



Strategic Plan 2021-2025

Part 1. Fundación Educando – born to invest in the future

Fundación Educando was founded in the year 2000 in answer to one of Argentine social problems, trying to make a long term and lasting contribution as from the Third Sector. The appropriate response to these problems was given through adult and youth nonformal education, centered in social, labour and digital inclusion of the people with fewer resources.

The purpose of our Foundation is to generate a transformation in the people and the communities so as to create empathic and solid social links inclusive of the minority and of the people with fewer opportunities. Likewise, nonformal education given to youngsters and adults strengthens interfamilial bonds and draws bridges between generations, improves employability and within this, people's self-esteem and autonomy. Our educational projects intend to strengthen local institutions and to protect its weakest members, promoting citizenship and strengthening a more active democracy.

Finally, these changes in the people and communities help to enter the new modernity in a more inclusive way and with greater prominence in the social changes.

As from that year, our Foundation has been enlarging the programs and the venues, being able to be present in every province, trying to start a dialogue with the communities, their culture, their real needs and their ambitions, so that the people themselves may assume this proposal as their own. And so, working as a whole in search of the promotion of a sustainable development and the welfare of its people.

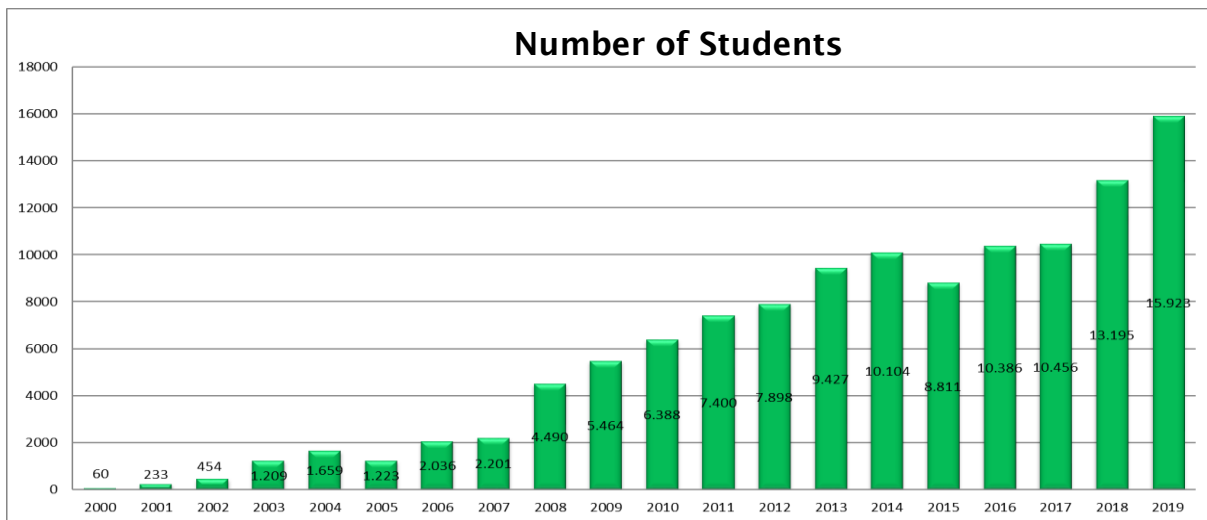
Part 2. Facts and Figures Synthesis of the last 20 years of work

Since its founding Fundación Educando action has centered in making a contribution to provide support and opportunities in social, labour and digital inclusion of the people in communities with fewer resources throughout the country.

