

## Improvement Analysis

### Educo

September 2015

#### Governance Structure (4.1 & 4.6)

Educo's Code of Good Governance, available on the organisation's website, contributes to improved transparency and guarantees that the Foundation and its members exercise ethical governance. More specific detail on how Educo ensures that this governance structure optimally supports the achievement of the organisation's mission in practice would be essential.

Since conflicts of interests are connected with decision-making processes, the Panel would like to have more information about the decision process of the board within its current composition (even number of directors) and the Code of Good Governance. Finally, an effective risk management, ensuring compliance with relevant laws and regulations in the jurisdictions within which the organisation operates is a prerequisite where the Panel looks forward to see progress in the future.

#### Actions taken

Each division of the foundation is represented in the Executive Committee (currently 7 in total), which is led by the Executive Director and meets on a weekly basis to discuss and make decisions about the day-to-day operations of the organisation. Since 2014, our development work is structured according to the three regions we work in, with three regional directors, in order to facilitate coordination and communication. Each year, the Executive Director and the Executive Committee establish annual objectives for each division, and for the organization as a whole. Progress towards these objectives is closely monitored and presented periodically in meetings between the Executive Director and the Board of Trustees.

As stipulated in the By-Laws, for decision-making each Trustee has one vote and resolutions are adopted by majority vote by the Trustees attending or represented in the meeting. In the case of a tie, the President has the casting vote. Likewise, for the adoption of certain specific agreements, it is necessary to obtain a two-third majority vote by the Trustees, in addition to the necessary compliance with existing legal requirements, such as the prior communication with the Protectorate of Foundations.

In order to streamline the Board's decision making process, in 2014 it approved the creation of the Delegate Committee, and executive body formed by five Trustees who meet at the Chairman's discretion to make decisions on specific issues that have been entrusted to them.

Educo currently addresses risk management from two perspectives: on the one hand, our legal advisors in both the Head Office and in our Country Offices provide guidance and expertise on applicable legal norms and requirements and keep us abreast of the implications of any changes which these may undergo. In parallel, Educo's Internal Audit Department ensures compliance with applicable internal and external regulations; analyzes processes and procedures; assesses management risks and provides corresponding recommendations, which are communicated to the Country Office and whose implementation is monitored with the support of a member of the internal audit team. This process contributes to minimizing, and at times eliminating, the risk, and is carried out in situ in each of the program countries.

## Diversity and Inclusion (NGO4)

Diversity is not only about gender issues. Therefore, Educo's coping with the risk of exclusion based on disability, ethnicity, poverty and age as well as more explicit evidence on the impact of the change of gender policies are missing. In this regard, it will be interesting to follow up on the development of the Non-Discrimination Policy in 2015.

### Actions taken

Since 2015 (as incorporated in our new Strategic Plan), non-discrimination is one of the four guiding principles that orientate our actions and whose adoption and implementation is obligatory and should be demonstrable.

We are currently in the process of formulating a Non-Discrimination Policy which will establish the guidelines for ensuring the systematic integration of an inclusive approach both within the organization and throughout all phases of the project cycle. As members of People in Aid, we are now able to align the policy with the new Core Humanitarian Standard on Quality and Accountability (CHS). Once the policy is finalised, we will start to design different strategies to proactively promote inclusion.

For this reporting period, we provide details regarding current staff distribution by age and gender. In coming years, we will implement a tool for country-based monitoring that incorporates all of the criteria Educo has set for equity and diversity, including indicators for disability.

## Advocacy (NGO5)

Based on the Strategic Plan and the adoption of a child rights-based approach for all its activities which is highly appreciated, Educo proposes the redesigning of an advocacy policy that will give coherence to its activities within this field whilst helping it to achieve its mission. In next report, the Panel welcomes more detailed information on how all advocacy actions / interventions carried out over the year were inclusive for *all* stakeholders – not only children. Similarly to last year's report, information on Educo's processes to identify corrective adjustments of its advocacy positions / campaigns when necessary is missing. Moreover, the Panel would like to know how Educo ensures that their work makes a real difference – e.g. how are empowerment, partnerships, non-discrimination, inclusion etc. advanced through their work, are campaigns allocated adequately, or has Educo's advocacy work been integrated into national laws?

### Actions taken

Our advocacy work is, and has always been, inclusive for all our stakeholders. As stated on our website, we see political advocacy as requiring dialogue and cooperation with all actors involved in the defence of children's wellbeing.

We publish the results and impact of our advocacy work in different forums, for example [here](#) on our website, to demonstrate how our work makes a real difference. A couple of examples of results we have published are:

- Suppression of school taxes in Guatemala to facilitate universal access to education.
- Commitment on the part of the government of the Dominican Republic to allocate 4% of the GDP to education and to eradicating illiteracy
- Implementation of an alternative education model in rural parts of Bolivia that is included as a reference in the country's 2012 Education Act.

We are currently working on the formulation of an advocacy strategy and protocol for defining institutional positioning. This process is being led by the newly-created Campaigns and Advocacy Department in the Head Office, which is responsible for coordinating all of Educo's advocacy actions.

## Global Talent Management (LA12)

Over the next two years, the Foundation plans to formalise performance review systems in all program countries, which is commendable and progress will be

assessed in the organisation's next report. The Panel would be interested to know if there is a global talent development plan in place to ensure human resources' capacities are in place or developed to support the global restructuring process and attainment of strategic goals. The Panel further encourages Educo to provide evidence that the current mechanisms in place of developing staff globally as a key pre-requisite of achieving their strategic objectives (i.e. staff performance appraisals) work well in practice.

**Actions taken**

We are currently working to formalize performance review systems in all program countries. By the end of 2014, 42% of all organization staff had undergone a formal review process, as compared with 24% at the end of 2013.