines, strategies and didactic resources so that socio-emotional competencies are included in the school curriculum.
  - Guidelines on how formal education teachers should use teaching resources applied in the field of non-formal education in formal education.
- Design a **common impact measurement matrix that** allows organizations to self-assess the modality of integration of the perspectives necessary to advance towards Target 4.7 and begin a process of continuous improvement.

#### 4. Position citizen participation as a right through which people can be protagonists of transformation processes

In this sense, it is important to promote participation opportunities in order to incorporate the words, ideas and experiences of those who usually do not have a voice.

Non-formal education practices are adequate to get people within a community involved with the necessary changes to promote sustainable development, which implies taking into account the welfare of other beings with whom the territory is shared. Efforts are required to promote the participation of girls, boys and families in situations of social vulnerability to grant them a place where they can express themselves. Following this line of thought, it is essential to give women a leadership role to empower them. It is also appropriate to link efforts and ideas between local social agents. For example, consolidating agro-ecological districts or ways of solidarity cooperation between sustainable productive sectors. It is appropriate that territory work clearly establishes the degrees of incidence that is intended to achieve, so that initiatives can go from anecdotal or circumstantial to something steady and continuous.

##### Components and initiatives

- Carry out a **mapping of allied social agents and institutions** (governmental and non-governmental ones) to promote sustainable development in the countries of the region. This initiative can strengthen the conditions for a regional sustainable development strategy.
- Carry out a **mapping of technological tools** to know which ones are available and can contribute to the achievement of the proposed objectives. It is strategic to consider applying new technologies to agro-ecological production, fair trade, solidarity economy, among other key aspects for the promotion of sustainable development.
- Create exchange environments for young people in relation to topics of their interest.

Regarding this last item, CSOs recognize that, under pedagogically attractive proposals, youth tend to generate meaningful exchanges in a respectful and interested way. It is appropriate that the knowledge and skills to be promoted are approached from innovative methodologies that consider their interests and motivations. Non-formal playful proposals are a very efficient vehicle for this purpose. On the formal education side, it is necessary for educators and institutions to ensure an educational experience that leaves room for freedom of youth, to set aside the unthinking constraints of punitive and disciplinary pedagogy. Questioning youth, assuming its strategic character for sustainable development, implies speaking to them from a close language, with its idioms and expressions.

#### 5. Communication and awareness campaigns

The dissemination of audiovisual and graphic material on sustainable development with a regional perspective, which includes diversified communication strategies for government technical teams, teachers, CSOs and the private sector, is another line of action that can be very useful.

##### Componentes e iniciativas

- Implement **regional and national awareness campaigns** that allow citizens to acquire actively, different dimensions of Target 4.7.
- Hold work meetings aimed at **raising awareness of political decision-makers.**
- Develop specific training and didactic materials designed for communicators, journalists and other key agents of the media.

Being a witness in the overall progress displayed in this study it should be recognized that civil society is a central and necessary social agent in the face of the challenges posed by the 2030 Agenda, which can express itself and act with the freedom that consolidates experience and commitment beyond particular interests. Its voice is authentic and

legitimate. Its contribution transcends party interests and is an indispensable ally for the realization of UNESCO's mission in the different regions.

# Chapter 1. Foundation and presentation of the study: organized civil society in the face of Target 4.7

## I. The Agenda 2030, CSD 4 and Target 4.7

**The 2030 Agenda for Sustainable Development** is an intergovernmental commitment assumed by several Heads of State and Government, and Senior Representatives, who met at the United Nations headquarters in New York, in September 2015. This is an action plan in favor of people, the planet and prosperity that starts from recognizing the eradication of poverty in all its forms and dimensions as the greatest challenge that the world faces and as a necessary condition for sustainable development.

This universal agenda encourages the consolidation of alliances between multiple stakeholders, in order to exchange knowledge, experiences, technology and financial resources. It is a fundamental principle of this agenda *to leave no one behind* and to reach out to all those in need and marginalized, wherever they are, in order to respond to their problems and vulnerabilities. Another fundamental principle of the agenda lies in the interconnected and indivisible nature of its 17 sustainable development goals, which is why all entities responsible for their achievement have to address them as a whole.

The 2030 Agenda for Sustainable Development, agreed in 2015, proposes to implement an action plan through a collaborative alliance between countries - so that no one is left behind - and recognizes the urgent need for bold initiatives that can reorient the world on the path of the sustainability. The 17 Sustainable Development Goals (SDGs) and the 169 Goals included in this agenda consider, as a starting point, the Millennium Development Goals (MDGs) to continue making progress in what was not achieved and to focus on, gender equality and the empowerment of all women and girls.

Notably, these goals, which will occupy a central place on the global agenda and in national development plans for the next ten years, are the result of what is surely the most inclusive consultation process in the history of the United Nations. In addition, they incorporate a considerable amount of contributions from all sectors of society, all agents of the international community and all regions of the world. In terms of SDG 17, the following is acknowledged:

**A successful sustainable program requires partnership between governments, the private sector and civil society. These inclusive alliances built on principles and values, a common vision and shared goals, which focuses on people and the planet constitute a must at global, regional, national and local level<sup>2</sup>.**

<sup>2</sup> <https://comunidades.cepal.org/ilpes/es/taxonomy/term/17>

### Sustainable Development Objectives



Goal 1. End poverty in all its forms worldwide.

Goal 2. End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.

Goal 3. Guarantee a healthy life and promote everybody's well-being at all ages.

Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Goal 5. Reach gender equality and empower all women and girls.

Goal 6. Ensure availability and sustainable management of water and sanitation for all.

Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all.

Goal 8. Promote continuous, inclusive and sustainable economic growth, full and productive employment and Decent work for all.

Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.

Goal 10. Reduce inequality within and between countries.

Goal 11. Make cities and slumps inclusive, safe, resilient and sustainable.

Goal 12. Guarantee sustainable consumption and production patterns.

Goal 13. Adopt urgent measures to fight climate change and its effects.

Goal 14. Conserve and sustainably use oceans, seas and maritime resources for sustainable development.

Goal 15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, fight against desertification, stop and reverse land degradation, and stop the loss of biodiversity.

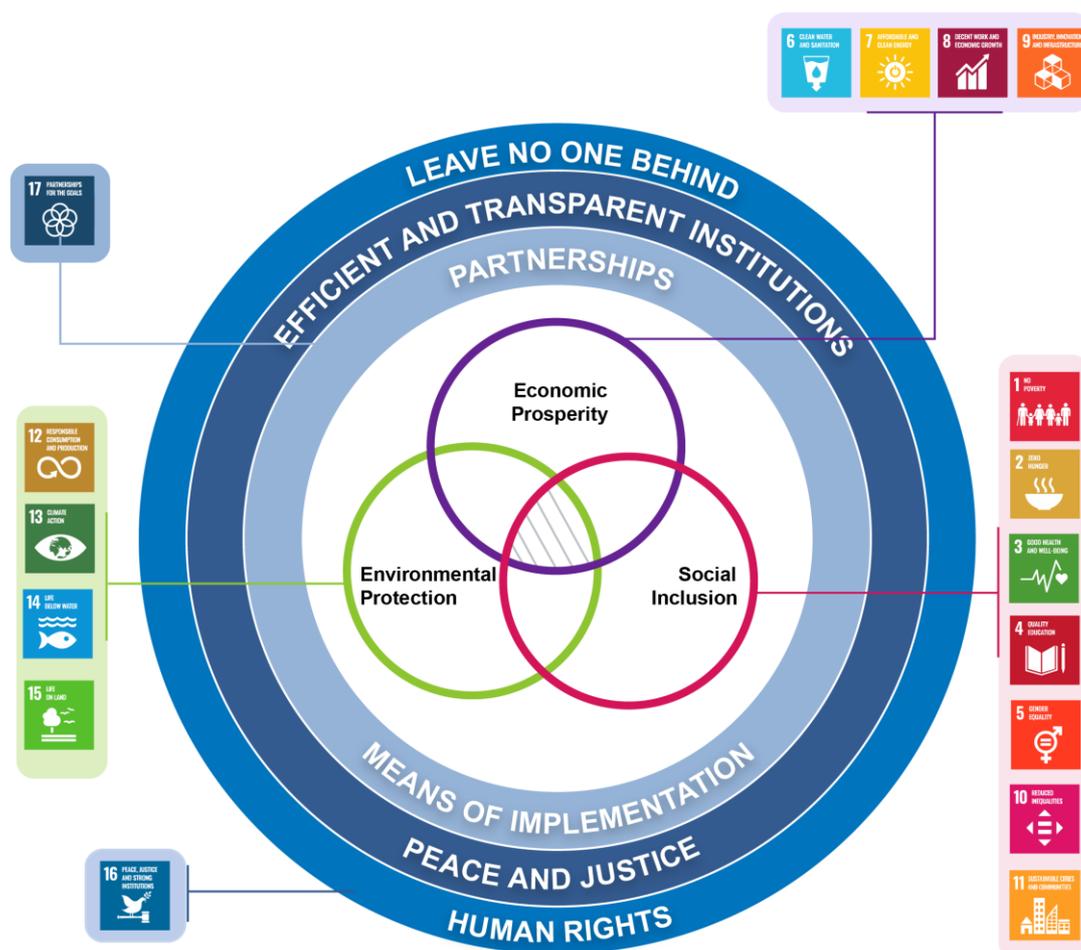
Goal 16. Promote peaceful and inclusive societies for sustainable development, facilitate Access to justice for all and build effective and inclusive institutions at all levels

Goal 17. Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.

The 17 Sustainable Development Goals (SDGs) reflect the magnitude and ambition of a new universal agenda, they are integrated and indivisible, and combine the three dimensions of sustainable development: economic, social and environmental dimensions<sup>3</sup>. In this sense, and as detailed in the following table, the objectives can be grouped taking into account their impact on environmental protection, social inclusion and economic development with decent

<sup>3</sup> Resolution adopted by United Nation General Assembly on September 25, 2015. *Transforming our world: the Agenda 2030 for Sustainable Development* <https://undocs.org/en/A/RES/70/1>

work for all people. This integrated and dialogic conception requires that every action or public policy be conceived and held accountable for the way in which it regulates these three closely related axes, without the improvement of one going to the detriment of the others.



Source: PNUD Argentina

The *rights approach* is the basis for the fulfillment of the SDGs. This approach, on the one hand, supports the development of capacities in those who are guarantors of rights to fulfill their obligations and, on the other, encourages people with rights to reclaim them. Governments must respect, protect and enforce every right:

**Respecting a right means refraining from interfering with the enjoyments of that right. Protecting a right means preventing other parties from interfering with the enjoyments of that right. Enforcing a right means taking active steps to implement laws, policies and procedures, including the allocation of resources that allow people to enjoy their rights<sup>4</sup>.**

From this perspective, social transformation fulfills the double condition of being a point of arrival for the 2030

<sup>4</sup> <https://www.unfpa.org/es/el-enfoque-basado-en-los-derechos-humanos>

Agenda and a condition of possibility. The eradication of hunger and poverty, as well as the consolidation of more just and equitable societies, are necessary conditions for building peaceful societies committed to sustainable development.

Education has a central place in the achievement of the 2030 Agenda for Sustainable Development, in which broad scope of action, education appears as an objective in itself: (SDG 4) “Quality education”, broken down into seven targets and three means of implementation<sup>5</sup>, and transversal to other objectives.

The seven Targets of SDG 4 are as follows:

Target 4.1: By 2030, ensure that all girls and boys complete primary and secondary education, which must be free, equitable and of quality, and produce relevant and effective school outcomes.

Target 4.2: By 2030, ensure that all girls and boys have access to early childhood care and development services, and quality preschool education, so that they are prepared for primary education.

Target 4.3: By 2030, ensure equal access for all men and women to quality technical, vocational and higher education, including university education.

Target 4.4: By 2030, substantially increase the number of young people and adults who have the necessary skills, particularly technical and professional ones, to access employment, decent work and entrepreneurship.

Target 4.5.: By 2030, eliminate gender disparities in education and guarantee equal access for vulnerable people, including people with disabilities, indigenous peoples and children at vulnerable situations, within all levels of education and vocational training.

Target 4.6: By 2030, ensure that young people and, at least, a substantial proportion of adults, both men and women, have literacy and numeracy skills.

Target 4.7: By 2030, ensure that all students acquire the necessary knowledge and skills to promote sustainable development. This will be achieved through education for sustainable development and the adoption of sustainable lifestyles, human rights, equality of gender, the promotion of a culture of peace and non-violence, world citizenship and the appreciation of cultural diversity and the contribution of culture to sustainable development, among other means.

The three means of implementing SDG 4 are as follows:

4.A. Build and adapt educational facilities and learning contexts that answer to the needs of boys, girls, and people with disabilities, that are gender sensitive, and provide safe, non-violent, inclusive and effective learning environments for everybody.

4.B. By 2020, substantially increase the number of scholarships available to developing countries, in particular least developed countries, small island developing states and African countries, so that their students can enroll in higher education programs, including vocational training programs and technical, scientific, engineering, and information and communication technology programs, within developed and other developing countries. When developed countries grant scholarships to students from developing countries, they should be geared towards developing skills in their home countries. Furthermore, scholarships should be allocated in a transparent fashion and preferably to young people from disadvantaged backgrounds.

4.C. By 2030, substantially increase the supply of qualified teachers, through international cooperation for teacher training in developing countries. The equity gap in education is exacerbated by the unequal distribution of teachers with professional training, particularly in the most underprivileged areas. Since teaching staff is a primary requirement to ensure equity in education, they should be recruited and paid under adequate conditions, and motivate and train them professionally.

SDG 4 raises the importance of guaranteeing inclusive and equitable quality education, with learning opportunities for all people throughout life. It is key that the achievement of a quality education does not relegate the focus on inclusion or the efficiency of graduation. In other words, the consolidation of educational systems in which a part of the population reaches excellent learning achievements and is not in line with the comprehensive vision of the notion of quality in which SDG 4 is included. As stated by López (2005)<sup>6</sup>, in Latin America, an educational offer that does not start from considering existing social inequalities or valuing cultural diversity will not achieve integrating

<sup>5</sup> [https://unesdoc.unesco.org/ark:/48223/pf0000246300\\_spa](https://unesdoc.unesco.org/ark:/48223/pf0000246300_spa)

<sup>6</sup> López, N.: *Equidad educativa y desigualdad social. Desafíos de la educación en el nuevo escenario Latinoamericano*. Instituto Internacional de Planeamiento Educativo IPE – UNESCO Regional branch, Buenos Aires, 2005. P. 64 to 68. <https://unesdoc.unesco.org/ark:/48223/pf0000142599/PDF/142599en.pdf.multi>

effects and will necessarily translate into extremely unequal trajectories and achievements. For this reason, the notion of equity is key. This notion takes the recognition of social inequality and cultural, gender and identity diversity as its starting point.

SDG 4, through Target 4.7, provides the opportunity to organize agendas and actions around social transformation, taking into account cultural diversity as a heritage of humanity. These agendas push the States to commit to plan social transformation in a complementary way together with social organizations, through collective actions oriented by each dimension of this goal. The dimensions reveal the interdependence of people, as well as the notion of peace and security associated with robust democratic practices and sustained by the voice of the multiplicity of social agents.

Focusing on SDG 4, **Target 4.7**, object of this study, the following is proposed:

**By 2030, ensure all students acquire the necessary theoretical and practical knowledge so as to promote sustainable development through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, world citizenship and the appreciation of cultural diversity, and the contribution of culture to sustainable development<sup>7</sup>.**

Target 4.7 is key since it aims to provide people with access to education that prepares them for the leading role the 2030 Agenda grants them. This target includes the following dimensions: Education for sustainable development; Human rights education; Education for gender equality; Education for peace, non-violence and human security; Education for world citizenship; Education for the appreciation of cultural diversity; Education for the assessment of the contribution of culture to sustainable development, and Education for health and well-being.

We define each of them:

- **Education for sustainable development (ESD):** its objective is to promote attitudes and capacities, as well as the acquisition of knowledge that allows making informed decisions for everyone's sake, now and in the future. It also allows practice those decisions taking into account environmental, social and economic aspects so that they are aligned with the quest for development and a good life quality.

Education is thought to be the most appropriate tool to raise awareness about the challenges posed by global issues, such as climate change, since it brings people and communities closer to the necessary skills to build sustainable societies.

In order to take course towards sustainability, it is necessary that development models are not valued exclusively for economic growth. It is required responsible citizenship with critical thinking and aware of economic, environmental and social framework. As for their part, the States have the task of considering this holistic vision in the planning of education policy and in teacher training, with a view to guaranteeing the tools that ease the addition of this approach. Likewise, the joint work between governmental and non-governmental social agents is another key element in the face of the challenges posed by sustainability for Latin America and the Caribbean<sup>8</sup>.

Crosscutting to other Sustainable Development Goals, ESD contributes to responsible consumption and production. In this way, it promotes education on climate change throughout the entire life trajectory, to enable well-informed decision-making and increase the capacities of communities to adopt sustainable lifestyles. Based on the regulation of States, international organizations and international law instruments of all those activities that damage the

<sup>7</sup> <https://www.un.org/sustainabledevelopment/es/education/>

<sup>8</sup> <http://www.unesco.org/new/es/santiago/education/education-for-sustainable-development/>

planet's ecosystems, the fact of increasing individual and group behaviors and responsible habits towards our environment becomes relevant. Formal and non-formal educational proposals adapted to age and context specificities are essential to promote cultural changes that favor a harmonious coexistence with nature. In this way, the anthropocentric approaches that have led human beings to perceive themselves as the center and *raison d'être* of development are banished<sup>9</sup>.

The 40th General Conference of UNESCO adopted the new global framework on Education for Sustainable Development (ESD 2030) for the period 2020-2030. The global framework for the implementation of ESD is the follow-up to the Global Action Program on ESD (GAP, 2015-2019). The ESD 2030 framework will be implemented as an integral part of UNESCO's contribution to the achievement of the Sustainable Development Goals, in particular SDG 4-Education 2030, fully aligned with its program and budget. In the consultation process, the following key concepts that form the foundation of ESD by 2030 were identified.

**Structural changes:** ESD must also pay more attention to the deep structural causes of unsustainable development, in particular the relationship between economic growth and sustainable development.

**Transformative action:** ESD must pay more attention to the individual transformation processes of each learner and the way in which they occur.

**The future of technology:** Advances in technology can provide solutions to some of the “old” sustainability problems, although certain ESD efforts to change people's behavior may no longer be relevant. However, technological solutions themselves can pose new challenges or simply create the illusion of having solved the initial problems. In this sense, ESD and its emphasis on critical thinking become increasingly important.

To fulfill its purposes, the global framework will focus on the following: integration of ESD and the 17 SDGs in policies, learning environments, educators' capacity development, youth empowerment and mobilization, and action at local level.

- **Human rights education:** aims to promote the understanding that each person shares the responsibility to make human rights a reality in each community and in society as a whole<sup>10</sup>. Rodino (2015), a regional reference in theorizing and strategies to implement human rights education, proposes to conceive education with a focus on human rights as a practice that builds social inclusion, which can be developed in two ways:

“Thinking education with rights or ‘in code’ perspective means understanding at least two complementary dimensions:

- Education as the exercise of a human right: the right to education.
- Education as a vehicle to train in and exercise human rights: human rights education (HRE)”<sup>11</sup>

A comprehensive education in human rights provides knowledge about them and the mechanisms to protect them. It also transmits the necessary skills to promote, defend and apply human rights in everyday life. Human rights education promotes attitudes and behaviors. Memory is an essential exercise in human rights education, while reflection on the most important human rights violations throughout history enables the construction of a different future. The challenge is to identify strategies and develop proposals that make the past relevant to the present.

In the field of formal education, it is urged to incorporate human rights education as a transversal axis in the study plans of all levels that make up the educational system, as well as in teacher training colleges. At non-formal education, the challenge of promoting actions aimed at raising awareness of the entire society about the importance of promoting and practicing a culture of human rights and democracy is assumed.

- **Education for gender equality:** implies the transfer of attitudes and values in favor of equal rights, responsibilities and opportunities for all people regardless of their identity and sexual orientation. Gender equality is a global priority that has a place in the 2030 Agenda for Sustainable Development. Specifically, in SDG 5, which aims to “achieve gender equality and empower all women and girls”.

“Although girls and women achieve greater access to formal education than boys and men in the region, in many countries, the gaps still persist. Arias and Bornacelly (2017) show that, currently, girls in Latin America and the Caribbean have, on average, higher enrollment and graduation rates in primary and secondary education. They also

<sup>9</sup> <http://www.unesco.org/new/es/quito/education/educacion-para-el-desarrollo-sostenible/>

<sup>10</sup> [https://unesdoc.unesco.org/ark:/48223/pf0000131836\\_spa](https://unesdoc.unesco.org/ark:/48223/pf0000131836_spa)

<sup>11</sup> Rodino, A. M.: “La educación con enfoque de derechos humanos como práctica constructora de inclusión social”, *Revista IIDH/Instituto Interamericano de Derechos Humanos*, n.º 61, enero–junio 2015; pág. 203. San José, Costa Rica.

exhibit more years of education and enrollment rates in tertiary education than their male peers. However, regional averages can be misleading. Indeed, significant gender gaps are still found in favor of men, for example, in terms of average schooling, in countries such as Bolivia, Chile, El Salvador, Guatemala and Peru. In Latin America and the Caribbean, 20 million individuals between the ages of 15 and 24 are not enrolled in educational establishments at any level of education, are not being trained, or are economically inactive.”<sup>12</sup>

Despite improvements in access to education, there is still much to do with the multiple elements that prevent women from exercising their right to study and develop professionally. In an article on education and gender equality, UNESCO publishes that, among these obstacles, there is poverty, early marriage and pregnancy, gender violence in its various manifestations and the validity of traditional paradigms related to the role of women. Recent research shows that one of the main problems in Latin America and the Caribbean is that women become mothers or marry at an early age, limiting their options later in life. The region has one of the highest rates of teenage pregnancy in the world. Between the ages of twenty and twenty-four, one in four women already had a child and did so before reaching the age of 18. This is expressed in marked gender disparities, since early motherhood leads to school dropouts, and involves limited participation in the labor market and an overload of family and domestic work. Behind the more or less visible factors that contribute to the consolidation of this picture, there are the sociocultural values, the unspoken rules that define what should be done and how to act based on sex, gender identity or sexual orientation, and the ways of thinking and conceiving organization within families and communities.

As regards the challenge of leaving behind preconceptions and notions that truncate the possibility of understanding and positively assessing the fact that each one defines their sexual orientation and gender identity, it is necessary to work on concepts dissemination in a clear and effective way, both from exclusively state activity and in the associated management project framework. The adoption of perspectives of sexual orientation and gender identity refers to the transfer from a heterocentric point of view, to another that recognizes a plurality of affective and sexual choices and practices. Sustaining the approach to sexual diversity<sup>13</sup> in public policies also implies advances in normative matters to guarantee prevention and protection against situations of discrimination at school environment from the self-perceived identity and boys, girls and young people who are part of a homosexual family, among other situations that everyday life proposes.