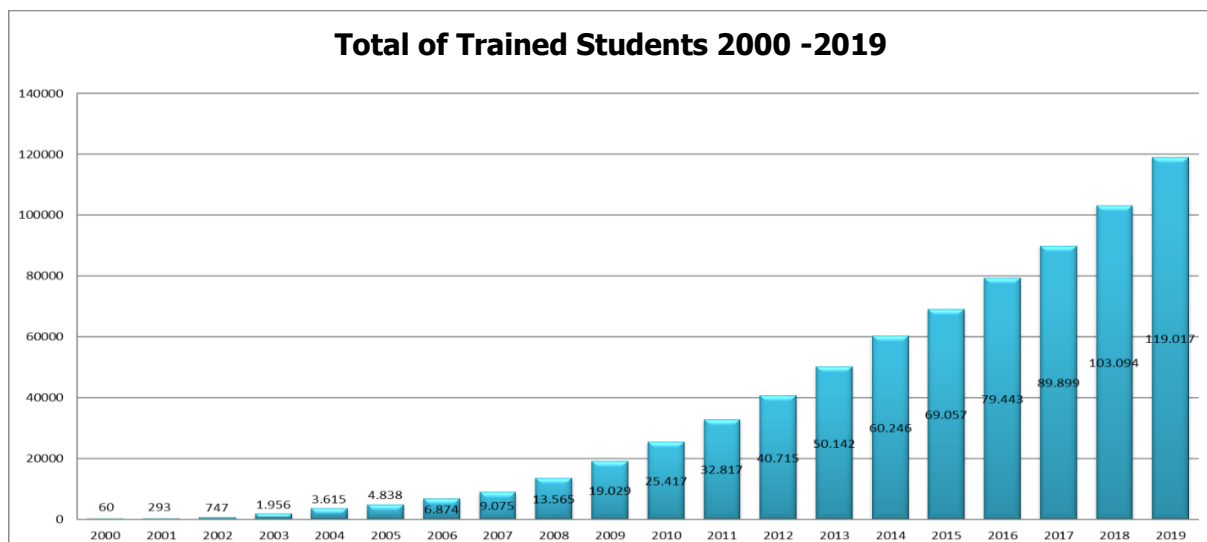


Some Facts and Figures account for this (2020):

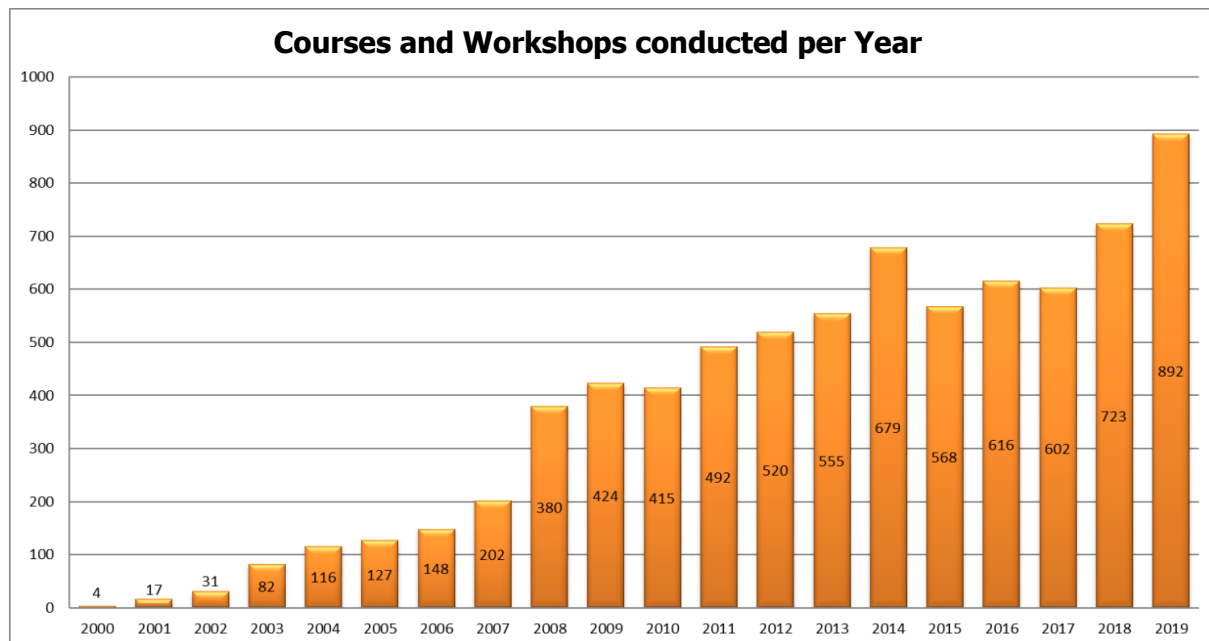
- 21 years.
- 220 Educational Centres supported throughout the country.
- 770 courses per year - 7.800 courses and workshops offered since 2000.
- 121.068 trained students.
- 12.600 students accessed computer training in the Mobile Classroom.



