



RED DEPORTE

— hope in motion —



GLOBAL CITIZENSHIP EDUCATION AND AWARENESS STRATEGY 2024-2026

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INDEX

INTRODUCTION

1. Red Deporte & Cooperation.....	4
2. Mission, Vision, and Values.....	4
3. Differentiation.....	4

ORIGIN AND ORGANIZATION OF THE DEPARTMENT

4. Background of the Department of Awareness and Education for Global Citizenship.....	6
5. General Objective.....	6
6. Specific Objective.....	6
7. Organizational structure	7
8. Interdepartmental Interaction and Coordination.....	8
9. Training.....	9

VALUES AND THEMES WITH WHICH WE WORK

10. Main themes in EpCG	11
11. Ideology and Values.....	16
12. Educational Tools.....	16

RECIPIENTS OF OUR ACTIONS

13. Field of sport.....	18
14. Educational field.....	19
15. Collaboration with other NGOs.....	20

GLOBAL CITIZENSHIP AND COMMUNICATION

16. Sports figures, what role do they play?.....	22
17. Dissemination and communication media.....	22
18. Internet and Social Media.....	23

ATTACHMENTS

19. Definitions.....	24
20. Documents and additional information from Red Deporte.....	24

INTRODUCTION

1. RED DEPORTE AND COOPERATION

Red Deporte and Cooperation was founded in 1999 with the aim of collaborating with developing countries and promoting integration in Spain through sport, targeting children and young people.

Red Deporte believes in the importance of sport as a fundamental activity for human development and the development of any society. The values it conveys (effort, sacrifice, perseverance, and camaraderie) and the benefits it brings to people make sports an attractive tool. Thus, for more than 25 years, Red Deporte has been responsible for carrying out projects in Spain, Africa, Latin America, and, more recently, Asia. Some representative data of Red Deporte's work include:

- ❖ 49 integration initiatives carried out in Spain.
- ❖ 28 awareness-raising and global citizenship education projects nationwide.
- ❖ 77 programs completed in 19 countries in Africa, Latin America, Central Europe, and Asia.

2. MISSION, VISION, AND VALUES

VISION: Sport helps children and young people fulfill their dreams and aspirations.

MISSION: To create sports spaces that foster education, health, and integration.

VALUES: We believe in hope, joy, motivation, hard work, and perseverance as key factors for youth development, peace, and prosperity

3. DIFFERENTIATION

We are an NGO born in 1999 and a pioneer in developing education for development projects using sports as a tool for change. The word “*deporte*” is key in differentiating from other Development NGOs. Sport is included in all our actions as a transversal element that complements and enhances the health, education, and integration programs that we carry out.

Sport is an important factor linked to *human development* that strengthens the capabilities, values, and attitudes of the people towards whom we direct our work, both individually and collectively.

ORIGIN AND ORGANIZATION OF THE DEPARTMENT

4. BACKGROUND OF THE DEPARTMENT OF AWARENESS AND EDUCATION FOR GLOBAL CITIZENSHIP

The Department of Awareness and Education for Global Citizenship (which we will later refer to as EpCG) originated in 2001 to integrate two areas unknown to each other: Sport and Citizenship Education.

When Red Deporte emerged in 1999, these two concepts together were unusual. Today, it is not strange to see sports associated with solidarity, and at Red Deporte, we believe we have made impactful contributions to this change of vision.

2008 was a key year for the Department, having programs in operation with financing from various private and public entities (three Autonomous Communities, City Councils, the Higher Sports Council, and various companies). Thus, it was decided to systematize and design a strategy with the basic guidelines to lead us in the coming years. Thus, the first draft strategy was prepared in 2008, and at the end of 2009, we concluded our first strategic document.

5. GENERAL OBJECTIVE

All projects developed within the framework of Education for Global Citizenship are based on the following:

Promoting critical thinking and action on human rights and social change through sport as a tool for change.

6. SPECIFIC OBJECTIVE

Red Deporte is guided by the following three specific objectives:

OBJECTIVE 1. The causes and effects of poverty, firstly focusing on consequences on children and youth and detailing the differences between young men and young women.

OBJECTIVE 2. Gender equality: raising awareness about the reality of women's rights in the world, especially in the context of the Global South. We focus on the inclusion of men and women as change-makers in the predominant social and cultural model that relegates a woman to a woman to a secondary role in terms of social and economic rights and the right to make decisions. Part of this objective consists of empowering young people in the Global North as a proactive and critical force for change in regard to the causes and effects of gender inequality, especially in the Global South.