Assuming education plays a central role in the transmission of values and in social transformation, it is important to incorporate gender perspective throughout the educational process, through study plans, pedagogical materials, teacher training colleges and institutional settings<sup>14</sup>. Undoubtedly, in some contexts, greater progress has been made than in others, and a more equitable horizon has begun to be drawn.

As it is important as a way of ensuring educational and professional development opportunities for everybody, it should be pointed out the unavoidable challenge of the States regarding the legislation on maternity and paternity leave, the deployment of inter sectoral care policies and comprehensive programs for the youngest children, and a set of actions that promote the educational inclusion of adolescent mothers. These challenges include comprehensive sexual education, financial support for young mothers, installation of nurseries in secondary schools or in nearby kindergartens, or pedagogical technical assistance programs in secondary schools with job opportunities for principal teams and teachers, and support of pregnant students, mothers and fathers in complex situations.

- **Education for peace, non-violence and human security:** it addresses learning and training of citizens in order to provide tools that promote dialogue when faced with difference, and conflict resolutions through peaceful means. Contributions to the construction of peace culture, education for human rights, the development of competencies in the matter of peaceful relations, good governance, memory of genocides and the prevention of conflicts are central aspects within this framework in Target dimension 4.7<sup>15</sup>.

Within school environment, the different expressions of violence constitute an unavoidable concern that must be seriously addressed. These manifestations include physical and psychological violence; bullying; systematic forms of bullying through dominant models of masculinity and femininity, or binary identities that leave out those that are not aligned with it; non-inclusive institutional frameworks; gaps in educational opportunities according to variables, such as sex, gender identity, social class or geographic area of residence. It can be considered that one of the great

<sup>12</sup> [https://www.summaedu.org/wp-content/uploads/2019/07/Nota-Conceptual-GEMR-2020\\_ESP-Final-p%C3%BAblico-30.07.2019.-.pdf](https://www.summaedu.org/wp-content/uploads/2019/07/Nota-Conceptual-GEMR-2020_ESP-Final-p%C3%BAblico-30.07.2019.-.pdf)

<sup>13</sup> “Sexuality is an aspect of human life resulting from a sociocultural construction and sexual diversity is the plurality of emotional, affective and sexual practices and manifestations in a given culture”.  
<https://www.argentina.gob.ar/trabajo/diversidadsexual/politicas>

<sup>14</sup> *Guía para la igualdad de género en las políticas y prácticas de la formación docente*, UNESCO, 2016.

<sup>15</sup> <https://es.unesco.org/themes/programas-construir-paz>

obstacles to facing the problem of violence in schools is the lack of sense of belonging to this social space. In Latin America, the incorporation of new social sectors into educational institutions is an element that must be considered when analyzing the phenomenon of violence at school (Abramovay, 2015). The formal educational system must go along with transformations and act in the face of violent public spaces, and in the face of violence suffered by students and teachers alike. Making school an exemplary space for good coexistence also implies taking into account what happens in the digital age, at virtual social relationship level and the spread of phenomena such as cyberbullying. Faced with a scenario of such complexity, institutions have the task of promoting cooperation among the multiplicity of social agents in the educational community: students, teachers, principals and families<sup>16</sup>.

It is worth saying that the commitment to a culture of peace and non-violence is a great challenge for formal and non-formal educational practices, as they contribute to strengthening the basis of respect and equity, capable of combating violence. Non-formal education initiatives that are deployed beyond the educational system play a strategic role within this dimension due to the possible impact they may have on institutions that can maintain a complex link with the culture of peace, such as police and the armed forces<sup>17</sup>.

- **Global Citizenship Education (GCE):** it is defined by UNESCO as education which target is to stimulate students of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and safe societies<sup>18</sup>. Its objective is to instill knowledge, values, attitudes and behaviors in people, which constitute the basis of a responsible and participative global citizenship, committed to building a more inclusive, just and peaceful world<sup>19</sup>. GCE is based on three learning areas: the cognitive aspect, i.e., the necessary capacities for reflection and knowledge acquisition to better understand the world and its complexities; the socio-emotional aspect, i.e. values, attitudes and social competences that contribute to the affective aspect, the psychosocial and physical development of the students -which allow them to live with others in a respectful and peaceful way-, and the behavioral aspect, i.e., behavior, performance, application practice and commitment.

To support Member States in their efforts to advance with policies and programs on this issue, UNESCO has promoted the deepening of regional and global debates, the development of resources to guide policy-making, and teaching and learning processes in formal and non-formal areas. In addition, it promotes the preparation of publications and fosters cooperation and exchange between key stakeholders. Work in favor of a contextualized approach to global citizenship education has contributed to making visible the importance of strengthening the quality, inclusion and equity of teaching and learning processes that promote each of the dimensions included in Target 4.7, within the sustainable development term.

At regional level, in 2015, the first Orientation and Capacity Building Workshop on Education for Global Citizenship was held with the title "Promoting Education for Global Citizenship in Latin America and the Caribbean." Two years later, in 2017, the Regional Meeting for Latin America and the Caribbean "Towards a world without walls: education for global citizenship in SDG 4 - Agenda E2030<sup>20</sup>" was held. During this meeting, the Regional Network of Education for Global Citizenship was created, supported by the Asia-Pacific Center for Education for International Understanding (APCEIU), which founding document states the following:

<sup>16</sup> In order to go beyond into this topic, it is suggested to see the following document by SITEAL:

DIALOGOS DEL SITEAL Conversación con Miriam Abramovay. *Violencia en las escuelas. Hacia la inclusión de los jóvenes en la construcción colectiva de estrategias de prevención.*

[http://archivo.siteal.iipe.unesco.org/sites/default/files/siteal\\_dialogo\\_miriam\\_abramovay.pdf](http://archivo.siteal.iipe.unesco.org/sites/default/files/siteal_dialogo_miriam_abramovay.pdf)

<sup>17</sup> It is appropriate to mention the Orchestra of the East and West Divan, name inspired by a book of poems by Goethe, as a practice that promotes peace worldwide. It has been devised by the musician Daniel Barenboim and the philosopher Edward Said in 1999, to bring together young Palestinian, Arab and Israeli musical talents, and to form, at the same time, a forum for dialogue and reflection on the conflict in the Middle East. This outstanding project was born with the purpose of combining musical study and development with knowledge and understanding between cultures that have traditionally been rivals.

<sup>18</sup> <https://en.unesco.org/themes/gced/definition>

<sup>19</sup> <https://es.unesco.org/themes/ecm>

<sup>20</sup> The meeting was held on October 23 and 24, 2017 in Santiago de Chile. Thinkers and activists of the region were summoned. They represented many civil societies, educational communities, social movements, universities and government organizations. The aim of the meeting was to promote dialogue about the concept of global citizenship education (GCE) and to go deep into a regional perspective to promote the construction of a network that allows strengthening the implementation of GCE, located in the context of Latin America and the Caribbean. More information in *Hacia un mundo sin muros: educación para la ciudadanía mundial en el ODS 4 – Agenda E2030*, Oficina Regional de Educación para América Latina y el Caribe OREALC UNESCO, 2018. [https://unesdoc.unesco.org/ark:/48223/pf0000265517\\_spa](https://unesdoc.unesco.org/ark:/48223/pf0000265517_spa)



**For UNESCO, GCE is relevant in the current context of globalization, as it expresses the sense of belonging to a broader, global community, to a common humanity. GCE involves training and educating for a political, social and cultural interdependence among people. In order to do this, it is required to articulate local, national and global aspects to build common sense and knowledge that allow us to live together in peace and under social justice<sup>21</sup>.**

In the same year 2017, UNESCO organized the I Regional Meeting of Ministers of Education of Latin America and the Caribbean within the framework of monitoring the Education 2030 Agenda, in Buenos Aires, Argentina. The Buenos Aires Declaration provides an account, in its article 14, of the commitment of the Member States to move forward in Target 4.7.

**We will design and implement comprehensive educational programs for sustainable development (ESD) and education in favor of global citizenship (GECD), which is fundamental to acquire values and attitudes related to human rights, gender equality, peace culture, non-violence and coexistence. It is also important for the protection of the environment, to care for life on this planet, and to face climate change challenges. As a comprehensive part of these programs, we will disseminate SDGs, especially among the social agents in the educational community in order to empower them as responsible global citizens and protagonists in this new agenda.**

In July 2019, the UNESCO Forum on Education for Sustainable Development and Global Citizenship took place in Hanoi, Vietnam. There were more than 350 experts, professionals and policy makers from 100 countries gathered in a forum that examined the topic of “Learning and teaching to build peaceful and sustainable societies: from early childhood to primary and secondary education”. Participants provided innovative and promising approaches on different ways to bridge the gap in the three learning domains (conductive, socio-emotional and behavioral) with a view to achieving the 2030 Agenda for Sustainable Development, in particular Target 4.7.

Within the framework of Target 4.7, through the concept of global citizenship, emphasis is placed on the contribution of education to make the world a better place, shedding some light on the connections that extend beyond national aspirations.

In October 2019, 100 representatives of civil society gathered in Brussels to discuss the role of global citizenship education in achieving sustainable development. This was the first of several international conferences organized by

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<sup>21</sup> *Ibidem*, p. 8.

Bridge 47<sup>22</sup>. The conference brought together representatives of values-based education to learn from each other, be inspired, and find new strategies to promote global citizenship education.

At regional level, la Liga Iberoamericana de Organizaciones de la Sociedad Civil, currently made up of twenty-nine civil society organizations from seventeen Ibero-American countries, specialized in human, social and community development, has been committed, for twenty years, to the construction of more peaceful, tolerant, inclusive and safe societies. With the mission of building equity, with a focus on rights and citizen participation to overcome poverty and social exclusion, the League combines political advocacy actions with the deployment of a set of initiatives in favor of children and youth. As part of its permanent activity —and aligned with what the world citizenship perspective proposes—, the Ibero-American League develops international volunteer projects with the purpose of training young people capable of dialogue and acting to change the conditions of inequality and injustice in the world.

- **Education for the valuation of cultural diversity:** it recognizes and legitimizes the cultural differences between various human groups, as well as the existence, coexistence and interaction between different cultures. It values cultural diversity as a source of creativity, growth and human development, and rejects its prevalence as a reason for social exclusion and discrimination. Education for the valuation of cultural diversity takes care of the fact that cultural contributions and different worldviews are known, that differences are discovered as something that enriches and teaches, offers other views of the world, and calls for thinking. Along with the recognition of the value of differences, it is necessary to generalize the outrage at discriminatory situations that lead to social, economic and educational inequalities.

In Latin America, the creation and strengthening of States was consolidated through a process of cementing national identities, during which educational systems played a central role. When highlighting that similarities outnumbered differences, fear of the diverse or unknown was legitimized. This denial remained hegemonic for much of the 20th century. Towards the end of the 1970s, fundamentally in countries with a greater presence of indigenous populations, the need to attend in a diversified way to those who had a different culture and spoke another language began to be recognized. Starting in the 1990s, the plurality of peoples was recognized in the Constitution and, in many educational laws, it was made explicit the need for education to attend and value diversity. As a continuation of these processes, in 2007, the United Nations General Assembly approved the Declaration on the Rights of Indigenous Peoples, in which, through its Art. 14, reference is made to the importance of the right to education in their own culture and language, without discrimination. Today, the challenge of moving towards an inclusive inter culture occupies an important place on the educational agenda of the region. This does not mean that education for the appreciation of cultural diversity is part of what happens on a daily basis in the classrooms of the region.

The challenge of inclusive inter cultural aspect as a feature of educational practice becomes relevant in the face of the traditional and continuous migratory flows of the region that, at present, converge with movements that are more vertiginous. Boys, girls, adolescents and young people see their educational paths interrupted, to resume them in new places, with different difficulties associated both with the situation in which the migration occurred and with the conditions in which the educational system of the receiving country welcomes them. In these circumstances, education for the appreciation or value of cultural diversity constitutes an enormous contribution to the social and educational inclusion of the migrant population.

Many of the new national education laws enacted in the region during the first decade of the 21st century emphasize the need for an education that is diverse in its application and relevant to each geographic, social, cultural and linguistic context (López, 2007). Having overcome the paradigm of homogenization under which so many educational systems have spread in the Latin American region, the 21st century has consolidated the discourse that proclaims the appreciation and respect of cultural diversity as a condition that enriches educational practice. This a priori would paint a favorable picture for the reception of young migrants, but which, in practice, has not managed to permeate in institutional procedures, so the application of these regulations becomes of interest for this study.

At national level, building citizenship in multicultural environments can constitute a valuable contribution that cultural diversity offers to democratic life. Democracy is founded on pluralism and the more powerful this is, the stronger it becomes. At global level, it is convenient that the valuation of cultural diversity be translated into concrete educational practices to enrich worldviews and have more options when deciding solutions to problems and accompanying changes that arise<sup>23</sup>. Education for the appreciation of cultural diversity is intercultural and

<sup>22</sup> Bridge 47 mobilizes civil society around the world to contribute to a transformation towards global justice and the eradication of poverty through global citizenship education. It is an initiative created to coordinate efforts that respond to the challenges imposed by Target 4.7.

<sup>23</sup> [http://archivo.siteal.iipe.unesco.org/sites/default/files/siteal\\_dialogo\\_sylvia\\_schmelkes\\_20131608.pdf](http://archivo.siteal.iipe.unesco.org/sites/default/files/siteal_dialogo_sylvia_schmelkes_20131608.pdf)

promotes practices aimed at society as a whole. It is a model that must permeate all dimensions of the educational process and achieve the involvement of the entire educational community (teachers, students, principal, families), guided by the principle of equity and the defense of the right to education for everybody.

The report *Education and Cultural Diversity: Lessons from Innovative Practice in Latin America* contains a set of experiences of public policies and innovative associated management programs in intercultural education. They are: "Bilingual intercultural curriculum for the Cusco region" and "Aymara thematic glossary for secondary education" in Peru, "Mapuche culture rescue project" and "Strengthening of the Huilliche identity" in Chile, "Alternative popular intercultural and bilingual curriculum" in Bolivia and "Intercultural experience in the Chair of Afro-Colombian Studies, through oral sources" in Colombia. The document focuses on the study of two cases: the "Pedagogy of cultural reassurance" by Escuela Normal Superior Indígena de Uribia (La Guajira, Colombia), aimed at the recognition and reassurance of the Wayuu cultural identity, and the experience of innovation "Learning to read and write from Andean knowledge". It consists of the incorporation of Andean communal knowledge in the process of teaching boys and girls how to read and write in a school in the province of Canchis (Cusco, Peru<sup>24</sup>).

- **Appreciation for the contribution of culture to sustainable development:** It identifies culture —from cultural heritage to creative cultural industries— as a facilitator and driver of the economic, social and environmental dimensions of sustainable development. The valuation of culture as a catalyst for development implies the protection of tangible and intangible heritage, as well as the promotion of cultural expressions in all their forms<sup>25</sup>.

Although culture was absent in the MDGs, the integration of the cultural dimension in actions and objectives to achieve sustainable development is an approach that has been making its way at international level. The final document of the MDG Summit, "Delivering on the promise: united to achieve the Millennium Development Goals" (2010), emphasized the importance of culture for development and its contribution to the achievement of the Millennium Development Goals. Furthermore, the trend towards integration of culture into national development plans has been particularly highlighted in recent years. The "Culture: Key to Sustainable Development" Congress, held in Hangzhou, China, in 2013, was the first International Congress specifically focused on the links between culture and sustainable development, organized by UNESCO, since the Stockholm Conference in 1998. (which focused on cultural policies for development, but still without mention to the notion of sustainability). The Congress in Hangzhou provided the setting for the first global forum to discuss the role of culture in sustainable development. It aimed to provide cutting-edge knowledge, research, data and practices on the contribution of culture to sustainable development, and to engage the international community in an open debate. Thanks to the contribution of experts in development, decision-makers from governments, international and regional organizations, and representatives from the private sector and civil society, the Congress provided a historic opportunity that made a difference in the positioning of the culture in the global Sustainable Development Agenda from 2015 onwards<sup>26</sup>.

- **Education for health and well-being:** it is based on a communication process aimed at providing the necessary information and skills so that individuals and social groups can contemplate the direct or indirect effects of their behaviors on physical and mental health. The mission of Education for Health and Well-being is to create safe and equitable learning environments, round tables for exchange and reflection towards the development of healthy lifestyles<sup>27</sup>.

The Incheon Declaration, passed at the close of the World Education Forum in 2015, confirms that education develops skills, values and attitudes so that all people in the community enjoy a healthy life, make well-informed decisions and face problems on a local and global scale<sup>28</sup>.

It is expected that the educational agenda assume the promotion of the necessary knowledge to prevent diseases and pathologies, which must include Comprehensive Sex Education (ESI). The evidence of the effectiveness of comprehensive sexuality education at schools continues to strengthen as impact evaluations report positive conclusions linked to a reduction in risk behaviors. Although the objective of many evaluations is the identification of

<sup>24</sup> More information at *Educación y Diversidad Cultural: Lecciones desde la práctica innovadora en América Latina*.

Innovemos - Red Regional de Innovaciones Educativas para América Latina y el Caribe, Unesco, Santiago de Chile, 2008.

<sup>25</sup> <https://es.unesco.org/themes/cultura-desarrollo-sostenible>

<sup>26</sup> <http://www.unesco.org/new/en/culture/themes/culture-and-development/hangzhou-congress/about-the-congress/>

<sup>27</sup> <https://www.uv.mx/personal/yvelasco/files/2010/07/la-educacion-para-la-Salud.ppt>

<sup>28</sup> <https://es.unesco.org/themes/educacion-salud-y-bienestar;>

<http://www.unesco.org/new/es/santiago/education/education-for-health-and-well-being/>

health outcomes (for example, increase in the use of condoms or contraceptive methods), it is gradually beginning to be understood that CSE can also contribute to broader results that are related to more equitable attitudes and representations as regards gender issues<sup>29</sup>.

Meanwhile primary health care policies, aimed at ensuring that individuals and the community know, participate and make decisions about their own health and well-being, are one of the activities with the greatest international consensus that the States deploy in the field of health education<sup>30</sup>.

Joint work between the public sphere, civil society and the private sector is essential to strengthen articulation between education and health sectors, and to launch health education initiatives with different degrees of intervention. Health education programs with the best chance of being successful are those that intervene at different levels: massive, group or community, and individual, and which are also inter-institutional and interdisciplinary<sup>31</sup>.

Within the framework of this dimension of Target 4.7, it is important to have a broad notion of well-being, such as the one proposed by the perspective of the social and solidarity economy when transferring those values and principles based on human rights to the economic sphere. As part of its driving precepts, the social and solidarity economy places people on the spotlight of economic system and gives markets an instrumental role at the service of well-being (which is social, economic and environmental). It has been shown that traditional economics focuses mainly on the economic and forgets about people's well-being. The social and solidarity economy tries to recover that main place people should have when managing the satisfaction of their own needs, putting the economy at the service of the people<sup>32</sup>.

## Summary

Having covered all dimensions involved in Target 4.7, references to the social, humanistic and moral purposes of education, and their explicit link with other SDGs, stand out. The global indicator for monitoring this target analyzes to what extent education for global citizenship, sustainable development and gender equality are incorporated into national education policies through curricular content, textbooks, teacher training colleges and student assessment. The establishment of this global indicator evidences the acknowledgement -by the international community- of the importance of monitoring the content of education. This invites countries to reflect and commit to what is taught and how it is taught in the classroom.

The 2016 GEM Report<sup>33</sup> presents information related to the global indicator and reports on the development of a coding protocol to analyze the prevalence of relevant terms in national curricular frameworks and in teaching materials. This report analyzed more than 110 national curricular frameworks for primary and secondary education in 78 countries between the years 2005 and 2010. The analysis focused on five thematic areas of Target 4.7: human rights; Gender equality; peace, non-violence and human security; sustainable development, and world citizenship and global interconnection. Mentions of human rights made this thematic axis the most prevalent of the five in national curricular frameworks. Certain terms, such as "rights", appear in 88% of national curricula, "democracy" in 79% and "freedom" in 54%. At the same time, more than 80% of the countries included at least one term related to sustainable development in the curricular frameworks. The most common were "sustainable development" (73%), "ecology" (55%) and "environmental education" (47%). While almost all countries included at least one term related to global citizenship, the amount and frequency of use were more limited. About half of the countries incorporated terms such as "globalization" (51%), "multiculturalism" (49%) and "global citizenship" (42%); while only 10% integrated concepts such as "world inequality" or "global-local thinking". Meanwhile, gender equality is less

<sup>29</sup> *Orientaciones técnicas internacionales sobre educación en sexualidad. Un enfoque basado en la evidencia*, UNESCO, ONUSIDA, PNUD, UNICEF, ONU Mujeres y la Organización Mundial de la Salud, 2018.

<sup>30</sup> In addition to promoting healing services, this strategy grants a central place on promoting health and preventing disease. At the WHO General Assembly in 1977, the need to ensure health for everybody by the year 2000 was raised. A year later, it was defined that, in order to achieve this goal, a specific strategy was necessary. It had to be different from the used until then. This strategy was defined as Primary Health Care (PHC). The proposal was accepted based on a global diagnosis that warned about the great inequality in people's health between developed and developing countries, but within each nation. For more information on this point, see *The Primary Health Care strategy: progressivity or regressively in the right to health? The Primary Health Care strategy: progressiveness or retrogressiveness in the health rights?* Ivan Ase, Jacinta Burijovich, 2008.

<sup>31</sup> <https://www.uv.mx/personal/yvelasco/files/2010/07/la-educacion-para-la-Salud.ppt>

<sup>32</sup> More information at *La economía social y solidaria en el contexto educativo. Guía para el profesorado*. Red de Redes de Economía Alternativa y Solidaria, Madrid, 2018. <https://cpalsocial.org/documentos/539.pdf>

<sup>33</sup> <http://gem-report-2016.unesco.org/es/inicio/>

prevalent in national curricula: less than 15% of the countries included key terms, such as “gender empowerment”, “gender parity” or “gender-sensitive”, while half of it mentioned “gender equality”<sup>34</sup>.

Later, together with the GEM 2020 report<sup>35</sup>, UNESCO launched the website *Profiles Enhancing Education Reviews* (PEER), which contains information on laws and policies related to inclusion in education in each country of the world. PEER contributed to the 2020 GEM Report by revealing that less than 10% of countries have laws that help ensure full inclusion in education. This report calls for countries to broaden their definition of inclusion, which often does not cover all marginalized groups and instead targets some of them, as if inclusion could reach one group at the same time.

PEER also shows that many countries still segregate as regards education by reinforcing stereotypes, discrimination and alienation. The laws of a quarter of the countries require that children with disabilities be educated in separate settings. This figure rises to more than 40% in Latin America and the Caribbean, as well as in Asia.

It is now worth asking, what is the contribution that society's organizations make to the fulfillment of Goal 4.7 through their daily work?

## II. The role of civil society organizations in Latin America and the Caribbean, their heterogeneity, and their role in meeting SDGs

Although the 2030 Agenda for Sustainable Development gains momentum due to the commitment of one hundred and ninety-three States, as clearly stated in Target 17.17, its fulfillment will only be possible with “effective alliances in the public, public-private and of civil society, taking advantage of the experience and strategies of obtaining resources from the associations”. Hence, the multiple transformation processes needed to make it possible undoubtedly challenge civil society organizations.