15.923 students in the year 2019



121.068 students in different training levels up to 09/2021



892 courses and workshops in 2019

NOTE: In the year 2020, due to the pandemic, quarantine and social distancing declared on the 3rd of March that year and which lasted till december included (in different levels of restriction), the activities of the Foundation varied significantly according to the levels of infection in each province. Because of this and in spite of the restrictions, 1949 face-to-face training sessions were carried out in 10 provinces, in 128 courses and workshops. In addition to these in-person activities, there were more than 20 workshops and virtual meetings that allowed to alleviate the situation of distancing for a lot of people and offer appropriate training in response to emerging needs.

Part 3. Our Cause: Mission, Vision, Values

After years of committed work for the inclusion of the people in a situation of vulnerability it is from an educational option that we double our effort in accordance with our mission.

Accordingly Fundación Educando has social, labour and digital inclusion of youngsters and adults in a situation of vulnerability as its **Mission**, promoting nonformal education with the commitment of social and educational actors towards the strengthening of the community.



We understand social inclusion as the growth of community bonds of the people that may allow the development of the community and its grassroots organisations. This must cover, as an important action, labour inclusion proposed as improvement of its employability and its entrepreneur capacity, according to the challenges of the XXI century. We believe that digital inclusion, as the introduction of youngsters and adults to the technological and digital world, is fundamental.

We focus on youths and adults in a situation of vulnerability, that is, in a situation or risk of marginality or of not being able to cover their basic needs for a dignified and sustainable life.

Our **Vision** is that of a united and caring society, without inequalities and environmentally sustainable, with proactive youngsters and adults searching for solutions to their community problems; generating personal and collective growth from a healthy public space which facilitates social, educational and labour integration.

We believe it is the local community where positive bonds are built, where the public space shows the basic conditions for it to be an inclusive, safe community, that respects differences and that values diversity as a way of working to eradicate inequalities from our educational proposal.

We accomplish our Mission and Vision from a clear option of **Values** that inspire our work, our practices.

SOCIAL COMMITMENT: We develop our programs, getting involved with all the sectors of society, in a frame of respect to their culture and identity through permanent dialogue.

EXCELLENCE IN MANAGEMENT: We understand that our experience and development guarantee the strength of our proposal, our results and their impact. We aspire to the highest quality standards in our programs.

TRANSPARENCY: We consider bond transparency very important. It is important in the use of resources, in our accountability, in the generation of strategic relationships based on sustainable social agreements and



transparent practices based on personal confidence, institutional confidence and public confidence.

PROFESSIONALISM: *We undertake each initiative with the needed responsibility and competence to guarantee good results in our management.*

INCLUSION: *We work for the inclusion of every person, independently of their social origin, their beliefs, their creed, their sexual orientation or ethnic origin.*

DIALOGUE: *We strive to keep dialogue with different sectors, to learn, understand and accompany local processes to transform the community reality. We do this on the basis of intercultural and social dialogue that leads to caring and transformative action of the people and the communities.*

Part 4. Our addressees, agents of change

In a context of a financial crisis that extends and affects families and their communities, situations of poverty, exclusion, marginality and loss of community bonds can be seen. As this condition becomes persistent, it becomes more difficult to come back to a healthy, solid community that supports its members. That is why it is urgent to develop active training and growth of social capital politics to revert a complex scenario of descending mobility and loss of social and community values.

In this sense and being loyal to our mission, vision and values our focus will be on addressing the situation of people that are weakened in their social bonds. To do so the following groups have been defined as our work target:

- Elderly men and women, postponed because of their age on too many occasions.
- People in need of local integration (people discriminated for their social, ethnic, migratory situation, for their genre or identity)
- Youths that need to be integrated to/included in society, employment, technological world.