OBJECTIVE 3. Climate Emergency: although the effects of such change undoubtedly occur at a global level, it is also unquestionable that the most detrimental consequences manifest in the Global South. Not only because of the extreme temperatures that masses of the population suffer through but also because of the vulnerability to defend themselves against this reality: Drought, desertification, and their effects on food security. Extreme temperatures cause forced migration (climate refugees). Habitability in extreme conditions (housing in hovels with temperatures that make them practically inhabitable). Although climate change is a worldwide phenomenon, our strategy is centered on displaying the effects on the Global South, in large part unknown, to the population that inhabits the Global North.

7. ORGANIZATIONAL STRUCTURE

The Department is structured into 4 differentiated areas of action:

Global Citizenship: Design of campaigns and actions with informative content oriented towards society in general

Development Education: Design of education programs aimed mainly at educational centers and small sports environments.

Mobilization and Volunteering: Creation and promotion of volunteer and collaborator networks, integrated into the structure of Red Deporte's educational and awareness-raising work.

Training: Organization of courses, seminars, and informative actions to strengthen the presence of sport in educational projects and vice versa.



8. INTERDEPARTMENTAL INTERACTION AND COORDINATION

The EpCG Department has special importance in Red Deporte, as it is one of the main project areas that the entity develops. Thus, due to its financing model, which is fueled by public and private aid, it is subject to strict control and administrative organization. Furthermore, to achieve efficient operation, interaction with other departments is necessary in the following terms:

a. Department of Human Resources, Training and Volunteering

At Red Deporte, we promote the creation of networks of volunteers and collaborators who participate in actions and campaigns, as well as educational actions in the classrooms.

Jointly, the participating volunteer management of the activities and dynamics to be developed is carried out. This volunteering shares and spreads our mission regarding EpCG. We select and adequately define their tasks, with a perspective of continuity in their work, motivating and training them in such a way that they feel involved and knowledgeable in the activities they carry out.

b. Communication Department

The collaboration between the EpCG and communication departments is permanent, and in some cases, the line that separates both departments becomes imperceptible. The communication staff themselves have participated on numerous occasions in dynamics, talks, and presentations on the work of Red Deporte in EpCG actions and campaigns.

With the rise of social networks, the coordination of the departments has been growing to reach a greater number of the target population which generates a positive impact on the projects that the entity carries out.

c. Department of International Development Cooperation

The interaction with personnel on the ground is a resource that allows the EpCG department to have real testimonies that support the projects that are being developed and that make the North-South reality known.

In this way, we give the opportunity to empower the direct beneficiaries (young people, educators, monitors, and the main leaders of the local partners in the field) of the cooperation projects and thus reveal the reality of their lifestyles and personal situations in the countries of origin.

d. Department of Inclusion and Social Integration

In this case, collaboration lies in the knowledge of working with intercultural groups. Thus, on certain occasions, we have collaborated with mixed interdisciplinary teams, adapting and exchanging dynamic files and work methods of both departments.

e. Department of Management and Administration

The area of economic justification of projects is integrated and coordinated with this department. The EpCG technical team must keep payment invoices in accordance with the expense justification standards of the different financiers. The final financial reports are prepared in coordination with the Administration Department, which consolidates these projects with the annual accounting of Red Deporte.

9. TRAINING

A fundamental aspect of our organization is to provide adequate training to our volunteers and employees. By introducing a sport for development methodology, we open the entire spectrum of possibilities on how sport can strengthen the projects that are carried out. Our training activities include:

- ❖ Organized courses on Human Rights, Sports, and Values with experts in the sociology of sports and development cooperation.
- ❖ Lectures about our activity in the Master of Cooperation, in universities of Sports Sciences and Physical Education to students.

- ❖ Various internal volunteer training courses in development education.
- ❖ Continuous training for the workforce on new EpCG techniques through sports for development.