Civil society is not only traversed by what Olvera (1998) problematizes as “conceptual ambiguity and polysemy of the term”<sup>36</sup>, but also by the complexity of its historical structure and its vast territorial deployment. This study is located within the theoretical framework posed by the economic and the socio-political nature of civil society. Following Biagini (2009) we share that the *associative field* is a component “of a civil society that is the scenario on which construction of hegemony and consensus is carried out”<sup>37</sup>. Its dynamics - far from showing them as immobilized - place their organizations in the movement of a continuum between direct assistance and mobilizing citizen demand, which includes political advocacy as one of the hierarchical practices (Villar 2003).

CSOs pursue a social and public purpose, and are not for profit, but are not part of the State. They are private organizations, but they are not part of the market either. CSOs are organized groups of citizens who work collectively for a cause. In their actions, they relate to both sectors (State and market) to favor the construction of a plural and sustainable society.

The term *Third Sector* to refer to organized civil society has been disseminated and widely accepted. This concept has received criticism for including under the same umbrella those organizations that do not share objectives, operating logics or social practices, or because its circulation has been functional to the discourses that seek to legitimize the withdrawal of the responsibility of the State as the ultimate guarantor of the rights of the population. However, the analytical usefulness of the concept stands out, as it comprises the presence of a differentiated sector of the State and companies, which is builder of social ties and strengthener of citizen participation. The specific attributes of the Third Sector can be identified within the similarities and differences related to the other two sectors. Third Sector organizations and companies share their status of private organizations. As regards the State, Third Sector organizations share interest in topics that find some more or less direct reference with the public. They also share the condition of non-governmental, distance from the State and non-profit status<sup>38</sup>.

<sup>34</sup> <https://educacionmundialblog.wordpress.com/2016/10/19/Meta-4-7-lo-que-esta-en-juego-para-el-seguimiento-del-progreso-en-relacion-con-la-educacion-para-la-ciudadania-mundial-y-el-desarrollo-sostenible/>

<sup>35</sup> <https://es.unesco.org/gem-report/report/2020/inclusion>

<sup>36</sup> Olvera Rivera, Alberto j. 1998. *Problemas conceptuales en el estudio de las organizaciones civiles: de la Sociedad Civil al Tercer Sector*. Instituto de Investigaciones Histórico-Sociales Universidad Veracruzana.

<sup>37</sup> Biagini G., 2009: *Sociedad civil y VIH-sida. ¿De la acción colectiva a la fragmentación de intereses?* Paidós. Ed. Tramas Sociales 54. Buenos Aires.

<sup>38</sup> Roitter, M. (2004) “El tercer sector como representación topográfica de sociedad civil”. En Daniel Mato (coord.), *Políticas de ciudadanía y sociedad civil en tiempos de globalización*. Caracas: FACES, Universidad Central de Venezuela, pp. 17-32.

With regard to the conditions for the possibility of strengthening civil society, it is interesting to review what has been recorded in specialized bibliography about the direct proportional relationship between the strengthening of a large urban middle class and the development of the Third Sector<sup>39</sup>. In this relationship, organizations committed to the environment, citizen participation, the development of a culture of peace and the appreciation of diversity are developed. In turn, in the case of many territorial organizations, such as soup kitchens, sports clubs, cultural and artistic centers, immersion in vulnerable contexts is what awakens the interest to act and organize themselves collectively. The purpose of these collective organizations is to attend to basic needs, and transform the daily circumstances of deprivation that many families go through –which depicts most of Latin American social reality.

Most CSOs seek to influence the positioning and approach of issues that are worked on the public agenda, which may translate into showing a problem, participating in processes and decision-making, or the consolidation of a bridge between citizen demands and State capacities. In order to reinforce their influence by strengthening participation in democratic life and contributing to the sustainable development of societies, CSOs usually associate in national<sup>40</sup>, regional<sup>41</sup> and international<sup>42</sup> confederations or networks.

CSO associations pursue common objectives and seek to enrich themselves through the articulated work of their member organizations in strengthening capacities (both technical and institutional) and in the deployment of common strategies in the face of shared problems. Networks or associations expand the horizon of possibilities for organizations, allowing access to legal and administrative advice, the development of capacities to access international cooperation (from how to prepare a project to how to obtain funding) and the exchange of resources, information and experiences. Also, it is frequent the association aimed at promoting the visibility of work performed by CSOs, through the generation of information systems on the sector, the permanent registration of organizations or accountability reports elaboration<sup>43</sup>. Finally, associations of organizations multiply the possibilities of being identified as valid interlocutors for political decision-makers.

Latin America and the Caribbean are the most unequal region on the planet. It is complex to consolidate democracies with social cohesion in countries where - regardless of achieving economic growth processes - poverty, the social exclusion of large sectors of the population is spreading - with its consequent marginalization of the spheres of production, consumption and participation—, the informal economy, precarious work, and polarity in the distribution of resources. Undoubtedly, the profound inequality of opportunities undermines the way of being linked and committed to participation in democratic life and its institutions.

The region faces the enormous challenge of putting in place production and distribution models that favor a more inclusive economy growth, which offer opportunities for development and well-being to the entire population, and that contribute to generating the necessary integration and social cohesion for coexistence and the construction of transformative and collective actions in order to advance into democratization. In synchrony, democratic systems must be redesigned to find stable ways of representing and articulating a growing diversity of interests and demands through a political order that ensures the exercise of rights and freedoms. Faced with this scenario, the type of relationship that is stimulated between the State, the market and civil society (including trade union organizations) is

<sup>39</sup> Salamon (1994) cited in Roitter, Mario (2004) “El tercer sector como representación topográfica de sociedad civil”. In Daniel Mato (coord.), *Políticas de ciudadanía y sociedad civil en tiempos de globalización*. Caracas: FACES, Universidad Central de Venezuela, pp. 17-32.

<sup>40</sup> For instance, Colombian Confederation of NGO (<https://ccong.org.co/ccong/>), Red Argentina para la Cooperación Internacional, federation made up of more than 150 CSOs from Argentina which works to strengthen and promote coordinated actions with the sector (<https://raci.org.ar/>) and Campaña Argentina por el Derecho a la Educación (CADE), joint action of different Social Organizations committed to Argentine Education (<https://www.derechoseducacion.org.ar/>).

<sup>41</sup> For example, Campaña Latinoamericana por el Derecho a la Educación (CLADE), plural network of civil society organizations, present in 16 countries of the region (<https://redclade.org/>), or Liga Iberoamericana de Organizaciones de la Sociedad Civil made up of 29 civil society organizations from 17 Latin American countries (<https://www.ligaiberoamericana.org/>).

<sup>42</sup> At international level, the global alliance of civil society organizations and activists CIVICUS stands out, devoted to strengthening civil society and citizen action around the world to move towards a more just, inclusive and sustainable society. It was established in 1993. Since 2002, it is headquartered in Johannesburg, South Africa, and currently has more than 9,000 members in more than 175 countries. Its work is guided by three strategic objectives that reflect the conviction that collective action is key to social transformation: Defend civic freedoms and democratic values; Strengthen the power of people to organize, mobilize and act, and Promote a more responsible, effective and innovative civil society. The definition of civil society used by CIVICUS is broad and encompasses non-governmental organizations, activists, civil society coalitions and networks, social movements, voluntary organizations, charities, religious groups, trade unions and philanthropic foundations. You can view the CIVICUS Strategic Plan 2017-2022 and have access to more information at <https://www.civicus.org/>.

<sup>43</sup> Jervis M. *Redes de OSC: beneficios y servicios*. Grupo FARO, 2013.

key as a basic element to build a more equitable and cohesive social order. Equity should be the main axis in development plans that should consider both the positions of the private sector and those of civil society organizations (CSOs) in order to consolidate the commitment to structural breakdown through which poverty is transmitted from one generation to another.

This is a key aspect when it comes to understanding the role of organizations as promoters of social transformation within the framework of the causes and consequences of situations of poverty. Poverty is one of the manifestations of inequality and constitutes one of the main causes and consequences of human rights violations, social tensions and conflicts. It is characterized by factors such as discrimination, unequal access to resources and social and cultural stigmatization that influence the reduction of individual and collective well-being by being deprived of goods, services and the most basic needs, such as housing, health and education. A comprehensive approach to human rights must not only address the misconceptions and myths surrounding the phenomenon of poverty, but also help to find sustainable and equitable ways out of this situation, and ensure social justice.

Educational justice is the pedagogical dimension of social justice programs and requires providing students with good quality education. That is, there can be no educational justice without justice in income distribution, in access to housing or in the right to health. Therefore, educational justice is part of the process of building societies that are more just.

CSOs have been, for decades, a fundamental support for the most disadvantaged sectors of Latin American and Caribbean societies. These organizations make extraordinary efforts in successive cycles of structural adjustment in which, many times, they assume the responsibilities of contracting States. CSO activities have been broad for decades: they include fight against hunger, lack of development opportunities, and protection against violence or crime. Already in a 2001 report, UNESCO differentiated these "social functions" of CSOs from their "analytical function" or "governance", through which they contribute to the processes of democratic consolidation in their respective societies<sup>44</sup>.

The centrality given to the type of relationship that is promoted between the State, the market and civil society -far from contributing to the discourse that legitimizes the withdrawal of the State- wants to highlight the participation of organizations and social groups as forms of citizen engagement in articulation with strong and guarantors of rights States.

It is worth referring to the concept of "social dialogue" between agents, which, in a broad sense<sup>45</sup>, can be used to name a type of relationship between the State, the private sector and social organizations (CSOs, unions, movements, communities, etc.) in order to jointly address social problems and help develop consensus-based solutions. We can understand social dialogue as an example of participatory governance, which is an essential element for sustainable development -as long as it encourages inclusion. It stimulates the joint search for solutions to problems of common interest; improves democratic ownership through its inherent processes of information exchange, consultation and joint decision-making; it reinforces transparency and accountability among the different participating actors<sup>46</sup>.

From civil society, mobilization processes have arisen for protest and the demand for responses from the State regarding the distribution of socially produced wealth and the expansion of rights. These are relevant processes at all times and, even more so, in the face of repeated economic crises and difficult transitions between political cycles that shook and still shake the region. On top of that, in recent years it has been added the weakening of democracies and the right to demonstrate, and criminalization of the defense of human rights and journalists.

April 2018, dozens of government representatives and civil society organizations of Latin America and the Caribbean gathered at the Forum of the Countries of Latin America and the Caribbean on Sustainable Development that took place in Santiago, Chile, to discuss the mechanism for civil society participation in the Sustainable Development Agenda. The occasion allowed a debate on the real impact of civil society organizations in the change processes that stimulate the SDGs. In addition, the issue of public-private partnerships in overcoming poverty, education, health and infrastructure was addressed. Many successful experiences were recognized, but it was also noted that so-called Corporate Social Responsibility (CSR) many times responds more to commercial interests than to the needs of local

<sup>44</sup> <http://digital-library.unesco.org/shs/most/gsd/cgi-bin/library?e=d-000-00--0most--00-0-0--0prompt-10---4-----0-11--1-en-50---20-about--00031-001-1-0utfZz-8-00&a=d&c=most&cl=CL5.9&d=HASH68d22e420194d5e57be7a7>

<sup>45</sup> In its narrowest sense, the notion of social dialogue refers to the promotion of consensus in the field of labor relations. Social dialogue, as defined by the ILO, includes "all types of negotiation, consultation or simple exchange of information between representatives of governments, employers and workers on issues of common interest related to economic and social policy"

<sup>46</sup> *El diálogo social como motor e instrumento de gobernanza del desarrollo sostenible*. Research document, International Labor Organization (ILO) y International Trade Union Confederation (ITUC), 2017.

communities<sup>47</sup>.

Civil society can build alliances and generate changes from the bottom up, of Horizontal Cooperation, South-South and Triangular Cooperation<sup>48</sup>. For the development of these forms of cooperation, it is necessary to understand not only the needs of different actors involved in an issue, but also their capacities for transformation and mutual collaboration.

Although it must be recognized that in such diverse Latin American scenario, it is necessary to analyze experiences in the light of historical and cultural contexts. It can also be admitted -as a general premise- that the type of relationship promoted by the State with civil society has to do with the development model that you want to apply. This idea stimulates inquiry into various expressions of CSOs with a view to strengthening their work, their ability to articulate with the State and their potential to consolidate the processes of social change contained in the SDGs<sup>49</sup>.

## Civil Society Organizations and Target 4.7

By focusing on Target 4.7, CSOs are enshrined as strategic participants committed to sustainability and global citizenship.

The primary function of CSOs, in meeting Target 4.7, is to reach all age groups, beyond educational institutions and the ages theoretically included in the formal education system, through non-formal education for sustainable development practices and global citizenship. In this sense, the capillarity of social organizations in the territories is a comparative advantage.

Faced with the challenge of consolidating a citizenry committed to peace and equity that reacts to human rights violations, inequality and poverty at global, regional and local level, the focus of education throughout the lifetime is highly relevant. The glossary of UNESCO Institute for Lifelong Learning presents this definition:

**Lifelong learning is the organizing principle of all forms of education (formal, non-formal and informal) with better integrated and interrelated components. It is based on the premise that learning is not confined to a specific period of life, but goes "from the cradle to the grave" (horizontal sense), it considers all the contexts in which people live together as a family, community, work, study, leisure, (vertical sense), and supposes humanistic and democratic values such as emancipation and inclusion (deep sense). It emphasizes ensuring relevant learning (and not just education) beyond the school system<sup>50</sup>.**

<sup>47</sup> <https://www.dianova.org/es/noticias/cepal-el-rol-de-la-sociedad-civil-en-la-agenda-2030/>

<sup>48</sup> The concept of South-South Cooperation refers to technical cooperation between developing countries, which are mostly located in the South of the planet. It is a tool used by States, International Organizations, academia, civil society and the private sector to collaborate and share knowledge, skills, and successful initiatives in specific areas such as agriculture, human rights, urbanization, and health, or actions to face climate change. Triangular cooperation is what takes place when a developed country or an organization gets involved to facilitate South-South exchange with resources and experience. <https://news.un.org/es/story/2019/03/1453001>

<sup>49</sup> <https://www.flacso.org.ar/formacion-academica/organizaciones-de-la-sociedad-civil/>

<sup>50</sup> [https://uil.unesco.org/fileadmin/multimedia/uil/confintea/pdf/Format\\_of\\_the\\_structure\\_of\\_the\\_glossary.pdf](https://uil.unesco.org/fileadmin/multimedia/uil/confintea/pdf/Format_of_the_structure_of_the_glossary.pdf)

As stated in the final Declaration of the Regional Meeting, which took place in Villa María, Córdoba, Argentina, in 2017: Learning to live in a sustainable way in cities in Latin America and the Caribbean:

**In today's world, where social, economic and political patterns are constantly changing, people also need to continually reassess and update their learning throughout life. This lifelong learning is a key resource in helping individuals and their communities and economic development<sup>51</sup>.**

### **III. Presentation of the Study of non-formal education practices related to the dimensions of Target 4.7 of SDG 4, implemented by organizations and civil society groups in Latin America and the Caribbean**

UNESCO acknowledges and wants to value the great contribution of civil society organizations and groups, together with States and other key social agents, in the field of non-formal education. The objective of this contribution is the full realization of human rights, peace, and responsible exercise of local and global citizenship, gender equality, sustainable development and health.

Educational policies at national level, study plans, teacher training, and student evaluation, as a state action aimed at achieving Target 4.7, are enriched by the experiences of CSOs that do not restrict their actions to the population included in the formal educational system. While the contribution and challenges of the State have been studied<sup>52</sup>, this report aims to contribute to the recognition of CSOs as key elements for the extension of sustainable lifestyles and a culture of peace and appreciation of diversity, which by its permanent commitment; it supports education throughout life as a tool for social transformation and equitable development. The carried out study highlights the role of civil society that, through active participation, develops content and dynamics that link formal education with real settings, offers experiences and the socialization of skills that favor genuine and respectful integration with the environment. In addition, it educates in values so as to build more democratic, just and equitable societies.

UNESCO glossary defines **non-formal education** as the one that represents an alternative or a complement to people's formal education, within lifelong learning processes. It is acknowledged as a way of guaranteeing the right to education in a universal way, by addressing all age groups, without necessarily being structured as a continuous path. Non-formal education initiatives can be brief and is often replicated in the form of courses, seminars or workshops. If they provide certifications, they are not recognized or qualify as equivalent to those awarded for

<sup>51</sup> The meeting Aprender a vivir de manera sostenible en ciudades en América Latina y el Caribe (Learning to live sustainably in cities in Latin America and the Caribbean) was attended by mayors, vice mayors, officials and representatives from 40 cities in the region. You can read the full text of the Final Declaration at [https://unesdoc.unesco.org/ark:/48223/pf0000258897\\_spa](https://unesdoc.unesco.org/ark:/48223/pf0000258897_spa)

<sup>52</sup> As an initiative with the purpose of collecting information and monitor state activity aimed at meeting Target 4.7, it should be noted that UNESCO has published the conclusions of the sixth consultation on the application of the 1974 Recommendation on Education for understanding, International Peace and Cooperation and Education on Human Rights and Fundamental Freedoms under the title of *"Progress on Education for Sustainable Development and Global Citizenship Education"*. The report analyzes the responses provided by 83 countries that participated in the consultation and highlights the insufficient number of teacher training programs that incorporate the guiding principles of the 1974 Recommendation. According to the data provided by the 83 participating countries, the level of teacher training programs - both initial and ongoing - that reflect the guiding principles is not enough. Globally, 75% of countries (61 countries) indicated that the guiding principles were "reflected to some extent" in initial teacher training. Rates are highest in Africa (92%), while Asia-Pacific countries have the highest rate among those that "do not reflect" (23%) these principles at all. Based on the responses provided by the 83 countries in the sixth consultation survey, UNESCO created a methodology to evaluate and report on indicator 4.7.1 of Target 4.7. The Technical Cooperation Group passed this methodology on the SDG 4-Education 2030 Indicators during its fourth meeting in Dubai, United Arab Emirates, in January 2018. <https://es.unesco.org/news/informe-progresos-realizados-educacion-desarrollo-sostenible-y-educacion-ciudadania-mundial>

formal education. They can contribute to the literacy of young people and adults, to the education of out-of-school children, as well as to the transmission of basic life skills, occupational skills, social or cultural development<sup>53</sup>.

In non-formal education practices, we can find rich and diverse approaches experiences, which contribute and recover cognitive and non-cognitive learning content. These experiences also provide the knowledge, skills, values, and attitudes that people need to live fruitful lives, make informed decisions, and take an active role in solving problems locally and globally. They are related to dimensions of Target 4.7: education for sustainable development and the adoption of sustainable lifestyles, human rights, gender equality, promotion of a peace and non-violence culture, global citizenship, appreciation of cultural diversity and the contribution of culture to sustainable development. Consequently, the Regional Office of Education for Latin America and the Caribbean (OREALC / UNESCO) and the UNESCO Office in Mexico, in collaboration with Fundación SES (Argentina), set out to highlight practices that organizations and groups of civil society are implementing in the field of non-formal education around the dimensions of Target 4.7. The aim is to systematize their experiences, challenges and lessons learned, with a view to formulating recommendations that inspire their peers to start or strengthen the development of initiatives towards a common direction.

Likewise, it is expected that both the surveyed practices and the recommendations will be informative for other actors that carry out programs in the non-formal sphere of education, such as tertiary and university education institutions and even government agencies.

This study contributes to UNESCO's work process in the region by means of the identification of actors -whom future alliances could be established with- the diversification and democratization of the dialogue processes on the issues addressed by Target 4.7. There are other topics related to the right to education, and the development of mechanisms to address the challenges that both UNESCO and civil society organizations and groups face in order to advance in a sustained manner and consolidate their actions in this area.

## Methodology

On the one hand, starting point for determining the search and selection criteria for projects and initiatives was to recognize that Target 4.7 allowed the deployment of multiple actions in which education was articulated with different sectors (productive and the cultural sectors, just to name a few). In addition, it also contemplated education throughout life, i.e. without restricting interventions to a specific age group. Likewise, the study was set out to identify non-formal education projects that could account for the broad spectrum of dimensions contained within the target. Those dimensions are Education for sustainable development; Adoption of sustainable lifestyles; Education for peace, non-violence and human security; Human rights education; Gender equality; Promotion of a culture of peace and non-violence; Education for world citizenship; Valuation of cultural diversity and contribution of culture to sustainable development; Education for health and wellness. It was decided to identify projects that **included complete life trajectory** and guide their intervention to different age groups or that they comprise one, several or all life stages. On the other hand, the search for projects that extend throughout the entire region, with presence in **Latin American and Caribbean** countries, were considered as a guiding criterion. These projects had to comprehend all the **classification categories according to the Human Development Index (HDI)** (very high, high, medium and low).

It was selected a project that **had started**, at least, six months before and whose end takes place in less than a year. This is part of the condition of possibility to carry out the balance and systematization exercise needed by the data collection instrument that has been prepared, and to be able to account for the results of its implementation. Rather than specific initiatives or projects, in some cases, we identified organizations whose work was aligned with Goal 4.7. It was requested to the organization to identify the project they considered relevant to show within the framework of the preparation of this document.

Construction of knowledge goes hand in hand with the democratization of access to knowledge and the circulation of experiences. For this reason, Fundación SES **opened a wide call with the aim to identify initiatives related to Target 4.7. It relied on a set of associated organizations, networks of formal and informal organizations with different identities, scale and territorial belonging.** These organizations are: la Campaña Argentina por el Derecho a la Educación -Argentina Campaign for the Right to Education- (CADE); Campaña Latinoamericana por el Derecho a la Educación (CLADE) - Latin American Campaign for the Right to Education-; Campaña Mundial por el Derecho a la Educación (CME)-Global Campaign for the Right to Education- Red Encuentro -Encounter Network; main groups of the United Nations mechanisms for the 2030 Agenda, such as Plataforma y Mecanismo de Vinculación de la Sociedad Civil de América Latina y el Caribe (LACEMOS) -Platform and Mechanism for Linking Civil Society of Latin America and

<sup>53</sup> <https://learningportal.iiep.unesco.org/es/glossary/educaci%C3%B3n-no-formal>

the Caribbean- made up of non-governmental organizations and activists; thematic groups such as Educación, Academia -Education, Academia- and other relevant actors. and GT de Educación del Mecanismo de Participación de la Sociedad Civil de la CEPAL -Education WG of the ECLAC Civil Society Participation Mechanism; Red de Educación Popular entre Mujeres de Latinoamérica y el Caribe (REPEM) - Popular Education Network among Latin American and Caribbean Women (REPEM). We contacted them by email. We sent them a letter explaining the importance of this report and a consultation instrument specially designed for organizations to complete in order to show non-formal education practices linked to Target 4.7 of SDG 4 they carry on. This instrument was structured around three modules. The first, aimed at examining the information referred to the institution that implements the project or initiative, reflections on the motivations and institutional challenges implementing the initiative represents; as well as recommendations to other organizations that intend to do so. The second module was focused on the selected project in order to learn about it in detail, inquiring about the reasons for its implementation, the obstacles that had to be sorted, the alliances established and the lessons learned. Through the third module, civil society organizations were consulted about the challenges and opportunities for the implementation of Target 4.7 in the Latin American and Caribbean (LAC) region.