This way, our addressees are people of any genre, especially:

- Youngsters and Adults:
- With difficulty to enter the job market, or socially excluded;
- In the need to strengthen their social bonds, or labour/ technological competence.

These people belong to communities in a situation of vulnerability,



complex contexts, occasionally in a situation of poverty in urban and rural settings in different localities in the country.

Reaching people's dignity and autonomy claims the need to create proposals free of discrimination, for this reason Fundación Educando will strive to ensure that their proposals reach as many people as possible with no distinction of genre, social, ethnic, religious belonging or nationality.

We promote socio-educational practices that may involve people in their own learning process being rights holders and personal/community change agents as a distinctive feature. This is done on the basis of dialogue between cultures and the respect for local values. Fundación Educando bets on the transformative nature of an education that generates promotion and personal and social growth, triggers resilience and activates potentialities.

Fundación Educando struggles to be present throughout the country. The choice of the places for their educational proposals will be established according to a package of territorial dialogues and in relation to the definition of some technical criteria that may facilitate the sustainability of the educational proposal to achieve impact in the community and on the ground.

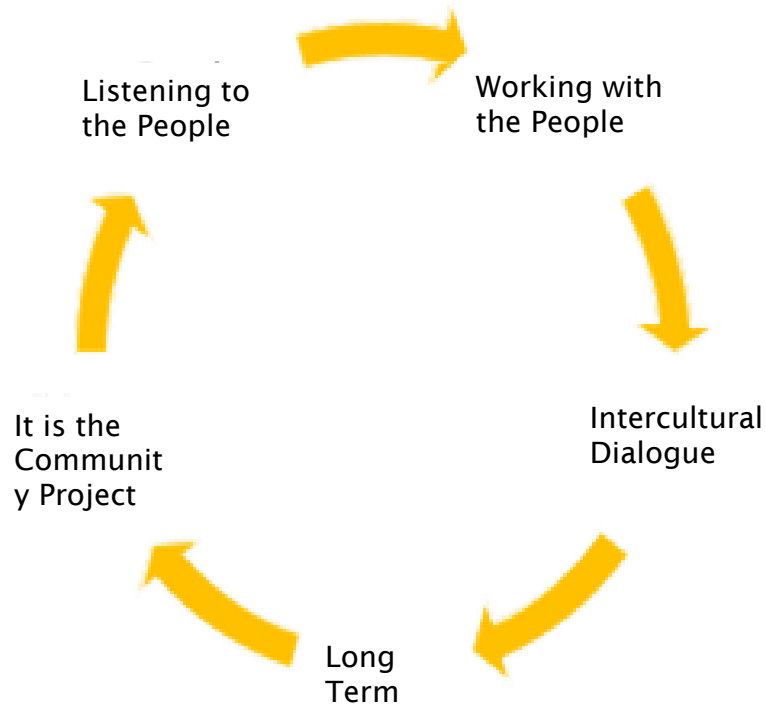
It is most important that local actors accept the challenges of working for inclusion, as it is there where a good number of proposals are generated. Their characteristic lies in assessing community wisdom, respect for the understanding of the reality where every person who wishes to improve, grow, learn and be architect of their own destiny is welcome.

We consider that **social, labour and digital inclusion is a complex process** for which committed agents from the community are required to achieve impact, as in socio-educational processes the results are not always immediate.

Part 5. Our Way of Doing, a methodology of work sharing

Over time, our way of doing was built with each challenge, with each gathering, with each neighbourhood and community we worked with.

Our methodology is based on:



LISTENING TO PEOPLE

Our activities and educational proposals arise from active listening, from watching reality from the community agents perspective, speaking with them, listening attentively to their worries, searches, failures, successes, learnings, dreams, joys and projects.

We listen with all our senses, beyond our ears, we listen with passion, we listen with hope, we listen with a purpose, we listen in a fraternal and amiable way to build mutual confidence where we may establish clear, specific and transparent agreements with objectives in common. We listen to what they say and to what they do not say, what they express and what they let us perceive.