VALUES AND THEMES WITH WHICH WE WORK

10. MAIN THEMES IN EPCG

All of the included projects in the framework of the Education for the Global Citizen that the Fundación Red Deporte y Cooperación has are guided by the 2030 Agenda and the Sustainable Development Goals, so the activities of the entity are centered in three lines of action:

SDG1. End poverty: From Red Deporte, we recognize that sport is a tool to drive social change and promote social justice, especially in contexts of vulnerability and poverty. In line with SDG 1, we work to reduce poverty through education programs that promote fundamental values like equality, cooperation, and resilience. That is why the entity is guided in the next lines of intervention.



- ❖ **Promotion of universal values through sports:** We utilize sports activities to teach and strengthen values like gender equality, social inclusion, and respect for diversity. These experiences help children understand their role in the construction of more just and united communities, promoting global citizens that practice every day.
- ❖ **Empowerment through sports:** Our programs are designed to empower children in vulnerable situations, provide social skills, self-esteem, and leadership. Active participation in sports activities create opportunities to develop capabilities that can be transformative in other areas of their lives, facilitating their incorporation into the community and promoting their autonomy.
- ❖ **Education in resilience and cooperation:** Through sports, we promote resilience against adversities and cooperation as a way to achieve common goals. These competencies are essential for children to be able to confront economic and social challenges, contributing to breaking cycles of poverty and exclusion.
- ❖ **Connect with the community and local development:** Our initiatives aim to strengthen community bonds, promoting active participation in mutual aid. The interaction in sports creates spaces of coexistence that support community development and social inclusion, contributing to the construction of more equal environments.

In line with the strategic direction of the 2030 Agenda, Red Deporte works to reach the following goals:

- ❖ **Halving the proportion of people living in poverty:** Our sports and educational programs foster skills and knowledge that promote social inclusion and generate opportunities, contributing to this international goal.
- ❖ **Implementing inclusive social protection systems:** Through our initiatives, we strive to guarantee access to sports and educational activities for the most vulnerable children and young people, promoting equal opportunities and effective social protection.

In this way, through the objectives described in this SDG, two results are intended to be achieved by means of concordant activities:

R1: Improved gender equality, social inclusion, and respect for diversity among children and youth

- ❖ A1.1: Mixed tournaments among schools, neighborhood youth, and project beneficiaries.
 - The goal is to reach at least 5 tournaments per year
- ❖ A1.2: Awareness workshops
 - The goal is to hold approximately 20 workshops each year with a minimum of 20 participants per workshop
- ❖ A1.3: Community Training Sessions
 - The goal is to benefit at least 2,000 people with these trainings each year.

R2: Well-developed personal resilience and teamwork

- ❖ A2.1: Team sports days developed around practicing various sports
 - The goal is to benefit at least 18,000 people each year
- ❖ A2.2: Dynamics and debates on responses to adversity
 - The goal is to hold around 20 sessions per year

SDG5. Gender Equality: We firmly believe in sport as a transformative method to promote gender equality and to empower girls and young women. In this manner, we provide safe and equal spaces which allow active participation for women and girls in all sporting activities, which helps to defy gender stereotypes and encourage female leadership. For this reason, our projects follow the following methods of action:



- ❖ **Creation of safe spaces and free of violence:** designed sporting environments which guarantee the protection, respect, and the inclusion of girls and women, and promote the participation in sport without fear or discrimination. These safe spaces are fundamental for young children to feel empowered so that they can fully meet their potential.
- ❖ **Questioning of gender stereotypes:** We use sports as a platform to defy and transform stereotypes and traditional gender roles associated with women and girls. Through inclusive activities and awareness, we encourage the idea of gender equality and equal rights in all aspects of society.
- ❖ **Promotion of female leadership:** Our programs drive the leadership of young women by providing opportunities to assume roles of responsibility and authority in both sport and the community. This contributes to seeing positive women role models in the community.
- ❖ **Promotion of collective and personal development:** The participation in sporting activities allows women and girls to strengthen social habits, self-esteem, and autonomy. Furthermore, we generate awareness about the importance of gender equality in contributing to the necessity of cultural change in reducing the existing gender gaps.

In coherence with the establishment of Agenda 2030, our actions help to:

- ❖ **Visualize and reduce gender gaps:** by way of campaigns and specific programs, we look to increase the participation of women and girls in sport, by promoting the equality of opportunities and recognition of rights.
- ❖ **Empower women and girls as agents of change:** We believed that sport is an avenue for women to exercise leadership, make decisions, and participate actively in the construction of more just and equal societies.