Once all the information corresponding to twenty-seven initiatives from Argentina, Chile, Colombia, Guatemala, Jamaica, Mexico, Panama, Paraguay, Peru, the Dominican Republic, Uruguay, and Venezuela had been collected, it was analyzed. We tracked regularities associated with the challenges that had to be faced in order to put these initiatives into practice, the strategies that were used to solve these challenges, and the necessary alliances and articulations to implement them.

This study is exploratory in nature, so it does not pretend to reach generalizations or trends, nor did it start from previous hypotheses, but rather from some guiding questions, such as what are the initiatives that organizations carry out and what strategies are they given to put them into practice? How is the relationship between the different dimensions of Target 4.7 in each project? What is the real contribution of CSOs to the transformation of the populations served and, in particular, to the fulfillment of Target 4.7 in light of its indicators? Likewise, in relation to meaningful experiences, do they result in collective learning that makes it possible to scale them? In that case, what conditions must be met for their viability?

Regarding the way in which the results of the study carried out are organized, in Chapter 2, we present Initiatives according to the dimension of Target 4.7 to which they respond. We also enable the voice of CSOs in relation to the opportunities, challenges, strategies and recommendations that they identify from their own experience with the aim to achieve Target 4.7 in Latin America and the Caribbean. In the ANNEX, each initiative is exposed in detail, with information on the organization that carries it out, a description of its activities and the results of this implementation.

## Chapter 2. Experiences of civil society organizations. Its voice in relation to results, opportunities, challenges, strategies and recommendations for the achievement of Goal 4.7 in Latin America and the Caribbean

The qualitative analysis of the twenty-seven cases analyzed in the Latin American and the Caribbean region regarding achievements, opportunities, challenges, strategies and recommendations, confirm the mobilization capacity of civil society and the need to generate knowledge, learning and new questions that guide the contribution from the field of non-formal education to sustainable development.

The collected experiences mainly focus their efforts on raising awareness, at each stage of the life cycle, about the various dimensions involved in Target 4.7: caring for the environment, the centrality of a responsible exercise of political rights for the consolidation of a critical and committed citizenship, respectful coexistence and appreciation of diversity.

The involvement of participants favors awareness, which translates into habits, behaviors and lifestyles changes. As can be seen in the ANNEX, although in each initiative there is a prevailing dimension of Target 4.7, all of them address at least one more dimension. This shows the importance of complementing these dimensions to address the complex challenges the region faces.

The twenty-seven cases analyzed are heterogeneous in terms of territorial scope (local, national, regional, worldwide). However, a joint look shows the capacity for territorial coverage and the involvement of a significant number of participants that exceeds hundreds of thousands of people of different ages.

Del total de las veintisiete experiencias, once centran su acción en la dimensión Educación para el desarrollo sostenible; tres, en Educación para la ciudadanía mundial; cuatro, en Educación para la paz y la no violencia; dos, en Educación para la valoración de la diversidad cultural; cuatro, en Educación para la igualdad de género, y una, en Educación para la salud y el bienestar. En las iniciativas analizadas —y contemplando la necesaria coherencia con la perspectiva del aprendizaje a lo largo de la vida—, las edades de la población destinataria cubren todas las etapas: tres estaban destinadas a niños y niñas; tres, a jóvenes; una, a adultos; seis, a niñas, niños y jóvenes; cuatro, a jóvenes y adultos, y diez, a toda la población. Las iniciativas fueron organizadas según la dimensión de la Meta 4.7 priorizada. Sin embargo, es importante aclarar que mayoritariamente abordan otras dimensiones en forma complementaria. Para mayor detalle, se puede consultar el ANEXO: el aporte de la sociedad civil al cumplimiento de la Meta 4.7.

Eleven out of twenty-seven experiences focus their action on the Education for sustainable development dimension; three, on Education for World Citizenship; four, on Education for peace and non-violence; two, on Education for the valuation of cultural diversity; four, on Education for gender equality, and one, on Education for health and well-being. In the analyzed initiatives - and considering the necessary coherence with the perspective of lifelong learning - the ages of the target population cover every stage: three were aimed at boys and girls; three, to young people; one, to adults; six, to girls, boys and young people; four, to young people and adults, and ten, to the entire population. The initiatives were organized according to the prioritized dimension of Target 4.7. However, it is important to clarify that they mostly address other dimensions in a complementary way. For more details, you can see the ANNEX: the contribution of civil society towards the achievement of Target 4.7.

**TABLE 1. Twenty-seven initiatives analyzed by country, age profile of the target population and addressed dimension of Target 4.7.**

INICIATIVE	ORGANIZATION	COUNTRY	TARGET POPULATION
<b>SUSTAINABLE DEVELOPMENT EDUCATION</b>			
<b>File card n.º 1</b> <b>Basura cero - Cambia tu barrio</b>	Asociación Nacional para la Conservación de la Naturaleza (ANCON)	Panama	The entire population
<b>File card n.º 2.</b> <b>Tierra de niñas, niños y jóvenes</b>	Asociación para la Niñez y su Ambiente (ANIA)	Peru	Boys, girls and young people
<b>File card n.º 3</b> <b>Voces del Cauca</b>	Maestra Vida	Colombia	The entire population
<b>File card n.º 4</b> <b>Educación e inclusión financiera</b>	Paraguay Educa	Paraguay	The entire population
<b>File card n.º 5</b> <b>Greencubadora</b>	El Abrojo	Uruguay	Boys and girls
<b>File card n.º 6</b> <b>Eco escuelas</b>	Juventud Unida en Acción	Venezuela	Boys, girls and Young people
<b>File card n.º 7</b> <b>Red de Jardines Comunitarios</b>	Fundación Organización Comunitaria	Argentina	Boys and girls
<b>File card n.º 8</b> <b>Mejor educación- Mejor vida</b>	Cartoneros y sus Chicos	Argentina	Boys, girls and young people
<b>File card n.º 9</b> <b>Caribbean Centre for Educational Planning</b>	The University of the West Indies, Mona	Jamaica	The entire population
<b>File card n.º 10</b> <b>Cuidando el Futuro Hoy</b>	Alianza ONG	Dominican Republic	Boys and girls
<b>File card n.º 11</b> <b>Programa Técnico Educación</b>	World Vision	Dominican Republic	Boys, girls and young people
<b>EDUCATION FOR PEACE AND NON-VIOLENCE</b>			
<b>File card n.º 12</b> <b>Wayna: Herramienta pedagógica para la convivencia y la</b>	Fundación Semilla	Chile	The entire population

<b>ciudadanía</b>			
<b>File card n.º 13</b> <b>Transformación de conflictos sociales y paz territorial</b>	Alianza para la Paz	Colombia	Adults
<b>File card n.º 14</b> <b>Bunkos</b>	IBBY	México	The entire population
<b>File card n.º 15</b> <b>Articulando la comunidad con la escuela</b>	ACEDUC	Chile	The entire population
<b>HUMAN RIGHTS EDUCATION</b>			
<b>File card n.º 16</b> <b>Museo Virtual de la Memoria Histórica sobre la Dictadura</b>	CIRD	Paraguay	Young people and adults
<b>File card n.º 17</b> <b>Seminario “Educación, Cárcel y Derechos humanos”</b>	GESEC	Argentina	Young people and adults
<b>GLOBAL CITIZENSHIP EDUCATION</b>			
<b>File card n.º 18</b> <b>Hoy Participamos</b>	Asociación Conciencia	Argentina	Young people
<b>File card n.º 19</b> <b>Aprender participando</b>	Vía Educación	Mexico	The entire population
<b>File card n.º 20</b> <b>Subir al Sur</b>	Fundación SES	Argentina	Young people
<b>EDUCATION FOR GENDER EQUALITY</b>			
<b>File card n.º 21</b> <b>Jóvenes por el impulso de la igualdad de género</b>	SERAJ	Mexico	Young people
<b>File card n.º 22</b> <b>Resetéate</b>	Oxfam	Dominican Republic	Young people and adults
<b>File card n.º 23</b> <b>Programa Centros Educativos</b>	ETIS	Argentina	Children and young people
<b>File card n.º 24</b> <b>Programa integral de</b>	Fe y Alegría	Guatemala	Children and young people

protección y desarrollo de niñas en alto riesgo y vulnerabilidad en zonas urbano-marginales de la Ciudad de Guatemala			
<b>EDUCATION FOR CULTURAL DIVERSITY APPRECIATION</b>			
File card n.º 25 ¿Qué te pensás, que estás en la cancha?	Encontrarse en la diversidad	Argentina	Young and adult people
File card n.º 26 Promoción de EIB	Tzuk Kim Pop	Guatemala	The entire population
<b>EDUCATION FOR HEALTH AND WELL-BEING</b>			
File card n.º 27 Respira	Convivencia productiva	Colombia	The entire population

## I. Achieved results within the framework of non-formal education initiatives aimed to accomplish Target 4.7: the experience of CSOs in Latin America and the Caribbean

One of the comparative advantages of CSOs refers to the territorial capillarity, i.e., the possibility of reaching the most inhospitable places, detecting needs that translate into proposals that show the voice of those voiceless communities, influencing the public agenda and political decision-makers.

The study asks about the social transformation capacity of the initiatives, their contribution to the fulfillment of Target 4.7 and if it is possible to scale or replicate the strategies used in different contexts.

The question regarding the scope of the organizations who take part in this study shows that, for the most part, they work at local level, while they are part of collaborative construction spaces at national, regional and international levels. This work is carried out through peer organizations, States, multilateral or bilateral organizations. This can be understood as nexus of relationships and exchanges that are dynamic, congruent and self-regulating. They manage to last for a certain period, are grouped around a particular problem and pursue common objectives. In terms of Chadi (2000), it could be said that it is necessary for organizations and their projects to behave as “an elastic and flexible membrane that facilitates movement, but that keeps the necessary resistance to avoid dismemberment”.

This dynamic involvement puts the local and the global into positive tension, and increases the capacity to move resources and accumulate collective learning that questions one's own experience in terms of recognition, quality and viability.

Faced with the question posed by the study regarding the achievements of the project related to Target 4.7, those mentioned by the CSOs can be organized along the following axes, which are not necessarily mutually exclusive.

### 1. Impact on public policies and legislation

Incidence fits within the framework of citizen participation as the capacity and possibility of individuals and groups to influence conditions that affect their lives. It involves the use of a range of actions aimed at achieving changes in the public sphere, mainly aimed at activating the rights of people, rebalancing the distribution of power, and building more equitable and inclusive communities.

Incidence is a process that needs to take into account the role of other actors and their possibility of influencing political power, as well as the necessary changes in rules, practices and capacities of those actors.

**The study shows the great influential capacity of organizations.** In some initiatives, the described results are linked to the creation of new regulations. An example of this is the formalization and inclusion of comprehensive bilingual education in the education system carried out by **Movimiento Tzuk Kim Pop** in Guatemala, or the empowerment of a group of people. The latter is the case of the methods used at **TiNi**, promoted by Asociación para la Niñez y su Ambiente (ANIA). ANIA achieved an ordinance that recognizes the elderly as agents of change through their labor and fosters transformations from a comprehensive perspective in order to promote sustainable development (individuals, community and nature).

Play is the sovereign tool of non-formal education. In 2017, with the support of OREAL-UNESCO Santiago, and with the aim of fighting school violence, **Wayna**<sup>®</sup> was tested. It consists of a set of six games aimed at improving school coexistence and valuing diversity among youth in different regions of five Latin American countries: Chile, Colombia, El Salvador, Guatemala and Honduras. It was applied in more than one hundred and thirty young people and people of adult age. In 2018, and as a result of the great response it had, the Ministry of National Education of Colombia and the Migration International Organizations decided to work together with Fundación Semilla in order to train education professionals and students in playful-participatory methodologies and in the practical use **Wayna**<sup>®</sup> as a tool for coexistence.

Social organizations **promote spaces for local actors to strengthen their organizational, management and communication capacities, as well as to meet and solve common problems.** “**Jóvenes por el Impulso de la Igualdad de Género**” implemented by **SERAJ**, in Mexico, promoted women as of development agents. Based on this, committees were created to address the problems in the place, and women influenced decision-making in their localities.

## 2. Improvement in the articulation capacity and convergence of efforts among different sectors

In terms of inclusive alliances that SDG 17 proposes as a necessary condition for the fulfillment of the 2030 Agenda, CSOs demonstrate a great ability to establish ties with different sectors and, even, the ability to build tripartite articulations (State, private sector and civil society), without this going against of non-delegable responsibilities and powers of each sector.

The analysis we carried out allows us to identify that **articulation capacity has a direct impact on the possibility that actions initiated in a territory are sustainable and in line with scalability strategy.**

The **alliance "Basura cero – Cambia tu barrio"** was made possible thanks to the association of a CSO with a municipality of Panama for the integral management of solid waste. The articulation with government actors, together with citizen participation, allowed the project to be extended to three more communities in that country. As a result of this public-private initiative, there are thirty-one recycling stations with proper management of solid waste in the communities and they can recover 400 tons of recycled materials.

**Asociación Paraguay Educa** is a model of articulation with financial sector actors, which focuses on the development of technological skills and the promotion of entrepreneurial projects and initiatives that contribute to the community. It takes into account social and gender inequalities that occur in the financial sphere limit the economic autonomy and the development of some of the economic rights of women and other socially disadvantaged groups. For that purpose, the Ministry of Education and Sciences, the Central Bank of Paraguay (BCP) and the working groups for the implementation of the National Strategy for Financial Inclusion (ENIF) are part of the map of actors.

“**Subir al Sur**”, Fundación SES program (Argentina), is part of different international networks, such as ALLIANCE and ICYE, and is the focal point in Latin America for CCIVS. Its objective is to generate a network of volunteers committed to global citizenship. In this way, local government organizations and jurisdictions interact with the international agenda, and youth are protagonists of a new conception of diversity.

## 3. Generation of content from a rights, equity, solidarity, sustainability, peace and justice perspective

Experience acquired in working with highly vulnerable populations, supported by the tools used by the non-formal education sector, constitutes the great wealth and differential value of CSOs. Among the contributions mentioned by CSOs in the interviews, there are the tools used by non-formal education, since they facilitate the exploration of the three areas of learning on which education for global citizenship is based. The different experiences generate favorable scenarios and highlight the importance that capacities for reflection and acquisition of knowledge necessary to better understand the world and its complexities are associated with social-emotional strengthening

that later results in better performance and commitment (behaviors). This strengthening is made up of the values, attitudes and social competences that contribute to the affective, psychosocial and physical development of the students, and allow them to live with others in a respectful and peaceful way.

Educators, together with the people to whom the actions are directed, are protagonists of educational practice. In this way, the contents take on true meaning, given that they become an instrument that enhances reflection on the educational task and puts time, spaces and routines into debate; school formats and pedagogical practices; the obvious, the naturalized, the established and the common, to find its true significance in each participant.

Thus, the design of a didactic situation constitutes the right occasion to promote the development of cognitive, interpersonal and intrapersonal capacities by challenging those who participate to improve their learning strategies and acquire knowledge.

The twenty-seven cases under study leave no doubt that, given the diversity of people, cultures and historical contexts, there is not only one learning sequence. CSOs have developed pedagogical knowledge and, in particular, didactic knowledge that increases the capacity to develop different learning chronologies from the selection of thematic axes that allow different degrees of learning. Lahire (2007) is the one who emphasizes the importance of each teacher having a repertoire of deep activities, designed on the basis of diversity of people and the interaction with the institutional project, which becomes an unlimited resource. Hence the importance of this study, since it makes available a variety of resources to be used, in the future, by different actors.

The Argentine organization *Encontrarse en la diversidad para la educación intercultural* promotes non-discrimination in soccer. One of its achievements is the creation of the subject named 'Cultural Diversity in Sports and the Media' at the Sports Journalism course of studies (ETER Communication School, City of Buenos Aires). In this way, new generations of media professionals are trained within the framework of a new perspective.

Oxfam, in the Dominican Republic, used social media, rallies and youth camps as campaign strategies to promote women's rights at national and international levels. The activities were replicated from the recognition of the Ministry of Education to the innovation of contents and the impact obtained by the project in the change of stereotypes towards gender equality.

In 1989, Red de Jardines Comunitarios FOC was created with the aim of providing initial education and support to girls and boys in socially vulnerable situations. This objective required training for educators in content based on education for peace and non-violence, human rights, gender equality, education for health and well-being, and the appreciation of cultural diversity. In this way, the educators are leaders in every community where there is a kindergarten.

Children and adolescent youth find the opportunity to experience in science clubs of the Greencubators by El Abrojo, Civil Association in Uruguay. They can also attend the literacy workshops and games related to the 2030 Agenda that the ETIS team carries out in the area of Greater Buenos Aires, Argentina, and in the girls' clubs aimed at 9-12 years old that Fe y Alegría movement promotes to reinforce school in a playful and comprehensive way. The objective is to strengthen logical mathematical thinking, comprehensive reading, the development of natural or environmental intelligence and artistic expression (multiple intelligences) through recreational activities. At the same time, parents participate in workshops to address issues such as gender violence, girls' human rights, and communication between parents and daughters. World Vision in Dominican Republic states that the initiation to reading is also a fertile field for the development of content associated with the dimensions of Target 4.7 and generates great environments for the strengthening of child and youth population, and the training of families and educators of the formal and non-formal system.

The Virtual Museum of Historical Memory on the Dictatorship of the Center for Information and Resources for Development (CIRD) in Paraguay has the objective of promoting the culture of peace and democracy through the dissemination of the loss of rights within the framework of the Stroessner dictatorship in Paraguay. In this way, the virtual platform and the use of new technologies are the scaffolding that made visible the compilation of voices from all sectors and the inter-institutional work in the area of human rights in the country.

#### **4. Increase in awareness regarding the importance of citizen participation with impact for the transformation of values and daily behaviors**

The request made by the study to identify the main contributions of the project or initiative to the fulfillment of

**Target 4.7<sup>54</sup>** of SDG 4, made it possible to identify that **CSOs challenge and contribute to strengthening girls, boys and adolescents as agents of change**. They recognize that this also enhances the length of initiatives, as younger generations bring the information and transfer their commitment to their families and communities. Many times, CSOs have great achievements in terms of identification and empathy with the young public, by moving away from adult-centered paradigms and questioning them about their stereotypes and the need to rebuild them.

Asociación Conciencia has a clear goal; encourage participation and training young people in democratic culture. Between 2013 and 2019, approximately 20,700 young people were trained in electoral processes and, in this way, they have strengthened their knowledge for the exercise of critical citizenship and their political rights.

In Colombia, **Alianza para la Paz (APAZ)**, implemented a project which objective is to develop the capacities of the police to prevent violence that emanates from social conflicts in the territories, through the creation of a model for the management and transformation of violent conflicts based on evidence and proven methodologies from experiences in five territories within the country. A highly valued result is that of having contributed to bring perspectives between the police and citizens regarding the legitimacy of social protest. Police force were trained through an intensive diploma certified by the National Directorate of Police Schools (DINAE), and they also provide continuous support and follow-up.

## 5. Cooperate to scale

The information collection instrument required the report of the challenges that the organizations had to go through when implementing the initiatives. Most of the responses expose the enormous management efforts that go into achieving the objectives that are proposed. Social organizations are crossed by forces that require active adaptation to constant social and economic changes within the framework of the complexity of multiple factors that interact with each other.

Management efforts mostly **make it possible to put neglected social problems that are naturalized or relegated on the public agenda and scale the proposals in a global fashion or the use of designed tools**.

Escalation processes must start from a diagnosis that can measure at least two dimensions: magnitude of the problem or situation, and depth, in terms of consequences that this problem acquires in the population involved (Fundación SES, 2004). To these dimensions, it is added that of viability, closely related to the opportunity and capacity for political influence, and that of resolving the tension between the local and the global.

The scope and impact of initiatives, even the smallest ones, are more powerful because **organizations leave inputs and installed capacity** to give them continuity from empowered groups, decision-makers who include them on the political agenda, or legislators who turn them into regulations.

Finally, it should be noted that **peers and inter sectoral cooperation** is what allows diverse actors to acquire proposals and tools to use them in dissimilar contexts.

In this way, the social transformations that are expected and required from each one of the “laboratories of territorial experiences” **generate replicability or scalability conditions that cannot be wasted** in this historical moment of deepening inequalities in the region.

## II. Implemented strategies by organized civil societies

Given the results, it is interesting to know what the responses of the organizations consulted were regarding the most significant strategies used in the collected experiences, in order to transfer the learning.

1. **Non-formal education tools** are acknowledged as strategies in themselves. They allow dialogue among people of different ages and countries, beyond language. In turn, it is possible that they give greater depth to the issues that organizations want to address, as they usually involve heart and soul, and transcend life stages

<sup>54</sup> “By 2030, ensure that all students acquire the necessary theoretical and practical knowledge and skills to promote sustainable development, through the adoption of sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and the appreciation of cultural diversity and the contribution of culture to sustainable development, among other means”.

associated with the compulsory education section. Revising the concept of non-formal education helps to capture the specificity of these educational experiences that occur throughout life, beyond school. Since 1970s, the alternative nature of non-formal education has been highlighted. The denial of the formal seemed to be opposed to the rigidity and asymmetry of the relationships with the traditional pedagogical model. However, it must be recognized that, today, innovation is not unique to educational experiences beyond school and traditional is not unique to school. As Sirvent (2006) argues, non-formal education experiences enable the “beyond school”, and, at the same time, they have to make an effort not to replicate injustices, discrimination and lack of equity that regional educational systems<sup>55</sup> expose. In this way, its use is prevented from justifying the weakening of the State's responsibility to ensure the right of all people to education. Thinking about the relationship between facilitators, and the continuity of initiatives, several organizations have alluded to the centrality of **formation of local leaders**, with conceptual, technical and social skills.

**Teacher training is a goal of SDG 4 (4.c) and one of the means to achieve the rest of the goals of this SDG.**

Therefore, it would be essential that tools are included in initial and continuing training in the field of formal education. Tools such as recreational elements, community projects and the strengthening of socio-emotional skills - so useful in meeting the goal - with the aim to enhance the role and leadership of the teaching body within the educational institution, and in the community to which it belongs.

The project “¿Qué te pensás, que estás en la cancha?” (Where do you think you are? At the stadium?) chose soccer as the setting for addressing the issues of diversity and non-discrimination. They did it because soccer is an attractive topic that calls for participation in workshops and conferences, beyond personal interests. Along the same lines, the **OXFAM “Resetéate”** (Reset yourself) campaign team made reference to the centrality of the search for empathy when it comes to generating changes in the social stereotypes that favors sexist violence against women. Creating a campaign with which young people feel identified, speak the same language and summon them to participate in the creation process was strategic to challenge them.

2. **Inter sectoral work, a comprehensive view and the consolidation of a work team** are strategies mentioned by organizations that work in socially complex contexts. Reference has been made to the development of competencies in the community as a strategic aspect to continue managing and leaving capacities installed, regardless of the organization behind the project and its funding. In projects with a wide geographic scope, facilitators play a central role. The cooperative work between paid facilitators and volunteering constitutes a necessary strategy to achieve the proposed extension in contexts of limited resources. Good communication, unity in diversity and creativity are also part of the tool bag.
3. The **adaptation of technology for educational purposes for audiences of different ages** has already been presented as a necessary action to obtain the expected results.