WE WORK WITH THE PEOPLE

We bet on the development of people and their capabilities, we take their contributions into account, co-designing strategies for the care of local problems. Involvement throughout the work cycle characterises our methodology. We participate in the design of the proposals, their implementation, evaluation and further improvement analysis. We promote active research for solutions as rights agents that may allow them to improve their quality of life where meeting peers will be the key for new learnings.

INTERCULTURAL DIALOGUES

Recognizing the various origins. We establish intercultural dialogues



that may allow us to build bridges between different worlds and realities. These dialogues are the basis of our work, with respect, service and learning vocation. We believe in dialogues that equalise us in our search and challenges; in the dialogues that allow us to talk about what happens to us, what we feel, what we dream of to change reality. We keep dialogue and we place value on our words, which we honour with our facts. In this dialogue we discover symbols, feelings, the world's visions and understanding of the issues and the solutions. We create conditions for socio-cultural reciprocity, recognizing and respecting their differences and making the community social capital emerge.

LONG TERM

We promote bonds, relationships, alliances and agreements for the long term, where the bond solidity may allow us to transit times and processes to help people, active agents of their own training process, grow. Through time solid links of quality are built, therefore tangible and visible results for the community, for the organisations and for the life of the people can be seen.

Social, digital and labour inclusion are long and complex processes that require the generation of support networks providing safe spaces to grow and deploy the talents of each person.

THE PROJECT BELONGS TO THE COMMUNITY

The co-management in the search for solutions, the identification and visualisation of the problems on a joint basis and the creation of local strategies with the participation of the community actors are vital factors for the strengthening of the social tissue where resources of each party are valued.

We are active advocates of the people's right to education. We work on it from our proposal of nonformal education, from where we strive to have it achieved tangibly in urban and rural settings.

We are working closely together with community, religious, and educational organisations and with the civil society trying to create learning opportunities that may be transformed into life opportunities.

We value the knowledge and contributions from each community making sure everybody may participate.

We consider that the contribution from all the sectors is needed to change reality. History has always shown that public and private alliances, such as national and international ones yield better results if built locally, from the community to learn and contribute to reduce inequalities.



Aligned and committed with the United Nations Sustainable Development Objectives we join those who search, contribute and build solutions for a better world.

Part 6. Our challenges, Dimensions and Strategic Priorities 2021 - 2025

Many are the future challenges, in a world full of uncertainties after a pandemic for COVID-19 that has increased inequalities globally, regionally and in the country.

In this context Fundación Educando will focus on a range of issues as a specific and tangible way of approaching and transforming reality.

Issue	Strategic Dimensions
<p>People in a poverty and vulnerability context occasionally break their bonds, their social relationships. This occasionally generates isolation, jointly with other mood issues, that if worsen could lead to mental health problems. These isolation conducts weaken community bonds and the people turn away from public spaces, which get environmentally and in social interaction deteriorated and are generators of other problems (insecurity, addiction, violence, etc.)</p>	<p>Community Dimension: It refers to a package of practices that contribute to social inclusion, triggered by educational offers which beyond content generate positive relationships. Equally, community activities centered in generating bonds and positive social relationships are promoted.</p>
<p>The lack of stable and effective investment and employment policies have generated persistent conditions of growing poverty and marginality, many times leading to the production structure weakening phenomena, technology outdate and abandonment of labour search because of exhaustion. On many occasions these processes make knowledge and learning obsolete against a changing labour market that requires new expertise and updating knowledge acquired in other opportunities.</p>	<p>Socio-labour Dimension: it refers to the development of educational practices focused on remotivation and the strengthening of labour competence and other means of survival that may allow integration to the labour market through decent employment or entrepreneurship. These competencies are not only orientated towards content but also to competency development and soft skills required with greater emphasis on the labour market.</p>