In concordance with this, the proposed 2 results to meet these objectives are the following:

R1: Increase of awareness about roles and visualization of rights

- ❖ A1.1: Organization of mixed sporting matches.
 - The objective is that in every activity that 60% of the participants are women and girls.
- ❖ A1.2: Workshops about inclusion and gender equality.
 - The objective is to generate at least 20 workshops annually.

R2: Development of leadership and roles of responsibility for young women.

- ❖ A2.1: The creation of educational material for afterschool centers.
 - The objective is to create an educational manual for at least 3 centers annually.
- ❖ A2.2: Formative workshops in afterschool centers and sports.
 - The objective is to inform at least 200 teachers and coaches annually.

ODS13. Climate Action: We promote values such as respect for nature, sustainability, co-responsibility, promoting active awareness and tangible commitment in the communities that we work with, following the following strategic lines.



- ❖ **To form values of respect and ecological responsibility:** Through our sports activities, we raise awareness among young people about the importance of taking care of the environment, promoting sustainability practices in their training spaces and in their daily lives.
- ❖ **To act locally with global impact:** We motivate the young people to understand how their actions as a local can have repercussions on the global environment. We make them aware that adopting responsible and sustainable habits, such as reducing their consumption of resources, managing waste, and respecting ecosystems in their communities.
- ❖ **Experiential understanding of the effects of climate change:** We use sports to help young people directly experience how climate change impacts their play areas, training environments, and daily lives. These experiences strengthen their ecological awareness and motivation to take action.
- ❖ **Experience of the effects of climate change:** We utilize sports for young people to directly experience how climate change impacts their play, training, and the spaces they play in. These experiences strengthen the ecological awareness and their motivation to act.

- ❖ **To promote collective work and co-responsibility:** Sports, by promoting teamwork, respect of the rules, and shared responsibility, reflects the values necessary to confront the climate challenge. These social skills are translated into concrete and collaborative actions in favor of the environment.
- ❖ **Becoming agents of change:** Our program seeks to enable young people to become promoters of sustainable change in their communities, participating in ecological campaigns, raising awareness among their peers, and developing projects that contribute to the conservation of the environment.

In line with the 2030 Agenda, our actions support:

- ❖ **Promote urgent actions to combat climate change and its impacts:** Through environmental education and active participation, we look to reduce emissions and to promote sustainable practices in sports spaces and in the community.
- ❖ **Engaging young people in climate action:** We promote their leadership and participation in initiatives that contribute to environmental protection, recognizing their role as agents of change in the fight against climate change.
- ❖ **Involving young people in climate action:** We encourage their leadership and participation in initiatives that contribute to the protection of the environment, recognizing their role as agents of change in the fight against climate change.

With this, Red Deporte encompasses projects around 2 key results:

R1: Raising awareness of sustainable habits in young people

- ❖ A1.1: Workshops in educational centers and sports clubs
 - The objective is to reach 1800 minors and young beneficiaries
- ❖ A1.2: Community sports days about recycling
 - The objective is to organize about 10 annual days.

R2: Improved youth leadership skills in community environmental initiatives.

- ❖ A2.1: Environmental training
 - The objective is for at least 800 young people to benefit
- ❖ A2.2: Youth-led community campaigns
 - The goal is for at least 3 campaigns to be carried out annually



11. IDEAS AND VALUES

- ❖ Involvement: We generate community spaces that allow the community to participate and present ideas that we at Red Deporte can also address. This allows us to become aware of volunteer opportunities in different projects.
- ❖ Cooperation over competition: In all the dynamics, we try to ensure that it is understood that the use of sport does not have a competitive purpose but rather a learning purpose.
- ❖ Reflection and moral development: We reflect on the social model that comes to us through professional sports. We show the positive values traditionally associated with sport against the social model of professional sport that comes through the media and that frequently instills a lack of commitment, consumerism, individualism, and opportunism.
- ❖ Interculturality and teamwork: We have multidisciplinary teams that allow us to enrich the projects generated by including all points of view that allow us to show the most optimal and accessible result.

12. EDUCATIONAL TOOLS

Our strategy has two main lines of action: on the one hand, attendance at educational centers and sports clubs, and on the other hand, through social networks in coordination with the Communication Department. Thus, we carry out activities regarding EpCG through:

- ❖ Sessions that use sports and games as a learning method.
- ❖ Talks and conferences in educational centers, sports teams, and multiple youth groups.
- ❖ Publications on social networks that provide information on different areas (Instagram, Facebook, Twitter).
- ❖ Cineforum cycles.