A strategic approach in territorial work lies in the **integration of the resources and knowledge of the communities with scientific and technological advances**. In this sense, learning about the deployment of alternative experiences of network builders “**Voces del Cauca**” (**Maestra Vida**, Colombia) had to do with understanding the strength to undertake change processes, life and care improvement within the territory in an energized culture by an education that knows how to integrate the knowledge of the communities with scientific and technological advances.

4. Faced with the challenge of ensuring the sustainability of projects, whether in terms of the resources needed to implement high-quality programs or the impact on the decision-makers' agenda, the **setting of alliances is the strategy par excellence**.

At **IBBY Mexico**, the great contribution of an important chain of bookstores (Librerías Gandhi) was highlighted to ensure the resources for the opening of one hundred and nine community libraries, which they call “**Bunkos**” as a methodology to form communities of readers in environments of respect and peace. The articulation strategy allowed its replication in fifteen states of Mexico.

Within the framework of alliances between the State, civil society and the private sector, **CSOs** tend to act strategically **as a bridge between the public and private sectors** to promote joint actions. As it had been already mentioned, among the results, in addition to the alliances between diverse actors, the allusion to **articulations between CSOs** is recurrent. They develop cooperation projects between peers around similar topics. The association

<sup>55</sup> Sirvent, M. T.; Toubes, A.; Santos, H.; Llosa, S.; Lomagno C. “Revisión del concepto de Educación No Formal” *Cuadernos de Cátedra de Educación No Formal* - OPFYL; Facultad de Filosofía y Letras UBA, Buenos Aires, 2006.

is also registered in international networks of organizations.

The Venezuelan organization **Juventud Unida en Acción**, which implements the “**Eco escuelas**” initiative, highlighted its registration in the Global Youth for Biodiversity Network (GYBN), which is a youth participation platform that aims to prevent the loss of biodiversity. This network has one hundred and fifteen member organizations from one hundred and seven countries around the world. The association of CSOs in international networks is one of the ways to materialize the notions of global citizenship and global community in a plural, interdependent and interconnected world. The motivations for starting alliances and joining networks are many and include many possibilities. Among those possibilities we find the increasing resources (financing, skills and competences), strengthening institutional capacities with the same objective, articulation of complementary approaches for the generation of innovations, reciprocal learning, exchange of good practices, access to neglected action environments (expansion of coverage, contacts, interlocutors). It can be added the legitimization of a cause by placing it more forcefully on the public agenda, efficiency improvements by exploiting complementary approaches and capabilities, and eliminating duplicative activities<sup>56</sup>. Many experiences demonstrate the fruitful articulation of civil society with international organizations.

The **productive link of CSOs with State institutions** at different levels is a necessary instance in the face of **institutionalization and scaling plans** of initiatives, officially recognized as good practices for sustainable development. Liaison between civil society and the State is also frequent to **monitor specific problems**.

**CSO alliances with the media** have great power to disseminate initiatives, influence the public agenda and political decision-makers. As an example, we can mention the dissemination of animated shorts by Ania and Kin, ambassadors of the SDGs that tell a story that inspires girls and boys to transform their environments within the framework of the project “**Tierra de niñas, niños y jóvenes**” (ANIA, Peru). It is a type of strategic alliance for the achievement of Target 4.7 in the region in which it is assumed media potential spread messages committed to the development of sustainable lifestyles. Media can bring to the population core content, which is key to Target 4.7, drivers of the development of capacities, values and attitudes, which are necessary for citizens to be in a position to take an active role - both locally and globally - to sustainable development.

**Alliances between CSOs and universities** are frequent in the analyzed initiatives and are established for various purposes. Within the framework of the “**Respirar en Educación**” initiative in Colombia, **Convivencia Productiva** partnered with the Faculty of Education of the Universidad de los Andes, from where the first impact evaluation of the program was designed and executed. In the case of the network of builders of alternative experiences “**Voces del Cauca**”, the Colombian organization **Maestra Vida** established an alliance with the University of Cauca to develop a rural education project in agroecological research.

The Chilean organization **ACEDUC**, within the framework of the initiative “**Articulando la comunidad con la escuela**”, coordinated efforts with the University of Chile with the aim of influencing the initial training of teachers. They also created the Chair named ‘School, Family, and Community’. The Venezuelan organization **Juventud Unida en Acción** established an alliance with Universidad Católica de Táchira for the creation of a volunteer service among university students that contributes to the “**Eco escuelas**” project. Meanwhile, “**Resetéate**” initiative (**Oxfam**, Dominican Republic) highlighted the joint work with the Institute for Research and Studies on Gender and Family of the Autonomous University of Santo Domingo (IGEF-UASD). It is an academic research unit, which studies power relations in the economic, political, social and cultural spheres, which assumes gender as a category of analysis— in order to highlight the social inequalities that these relations generate between men and women in Dominican society.

5. In addition, CSOs promote the development of **links with communities in favor of a better political influence on the State**. The team of the project “**Mejor educación - Mejor vida**” (**Cartoneros**, Argentina) reassured its commitment to work with the neighborhood's social organizations to empower the inhabitants in the claim of their rights and in the active exercise of their citizenship. The challenges and strategies recognized by CSOs in the development of their practices outline an overview of the activity they carry out, giving a clear notion of their robust contribution, while also challenging other actors responsible for achieving Target 4.7.

Finally, it is important to note that the path that organized civil society walks on a daily basis positions it as a key informant to report what the situation is like for the region today as regards Target 4.7 to the rest of the protagonists of the Education 2030 Agenda.

The permanent commitment of CSOs to the various means to achieve sustainable development in all its complexity

<sup>56</sup> For information in *Un camino para avanzar y para crecer: Guía para el desarrollo de alianzas colaborativas en la sociedad civil*. Instituto de Comunicación y Desarrollo (ICD) de Uruguay. Uruguay, 2015

and dimensions acquires special relevance within the framework of a heterogeneous, unequal region, traversed by multiple forms of violence and institutional fragility. For this reason, the dimensions under study are shown through the initiatives, indissolubly, at the disposal of sustainable development and the adoption of sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and the appreciation of cultural diversity, and the contribution of culture to sustainable development, among others.

This commitment and the achieved outcomes turn civil society into a qualified voice and a valid interlocutor before other actors to show the most appropriate itinerary in order to achieve Target 4.7 in the region.

### III. Opportunities to achieve Target 4.7 in Latin America and the Caribbean: CSOs experience

An experienced voice emerges from CSOs. It discern the opportunities and challenges that are manifested in the region for the achievement of Target 4.7. Each of the strategies that are deployed in the daily task can be a guide for other organizations and challenge other actors.

The current context in the region, even within the framework of growing inequalities, offers a series of opportunities that organizations know how to address and promote in favor of social transformation and the gradual fulfillment of the dimensions of target 4.7.

These opportunities are transformed into learning this study organizes as detailed below:

1. **The increase in the level of awareness**, which is progressively spreading among citizens regarding the importance of introducing **changes in practices, consumption and lifestyles**, signals —for many consulted social organizations— a great moment to demand from States to take the necessary course of action to turn towards sustainable development. In Latin America and the Caribbean, in general, the advancement of the rights agenda has been hand in hand with processes of awareness and strengthening of citizenship, which generates synergies between currents of thought and social activism.
2. **The crises that many democracies in the region have been going through** represent a great challenge, at the same time they open the possibility of participating in the **construction of a new policy for current times**. This is stimulating and convergent with what Target 4.7 proposes. In this sense, it is valid to promote the participation of youth linked to the strengthening of Education for global citizenship so that people of all ages can assume active roles, both locally and globally, in the construction of more peaceful, tolerant, inclusive and safe societies<sup>57</sup>, and promote the expansion of communication channels between civil society and the State.
3. **The growing appreciation of children and adolescents as agents of change** is recognized as another opportunity, as it implies aspiring to a different social reality, that is, moving towards a greater extension of practices and lifestyles committed to sustainability development, environmental education and an inclusive perspective of citizenship.

Many organizations recognize that children and young people act responsibly when they are considered protagonists in this direction.

In many countries, youth lead the most committed movements to the global environmental crisis, which challenge the States and encourage people to act collectively, change consumer habits and promote projects that help stop climate change. Youth are increasingly involved in showing that no sustainable development is possible if the extractive mentality is not quickly transformed and water, forests, soil and biodiversity continue to be neglected. It is worth considering a window of opportunity, taking into account that demographic dividend in the region greatly strengthens the initiative to challenge children and young people to be agents of change. The growing interest of these groups in varied topics related to sustainable development, such as climate change —with its causes and consequences— must be considered by the various actors committed to Target 4.7.

<sup>57</sup> <https://en.unesco.org/themes/gced/definition> op. cit.

Within the framework of the initiatives systematized in this study that propose positive contact with nature or responsible behavior with the environment, the fact of encouraging children, adolescents and adults to take care of the planet by adopting sustainable lifestyles stands out.

4. The organizations consulted recognize **the concrete and transformative impact of educational practices** that, many times, contribute in the non-formal sphere.

The picture of an **organized civil society that sees education as a tool for change and transformation** is a favorable element in Latin America and the Caribbean, given that it has broad adherence to the compulsory nature of primary and secondary education. Access to the educational system has increased considerably according to regional statistics. However, there are still gaps that affect vulnerable populations and educational quality —conceived from an inclusion and equity approach—, which implies yet a long way to go. The most effective strategy to ensure they are on the path of sustainable development is to guarantee all children and adolescents access to quality education that promotes social inclusion tools and knowledge on all the dimensions contained in Target 4.7. This means the adoption of sustainable lifestyles, human rights, gender equality, and the promotion of a culture of peace, global citizenship and appreciation of cultural diversity. In a complementary way, there is a consensus regarding the importance of social-emotional skills being part of the school curriculum. Therefore, these contents represent an enormous opportunity to strengthen an educational agenda associated with the requirements of the target under study.

5. In the region, there is extensive experience **in articulation, exchange and coordination of civil society organized at continent level** and vast knowledge on the subject, which creates good conditions for the preparation of regional plans related to the Target 4.7, supported by South-South Cooperation (CSS). The United Nations defines CSS as "the interaction between two or more developing countries, trying to achieve their individual or collective development goals through exchanges of knowledge, skills, resources and technical knowledge"<sup>58</sup>. However, in its most important document (BAPA, 1978), CSS is defined as an expression of solidarity and partnership between equals from developing countries. In the literal sense of its founding document, the CSS is a process through which national development objectives are pursued through new ways of cooperation. These modalities include economic integration, the formation of regional and multilateral integration blocs, the exchange of knowledge, skills, resources and technical and technological knowledge. In this sense, and in the Buenos Aires Plan of Action (BAPA), the purpose of the CSS was oriented to contribute to the national well-being of the peoples and countries in the South and cooperation. To this end, developing countries agreed to observe respect for national sovereignty, anti-colonialism and independence, equality, non-conditionality, non-interference in internal affairs, and mutual benefit (González, 2019).

The political planning processes, the exchange of knowledge and the possibility of influencing a regional agenda are enriched with the participation of multiple stakeholders so opportunities are opened for horizontal joint action and knowledge transfer. As cooperation adopts the principle of South-South solidarity, States chart new routes to work together, listen to each other, share knowledge and responsibilities. It is encouraging to observe the efforts that have been made, in recent years, by national governments who invest resources and capacities to build South-South initiatives, especially through regional organizations such as the African Union (AU), the Association of Southeast Nations Asian (ASEAN), the Community of Latin American and Caribbean States (CELAC), the Economic Community of West African States (ECOWAS). The efforts of civil society are also highlighted, as reported by the CSO Alliance for Development Effectiveness (AOED), the Global Campaign for Education, the Ibero-American League of Civil Society Organizations, the Latin American Network for Economic and Social Justice, to name just a few. These organizations are working to coordinate regional and interregional actions among actors who face similar challenges. In complex political times, it is strategic to increase the exchange of ideas between continents, to go beyond the regional borders of Latin America and the Caribbean, Africa and Asia, and thus continue to come closer to support each other in the achievement of the Sustainable Development Goals<sup>59</sup>.

In addition, there are many networks and platforms, such as Pampa 2030 (an Argentine platform made up of social and union organizations that monitors the progress of the 2030 Agenda), or the Mechanism for the participation of civil society in the Sustainable Development Agenda and the Forum of the Countries of Latin America and the Caribbean on Sustainable Development. This enriches the periodic reports carried out by United Nations agencies on

<sup>58</sup> Executive Board of the United Nations Development Program and the United Nations Population Fund, CSS Executory report [DP/2004/26].

<sup>59</sup> More information at <https://www.unsouthsouth.org/>

the progress and challenges of the 2030 Agenda for Sustainable Development in Latin America and the Caribbean. Finally, the public policy guidelines offered by the experiences analyzed to the technical teams of the countries in the region are a great opportunity to plan the course of actions to follow in order to achieve the SDGs.

6. **The opportunities offered by new technologies are endless and go in multiple directions.** For example, historically marginalized populations, such as people with disabilities, can access knowledge and necessary skills to promote sustainable development thanks to specifically designed programs through new technological tools.

In addition, new technologies, virtual platforms and social networks enable an agile organization of campaigns and advocacy that transcend borders and allow organizations to converge in the search for solutions to common problems and objectives. In this way, the diversification of information sources and access routes to other cultures through social networks and new technologies allows challenge of sustainable development to gain momentum beyond the interests of large media corporations.

In order to have a stronger push on the content of Target 4.7 by the media agenda States should have greater regulation. It is an opportunity that depends on the ability to set the necessary alliances to forge a public agenda with multimedia.

7. **The necessary advances in regulatory affairs** to promote sustainable development in each of its dimensions are notably unequal in the region; such is the case, for example, of commitments in the field of health or, in particular, of sexual and reproductive rights<sup>60</sup>.

In any case, the leaps forward in some countries are prompting neighboring countries to face similar processes of change in their own legislation. Among these advances, there are laws that enshrine care of the environment over the interests of the market, regulation of food and drink labeling -elemental so that people know how to take care of their health- legislation on sexual and reproductive education, and maternal and paternal leave aimed at a more equitable distribution of childcare tasks so that motherhood does not truncate development opportunities for women.

#### IV. Challenges to achieve Target 4.7 in Latin America and the Caribbean: CSOs experiences

Identifying all those challenges that CSOs went through in the start-up and during the implementation of their programs and projects allows anticipating future mistakes by those who want to join the 2030 Agenda so as not to leave anyone behind.

1. **Access to resources** has been mentioned repeatedly by organizations as a permanent challenge to guarantee funds that allows them to start and sustain their practices over time and delivering quality. Clearly transmitting the institutional strength and objectives of the projects is a marked path when seeking financing. Associativity is the strategy par excellence to mitigate this challenge.
2. **Coordinate actions with actors with different priorities, ideas and rhythms**, and establish agreements has been an aspect pointed out when reflecting on the challenges that must be faced within the framework of projects where State (national, provincial and local levels), civil society and the private sector participate. In this regard, the **Center for Information and Resources for Development (CIRD)** says that, in the face of this challenge, dialogue and close work are key so that all the intervening actors recognize the project as their own.

In many cases, the **imbrication of different logics between the organization that deploys the initiative and its target population** makes flexibility, in the face of the initially planned strategies, a must. For example, when a non-indigenous organization works with indigenous communities, it must understand and embrace differences in socio-cultural perspectives. Here the tasks of accepting, agreeing and respecting the agreements, linked to the valuation of cultural diversity, an aspect that Target 4.7 recognizes as fundamental in the itinerary towards sustainable development take a central role. In this sense, **Juventud Unida en Acción** organization expressed the challenge of

<sup>60</sup> <https://miraquetemiro.org/>

articulating different perspectives when making decisions or drawing up an action plan.

When an event or a specific social fact is proposed (for example, elections), civil society must make **a great management effort to comply with imposed deadlines** by the event around which the initiative revolves. In the case of the **"Hoy Participamos"** project of the **Asociación Conciencia**, from Argentina, the purpose of training young people in the exercise of citizenship and the right to vote each electoral year at national level means demands in the initiative management in order to respond to the electoral dynamics itself. In its latest edition, during 2019, 20,700 young people were trained in the six-months-implementation period. In terms of operations, **implementing a project in different areas** is another challenge that organizations allude to. These express difficulties in traveling within territories usually demand patience and flexibility. It also required the **search for spaces to carry out activities**, which is another common operational challenge for organizations, as they do not usually have their own large facility. It should be taken into account that, frequently, work with non-formal education techniques requires facilities to develop certain activities that imply an alternative spatial arrangement.

Many non-formal education practices take place in an actual school, i.e. the setting of formal education. CSOs perceive how challenging it can be to work with innovative pedagogical devices within the framework of institutions with more **structured or hermetic** logics in terms of dialogue with the community, as is the case in some school institutions. For example, addressing issues that stimulate citizen participation in terms of political exercise can be complex in schools that maintain intramural work logic, entrenched and with little capacity to respond to changing contexts. Sometimes issues that institutions are uncomfortable with dealing with, such as authority and the role of discipline in the teaching-learning process arise.

**"Aprender participando"** team, a Mexican initiative of **Vía Educación** organization that challenges teachers as generators of encounters for participation to plan community transformation actions, also referred to traditional inertia and adult-centered paradigms that limit the genuine participation of children and young people.

3. CSOs have expressed two ideological aspects as obstacles. The first of them has to do with the **extension of the idea that children and young people are the future and not the present** as a guiding principle that relegates the consideration of their rights today and makes their role as agents of change invisible. Many organizations refer to the prevalent conception that children or young people are incomplete adults, that they do not contribute and that they are considered to be 'the future' and not the present. The team of the **"Resetéate"** project (**Coexistencia Productiva** Colombia), which proposes is that youth be interested in issues related to gender equality, pointed out the importance of giving prominence to youth as a necessary path for their identification and participation .

The second aspect is linked to the **participation of women in highly marginalized communities**. Gender equality, the object of SDG 5, is stated in Target 4.7 as a necessary component for sustainable development. The purpose is to illuminate the webs that intertwine, in one way or another, each of the 17 SDGs and their specific goals, and the requirement to delve into deeply rooted issues in the patriarchal cultures that cross us. The project **"Jóvenes por el impulso de la igualdad de género"** of the Mexican organization **SERAJ** accepted this challenge with important results.

4. **Consideration of nature as an object** at the service of the human species is another guiding principle that is important to attend to in order to accommodate lifestyles compatible with sustainable development and a citizenship aware of the inextricable interplay between economic, environmental and social issues, whose challenge is proposed by the 2030 Agenda.

**Juventud Unida en Acción**, Venezuela, pointed out the lack of awareness of environmental education as an obstacle to overcome in order to deploy practices, such as **"Eco escuelas"**, committed to sustainable development, care of water and forests, agroecological production and harmonious coexistence.

5. Although important progress has been made, **some issues still need to be included on the agenda** to legitimize certain lines of action, assuming that, when social events are not problematized or recognized as priorities, it is strange that they arouse interest and commitment. In this sense, the demarcation of a terrain to show education in confinement contexts as a human right has been considered a challenge by **GESEC**, of Argentina, to enable the **seminar "Educación, Cárcel y Derechos Humanos"** underway since 2006. A similar question has been pointed out by the Argentine organization **Encontrarse en la diversidad**, which at the time of preparing the proposal **"¿Qué te pensás, que estás en la cancha?"** it was met with resistance to address the issues raised by the initiative. This resistance used the "folklore" of soccer as a pretext as a means to legitimize violence.

6. Work within the territory and at community level generate bonds that, many times, go beyond the initiative under development. Frequently, organizations tell us about how teams responsible for the initiatives implementation are often supportive and open to listen to various violent situations and social injustice suffered by the people in those communities where they are implementing a project. These situations often cause teams to continually and collectively wonder and rethink about the limits of their role. Civil society organizations frequently collaborate with the development of community enforcement mechanisms and facilitate dialogue with state institutions. In addition, they have faced challenges in relation to state institutions at local level when coordinating with specific offices to address specific needs of families. For example, within the framework of territorial work with children, the detection of cases of domestic violence has led to contact with the local child protection team to ensure a state response that offers support and monitoring.

When initiatives count on a team of facilitators as a fundamental part to implement them, such as the initiative to promote and disseminate the “Educación bilingüe intercultural” from **Movimiento Tzuk Kim Pop** in Guatemala, **permanent updating and training of new trainers** is usually a challenge. The permanent fluctuation of facilitators and facilitators is especially notable when it comes to volunteering. In addition, an obstacle is the imbalance between the demand implied by the tasks described and the economic remuneration that the staff receives in return; which is deepened by a weak labor regulatory framework for CSOs in many of the countries of the region.

7. In contexts in which it is complex to ensure the continuity of initiatives due to uncertainties and fluctuations closely related to financing, **instances for monitoring and evaluating the results are set aside**. These instances constitute an extremely rich resource to identify possible strategic and fruitful courses of action, efficient and plausible approaches to be adapted to other contexts, given the details proclaimed in the 2030 Agenda about the imperative strengthening of an active citizenry in the face of local and global problems.

In this sense, it is worth investigating more in the experience of Fundación SES, which has a specific area of evaluation and monitoring that uses available methodologies for the collective construction of knowledge. Likewise, investigate the experience of the multi sectoral network **Alianza ONG** that, within the framework of the initiative “**Cuidando el Futuro Hoy**”, carried out an analysis to learn about the contribution that social organizations make to strengthening strategies of the National Institute of Comprehensive Care for Early Childhood (INAIFI).

**Caribbean Center for Educational Planning (CCEP)**, run by the **University of the East Indies**, is an educational institution funded by fifteen Caribbean governments, which mission is to move towards learning, create knowledge and promote innovation to positively transform the Caribbean and the world in general. Their sustainable educational planning program for educational leaders, with the participation of approximately 170 leaders in six Caribbean countries is inspiring.

8. **National contexts**, particularly major economic and political-institutional crises, have also been pointed out as an obstacle for the implementation and continuity of many non-formal education practices that CSOs deploy.

The experience of CSOs consolidates the perception that both governments and private sector partners tend to be inclined to invest in tangible objects from a short-term logic. Often, the centrality that education acquires in the discursive plane is not expressed in the resources that are allocated to it. The organizations understand that it is essential that different government portfolios and the private sector value and promote education for sustainable development. **The political will, real interest, and economic commitment of the governments of the region are necessary** to modify existing paradigms that are in opposite direction to sustainable development and to include the issues addressed by Target 4.7 in national development plans. An informed, involved and committed civil society addresses and encourages the challenge of inserting the issues included in Target 4.7 as priority aspects on the agendas of the countries in the region.

Organized civil society warns about the **equality between development and growth**, which relegates the socio-environmental issues and places economic benefits in the foreground, regardless of how they are distributed. For this reason, it is of utmost importance to strengthen environmental education and incorporate this perspective through strategies that can be deployed throughout life.