<p>The changing world of technology, the inequalities of the digital gap in poverty contexts generate a great number of challenges against the labour market, which increasingly requires renewed knowledge on technology use, on different fields and technical capacities so as to be able to work. A context of vulnerability and a situation of poverty do not count with resources or capacity to facilitate access to educational and technological offers that may contribute to reverse negative situations in the life of the people.</p>	<p>Technological-educational Dimension: Training offers that may address socio-educational and digital aspects contribute in the process to generate new competencies useful to create positive bonds, associativity and development of digital and labour competencies, apart from strengthening soft skills. Cultural change also generates enhancement of technological knowledge towards a greater welfare.</p>
<p>Day by day, organisations find themselves challenged to develop their activities in more and more changing contexts. In this sense, aspects such as adequate communication to reach a different and more demanding public that require clear messages of the cause. These messages are key to determine support and mobility of resources that may contribute to obtaining a greater impact on the community.</p>	<p>Institutional Dimension: In this case the program will address aspects related to Strategic Communication, the generation of Alliances and the Institutional Strengthening of proper capacities and those of the local partners.</p>

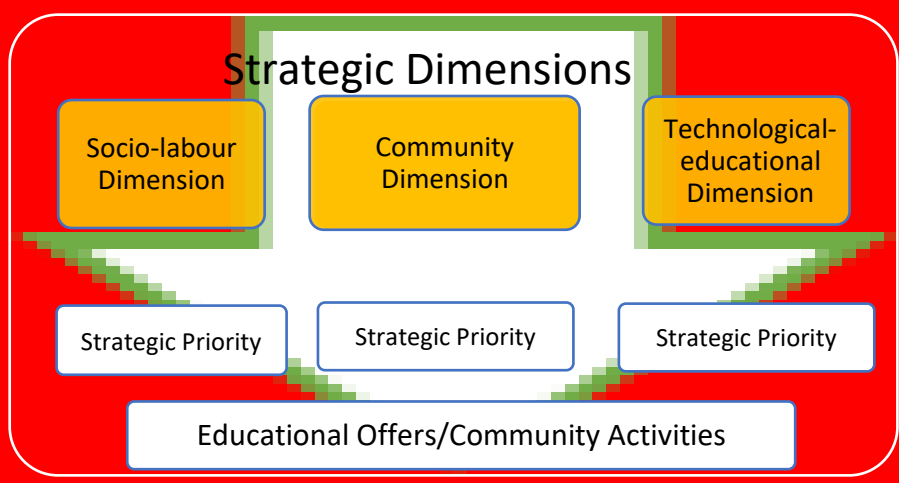
On the basis of these issues a package of strategic dimensions that will guide the strategic action of Fundación Educando will be developed.

Fundación Educando strategic plan will consider external aspects or dimensions (community dimension, educational and socio-labour) and internal (institutional dimension) to develop and strengthen in following years, in this sense the action plan will concentrate on the period 2021-2025.