- ❖ Photographic exhibitions and objects from African popular culture related to soccer.
- ❖ Media campaigns.

RECIPIENTS OF OUR ACTIONS

13. SCOPE OF SPORTS

Given that we are a Non Governmental Development Organization with a sports-based methodology, we identify the world of sports, diverse and instilled in our society, as the clear recipient of our ECG campaigns. These are therefore, groups of interest in the world of sports:

Private Entities

❖ Athletes and people identifying with sports

Professional athletes or sports influencers can act as ambassadors of the campaign, lending visibility and outreach. Their involvement in events or conversations motivates society and reinforces messages of inclusion. Additionally, they can participate in community actions that generate social impact.

❖ Sports Clubs

To collaborate with clubs, we have achieved an organized environment to implement educational sessions and sports. We can provide facilities, volunteer trainers, and meeting spaces with families and young people in the area.

❖ Regional and National Sports Federations

Federations could integrate the EPC inside their regulatory and training plans for monitors and referees. They support organizational capacity and territorial coverage. To incorporate messages of inclusion and sustainability in their regulations and events promotes a structural change in the long-term.

❖ Sports teams (at the amateur level, without official competitions)

These groups have a great proximity to their community. They could organize tournaments or solidarity leagues that integrate ECG, promoting values like respect, diversity, and equality.

❖ Gyms and companies involved in the sports world

As meeting points for active and health-conscious audiences, gyms can be used for informative campaigns, workshops, and volunteer recruitment.

- ❖ Events with their own legal personality (tournaments, etc.)

Organizations can allocate a portion of their agenda to awareness-raising, inclusion, and sustainability spaces, or create “solitary spaces” with similar activities. Their dissemination increases the reach of projects.

Public Entities

- ❖ Sports Departments (local level)

These entities can incorporate the NGO’s sports methodology into social inclusion plans. They contribute public sports facilities, technical staff, and logistical support for activities with at-risk youth.

- ❖ Professional leagues (basketball, soccer, other sports), both men’s and women’s

These leagues attract people and media, so their collaboration can be key. Integrating EpCG actions can generate large-scale cultural change.

- ❖ Public (municipal) sports centers and sports clubs

They are strategic points for implementing inclusion dynamics. They also serve as the operational base for these projects, ensuring continuity, local reach, and equal access.

- ❖ Media

Their involvement ensures wide coverage. They can create ongoing programs like projects, interviews, or reports that raise awareness among all citizens.

14. EDUCATIONAL SCOPE

In the university and higher education field, we have observed that when talking about ethics, sports, and social values, students show a special interest, interpreted as a reflection of the growing social sensitivity to issues such as development cooperation and social solidarity. Thus, for its projects, Red Deporte collaborates with:

❖ Primary Education Institutions

The primary schools are spaces that allow inclusive sports activities to be implemented from an early age. Collaborating with primary schools allows the organization to hold awareness workshops, inclusive tournaments, and reinforce values such as respect, equality, and teamwork.

❖ Secondary Education Institutions

In secondary school, the activities to be carried out become more technical and they serve as an axis to continue with the human development cycle of the students, involving and establishing values such as respect, gender equality, and the importance of community work.

❖ Professional Training Centers

The Professional Training offers a favorable environment to train future technicians with an equal approach, which generates future professionals who include in their different degrees an approach based on social change to generate a more just and inclusive society.

❖ Universities

The universities provide research capacity, volunteering, and methodological resources.

In addition, they integrate a large number of involved personnel who generate future campaigns of action and change, in order to generate actions and programs of change with critical action.

15. COLLABORATION WITH OTHER NGOS

At Red Deporte, the interaction and coordination with other non governmental organizations is fundamental for adding value to both organizations. Therefore, we collaborate with:

❖ Local NGOs from the global south

The local NGOs are fundamental allies to make sure that our projects have cultural relevance and are sustainable. This synergy between both organizations helps to

bridge the gap between the global north and south, in order to bring together both societies as companions so that our actions create a positive change.

❖ NGOs of Barrio del Pilar

The local NGOs from our own neighborhood, such as grassroot associations or afterschool sporting clubs, are crucial to effectively intervene in the immediate environment. The synergy between these entities creates a community job which allows a social group to generate a more just and solid neighborhood, benefiting from the initiatives which furthermore make the neighborhood a more equitable and safe place.