9. **Acquisition of concepts from a regional perspective**. In this sense, it is necessary to move forward, towards a definition of global citizenship with local or regional identity. It should include people in situation of mobility; and deepen the actions of Regional Network of Education for a World Citizenship, which founding document (see footnote no. 16) is recognized and has been mentioned by many consulted organizations.

10. The convergence and possible synergies between the practices implemented by CSOs and **work carried out from the formal educational system require greater efforts**. According to the organizations, it is important to understand that, although the tools offered by non-formal education can achieve great results, it is not appropriate to take paths that justify any decline in public responsibility in the face of the enormous challenge that universalization of theoretical and practical concepts implies, and the need to promote sustainable development. For this reason, it is vital to strengthen learning between these two complementary areas and to scale up learning that promotes educational justice. Given the **weakness of the educational systems in some countries of the region**, much remains to be done to achieve equity both in physical access and in the incorporation of the educational content necessary for consistent education with sustainable development. Some specific challenges pointed out by CSOs refer to the development of learning technologies adapted to different capacities, the consolidation of truly secular educational systems, the training of teachers trained to raise awareness regarding diversity appreciation as regards gender identity, sexual orientation, social condition, disability, and ethnicity.

**There is no short cut to promote sustainable development**, since eradicating the expressions that truncate it involves in multiple dimension approaches, associated with diverse and interrelated problems, such as inequality based on gender issues, manifestations of violence (self-inflicted or directed to others), habits that damage the environment or the rejection of diversity. In many cases, lifestyles opposed to sustainable development respond to cultural or social matrices, normative transformations and changes in the paradigms of political decision-makers. Human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and the appreciation of cultural diversity constitute great challenges that do not require theoretical content alone. Training actions for strategic groups or awareness-raising for the population as a whole are part of the challenges that networks of organizations have to continue in the incidence at national, regional and international levels, at the same time that they are in the territories.

An important political challenge for the achievement of Target 4.7 in the region is based on the relationship between the State and the communities. The permeability of policies in the territories and the understanding between systems with different logics of thought and action would be some expressions of this necessary relationship. The existence of a **significant gap between the State and communities** involves their perception that the State is not meeting their service expectations. From various organizations, it is observed that protest actions, in their various scales and nuances, find their point of convergence in the perception that the State does not listen or respond to needs.

The **fight for social and educational justice**, through a radical transformation of the strongly regressive matrices of wealth distribution in Latin America and the Caribbean, is a necessary condition to achieve the fulfillment of Target 4.7 in 2030. In a region that shares the scourge of social inequality, it is appropriate to generate instances of experience exchange and knowledge about education in sustainable development from an inclusive perspective, based on the principles of interculturality to strengthen respect for diversity.

Social inequality in Latin America and the Caribbean is, without a doubt, a form of violence that resonates in many areas and unfolds its consequences through multiple expressions that go beyond physical manifestations and among peers. In these contexts, the challenge of transforming education to form caring and respectful people with tools to resolve conflicts without using it becomes more complex. It is appropriate to generate a regional movement around Target 4.7, which —recognizing the valuable differences between countries and within each country— sets out a common strategy with a view to ensuring that Latin American and Caribbean societies acquire content and the necessary practices to promote sustainable development. This strategy will require the actors involved, lines of action and monitoring indicators.

## v. OSC Recommendations to reach Target 4.7 in Latin America and the Caribbean

Among the recommendations made by those organizations which were consulted, room was made for **considerations about the role of UNESCO in strengthening the work of CSOs in pursuit of Target 4.7 in the region**. Recommendations can be organized according to the following strategic objectives:

### 1. Form learning communities

UNESCO's deployment in the region places it in a privileged place to act as an articulator of initiatives that address

Target 4.7, and so as to generate work and exchange roundtables that invite organizations to jointly reflect, consolidate common goals, and influence local agendas.

Organizations consulted identified the possibility of strengthening networking as important, thus **forming face-to-face learning communities or supported by new technologies** that allow the capitalization of experiences, replication or scale-up of innovative intervention modalities.

The experience of CSOs and the lessons learned from their work in the region allow them to contribute to the tracing of a viable path to achieve Target 4.7. Given the breadth and variety of the dimensions involved in sustainable development, it is necessary to **define, from a Latin American perspective, both the state of affairs and the possible itinerary**. To do this, it can be productive to use the experience of Latin American organizations that are experts in various topics.

The organizations examined recognize the leadership of the different United Nations agencies and, in particular, that of UNESCO with regard to education, so it is recommended that they keep **a relationship of critical attention with public activity that hinders the advancement of a sustainable agenda in the countries of the region**. In a complementary way, the responses obtained also highlight the importance of convening social organizations to exercise their influence on national governments so that sustainable development is incorporated technically and conceptually, with a view to generating processes of social transformation.

### Components and initiatives

- Identify and disseminate good practices.
- Use digital portals for organizations to present their experiences. Build practical communities where organizations, together with UNESCO, can share concerns, socialize experiences, collectively build and democratize information and knowledge about the 2030 Agenda, SDG 4 and Target 4.7.
- Define a theoretical framework from a Latin American perspective that guides the possible itinerary for the fulfillment of the 2030 Agenda.
- Document progress in meeting Target 4.7. Non-formal education has made significant contributions to the sustainable development agenda, so it is extremely important to document progress in dialogue with the indicators of the 2030 Agenda.
- Coordinate with the States for the design of public policies. Encourage and manage debate processes between governments, universities, social organizations and civil society. These processes have as their ultimate meaning the incidence in the formulation of public policies, for which they will rely on accumulated knowledge and successful practices by these actors.
- Act as an intermediary between the States and the organizations, generating trust bonds and collaboration between both parties to articulate and enrich proposals. Build bridges between public policy and civil society initiatives that can complement each other.
- Create a fund to support the scaling of initiatives. Organized civil society recognizes UNESCO's important contribution to financing projects, as well as providing support in scaling up those initiatives that stand out for both their design and the results of their implementation. It is appropriate to continue democratizing access to resources and highlighting outstanding projects related to each of the dimensions set out in Target 4.7 to give them greater scope.

## 2. Strengthen organizations and topics with greatest weakness on educational agendas

Organizations identify the interdependence between Target 4.7 and SDG 5, which aims to end all forms of discrimination against women and recognizes gender equality as a necessary dimension of sustainable development. At the same time, other groups that have always been left behind and for whom the 2030 Agenda is an opportunity for inclusion are identified. The following initiatives recognize the responsibility of States in this field and the support that social organizations can provide when promoted by UNESCO.

### Components and initiatives

- Carry out an organizations mapping led by women or that promote the transformative leadership of girls, adolescents and young women.
- Provide technical and financial support to the examined practices, with the objective that women's groups are recognized as social partners and political actors in the countries of the region.
- Provide support and encouragement to programs, awareness campaigns, roundtables with key decision-makers to guarantee access to education for the rural population, people deprived of liberty (in prison) and those in a context of mobility. Address circumstances in which situations of discrimination and exclusion especially affect women.

- Brindar apoyo e impulso a programas, campañas de sensibilización, mesas de trabajo con decisores clave para garantizar el acceso a la educación a la población rural, a las personas privadas de libertad y a aquellas en contexto de movilidad. Atender las circunstancias en las que las situaciones de discriminación y exclusión afectan especialmente a las mujeres.

### 3. Promote training and homologated self-assessment on prioritized topics

Specific training contributes to raising the level of projects proposed from non-formal education, to guaranteeing their sustainability and developing the appropriate evaluation instruments. The role of UNESCO is essential so that, from an anticipatory perspective, it promotes agendas of substantive and crosscutting issues that offer theoretical and practical knowledge on how to promote a development agenda that addresses the transnational challenges of the 21st century. These topics should be useful to CSO leaders and government technical teams. Undoubtedly, the expansion of information and communication technologies has enormous potential for the exercise of global citizenship. Being able to nourish yourself with truthful and plural information is key.

Experience revealed by CSOs is to take risks, not to remain in the comfort zone of known formulas and to remove education from its exclusive orientation to the disciplinary and punitive. We should promote education for global citizenship, it is necessary to break with the traditional behaviorist education scheme and address the issues where students are protagonists. As already mentioned, one of the successes of non-formal education is that it departs from the monochrome sequence, where everyone must go at the same pace and level. This type of education uses chronological strategies, i.e., varied educational resources that cater for diversity of students and their contexts.

#### Components and initiatives

- Hold regional training meetings with experts linked to the following thematic axes:
  - **Global citizenship.** It is important for the **population to know more about global issues that transcend national conflicts** and it requires a strong commitment on a global scale. Being able to link the concept of global citizenship with the new ways of working that transcend borders and with the strong migratory waves regardless of the circumstances that caused them.
  - Design of **guidelines, strategies and didactic resources so that socio-emotional competences are included in the school curriculum** as they are pedagogical tools for emotional support in adverse contexts.
  - Design of guidelines so that **formal education teaching staff can apply didactic resources used in the field of non-formal education.**

If UNESCO foresaw to certify this knowledge and practices would be a qualitative leap, highly valued by CSOs.

- Design a **common impact measurement matrix**, which allows organizations to self-assess their integration modality as regards perspectives to go towards Target 4.7 and thus begin a process of continuous improvement. This matrix would be supported by a training process with clear guidelines as regards how to apply them and the design of a continuous improvement plan.

### 4. Strengthen citizen participation as a right through which people can be protagonists of transformation processes.

In this sense, it is important to promote participation debates to incorporate words, ideas and experiences of those who usually do not have a voice.

Non-formal education practices are adequate for people within a community to get involved with the necessary changes to promote sustainable development, which implies taking into account the well-being of other people with whom the territory is shared. Efforts are required to promote the participation of children and families in situations of social vulnerability to ensure a space that asserts their own voices. It is essential to grant women with a leadership role so as to empower them. It is also appropriate to articulate between local actors. For example, consolidating agro ecological districts or solidary cooperation ways between sustainable productive sectors. It is appropriate that work in the territory clearly establish the degrees of incidence that are intended to be achieved, so that the initiatives transcend the anecdotal or circumstantial and provide for their continuity.

#### Components and initiatives

- Carry out a mapping of allied actors and institutions (governmental and non-governmental) to promote sustainable development in the countries of the region. This initiative can bridge degree of isolation between

countries, bring the identified practices to a regional scale, and strengthen the conditions for a regional strategy for sustainable development.

- Carry out a survey of technological tools, to know which ones are available and can contribute to the achievement of the proposed objectives. It is strategic to consider applying new technologies to agro-ecological production, fair trade, solidarity economy, among other key aspects for the promotion of sustainable development.
- Generate exchange environments related to interesting topics among young people is another recommendation to achieve Target 4.7 in the region.

Regarding this last item, CSOs acknowledge that, under pedagogically attractive proposals, youth tend to generate meaningful exchanges in a respectful and interested way. It is appropriate that the knowledge and skills to be promoted are approached from innovative methodologies that consider their interests and motivations. Non-formal playful proposals are a very efficient vehicle for this purpose. On the formal education side, it is necessary for educators and institutions to ensure an educational experience that gives space to the freedom of youth, to set aside the unthinking constraints of punitive and disciplinary pedagogy. Questioning the youth assuming their strategic character for sustainable development implies speaking to them from a close language, with their idioms and expressions.

### **5. Communication and awareness campaigns**

Dissemination of audiovisual and graphic material on sustainable development with a regional perspective, which includes diversified communication strategies for government technical teams, teachers, CSOs and the private sector, is another line of action that can be very useful.

#### **Components and initiatives**

- Implement **regional and national awareness campaigns** that allow citizens to understand different dimensions of Target 4.7.
- Implement regional and national campaigns, as well as work meetings aimed at **raising awareness of political decision-makers**.
- Develop **specific training and didactic materials specifically designed for communicators, journalists and other key agents of the media**.

Reflecting on the long journey this study shows, it should be acknowledged that civil society is a central and necessary actor in the face of the challenges posed by the 2030 Agenda, which can express itself and act with the freedom that consolidates experience and commitment beyond particular interests. Its voice is authentic and legitimate. Its contribution transcends party interests and is an indispensable ally for the realization of UNESCO's mission in the different regions.

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## ANNEX: Contribution of Civil Societies for the fulfillment of Target 4.7

Although projects or initiatives analyzed here tackle more than one dimension of Target 4.7, in order to achieve an adequate organization that allows better access to information, they have been grouped according to the dimension that stands out in them. Furthermore, although they do not give an exhaustive account of the richness of each case, the main axes are summarized. For more information, we suggest contacting the organizations.

### DIMENSION: EDUCATION FOR SUSTAINABLE DEVELOPMENT

It promotes knowledge, attitudes and capacities that allow informed decisions to be made taking into account environmental, social and economic considerations.

FILE CARD 1		
<b>Asociación Nacional para la Conservación de la Naturaleza (ANCON)</b>		
<b>“Basura cero - Cambia tu barrio”</b>		
Panama		
Secondary dimensions addressed by initiative/project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	X
Population	All ages.	
Organization	It is a non-governmental, non-profit organization, with more than 30 years of uninterrupted work. Its objective is to conserve the natural resources and biodiversity of Panama.	
Initiative	The objective is to support the proper management of solid waste. Its main pillar is the comprehensive management of solid waste to offer solutions that can improve waste management and recycling.	
Activities	With the community: door-to-door awareness actions to ensure that recycling stations are used correctly.  With boys and girls: work in schools to sensitize students and teachers about this issue  Installation of recycling stations.  With young people: work with volunteers from schools and universities. Lectures at universities.  Advocacy on political decision-makers and participation in the country's voluntary reports for the transformation of regulations	

	and the support or policy advocacy.
Impact/ results	31 recycling stations installed, spread over 3 municipalities. Training regarding the correct use of recycling stations. 400 tons of segregated and recycled materials.
Contact	<a href="http://ancon.org/">http://ancon.org/</a>

**FILE CARD 2**
**Asociación para la niñez y su ambiente (ANIA)**
**“Tierra de niñas, niños y jóvenes -TiNi-”**

Peru

Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	X
Population	Girls, boys and young people.	
Organization	It is a non-profit association, founded in Peru, in 1995, with the mission of promoting active empathy for life through innovative initiatives that relate children and young people to Mother Earth and empower them as agents of change for sustainable development.	
Initiative	The objectives of TiNi are the following: <ul style="list-style-type: none"> <li>• To develop in girls and boys an active empathy for life through regular and positive contact with nature.</li> <li>• Promote girls, boys and young people as agents of change.</li> <li>• Conserve natural spaces in urban and rural areas accessible to girls, boys and young people.</li> <li>• Inspire and guide girls, boys and young people to create a TiNi.</li> <li>• Restore, take advantage of and take care of green areas in urban and rural areas, homes, schools and communities where girls, boys and young people can play, learn and undertake, so as to generate their own well-being and that of other people, and take care of nature.</li> </ul>	
Activities	The methodology consists of giving girls, boys and young people an area of half a square meter or more, where they nurture life and biodiversity with affection, and develop actions that result in their well-being and that of other people, and the care of nature. It can be created at home, at school, and in the community.  The publications and animated shorts by ANIA and Kin, which tell a story with animated characters which inspire girls and boys to transform their real environment by making their TiNi, have contributed to the consolidation of this initiative.	

Impact/ results	<p>TiNi's methodology recognized by UNESCO as a good practice in education for sustainable development in 2012.</p> <p>In 2015, TiNi is institutionalized by the Peruvian Ministry of Education under the name of Espacios de Vida (EsVi) and is present in more than 5,900 educational institutions.</p> <p>In alliance with the UNESCO office in Quito, TiNi is institutionalized in the Ministry of Education of Ecuador. Today it is present in 3,000 educational institutions in that country.</p> <p>2 Promotion Centers of Tierra de Niños. Pilot TiNi Initiatives in juvenile rehabilitation centers and in churches.</p> <p>Animated shorts by ANIA and Kin, broadcasted by Discovery Kids, in more than 20 countries in Latin America.</p> <p>TiNi Initiatives in Peru, Ecuador, Chile (and Rapa Nui), Japan, Canada, India, Costa Rica and Paraguay.</p> <p>More than 2 million girls and boys participating in TiNi.</p> <p>More than 2 million square meters restored, used and cared for as TiNi in spaces for formal and non-formal education.</p> <p>More than 12,000 committed people in adulthood: teachers from public and private schools, parents, and community authorities.</p> <p>50 older people recognized as agents of change.</p> <p>Publication "El Gran Tesoro de la Naturaleza", institutionalized by the Ministries of Education of Peru and Ecuador, and available in public primary schools in both countries.</p>
Contact	<a href="https://www.aniaorg.pe">https://www.aniaorg.pe</a>

**FILE CARD 3**
**Corporación Maestra Vida**
**"Voces del Cauca"**

Colombia

Secondary dimensions addressed by initiative/ project	Education for sustainable development	X
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	X
	Global citizenship education	
	Education for the appreciation of cultural diversity	X
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	All ages.	
Organization	It is an Organization that emerged in 1993 with the mission of accompanying, through educational practices, the development processes of rural communities in their organizational, environmental, agroecological and productive components, to improve the quality of life and coexistence in respect of the human rights, the rights	

	of girls and boys, the recognition of interculturality and the demand for equity.
Initiative	The network of constructors of alternative experiences "Voces del Cauca" arises with the aim of integrating practices related to agroecological production, care of water and forests, and the construction of a culture of peace, promoted by groups and organizations of civil society.
Activities	Organizations are strengthened in integration, find identities and receive feedback with new learning through spaces for reflection, analysis, production of knowledge and exchange of experiences, knowledge and products,
Impact/ results	<p>110 boys and girls from indigenous communities have participated in the initiative.</p> <p>70 young people from indigenous, peasant, urban and semi-urban communities, who carry out their technical training in local institutions.</p> <p>162 men and women, leaders and promoters of environmental care, human rights, and coexistence and the culture of peace.</p> <p>30 taitas, mamas, knowledgeable people and older people from the communities participate by contributing their experience, knowledge and guidance.</p> <p>36 indigenous governors, municipal mayors and councilors.</p> <p>The 2030 Agenda was disseminated among indigenous, peasant and Afro-descendant communities.</p> <p>The Network of builders of alternative experiences "Voces del Cauca" was formed.</p>
Contact	<a href="https://www.maesvida.edu.co/">https://www.maesvida.edu.co/</a>

**FILE CARD 4**
**Asociación Paraguay Educa (PYE)**
**"Educación e inclusión financiera"**

Paraguay

Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	X
	Education for peace, non-violence and human security	
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	All ages.	
Organization	Civil association that promotes technology and educational innovation with the vision that every boy and girl in Paraguay develops technological competences and life skills.	
Initiative	The objectives of the "Educación e Inclusión Financiera" initiative are the following: <ul style="list-style-type: none"> <li>• Make sure that those who participate learn to manage both their personal finances and those of their micro-business;</li> <li>• Know the advantages of the good use of financial services and</li> </ul>	

	<ul style="list-style-type: none"> <li>Promote the development of entrepreneurial projects and initiatives that contribute to the community.</li> </ul>
Activities	<p>Participants are provided with fundamental knowledge in the field of administration and finance, and they are provided with a set of tools that allow them to function in today's world.</p> <p>Firstly, we work so that those who participate can identify skills which allow them to generate income in order to develop them. Then, we work on the generation of basic skills necessary to face daily financial decisions, business projects and help the community.</p> <p>Workshops are held in schools adapted to boys, girls and adolescents aligned with the educational proposal of the Ministry of Education and Sciences.</p> <p>Workshops are held at the Serranía Technological Center aimed at boys, girls and young people, considering the main activities of the population.</p>
Impact/ results	More than 80 boys and girls, 100 youth and 40 people in adulthood have participated in this initiative aimed at vulnerable sectors.
Contact	<a href="http://paraguayeduca.org/">http://paraguayeduca.org/</a>

FILE CARD 5		
<b>Asociación civil El Abrojo</b>		
<b>“La Greencubadora”</b>		
Uruguay		
Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	Girls and boys.	
Organization	El Abrojo arises with the mission of implementing innovative ideas and actions, based on initiatives, projects and research, training, education and promotion programs which involve a permanent commitment to the transformation of social reality. It focuses on improving the quality of life of the participating populations through the strengthening of citizen autonomy, the development of civil society and the articulation of the different social actors.	
Initiative	<p>This initiative aims for groups to develop creative strategies to solve environmental problems that are identified as relevant and approachable, according to their age and social context.</p> <p>Objectives:</p> <ul style="list-style-type: none"> <li>Support education and research in school-age children by incubating projects within the scope of science clubs.</li> <li>Contribute to the generation of socio-environmentally healthy habits.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Collaborate in setting objectives and in the processes to achieve them.</li> <li>• Promote the positive impact of projects in the school, family or community environment and, in this way, collaborate in improving the quality of life of boys and girls and their people.</li> <li>• Collaborate in the training of agents of change.</li> </ul>
Activities	<p>Science Club mentoring develops creative strategies to solve environmental problems that are identified as relevant and approachable, according to the age of those who participate and the social context. Projects that have real-world implementations beyond the limits of the classroom are planned, implemented and evaluated.</p> <p>Mentoring favours the organization and follow-up of research, making the most of teaching and learning potential in each of its stages (the question, the objectives, the methodology, the results and the discussion).</p>
Impact/ results	<p>13 mentored Science Clubs.</p> <p>300 participating girls and boys between the ages of 3 and 13, from mostly rural or suburban environments, as well as urban ones, from a medium and low socioeconomic context.</p>
Contact	<a href="http://paraguayeduca.org/">http://paraguayeduca.org/</a>

**FILE CARD 6**
**Asociación Civil Juventud Unida en Acción**
**“Eco escuelas de San Cristóbal (Estado Táchira)”**

Venezuela

Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	Girls, boys and young people.	
Organization	Juventud Unida en Acción was born with the mission of training, educating and empowering young people in their leading role in society so that they detect problems that affect society, serve as agents of change, and provide viable, effective and efficient solutions. .	
Initiative	The Eco Escuelas de San Cristóbal are developed with the aim of raising awareness of the environmental importance of biological diversity and recycling.	
Activities	<p>Knowledge about recycling is offered through the experience / workshop "Greater awareness, less pollution".</p> <p>“Academic take-overs” are held in public spaces. During these take-overs, the volunteers give micro workshops on environmental law, biodiversity and environmental crimes to interested people.</p>	

Impact/ results	More than 500 boys, girls and young people from San Cristóbal schools have received training in environmental education.
Contact	<a href="https://juenaong.wixsite.com/juena">https://juenaong.wixsite.com/juena</a>