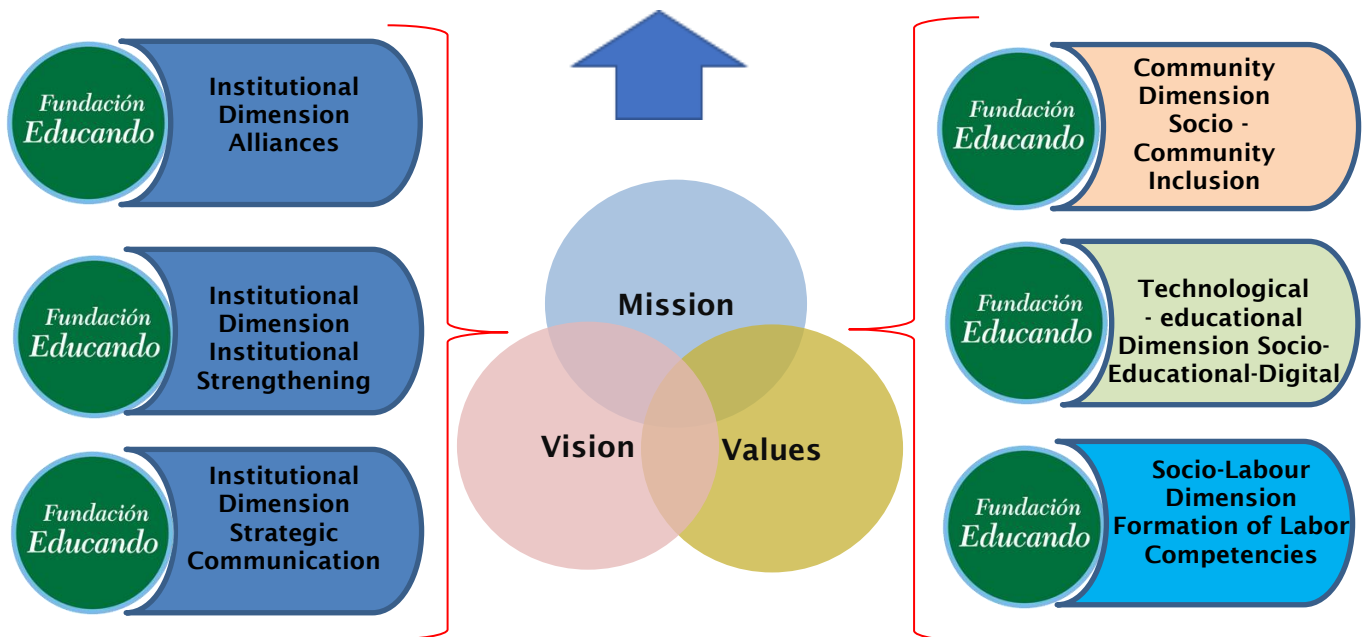
Fundacion Educando: Mission –social, labour and digital inclusion of youths and adults in vulnerability. Encouraging nonformal education through the commitment of social and educational actors towards the strengthening of the community

Vision – a united and caring society, with absence of inequalities, with an environmentally sustainable culture, where youths and adults may be proactive in a constant search for solutions to the problems of their community, generating motivation for personal and community growth where the public space may be a healthy environment providing local, social and labour integration.

Values – SOCIAL COMMITMENT
EXCELLENCE IN MANAGEMENT
TRANSPARENCY
PROFESSIONALISM
INCLUSION
DIALOGUE



Strategic Plan 2021-2025



This strategic plan is operative as from the Annual Operating Plan (AOP) in which the annual goals are established in terms of educational offers, territories, activities, courses and resources to be invested jointly with the organisations the Foundation will be working with.

On the basis of criteria of territoriality, partnership, institutional, ethic and local capacity we establish our educational labour working with groups

as well as with specific and priority collectives in every locality where Fundación Educando develop their educational and inclusion action.

Each Dimension addresses different problems of a target population in vulnerability, this is developed from Strategic Priorities structured as programs that contribute in the search for solutions from educational offers that generate a dialogue with each territory.

Community Dimension	
Strategic priority: Socio-community Inclusion	
Strategy Purpose	Effective inclusion of the population in vulnerability, mainly elderly, women in need of strengthening positive social bonds through formative activities (courses, workshops) and socio-community activities offering follow-up, support and guidance reinforcing their resilience capacities.
Development	Raising rights and obligations awareness towards social participation. Generating respect and recognition of the minorities and vulnerable populations and their culture. Strengthening positive leadership in the community and generating social capital. Favouring positive psycho-sanitary factors for personal growth and reinforcing family ties of contention. Recovering the sense of the public and communal areas – neighbourhood. Increasing community participation and reducing social conflict. Evaluation of roots and its cultural role.
Target Population	Elderly with no labour activity, women, youths, LGBTIQ community + (diversities), indigenous communities.

Educational Dimension	
Strategic Priority: Technological-educational Inclusion	
Program Purpose	Effective educational and technological education of the population in vulnerability, mainly adults and youngsters through the strengthening of their socio-educative and digital capacities participating more integrally of the XXI century achievements. Achieving personal autonomy of youths and adults.
Development	Literacy and updating of education and technology of youngsters and adults in marginality. The creation of knowledge communities of young people and adults and the generation of healthy habits of knowledge sharing. Evaluating education as a factor for personal and community growth.