GLOBAL CITIZENSHIP AND COMMUNICATION

16. SPORTS FIGURES AND WHAT ROLE THEY PLAY

As our strategy is based on sport as a tool for change, our main supporters when promoting a campaign are figures from the world of sport. We look for references who are creditors of a series of values in line with our organization. Important sports figures have participated in our campaigns. We do not want to praise them as the most important part of our campaigns, but we certainly value their commitment to give up their image free of charge in all cases to spread our message. Relevant figures that have participated include Zinedine Zidane, Esto'o, Andrés Iniesta, Gisela Pulido, and other figures from professional sports who are largely unknown to most but with a history that makes them creditors of the best values of sport and our society.

17. DISCLOSURE AND COMMUNICATION SUPPORTS

Red Deporte is active on main social media platforms (Instagram, Facebook, and LinkedIn) and has an institutional web page focused on our efforts to raise awareness, a blog with updated content, and a biweekly electronic newsletter.

Currently, aware of the current communicative impact of social media, especially among young people, its platforms are used not only to inform about our work, but as strategic channels for education and social mobilization. In line with the objectives of the EP and CG Strategy, our publications seek to generate critical awareness surrounding:

- ❖ Gender inequalities and the necessity to reconsider dominant sociocultural models.
- ❖ Overlooked effects of the climate crisis on populations in the Global South.
- ❖ The reality of infant and youth poverty in a profoundly interconnected world.

By means of informative briefs, short videos, infographics, interviews, and on-site testimonies, we strive to translate these global challenges into accessible and motivational messages, always integrating sport as a channel of emotional and social connection.

We also collaborate with other national and international development cooperation organizations and stakeholders to amplify the reach of our messages. We organize awareness-raising events with a large impact and promote interactions between different internal departments to assure coherent communication that aligns with institutional values and strategy.

Our mission is clear: to create an engaging, educational, and transformative narrative capable of mobilizing awareness and generating change locally and globally.

18. INTERNET AND SOCIAL NETWORKS

Since the beginning of our activity, Red Deporte y Cooperación has been intensively producing its own materials, both physically and audiovisually. This line of work is based on two key pillars: the quality of the content and its usefulness as a methodological tool for education and awareness-raising.

Our media ranges from short to long documentaries, digital and social media publications, commercials, books, thematic notebooks, charity planners, educational posters, and music. We also publish an annual *Activity Report* that compiles the progress, lessons learned, and results achieved throughout the year.

These materials respond to the Sustainable Development Goals and in particular, to three main objectives defined in the Global Citizenship Education Strategy 2024-2026.

- ❖ Raising awareness about the causes and effects of poverty, with special emphasis on the impact on infants and children, differentiating between the experiences of young men and women.
- ❖ The promotion of gender equality, making visible the situation that women in the Global South are in, and involving youth of the Global North to be agents of change.
- ❖ The denunciation of the climate emergency, highlighting its most serious consequences in the context of the specific vulnerability of the Global South, and connecting these realities with phenomena such as forced migration, food insecurity, and habitability in extreme environments. In keeping with our defining characteristics, sport is a tool for education and social transformation.

All these platforms integrate, in a cross-cutting way, the sports approach as a common language for connecting with youth and addressing complex realities in an accessible, participatory, and transformative way.

ATTACHMENTS

19. DEFINITIONS

According to the Spanish Agency for International Development Cooperation (AECID), it is called:

Education for Sustainable Development and Global Citizenship: Process educational (formal and non-formal) constantly directed through knowledge, attitudes, and values, to promote global citizenship generator of a culture of solidarity committed to the fight against poverty and exclusion as well as the promotion of human development and sustainability.

Social Mobilization: The most notable expression of the active participation of citizens is that it enables their direct role in the fight against poverty and the promotion of human development, favors citizen participation in the processes of policy change and transformation of social, economic, and/or political structures.

Sustainable Development Goals (SDG): Global commitment to achieve sustainable development that balances economic growth, social inclusion, and environmental protection, with a focus on human rights and a gender perspective. They are integrated into 17 objectives and 169 goals.

Sport for Development: The use of sport and physical activity as tools to achieve social development and peace goals, particularly those related to the SDG.

