

The different educational proposals for social transformation presented in [educa.itakaescolapios.org](http://educa.itakaescolapios.org) are organised in 7 different areas. Coeducation, peace, sustainability, interculturality, Global-Local approach, fight against exclusion and right to education. Here you have a small guide for their classification.

## COEDUCATION

*Children, both girls and boys should be educated together and receive equal education. Opting for coeducation means a greater quest for equality at each stage of their development. The aim of the resources in this section is to eliminate gender stereotypes by overcoming social inequalities and cultural hierarchies between girls and boys.*

The activities must comply at least one of the following points to specifically promote the value of coeducation, equality

1. They challenge the current situation by offering alternatives for change.
2. Specific activities work to end inequality and discrimination on the basis of sex.
3. They seek to generate strategies to reduce the gaps between women and men.
4. They seek to make visible and question the unequal roles of women and men in society.
5. Seek to include measures to increase women's participation in all spheres and to reduce/eliminate barriers that limit it.
6. To make discriminatory practices against women visible in order to eliminate them.
7. Builds values of equality "emphasising the equal right to be different".

## PEACE

*The United Nations define the Culture of Peace, "as a set of values, attitudes, of behaviour and ways of life that reject violence and prevent conflicts by tackling their roots through dialogue and negotiation between individuals, groups and states". Education plays an important role in this area since it is based on inclusion that promotes equity as a solid basis for positive social coexistence.*

The activities must comply at least one of the following points to specifically promote the value of coeducation, equality:

1. It promotes conflict resolution techniques from dialogue and active listening.
2. Promotes positive attitudes towards peaceful coexistence and the transformation of conflicts in the groups with which a person lives (work team, class group, etc.).
3. Encourages participation in the construction of a peaceful society through concrete actions in the immediate environment.
4. Encourages a critical attitude and explicit positioning in the face of situations of injustice and lack of peace.
5. Publicises initiatives for peace and other experiences and collectives that favour the construction of peace in the environment and in the world.
6. Encourages constructive dialogue and respect between different ideological, philosophical and religious currents.

## SUSTAINABILITY (Sustainable development)

*We can define sustainable development as development that complies the needs of the actual generation, without compromising the ability of future generations to meet their own needs. Sustainability is a long-term goal that does not exempt us from generating processes and means that it allows us to achieve models where environmental, social, cultural and economic considerations are balanced in the search for a better quality of life.*

The proposal must comply one of the following criteria to be classified as sustainable:

1. It must refer to socio-political sustainable development:
  - a. Emphasises the integration of environmental considerations into economic policy decision-making.
  - b. It incorporates an element of intergenerational justice that implies not only the improvement of the quality of life and the conservation of natural resources, but also their fair distribution among present and future generations.
2. It should refer to sustainable economic development:
  - a. Refer to sustainable consumption as a means to a higher quality of life.
3. Must refer to environmental sustainability:
  - a. "Development" does not simply mean economic growth. It relates to the "human development index" which is linked to having a more protected environment.
  - b. Emphasises conservation and care for the environment.
  - c. It works on waste treatment.
  - d. Raises awareness of recycling and reuse.
  - e. Informs about energy efficiency and renewable energies.

## INTERCULTURALITY

*People and groups from different cultures live in the same society. Interculturality goes beyond a simple coexistence between them: for it to be truly intercultural, these persons or groups must interrelate in a horizontal and equitable way and be aware of their interdependence. Cultures are neither immutable nor static; they are the result of centuries of mutual influences. They are modified by the course of history, political and economic changes and contact with other cultures. An intercultural coexistence implies an effort of reciprocal learning, a context of equality and tolerance, common social norms of coexistence, and mechanisms of conflict resolution, since coexistence does not imply the absence of conflict, but rather having tools to assume and transform them.*

Requirements for activities to specifically promote the value of interculturality and coexistence. At least one must be complied:

1. Encourages putting oneself in the shoes of a migrant person and reflecting on the difficulties involved in their integration.
2. Encourages the recognition of the children's language and culture of origin, establishing analogies and differences as a source of mutual enrichment.
3. Promotes awareness of the way we behave when we come into contact with people from other cultures. To make visible and reflect on existing stereotypes and prejudices and how these can generate discriminatory practices.
4. Promotes awareness of the position that each person occupies in the social structure and reflects on the power implications of that position, and the way in which it leads us to relate to other people, establishing hierarchies.
5. Promote conflict resolution techniques based on dialogue and active listening.