Target Population	Youths and adults excluded from the labour market and in need of improving their educational capacities, LGBTIQ community + (diversities), indigenous communities.
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Socio – Labor Dimension	
Strategic Priority: Formation of Labour Competencies	
Program Purpose	Effective labour inclusion (for livelihoods) of the population in vulnerability, mainly youths and adults in need of development of their socio-labour skills from community and training activities (courses, workshops)
Development	Formation of specific and generic labour skills to enter economic circuits of goods and services. Promotion and strengthening of youngsters and adults' entrepreneurship. Investigation and detection of regional commercial and productive opportunities orientated towards the mentoring of entrepreneurs.
Target Population	Youths and adults excluded or marginalised from the labour market and in need of improving their educational capacities, LGBTIQ community + (diversities), indigenous communities. And other vulnerable groups.

Institutional Dimension	
Strategic Priority: institutional alliances and networks	
Purpose	Obtaining greater impact and sustainability through synergies with organisations aimed at optimising resources and activities strengthening the achievement of the objectives.
Development	Construction of institutional agreements with CSOs, the private and the state sector to improve the impact of programmes for the inclusion of youths and adults. Searching and detecting organisations in the private sector with objectives CSR aligned with those of Fundación Educando. Generation of alliances and networks related to them.
Target Population	Organisations, institutions and people.

Institutional Dimension	
Strategic Priority: Strategic Communication	
Purpose	Fundación Educando ranking as reference of their social cause.
Development	Design and planning a communication strategy that may establish Fundación Educando as the consultation reference and recognized opinion on adult education as a tool for social, labour and digital inclusion. Definition of the most appropriate message, channels and tools. Performance measurement and revision of strategies to correct deviations.
Target Population	Enterprises, national and international agencies, the State. Potential beneficiaries. Local and opinion leaders.

Institutional Dimension	
Strategic Priority: Institutional Strengthening	
Purpose	Strengthening local institutions in areas vulnerable in the construction of sustainable community bonds.
Development	Generating diagnosis shared with the local institutions. Development of the local institutions operative capacities. Empowerment of community leaders and local networks. Reconstruction of the importance of the institutions and the generation of meeting and participation spaces. Incentive for active citizenship such as participating in the local institutions.
Target Population	Grassroot institutions from both the public or private sector or from the Civil Society.

Each Strategic Priority: Alliances, Strategic Communication and Strengthening should support the previously described dimensions.

Part 7. Our Commitment, goals and results

The following graphs present Fundación Educando commitment, which is outlined through the goals and results that should be described in a qualitative and quantitative way offering clarity on the course to take in the near future.

Dimensions	Strategic Priorities	Results	Annual Goals (AOP): 2021
<i>Socio-community</i>	Socio-Community inclusion	At the end of 2025 community inclusion of 50 thousand elderly from 80 communities in vulnerability will have been achieved.	7 thousand youths and adults from 75 communities
<i>Socio-educational</i>	Socio-Educational - Digital Inclusion	At the end of 2025 socio-educational digital inclusion of 50 thousand youths and adults from 80 communities in vulnerability will have been achieved.	7 thousand youths and adults from 75 communities
<i>Socio-labour</i>	Formation of Labor competencies	At the end of 2025, 50 thousand youths and adults from 80 communities in vulnerability will have acquired new socio-labour competencies.	7 thousand youths and adults from 75 communities
<i>Institutional</i>	Alliances	At the end of 2025, 18 strategic alliances will have been developed. These alliances strengthen the action of the foundation and provide technical and economic sustainability.	3 new alliances from the public or private sector
<i>Institutional</i>	Strategic Communication	At the end of 2025 the development of strategic communication that properly positions Fundación Educando as reference in nonformal education for the inclusion of people in vulnerability will have been achieved.	Recognition in social media And Mentions in public and private sectors
<i>Institutional</i>	Institutional Strengthening	At the end of 2025 the competencies of containment, referentiality and quality service of the organisations of the civil society on the grounds where the foundation works will have been developed.	100 institutions improved in containment and referentiality