**FILE CARD 7**
**Fundación de Organización Comunitaria (FOC)**
**“Red de jardines comunitarios”**

Argentina

Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	X
	Education for peace, non-violence and human security	
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	Girls and boys.	
Organization	<p>Fundación de Organización Comunitaria (FOC) was born with the mission of promoting human development, through the stimulation of the creation of territorial networks, the design of comprehensive and equitable policies, the articulation with the public and private sectors, the construction of knowledge replicable in other experiences and integration into the labour market.</p> <p>It has a network of seven community kindergartens and a Job Training Center. The main activities of the organization are early childhood education and job training.</p>	
Initiative	<p>The Red de Jardines Comunitarios FOC was created with the objective of providing early education and support to girls and boys in situations of social vulnerability. These kindergartens emerged from caring mothers who took care of the boys and girls. At present, the whole staff in the classrooms has a degree in education.</p> <p>The training of the work teams in charge of the kindergartens had the support of UNICEF, UNDP, the School of Public Health of the University of Buenos Aires, the Argentine Society of Pediatrics and Technical Teams of the FOC.</p>	
Activities	<p>In the network of community kindergartens, workshops, talks and activities are held with girls, boys, teaching and non-teaching staff, and family members on the following:</p> <ul style="list-style-type: none"> <li>• Rights of children and adolescents,</li> <li>• Human rights, gender equality, comprehensive sexual education and acquisition of healthy habits,</li> <li>• Healthy eating habits.</li> </ul> <p>The Kindergarten menu is constantly being revised to provide a balanced diet.</p> <p>Activities are carried out with girls and boys aimed at transmitting values, such as solidarity, self-caring and respect for other people.</p> <p>Activities are carried out with girls and boys aimed at language development (verbal and non-verbal) by promoting the communication of their needs and the expression</p>	

	<p>of their desires.</p> <p>Activities are carried out to promote the development of motor skills in relation to everyone's own body and the environment.</p>
Impact/ results	<p>Transformation of caregiving mothers into community leaders.</p> <p>Consolidation of the Community Kindergarten Network created and led by empowered women.</p> <p>Construction of a model of social intervention of the FOC, organized in four stages: initial viability, implementation, development and consolidation of the associated management, and implementation on a political-technical scale.</p> <p>983 girls and boys from 0 to 5 years old in situations of social vulnerability attend kindergartens, where they also receive care, support and a healthy diet.</p> <p>Replication experiences: training for early childhood educational spaces in 14 Argentine provinces through pedagogical couples from the FOC, made up of 1 Kindergarten coordinator and 1 member of the technical team.</p>
Contact	<a href="https://www.fundacionfoc.org.ar/">https://www.fundacionfoc.org.ar/</a>

**FILE CARD 8**
**Cartoneros y sus Chicos**
**"Mejor educación, mejor vida"**

Argentina

Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	X
Population	Girls, boys and young people.	
Organization	<p>Cartoneros y sus Chicos is established with the mission of contributing to improve the quality of life of the sons and daughters of people who collect cardboard from the waste and the like through the development of educational, recreational and cultural programmes that promote values for their responsible citizen participation.</p> <p>The cooperative is part of the formal recycling system of the Government of the City of Buenos Aires. Here, more than 600 people work, and their main job is the collection and separation of recyclable waste in 4 neighborhoods of the city of Buenos Aires.</p>	
Initiative	<p>"Mejor Educación, Mejor Vida" is a local initiative that aims to strengthen formal education through recreational, sports and cultural activities, and to provide a space of containment for children and adolescents under 18 years of age from Cooperativa Las Madreselvas.</p>	

Activities	<p>The project has two fundamental axes: education and containment.</p> <p>From a purely educational point of view, the academic knowledge of boys, girls and adolescents is worked on, starting from an individual diagnosis of each participant. The DALE system is implemented to improve literacy deficits.'</p> <p>From the containment axis, a comprehensive approach is made to the boy, girl and their family. From this axis, the perspectives of gender equality, equity and human rights are also worked.</p> <p>Workshops, talks and debates are constantly held in which actions or events in the daily lives of boys, girls and the neighbourhood are taken as a starting point, and proposals for improvement are analysed and made.</p> <p>Likewise, families are accompanied in the approach and resolution of their particular situations to improve the family environment of children and adolescents and, therefore, of their educational space.</p>
Impact/ results	<p>100 boys and girls from 6 to 12 years old, sons and daughters of the people who collect cardboard and 50 young people from 12 to 14 years old, sons and daughters of these people who participate in the project.</p> <p>95% showed academic improvements during the year. In some cases, improvements of up to 63% were recorded in evaluations.</p> <p>100% of girls and boys with reading and writing difficulties improved their level of knowledge.</p> <p>100% of the participants incorporated the habit of hand washing and tooth brushing.</p> <p>Achievements since its informal start in 2001:</p> <p>750 children were part of this initiative.</p> <p>12,500 hours of educational content.</p> <p>6550 hours of recreational, cultural and sports activities.</p>
Contact	<p><a href="http://cartoneros.org/">http://cartoneros.org/</a></p>

**FILE CARD 9**
**The University of the West Indies, Mona**
**Caribbean Centre for Educational Planning (CCEP)**

Jamaica

Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	All ages.	

Organization	<p>The University of the West Indies is an educational institution funded by 15 Caribbean governments: Anguilla, Antigua and Barbuda, Bahamas, Barbados, Belize, British Virgin Islands, Cayman Islands, Dominica, Grenada, Jamaica, Montserrat, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, and Trinidad and Tobago.</p> <p>Its mission is to progress in learning, create knowledge and foster innovation for the positive transformation of the Caribbean and the world in general.</p>
Initiative	<p>The Caribbean Center for Educational Planning is launched to support regional development by providing relevant and high-quality educational planning services to the countries of Latin America and the Caribbean. Its interlocutors are government personnel and technical teams responsible for formulating, implementing, and evaluating educational policies.</p>
Activities	<ul style="list-style-type: none"> <li>• Collection, analysis, and dissemination of data to assist educational planning in the region.</li> <li>• Development of capacity building activities in educational planning with key personnel in the Ministries of Education of the Region.</li> <li>• Technical assistance in the development, implementation, monitoring and evaluation of educational plans.</li> <li>• Advice to develop and implement critical educational policies, to meet the developmental needs of educational systems throughout the Caribbean region.</li> </ul>
Impact/ results	<p>Implementation of the sustainable educational planning program for educational leaders, with the participation of approximately 170 male and female leaders in six Caribbean countries.</p> <p>Holding of a symposium on sustainable educational planning with the participation of approximately 100 educational actors, mainly from Jamaica.</p>
Contact	<p><a href="https://www.mona.uwi.edu/soe/">https://www.mona.uwi.edu/soe/</a></p>

**FILE CARD 10**
**Alianza ONG**
**Cuidando el Futuro Hoy**

Dominican Republic

Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	X
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	X
	Health and wellness education	
Population	Social organizations, political decision-makers, National Institute of Comprehensive Early Childhood Care (INAIPI)	
Organization	Alianza ONG is a multisectoral network of non-profit associations, founded on April 27, 1995 by seven organizations. Its mission is to contribute to the sustainable development of the Dominican Republic by promoting, coordinating and guiding the role and contributions of non-profit associations.	

Initiative	The initiative centred on the analysis carried out to find out the contribution that social organizations make to strengthen INAPI's strategies.
Activities	A case study of the civil society of the Dominican Republic was carried out to analyze the information.  Presentation of the study to learn about the contribution of organizations to early childhood care and education policy.
Impact/ results	Possibility of establishing and presenting lessons learned about the relationship between the State and social organizations within the framework of the comprehensive plan for early childhood care and education.
Contact	<a href="http://alianzaong.org.do/">http://alianzaong.org.do/</a>

FILE CARD 11		
<b>World Vision</b>		
<b>Programa Técnico Educación</b>		
Dominican Republic		
Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	X
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	Girls, boys and young people.	
Organization	World Vision is an international fellowship of Christians, whose mission is to follow our Lord and Savior Jesus Christ, and to work with the poor and oppressed to promote human transformation, seek justice, and witness the good news of the Kingdom of God.  It promotes quality and inclusive education for girls, boys, adolescents and young people in vulnerable situations.  It works alongside schools, families and the entire community.	
Initiative	The "Programa Técnico Educación" (PTE) is one of the technical proposals defined to impact the development and well-being of children and young people in vulnerable situations in the Dominican Republic. As established in the narrative document of the PTE, it aims to promote the educational development and learning goals of students. In addition, in general, it promotes the impact on the educational system through advocacy actions for a higher quality of education.	
Activities	Development of reading clubs in schools.  Training of teaching staff to support the implementation of reading encouragement and creative writing strategies.  Summer clubs for the development and strengthening of pre-reading skills or emerging literacy skills, and their training in values and rights from a playful	

	<p>methodology based on the latest research in the educational area.</p> <p>Training for parents in strategies to support literacy and promote reading, monitoring the educational process, the right to education, etc.</p>
Impact/ results	<p>1,648 boys and girls have improved their reading skills.</p> <p>137 book clubs in 96 schools.</p> <p>Volunteering of 101 teachers with training in reading encouragement and creative writing strategies.</p> <p>1,346 boys and girls participated in Summer clubs in 9 programs in the educational area.</p> <p>Voluntary work of 111 people from the community and 120 teachers, distributed in 10 area programs. These people were trained to support literacy processes for students with reading delays; 43 students, in the modality of diploma with the state university.</p> <p>2,630 fathers and mothers participated in a training program.</p>
Contact	<a href="https://www.worldvision.org.do/">https://www.worldvision.org.do/</a>

## DIMENSION: EDUCATION FOR PEACER AND NON-VIOLENCE

It addresses learning and training citizens in order to provide tools that favor dialogue in spite of difference and the resolution of conflicts through peaceful means.

### FILE CARD 12

#### **Fundación Semilla**

**“Wayna: herramienta pedagógica para la convivencia y la ciudadanía”**

Chile

Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	X
	Education for peace, non-violence and human security	
	Global citizenship education	X
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	All ages.	
Organization	The Fundación Semilla was born with the mission of promoting the participation of young people in decision-making spheres, and of making educational institutions more inclusive and democratic spaces.	
Initiative	<p>The group of professionals that make up the foundation began an investigative work that ended in the construction of a playful-participatory tool to work the coexistence called Wayna.</p> <p>It is a concrete pedagogical tool that provides practical elements to education</p>	

	<p>professionals to deal with issues related to diversity, empathy and emotions.</p> <p>General objective: to improve school coexistence and the classroom climate of the institutions through a playful-participatory methodology that manages to work on topics according to the guidelines of Education for world citizenship.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> <li>• Facilitate the recognition and expression of different emotions in high school students.</li> <li>• Strengthen the ability of high school students to empathize with other people.</li> <li>• Value and promote difference as a fundamental element for coexistence.</li> <li>• Reduce everyday expressions of conflict among students.</li> <li>• Deliver a pedagogical tool to the teaching community of the institutions, with which to work on contents for world citizens.</li> </ul> <p>Wayna promotes a democratic, tolerant and inclusive coexistence in educational institutions, and installs an accurate criticism of the formal educational system, emphasizing the need to innovate pedagogically so as to develop civic skills and values. Wayna represents an effort to value and make visible the importance of the socio-emotional dimension within schools.</p> <p>Wayna is, above all, a tool that allows active and supportive interaction between classmates. Invites to empathize and socialize with other people, allowing the approach of different youths.</p>
Activities	<p>Wayna's set consists of 6 games, divided into 3 pillars: emotions, empathy and diversity. Throughout each game, each student manages to recognize and name their own emotions as well as those of other people, value and promote sexual diversity, identity and gender, among others. At the end, a brief dialogue is established in which those who participate acknowledge having known their colleagues better, in addition to making their positions more flexible and being more empathetic. Gender equality is approached as part of the work to break down stereotypes associated with gender roles. In particular, it is used a game called "VERSUS", which seeks to question certain notions regarding sexual diversity, gender equality, disability, democracy and care for the environment, through an argumentation game that proposes a collaborative debate.</p>
Impact/ results	<p>1,200 young people in school aged 11 and older participated in Wayna.</p> <p>400 teachers in charge of coexistence, counselors and other professionals in the school environment.</p> <p>Wayna was tested in different regions of 5 Latin American countries: Chile, Colombia, El Salvador, Guatemala and Honduras. Altogether, it was applied to more than 130 young people and people in adulthood.</p> <p>In all, Wayna was applied in 5 Latin American countries, in 938 students and education professionals from more than 40 educational institutions over 2 years.</p> <p>The scope and indirect impact of Wayna reaches all the educational communities of the participating institutions, because the tool is delivered to each trained educational institution, and a permanent input is left to work on school coexistence.</p>
Contact	<p><a href="https://fundacionsemilla.cl/">https://fundacionsemilla.cl/</a></p>

## FILE CARD 13

**Alianza para la Paz (APAZ)**
**“Transformación de conflictos sociales y paz territorial”**

Colombia

Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	X
	Education for gender equality	
	Education for peace, non-violence and human security	
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	People in adulthood.	
Organization	The organization starts from the identification and strengthening of the capacities for peace that every society has to - on the basis of existing learning - nurture strategies for social change, adjusted to regional, national and local contexts. With this vision, they base their work on four strategic lines of action: legitimacy and trust, State-civil society; equity for peace; security, peace and democracy; prevent, reduce and transform violence.	
Initiative	The objective of the project is to develop the capacities of the police to prevent violence emanating from social conflicts in the territories. This project uses a violent conflict management and transformation model based on evidence and proven methodologies.	
Activities	<p>Through the project, the Colombian National Police opted to transform the factors that generate violence in social conflicts. To achieve this objective, five Conflict Transformation and Territorial Peace Teams were formed, made up of five police officers each. The training process was designed as a Diploma in Transformation of Social Conflicts, accredited by the National Directorate of Schools of the National Police of Colombia (DINAE).</p> <p>The project was jointly implemented by the Colombian National Police and APAZ in association with Interpeace, and the Center for Popular Research and Education (CINEP) with financial support from the Embassy of the United Kingdom in Colombia. It was a pilot test with a Police Unit, but it is hoped that it will be institutionalized in all Police Directorates.</p>	
Impact/ results	<p>Teams from the five selected municipalities were successful in putting the basic principles of the program into practice in a short period of time.</p> <p>A highly regarded result is that of having contributed to closing the conceptual gap between the Police and the public on social protest and on how to handle it.</p> <p>Within the Colombian National Police there seems to be considerable support to expand this community policing and conflict transformation approach to the entire Colombian territory.</p>	
Contact	<a href="https://alianzaparalapaz.org">https://alianzaparalapaz.org</a>	

## FILE CARD 14

**Asociación para Leer, Escuchar, Escribir y Recrear (IBBY)**
**“Bunkos”**

Mexico

Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	All ages.	
Organization	<p>The Asociación para Leer, Escuchar, Escribir y Recrear (IBBY) has the mission to promote reading to contribute to the development of reflective and critical people.</p> <p>At IBBY México, reading is conceived as a strategy for personal development and social transformation. Access to reading is considered a right that must be guaranteed for all people, with an emphasis on boys, girls and young people, to provide them with communication skills that affect their personal, emotional, social and professional development.</p>	
Initiative	<p>The “Bunkos” or small community libraries are implemented with the aim of generating spaces in which meaningful reading contributes to the formation of a citizenship that is a fully user of the written culture, using reading mediation as a methodology to form communities of readers in spaces of respect and peace.</p> <p>They reach boys, girls and adolescents between the ages of 3 and 18, in public or private schools, in urban or rural contexts, and adults who are members of vulnerable communities.</p>	
Activities	<ul style="list-style-type: none"> <li>• Training mediators who are committed to the formation of communities of readers.</li> <li>• Formation of collections based on a careful selection of quality books, taking into account the context in which the reading space is placed.</li> <li>• Development of the program of activities around books and reading. The responsible mediators develop a program of activities designed to guarantee free access to the book and the artistic and cultural work around it.</li> </ul> <p>The Bunkos facility has three face-to-face accompaniments and three virtual consultancies, which may vary in number depending on the context and the type of alliance established with the headquarters. The Bunkos have a system of indicators that allows them to measure their impact on the community.</p>	
Impact/ results	<p>The installation of small community reading spaces contributes to the formation of reading communities that dialogue based on respect for differences, equal conditions and non-discrimination, in addition to promoting free access to written culture as a fundamental human right for well-being, emotional development and meaningful learning at any age.</p> <p>The integration of Bunkos or small community libraries favors the acquisition of metacognitive tools from mediation strategies with books for children and young</p>	

	<p>people.</p> <p>The implementation of a social vision of reading, which provides tools for the recognition of rights and a better understanding of the world and its environment in order to contribute thus to the formation of citizenship.</p> <p>The Bunkos promote the formation of communities of readers that build a community space based on respect, inclusion, equity and a culture of peace.</p>
Contact	<a href="https://www.ibbymexico.org.mx/">https://www.ibbymexico.org.mx/</a>

**FILE CARD 15**
**Corporación Acción Colectiva Educación y Comunidad (ACEDUC)**
**“Articulando la comunidad con la escuela”**

Chile

Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	
	Global citizenship education	X
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	All ages.	
Organization	Corporación Acción Colectiva Educación y Comunidad (ACEDUC) was born with the aim of enabling learning processes with those who make up the communities, in the areas of coexistence, citizenship and the environment that constitute the basis for the generation of skills, values and essential competencies in the contemporary world.	
Initiative	<p>“Articulando la Comunidad con la Escuela” is a local initiative that arises with the following objectives:</p> <ul style="list-style-type: none"> <li>• 1) Establish community strategies that allow the construction of citizenships in the territories.</li> <li>• 2) Identify and implement articulation plans for the community with the school.</li> </ul>	
Activities	<p>Training workshop on community-school articulation strategies. Provides community teachers with new knowledge and skills for community work.</p> <p>Monitoring of pilot articulation actions to formulate work plans.</p>	
Impact/ results	<p>60 teachers from the communities in coordination with teachers from formal educational spaces have participated in the initiative.</p> <p>In addition to contributing to the development of peaceful relationships and good coexistence, a commitment is assumed with Education for global citizenship, which is materialized in the work on values, attitudes and behaviors that shape a responsible, committed and participatory citizenship.</p> <p>The visibility of territorial experiences and the empowerment of communities are</p>	

	identified as positive impacts.
Contact	<a href="http://www.accioncolectivaeducacion.cl/">http://www.accioncolectivaeducacion.cl/</a>

## DIMENSION: EDUCATION IN HUMAN RIGHTS

It transfer the necessary knowledge and behaviors to promote, protect and apply human rights in everyday life. Memory plays a central role in demanding justice for human rights violations and the construction of a future that does not repeat the horrors of the past.

FILE CARD 16		
<b>Centro de Información y Recursos para el Desarrollo (CIRD)</b>		
<b>“Museo Virtual de la Memoria Histórica sobre la Dictadura”</b>		
Paraguay		
Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	X
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	Young people and people in adulthood.	
Organization	The Centro de Información y Recursos para el Desarrollo (CIRD) is a transdisciplinary organization that contributes to the strengthening of citizenship and the effective participation of civil organizations in development processes through the creation, articulation, and management of capacities and resources to achieve a democratic Paraguay.	
Initiative	<p>The “Museo Virtual de la Memoria Histórica sobre la Dictadura” project aims to promote the culture of peace and democracy through the dissemination of what happened in Stroessner dictatorship in the country (1954-1989), to know it and prevent it from happening again.</p> <p>The initiative is aimed at students in the national high school/secondary education stage (13 to 18 years old) and the adult population in general, including government authorities. Human rights education for students of high school/secondary education and society in general (through the provision of theoretical knowledge and practical examples).</p>	
Activities	<p>The project, which was an opportunity to carry out inter-institutional work in the area of human rights, had several milestones:</p> <ul style="list-style-type: none"> <li>• The signing of the agreement with the Truth and Justice Commission of Paraguay, which allowed collaboration to properly disseminate the report which was prepared.</li> <li>• The creation of the audiovisual materials incorporated into the virtual</li> </ul>	

	museum. <ul style="list-style-type: none"> <li>• The launch of the virtual museum in the Municipal Theater, with its media coverage.</li> <li>• The outreach at schools with training and dissemination of educational material for high/secondary school students.</li> </ul>
Impact/ results	At an institutional level, the initiative contributed to the development of institutional and communication competencies on education and human rights, and to the strengthening of the CIRD as an agent of coordination and dialogue between different actors in the field.  At the end of the first year of going online, more than 15,000 YouTube views and 8,000 visits to the virtual museum were recorded. It should be noted that, in the political sphere, it had a strong impact, since, in the same week of the presentation of the museum, the Honorable Chamber of Deputies unanimously declared it of National Educational Interest.
Contact	<a href="https://www.cird.org.py/">https://www.cird.org.py/</a>

**FILE CARD 17**
**Grupo de Estudio sobre Educación en Contextos de Encierro (GESEC)**
**Seminario “Educación, Cárcel y Derechos Humanos”**

Argentina

Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	X
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	Young people and people in adulthood.	
Organization	GESEC was created with the mission of promoting the effective exercise of the right to quality education for people deprived of freedom of movement. It stands out for its interdisciplinary nature and its work from a human rights perspective.	
Initiative	The “Seminario de Educación, Cárcel y Derechos Humanos” has among its objectives: <ul style="list-style-type: none"> <li>• Problematize about the aims and purposes of education in prisons.</li> <li>• Analyze the action that guarantees and promotes the right to education to train professionals in the prison environment.</li> <li>• Promote human rights education as a pedagogical perspective and a violence prevention tool.</li> </ul>	
Activities	This seminar constitutes a place for specific training in order to promote the human right to education in prison. The classes are proposed to bring the subject closer to those who participate in the academy or civil society in general.	

Impact/ results	<p>The following have participated in the seminar:</p> <ul style="list-style-type: none"> <li>• 1500 university students of various careers, some people deprived of liberty.</li> <li>• 1200 teachers who work with people deprived of civil liberty.</li> <li>• 200 members of the civil service of the Ministry of Justice and the penal area.</li> </ul> <p>There were two Latin American training and promotion meetings organized by GESEC in 2012 and 2017.</p> <p>A large number of participants of the seminar have committed to carry out actions within the prisons, such as film and expression workshops.</p>
Contact	<a href="http://www.gesec.com.ar/">http://www.gesec.com.ar/</a>

## DIMENSION: GLOBAL CITIZENSHIP EDUCATION

It expresses the sense of belonging to a global community, to a common humanity. It involves training and educating for political, social and cultural interdependence, stimulating students of all ages to assume active roles, both locally and globally.