20. MATERIALS MADE

A. Audiovisual production of long-duration documentaries:

City of Hope (Zambia): The girls who live in the City of Hope, on the outskirts of Lusaka, Zambia, come from the streets. They suffered abuse and neglect until, one day, they found a home with the Salesian sisters. Spontaneously, they recount the hardships of their former lives, but also what they would like to be: doctor, lawyer, businesswomen. The fabric of their daily lives is woven from their studies, what they like to wear, and what sports they play. What does it take to restore joy to someone

whose life has denied them a home and a future? Their conversations may give us the answer.

A Round Trip Gift (Sudan): Looking at some drawings in an exhibition, a young Spanish boy is intrigued by what a Sudanese child has submitted: they're playing soccer on a dusty field with an old plastic bottle. He promptly decides to give them a regulation-size ball and finds an NGO working there to take it to them. A volunteer from Red Deporte and Cooperation travels with the precious gift to Tonj, a place in the south of the country that, for more than two decades, suffered the ravages of a war that claimed the lives of two million people. Since the end of the conflict in 2005, people have returned to this area and farmed the fields and built houses. The children- at least the more fortunate ones- go to school. One of these children, a student in the Salesian school, joyfully receives the ball, and he and his friends go right away to play soccer with a real ball for the first time. He, like his companions, loves to dream of a peaceful future where perhaps one day they can be doctors, or teachers, or famous athletes. An ardent admirer of David Villa, he follows the matches of the various leagues on the radio and rejoices when his favorite team is close to winning the championship. The Sudanese boy would like to correspond with his unknown Spanish friend, but thinks he doesn't have a way to. He realizes he can give him the gift of his everyday life and wishful thinking. So he asks the volunteer to help him with his camera: "I'm going to tell you about our life in Sudan, and when you return to Spain, bring him the film so he can watch it". A 'round-trip gift' is an invitation to share the emotions that sport awakens. To give to those who live far from us and to receive from them the most valuable thing they have.

B. Short documentaries:

Together Let's Run for a Dream (Kosovo): In Kosovo there is a process of interethnic coexistence taking place after the war with many complications. Security and peace are two important goals to stabilize the Balkans region. Red Deporte y Cooperación together with the Spanish contingent of NATO (KFOR) try to guarantee security in the region, are executing a inter-ethnic coexistence project through sports. On paper, sports have the capacity to unite everyone by itself. In practice, in a region like Istok (Kosovo) this is a very complicated goal. The municipality, Red Deporte, and KFOR organize a career of coexistence, where what is most difficult is obtaining the assistance of all ethnic groups. There is a career parallel to sports, plagued with obstacles; in this case the reward is not to win, but to get everyone to participate, as a first step towards peaceful coexistence in the area.

Angola and Red Deporte (Angola): A 10-minute long documentary, filmed in 2006 as part of the development cooperation project in the Lixeria neighborhood of Luanda, the capital of Angola. The video shows the work carried out in a network of five sports centers through sports, games, and dance. It features the testimony of Angolan boys and girls who show us the more joyful side of sports, allowing us to see how a smile appears in the daily lives of these young people when the ball starts rolling.

C. Books and monographic notebooks

My brother Saharawi: “My brother Saharawi” presents a new and unseen version of the conflict in Western Sahara, bringing the true accounts of this town, which lives in refugee camps in Tindouf, Algeria. From the desert and through a direct account from Haimas Saharawi, the author narrates his life in the heart of a local family focused on one of the thousands of kids every summer in Spain to enjoy the solidarity project “Holidays In Peace”. In the texts, they analyze the day-to-day of a family; meals, religion, education, lifestyle, and death in a very close to the Spanish people and that finds thousands of sympathizers and friends in our country that come together in its pages, as well as a complete vision for the Saharawi people through a selection of photos taken by the same author and that are a perfect complement to learn about their way of life.

The Challenge of Physical Education in the Sahara: A manual aimed at educators, specifically primary school teachers, and cooperation entities whose challenge is to improve the quality of life in the world. The experience of this manual can be extrapolated to other similar contexts. The manual has been prepared by Red Deporte in conjunction with the Ministry of Sports of the Sahrawi Arab Republic (SADR) through the experience of our entity during its three years in the Sahara. For its development, we have had permanent staff in Tindouf and deep involvement in the educators, authorities, and the young people themselves, whom this manual has addressed.