## LOCAL-GLOBAL APPROACH

*Globalization is a complex and dynamic process that affects different areas: the economy, society, trade, migration, cultural manifestations, etc. In a world in which the link between the local and the global is increasingly greater, we have to assume that we have to work in our closest context to modify the most global context. We opt for a model of horizontal solidarity, of equal to equal, that pursues the interest for the well-being of the other individuals of the society that we feel as our equals.*

Requirements for activities to specifically advance the vision of the interrelationship between the local and the global. At least one must be met:

1. It shows that the local has an impact on the global (the discovery that Zara was employing Syrian workers in an irregular situation in Turkey caused a communication crisis that affected the company globally) and vice versa (the need for coltan for the manufacture of mobile phones means that armed groups benefit from controlling the mines in countries such as the Democratic Republic of Congo and this translates into flagrant human rights violations).
2. It shows that this local-global impact does not affect only one area, but is evident in very diverse scenarios: political, economic, cultural...
3. It helps to recognise difference as a richness and diversity as a space for learning and recognising other knowledge, other practices and other relationships that enrich us. Opening up to others means breaking with ethnocentric visions and changing existing power relations.
4. It shows that this local-global connection makes possible a model that is committed to justice and equality by connecting the struggles and demands of diverse people and collectives.
5. It helps to value the local by opening up to the global.

## FIGHT AGAINST EXCLUSION

*We live in a socio-economic system that creates exclusion. We have a duty to be activists against exclusion, to seek a society in which all citizens have equal access to opportunities and resources. We must actively commit ourselves to building a more just and sustainable world.*

Requirements for activities to specifically promote the value of combating exclusion. They must comply at least one:

1. It shows how the socio-economic system in which we live fosters exclusion (poverty and inequalities, wars, migrations...) and what are its causes (direct and indirect).
2. It shows that we citizens can and must commit ourselves actively to change the society in which we live and for which we are jointly responsible.
3. Encourages, as concretely as possible, a change of personal attitude, inviting to carry out concrete personal or group measures and initiatives.

## **THE RIGHT TO EDUCATION**

*"Everyone has the right to education. So begins Article 26 of the Universal Declaration of Human Rights. This article gives everyone the right to receive an education that must be accessible (eliminating all forms of discrimination in accessing it), available (it must be free), acceptable (of quality) and adaptable (it must be tailored to the individual learner). Education is the primary means by which everyone can develop their abilities, skills and actively participate in society. Therefore, it is a "gateway" right: it is the gateway to all other rights (such as the right to health or the right to work); it is essential for fighting poverty and inequality, for achieving sustainable development, etc.*

The Right to Education to be considered as effectively promoting, the activity must have an impact on at least one of the following points:

1. The 4 As: defines and elaborates on Education as a right that must be "Available", "Accessible", "Acceptable" and "Adaptable".
2. It presents Education as a Right that gives access to the claiming and fulfilment of other Rights.
3. Defends and promotes a high degree of enforceability of the Right to Education as an element that builds fairer and more structured societies, encouraging its defence by all citizens.
4. Clearly identifies the different responsibilities in everything related to the Right to Education, inviting people to assume their own responsibilities and to demand that the States and other institutions involved fulfil their obligations.
5. Assumes and defends education as the tool that seeks to guarantee that each person reaches his/her maximum potential and capacity in life.
6. Defines education as a permanent process of growth for all people, at all stages of life