

Improvement Analysis

EDUCO

November 2015

Complaints handling procedures (NGO2)

The response omits to elaborate on the number and types of formal complaints received (e.g. via the email address opina@educoco.org), how they were handled, and whether these complaints have been resolved in a timely and satisfactorily manner. It is further important to know how well complaints channels are known among the organisation's stakeholders. Moreover, the Panel would appreciate timeline to roll out the complaints policy to all offices.

It is understood that the Social Action Programme (SAR) functions independently as a social platform / project in its own rights used only in Spain. As asked previously, it is essential to elucidate more about the practical functionality of this collaboration forum: how it is operated, by whom, is it open for use only to organisations participating in the SAR or also for external ones, and what examples can be provided to explain its functionality as an effective mechanism for exchanging feedback? How well known is the forum among Educo's stakeholders? Do they have direct access to it?

Actions taken

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Staff appraisals (LA12)

While appraisals are systematised and figures increased in comparison to the previous year, only 42% of all staff underwent a formal review process in 2014. The Panel encourages Educo to improve in this regard. What is Educo's commitment / target in this regard?

It would be interesting to know how the Performance Review and Development Manual ensures human resources' capacities are developed to support the global restructuring process and attainment of strategic goals. As requested in last year's Panel feedback, Educo is encouraged to provide evidence that the current mechanisms developing staff globally as a key pre-requisite of achieving their strategic objectives (i.e. staff performance appraisals) work well in practice.

Actions taken

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Direct and indirect impact of your activities (SO1)

Educo's effective management of entering, operating and exiting campaigns is well noted and their approach to change is comprehensively displayed. However, is there any evidence that this has led to improved management response? What kind of feedback has Educo received from communities? Are there clear exit strategies or post-intervention evaluations in place?

Looking at Educo's Theory of Change, there is a gap between duty-bearers and rights-holders. What can be learnt from this? Finally, the Panel looks forward to outcomes of demonstration of programmes' social values via the Social Action Program.

Actions taken

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