### FILE CARD 18

<b>Asociación Conciencia</b> <b>"Hoy Participamos"</b>		
Argentina		
Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	Young people.	
Organization	Asociación Conciencia arises with the aim of raising awareness in the population about the rights and responsibilities that the condition of being a citizen implies.	
Initiative	<p>Since 2013, in each election year, Conciencia carries out its youth voting program "Hoy Participamos".</p> <p>Objective: to promote a space for training and strengthening citizenship, in general, and the new generations, in particular, providing theoretical-practical tools for the conscious and responsible exercise of voting, and for the selection, checking and transmission of truthful and verified information.</p>	

Activities	<p>In order to encourage young people to exercise their right to vote and train in digital citizenship issues, an instance of collective reflection is proposed on what and why it is important to live in a democracy and what are the harmful effects of access to information that is not true when it comes to voting.</p> <p>In order to generate in youth the habit of corroborating the information they receive through social media, concrete examples are shown of the rapid dissemination of fake news through their own audiovisual content that exemplifies these effects in a dynamic and attractive way.</p>
Impact/ results	<p>Between 2013 and 2019, 20,700 young people participated in the initiative.</p> <p>The results of the implementation in 2017 reassured the need to keep firm commitment to this programmatic line, since 75% of the youth had never participated in civic training and 67% considered it very important to learn more about the country's electoral system.</p> <p>In 2019, 21.8% of the participants thought they would not exercise their right to vote and, as a result of the workshops, they changed their minds and decided to vote.</p> <p>It is recognized that, as a result of this initiative, young people are trained and made aware of the following:</p> <ul style="list-style-type: none"> <li>• Electoral processes and the exercise of political rights.</li> <li>• Adequate management of ICT, which has strengthened their technical knowledge for the exercise of critical citizenship.</li> <li>• Responsible generation and exchange of information in digital contexts.</li> </ul>
Contact	<a href="http://conciencia.org">http://conciencia.org</a>

**FILE CARD 19**
**Vía Educación**
**“Aprender participando”**

Mexico

Secondary dimensions addressed by initiative/ project	Education for sustainable development	X
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	All ages.	
Organization	<p>Vía Educación aims to generate opportunities for sustainable social development through the design, implementation, evaluation and dissemination of educational strategies.</p> <p>It is a non-profit organization that trains citizens through educational strategies, with the knowledge and skills necessary to improve their quality of life. They work so that each community served develops sufficient capacities, organizes</p>	

	itself as often as necessary and solves, by itself, any of its needs.
Initiative	The “Aprender Participando” initiative - national in scope - aims to generate spaces for citizen participation, organized so that people learn a methodology that allows them to develop capacities to help improve their local-global environment through community transformation actions.
Activities	<p>Initial training for teacher-facilitators aimed at expanding the paradigm from a traditional point of view to one that considers the genuine participation of boys and girls in matters that affect them.</p> <p>Continuous training for teacher-facilitators and implementation of a participatory methodology.</p> <p>Continuous evaluation and monitoring to consolidate pedagogical competencies driven by timely feedback.</p>
Impact/ results	<p>The initiative has reached the following people:</p> <ul style="list-style-type: none"> <li>• 500 boys and girls from 3 to 11 years old, and 500 adolescents from 12 to 16 years old who live in urban, marginal urban, rural and indigenous areas.</li> <li>• 100 people in adulthood and 20 older people from marginal urban areas, directors, teaching staff and technical-pedagogical advisory staff of public schools.</li> </ul>
Contact	<a href="https://viaeducacion.org/">https://viaeducacion.org/</a>

FICHA 20		
<b>Fundación SES</b>		
<b>“Subir al Sur”</b>		
Argentina		
Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	X
	Global citizenship education	
	Education for the appreciation of cultural diversity	X
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	All ages.	
Organization	Fundación SES works to promote the inclusion of youth at risk, with a focus on the development of their rights in Argentina, Latin America and the world. Together with other social organizations, companies, the State and international organizations, it implements initiatives in Latin America and Europe. It seeks to increase educational opportunities and develop professional skills for youth, as well as strengthen their active participation in the community.	
Initiative	"Subir al Sur" promotes intercultural volunteering in Argentina and the world as a tool for personal and collective transformation. It seeks to promote the participation of young people for an active citizenship through voluntary and solidarity actions. From this intercultural volunteer program, young people from all over the world are received to work specifically on global citizenship as the axis for the cultural	

	<p>encounter.</p> <p>"Subir al Sur" is a global initiative that works from the point of view of diversity to care for the world. It promotes processes of intercultural education for peace, enabling solidarity encounters among people from different regions of the planet, and targets to a world where youth has the leading role of a transformation towards a more just and equitable society.</p>
Activities	<p>"Subir al Sur" works interculturality through voluntary and supportive work in order to promote peace. For this, we carry out several training actions. At Casa Subireña, youth live together in community. There, they share their days and their economy, they choose what food to buy and how as they have common funds, taking into account the needs of each participant. On the other hand, they sleep in shared rooms without distinction of gender, where they learn to work on mutual respect and care for other people.</p> <p>Not all participants speak English or Spanish, and that leads to having to use methodologies that promote a different dialogue. In this sense, non-formal education tools and resources, such as non-violent communication or drama techniques, are of great value.</p>
Impact/results	<p>35 young people a year volunteer in environments where there are children from vulnerable sectors, such as school canteens, community centers, community gardens.</p> <p>Between 50 and 60 volunteers a year have the experience of living at Casa Subireña.</p> <p>Currently, 18 community projects are supported by voluntary actions.</p> <p>The 2019 Congress of Communities was held: a participatory encounter of 150 young people where the participation of youth in their communities was discussed and debated.</p> <p>In 2018, the Volunteer Congress was held with 500 participants from social organizations and public and private institutions that promote volunteering.</p> <p>Thematic and intercultural community training student trips were organized. In 2019, 15 young Argentine university students traveled to India and we received 33 nursing students from Canada.</p> <p>Training seminars were held on interculturality, global citizenship, human rights, non-violent communication, Argentine and world history, on events that we do not want to go through again, gender, etc.</p>
Contact	<p><a href="https://www.fundsdes.org.ar/">https://www.fundsdes.org.ar/</a></p>

## DIMENSION: EDUCATION FOR GENDER EQUALITY

It transmits values and attitudes, while building needed scenarios in order to achieve real equality between genders. It is permeable along the entire educational process, through study plans, pedagogical materials, teacher training and institutional environment.

FILE CARD 21		
<b>Servicios a la Juventud (SERAJ)</b>		
<b>“Jóvenes por el impulso de la igualdad de género”</b>		
Mexico		
Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	Young people.	
Organization	<p>Servicios a la Juventud (SERAJ) is a civil organization that works for and with young people from 13 to 29 years old; primarily those who live in of poverty, risk or exclusion. It encourages them to exercise their rights and access to better opportunities.</p> <p>Its aim is that youth is able to use the acquired skills and knowledge in the programs, take ownership of their life project and access opportunities that allow them to complete their compulsory education, access decent jobs, live in a peaceful environment, display their leadership and positively affect their environment in a positive way.</p>	
Initiative	<p>“Jóvenes por el impulso de la igualdad de género” is launched with the aim of strengthening the participation and leadership of women to promote gender equality in dialogue, negotiation and the formulation of public policies.</p> <p>We develop training environment with the idea of including everybody.</p> <p>It starts by recognizing that young people are diverse, have different contexts, tastes, interests and histories, for which the models are adapted to the specific needs of the groups.</p>	
Activities	<p>Training for community leadership promoters with a gender perspective.</p> <p>Strengthening women leaders.</p> <p>Actions led by women that respond to local needs, promoting the participation of other community actors and preparing recommendations for the government on how to improve the conditions of the neighborhoods where they live.</p> <p>Meeting of women to debate and socialize their proposals.</p>	
Impact/results	<p>30 young university students were trained as promoters of gender equality.</p> <p>306 women and men over 18 years of age were trained and participated in the initiative.</p> <p>Environments were created in which women were able to use the acquired tools and put their skills into practice to influence decision-making in their towns.</p> <p>The leadership processes of women were strengthened through training-action.</p>	

	<p>Colonies committees were created to monitor activities and seek to address local problems.</p> <p>We contributed to the recognition and consolidation of women as development agents. By doing so, we strengthened management and communication for advocacy, organizational capacity, the ability to speak in public and to implement actions that meet local needs.</p> <p>A network of actors from the public sector and civil society with advocacy at the local level was formed.</p> <p>It contributed to the professionalization in gender perspective.</p> <p>The operational team learned about the importance of conducting follow-up sessions and about providing feedback to the team of promoters.</p> <p>The men who participated in different activities became aware of the inequalities that women experience and made a commitment to educating their sons and daughters from a more equitable approach, which will contribute to the continued transformation of those paradigms, which have been in force for so many years.</p>
Contact	<a href="https://www.seraj.org.mx">https://www.seraj.org.mx</a>

**FILE CARD 22**
**Oxfam**
**"Resetéate. Acabemos con la violencia hacia las mujeres"**

Dominican Republic

Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	X
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	Young people and adults.	
Organization	<p>Oxfam is a global organization that helps people to overcome poverty and inequality. It has been in the Dominican Republic since 1989; it supports civil society organizations, social movements and government institutions.</p> <p>It starts by recognizing that only an empowered citizenry that demands and fully exercises their rights can lead to the strengthening of a democratic State that prioritizes policies focused on reducing poverty and inequality, especially those that affect women.</p> <p>The commitment to women's rights and the recognition of youth as protagonists of change in the present and in the future are the heart of every action that are developed.</p>	
Initiative	<p>The nationwide campaign "Resetéate. Acabemos con la violencia hacia las mujeres" arises with the aim of contributing to generate changes in social stereotypes that reinforce sexist violence against women. It is understood that the ideas, attitudes and practices that have been learned can be deconstructed.</p>	

	<p>The campaign promotes cultural changes that tend to:</p> <ul style="list-style-type: none"> <li>• The training of young women and men who assume and promote alternative and liberating models of masculinities and femininity; they question normative heterosexuality and the imposition of beauty models, acquiring Afro-descendant identities; report and act against violence against women.</li> <li>• Position of leaders and the media in favor of the denaturalization of violence against women. For this reason, public debates are promoted on social stereotypes, for instance, women as sexual objects and men as providers.</li> </ul>
<p>Activities</p>	<p>Contests were held on social networks through challenges, to motivate young people to carry out actions to dismantle stereotypes.</p> <p>An experimental video about street compliment was broadcast, built through a bootcamp with young people who are part of the campaign.</p> <p>A panel on romantic love was organized, led by young members of Redlac (Mexico and Guatemala), within the framework of the regional meeting of the campaign held in the Dominican Republic.</p> <p>Videos and messages were disseminated through digital networks.</p> <p>The “Machímetro” was launched, an online survey that invites reflection to dismantle imaginary.</p> <p>7 “Reseteando en movimiento” <i>rallies</i> were held, with national scope and with young people from rural areas, both at university and pre-university level.</p> <p>Awareness workshops were held with young people from rural areas and training workshops for university teachers on pedagogical practices for gender equality.</p>
<p>Impact/results</p>	<p>Agreement made with the Ministry of Education of the Dominican Republic to carry out rallies in 4 regional camps.</p> <p>The Chamber of Deputies assumed the campaign within the actions of the 16 days of activism against violence against women.</p> <p>More than 10,000 followers on the campaign's Instagram account.</p> <p>Young people involved in other activities to promote women's rights at national and international level.</p> <p>1500 young people have participated in the rallies.</p> <p>25 trainers from the UASD school of pedagogy have been trained on pedagogical practices that allow teaching in an inclusive way and in pursuit of gender equality.</p>
<p>Contact</p>	<p><a href="https://www.oxfam.org/es">https://www.oxfam.org/es</a></p>

## FILE CARD 23

**Equipo de Trabajo e Investigación Social (ETIS)**
**“Programa Centros Educativos”**

Argentina

Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	
	Global citizenship education	
	Education for the appreciation of cultural diversity	X
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	Children and youth.	
Organization	<p>Equipo de Trabajo e Investigación Social (ETIS) was created with the objective of designing and executing social programs and projects that contribute to reducing poverty, and to strengthen the networking of community social organizations. Its main activity is the implementation of socio-educational workshops with community interference.</p> <p>ETIS has the mission of educating committed people to social change and developing community intervention proposals that contribute to consolidating the construction of a more just, supportive and egalitarian society, committed to the defense of common good and that seeks to reverse the tendency to commercialize the various areas of life in society.</p> <p>It works in suburbs of Buenos Aires implementing community programs in which boys, girls and young people are protagonists of change in their environments.</p>	
Initiative	Centros Educativos Program was implemented with the aim of protecting and promoting the rights of boys, girls and young people living in poverty in the Buenos Aires suburbs, within the scope of Comprehensive Sexual Education (ESI) and the complaint against all kinds of violence against women.	
Activities	<p>The main activities of the project are:</p> <ul style="list-style-type: none"> <li>• gender workshop;</li> <li>• comprehensive Sex Education; workshop;</li> <li>• recreational workshops (acrobatics, sports, games, body language);</li> <li>• Literacy workshops.</li> </ul> <p>There is feedback on the way workshops are delivered to those who coordinate each Educational and Youth Center.</p> <p>Focusing on the search for gender equality, professionals from the children's service have trained the faculty and employees of the program on these topics. They participated in the CSE and “ASÍ NO” training workshops, and in popular education seminars. Later, they include they learned into the annual plans.</p>	

Impact/results	<p>Implementation of the initiative contributed to strengthening respect for diversity and commitment to inclusion.</p> <p>In addition, it enabled the detection of cases to follow up and offer psychological counseling and participation in support workshops.</p> <p>The program currently includes about 350 boys and girls, and 100 young people.</p>
Contact	<a href="http://etis.org.ar/">http://etis.org.ar/</a>

**FILE CARD 24**
**Fe y Alegría**
**“Programa integral de protección y desarrollo de niñas en alto riesgo vulnerabilidad en zonas urbano-marginales de la Ciudad de Guatemala”**

Guatemala

Secondary dimensions addressed by initiative/project	Education for sustainable development	
	Human rights education	X
	Education for gender equality	
	Education for peace, non-violence and human security	
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	Girls, parents.	
Organization	<p>Fe y Alegría is an International Movement of Popular Education and Social Promotion aimed at the impoverished and excluded sectors of society to enhance and be protagonists of their own personal development.</p> <p>It promotes, from the communities in which it works, with them and for them, comprehensive, inclusive and quality educational processes. To this end, it is committed to transforming people to build just and democratic social systems.</p>	
Initiative	<p>Their goal is to contribute to the construction of a new generation of girls, adolescents and families, with better opportunities to exercise their rights and co-responsibilities, in search of a more just, equitable, peaceful and supportive society.</p>	
Activities	<p>In order to reach their goals, an extracurricular proposal of direct attention to girls between 6 and 12 years old was built. To do this, the following strategies were implemented:</p> <ul style="list-style-type: none"> <li>• Círculos felices: aims to develop comprehensive reading</li> </ul>	

	<p>competence, self-concept and self-care in girls from 6 to 8 years old.</p> <ul style="list-style-type: none"> <li>• Club de niñas: aimed at girls from 9 to 12 years old. Its mission is to reinforce school in a playful and comprehensive way, and to strengthen logical mathematical thinking, comprehensive reading, the development of natural or environmental intelligence, and artistic expression (multiple intelligences) through recreational activities.</li> <li>• Taller de padres: aimed at addressing issues such as gender violence, the human rights of girls, and communication between parents and daughters.</li> <li>• Volunteer program: Teacher who will work at Círculos felices and Club de Niñas.</li> </ul>
Impact/results	<p>The program served 1,546 girls, with the following results:</p> <p>It was possible to establish rapport, empathy, harmony, exteriorization and emotions management.</p> <p>There was an agreement and bonds of trust between the educator / psychologist and the girls. Here, a listening environment was provided where girls expressed their emotions and feelings in the different situations they live.</p> <p>The girls' motivation and a positive attitude towards the program were achieved.</p> <p>Moral values were reinforced so as to put them into practice outside and inside the school, in whatever coexistence opportunity they had.</p> <p>Progress was made in the literacy process. Girls felt a great interest and love for readings, which developed a positive attitude towards their learning abilities that could be valued.</p> <p>These clubs strengthened creativity and artistic expression in general, through activities, in search of talents.</p>
Contact	<a href="http://www.feyalegria.org.gt/">http://www.feyalegria.org.gt/</a>

## DIMENSION: EDUCATION FOR CULTURAL DIVERSITY APPRECIATION

It ensures cultural diversity is recognized and valued as a source of creativity, growth and human development, and rejects its prevalence as a reason for social exclusion and discrimination.

### FILE CARD 25

#### Encontrarse en la diversidad para la educación intercultural

“¿Qué te pensás, que estás en la cancha?”

Argentina

Secondary dimensions addressed by

Education for sustainable development

Human rights education

initiative/ project	Education for gender equality	X
	Education for peace, non-violence and human security	X
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	Jóvenes y personas de edad adulta.	
Organization	<p>By means of its projects, Encontrarse e la Diversidad aims to generate opportunities to reflect on the exclusion mechanisms and inequality that impoverish our societies when we do not include people, thus making them invisible. For this reason, different intervention strategies are developed in education, work, communication and sports, which constitute areas where it is possible to act in the dismantling of discriminatory practices that fragment our society, as well as promote dialogue and exchange of experiences and perspectives.</p>	
Initiative	<p>The initiative begins by recognizing that we live in a society that confronts us with situations of injustice and violation of rights, in which differences are often seen as obstacles, barriers, acts to be hidden or eliminated, on a daily basis. As discrimination is a social practice, it is recognized that both discriminating and being discriminated against are collective acts, which are socially and culturally sustained by an entire community. You learn to discriminate, while you learn to live with discrimination. We learn to accept systems of thought that make one part the whole, that prejudge, that make it seem that we can only define ourselves through an opposition to the "other person".</p> <p>Asking oneself about certain practices and making them visible, is a fundamental tool for promoting diversity, inclusion and human rights. In this sense, soccer is chosen as a metaphor for culture to carry out the project. It starts from this social phenomenon and is understood as an "excuse" to give rise to other questions and debates.</p>	
Activities	<p>Soccer is the stage for sexism, racism, xenophobia, homophobia, anti-Semitism; it is the initial kick to think in how and in where the previously mentioned thoughts are also reproduced, experienced, and suffered.</p> <p>Generally, sport offers tools and generates situations in which we can meet other people and this helps us recognize differences, both in and out of the field.</p> <p>From the experiences and ideas of those who participate, the practices that are reproduced are made visible. The inclusion of typical methodologies of non-formal education enable us to involve, physically and intellectually, starting from one's own experience and then conceptualizing. The project also implies the recognition of football as a tool for inclusion, due to respect for diversity and the promotion of equity, gender equality and human rights.</p>	
Impact/results	<p>More than 100 workshops delivered in secondary schools with more than 100 participants each.</p> <p>Creation of the subject "Cultural Diversity in sports and the media" of the Sports Journalism course of studies (ETER Communication School). Weekly classes for two years. Four cohorts reached so far.</p> <p>Based on this project, the organization joined the international network to fight</p>	

	discrimination in football FARE.
Contact	<a href="https://enladiversidad.org.ar/">https://enladiversidad.org.ar/</a>

**FILE CARD 26**
**Tzuk-Kim Pop**
**“Promoción y divulgación de la educación bilingüe intercultural”**

Guatemala

Secondary dimensions addressed by initiative/ project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	All ages.	
Organization	<p>Movimiento Tzuk Kim-Pop was born with the mission of promoting and accompanying the various actors and political subjects, committed to the task of creating an active, organized, informed, critical, constructive and mobilized citizenry that vindicates and enforces human rights as a basis for building a just, inclusive, equitable, dignified, caring and peaceful society.</p> <p>Its experience is in the promotion, dissemination and action within the framework of Intercultural Bilingual Education. The purpose is to achieve the right to a comprehensive and inclusive education, in which the peoples can read and write in their mother tongues (Mayan languages) and generate a bilingual education within the official education system.</p>	
Initiative	<p>The actions of "Promotion and dissemination of bilingual intercultural education" were launched in 1998. It was achieved thanks to the active participation of educational centers, social organizations and indigenous peoples.</p>	
Activities	<ul style="list-style-type: none"> <li>• Systematization of contents and methodological guides of IBE.</li> <li>• Training of teaching staff and facilitators from an IBE perspective.</li> <li>• Development of advocacy mechanisms before the State to seek that IBE can be part of the official educational system at the national level of Guatemala.</li> </ul>	
Impact/results	<p>Raising awareness about the right of indigenous peoples to have their own education systems based on their languages, cultures, knowledge and proposals.</p> <p>Generation of content from rights, equity, solidarity, sustainability, peace and justice perspectives.</p> <p>Education and training of bilingual teaching staff, as well as of institutions that promote and implement intercultural bilingual education in Guatemala.</p> <p>Generation of extensive documentation, guides and IBE contents that are</p>	

	<p>distributed to national educational centers.</p> <p>Consolidation of a network of teachers in IBE, which promotes and develops actions at local, national and regional level.</p> <p>Preparation of law proposals to formalize and integrate IBE into the Guatemalan education system.</p>
Contact	<a href="http://www.tzukimpop.org/inicio/">http://www.tzukimpop.org/inicio/</a>

## EDUCATION FOR HEALTH AND WELL-BEING

It communicates the necessary information and skills for people to know the effects of their behavior on health. Its mission is to create suitable learning environments for the development of healthy lifestyles.

FILE CARD 27		
<b>Convivencia productiva</b>		
<b>"Respira"</b>		
Colombia		
Secondary dimensions addressed by initiative/project	Education for sustainable development	
	Human rights education	
	Education for gender equality	
	Education for peace, non-violence and human security	X
	Global citizenship education	
	Education for the appreciation of cultural diversity	
	Assessment of the contribution of culture to sustainable development	
	Health and wellness education	
Population	All ages.	
Organization	Corporación Empresarios Convivencia Productiva was created with the mission of leading the participation processes of businesspersons that contribute in the construction of a culture of coexistence and productivity from the organizational context.	
Initiative	<p>"Respira" is the framework initiative of <i>Convivencia Productiva</i>, which promotes mindfulness practices in Colombia through focus programs such as "Respira en Educación" (for public and private schools), "Respira en Comunidad" (for victims of the armed conflict and other vulnerable populations), "Respira en Empresas" (for employees and companies, organizations and any other type of institution) and "Respira en la vida" (for general public).</p> <p>It was launched with the aim to promote the construction of a healthy school environment, which promotes well-being and more tools to protect mental health of the educational community. To do this, it is essential to work directly in the classroom, a place where children and young people spend most of their time. The objective is to generate a peaceful environment and harmonious relationships, which is achieved through teacher and student training in mindfulness and socio-emotional</p>	

	learning.
Activities	<ul style="list-style-type: none"> <li>• Training of Respira facilitators: 4 training courses, each one lasts a year. So far, 60 facilitators have been trained to implement Respira. Nine certified facilitators, who, in turn, can train other facilitators.</li> <li>• Implementation of this program in different institutions in Colombia, with teachers, managers and students, with a duration of two years in each educational institution.</li> <li>• Participation in national and international forums or conferences to share the experience. Visibility of the program and creation of new alliances and projects.</li> </ul>
Impact/results	<p>An impact evaluation led by Facultad de Educación de la Universidad de los Andes showed the following:</p> <p>There have been</p> <ul style="list-style-type: none"> <li>• higher levels of attention span;</li> <li>• a reduction in symptoms of anxiety and depression;</li> <li>• greater emotional regulation (particularly of anger);</li> <li>• a reduction in reactive aggression;</li> <li>• Increase in active listening in groups because of participation in the program.</li> </ul> <p>Participants in the program:</p> <ul style="list-style-type: none"> <li>• 18 000 boys and girls, mostly from rural and vulnerable populations, but also from vulnerable urban contexts.</li> <li>• 2230 young people from urban educational institutions in vulnerable situations and rural people in areas of armed conflict.</li> <li>• 840 teachers and principals of urban educational institutions in vulnerable and rural situations in areas of armed conflict.</li> </ul> <p>Students, teachers and participating principals strengthen and develop internal skills such as self-awareness and self-regulation, which generates effects to perceive their motivation, mental health and well-being.</p> <p>Teachers and principals, with the support of the students, implement strategies based on mindfulness. They are relevant for school coexistence and peacebuilding in their educational environments.</p>
Contact	<a href="https://www.convivenciaproductiva.org/">https://www.convivenciaproductiva.org/</a>

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